

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

*Part I: Cover Page*

<u>Name of Degree or Certificate Program</u>	<u>Degree Level</u>
<i>Economics</i>	<i>Bachelors</i>

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: 2017 – 2018

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

Date Submitted to College/School/Branch for Review: 12/7/2018

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 Economics Department assesses all SLOs over a two year period.

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 first 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:

1. **More sections of ECON 307: Economics Tools offered.** In response to students wanting more data analytics in their courses, the department of economics began to offer an online section of ECON 307: Economics Tools. This provides students more opportunity to engage in data analytics early on in their major. To date, the additional section has been offered in the summer of 2018 and the fall of 2018. Please see Appendix 1, Item 1, which includes a list of two additional sections offered in the summer and fall of 2018 . In addition, faculty members are encouraged to continue their work on assigning data analysis projects in 400-level classes.

2. **Economics minor now offered online through UNM MOPs.** Recurring feedback from our graduates indicated a need to increase the diversity and timing of courses being offered. In response, the Department of Economics launched the first fully online minor at UNM within UNM's Managed Online Programs (MOPs) initiative. Consequently, more sections of required courses are being taught, we have expanded our section offerings in two electives – Consumer Economics and Health Economics, and the online format has provided the requested flexibility for students facing time and other constraints. Further, every course in the MOPs minor has gone through UNM's Extended Learning's quality assurance check, which focuses on course delivery and online pedagogy. Please see Appendix 1, Item 2, which includes the description of the online minor, as well as its accompanying hyperlink.  
<http://unmonline.unm.edu/programs/supporting-curriculum/index.html>
3. **Faculty are including more research based activities in their courses in an attempt to better prepare students for the job market or graduate school.** This past academic year, we've seen more research projects across all levels of courses. ECON 307 continues to focus on introducing students to the fundamentals of data collection, analysis, and writing conventions. Other 300-level courses have included semester-long literature reviews, critical analysis via journal article reviews; and several 400-level courses required students to engage in an empirical research paper.
4. **The Undergraduate Committee continues to work on creating platforms for students to conduct and present their own research.** During the reporting period, several undergraduate students working with faculty members presented research at a local conference. In addition, the undergraduate committee continues to work on hosting an end of semester or end of year undergraduate student poster session, where students can connect with each other and with other faculty members about the research they've done.

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

**1. New BA Assessment Plan used.** In response to feedback from the College of Arts and Science's Assessment Committee, and through discussion with faculty in the annual assessment workshop, undergraduate committee meetings, and faculty meetings, changes were made to our BA Assessment Plan, which was accepted in June 2017. These changes include slight revisions to our student learning outcomes, a new assessment cycle (with which this report corresponds to Year 1), and multiple, new assessment measures.

In previous years, our plan consisted of a senior survey and scoring of 400-level papers against a rubric that delineated our department's SLOs. In an effort to meet the minimum number of measures required as set forth on the *Academic Program Maturity Rubric*, we increased the number of direct assessment measures across various courses. As such, this current reporting period and the assessment measures used are considered a "pilot," particularly in the logistical aspect of collecting the data. While we have included an

additional measure (ECON 300 embedded question) we still found it most beneficial to use our 400-level capstone courses. It is our intention to discuss the failures and successes of our new plan; and to adjust as needed.

*Part II: Report Body*

Program Goal	SLO	UNM Student Learning Goals
A. THEORY: Mastery of basic economic theory.	A1. Students will be able to explain, graph, and analyze key economics models.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility

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

Direct Measure: Embedded questions covered in two sections of the ECON 300: Intermediate Microeconomics course were scored against a rubric covering SLO A1. See Appendix 2, Item 3 for the rubric. The questions pertained to the graphical and mathematical analysis of consumer optimization and market demand.

Indirect Measure: The Department asked 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. See Appendix 2, Item 4 for the senior survey.

**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: All majors are required to take ECON 300. For this SLO, 32 students were assessed.

Indirect Measure: All graduating economics majors are invited to take the survey. Of the 73 invited, 17 participated in the Fall 2017 and Spring 2018 survey.

**Results:**

Direct Measure: We passed our criterion for success. 81.25% of students scored acceptable or better in the ability to "explain, graph, and analyze key economics models."

Indirect Measure: We passed our criterion for success. The survey asks two self-assessment questions on theory. On average, 76.47% of students 'agreed' or 'strongly agreed' that they are confident in the graphical analysis and analysis of key economics models. Separating the questions, we found that 82.35% of students 'agreed' or 'strongly agreed' that they are

confident in their ability to “graph and interpret graphs of key economic models” and 70.59% ‘agreed’ or ‘strongly agreed’ that they can “explain and analyze key economic models.” In addition, the topics for which students felt most confident in included major foundational models - supply and demand, market failures, consumer theory, and economic growth.

Open-ended Question Results from the Indirect Measure: 16 students responded to open-ended questions about the program. Written responses reflected general satisfaction with the program with the Department. Of the 16, 4 respondents stated they chose economics as a major because of a general interest in economics either from personal experience or from their high school course; 3 respondents cited the analytical/critical thinking aspect of economics and 2 mentioned real world applicability. In addition, 11 respondents stated that the faculty were the “good and/or most helpful things about the program.” Specific suggestions for improvement in regards to the A1 were to split ECON 300: Intermediate Microeconomic Theory and ECON 303: Intermediate Macroeconomic Theory into two parts each. These courses focus on the core theoretical models that students use in their upper level electives. In addition, five respondents stated that the lack of classes and/or schedule of classes was a frustration for them.

#### **Analysis/Faculty Discussion:**

The faculty will convene to discuss the results at the annual Undergraduate Assessment Workshop, which will be held in the early spring of 2019. See Appendix 3, item 5 for the forthcoming workshop’s tentative agenda.

This was the first year in which the department has used ECON 300 in the assessment process. Since ECON 300 is a required course for the major (a “core” course) that focuses on theory, this result reflects our majors learning fundamental models early in the program. It is the intention of the department to continue with assessing students in the earlier part of their program by including embedded questions in ECON 303 as well (another required course).

#### **Recommendations for Improvement/Changes:**

To ensure consistency across each section of ECON 300 or ECON 303, the Undergraduate Committee will discuss possible ways to assess students in *all* sections of these courses. This would not only increase our sample size for this particular SLO but also provide the opportunity for faculty to discuss what they believe are the most important, foundational models students should be proficient in when they progress from these courses. For example, it was found that different instructors use various methods when teaching consumer and firm theory (e.g., graphical versus marginal analysis versus Lagrangians). This inconsistency can pose challenges for both students and faculty who teach upper-level courses.

Further recommendations will be presented at the forthcoming Undergraduate Assessment Workshop.

## *Part II: Report Body*

<b>Program Goal</b>	<b>SLO</b>	<b>UNM Student Learning Goals</b>
C. DATA ANALYSIS: Familiarity with data methods, tools and sources	C1. Students generate and interpret summary statistics and regression models.	<input type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility

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

Direct Measure: The Department collected 54 assigned term papers from two sections of the ECON 307: Economics Tools courses and two 400-level capstone courses. The papers were scored using a rubric delineating the focused SLOs. See Appendix 2, Item 3 for the rubric.

Indirect Measure: The Department asked 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. See Appendix 2, Item 4 for the senior survey.

### **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: The majority of students enrolled in ECON 307 are majors fulfilling their math pre-requisite for ECON 300 and ECON 303 (else, they take a calculus course). Further, majors are required to take at least one 400-level course.

Indirect Measure: All graduating economics majors are invited to take the survey. Of the 73 invited, 17 participated in the Fall 2017 and Spring 2018 survey.

### **Results:**

Direct Measure: We passed our criterion for success. 87.04% of students scored "acceptable or better" in their ability to generate and interpret summary statistics and regression models. Disaggregated by course level, 83.78% passed in the 307 term papers while 94.12% passed in the 400-level term papers.

Indirect Measure: We passed our criterion for success. 88.24% of students ‘agreed’ or ‘strongly agreed’ that they can “generate and interpret summary statistics and regression models.”

Open-ended Question Results from the Indirect Measure: 16 students responded to open-ended questions about the program. Written responses reflected general satisfaction with the program with the Department. Of the 16, 4 respondents stated they chose economics as a major because of a general interest in economics either from personal experience or from their high school course; 3 respondents cited the analytical/critical thinking aspect of economics and 2 mentioned real world applicability. In addition, 11 respondents stated that the faculty were the “good and/or most helpful things about the program.” Specific suggestions for improvement in regards to the C1 were to offer more econometrics courses as well as have more data-driven projects in elective courses. In addition, a specific suggestion was to include the use of Stata in 300-level courses.

### **Analysis/Faculty Discussion:**

The faculty will convene to discuss the results at the annual Undergraduate Assessment Workshop, which will be held in the early spring of 2019. See Appendix 3, item 5 for the forthcoming workshop’s tentative agenda.

Students in the BA program have demonstrated mastery of SLO C1. The original strategy was to use an assignment or embedded question from ECON 309: Introductory Statistics and Econometrics, which is a required course for majors (another “core” course), so that by the time students graduate they have been exposed to the fundamental econometric tools used by economists, including generating and interpreting summary statistics. However, the only data gathered was for 15 students of which 13 did score acceptable or better (consequently, we passed our criterion using that measure). It was felt that the assessment of the 57 projects was more robust, which is why those results were used instead.

A positive sign is the disaggregated results. It shows us that students are improving as they progress through the program. Whereas we still met our benchmark in ECON 307, it is meaningful that students improved on this SLO in their capstone course.

### **Recommendations for Improvement/Changes:**

One immediate consideration is whether or not our department wishes to require data analysis in all 400-level capstone courses; and whether introducing data analysis earlier in the program would be beneficial for students. Furthermore, the Undergraduate Committee, with feedback from the department must decide whether it makes sense to change the direct measures we use for this SLO.

Recommendations will be presented and discussed at the forthcoming Undergraduate Assessment Workshop.

*Part II: Report Body*

Program Goal	SLO	UNM Student Learning Goals
C. DATA ANALYSIS: Familiarity with data methods, tools and sources	C2. Students can identify data sources, describe empirical tools, and perform research on data retrieved from original surveys or official and industry standards.	<input type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility

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

Direct Measure: The Department collected 54 assigned term papers from two sections of the ECON 307: Economics Tools courses and two 400-level capstone courses. The papers were scored using a rubric delineating the focused SLOs. See Appendix 2, Item 3 for the rubric.

Indirect Measure: The Department asked 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. See Appendix 2, Item 4 for the senior survey.

**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: The majority of students enrolled in ECON 307 are majors fulfilling their math pre-requisite for ECON 300 and ECON 303 (else, they take a calculus course). Further, majors are required to take at least one 400-level course.

Indirect Measure: All graduating economics majors are invited to take the survey. Of the 73 invited, 17 participated in the Fall 2017 and Spring 2018 survey.

**Results:**

Direct Measure: We passed our criterion for success. 85.19% of students scored "acceptable or better" in their ability to identify data sources, describe empirical tools, and perform research on data retrieved from original surveys or official and industry standards. Disaggregated by course level, 83.78% passed in the 307 term papers while 88.24% passed in the 400-level term papers.

Indirect Measure: We passed our criterion for success. 76.47% of students ‘agreed’ or ‘strongly agreed’ that they “can identify data sources, describe empirical tools, and perform research on data retrieved from original surveys or official and industry standards.”

Open-ended Question Results from the Indirect Measure: 16 students responded to open-ended questions about the program. Written responses reflected general satisfaction with the program with the Department. Of the 16, 4 respondents stated they chose economics as a major because of a general interest in economics either from personal experience or from their high school course; 3 respondents cited the analytical/critical thinking aspect of economics and 2 mentioned real world applicability. In addition, 11 respondents stated that the faculty were the “good and/or most helpful things about the program.” Specific suggestions for improvement in regards to the C1 were to offer more econometrics courses as well as have more data-driven projects in elective courses. In addition, a specific suggestion was to include the use of Stata in 300-level courses.

#### **Analysis/Faculty Discussion:**

The faculty will convene to discuss the results at the annual Undergraduate Assessment Workshop, which will be held in the early spring of 2019. See Appendix 3, item 5 for the forthcoming workshop’s tentative agenda.

Students in the BA program have demonstrated mastery of SLO C2. A positive sign is the disaggregated results. It shows us that students are improving as they progress through the program. Whereas we still met our benchmark in ECON 307, it is meaningful that students improved on this SLO in their capstone course.

#### **Recommendations for Improvement/Changes:**

One immediate consideration is whether or not our department wishes to require data analysis in all 400-level capstone courses; and whether introducing data analysis earlier in the program would be beneficial for students. Furthermore, the Undergraduate Committee, with feedback from the department must decide whether it makes sense to change the direct measures we use for this SLO.

Recommendations will be presented and discussed at the forthcoming Undergraduate Assessment Workshop.

*Part II: Report Body*

<b>Program Goal</b>	<b>SLO</b>	<b>UNM Student Learning Goals</b>
E. COMMUNICATION	E1. Students will be able to effectively communicate economic ideas.	<input type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility

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

Direct Measure: The Department collected 54 assigned term papers from two sections of the ECON 307: Economics Tools courses and two 400-level capstone courses. The papers were scored using a rubric delineating the focused SLOs. See Appendix 2, Item 3 for the rubric.

Indirect Measure: The Department asked 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. See Appendix 2, Item 4 for the senior survey.

**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: The majority of students enrolled in ECON 307 are majors fulfilling their math pre-requisite for ECON 300 and ECON 303 (else, they take a calculus course). Further, majors are required to take at least one 400-level course.

Indirect Measure: All graduating economics majors are invited to take the survey. Of the 73 invited, 17 participated in the Fall 2017 and Spring 2018 survey.

**Results:**

Direct Measure: We passed our criterion for success. 87.04% of students scored "acceptable or better" in their ability to effectively communicate economic ideas. Disaggregated by course level, 83.78% passed in the 307 term papers while 88.24% passed in the 400-level term papers.

Indirect Measure: We passed our criterion for success. The survey asks two self-assessment questions on communication. On average, 76.48% of students ‘agreed’ or ‘strongly agreed’ that they are confident effectively communicating economic ideas in writing and/or orally. Separating the questions, we found that while 88.24% of students ‘agreed’ or ‘strongly agreed’ that they can effectively communicate in writing, only 64.71% are confident in their ability to effectively communicate orally.

Open-ended Question Results from the Indirect Measure: 16 students responded to open-ended questions about the program. Written responses reflected general satisfaction with the program and with the Department. There was no feedback provided by students in regard to SLO E1.

### **Analysis/Faculty Discussion:**

The faculty will convene to discuss the results at the annual Undergraduate Assessment Workshop, which will be held in the early spring of 2019. See Appendix 3, item 5 for the forthcoming workshop’s tentative agenda.

Students in the BA program have demonstrated mastery of SLO E1. Again, many majors take ECON 307, which introduces them to the writing conventions of economists and requires they present a research paper as an end of term project. The instructor works closely with the student via weekly scaffolded assignments. We believe that this provides valuable training for the student in their upper-level courses. This can be seen by the increase in scores from the ECON 307 papers to the 400-level papers.

In addition, we saw an increase in the percentage of student survey respondents stating they were given sufficient opportunity to develop communication skills. Last year, only 53% and 33% of respondents stated they were given sufficient opportunities to develop written and oral communication skills, respectively. Faculty members followed through on recommendations from last year’s Undergraduate Workshop, and included more communication-based assignments in classes (e.g., discussion forums, writing papers or memos in early 300-level courses, participating in research posters and and projects.) This year, 77% respondents agreed that the department provided sufficient development of written and oral communication skills.

### **Recommendations for Improvement/Changes:**

Recommendations will be presented and discussed at the forthcoming Undergraduate Assessment Workshop.

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

### *Item 1: Additional online offerings of ECON 307*

ECON 307.001 (CRN 27041), Summer 2018

ECON 307.001 (CRN 62598), Fall 2018

## Item 2: Description of new online Economics minor



UNM A-Z ( <a href="http://directory.unm.edu/departments/">http://directory.unm.edu/departments/</a> )	myUNM ( <a href="https://my.unm.edu">https://my.unm.edu</a> )
Directory ( <a href="http://directory.unm.edu">http://directory.unm.edu</a> )	Q ( <a href="http://search.unm.edu">http://search.unm.edu</a> )



### Undergraduate Minors

A series of undergraduate minors are available to our Managed Online Program students. These minors are available fully online with all courses offered in an 8-week format.

### Featured Minor - Economics

Economics is an excellent minor for students pursuing a managed online program major. An Economics minor provides a foundation for learning to analyze how societies and markets allocate scarce resources, how incentives shape human behavior, and why there are tradeoffs in virtually all public policy options.

Students will develop analytical and quantitative skills including modeling and data analysis. Courses will teach students to understand macroeconomic relationships that explain economic growth, unemployment and inflation, exchange rate fluctuations, and trade. Students will also learn about the microeconomics of consumer and producer behavior, the public sector, industrial organization, labor and human resources, health, natural resource use, the environment, poverty, and development. As such, an economics minor will match well with most existing UNM undergraduate managed online program majors (Business Administration ([../bachelors/bba.html](http://bachelors/bba.html)), Psychology ([../bachelors/psychology.html](http://bachelors/psychology.html)), Strategic Communication ([../bachelors/strategic-comm.html](http://bachelors/strategic-comm.html)), Chicana and Chicano Studies ([../bachelors/chicano-studies.html](http://bachelors/chicano-studies.html)), and Native American Studies ([../bachelors/nas.html](http://bachelors/nas.html))).

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## Other Minors

The following minors are also available to Managed Online Program students:

- Business Administration ([../bachelors/bba.html](http://www.unm.edu/bachelors/bba.html))
- Chicana and Chicano Studies
- Native American Studies
- Psychology
- Journalism and Mass Communication - Strategic Communication

## Interested In Learning More?

Request Information ([../request-information.html](http://www.unm.edu/request-information.html))

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more at [social.unm.edu](http://social.unm.edu) (<http://social.unm.edu>)

Accessibility (<http://www.unm.edu/accessibility.html>) Legal (<http://www.unm.edu/legal.html>)

Contact UNM (<http://www.unm.edu/contactunm.html>)

New Mexico Higher Education Dashboard (<http://nmhedss2.state.nm.us/Dashboard/index.aspx?ID=21>)

A minor in Economics requires a total of 18 credit hours. This includes 9 credit hours of required coursework (ECON 105, 106 and **either** 300 **or** 303) and 9 credit hours from elective courses. For more information regarding the minor, contact Dave Dixon.  
(mailto:ddixon@unm.edu)

Special course sections are scheduled for Managed Online Program students and offered on a cyclical basis. Look for the courses in the current schedule of classes (<http://schedule.unm.edu/>) with a course comment that reads "Limited to managed online program students only." Below is a listing of all of the required and elective courses offered for this minor.

## Economics Minor Required Courses

**(9 credit hours of ECON 105, 106 and 303 OR 303\*)**

Course Number	Course Name	Credit Hours
ECON 105	Introductory Macroeconomics	3
ECON 106	Introductory Microeconomics	3
ECON 300	Intermediate Macroeconomics I	3
ECON 303	Intermediate Microeconomics I	3

*\*Students should take **either** ECON 300 **or** ECON 303. Whichever course is not used as part of the required coursework can be used as an elective course. **Note that ECON 307 (or MATH 162 or MATH 180) is a pre-requisite for ECON 300 and ECON 303. It is recommended that minors take ECON 307 as it will also help fulfill their elective requirements.***

## Economics Minor Elective Courses

**(choose 9 credit hours of electives)**

Course Number	Course Name	Credit Hours
ECON 212	Personal Investing	3
ECON 307	Economic Tools	3
ECON 309	Introductory Statistics and Econometrics	3
ECON 315	Money and Banking	3
ECON 330	Consumer Economics	3
ECON 335	Health Economics	3

## Appendix 2 – Assessment instruments

### Item 3: Description of new online Economics minor

#### RUBRICS

##### **A1. (Theory). Students will be able to explain, graph and analyze key economics models.**

Acceptable or Better	Unacceptable
Meets <i>all</i> of the following: (1) accurate and organized representation of information presented in graphical form, (e.g., title, labels, shapes of curves, any data plotted correctly, etc.); may have 1 or 2 errors. (2) represents information presented in correct mathematical forms; may have 1 or 2 errors. (3) explanation/interpretation is, for the most part, coherent and supports graphing and/or quantitative analysis; may have 1 or 2 errors.	Does not meet all three of the criteria listed in the “acceptable or better” column.

##### **C1. (Data Analysis) Students will be able to generate and interpret summary statistics and regression models.**

Acceptable or Better	Unacceptable
For the most part, generates and interprets summary statistics and regression models, but may miss one or two details.  Derives reasonable conclusions, although may overstate or oversimplify results.	Draws inaccurate conclusions; too many errors.  Derives unreasonable or irrelevant conclusions.

##### **C2. (Data Analysis) Students will be able to identify data sources, describe appropriate empirical tools, and perform research on data they retrieve from original surveys, or official and industry sources.**

Acceptable or Better	Unacceptable
Demonstrates at least 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.	Demonstrates developing use or no skill of retrieving and managing quality data. Most data comes from unreliable and/or irrelevant sources. Fails to provide enough information on data set and variables

##### **E1. (Communication) Students will be able to effectively communicate economic ideas.**

Acceptable or Better	Unacceptable
Meets <i>all</i> of the following: (1) Provides a reasonably clear statement of straightforward thesis. Provides supporting evidence, but may not acknowledge limitations, or may leave obvious questions unexplored. (2) Writing or presentation of material is clear but lacks elegance. Weak transitions or organization, or some poor word choices or a few awkward sentences impede flow of ideas. (3) Any visual representations discussed contribute to the reader's understanding, are generally easy to interpret, and are formatted appropriately. Some errors, ambiguities and/or extraneous details exist but do not impede flow of ideas.	Does not meet all three of the criteria listed in the “acceptable or better” column.

#### *Item 4: Senior Survey (Indirect Measure)*

### **Outgoing Senior Survey**

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 10 minutes and 15 minutes to complete and is anonymous. Please note that you can only take the survey once.

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

Sincerely,

The Economics Department

If you have any technical difficulties, questions or concerns please contact Cristina Reiser, Lecturer III and Undergraduate Assessment Coordinator, at [creiser@unm.edu](mailto:creiser@unm.edu)

**Q1: Do you expect to graduate, or did you graduate this academic year?**

☐ Yes ☐ No

### **Demographics and Background**

*Note: if you have answered/chosen item [2] in question 1, skip the following question*

**Q2: How old are you?**

*Note: if you have answered/chosen item [2] in question 1, skip the following question*

**Q3: What is your gender?**

☐ Female ☐ Male ☐ Non-binary

*Note: if you have answered/chosen item [2] in question 1, skip the following question*

**Q4: Indicate your race/ethnicity. You may select more than one.**

<input type="checkbox"/> White, non-Hispanic	<input type="checkbox"/> Hispanic, any race	<input type="checkbox"/> American Indian, non-Hispanic
<input type="checkbox"/> African-American, non-Hispanic	<input type="checkbox"/> Asian, non-Hispanic	

*Note: if you have answered/chosen item [2] in question 1, skip the following question*

**Q5: 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
- ☐ Outside the US

*Note: if you have answered/chosen item [2] in question 1, skip the following question*

**Q6: What category below best represents your grades for your Economic classes only?**

- ☐ Mostly A's
- ☐ A's and B's
- ☐ Mostly B's
- ☐ B's and C's
- ☐ Mostly C's

*Note: if you have answered/chosen item [2] in question 1, skip the following question*

**Q7: What do you plan on doing after graduation? You may select more than one.**

- |  |  |
|--|--|
| <input type="checkbox"/> Working at job I currently hold             | <input type="checkbox"/> Working at new job                      |
| <input type="checkbox"/> Looking for Work                            | <input type="checkbox"/> Pursuing a Master's degree in Economics |
| <input type="checkbox"/> Pursuing an MBA                             | <input type="checkbox"/> Pursuing a Law Degree                   |
| <input type="checkbox"/> Pursuing a Master's degree in another field | <input type="checkbox"/> Pursuing a PhD in Economics             |
| <input type="checkbox"/> Pursuing a PhD in another field             | <input type="checkbox"/> Travel                                  |
| <input type="checkbox"/> Other (please specify:)                     |  |

If you have chosen "other", please specify:

**What You Learned About Economics**

*Note: if you have answered/chosen item [2] in question 1, skip the following question*

**Q8: Please rate your ability to explain the following elements of economic theory on a scale of 0-5, where 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theory of the firm (production functions, markets, profit- maximization, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comparative advantage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity cost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Game theory (simultaneous games, sequential games, Nash equilibria, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Externalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public goods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consumer theory (preferences, budget constraints, demand, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compensating wage differentials (how risk can explain wage differences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determinants of Economic Growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short-Run Economic Fluctuations (or Business Cycles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fiscal and Monetary Policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aggregate Demand and Aggregate Supply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inflation and Unemployment (or Phillips Curve)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Money and Banking System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IS-LM Model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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*Note: if you have answered/chosen item [2] in question 1, skip the following question*

**Q9: The following asks about your familiarity with graphing and explaining key economic models. Please indicate your level of agreement with the following:**

			Neither Agree Nor Disagree		
THEORY	Strongly Disagree	Disagree		Agree	Strongly Agree
I can graph and interpret graphs of key economics models (e.g., supply and demand, utility-maximization, profit-maximization, AD-AS, IS-LM, externalities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explain and analyze key economics models (e.g., supply and demand, utility-maximization, profit-maximization, AD-AS, IS-LM, externalities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Note: if you have answered/chosen item [2] in question 1, skip the following question*

**Q10: The following asks about your familiarity with institutions that shape economic behavior. Please indicate your level of agreement with the following:**

			Neither Agree Nor Disagree		
INSTITUTIONAL CONTEXT	Strongly Disagree	Disagree		Agree	Strongly Agree

I can analyze the economics and institutional arrangements of specific regions, countries, localities, organizations, industries or firms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As part of my economics coursework, I was required to produce written or oral reports considering the economics and institutional arrangements of specific regions, countries, localities, organizations, industries or firms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Note: if you have answered/chosen item [2] in question 1, skip the following question*

**Q11: We would like to know how familiar you are with data methods, tools and sources. Please let us know if you agree with the following statements.**

DATA ANALYSIS	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
I can generate and interpret summary statistics and regression models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As part of my coursework, I identified data sources, described empirical tools, and performed research on data retrieved from original surveys or official and industry sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can manage data in Spreadsheets and Statistical software packages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note: if you have answered/chosen item [2] in question 1, skip the following question

**Q12: Do you agree with the following statement about critical thinking?**

			Neither Agree Nor Disagree		
CRITICAL THINKING	Strongly Disagree	Disagree		Agree	Strongly Agree
I can evaluate public policy and other economic issues using economic models or data analysis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify underlying assumptions of these models or data; and potential limitations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can distinguish between positive and normative claims	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note: if you have answered/chosen item [2] in question 1, skip the following question

**Q13: Can you communicate what you learned about Economics? Please let us know whether you agree with the following statements.**

			Neither Agree Nor Disagree		
COMMUNICATION	Strongly Disagree	Disagree		Agree	Strongly Agree
I can effectively communicate economic ideas in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can effectively communicate economic ideas orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was given sufficient opportunity to develop my communication skills through written assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was given sufficient opportunity to develop my communication skills through discussion and participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I was given sufficient opportunity to develop my communication skills through oral presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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*Note: if you have answered/chosen item [2] in question 1, skip the following question*

**Q14: The following asks about your "economic citizenship". Please 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was encouraged to recognize the validity of viewpoints other than my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Your Feedback

*Note: if you have answered/chosen item [2] in question 1, skip the following question*

**Q15: Overall how would you rate the Econ Program?**

☐ 1 (Poor)
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5 (Excellent)

*Note: if you have answered/chosen item [2] in question 1, skip the following question*

**Q16: Why did you choose Economics as your major?**

*Note: if you have answered/chosen item [2] in question 1, skip the following question*

**Q17: What were some good and/or most helpful things about the program?**

*Note: if you have answered/chosen item [2] in question 1, skip the following question*

**Q18: What were the most frustrating and/or bad things about the program?**

*Note: if you have answered/chosen item [2] in question 1, skip the following question*

**Q19: How can we improve the program for future students?**

*Note: if you have answered/chosen item [1] in question 1, skip the following question*

**Q20: If you are not graduating this academic year please update your records with Meghan Lippert, 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.**

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

#### *Item 5: Tentative Undergraduate Assessment Workshop Agenda*

#### **Department of Economics Undergraduate Assessment Workshop**

TENTATIVE DATE: Wednesday, February, 27<sup>th</sup>, 2019

2:30pm – 4:00pm

ECON 1052

#### **2:30 – 3:00pm AY 2017 - 2018 Gen Ed (105 & 106) Assessment**

The What, How, and Why of Assessment  
Brief Review of Current Assessment Plan  
Program Results: AY 2017-2018  
Discussion and Recommendations

#### **3:00 – 3:30pm AY 2017 - 2018 BA Assessment**

Brief Review of Current Assessment Plan  
Program Results: AY 2017-2018  
Discussion and Recommendations

#### **3:30 – 4:00pm Moving Forward**

Suggested Improvements to Current Assessment Plan  
A Plan to Increase Interest in the Economics Major  
Discussion and Recommendations