

Assessment of General Education Goal 2.1  
 Results of the Spring 2012 Assessment  
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General Education Goal 2: Explain economics and politics from local, national and world perspectives.  
 Outcome 1: Student will be able to explain the function of an economic system.

A total of 87 student artifacts were collected from ECO 101 courses for GEG 2.1 assessment. There were also 73 demographic sheets collected with the artifacts. Each artifact was scored by a team consisting of two faculty readers. Each faculty reader scored the artifacts independently, and then a final consensus rating was given. The artifacts were scored according to the attached rubric on four components: *Definition, Group Responsible, Influence on Economic System, and Tools of Monetary Policy.*

This assessment also included a large portion of artifacts from online courses. These online courses included a large number of Moberly Area Community College (MACC) students, which in the future will be filtered out. However, for this assessment the MACC students were included in the results below.

The table below (Table 1) displays the student scores– the percentage represents the percentage of students that received that score. The mean scores for the *Definition, Group Responsible, and Tools of Monetary Policy* components were fairly high and were above the *Good* rating – more students had a score of *Excellent* than *Poor*. However, the *Influence on Economic System* component had a mean score of 1.97 which is slightly low – more students had a score of *Poor* than *Excellent*. Also, the distributions indicate that a large percentage of students in each component had artifacts that were rated as *Poor*.

Table 1: Student Scores

	<i>Definition</i>	<i>Group Responsible</i>	<i>Influence on Economic System</i>	<i>Tools of Monetary Policy</i>
1 (Poor)	25%	23%	30%	20%
2 (Good)	37%	43%	44%	41%
3 (Excellent)	38%	35%	26%	39%
Mean	2.13	2.11	1.97	2.20

As a way to measure the reliability of the assessment, inter-rater reliability data was measured and is displayed in Table 2 below. The measure compares how often the two faculty readers scored an artifact the same (Agree), had a difference in score by 1 (Differ by 1), or had a difference in score by 2 (Differ by 2). The *Influence on Economic System* component had the lowest rate of agreement between readers at 58% followed by the *Definition* component at 64%. These compare a little low to other assessments and might indicate some improvement to the rubric or training may be needed. The *Group Responsible* and *Tools of Monetary Policy* had agreement rates of 74% and 72%, respectively. These both compare favorably to similar assessments.

Table 2: Inter-Rater Reliability, n=194

	<i>Definition</i>	<i>Group Responsible</i>	<i>Influence on Economic System</i>	<i>Tools of Monetary Policy</i>
Agree	64%	74%	58%	72%
Differ by 1	31%	23%	37%	28%
Differ by 2	5%	2%	5%	0%

An analysis was done to examine scoring differences among the different categories of the variables collected from the demographic sheet (see Table 3 below). The data show the different distributions of the various demographic factors that were collected. Also included are the mean scores for each of the different categories. Note that just because the mean scores may be different in the sample, it may not be true of the population (most results aren't statistically significant). The following results represent the statistically significant findings. Males tended to score higher on the *Group Responsible* component than did females. Of most importance though is the fact that the artifacts from online courses had higher scores in the *Definition*, *Group Responsible*, and *Tools of Monetary Policy* components than those from the structured classes.

Table 3: Demographics

Variable	Category	n	Definition Mean	Group Responsible Mean	Influence on Economic System Mean	Tools of Monetary Policy Mean
Semester at JWCC	1 <sup>st</sup>	15	2.40	2.13	2.00	2.47
	2 <sup>nd</sup>	33	2.15	2.09	2.09	2.12
	3 <sup>rd</sup>	7	1.71	2.14	1.86	2.14
	4 <sup>th</sup>	7	1.71	2.14	1.86	2.00
	5 <sup>th</sup> or more	11	2.00	1.91	1.82	2.18
Program Type	AA	20	2.25	2.20	2.00	2.15
	AS	20	1.90	2.05	1.75	2.25
	AGS	1	3.00	2.00	3.00	2.00
	AAS	9	1.67	2.33	2.13	1.89
	Don't Know/Other	23	2.26	1.91	1.99	2.30
FT/PT Status	Part-time	32	2.16	2.16	2.00	2.25
	Full-time	55	2.11	2.09	1.95	2.16
Age	17 to 20	37	2.14	2.14	2.00	2.11
	21 to 24	12	2.19	1.92	1.83	2.17
	25 to 29	7	2.29	2.29	1.86	2.29
	30 or older	17	2.00	2.12	2.06	2.18
Gender	Female	44	2.09	1.95*	1.91	2.14
	Male	33	2.13	2.30*	2.07	2.27
Delivery Method	Structured	32	1.91*	1.84*	1.91	1.84*
	Online	55	2.25*	2.27*	2.00	2.40*
Total Earned Hours	None (0)	3	2.67	1.67	2.67	2.33
	1 to 14.5	15	1.93	2.07	2.00	2.33
	15 to 29.5	20	2.05	2.25	1.90	2.10
	30 to 44.5	11	1.87	1.73	1.73	1.64
	45 to 59.5	15	2.27	2.07	2.20	2.33
	60 or more	10	2.40	2.40	1.80	2.50
Transfer Student	Yes	18	2.28	2.22	2.00	2.33
	No	54	2.02	2.04	1.98	2.15

\*p < .05

# JOHN WOOD COMMUNITY COLLEGE

## GENERAL EDUCATION ASSESSMENT

**Learning Outcome 2.1: The student will be able to describe the major sectors and components of an economic system.**

**The student will also be able to define and describe Monetary and Fiscal policy.**

Rubric Design by: JWCC Business Department

<b>MONITARY POLICY</b>	<b>1 POOR</b>	<b>2 GOOD</b>	<b>3 EXCELLENT</b>
<b>Definition</b>	Incorrect definition.	Some attempt to correctly define Monetary Policy	Correctly defines Monetary Policy.
<b>Group responsible</b>	Fails to identify, or incorrectly identifies the group responsible for administering Monetary Policy.	Some attempt to identify the group responsible for administering Monetary Policy.	Correctly identifies the group responsible for administering Monetary Policy.
<b>Influence on economic system</b>	No description of influence on the economic system.	Some attempt to describe the influence on the economic system.	Correctly describes the influence on the economic system.
<b>Tools of Monetary Policy</b>	Fails to describe tools of Monetary Policy.	Some attempt to describe tools of Monetary Policy, with errors or omissions.	Identifies and accurately describes tools of Monetary Policy.