

Course Assessment– Part B: Your Results & Analysis

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EC 201 – Prin Econ: Microeconomics – 1095046 – David Wagenblast – Winter 2020

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, 18/24 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. 75% is a higher percent than last year's EC201 class, which was 61.5%.

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) *

75%

Outcome #2 *

Make rational decisions based on rudimentary marginal analysis.

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

75%

Outcome #3 *

Understand market structures and market power.

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

75%

ANALYSIS

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

This is a hybrid class with 25% lecture and 75% online. Most of the 18/24 students attended lectures as much as possible this winter term and took advantage of the extra credit assignments and tended to have higher scores. The other students of the 18/24 completed online assignments on time, logged in more frequently, and tended to ask for help online more. The remaining 6 students did not attend class nor completed assignments on time or spent much time with the assignments.

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 is my fault.

5. Did student achievement of outcomes

Achievement metric of 75% was higher than the 61.5% score last year

meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

and 57% the year before.

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

Would not change the curriculum. One or two weeks of lecture adjustment due to weather had to be made, but did not skip any material. Will apply self-recorded Zoom lectures on pertinent topics to reinforce understanding.

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

Zoom access thru internet. Possibly use campus internet. No budget implications.

8. Describe the results of 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.

Go over the class syllabus at beginning of term.

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"

CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

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. World events from the COVID-19 provided a real-life "lab experience" in applying theory and expectations.

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