#3. Executive Summary: Undergraduate Program Assessment: GEN ED

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| **Course: ECON 102 Department: Business Date: Spring 2015** …**. Submitted on 8/17/15** |
| **Members** (must include more than course instructor only) **involved with analysis of artifacts: Andy Langewisch, Curtis Beck, Aaron Sailor & Tim Heidorn (Heidorn is instructor)** |
| **See #3 Assessment Plan: Student Outcomes for:** *a) Course requirement evaluation; b) Student Outcome; c) Question(s); e) Methodology* |
| **Analysis of artifacts:** *1).* Student Outcome*:* ***PERFORMANCE CRITERIA****\* - How was data analyzed? (attach rubrics/scoring tools if used).* 80% or more students will correctly perform a marginal cost marginal benefit analysis on the last exam of the semester. M*odes were comparable?* (note “na” if delivery modes were not compared). na |
| **Summary of RESULTS\*:**  *1). Restate the assessment question(s) (from the Assessment plan):* All of the questions relate to marginal cost marginal benefit analysis  *2). Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.* The subject of Marginal Cost Benefit analysis is introduced in the first week of ECON 102 (Microeconomics). A variety of examples are emphasized throughout the class. The following question is the last time the students were asked to answer a question on this topic during the class. This question relates Marginal Cost Benefit Analysis to the market for Healthcare.  32. Refer to the above diagram which shows the marginal benefit and cost of different quantities of health care consumption. The socially optimal level of health care consumption is:   1. some amount less than Q1. 2. amount Q1 3. some amount between Q1 and Q2. 4. amount Q2.   The correct answer is “B”  The students met the assessment goal of 70% or more answering this question correct. ANSWER N Percent  Correct (B) 48 86%  Incorrect (A, C, D) 8 14%  TOTAL 56 100%  *3).* ***INTERPRETATION****\* - Discuss how the results answer the assessment question(s).* Students who complete ECON 102 are highly likely to understand the key concept that marginal costs and marginal benefits balance out at an equilibrium quantity. The observed correct response rate (86%) was higher than the minimum acceptable response rate (80%)  *4). Observations made that were not directly related to the question(s).* (*i.e. interrater reliability of the scoring tool was low*) na  5). ***How did the outcomes of the traditional and alternative format analysis compare*?** (note “na” if delivery modes were not compared). **na** |
| **Sharing of Results:** *When were results shared? Date:* 5/15/15 *How were the results shared? (i.e. met as a department)* Met as a department. *Who were results shared with? (List names):* Andy Langewisch, Curtis Beck, Aaron Sailor & Tim Heidorn (Heidorn is instructor) Results also shared at Fall Faculty Seminar – 8/13/15 |

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| **Discussion of Results** –**Summarize your conclusions including:**   1. **ACTION\*-** *How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?* We will assess a different knowledge area in 2016. Specifically, do ECON 101 students understand the concept of money (what it is and what are it's functions) 2. **IMPACT\*-** *What is the anticipated impact of the* **ACTION\*** *on student achievement of the learning outcome in the next academic year?* No changes on the instruction of marginal cost marginal benefit analysis. 3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful*   *implementation of the* **ACTION\*** (i.e. an additional staff person, new equipment, additional sections of a course). None |
| **Submitted via email to Assessment Committee Chair by: Curtis Back Reviewed by the Assessment Committee (date): 8/18/15** |
| **Submitter notified/additional action needed: na BUDGET IMPLICATIONS** – **Assessment Committee Chair notified appropriate Dean: na Approved & Posted to Assessment site: 8/18/15** |