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: Ph.D.   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
UNM Academic Programs/Unit Combined Assessment Plan and Report Template
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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, methods, and specialized knowledge in field that will prepare them for professional careers.

Program Goal #2:   Students engage in and conduct original, high-quality, policy-relevant research that follows professional norms.

Program Goal #3:   Students develop strong written and oral communication skills.

**** If you experience column misalignment in the table below after entering your program goals, please save the file and reopen the document. It should portray accurately afterwards. ****

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

Student Learning Outcomes (SLOs) *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.*	Program Goal # *Please list the Program Goal(s) that the SLOs are aligned under. Use the numbering system (1,2,3..) assigned above.*	UNM Student Learning Goals *Check as appropriate: K=Knowledge; S=Skills; R=Responsibility*			Assessment Measures *Provide a description of the assessment instrument used to measure the SLO. For additional guidance on assessment measures, click here.*	Performance Benchmark *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.)*	Student Population(s) *Describe the sampled population, including the total number of students and classes assessed. See note below.*
By the end of the program, students can conduct original, high-quality economic analysis.	2	K	**S x**	R	*Measure #1: Research Paper Departmental Seminar:* Committee on Studies mentors the student work. When the committee deems the research paper ready, the student schedules a departmental seminar. All faculty members attending the presentation complete an evaluation form that asks how well the student performs on this SLO. The objective is scored out of five points, where a five is best (1=inferior, 2=fair, 3=good, 4=very good,	Average score is "good" or better	All 3rd year Ph.D. students

					5=excellent).		
By the end of the program, students can conduct original, high-quality economic analysis.	2	K	**S x**	R	*Measure #2: Doctoral Dissertation Defense* Dissertation committees evaluate student work according to professional standards. Committee completes an evaluation form that asks how well the student performs on this SLO. Each objective is scored out of five points, where a five is best (1=inferior, 2=fair, 3=good, 4=very good, 5=excellent).	Average score is "good" or better.	All students in their final year.
By the end of the program, students can conduct original, high-quality economic analysis.	2	K	**S x**	R	*Measure #3: Student publications* Assessment by external reviewers. Number of publications by current and recent (up to 3 years after graduation) PhD students. Data gathered from student aid request, faculty salary documents, Google scholar search, and email to recent graduates.	5 publications per year or better	Current and recent grads.

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 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: 3rd year student's presentation of their required field research paper.

    Measurement #2: Final year student's presentation and defense of their dissertation.

    Measure #3: Publication data for all Ph.D. students who have graduated over the last three years.

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's A1 and A2 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 B1 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 C1 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 <u>last year's assessment report</u>, 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

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Please use the grid and narrative responses below to discuss your assessment results <u>from this year</u>:

SLOs (copy and paste from PLAN above)	Student Population	Results*
*Copy and paste your SLOs from your entries in the PLAN above that were **measured during this year**.*	*Describe the sampled population, including the total number of students and classes assessed.*	*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)*
By the end of the program, students can conduct original, high-quality economic analysis *Measure #1: Research Paper Departmental Seminar:* Committee on Studies mentors the student work. When the committee deems the research paper ready, the student schedules a departmental seminar. All faculty members attending the presentation complete an evaluation form that asks how well the student performs on this SLO. The objective is scored out of five points, where a five is best (1=inferior, 2=fair, 3=good, 4=very good,	Ten research presentations were included in the assessment: (2 from 17/18; 5 from 18/19, and 3 from 19/20).	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 10 students included in the assessment was 4.097.

By the end of the program, students can conduct original, high-quality economic analysis *Measure #2: Doctoral Dissertation Defense* Dissertation committees evaluate student work according to professional standards. Committee completes an evaluation form that asks how well the student performs on this SLO. Each objective is scored out of five points, where a five is best (1=inferior, 2=fair, 3=good, 4=very good, 5=excellent).	14 dissertation defenses are included in the assessment: (6 from 17/18; 3 from 18/19, and 5 from 19/20).	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 14 students included in the assessment was 4.41
Measure #3: Assessment by external reviewers. Number of publications by current and recent (up to 3 years after graduation) PhD students. Data gathered from student aid request, faculty salary documents, Google scholar search, and email to recent graduates.	Students who completed their PhD's between Spring 2018 and Summer 2020 are included in the assessment. This includes 21 completed Ph.D.'s	The benchmark of an annual average of 5 publications across this group was meet. A total of 60 peer-reviewed publications can be attributed to these graduates, resulting in an average of 20 publications per year by the group.

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.

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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 SLO's in the assessment cycle met the benchmark.

SECTION III-2

In response to <u>this assessment report</u>, please answer the following questions:

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

Measurement #1: The Committee on Studies for each student is in charge of evaluating that student's research requirement seminar (with additional feedback provided by other faculty in attendance).

Measurement #2: The Dissertation committee for each student is in charge of evaluating that student's dissertation.

Measurement #3: The assessment data for the indirect measures is gathered by the Graduate Coordinator.

    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, students exhibit their ability to present their work at critical stages in their graduate career: beginning research stage; doctoral defense stage; and beginning professional economist stage. Because the third measurement is based on peer-reviewed publications, this suggests external validity for the internal assessment.

c. Based on your assessment results from <u>this year and last year</u>, 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.