



## Annual Assessment Report 2020-2021

### BS Economics: all options

### Economics

### College of Letters, Arts, and Social Sciences

#### CONTACT

Name of Program Assessment Lead Craig Kerr

Name of Person Completing Report Craig Kerr

DISCIPLINARY ACCREDITATION No

#### DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ We developed them as a program/department using our own knowledge and expertise of the field.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/class/economics/about.shtml>

#### ASSESSMENT ACTIVITIES IN 2020-2021

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2020-2021**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 3

**How many SLOs did your program assess this past year in 2020-2021?**

- My program assessed SLOs in AY 2020-2021

**Please list the SLOs examined**

- SLO #1: Identify, compare and contrast economic theories and concepts pertaining to micro- and macroeconomic issues.
- SLO #2: Use mathematical and statistical skills to test economic theories and/or to describe and analyze real world economic relationships, events, and policies.
- SLO #3: Clearly present economic analysis in written and/or oral form using current technology.

- **Student Learning Outcome (SLO):** SLO 1: Identify, compare and contrast economic theories and concepts pertaining to micro- and macroeconomic issues.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)</li> </ul>		
<ul style="list-style-type: none"> <li>• Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>• Scored direct evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Capstone product (e.g., project, senior thesis etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Used rubric or scoring guide</li> <li>• Scored exams/tests/quizzes</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
14	Rubric scored by faculty	Yes	

**Student Learning Outcome (SLO): SLO 2: Use mathematical and statistical skills to test economic theories and/or to describe and analyze real world economic relationships, events, and policies**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)</li> </ul>		
<ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>Scored direct evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Capstone product (e.g., project, senior thesis etc)</li> <li>Assignment/exam/paper as part of regular coursework</li> </ul>	<ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> <li>Scored exams/tests/quizzes</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
61	Rubric scored by faculty and percent of exam question score	Yes	

**Student Learning Outcome (SLO): SLO 3: Clearly present economic analysis in written and/or oral form using current technology.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>Scored direct evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Capstone product (e.g., project, senior thesis etc)</li> </ul>	<ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
14	Rubric scored by faculty	Yes	

## IMPROVING THROUGH ASSESSMENT

**Overall, what best describes how the program used the results in 2020-2021? Select all that apply.**

- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions are ongoing, etc.)
- Other, please explain: Doing good and don't want to react too much to online teaching as it is temporary

**Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2020-2021? Select all that apply.**

- Program/department faculty as whole

**The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2020-2021 so that others may learn from your experiences.**

Students have adapted better than expected for research courses, worse than expected for other courses.

**CPP's GI2025 goals focus on eliminating equity gaps. What plans do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.)**

N/A

**The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:**

**Assessment Plan** Yes

**Curriculum Matrix** Yes