Academic Program
Plan for Assessment of Student Learning Outcomes
College of Arts and Sciences
The University of New Mexico

A. College, Department and Date

1. College: *College of Arts and Sciences*
2. Department: *Department of Economics*
3. Date: *June 1, 2017*

B. Academic Program of Study*
B.A. Economics

C. Contact Person(s) for the Assessment Plan
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D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

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

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

A.1. Students will be able to explain, graph and analyze key economics models.
   UNM Goals (_X_ Knowledge   _X_ Skills   ___ Responsibility)

B.1. Students will be able to analyze the economics and institutional arrangements of specific regions, countries, organizations, localities, industries or firms.
   UNM Goals (_X_ Knowledge   _X_ Skills   _X_ Responsibility)

C.1. Students will be able to generate and interpret summary statistics and regression models.
   UNM Goals (_X_ Knowledge   _X_ Skills   ___ Responsibility)

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* 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.).

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.

     UNM Goals (X Knowledge   X Skills   Responsibility)

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.

     UNM Goals (____ Knowledge   X Skills   X   Responsibility)

E.1. Students will be able to effectively communicate economic ideas.

     UNM Goals (___ Knowledge   X Skills   Responsibility)

F.1. Students will be able to formulate informed opinions on policy issues and recognize the validity of opposing viewpoints.

     UNM Goals (_ Knowledge   X Skills   X   Responsibility)

E. Assessment of Student Learning Three-Year Plan

1. Timeline for Assessment

Brief Timeline for Assessment: Department of Economics		
Year/Semester	**SLOs Assessed**	**Assessment Activities**
Year 1, Fall	A1, C1, C2, and E1	– Results of previous year's assessment discussed (SLOs B1, D1, and F1); recommendations made at Undergraduate Assessment Workshop – Recommendations formalized and presented to faculty – Collection of Year 1 assessment data
Year 1, Spring	A1, C1, C2, and E1	– Collection of Year 1 assessment data continues
Year 2, Fall	B1, D1, and F1	SLOs assessed in Year 2: B1, D1, and F1 – Results of previous year's assessment discussed (SLOs A1, C1, C2, and E1); recommendations made at Undergraduate Assessment Workshop – Recommendations formalized and presented to faculty – Collection of Year 2 assessment data
Year 2, Spring	B1, D1, and F1	– Collection of Year 2 assessment data continues
Year 3, Fall	A1, C1, C2, and E1	Same as year 1
Year 3, Spring	A1, C1, C2, and E1	Same as year 1

2. How will learning outcomes be assessed?

A. <u>What</u>:

Summary Table of Assessment Measures: Department of Economics	
SLO	**Means of Assessment, Type of Assessment, and Performance Target**
A.1	1. Embedded questions across ECON 300 sections. This is a direct measure. Performance target: 75% of students score "acceptable or better" on the question. 2. Embedded questions across ECON 303 sections. This is a direct measure. Performance target: 75% of students score "acceptable or better" on the question. 3. Senior Survey, which asks students to rate their own understanding of each SLO. This is an indirect measure. Performance target: 75% of students rate themselves as "proficient" or better for this SLO.
B.1	1. Assignment scored using a rubric in an upper-level elective course. This is a direct measure. Performance target: 75% of students score "acceptable or better" on the SLO. 2. Senior Survey, which asks students to rate their own understanding of each SLO. This is an indirect measure. Performance target: 75% of students rate themselves as "proficient" or better for this SLO.
C.1	1. Assignment scored using a rubric in ECON 309 sections. This is a direct measure. Performance target: 75% of students score "acceptable or better" on the question. 2. Senior Survey, which asks students to rate their own understanding of each SLO. This is an indirect measure. Performance target: 75% of students rate themselves as "proficient" or better for this SLO.
C.2	1. Assignment scores using a rubric in an upper-level elective course. This is a direct measure. Performance target: 75% of students score "acceptable or better" on the question. 2. Senior Survey, which asks students to rate their own understanding of each SLO. This is an indirect measure. Performance target: 75% of students rate themselves as "proficient" or better for this SLO.
D.1	1. Assignment scored using a rubric in an upper-level elective course. This is a direct measure. Performance target: 75% of students score "acceptable or better" on the SLO. 2. Senior Survey, which asks students to rate their own understanding of each SLO. This is an indirect measure. Performance target: 75% of students rate themselves as "proficient" or better for this SLO.
E.1	1. Embedded questions across ECON 300 sections. This is a direct measure. Performance target: 75% of students score "acceptable or better" on the question. 2. Embedded questions across ECON 303 sections. This is a direct measure. Performance target: 75% of students score "acceptable or better" on the question. 3. Senior Survey, which asks students to rate their own understanding of each SLO. This is an indirect measure. Performance target: 75% of students rate

	themselves as "proficient" or better for this SLO.
F.1	1. Assignment scored using a rubric in an upper-level elective course. This is a direct measure. Performance target: 75% of students score "acceptable or better" on the SLO. 2. Senior Survey, which asks students to rate their own understanding of each SLO. This is an indirect measure. Performance target: 75% of students rate themselves as "proficient" or better for this SLO.

Economics majors are required to take three 300-level core courses – ECON 300: Intermediate Microeconomic Theory, ECON 303: Intermediate Macroeconomic Theory, and ECON 309: Introductory Statistics and Econometrics. These core courses provide the foundational skills that our majors require in terms of the theoretical and empirical aspects of the discipline. It is within these courses that SLOs A1, C1, and E1 will be assessed. Each instructor will report results back to the undergraduate assessment coordinator to be aggregated and used in the assessment report.

Outside of these core courses, students must also complete eighteen hours of upper level electives (fifteen credit hours of 300-level electives and at least one 400-level elective course). The department offers a variety of upper-level electives each semester on a rotating basis; where each elective may not, by itself, cover the remaining SLOs (B1, C2, D1, and F1). As such, the department assessment coordinator will collaborate with faculty to decide which "course(s)-assignment pair" will be used for assessment purposes. Each instructor will report results back to the undergraduate assessment coordinator to be aggregated and used in the assessment report. (As a hypothetical example, in Year 1 SLO C2 might be assessed using a research project in ECON 408: Forecasting. In Year 2, SLO B1 might be assessed using a case study in ECON 421: Latin American Economics, and SLOs D1 and F1 might be assessed using a paper in ECON 342: Environmental Economics.)

In summary, our assessment measures
- consist of a minimum of four direct measures: (1) embedded question in ECON 300, (2) embedded question in ECON 303, (3) scored lab assignment in ECON 309, (4+) and any number of assignments (e.g., case study, research paper, journal article review) in various upper-level electives.
- consist of one indirect measure: student self-evaluation of each SLO
- use evidence from all majors (see section below)
- ensure each SLO is assessed using at least two measures
- ensure each SLO is assessed using at least one direct measure and one indirect measure

B. Who:
The program assessment plan ensures that evidence from all majors will be collected at some point through their progression to graduation. All majors firstly provide evidence through their required courses (ECON 300, ECON 303, ECON 309) and through the participation in the senior survey. A major will also provide evidence through any one of the six upper-level electives chosen.

3. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

A. Who

Faculty, department advisor(s), and graduate teaching students all participate in the assessment process.

The Undergraduate Assessment Coordinator (UAC), a faculty member, will have the primary responsibility of creating the assessment rubrics in consultation with other faculty, ensuring assessments are appropriate, gathering student work, interpreting the data, and preparing/submitting reports to the faculty and to CAS Assessment.

The UAC will also host an annual Undergraduate Assessment Workshop, where the previous years' assessment results, instruments, and recommendations will be discussed. Faculty, graduate teaching instructors, and department academic advisors are invited to attend.

The Undergraduate Committee will convene after the workshop to develop any recommendations for improvement. A summary of the assessment report and any recommendations will be considered to the faculty as a whole at a monthly faculty meeting.

B. Revising assessment instruments, curriculum and pedagogy to improve student learning

After the gathering of assessment data is collected, the Undergraduate Assessment Coordinator (UAC) hosts an annual Undergraduate Assessment Workshop in the fall, where the previous years' assessment results, instruments, and recommendations will be discussed. Faculty, graduate teaching instructors, and department academic advisors are invited to attend.

In large part, the workshop is intended to bring the faculty, graduate teaching instructors, and department academic advisors together to discuss plans for improving the program. The agenda includes a brief presentation of assessment results followed by discussion on changes to assessment mechanisms, curriculum design, pedagogy, and the assessment plan itself.

After the workshop, the Undergraduate Committee convenes to summarize the workshop discussion and decide upon any recommendations to improve the program. These recommendations are written, by the UAC, in a report to the faculty.

This report to the faculty, along with a summary of assessment results, is presented to the faculty at a faculty meeting.

C. How, when, and to whom will recommendations be communicated?

In the fall at the annual Undergraduate Assessment Workshop, recommendations are discussed based on a summary of assessment result. Then, the Undergraduate Committee meets to formalize recommendations, where the Undergraduate Assessment Coordinator writes a brief report to the faculty. This report is communicated to the entire Department of Economics faculty at faculty meeting, where any recommendations with voting approval required are discussed in greater detail.