



Annual Assessment Report 2023-2024

MS Economics

Department of Economics

College of Letters, Arts, & 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 2023-2024

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2023-2024**. 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 2023-2024?

- My program assessed SLOs in AY 2023-2024 (e.g., artifact collection, scoring, closing the loop, etc.).

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): 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"> Collected/Analyzed/Developed/Modified/Discussed assessment tools 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework (Direct) Capstone product (e.g., project, senior thesis, etc.) (Direct) 	<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
7	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.)	Yes	N/A

Student Learning Outcome (SLO): 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/Analyzed/Developed/Modified/Discussed assessment tools 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework (Direct) Capstone product (e.g., project, senior thesis, etc.) (Direct) 	<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
7	Rubric scored by faculty	Yes	N/A

Student Learning Outcome (SLO): 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"> Collected/Analyzed/Developed/Modified/Discussed assessment tools 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework (Direct) Capstone product (e.g., project, senior thesis, etc.) (Direct) 	<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
7	Rubric scored by faculty	Yes	Some grad students struggled with basic math concepts.

IMPROVING THROUGH ASSESSMENT

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2023-2024? 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 2023-2024 so that others may learn from your experiences.

N/A

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, [CPP's GI2025](#) markers, [CSU Dashboard](#), CPP's [Student Success Dashboard](#) on Tableau, [CPP's Graduating Senior Survey](#) on Tableau, course evaluations, etc.

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