



Annual Assessment Report 2021-2022

BS Economics

Department of Economics

College of Letters, Arts, and Social Sciences

CONTACT

Name of Program Assessment Lead Hien Nguyen

Name of Person Completing Report Hien Nguyen

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 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022**. 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 2021-2022?

- My program assessed SLOs in AY 2021-2022

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

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

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

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

Student Learning Outcome (SLO): 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"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning 	<ul style="list-style-type: none"> Capstone product (e.g., project, senior thesis, etc) 	<ul style="list-style-type: none"> Used rubric or scoring guide

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 2021-2022? 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.):

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? 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 2021-2022 so that others may learn from your experiences.

Students have adapted well to online and hybrid learning.

CPP's GI2025 goals What assessment-related efforts 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.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)

N/A

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

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