

Course Assessment– Part B: Your Results & Analysis

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EC 202 – Principles of Economics: Macroeconomics – 1095881 – David Wagenblast – Fall 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, 18/25 or 72% of students scored 80% or higher from the weekly homework assignments, weekly quizzes, two midterm exams, one final exam and exit essay. Goal was to have 50% of students score 80% or higher.

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) *

72%

Outcome #2 *

Understand different paradigmatic perspectives regarding the stability or instability of the macroeconomy.

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

72%

Outcome #3 *

Awareness of the different public policy options for addressing macroeconomic issues and problems.

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

72%

ANALYSIS

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

This was a full online course with printed material, zoom lectures (not required to attend, but recorded), self-made videos about important concepts, and links to other resources. Students who succeeded completed the necessary work by reading weekly assignments, asking questions (to me or in classroom discussion board), accessing Zoom recordings and videos, and participating in weekly discussions about chapter concepts.

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. *

At the beginning of the term, one of first assignments is to write an entrance essay to develop their expectations to the outcomes listed in the syllabus and how they would accomplish those expectations. At the end of term, they submit an exit essay to evaluate their own understanding relative to their entrance essay. Exit essay perceptions were positive about increasing their understanding and some offered suggestions on how to improve, but nearly all would not change the course.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *	Yes
6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *	I am continuously looking on how to improve online instruction. At this point, based on the exit essay feedback and from student evaluations, I would not adjust too much.
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?	None. School of hardknocks in learning Zoom and Camtasia since last spring.
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. *	Many adjustments in going full online from the hybrid course. Given Zoom, instructional videos (first runs), and emails (sometimes by phone), a feel for student's understanding is good but not as well as FTF.
9. Describe how you explain information about course outcomes and their relevance to your students.	Each weekly assignment that connects chapter goals with course outcomes in syllabus.
<p>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:</p> <p>CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and</p> <p>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).</p> <p>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"</p> <p>CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"</p> <p>CLO#3 – Quantitative Literacy – "Application/Analysis" and/or "Assumptions"</p>	Used real life examples to motivate students to provide a reasonable analysis of theory in support or non-support of written media articles. This included defining the situation and providing an expectation from macroeconomic shifts. Exploration of different market structures sometimes involved global interactions. World events from the COVID-19 provided a real-life "lab experience" in applying theory and expectations.
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