

Course Assessment– Part B: Your Results & Analysis

#162

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EC 200 – Principles of Economics: Intro, Institutions & Philosophies – Dave Wagenblast – Fall – 2016

Part B: Your Results

Directions

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. *

11 /16 or 68% of students achieved 150 total points from 9 opportunities of discussion board topics.
7/16 or 44% of students earned 80% or higher from the midterm tests.
13/16 or 81% of students earned 80% or higher from the final exams.

Outcome #1

*

Think critically and formulate independent and well-considered conclusions about economic issues and policies.

% of students who successfully achieved the outcome (C or above) *

81%

Outcome #2 *

Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.

% of students who successfully achieved the outcome (C or above) *

75% midterms/94% final exams

Outcome #3 *

Make rational decisions based on rudimentary marginal analysis.

% of students who successfully achieved the outcome (C or above) *

75% midterms/94% final exams

ANALYSIS

3. What contributed to student success and/or lack of success? *

Being an on-line course, students with the highest scores tended to get work done early or mid-week, asked questions on-line to gain more understanding of material, and took advantage of extra credit opportunities that applied to tests, particularly for final exam. Students with lower scores did not put in effort to complete assignments on time or take advantage of extra credit.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. *

Out of 14/16 students that submitted an exit essay at the end of the term, 13 students posted an overall positive affirmation to the course succeeding judged against the course description and outcomes listed in the syllabus.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

Even though the discussion board was popular among those that participated, total participation was lower than expected this term.

6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *

I would not change the course curriculum or expected outcomes. More visual aids would probably be appropriate.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *

Video training when applicable. No budget implications

8. Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments? *

I believe the assessment methods represent on set of indicators of student learning. Being an on-line class requires a higher level of self-discipline to meet timelines of assignments. I also require an entry essay for students to develop their own expectations for the class relating to the outcomes in the syllabus. An exit essay is also required from the students to self-assess their expectations. Entry and exit essays are available upon request.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

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