

Instructions
UNM Academic Programs/Unit Combined Assessment Plan and Report Template
The University of New Mexico

Instructions: This assessment plan and report template guides the creation of three-year assessment plans that will be used to assess academic student learning outcomes as well as assists with the reporting of the assessment of student learning outcomes for academic degree and certificate programs at UNM. If you have any questions about either the plan or the report templates, please contact the Office of Assessment at assess@unm.edu or (505) 277-4130.

Note: While developing the plan, consider that not every SLO needs to be assessed every year; however, over a three-year period, every SLO should be assessed.

- Assessment plans should include clear differentiations between degrees (i.e., certificate, bachelor, master's, and/or doctoral).
- Assessment plans should be reviewed and approved at the college/school/branch level by the College Assessment Review Committee (CARC) or equivalent.

Overview: The template is divided into three parts:

Part I: Cover Page (Page 3)

Part I of the template serves as the cover page. Please provide all of the information requested for the cover page.

Part II: Assessment PLAN (Pages 4-8)

Part II of the template requests information on the student learning outcomes, program's goal(s), UNM Student Learning Goals, assessment measures, performance benchmarks, and student population(s) within the table. It is followed by a narrative section that contains four questions that inquire about the assessment artifact, the SLO review schedule, plans to review and analyze the data, and how the results will be distributed.

Part III: Assessment REPORT (Pages 9-13)

The first section of Part III requires a narrative response about last year's assessment report, the changes implemented, and the revisions to the assessment process that were generated. Section two is a table that requires the user to copy and paste the SLOs (from the already-completed PLAN), that were assessed this year. The table requests a description of the actual student population that was used, and results. Section 3 of the REPORT template is a narrative section that contains four questions that inquire about participation, data analysis, recommendations, and distribution of information.

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: 11/17/2020

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: B.A.

Name of the program: Economics

Is the program accredited?

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):

- Cristina Reiser, Senior Lecturer III, creiser@unm.edu
- Richard Santos, Professor and Undergraduate Director, santos@unm.edu

Dean / Associate Dean / CARC Approval Date: 6/1/2017

* 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: | A. THEORY: Mastery of basic economic theory. |
| Program Goal #2: | B. INSTITUTIONAL CONTEXT: Familiarity with institutions that shape economic behavior. |
| Program Goal #3: | C. DATA ANALYSIS: Use of data sources, methods, tools and analysis used in economics. |
| Program Goal #4: | D. CRITICAL THINKING: Apply, evaluate and critique economic models. |
| Program Goal #5: | E.COMMUNICATION: Communicate economic ideas. |
| Program Goal #6: | F. ECONOMIC CITIZENSHIP: Consideration of alternative viewpoints on policy issues. |

**** 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. ****

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

Student Learning Outcomes (SLOs) <i>For each row in the table, provide a SLO. If needed, add more rows. A SLO may be targeted by or aligned with more than one program goal. If a program awards more than one degree (i.e., B.S., M.A. etc.), the SLOs for graduate and undergraduate must be different. Graduate degree SLOs must be different (Master ≠ Doctorate). For additional guidance on SLOs, click here.</i>	Program Goal # <i>Please list the Program Goal(s) that the SLOs are aligned under. Use the numbering system (1,2,3..) assigned above.</i>	UNM Student Learning Goals <i>Check as appropriate: K=Knowledge; S=Skills; R=Responsibility</i>			Assessment Measures <i>Provide a description of the assessment instrument used to measure the SLO. For additional guidance on assessment measures, click here.</i>	Performance Benchmark <i>What is the program's benchmark (quantitative goal/criteria of success for each given assessment measure)? State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO (i.e., At least 70% of the students will pass the assessment with a score of 70 or higher.)</i>	Student Population(s) <i>Describe the sampled population, including the total number of students and classes assessed. See note below.</i>
A.1. Students will be able to explain, graph and analyze key economics models.	1	K <input checked="" type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input type="checkbox"/>	1. Instructor-selected artifact from any ECON 300+ course (required or upper-level elective) scored against a rubric. This is a direct measure. 2. Senior Survey, which asks students to rate their own understanding of each SLO. This is an indirect measure.	1. 75% of students score "acceptable or better" on the question. 2. 75% of students rate themselves as "proficient" or better for this SLO.	1. Sample size varies depending on course size & faculty participation. All instructors of ECON 300+ courses are invited to submit student results. 2. Sample size varies. All graduating seniors are asked to participate.
B.1. Students will be able to analyze the economics and institutional arrangements of specific regions, countries, organizations, localities, industries or firms.	2	K <input checked="" type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input checked="" type="checkbox"/>	1. Instructor-selected artifact from any 300+ course (required or upper-level elective) scored against a rubric. This is a direct measure. 2. Senior Survey, which asks students to rate	1. 75% of students score "acceptable or better" on the question. 2. 75% of students rate themselves as "proficient" or better for this SLO.	1. Sample size varies depending on course size & faculty participation. All instructors of ECON 300+ courses are invited to submit student results.

					their own understanding of each SLO. This is an indirect measure.		2. Sample size varies. All graduating seniors are asked to participate.
C.1. Students will be able to generate and interpret summary statistics and regression models.	3	K <input checked="" type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input type="checkbox"/>	<ol style="list-style-type: none"> 1. Instructor-selected artifact from any 300+ course (required or upper-level elective) scored against a rubric. This is a direct measure. 2. Senior Survey, which asks students to rate their own understanding of each SLO. This is an indirect measure. 	<ol style="list-style-type: none"> 1. 75% of students score “acceptable or better” on the question. 2. 75% of students rate themselves as “proficient” or better for this SLO. 	<ol style="list-style-type: none"> 1. Sample size varies depending on course size & faculty participation. All instructors of ECON 300+ courses are invited to submit student results. 2. Sample size varies. All graduating seniors are asked to participate.
C.2. 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.	3	K <input checked="" type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input type="checkbox"/>	<ol style="list-style-type: none"> 1. Instructor-selected artifact from any 300+ course (required or upper-level elective) scored against a rubric. This is a direct measure. 2. Senior Survey, which asks students to rate their own understanding of each SLO. This is an indirect measure. 	<ol style="list-style-type: none"> 1. 75% of students score “acceptable or better” on the question. 2. 75% of students rate themselves as “proficient” or better for this SLO. 	<ol style="list-style-type: none"> 1. Sample size varies depending on course size & faculty participation. All instructors of ECON 300+ courses are invited to submit student results. 2. Sample size varies. All graduating seniors are asked to participate.
D.1. Students will be able to evaluate economic issues and public policy by using economic models or data analysis while identifying underlying assumptions of the model(s) and limitations.	4	K <input type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input checked="" type="checkbox"/>	<ol style="list-style-type: none"> 1. Instructor-selected artifact from any 300+ course (required or upper-level elective) scored against a rubric. This is a direct measure. 	<ol style="list-style-type: none"> 1. 75% of students score “acceptable or better” on the question. 2. 75% of students rate themselves as 	<ol style="list-style-type: none"> 1. Sample size varies depending on course size & faculty participation. All instructors of ECON 300+ courses are

					2. Senior Survey, which asks students to rate their own understanding of each SLO. This is an indirect measure.	“proficient” or better for this SLO.	invited to submit student results. 2. Sample size varies. All graduating seniors are asked to participate.
E.1. Students will be able to effectively communicate economic ideas.	5	K <input type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input type="checkbox"/>	1. Instructor-selected artifact from any 300+ course (required or upper-level elective) scored against a rubric. This is a direct measure. 2. Senior Survey, which asks students to rate their own understanding of each SLO. This is an indirect measure.	1. 75% of students score “acceptable or better” on the question. 2. 75% of students rate themselves as “proficient” or better for this SLO.	1. Sample size varies depending on course size & faculty participation. All instructors of ECON 300+ courses are invited to submit student results. 2. Sample size varies. All graduating seniors are asked to participate.
F.1. Students will be able to formulate informed opinions on policy issues and recognize the validity of opposing viewpoints.	6	K <input type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input checked="" type="checkbox"/>	1. Instructor-selected artifact from any 300+ course (required or upper-level elective) scored against a rubric. This is a direct measure. 2. Senior Survey, which asks students to rate their own understanding of each SLO. This is an indirect measure.	1. 75% of students score “acceptable or better” on the question. 2. 75% of students rate themselves as “proficient” or better for this SLO.	1. Sample size varies depending on course size & faculty participation. All instructors of ECON 300+ courses are invited to submit student results. 2. Sample size varies. All graduating seniors are asked to participate.

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:

Direct Measures: Each SLO includes artifacts from any ECON 300+ course (these are required courses or upper-level elective courses that have pre-requisites for the major) where the instructor chose to participate in assessment. As such, the sample size varies from year to year. Instructors are asked to review SLOs and associated rubrics; and decide if their course reflects any SLO(s) being evaluated for the year. If they decide their course aligns with any SLO(s), they are asked to choose an artifact that they believe best represents the SLO(s), score student submissions against a rubric, and report anonymized results to the undergraduate assessment coordinator. This data is aggregated by the Undergraduate Assessment Coordinator and used in the assessment report. Please see the “BA Assessment Rubrics and Reporting Form” in the Appendix.

For this reporting period, the following types of artifacts were included: exam questions, research papers, problem sets, and group projects.

Indirect Measure: This is an online, anonymous senior survey provided to graduating seniors only via Opinio. The survey asks students to rate their own understanding of each SLO. Sample size depends on number of respondents. Please see the “Senior Survey” in the Appendix.

- 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.

Staggered:

- *Year 1: SLOs A1, C1, C2, & E1*

- Year 2: SLOs B1, D1, & F1
- Year 3: SLOs A1, C1, C2, & E1

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

(1) Before every semester, the Undergraduate Assessment Coordinator invites all faculty teaching ECON 300 or higher-level courses to participate in program assessment. The invitation includes the rationale for assessment, which SLOs are being reported for the year, and rubrics with a reporting form for each SLO. The reporting form includes space for a description of the assignment and a tally of how many students met or exceeded the benchmark for the SLO out of how many attempted. (Please see the “BA Assessment Rubrics and Reporting Form” in the Appendix). Reminders are also sent to faculty at mid-semester and end-of-semester.

(2) Faculty members decide if their course covers any of the SLOs being reported on; and which artifact would best represent the SLO(s).

(3) The faculty member uses the rubric to fill out the reporting form and return to the UAC by the end of the semester.

(4) After the academic year ends and all results received, the UAC organizes and aggregates the results using spreadsheet and data analysis software. The main analysis involves calculating the percentage of artifacts that scored acceptable or better for each SLO. The year’s results are then evaluated against our pre-determined benchmarks. In addition, historical trends are examined.

(5) After the gathering of and initial analysis of assessment data, the UAC hosts an annual “Undergraduate Assessment Workshop” in the fall where all faculty and department academic advisors are invited to join. The workshop includes a presentation of our assessment process, analysis and interpretation of results for the year and a comparison to years’ past. All participants provide their own insights and interpretations based on their experiences; and potential recommendations to improve the curriculum, specific courses, and/or the assessment process is discussed. Please see the “Meeting Agenda” in the Appendix for this year’s agenda.

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

The “Undergraduate Assessment Workshop,” (as noted in (c) above) is the primary means of communication. In addition, after the workshop:

(6) The UAC and the Undergraduate Committee members convene to formally craft any recommendations for improvement based on the workshop discussions.

(7) The UAC writes and share a final “Brief Report to the Faculty,” which includes a summary of results and main points discussed in the workshop; and any formal recommendations developed by the Undergraduate Committee.

(8) Reports and plans are also made available on our department website, <https://econ.unm.edu/undergraduate-program/outcomes.html>

Part III: Assessment REPORT Body
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SECTION III-1

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

- a. Describe the program changes that were implemented.

We continued to meet growing demand for courses from both non-traditional and traditional students by formally developing an economics online minor via UNM Online's Managed Online Program (now known as an Accelerated Online Program).

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

In years past, SLOs A1 & E1 were assessed only using ECON 300 and/or 303 data; and SLO C1 only using ECON 309 data. This year, any instructor who felt their course aligned with any of these SLOs was asked to participate. This greatly reduced logistical stress; and interestingly, this allowed us to compare the results for students who were just starting the program (e.g., in ECON 300) versus those who were more experienced (e.g., ECON 343).

In addition, based on last year's feedback from the Assessment Committee, we have tried to clearer in our assessment plan by (1) better organizing our step-by-step process for the review, analysis, interpretation, and communication of our plan, and (2) providing rubrics, reporting forms, and example assignments in the appendix. We also made sure to hold our annual Undergraduate Assessment Workshop via Zoom to provide opportunity for input from full faculty.

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

Part III: Assessment REPORT Body
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SLOs (copy and paste from PLAN above) <i>Copy and paste your SLOs from your entries in the PLAN above that were measured during this year.</i>	Student Population <i>Describe the sampled population, including the total number of students and classes assessed.</i>	Results* <i>State whether the performance benchmark was met, not met, or exceeded AND the total number of students assessed (i.e., Exceeded, 95 out of 111 (86%) students)</i>
A.1. Students will be able to explain, graph and analyze key economics models.	<p><u>Direct Measure:</u> 130 student artifacts submitted from 7 course-sections (3 sections of ECON 300; & ECON 315, ECON 320, ECON 343, ECON 369). Note that a student may have submitted more than one artifact if enrolled in multiple classes. Artifacts included exam questions, analysis paper, critical thinking analysis, discussion forum, and a group data analysis research project.</p> <p><u>Indirect Measure:</u> 24 graduating seniors participated in the survey out of 57 asked to participate (this represents 42.1% of graduating seniors; and 14.6% of majors).</p>	<p><u>Direct Measure:</u> EXCEEDED. 113 out of 130 (86.9%) student artifacts.</p> <p><u>Indirect Measure:</u> EXCEEDED. 23 out of 24 (95.8%) graduating seniors.</p>
C.1. Students will be able to generate and interpret summary statistics and regression models.	<p><u>Direct Measure:</u> 85 student artifacts submitted from 6 course-sections (ECON 307, 3 sections of ECON 309, ECON 320, and ECON 369). Note that a student may have submitted more than one artifact if enrolled in multiple classes. Artifacts included data analysis projects, problem sets, and group data analysis research projects.</p> <p><u>Indirect Measure:</u> 24 graduating seniors participated in the survey out of 57 asked to participate (this represents 42.1% of graduating seniors; and 14.6% of majors).</p>	<p><u>Direct Measure:</u> EXCEEDED. 80 out of 85 (94.1%) student artifacts</p> <p><u>Indirect Measure:</u> EXCEEDED. 22 students out of 24 (91.7%) graduating seniors.</p>

<p>C.2. 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.</p>	<p><u>Direct Measure:</u> 66 student artifacts submitted from 4 course-sections (ECON 303, ECON 307, ECON 309, and ECON 369). Note that a student may have submitted more than one artifact if enrolled in multiple classes. Artifacts included individual data analysis projects and group data analysis research projects.</p> <p><u>Indirect Measure:</u> 24 graduating seniors participated in the survey out of 57 asked to participate (this represents 42.1% of graduating seniors; and 14.6% of majors).</p>	<p><u>Direct Measure:</u> EXCEEDED. 62 out of 66 (93.9%) student artifacts</p> <p><u>Indirect Measure:</u> EXCEEDED. 22 students out of 24 (91.7%) graduating seniors.</p>
<p>E.1. Students will be able to effectively communicate economic ideas.</p>	<p><u>Direct Measure:</u> 157 student artifacts submitted from 9 course-sections (two sections of ECON 300, ECON 303, ECON 307, ECON 309, ECON 320, ECON 333, ECON 350, and ECON 369). Note that a student may have submitted more than one artifact if enrolled in multiple classes. Artifacts included exam questions, analysis papers, critical thinking analyses, group research papers, discussion forums, group presentations, and a group data analysis research project.</p> <p><u>Indirect Measure:</u> 24 graduating seniors participated in the survey out of 57 asked to participate (this represents 42.1% of graduating seniors; and 14.6% of majors).</p>	<p><u>Direct Measure:</u> EXCEEDED. 138 out of 157 (87.9%) student artifacts</p> <p><u>Indirect Measure:</u> EXCEEDED. 22 students out of 24 (91.7%) graduating seniors stated “agreed or strongly agreed” that they can effectively communicate economics ideas in writing. 21 students out of 24 (87.5%) graduating seniors stated “agreed or strongly agreed” that they can effectively communicate economics ideas orally.</p>

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

Please use the area below to elaborate on your findings.

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

N/A

SECTION III-2

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

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

This is a full faculty effort. While the Undergraduate Assessment Coordinator takes the lead in the coordination with faculty; gathering of and analysis of evidence; and writing of plans and reports, it is the contribution of all faculty members that leads to valuable discussion and recommendations. Faculty members contributed in a variety of ways - by submitting reporting forms, participating in the annual Assessment Workshop, and sharing feedback in post-workshop meetings, including a monthly faculty meeting.

- 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 ...).

Students have met or exceeded all assessed SLOs, with each surpassing its benchmark. Importantly, the percentage of students seen measurable gains since the last time these SLOs were assessed (2017-2018).

Our department continues to use a senior survey to gain further insight on our program. This senior survey asks our graduating seniors open-ended questions on the department's strengths, weaknesses, and opportunities for improvement. For all SLOs, students rated themselves as proficient or better. The most prevalent suggestion over the years has been to offer a B.S. in Economics. In addition, this year, we saw a relatively marked increase in the number of students suggesting we introduce data analysis and statistics earlier in the program; and include more opportunity for data-driven projects in courses.

- c. Based on your assessment results from this year and last year, describe the recommendation that you have for improvement:

- Describe any program changes (e.g., curriculum, instruction, etc.) that will be implemented.
It is recommended that the Undergraduate Committee meet to discuss the development and offering of a BS in Economics.
- Describe any revisions to your assessment process that will be made for the next reporting cycle.
We are due to revise our assessment plan. In the spring of 2021, the UG Assessment Coordinator and the UG Committee will meet to discuss any revisions and update the plan. In addition, part-time instructors and

graduate teaching students will be asked to participate in the full annual assessment workshop. Finally, we plan to share our Undergraduate Assessment plans and reports in our upcoming APR review for national guidance on our economics undergraduate program.

- d. How, when, and to whom will results and recommendations be communicated in a meaningful way?
The “Undergraduate Assessment Workshop,” is the primary means of communication. In addition, after the workshop:

(6) The UAC and the Undergraduate Committee members will convene to formally craft any recommendations for improvement based on the workshop discussions.

(7) The UAC writes and share a final “Brief Report to the Faculty,” which includes a summary of results, main points discussed in the workshop, and any formal recommendations developed by the Undergraduate Committee.

(8) Reports and plans are also made available on our department website, <https://econ.unm.edu/undergraduate-program/outcomes.html>

APPENDIX

BA Assessment Rubric & Reporting Form

Instructor Name:

Course:

Assessment:

What is the assignment or question being used? Feel free to provide a brief summary, attach a screenshot, or attach via email if that is easier. A sample is provided at the end of this document.

Results

Please tally the number of students assessed and the number of those who scored “acceptable or better” for each SLO you assessed. Note that your assignment does not have to cover each SLO. Suggested rubrics are below.

SLO	Number of Students Who Scored Acceptable or Better	Total Number of Students Assessed
A1 (Theory) Students will be able to explain, graph, and analyze key economics models.		
C1 (Data Analysis) Students will be able to generate and interpret summary statistics and regression models.		
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.		
E1 (Communication) Students will be able to effectively communicate ideas.		

RUBRICS

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

Acceptable or Better	Unacceptable
<p>Meets <i>all</i> of the following:</p> <ol style="list-style-type: none"> (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. 	<p>Does not meet all three of the criteria listed in the “acceptable or better” column.</p>

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

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

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
<p>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.</p>	<p>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</p>

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

Acceptable or Better	Unacceptable
<p>Meets <i>all</i> of the following:</p> <ol style="list-style-type: none"> (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. 	<p>Does not meet all three of the criteria listed in the “acceptable or better” column.</p>

SAMPLE

Instructor Name

Cristina Reiser

Course

ECON 315: Money and Banking

Assessment

(exam question) Vacation time is approaching! Suppose you derive utility from days spent traveling on vacation domestically, D , and days spent traveling on vacation in a foreign country, F . Your utility function over these two “goods” is $U(D, F) = 4D^{0.25}F^{0.75}$. Let your budget constraint be $I(D, F) = p_D D + p_F F$ where I is income, p_D is the price of domestic travel per day, and p_F is the price of foreign travel per day.

- Determine the demand functions for domestic travel and foreign travel. Make sure you show your work – show the steps used.
- Suppose that you’ve saved \$800 for your summer travel, the price of domestic travel per day is \$25 and the price of foreign travel per day is \$100. How many days of each type of travel will you embark on?
- Illustrate the utility function, budget constraint, and the utility-maximizing bundle associated with (b). Make sure you show the level of utility, the budget constraint intercepts, and the optimizing equilibrium.
- Suppose the price of foreign travel decreases. Applying what you’ve learned (think like an economist!), explain in a few sentences and/or a supporting graph, what you expect to happen to the amount of foreign travel days and domestic travel days (note: you do not need to recalculate this problem to answer this).

Results

SLO	Number of Students Who Scored Acceptable or Better	Total Number of Students Assessed
A1	16	18
C1	--	--
C2	--	--
E1	15	18

2019-2020 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

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.

White, non-Hispanic Hispanic, any race American Indian, non-Hispanic
 African-American, non-Hispanic 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.

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

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:

THEORY	Strongly Disagree	Disagree	Neither Agree Nor 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:

INSTITUTIONAL CONTEXT	Strongly Disagree	Disagree	Neither Agree Nor 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?

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
CRITICAL THINKING					
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.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
COMMUNICATION					
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 the Senior Academic Advisor and Undergraduate Advisor for Economics majors.

Meeting Agenda

Department of Economics Undergraduate Workshop

Wednesday, October 28th, 2020

2:00pm – 3:30pm MT

via Zoom

The What, How, and Why of Program Assessment

Gen Ed (Core) Assessment

- How Do We Assess Gen Ed Courses?
- How Did We Do During AY 2019-2020?
- The New Skills Assessment
- Discussion & Recommendations

BA in Economics Assessment

- How Do We Assess our BA?
- How Did We Do During AY 2019-2020
- Discussion & Recommendations