Degree/Certificate Program Assessment Report
College of Arts and Sciences
The University of New Mexico

Part I: Cover Page

Name of Degree or Certificate Program	Degree Level
Economics	*Bachelors*

Name of Academic Department (if not a standalone program): Department of Economics

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

Academic Year/Assessment Period: 2015 – 2016

Submitted By (include email address):   Cristina Reiser (creiser@unm.edu)

Date Submitted to College/School/Branch for Review: 12/1/2016

Date Reviewed by College Assessment and Review Committee (CARC) or the equivalent:

State whether ALL of the program's student learning outcomes (SLOs) are assessed over one year, two years, OR three years:

> The Department rotates which SLOs it focuses on every three years (and assesses selected SLOs annually). Accordingly, all SLOs are assessed over a period ranging from two years to three years, depending on where we are in the rotation cycle.

If the program's SLO's are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs from the first year, second year, or third year of your assessment cycle:

> This assessment record pertains to SLOs from the second year of our assessment cycle.

Describe the program changes that were implemented during this reporting period in response to the previous period's assessment results. Please include evidence of implemented changes in an appendix:

> No program changes were implemented during the 2015-2016 reporting period.

Describe any revisions to your assessment process that you made for this reporting cycle and/or plan to make for future reporting cycles:

Revisions made for 2015-16 Reporting Cycle
Our process remains largely the same. There were slight modifications to the senior survey (an indirect measure) as well as a focus on updating our BA Assessment Plan:

Revision 1: The senior survey (an indirect measure) was modified slightly to specify certain topics more clearly. For example, instead of saying "Firm Theory" the survey now says "Firm Theory (production functions, profit-maximization, etc.).

Revision 2: To elicit more senior survey responses (an indirect measure), the faculty teaching upper level courses made announcements to their graduating seniors, multiple reminders were emailed to graduating seniors, and the Department Chair sent an email to each graduating senior inviting them to participate. This nearly doubled our responses from last year and increased the response rate relative to the previous two reporting cycles. An example of a pre-survey announcement is provided in Appendix 1.

Revision 3: We continue to conduct the BA Assessment through direct and indirect measures, hold the annual Assessment Workshop with faculty and graduate students, and discuss the results at a post-workshop Undergraduate Committee meeting to develop recommendations for improving student learning. However, our workshop this year also focused on updating our BA Assessment Plan, with the goal of implementing changes in the 2017 - 2018 reporting period. The Undergraduate Assessment Workshop Agenda is available in Appendix 1.

Revisions made for Future Reporting Cycles

Revision 1: We are in the process of finalizing an updated BA Assessment Plan. Minor changes to some of our SLOs were made. Major changes are the inclusion of more direct measures and indirect measures, in accordance with the new A&S assessment provisions; and a new reporting cycle where all SLOs will be assessed over a two-year period. We will continue to hold our annual UG Assessment Workshop and post-workshop meeting with the Undergraduate Committee. The post-workshop Undergraduate Committee meeting notes that cover our proposed updates to the BA Plan are available in Appendix 1.

Program Goal	SLO	UNM Student Learning Goals
C. DATA ANALYSIS: Familiarity with data methods, tools and sources	C1. Students generate and interpret summary statistics and regression models.	___ Knowledge _X_ Skills ___ Responsibility

Assessment Measures (including whether they were direct or indirect):

Direct Measure: The Department collected assigned term papers from three courses (one 400-level and two 300-level electives) over the fall and spring semesters. Three reviewers scored the papers using a rubric delineating the focused SLOs. The rubric is available in Appendix 2.

Indirect Measure: The Department asks graduating seniors to complete an anonymous self-assessment survey, which covers the program's SLOs and also asks for general feedback on the program. The survey is administered at the end of the fall and spring semesters. The senior survey is available in Appendix 2.

Performance Benchmark:

Direct Measure: The criterion for success is at least 75% of students score "Acceptable or Better" for the SLO.

Indirect Measure: The criterion for success is at least 75% of respondents indicate they 'agree' or 'strongly agree' on their confidence in the SLO.

Sampled Population:

Direct Measure: 30 majors from three courses (one 400-level course and two 300-level electives) during the Fall 2015 and Spring 2016 were sampled.

Indirect Measure: 27 graduating economics majors participated in the Fall 2015 and Spring 2016 survey. This is out of 63 total graduates.

Results:

Direct Measure: We passed our criterion for success. 83.3% percent of students scored acceptable or better in the ability to "generate and interpret summary statistics."

Indirect Measure: We passed our criterion for success. 100.0 percent of students 'agreed' or 'strongly agreed' that they can "generate and interpret summary statistics."

Open-ended Question Results from the Indirect Measure: 27 students responded to open-ended questions about the program. Written responses reflected general satisfaction with their education and with the Department in general. In regards to SLO C1 and C2, (i) 7 respondents

stated they chose economics as a major because of its data/quantitative approach to analyzing human behavior, (ii) 5 mentioned the econometrics courses as the most helpful things about the program, and (iii) 10 students suggested that we offer more mathematics and/or statistics courses.

Analysis/Faculty Discussion:

The results were discussed at the annual Undergraduate Assessment Workshop, held in October 2016. Workshop notes are provided in Appendix 3.

Students in the BA program have demonstrated mastery of SLO C1. In large part, we attribute this to two factors. First, ECON 307: Economics Tools is a pre-requisite for the required intermediate courses. In this course, students are required to collect, analyze, and interpret data; and present their findings during the second half of the course. Second, there is continued energy towards focusing on empirics in our 300- and 400-level courses. In general, the faculty is eager to continue this trend.

Recommendations for Improvement/Changes:

The faculty is encouraged to continue their work on assigning projects in 400-level classes; and to provide students the opportunity to present their work (e.g., oral presentation in class, poster presentations housed in the Department of Economics building).

Furthermore, those teaching 300-level courses are encouraged to incorporate empirical work into their course (e.g., after students learn a new theoretical model, provide coverage of related empirical analysis).

Program Goal	SLO	UNM Student Learning Goals
C. DATA ANALYSIS: Familiarity with data methods, tools and sources	C2. Students perform primary research on data they retrieve from original surveys, or official and industry sources.	___ Knowledge _X_ Skills ___ Responsibility

Assessment Measures (including whether they were direct or indirect):

Direct Measure: The Department collected assigned term papers from three courses (one 400-level and two 300-level electives) over the fall and spring semesters. Three reviewers scored the papers using a rubric delineating the focused SLOs. The rubric is available in Appendix 2.

Indirect Measure: The Department asks graduating seniors to complete an anonymous self-assessment survey, which covers the program's SLOs and also asks for general feedback on the program. The survey is administered at the end of the fall and spring semesters. The senior survey is available in Appendix 2.

Performance Benchmark:

Direct Measure: The criterion for success is at least 75% of students score "Acceptable or Better" for the SLO.

Indirect Measure: The criterion for success is at least 75% of respondents indicate they 'agree' or 'strongly agree' on their confidence in the SLO.

Sampled Population:

Direct Measure: 30 majors from three courses (one 400-level course and two 300-level electives) during the Fall 2015 and Spring 2016 were sampled.

Indirect Measure: 27 graduating economics majors participated in the Fall 2015 and Spring 2016 survey. This is out of 63 total graduates.

Results:

Direct Measure: None of the submitted papers used to assess this SLO were required to perform primary research.

Indirect Measure: We passed our criterion for success. 92.6 percent of students 'agreed' or 'strongly agreed' that they are confident in "using primary research on data they retrieve from original surveys, or official and industry sources."

<u>Open-ended Question Results from the Indirect Measure:</u> 27 students responded to open-ended questions about the program. Written responses reflected general satisfaction with their education and with the Department in general. In regards to SLO C1 and C2, (i) 7 respondents stated they chose economics as a major because of its data/quantitative approach to analyzing human behavior, (ii) 5 mentioned the econometrics courses as the most helpful things about the program, and (iii) 10 students suggested that we offer more mathematics and/or statistics courses.

Analysis/Faculty Discussion:

The results were discussed at the annual Undergraduate Assessment Workshop, held in October 2016. Workshop notes are provided in Appendix 3.

Favorably, the indirect measure indicates that students feel confident in performing primary research. However, we could not assess C2 using our direct measure because none of the papers submitted required students to perform primary research.

After discussion, we found that C2 was too limiting – for example, most students perform analysis using secondary data. As such, we have amended C2 to read as "Students identify data sources, describe appropriate empirical tools, and perform research on data they retrieve from original surveys, or official and industry sources." Further, the faculty decided that the criterion for success for C2 was too high. Although we expect our majors to generate and interpret summary statistics and regression models (SLO C1), we expect only the top performing students to be able to successfully perform their own research (as is represented in SLO C2). Therefore, we have lowered the criterion for success for SLO C2 to be 25%.

Recommendations for Improvement/Changes:

The faculty is encouraged to continue their work on assigning data analysis projects in 400-level classes; and to provide students the opportunity to present their work (e.g., oral presentation in class, poster presentations housed in the Department of Economics building).

It is recommended that starting *prior* to the 400-level courses, the faculty is encouraged to show students commonly used economics databanks, how to access them, and some research questions that have been answered using the data.

SLO C2 has been rewritten as "Students identify data sources, describe appropriate empirical tools, and perform research on data they retrieve from original surveys, or official and industry sources." Further, the criterion for success for SLO C2 is now 25%.

Program Goal	SLO	UNM Student Learning Goals
D. CRITICAL THINKING: Ability to apply, evaluate and critique economic models	D1. Students evaluate public policy and other economic issues using economic models and data analysis and identifying underlying assumptions of the models and limitations of the data.	___ Knowledge _X_ Skills ___ Responsibility

Assessment Measures (including whether they were direct or indirect):

Direct Measure: The Department collected assigned term papers from three courses (one 400-level and two 300-level electives) over the fall and spring semesters. Three reviewers scored the papers using a rubric delineating the focused SLOs. The rubric is available in Appendix 2.

Indirect Measure: The Department asks graduating seniors to complete an anonymous self-assessment survey, which covers the program's SLOs and also asks for general feedback on the program. The survey is administered at the end of the fall and spring semesters. The senior survey is available in Appendix 2.

Performance Benchmark:

Direct Measure: The criterion for success is at least 75% of students score "Acceptable or Better" for the SLO.

Indirect Measure: The criterion for success is at least 75% of respondents indicate they 'agree' or 'strongly agree' on their confidence in the SLO.

Sampled Population:

Direct Measure: 30 majors from three courses (one 400-level course and two 300-level electives) during the Fall 2015 and Spring 2016 were sampled.

Indirect Measure: 27 graduating economics majors participated in the Fall 2015 and Spring 2016 survey. This is out of 63 total graduates.

Results:

Direct Measure: The criterion for success was not met. Only 69.4% of students score 'acceptable or better' in their ability to "evaluate public policy and other economic issues using economic models and data analysis and identifying underlying assumptions of the models and limitations of the data."

<u>Indirect Measure:</u> We passed our criterion for success. 88.9 percent of students 'agreed' or 'strongly agreed' that they are confident in their ability to "evaluate public policy and other economic issues using economic models" and 100.0% 'agreed' or 'strongly agreed' that they can "analyze data and identify underlying assumptions of the models and limitations of the data."

<u>Open-ended Question Results from the Indirect Measure:</u> 27 students responded to open-ended questions about the program. Written responses reflected general satisfaction with their education and with the Department in general. In regards to SLO D1, (i) 7 respondents stated they chose economics as a major because of its data/quantitative approach to analyzing human behavior, (ii) 7 responded that they become majors because of the applicability of economics to "real world" policy issues, (iii) 10 students suggested that we offer more mathematics and/or statistics courses, and (iv) 4 students suggested specific elective courses that focus on policy issues.

Analysis/Faculty Discussion:

The results were discussed at the annual Undergraduate Assessment Workshop, held in October 2016. Workshop notes are provided in Appendix 3.

Although we passed our benchmark for the indirect measure, we failed to meet the benchmark with the direct measure. We found that the SLO was too limiting, which made for low marks when scoring this SLO using the rubric. For example, the faculty found that it is unnecessary that students be able to evaluate public policy using models *and* data analysis. Therefore, we have amended SLO D1 to read as "Students evaluate economic issues or public policy by using economic models or data analysis. They identify underlying assumptions of the model and potential limitations."

Some of the faculty also discussed how introducing certain public policy issues into earlier classes (ECON 105 and ECON 106) might help to increase female majors. In addition to ensuring we meet our Gen Ed SLOs, it was suggested that we should survey topics that will enlighten students to what many professional economists actually study, for example, gender issues, income inequality, water, etc.

Recommendations for Improvement/Changes:

The faculty is encouraged to continue their work on using models (both theoretical and empirical) in assessing policy issues; and motivating students to recognize the limitations of using models.

SLO D1 has been rewritten as "Students evaluate economic issues or public policy by using economic models or data analysis. They identify underlying assumptions of the model and potential limitations."

Also, it is recommended that the 400-level faculty, Department Chair, and Undergraduate Coordinator communicate more regularly to ensure that a larger sample of 400-level papers are being used for assessment purposes.

Part II: Report Body

Program Goal	SLO	UNM Student Learning Goals
E. COMMUNICATION	E1. Students effectively communicate economic ideas in writing and in oral presentations	___ Knowledge _X_ Skills ___ Responsibility

Assessment Measures (including whether they were direct or indirect):

Direct Measure: The Department collected assigned term papers from three courses (one 400-level and two 300-level electives) over the fall and spring semesters. Three reviewers scored the papers using a rubric delineating the focused SLOs. The rubric is available in Appendix 2.

Indirect Measure: The Department asks graduating seniors to complete an anonymous self-assessment survey, which covers the program's SLOs and also asks for general feedback on the program. The survey is administered at the end of the fall and spring semesters. The senior survey is available in Appendix 2.

Performance Benchmark:

Direct Measure: The criterion for success is at least 75% of students score "Acceptable or Better" for the SLO.

Indirect Measure: The criterion for success is at least 75% of respondents indicate they 'agree' or 'strongly agree' on their confidence in the SLO.

Sampled Population:

Direct Measure: 30 majors from three courses (one 400-level course and two 300-level electives) during the Fall 2015 and Spring 2016 were sampled.

Indirect Measure: 27 graduating economics majors participated in the Fall 2015 and Spring 2016 survey. This is out of 63 total graduates.

Results:

Direct Measure: We passed our criterion for success. 88.6 percent and 93.2 percent of students scored acceptable or better in their writing argument ability and writing style ability, respectively.

Indirect Measure: We passed our criterion for success. 92.6 percent of students 'agreed' or 'strongly agreed' that they can "effectively communicate economic ideas in writing and effectively communicate ideas orally."

<u>Open-ended Question Results from the Indirect Measure:</u> There were no specific comments in regards to effectively communicating about economic ideas.

Analysis/Faculty Discussion:

The results were discussed at the annual Undergraduate Assessment Workshop, held in October 2016. Workshop notes are provided in Appendix 3.

Students in the BA program have demonstrated mastery of SLO E1. We attribute part of this to ECON 307: Economics Tools, a pre-requisite for the required intermediate courses. In this course, students are required to collect, analyze, and interpret data; and present their findings during the second half of the course.

Although we met our benchmarks, the most noticeable evidence from the indirect survey was that only 63.0 percent of respondents felt they were given "sufficient opportunity to develop communication skills through oral presentations." Although many faculty believe that the majority of graduates should be able to formally present their ideas (e.g., at a conference), it was decided that the ability to successfully communicate ideas does not only stem from oral presentations, but also interaction with peers and other faculty. Therefore, it was suggested that the question change to "…develop communication skills through discussion and participation." Further, to provide more opportunities to students to relay their ideas (in both writing and orally), it was suggested that the Economics Department (i) host an undergraduate and graduate student poster session and (ii) post student economic essays on our website.

Recommendations for Improvement/Changes:

The faculty is encouraged to provide opportunities to students to present economics research. At the 200- and 300- level, this can be presenting others' research or their own research ideas, while at the 400- level this can be presenting their own research.

The question on the senior survey asking students if they were given sufficient opportunity to develop communication skills through oral presentations will change to "through discussion and participation."

The Undergraduate Committee will coordinate and propose a plan for an undergraduate and graduate student poster session. This will provide students the opportunity present their own work in more formal setting than in the classroom. Further, the Committee will coordinate and propose a plan to publish student essays online.

Also, we found that students can gain a better insight into how professional economists communicate by inviting them to our weekly seminars. It is recommended that majors in the upper-level courses are invited to seminars through emails, welcome flyers, and announcements made in class.

Appendix 1 – Evidence of changes in response to previous assessment results

Pre-Survey Announcement

Dear (pending) Graduates of Economics,

The Department of Economics invites you to participate in a very important survey about the quality of the Economics program at UNM.

Soon, you'll receive an email with a link to the survey. It will ask your opinion on a variety of topics with the intent of using the results to improve the program.

Your participation is voluntary and anonymous, but we hope you do take the time to share your opinions.

If you have any questions about the survey, please feel free to contact me at creiser@unm.edu. Thank you in advance for your participation.

Sincerely,

Cristina M. Reiser

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Cristina Reiser, Ph.D.
Lecturer III of Economics
Department of Economics
University of New Mexico
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creiser@unm.edu

Undergraduate Assessment Workshop Agenda

Department of Economics Assessment Workshop
Wednesday, October 19th, 2016
2:30pm – 4:00pm
ECON 1052

2:30 – 3:15pm 2015-2016 BA in Economics Assessment

The What, How, and Why of Assessment
Review of Current Assessment Plan
Program Results: AY 2015-16
       Senior Survey
       Papers
Discussion and Recommendations

3:15 – 4:00pm Continuous Improvement: Updating Assessment Plan

Rationale
Examples of Measures
SLOs and Measures Discussion and Recommendations

Post Assessment Workshop: Undergraduate Committee Meeting Notes

Notes from Post Assessment Workshop: Undergraduate Committee Meeting
October 31st, 2016
In attendance: C. Reiser, C. Diaz Fuentes, M. Binder, R. Santos

Edited SLOs for BA Assessment
*SLO A1. Students explain, graph and ~~manipulate~~ ^analyze^ key economics models including any of the following: supply and demand, theory of the firm, comparative advantage, game theory, externalities, public goods, consumer theory, compensating wage differentials, AD-AS, IS-LM, Solow growth model

*SLO B1. Students ~~produce written or oral reports that consider~~ ^analyze the economics and institutional arrangements of specific regions, countries, organizations, localities, industries or firms

SLO C1. Students generate and interpret summary statistics and regression models

*SLO C2. Students ^identify data sources, describe appropriate empirical tools, and perform ~~primary~~ research on data they retrieve from original surveys, or official and industry sources.
 • Set a lower criteria for success (e.g., 25%)

~~*SLO C3. Students manage data in Spreadsheets~~

*SLO D1. Students evaluate ~~applied~~ economic issues ^or public policy by using economic models ~~and~~ or data analysis. ^They identifying underlying assumptions of the model and potential limitations.

*SLO E1. Students effectively communicate economic ideas ~~in writing and in oral presentations~~.
 • For the senior survey, change to ""I was given sufficient opportunity to develop my communication skills through discussion and participation."
 • Poster session in Economics for all UG; showcase econ essays on website
   o Claudia and Cristina will coordinate.
 • Invite UGs to seminars; include welcome on flyers

SLO F1. No changes.

Additional Measures
 • Yearly direct measures: 400-level papers (rubric); instructor chooses a question that matches SLO, reports to UG assessment coordinator
   o Keep track of questions to reuse later on.
   o Cristina will come up with sample questions for faculty meeting.
 • Yearly indirect measures: senior survey, add questions to evaluation kit
   o Cristina will come up with some draft evaluation questions for the evaluation kit
   o Implement these every year; but only report on what SLOs we need.
 • Create a simple, one-page rubric for written and oral work. Instructors can fill out and turn it in
   o Cristina will come up with draft rubric
 • Example 3 year cycle:
   o Year 1: A (Theory), B (Institutional Context), F (Economic Citizenship)
     ▪ Direct Measure 1: 400-level paper rubrics (A, B, F)
     ▪ Direct Measure 2: 300-level question (A)
     ▪ Direct Measure 3: Elective Question (B, F)
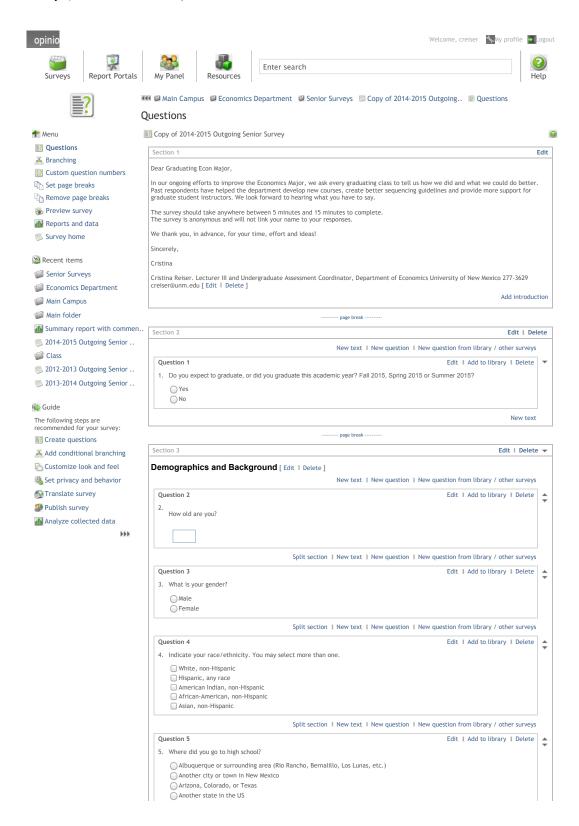   ▪ Indirect Measure 1: Senior Survey

- - - Indirect Measure 2: Evaluation questions
  - Year 2: C (Data Analysis), D (Critical Thinking), E (Communication)
    - Direct Measure 1: 400-level paper rubrics (C, D, E)
    - Direct Measure 2: 309-level question (C)
    - Direct Measure 3: Elective Question (instructor choice) (D, E)
    - Indirect Measure 1: Senior Survey
    - Indirect Measure 2: Evaluation questions
  - Year 3 = Year 1

- Renewed focus: Core micro topics, core macro topics, and core metrics topics

Appendix 2 – Assessment instruments

Paper (Direct Measurement) Rubric

SLO	Exemplary (3)	Acceptable (2)	Unacceptable (0)	Score (3,
C2. Data Analysis: Collection	Demonstrates skillful use of retrieving and managing high quality data from credible, and relevant sources that are relevant to the discussion. Includes complete information about data set and all variables.	Demonstrates moderately skillful use of retrieving and managing quality data. Most data comes from credible and relevant sources that are relevant to the discussion. Includes near complete information about data set and all variables, but may miss one or two details.	Fails to demonstrate any skill in retrieving and managing quality data. Most data lacks credibility and/or comes from irrelevant sources. Fails to provide enough information on data set and variables.	
C1. Data Analysis: Interpretation	Accurately generates and interprets summary statistics and regression models. May use other approaches that demonstrate a thoughtful exploration of what the data show. Derives reasonable conclusions. Where appropriate, points out discrepancies and considers alternative hypotheses.	Generates and interprets summary statistics and regression models, but may miss one or two details. May overstate conclusions or oversimplify results.	Data work is sloppy. Draws inaccurate conclusions.	
E1. Writing-Argument	Provides a clear and concise statement of sophisticated, nuanced or original thesis, demonstrating depth. Constructs a reasoned and thorough argument to support thesis using data, or the predicted outcomes from a theoretical model. Addresses weaknesses or limitations of the argument.	Provides a reasonably clear statement of straightforward thesis. Provides supporting evidence, but may not acknowledge limitations, or may leave obvious questions unexplored.	Thesis is unclear or the argument is not thorough or contains logical or factual errors. Does not provide supporting evidence.	
E1. Writing-Style	Writing is elegant: sentence structures vary, ideas transition well, argument is logical and easy to follow. Few, if any, editing errors. Writing is stand-alone from any graphs or figures.	Writing is clear but lacks elegance. Weak transitions or organization, or some poor word choices or a few awkward sentences impede flow of ideas.	Writing is hard to follow, imprecise or confusing. There are multiple grammar and word choice mistakes. Writing is too colloquial.	
E1. Writing-Tables & Figures	Tables, charts, graphs, and figures contribute to the reader's understanding, easy to interpret, simple & elegant, and are formatted professionally. Few, if any, errors exist. Complete and self-explanatory.	Tables, charts, graphs, and figures contribute to the reader's understanding, are generally easy to interpret, and are formatted appropriately. Some errors and/or ambiguities exist; graphs may have too much extraneous detail (e.g., shading, 3D)	Tables, charts, graphs, and figures do not contribute to the reader's understand, are difficult to interpret and not formatted appropriately.	
D1. Critical Thinking	Carefully evaluates public policy and other economic issues using an economic model or models and data analysis. Accurately identifies underlying assumptions of the model and its limitations.	Explicitly or implicitly evaluates public policy and other economic issues using an economic model or models and data analysis. Identifies underlying assumptions of the model and limitations, but may miss one or two details.	Fails to evaluate public policy and other economic issues using an economic model or models and data analysis. OR uses an irrelevant model and data. Normative statements exist throughout the paper.	

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Senior Survey (Indirect Measure)

opinio

Welcome, creiser   My profile   Logout

Surveys   Report Portals   My Panel   Resources | Enter search | Help

◀◀◀ Main Campus | Economics Department | Senior Surveys | Copy of 2014-2015 Outgoing.. | Questions

Questions

Menu
- Questions
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Recent items
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- Summary report with commen..
- 2014-2015 Outgoing Senior ..
- Class
- 2012-2013 Outgoing Senior ..
- 2013-2014 Outgoing Senior ..

Guide
The following steps are recommended for your survey:
- Create questions
- Add conditional branching
- Customize look and feel
- Set privacy and behavior
- Translate survey
- Publish survey
- Analyze collected data

▶▶▶

Copy of 2014-2015 Outgoing Senior Survey

Section 1	Edit

Dear Graduating Econ Major,

In our ongoing efforts to improve the Economics Major, we ask every graduating class to tell us how we did and what we could do better. Past respondents have helped the department develop new courses, create better sequencing guidelines and provide more support for graduate student instructors. We look forward to hearing what you have to say.

The survey should take anywhere between 5 minutes and 15 minutes to complete.
The survey is anonymous and will not link your name to your responses.

We thank you, in advance, for your time, effort and ideas!

Sincerely,

Cristina

Cristina Reiser. Lecturer III and Undergraduate Assessment Coordinator, Department of Economics University of New Mexico 277-3629 creiser@unm.edu [Edit | Delete]

Add introduction

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Section 2	Edit	Delete

New text | New question | New question from library / other surveys

Question 1   Edit | Add to library | Delete

1. Do you expect to graduate, or did you graduate this academic year? Fall 2015, Spring 2015 or Summer 2015?
   - ○ Yes
   - ○ No

New text

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Section 3	Edit	Delete ▾

Demographics and Background [Edit | Delete]

New text | New question | New question from library / other surveys

Question 2   Edit | Add to library | Delete

2. How old are you?

[   ]

Split section | New text | New question | New question from library / other surveys

Question 3   Edit | Add to library | Delete

3. What is your gender?
   - ○ Male
   - ○ Female

Split section | New text | New question | New question from library / other surveys

Question 4   Edit | Add to library | Delete

4. Indicate your race/ethnicity. You may select more than one.
   - ☐ White, non-Hispanic
   - ☐ Hispanic, any race
   - ☐ American Indian, non-Hispanic
   - ☐ African-American, non-Hispanic
   - ☐ Asian, non-Hispanic

Split section | New text | New question | New question from library / other surveys

Question 5   Edit | Add to library | Delete

5. Where did you go to high school?
   - ○ Albuquerque or surrounding area (Rio Rancho, Bernalillo, Los Lunas, etc.)
   - ○ Another city or town in New Mexico
   - ○ Arizona, Colorado, or Texas
   - ○ Another state in the US

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○ Outside the US

| Question 6 | Edit | Add to library | Delete |

6. What category below best represents your grades for your Economic classes only?

Please choose one ⬍

| Question 7 | Edit | Add to library | Delete |

7. What do you plan on doing after graduation? You may select more than one.

☐ Working at job I currently hold
☐ Working at new job
☐ Looking for Work
☐ Pursuing a Master's degree in Economics
☐ Pursuing an MBA
☐ Pursuing a Law Degree
☐ Pursuing a Master's degree in another field
☐ Pursuing a PhD in Economics
☐ Pursuing a PhD in another field
☐ Travel
☐ Other (please specify:) [_____]

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| Section 4 | Edit | Delete ▲ ▼ |

What You Learned About Economics [Edit | Delete]

| Question 8 | Edit | Add to library | Delete |

8. Please rate your ability to explain the following elements of economic theory on a scale of 0-5, where of 0 indicates never having been exposed to the subject, 1 is "Poor" and 5 is "Excellent".

THEORY	0	1	2	3	4	5
Supply and demand	○	○	○	○	○	○
Theory of the firm	○	○	○	○	○	○
Comparative advantage	○	○	○	○	○	○
Opportunity cost	○	○	○	○	○	○
Game theory	○	○	○	○	○	○
Externalities	○	○	○	○	○	○
Public goods	○	○	○	○	○	○
Consumer theory	○	○	○	○	○	○
Compensating wage differentials	○	○	○	○	○	○
Determinants of Economic Growth	○	○	○	○	○	○
Short-Run Economic Fluctuations (or Business Cycles)	○	○	○	○	○	○
Fiscal and Monetary Policy	○	○	○	○	○	○
Aggregate Demand and Aggregate Supply	○	○	○	○	○	○
Inflation and Unemployment (or Phillips Curve)	○	○	○	○	○	○
Money and Banking System	○	○	○	○	○	○
IS-LM Model	○	○	○	○	○	○

| Question 9 | Edit | Add to library | Delete |

9. The following asks about your familiarity with institutions that shape economic behavior. Please indicate your level of agreement with the following:

INSTITUTIONAL CONTEXT	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
As part of my economics coursework, I was required to produce written reports considering the economics and institutional arrangements of specific regions, countries, localities, organizations, industries or firms	○	○	○	○	○
As part of my economics coursework, I was required to produce oral presentations considering the economics and institutional arrangements of specific regions, countries, localities, organizations, industries or firms	○	○	○	○	○

| Question 10 | Edit | Add to library | Delete |

10. We would like to know how familiar you are with data methods, tools and sources. Please let us know if you agree with the

17

following statements.

DATA ANALYSIS	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
I can generate and interpret summary statistics and regression models	○	○	○	○	○
As part of my coursework, I performed primary research on data retrieved from original surveys, or official and industry sources	○	○	○	○	○
I can manage data in Spreadsheets and Statistical software packages	○	○	○	○	○

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Question 11   Edit I Add to library I Delete

11. Do you agree with the following statement about critical thinking?

CRITICAL THINKING	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
I can evaluate public policy and other economic issues using economic models	○	○	○	○	○
I can analyze data and identify underlying assumptions of the models and limitations of the data	○	○	○	○	○
I can distinguish between positive and normative claims	○	○	○	○	○

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Question 12   Edit I Add to library I Delete

12. Can you communicate what you learned about Economics? Please let us know whether you agree with the following statements.

COMMUNICATION	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
I can effectively communicate economic ideas in writing	○	○	○	○	○
I can effectively communicate economic ideas orally	○	○	○	○	○
I was given sufficient opportunity to develop my communication skills through written assignments	○	○	○	○	○
I was given sufficient opportunity to develop my communication skills through oral presentations	○	○	○	○	○

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Question 13   Edit I Add to library I Delete

13. The following asks about your "economic citizenship". Please rate indicate your level of agreement with the following:

ECONOMIC CITIZENSHIP	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
I was encouraged to formulate informed opinions on policy issues	○	○	○	○	○
I was encouraged to recognize the validity of viewpoints other than my own	○	○	○	○	○

New text

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Section 5   Edit I Delete

Your Feedback [Edit I Delete]

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Question 14   Edit I Add to library I Delete

14. Overall how would you rate the Econ Program?

        1   2   3   4   5
Poor ○   ○   ○   ○   ○ Excellent

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Question 15   Edit I Add to library I Delete

15. Why did you choose Economics as your major?

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Question 16   Edit I Add to library I Delete

16. What were some good and/or most helpful things about the program?

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Question 17   Edit | Add to library | Delete

17. What were the most frustrating and/or bad things about the program?

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Question 18   Edit | Add to library | Delete

18. How can we improve the program for future students?

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Section 6   Edit | Delete ▲

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Question 19   Edit | Add to library | Delete

19. If you are not graduating this academic year (2014-2015) please update your records with Meghan, the Senior Academic Advisor and Undergraduate Advisor for Economics majors. Meghan holds office hours in the department. Call 277-4621 to make an appointment or to find out about walk-in hours.

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Appendix 3 – Evidence of faculty discussion (e.g. meeting minutes)

Notes from the Undergraduate Assessment Workshop
Workshop held October 19th, 2016, 2:30pm – 4:00pm ECON1052

Attendance: R. Berrens, M. Binder, J. Chermak, D. Dixon, X. Liu, C. Reiser, R. Santos, J. Thacher, D. van der Goes, K. Villa

Discussion: Why Assessment?
– Accreditation: 2018 – 2019
– Public Pressure
– Learning Outcomes

Discussion: 2015-2016 Assessment of BA
– Review of current plan – SLOs focused on this reporting period are C, D, and E.
– We have 33% female (vs. 55% female UG pop). How do we compare to STEM fields?
– High ratings overall
– Discussion about why students rate themselves as less proficient on some macro topics. Idea - they only see it once and it's most likely the first course they take after gen ed courses.
– Discussion about 63% saying they were given "sufficient opportunity to develop communication skills through oral presentations." Much lower than the 93% who say they effectively communicate ideas orally. Discussion split – some thought talking about economic ideas to peers in interviews was sufficient; others believe it is important to be able to present ideas in a more formal setting. Change survey question to "sufficient opportunity to develop communication skills through discussion and participation."
    o Ideas: poster session in economics for all students (grad and undergrad); showcase econ essays on website
– BS in economics? Can we do that? Current UG Advisor is working on this.
– More emphasis on international experiences, internships, ODE – these weren't mentioned frequently in survey; provide more information about our website that talks about careers/concentrations.
– We don't see undergrads at seminars – we need to invite them. Action: Send to majors listserv, include welcome flyers, do a better job of telling >=300-level students about seminars.

Discussion: Updating Assessment Plan
– A&S has changed provisions
    o Now need 3 direct measures and 2 indirect measures
        ▪ each SLO needs 2 measures, each reporting period needs 3 direct measures.
    o Sampling needs to be reasonable (we have too few papers for the direct assessment)
– What can we add for indirect measures?
    o Create some questions to add to evaluation kit that deal with SLOs.
    o Track job placement, going on to grad school
– What can we add for direct measures?
    o Have instructors submit and grade questions from required courses – centralize this, track them for future use.
    o Use online discussions in required courses
    o Keep doing the 400-level papers/projects

- o UG Committee will create simple rubrics for each SLO (particularly for writing and oral presentations). Faculty member can use the rubric to score a question/assignment in their class, tally results, and send to UG Assessment Coordinator.
  - o Bring back a focus to our core classes – 300, 303, and 309.
- – Edits to our current SLOs
  - o SLO A1. Students explain, graph and analyze key economics models including any of the following: add IS/LM.
  - o SLO B1. Students analyze the economics and institutional arrangements of. . .
  - o SLO C1. Same
  - o SLO C2. Students identify data sources, describe appropriate empirical tools and perform primary research on data they retrieve from original surveys, or official and industry sources.
    - ▪ Set a lower criterion (25%) for this SLO – we don't expect all of our majors to do this, but we do want to track how many can.
  - o SLO D1. Students evaluate applied economic issues including public policy using economic models and data analysis and identifying underlying assumptions of the model and potential limitations. <of the data is eliminated>
  - o SLO E1. Students effectively communicate economic ideas. <eliminate in writing and in oral presentations>
  - o SLO F1. Keep.
    - ▪ Faculty suggested we should expand on this – on self-reflection, students should understand what economics can and cannot do (e.g., strengths and weaknesses of using economics as a tool to address policy issues).
    - ▪ Maybe create a "social economics" concentration on the website, along with other concentrations.
- – To elicit more female majors, might want to "enlighten" students in ECON 105 and ECON 106 to topics that many professional economists actually study – gender issues, income inequality, etc.