

## Results Outreach Committee ROC Final Report

### ROC Project Title

Assessment and Quality Matters - Online Economics Faculty

### Name(s) and Department

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### Abstract

Describe in a concise summary the purpose of your ROC project including how this project was linked to the college-wide assessment outcomes result(s), the type of instructional /scholarly endeavor(s) engaged in, and the collaborative nature of the project (120 word limit).

This project begins a process to evaluate the efficacy of Quality Matters for online instruction by incorporating two Quality Matters Certified courses – ECN 211 Principles of Macroeconomics and ECN 212 Principles of Microeconomics into one half of online economics courses for the purposes of comparison to existing curriculum and delivery. This project linked directly to the culture of quantitative measurement that is at the heart of assessing the college level outcomes developed by SOC. While all of these outcomes are not taught or assessed in the economics curriculum, those that are were at the heart of the Quality Matters application in this project. The project collaborators worked with the CTL, MCCD –MCLI, the Quality Matters Review teams and each other to an instructional plan, an assessment instrument of content, skills, and academic maturity, a planned pilot to use that instrument to compare the QM online classes with non QM classes, revised online instructional design and presented the results to Economics and Social Science faculty and the MCC Online Economics Faculty.

The resulting assessment instrument, process ) and final report can be used by Social Sciences, MCC Online and other areas of the campus to assess the use of QM based course instructional design and revision.

(documented via wiki - <http://mccsocialsciences.wetpaint.com/page/ROC+-Assessment+and+Quality+Matters+-+Online+Economics+Faculty>)

### Outcomes

Describe the intended outcomes of the project and how they were met. (If your project involved sponsoring a speaker, do not provide a detailed background of the presenter, but instead focus on how the presentation addressed the outcomes assessment results.)

## **Proposed outcomes and results**

### **Students**

Benefit will be an analytic evaluation of QM v non QM developed and assessed course delivery.

Results – unfortunately, due to a reduction in support for the proposed project, the project did not complete the evaluation process and format for comparison. Funding expired on June 30, 2010 before any actual data collection and analysis could begin. One of the proposals from this project would be support to actually allow the data analysis envisioned by the project collaborators. The collaborators are in active discussion about submission of a ROC for summer 2011 and expanding the base of instruction to other social or cultural science disciplines.

Benefit to online students - this subset of students suffers lower retention than the college population as a whole. The results of this project will allow for an assessment and comparison to determine alternatives to the current delivery.

Results – unfortunately, due to a reduction in the proposed project, the project did not complete the evaluation process and therefore could not begin an actual analysis. The ROC is well aware that the rapidly growing online student population should be included in the actual SOC. The project collaborators endorse this sentiment and would like to incorporate the data for online SOC results in the evaluation of Quality Matters delivery of economics courses as compared to non Quality Matters economics delivery. As previously indicated the collaborators are in active discussion about submission of a ROC for summer 2011 and would be very interesting in incorporating any SOC data from online students.

### **College wide outcomes assessment endeavor**

Results - The process and the specific outcomes - assessment instrument and wiki (<http://mccsocialsciences.wetpaint.com/page/ROC+-Assessment+and+Quality+Matters+-+Online+Economics+Faculty>) documenting the process are now available to MCC Online, SOC, Social Sciences and the entire college as the basis for a conversation dealing with the existing SOC approach and MCC Online approach to self assessment of readiness, pre and post testing and the relative costs and benefits of Quality Matters certified course design and delivery by instructors who have grounding in Quality Matters as well as professional development necessary to integrate QM based instruction in online delivery.

### **Educational climate**

Benefit - Move the efforts of SOC and ROC toward data/research collection and to decisions that consider research and data from MCC online economics classes to all economics classes to Social Sciences course work.

Results - Given constrained resources and the demands on all members of the college community this continues to be a challenge. Data collection by the MCC Online Economics faculty (the basis for much of the preliminary work of this project) is both time consuming and challenging. That said, the continued support by the MCC Online Economics faculty is reflective of the broader commitment to data based decisions that accelerated over the past 2 years.

Benefit - Provide faculty with the opportunity to learn more about the advantages of QM and the relationship between QM and assessments

Results - We did accomplish this one! The two faculty who completed Quality Matters certification for ECN 211 and 212 have been tireless and generous in sharing their experience.

Benefit - Move from reactive to proactive mode in dealing with challenges facing online instruction and economics instruction.

**Impact and applicability**

Describe the broad impact and applicability of your ROC project on student learning, programs, and/or departments. Description should address specifically how the ROC project provides a bridge between the assessment data, planning, pedagogy, and learning.

The ROC project directly affected student learning because faculty who participated implemented Quality Matters into their classes for beginning Second Summer Semester 2010. These online QM classes represent 50 per cent of online economics instruction and will provide the foundation for a comparison that is of interest to the college community. In addition, the participating faculty developed and implemented a process for pre and post testing, distance readiness self assessment and course evaluation in these QM online courses and data can now be collected going forward.

**Dissemination**

This report will appear on the ROC website and will be available to the public.

The entire ROC process, data and analysis can be found at <http://mccsocialsciences.wetpaint.com/page/ROC+-Assessment+and+Quality+Matters+-+Online+Economics+Faculty>