

Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: ECO 202 Microeconomics Principles

Date: FA16/SP17

Course/Program Team: Lori Spessard & Stacey McGee

Expected Learning Outcomes

Students who successfully complete this course will be able to:

1. Explain how the concepts of scarcity, incentives, opportunity cost, and marginal analysis affect economic decision making.
2. Analyze the role of supply, demand, and prices in a market economy and the necessary conditions for a market economy to function well.
3. Describe and analyze theory and policy related to microeconomic issues.
4. Use economic terminology, concepts and theories to analyze “real world” scenarios and current events.

General Education Outcomes:

The student will be able to:

1. Critically analyze and evaluate issues derived from the Social Sciences utilizing appropriate methodologies.
2. Demonstrate how culture, society, and diversity shape the role of the individual within society and human relations across cultures.

Assessment (How do or will students demonstrate achievement of each outcome?)

Students are assessed using a combination of quizzes, exams, writing, and discussion assignments. Results are shown below:

Sum of % Met Outcome	Column Labels		
	F2F	Online	Grand Total
1	82%	78%	80%
2	69%	61%	65%
3	83%	71%	77%
4	88%	70%	79%
Grand Total	81%	70%	76%

Validation (What methods have you used or will you use to validate your assessment?)

Exam questions are selected from a large test bank provided by the publisher. It is assumed that the publisher validates these questions and tests them for reliability. We select each question to ensure the test items are assessing what we want to assess.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

See data above. Face-to-face sections performed significantly better than online sections, but it is not clear why. Sections also performed better than last year (75% average versus 72% last year).

Follow-up (How have you used or how will you use the data to improve student learning?)

1. ECO 202 course components are changing significantly again for FY18. We were unhappy with the OER textbook used during the last two years.
2. Required homework appears to help students. While there was required homework with the OER/Moodle course design, we believe returning to a Pearson MyLab product will be helpful to students. MyLab provides both a greater quantity and quality of practice than the OER material can provide.
3. We are planning to change the relative weights of the exams, hoping this will improve student effort on these assessments.

Budget Justification (What resources are necessary to improve student learning?)

No additional resources are required at this time.