

Program Learning Outcome Assessment Plan Template

General Information

Academic Year of Implementation: 2010 – 2011

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area

(Items Highlighted in red require primary attention in the planning process – not all highlighted areas need to be completed):

Economics

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Regina Cassady	East	rcassady@valenciacollege.edu	2272	3-29
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
Bonnie Oliver	East	boliver@valenciacollege.edu	2214	3-29
Ricot Jean	Osceola	rjean@valenciacollege.edu	4862	

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

² Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams*. For faculty teams the principles include: Collegewide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and Non-Tenure Earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: Collegewide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.

Economics	
<p>Targeted Program Learning Outcome:</p> <ol style="list-style-type: none"> 1. Understand how scarcity frames the basic economic decision making process and resource allocation. 2. Understand the market system and how prices are established. 	<p>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</p> <p>ECO 2013</p>
	<p>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</p> <ol style="list-style-type: none"> 1. Understand basic supply and demand analysis including the use of appropriate terminology and supply and demand curves to analyze market behavior. 2. Understand the role of market prices in communicating information and determining the behavior of consumers and producers. 3. Understand the role of markets via the invisible hand in determining scarce resource allocation, and a nation's standard of living.
<p>Performance Indicators for the Program Learning Outcome(s) selected: Students must demonstrate an understanding of supply and demand, free market concepts, and the market equilibrium process.</p>	<p>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</p> <ol style="list-style-type: none"> 1. Identify the players in a market, and the motivations for their behavior. 2. Explain and graph the impact a change in the behavior of consumers or suppliers has on market equilibrium, specifically changes in price and quantity. 3. Determine the impact on scarcity, the distribution of goods and services, price stability and economic growth.
<p>Common Assessment (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): Written Assignment</p>	
<p>Description of the Proposed Common Assessment (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities): Students will write a 2 page essay on a <i>real world</i> market situation where the market equilibrium price fluctuated due to market price system signals. The</p>	

students must describe and graph the equilibrium process in the market, what the final market equilibrium price was, and why. The learning artifact will be the same for all students. The faculty administering the learning artifact will evaluate it, assign a grade based on a rubric, names will be removed, and artifacts will be disseminated amongst all other faculty members in the same discipline to evaluate the learning artifact. Grades will be compared for commonality in the levels of student comprehension and faculty analysis.

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):

Thinking Rubric for Holistic Assessment of Critical Thinking

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?

The students will need to review the rubric.

How will student artifacts or data associated with student performance be collected?

Each participating faculty member will conduct and grade the written assignment; copies will be made without students' names, and disseminated to all members of the team for them to assess the assignment. This can be done electronically.

If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include? **Email and phone numbers.**

How will information about faculty / staff participation in the assessment project be communicated?

The professors giving the learning artifact will grade their students' learning artifact and their colleagues' student essays. All graded essays will be forwarded to Regina Cassidy.

Who will be responsible for coordinating the collection of student artifacts? Regina Cassady
At what point in the academic year / semester will the student artifacts be collected? November 1, 2011

Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results

When will student artifacts be assessed / evaluated? Mid-November 2011
Which faculty or staff from the program/discipline will evaluate student artifacts? Team Members
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? None
When will the results / data associated with the assessment plan be analyzed? Late November
What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?

There is no need for training. Team members have received training through various professional development workshops, speakers, and Destination.

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?

There is no need for additional data. An assessment of the data can be presented by conducting statistical analysis on the scores – such as measures of central tendency like mean, median and mode.

In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)?

History, Political Science and Psychology

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?

Email

Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline (including Deans / Directors responsible for supporting and promoting the work necessary for	9/20/2011	Team Members	

the implementation of the Assessment Plan)			
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	Week of 9/26/2011	Team Members	
Draft assessment plan is revised to reflect input	Week of 9/26/2011	Team Members	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	9/30/2011	Team Members	

Dean / Director Support

The Dean(s) / Directors (for Librarians) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

Improvement Plan and the Use of Assessment Results (To be completed after the implementation of the initial Assessment Plan and the review of student artifacts)

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (Specific recommendations for improvement, targeted course(s), co-curricular program or student activity)?

What changes to the common course outlines, if any, need to be considered?

What do the results of this assessment plan suggest about changes / improvements to the program assessment process?

Individual(s) Responsible leading the implementation of recommendations

Stakeholders Impacted by the recommendations for improvement

DRAFT