

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

EC 201- Principles of Economics: Microeconomics - Dave Wagenblast- Part B- WInter 2025

*** 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, 26/32 or 81% of students scored 80% or higher from the weekly homework assignments, weekly quizzes, two midterm exams, one final exam, and extra credit opportunities to apply theory to media articles. Goal was to have at least 50% score 80% or higher. This year's result was higher than last time (two years ago), which was 70% of the students scored higher than 80%.

*** 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)**

97%

*** Outcome #2**

Make rational decisions based on rudimentary marginal analysis.

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

97%

*** Outcome #3**

Understand market structures and market power.

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

97%

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

Being an online class with a Zoom lecture every non-test week, students who attended or watched the recorded lecture and took advantage of file notes and extra credit assignments tended to have higher scores. Student's time management was very important in completing assignments. The more disciplined students tended to have higher scores.

*** 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.**

Each student has to submit an Entrance Essay at the beginning of the term and an Exit Essay at the end of term for student self-assessment on how well they did compared to their expectations in the Entrance Essay. 30/32 completed the Exit Essay. All were positive about the layout of the course with maybe one or two having an improvement suggestion, but all said they learned much more than they thought they would.

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

Yes. Achievement metric of 81% was higher than the 50% goal and higher than 70% score in 2023.

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

EC021Z next fall will have one change in a new WEEK topic, but overall would not change existing curriculum.

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

None.

*** 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.**

Will continue to use existing internet technology to provide more insights and media application examples with theory.

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

I go over the syllabus and course layout in WEEK 01 Zoom lecture. Students also have to relate to how they expect to achieve the course outcomes from the syllabus in their Entrance Essay.

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: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

Focus on using real life examples to motivate students in providing a reasonable analysis of theory to support (or not) written media articles. This includes defining the situation and estimation of results from changes in supply and demand and other economic forces. This would include local, national and global environment.