

Date Received June, 2008

**Assessment Report Form  
Edison State College**

1. Assessment Project Report:

Program	General Education Assessment of Economics 2013
Department	Economics
College	Arts and Sciences
Program Assessment Coordinator	Professor Kathy Clark
Academic Year	2007-2008
Report Submitted by	Professor Kathy Clark
Phone/email	kclark@edison.edu
Date Submitted	June, 2008

2. According to the Assessment Plan, what were the planned assessment activities to be conducted during the Academic Year? You may want to copy and paste from this program's assessment plan.

Which outcomes for this program were measured?	How did you measure the outcomes?	What results did you expect?
Ethics and Values, Critical Thinking, Technology/Information Management, Quantitative Reasoning	Common Graded Assignment	We expected 60% of the students to score a "2" or higher on the assessment rubric for each area.

3. Results, conclusions, and discoveries. What are the results of the planned activities listed above? What conclusions or discoveries were made from these results. Describe below or attach to the form.

**Ethics and Values:** The data analysis measuring the ethics and values competency indicated that there was no correlation with the number of hours earned by students and there was a small correlation (0.069) with GPA. Afternoon classes (83%) scored the highest on ethics and values with a score of 2.75. Online classes scored the lowest (40%) on ethics and values with a score of 2.0.

**Critical Thinking:** The data analysis measuring the critical thinking competency indicated that there was a small correlation (0.095) with hours earned and a small correlation (0.075) GPA. Students who earned 46-60 hours scored the highest (2.95)

or 82%. However, 89% of students who earned 16-30 hours scored a 2.50. Students with a GPA of 2.01-3.00 averaged a 2.79 score on critical thinking with a passing score of 86%.

**Quantitative Reasoning:** The data analysis measuring the quantitative reasoning competency indicated that there was no correlation with hours earned and a small correlation (0.139) with GPA. The online classes scored the lowest (2.08) with a passing rate of 60%. Afternoon and evening classes scored the highest (3.25 and 3.31 respectively) with a passing rate of 100% for each.

**Technology and Information Management:** The data analysis measuring the technology and information management competency indicated that there was no correlation with earned hours or with GPA. Online classes scored the lowest 2.54 or 80% while evening classes scored the highest with an average of 3.42 or 100% passing rate.

4. Use of Results. What program changes are indicated? How will they be implemented? If none, describe why changes were not needed.

1. The assignment will be used again in future semesters for a comparison to the baseline data. Suggestions for improvement will then be analyzed.
2. The College should encourage more faculty to be trained in scoring the "Common Graded Assignment."
3. The students in online courses scored significantly lower in "Ethics and Values." With the launch of Edison Online, ECON 2013 has been completely revised, linking assignments with general education competencies. This revision should improve student success in "Ethics and Values."

5. Dissemination of results, conclusions, and discoveries. How and with whom were the results shared?

A copy of the report will be distributed electronically to economics faculty, the Student Learning Outcome Committee and the Student Learning Outcomes Specialist. It will also be placed on the Edison State College website.