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EC 201- Principles of Economics: Microeconomics- Winter 2023

*** 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, 14/20 students or 70% 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. 70% is a higher outcome than last year's EC201 class, which was 60%.

*** 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)**

70%

*** Outcome #2**

Make rational decisions based on rudimentary marginal analysis.

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

70%

*** Outcome #3**

Understand market structures and market power.

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

70%

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

Being an online class with Zoom lectures every non-test week, students who attended a Zoom lecture or viewed the saved lecture and took advantage of extra credit assignments tended to have higher scores. Material was available to all students, but my going over material seemed to help. Time management on part of the student was very important to complete assignments, so the more disciplined student tended to have higher scores. Those students who were distracted fell behind. One or two students had a language barrier interpretation that presented an additional challenge.

*** 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.**

I also give an Entrance Essay assignment and an Exit Essay assignment for student self-assessment about their progress and observations of the course, along with the end-of-term survey. 8 students answered the survey and 18/20 completed the Exit Essay. All responses were positive about the layout of the course, with one or two suggestions, with all saying they learned much more at the end than they knew at the beginning of the term.

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

Achievement metric of 70% was higher than 50% goal and higher than the 60% score last year.

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

Would not change entire curriculum. Several responses suggested different Zoom lecture times, but can't fit everyone. Lectures are recorded and available to all students, along with one-on-one Zoom "office hour" if requested.

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

I made an investment in a new graphics tablet to interact with Zoom presentations, which works very well.

*** 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 internet technology to provide more insight and application examples.

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

First Zoom lecture I cover the class syllabus and course layout. There also is a beginning video about that along with the recorded Zoom lecture.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #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" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

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 pandemic and recent demand / supply market adjustments provide a real-life "lab experience" in applying theory and expectations.