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| **2021-2022 Assessment Report** |
| **Assessment Reporting Form:** This report is to show that academic assessment is occurring and that the results are being used to make changes to improve student learning. The assessment being reported could be for Program Learning Outcomes (PLOs), Measurable Student Level Outcome (MSLOs), and/or Course Common Student Learning Outcomes (CSLOs). Each program should be assessing and gathering data for at least **two** PLOs OR **two** MSLOs that contain CSLOs each year.  On the Baseline Assessment Reporting Form, please record the baseline for the percentage of students who are proficient in the student learning outcome(s) assessed and identify improvements that will be made to increase that percentage. Later, you’ll complete a follow-up assessment (recorded on a Follow-Up Assessment Reporting Form) to ascertain whether the adopted improvements resulted in an increased percentage of students proficient in the assessed learning outcome(s). |
| **Course or Program Assessment Details Due Oct. 21, 2021** |
| **1. Program name or course name and number**:  ECN 202 – Principles of Microeconomics |
| **2. Division in which the program or course is located**:  Business and Computer Technology Division |
| **3. Date form completed**:  11/17/2021 |
| **4. Name of person completing report**:  Mark Buenafe |
| **5. Semester and year in which the assessment was conducted**:  Fall 2021 / Spring 2022 |
| **6. Number of student participants**:  3 class sections of ECN 202 (82 students for Pre-Test; 28 students for Post-Test) |
| **7. Number of faculty/staff participants**:  1 – only one faculty member currently teaches ECN 202 |
| **8. What PLOs and/or MSLOs and CSLOs did you assess for this baseline assessment? (For clarity, please label each measure listed as a PLO, MSLO, or CSLO.)**  CAC CSLO 02  CAC CSLO 04  ECN 202 MSLO 01  ECN 202 MSLO 02  ECN 202 MSLO 03  ECN 202 MSLO 05  ECN 202 MSLO 07  ECN 202 MSLO 08 |
| **9. Describe the assessment method used and the criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, quiz, research paper, performance exam, EAC, etc.)**  A 12-question Pre/Post-Test of general ECN 202 topics   * Run analysis within a semester of students taking pre/post-tests utilizing EAC   TBD what level of proficiency or improvement will be considered “successful achievement” |
| **Program Results & Evaluation Due December 11, 2021** |
| **10. What percentage of the participating students were proficient in the PLOs, MSLOs or CSLOs?  What percentage of correct answers was determined as proficient? (For example, a student has to answer 70% of the questions correctly to be considered proficient.)**  For Pre/Post-Test intra-semester analysis, improvement in percent of correct responses for each CSLO/MSLO assessed will be considered “proficient,” especially considering the marked decrease in student responses on the Post assessment and that some CLSOs/MSLOs pertained to multiple questions assessed. |
| **11. What changes/improvements were made or will be made in response to the outcomes of the assessment process?**  All assessed CSLOs/MSLOs showed marked improvement in the percent of correct responses except for only a slight improvement in MSLO.02 and a slight decline in MSLO.08. While an improvement, it seems to indicate that students still struggle with the intricacies of supply and demand. And perhaps more time needs to be spent on utilizing how the Lorenz Curve can aid in differentiating income inequalities due to the decline in its measurement.  While using a Pre/Post-Test intra-semester assessment is a great way to assess student proficiency over a course, the approach has some challenges. As evidenced by the number of student responses, there was a large attrition in the number of student submissions for the Post-Test. Is it meaningful to compare the proficiency of such a larger Pre-Test response pool to the smaller Post-Test response pool? If the Pre-Test response pool was modified to only include the students who submitted the Post-Test, would such a small sample size be meaningful? |
| ***Feel free to attach your PLOs OR MSLOs and CSLOs and indicate which were assessed***  **CSLO.02 - Integrative Knowledge, CSLO.04 - Reasoning Skills, MSLO.01 - (Comprehension) Describe and define the major concepts in economics and analyze major economic systems., MSLO.02 - (Comprehension) Describe and define the determinants of supply and demand, and the effect on equilibrium price., MSLO.03 - (Application) Construct and demonstrate how economic models and concepts relate to fluctuations in prices, output and factor costs., MSLO.05 - (Analysis) Illustrate and point out the relationship of price elasticity as computed to revenue., MSLO.07 - (Analysis) Classify and categorize forms of imperfect competition and the need for regulation and antitrust legislation., and MSLO.08 - (Analysis) Distinguish and differentiate income inequalities and the redistribution of income.** |

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| **Feedback Rubric** | | | | | |
| **Category** | **1 - Developing** | **2 – Satisfactory** | **3 - Exemplary** | **Score** | **Feedback** |
| **Outcomes Identified** | Outcomes to be assessed were not clear | Outcomes to be assessed were identified but were not aligned to CSLOs | PLOs or MSLOs to be assessed were identified and aligned with CSLOs |  |  |
| **Scope of Assessment** | The assessment was given by only one faculty member and/or to one class | The assessment was given by a few faculty members to several classes, but it was not district-wide | The assessment was given district-wide by all faculty teaching the course. |  |  |
| **Quality of Assessment** | The assessment did not have articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | The assessment somewhat articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | The assessment clearly articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). |  |  |
| **Interpreting Results** | Data of assessment results was not provided. | Data of assessment results was provided and there was evidence that the results were somewhat analyzed | Data of assessment results was provided and there was evidence that the results were analyzed in depth |  |  |
| **Reflection and Future Action** | Reflection of the results of the assessment was not apparent and no changes and/or improvements based on them were identified. | Reflection of the results of the assessment was somewhat clear and one change and/or improvements based on them was identified. | Reflection of the results of the assessment was clear and several changes and/or improvements based on them were identified. |  |  |
| **Additional Comments:** | | | | | |



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| **Course or Program Assessment Details Due May 30th, 2022** |
| **1. Program name or course name and number**:  ECN 202 – Sections 21FA5498, 21FA4251, and 21FA4250; Sections 22SP5888, 22SP5951, 22SP6849, and 22SP6852 |
| **2. Division in which the program or course is located**:  Business and Computer Technology Division |
| **3. Date form completed**:  September 2022 |
| **4. Name of person completing report**:  Mark Buenafe |
| **5. Semester and year in which the assessment was conducted**:  Fall 2021; Spring 2022 |
| **6. Number of student participants**:  82 (Pre - Fall ‘21), 28 (Post - Fall ‘21), 22 (Post - Spring ‘22) |
| **7. Number of faculty/staff participants**:  1 – only one faculty member currently teaches ECN 202 |
| **8. What PLOs and/or MSLOs and CSLOs did you assess for this baseline assessment? (For clarity, please label each measure listed as a PLO, MSLO, or CSLO.)**  **CSLO.02 - Integrative Knowledge, CSLO.04 - Reasoning Skills, MSLO.01 - (Comprehension) Describe and define the major concepts in economics and analyze major economic systems., MSLO.02 - (Comprehension) Describe and define the determinants of supply and demand, and the effect on equilibrium price., MSLO.03 - (Application) Construct and demonstrate how economic models and concepts relate to fluctuations in prices, output and factor costs., MSLO.05 - (Analysis) Illustrate and point out the relationship of price elasticity as computed to revenue., MSLO.07 - (Analysis) Classify and categorize forms of imperfect competition and the need for regulation and antitrust legislation., and MSLO.08 - (Analysis) Distinguish and differentiate income inequalities and the redistribution of income.** |
| **9. Describe the assessment method used and the criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, quiz, research paper, performance exam, EAC, etc.)**  A 12-question Post-Test of general ECN 202 topics   * Run analysis inter-semester of students taking post-tests utilizing EAC |
| **10. What percentage of the participating students were proficient in the PLOs, MSLOs or CSLOs?  What percentage of correct answers was determined as proficient? (For example, a student has to answer 70% of the questions correctly to be considered proficient.)**  For Post-Test inter-semester analysis, improvement in percent of correct responses for each CSLO/MSLO assessed will be considered “proficient,” considering that some CLSOs/MSLOs pertained to multiple questions assessed. |
| **11. What changes/improvements were made or will be made in response to the outcomes of the assessment process?**  All assessed CSLOs/MSLOs improved on the Post-Test from Fall ‘21 to Spring ‘22. It seems the extra focus on the intricacies of supply and demand and the Lorenz Curve are boosting proficiency on MSLO.02 and MSLO.08. Focus on these areas will continue. |
| **Additional Comments or feedback on the Assessment Process (Optional):**  The small sample size on the Post-Tests proved a significant issue with EAC analysis of the data; several statistics were not able to be computed, or the reliability of the calculated statistics were suspect. Percent correct of student responses will still be used to monitor proficiency until more meaningful EAC data analysis is possible. |