

General Education SLOA Summary

General Education Category: Behavioral/Social Sciences **Semesters:** Fall 2013 and Spring 2014
Courses: ECO 201 and ECO 202
Data Summary:

Outcome	Measurement	Desired Result	Actual Results	
			FA13	SP14
Gen Ed Outcome 1: Critically analyze and evaluate issues derived from the Social Sciences utilizing appropriate methodologies.	ECO 201 Final Q30: The Arguments Over Trade Policies and Globalization	80% of students will answer correctly	80%	77%
	ECO 202 Final Q30: Equilibrium in the Labor Market		78%	77%
	ECO 201 Group Projects (F2F & hybrid) and Discussions (Online)		86%	86%
	ECO 202 Group Projects (F2F & hybrid) and Discussions (Online)		81%	80%
Gen Ed Outcome 2: Demonstrate how culture, society, and diversity shape the role of the individual within society and human relations across cultures.	ECO 201 Final Q32: The Arguments Over Trade Policies and Globalization		80%	77%
	ECO 202 Final Q32: Explaining Differences in Wages		78%	77%
	ECO 201 Group Projects (F2F & hybrid) and Discussions (Online)		86%	86%
	ECO 202 Group Projects (F2F & hybrid) and Discussions (Online)		81%	80%

Discussion of Analysis Results:

Faculty involved: Lori Spessard & Stacey McGee

Time period: Meetings, both formal and informal, throughout the year (Fall 2013, Spring 2014, Summer 2014)

Data was collected from exam questions using item analysis feature in MyLab. We also used scores from group presentations (if face-to-face) and discussion forums (if online).

Differences showed up between F2F and online results. The online sections showed better results in the multiple choice exam questions in MyLab. All online sections achieved the desired result of 80% of students answering correctly (82% for ECO 201 and 87% for ECO 202) but the F2F sections did not (77% in both ECO 201 and ECO 202). The F2F sections of both ECO 201 and ECO 202 did a better job with achieving desired results in the group project assessment (93% in ECO 201 and 92% in ECO 202) than the online sections did with the discussion forum assessment (63% for 201 and 61% for 202). This appears to be mostly a result of participation in the assessments. Because the F2F assessment was a group project, it was difficult for a student to opt out of the assessment; the peer pressure of the group caused most students to actively participate. The online discussion assessment is essentially an individual effort; one could opt out of it without causing a problem for other students.

Plan of Action:

We are making broad changes to both ECO 201 and ECO 202 (using an OER textbook, changing platforms from MyLab to Moodle, etc.). This presents us with the opportunity to try new assessments for these outcomes. We have decided to discontinue the group presentation and replace it with a field report assignment for the F2F sections. We will continue to use selected questions from quizzes or exams that are common across all sections regardless of delivery format, but these questions will change due to the change in course materials.

We're examining ways to increase participation in online forums. Despite frequent reminders, detailed instructions, etc. there are students who choose to not complete the required forums. If participation in this type of assessment cannot be increased, we will change the online assessment to something that will yield results from all students in the section.