



Annual Assessment Report 2020-2021

MS Economics

Economics

College of Letters, Arts, and Social Science

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: The ability to identify, compare, and apply a broad range of economic theories and concepts in the analysis of economic events and government policies.
- SLO #2: The collection, presentation, and analysis of economic cross-section or time-series data according to professional standards with the appropriate methods of statistical inference and technology.
- SLO #3: The use of mathematical tools in economic theory and modeling. (NOTE: The student should be able to derive some important relationships set by the theory, and should draw conclusions based on economic models.)

Student Learning Outcome (SLO): SLO 1: The ability to identify, compare, and apply a broad range of economic theories and concepts in the analysis of economic events and government 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"> Assignment/exam/paper as part of regular coursework 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
40	rubric scored by faculty and exam problem score (%)	mixed	Both the best and worst categories decreased

Student Learning Outcome (SLO): SLO 2: The collection, presentation, and analysis of economic cross-section or time-series data according to professional standards with the appropriate methods of statistical inference and 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
8	rubric scored by faculty	yes	How well students did online

Student Learning Outcome (SLO): SLO 3: The use of mathematical tools in economic theory and modeling. (NOTE: The student should be able to derive some important relationships set by the theory, and should draw conclusions based on economic models.)

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"> Assignment/exam/paper as part of regular coursework 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
80	rubric score, percentage of students scoring certain ranges on embedded assessment, and improvement in distribution of scores across time.	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: We're doing good and don't want to overreact to any negative things we see while we're forced to teach online.

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.

Research classes fared just fine online, other courses seemed to suffer a bit.

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