

# Course Assessment– Part B: Your Results & Analysis

#371

Your Email \*

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.

EC 201 – Principles of Economics: Microeconomics – 1093602 – David Wagenblast – Winter 2019

## 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. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. \*

For each outcome described, 16/26 students scored 80% or higher from the weekly homework assignments, weekly quizzes, two midterm exams, one final exam, and extra credit opportunities in applying theory to media articles. Goal was to have 50% of students score 80% or higher. 61.5% is a higher percent than last year's EC201 class.

### Outcome #1

\*

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

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

61.5%

### Outcome #2 \*

Make rational decisions based on rudimentary marginal analysis.

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

61.5%

### Outcome #3 \*

Understand market structures and market power.

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

61.5%

## ANALYSIS

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

This is a hybrid class with 25% lecture and 75% online. 56% of the 16/26 students who attended lectures as much as possible this winter term and took advantage of the extra credit assignments tended to have higher scores. The other 44% of the 16/26 completed online assignments on time, logged in more frequently, and tended to ask for help online more.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare 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. \*

The survey was not posted by me this term. This neglect was my fault.

5. Did student achievement of outcomes meet your expectations for successfully

Achievement metric was 61.5% which was higher than the 57% score last year.

teaching to each outcome (question 4 from Part A) \*

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

Would not change the curriculum. Several weeks of lecture adjustment due to weather had to be made, but did not skip any material. Possibly apply new technology (zoom, Camtasia, etc.) to reach students in evening.

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

Internet technology from IT department. CGCC still exploring improvements thru trial and error.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. \*

Continue to use existing classroom technology to provide more insight and examples.

9. Describe how you explain information about course outcomes and their relevance to your students.

Syllabus overview during first lecture.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

Use real life examples to motivate students to provide a reasonable analysis of theory in support or non-support of written media articles. This includes defining the situation and provide a forecast from economic supply and demand shifts. Exploration of different market structures sometimes involve global interactions.

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