

**Part I: Cover Page**  
**UNM Academic Programs/Unit Combined Assessment Plan and Report Template**  
**The University of New Mexico**

**SECTION I-1**

**College, Department and Date:**

College/School/Branch Campus: College of Arts and Sciences

Department: Economics

Date: 12/15/2020

Active Plan Years (select the three year cycle that applies):

AY16/17-18/19     AY17/18-19/20     AY18/19-20/21     **AY19/20-21/22**

**Academic Program of Study:\***

Degree or Certificate level:      Masters of Arts    Name of the program: Economics

*Note: Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).*

**Contact Person(s) for the Assessment Plan (include at least one name, title and email address):**

- Janie M. Chermak, Professor of Economics and Graduate Director, jchermak@unm.edu

**Dean / Associate Dean / CARC Approval Date:**      [Click to Select Date\\*](#)

\* By selecting the date above, you acknowledge that your respective Dean/Associate Dean/or CARC has reviewed and approved this plan.

**Part II: Assessment PLAN Body**  
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**SECTION II-1**

**Please identify at least one of your program goals:**

Program Goal #1: Students develop a solid understanding of economic theory and methods that will prepare them for professional careers.

Program Goal #2: Students develop strong written and oral communication skills

**Please use the grid below to align your program goals to your student learning outcomes and assessment plans:**

<b>Student Learning Outcomes (SLOs)</b> <i>For each row in the table, provide a SLO. If needed, add more rows. A SLO may be targeted by or aligned with more than one program goal. If a program awards more than one degree (i.e., B.S., M.A. etc.), the SLOs for graduate and undergraduate must be different. Graduate degree SLOs must be different (Master ≠ Doctorate). For additional guidance on SLOs, click here.</i>	<b>Program Goal #</b> <i>Please list the Program Goal(s) that the SLOs are aligned under. Use the numbering system (1,2,3..) assigned above.</i>	<b>UNM Student Learning Goals</b> <i>Check as appropriate:                      K=Knowledge;                      S=Skills;                      R=Responsibility</i>			<b>Assessment Measures</b> <i>Provide a description of the assessment instrument used to measure the SLO. For additional guidance on assessment measures, click here.</i>	<b>Performance Benchmark</b> <i>What is the program's benchmark (quantitative goal/criteria of success for each given assessment measure)? State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO (i.e., At least 70% of the students will pass the assessment with a score of 70 or higher.)</i>	<b>Student Population(s)</b> <i>Describe the sampled population, including the total number of students and classes assessed. See note below.</i>
By the end of the program, students can effectively present economic ideas to peers and PhD economists	2	K	S x	R	Measure #1: MA Thesis Defense	Average score is "good" or better.	All Plan I Master's students in final year.

					Thesis committees evaluate student work according to professional standards. Each member of their committee scores their thesis on style. The objective is scored out of five points, where a five is best (1=inferior, 2=fair, 3=good, 4=very good, 5=excellent)		
By the end of the program, students can effectively present economic ideas to peers and PhD economists	2	K	<b>S x</b>	R	<i>Measure #2: Job Placement</i> Assessment by external job market and graduate institutions. Number of students on job market/applying to graduate school and count of placement type.	75% or more have a job or have been accepted into a PhD program.	All students completing either a Plan I or Plan II Master's degree.
By the end of the program, students can effectively present economic ideas to peers and PhD economists	2	K	<b>S x</b>	R	<i>Measure #3: Focus Group of past MA's</i> Past MA graduates assessment of the program.	Majority believes the program prepared them to be able to effectively present economic ideas to peers and PhD economists.	Recent grads in NM.

## SECTION II-2

**NOTE:** State explicitly whether the program’s assessment will include evidence from **all** students in the program or a **sample** (by student, by course section, by milestone). When possible, it is best to study the entire population of students in your program. However, in larger programs it may be more pragmatic to study a sample of the students instead. **If sampling, please describe the course sections and/or the milestones.** If you have questions about appropriate sampling, please contact your unit’s assessment representative or the Office of Assessment at [assess@unm.edu](mailto:assess@unm.edu) or (505) 277-4130.

**Please use the area below to elaborate on your assessment plans.**

Assessing and analyzing student learning outcomes:

- a. Please describe the student artifact/performance that you will use to gather your assessment data:

For each

*Measurement #1: Master's student's presentations of their thesis.*

*Measurement #2: Final year student’s placement or continuation to a Ph.D. program.*

*Measure #3: Master's students who are employed in New Mexico.*

- b. Does your program assess all SLOs every year, or are they assessed on a staggered, three-year cycle? If staggered, please describe which SLOs will be assessed for each year. If a table better describes your response, insert it here.

*SLO's are assessed on a three-year cycle. The cycle is provided in the table below. We are in Year 2 of the three-year cycle.*

Year/Semester	Assessment Activities
Year 1/Fall	SLO A1 assessed
Year 1/Spring	Results discussed with faculty at a graduate assessment meeting (2nd Wed of February is the target date)
Year 2/Fall	SLO A2 is assessed
Year 2/Spring	Results discussed with faculty at a graduate assessment meeting (2nd Wed of February is the target date)

Year 3/Fall	SLO B1 assessed
Year 3/Spring	Results discussed with faculty at a graduate assessment meeting (2nd Wed of February is the target date)

c. What is the process you will use to review, analyze and interpret your assessment data?

*The graduate director is responsible for the development of the assessment report. It will be reviewed by the graduate committee for analysis and interpretation. Results will be assessed for areas of concern, as well as for recommendations to the faculty for revisions to the assessment process.*

d. What is the process you will use to communicate and implement your assessment results?

*The assessment will be provided to the faculty in written form. In addition, results will be presented at a graduate assessment meeting to be held in the spring. Finally, a synopsis of the results will be included in the departmental APR, slated for fall 2021.*

**Part III: Assessment REPORT Body**  
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**SECTION III-1**

**In response to last year's assessment report, please:**

- a. Describe the program changes that were implemented.

*No changes were made*

- b. Describe any revisions to your assessment process that were made for this reporting cycle.

*No changes were made*

**Please use the grid and narrative responses below to discuss your assessment results from this year:**

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<b>SLOs (copy and paste from PLAN above)</b>  <i>Copy and paste your SLOs from your entries in the PLAN above that were <b>measured during this year.</b></i>	<b>Student Population</b>  <i>Describe the sampled population, including the total number of students and classes assessed.</i>	<b>Results*</b>  <i>State whether the performance benchmark was met, not met, or exceeded AND the total number of students assessed (i.e., Exceeded, 95 out of 111 (86%) students)</i>
<p>By the end of the program, students can effectively present economic ideas to peers and PhD economists</p> <p><i>Measurement #1: Master's student's presentations of their thesis.</i></p> <p>Thesis committees evaluate student work according to professional standards. Each member of their committee scores their thesis on style. The objective is scored out of five points, where a five is best (1=inferior, 2=fair, 3=good, 4=very good, 5=excellent)</p>	<p>4 Master's defenses are included in the assessment: (1 from 17/18 and 3 from 19/20).</p>	<p>The performance benchmark was met. All students met or exceeded the benchmark of scoring a 3 ("good") or better on this metric. The average across the three-years for the four students included in the assessment was 3.39</p>



<p>By the end of the program, students can effectively present economic ideas to peers and PhD economists</p> <p><i>Measure #2: Job Placement</i></p> <p>Assessment by external job market and graduate institutions. Number of students on job market/applying to graduate school and count of placement type.</p> <p>75% of students have a job or are in a Ph.D. program.</p>	<p>Four students who graduated with a Plan I Master's are included, as well as 14 Plan II Master's students.</p>	<p>The performance benchmark was met. 89% of students earning a Master's in the department either are employed or are in a graduate program. The department has lost touch with two of the 18 total students included in this assessment who received a Master's and so we do not know their status. They are included as neither employed, nor in a Ph.D. program.</p>
<p>By the end of the program, students can effectively present economic ideas to peers and PhD economists</p> <p><i>Measure #3: Focus Group of past MA's</i></p> <p>Past MA graduates assessment of the program.</p>	<p>There are no Master's students during this timeframe who have received their Master's and are employed in the state.</p>	<p>No sample to evaluate.</p>

NOTE: An asterisk (\*) denotes that relevant data/evidence must be included for that column (refer to the "Annual Assessment Cycle Process" diagram for guidance). Evidence associated with program improvements/changes that are actually made or implemented have to be provided the next academic year/assessment period.

Please use the area below to elaborate on your findings.

Please identify the SLOs that did not meet your benchmark defined in the Assessment Plan. Elaborate on what you think contributed to this:

All measures that could be evaluated for the SLO's met the benchmark. There was not a sample to assess for Measure 3.

## SECTION III-2

In response to this assessment report, please answer the following questions:

- a. Who participated in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations)?

*Measurement #1: The Thesis committee for each student is in charge of evaluating the student's work.*

*Measurement #2: The assessment data for the indirect measures is gathered by the Graduate Coordinator.*

*Measurement #3: No sample to assess (no employed Master's students living in New Mexico).*

*The Graduate Director analyzes the aggregated data and assembles a report with initial recommendations. This information is communicated annually via a faculty meeting. Each faculty meeting also includes scheduled time for the Graduate Director to provide a brief report on graduate issues. In past years, annual assessment meetings have generated discussion, which then gets sent to the Graduate Committee for more discussion and possible action.*

- b. Data Analysis: Describe strengths and/or weaknesses of each SLO in students' learning/performance based on the data results you provided in the table above (e.g., Even though the benchmark was met, 40% of the students struggled with Topic X ...).

*Based on the assessment measure, student performance is more than adequate. They exhibit this through the presentation of their work as well as through their employment or through the continuation of their graduate education.*

- c. Based on your assessment results from this year and last year, describe the recommendation that you have for improvement:
- Describe any program changes (e.g., curriculum, instruction, etc.) that will be implemented.

*The department is slated for an APR in fall 2021. Our assessment outcomes and assessment methods will be a part of the assessment. Changes made to the assessment methods will be made after then APR in order to incorporate the external reviewers suggestions.*

- Describe any revisions to your assessment process that will be made for the next reporting cycle.  
*None.*

d. How, when, and to whom will results and recommendations be communicated in a meaningful way?

*Results will be communicated to the department and to external reviewers. Recommendations for changes will be developed by the graduate committee (after the APR), will be voted on by the faculty, and then will be communicated to students in written and verbal form.*