

## STUDENT LEARNING ASSESSMENT REPORT, 2018-2019

**PROGRAM:** Economics (B.A.)  
**SUBMITTED BY:** Brian Hollar  
**DATE:** 9/2019

### Executive Summary: Description of Assessment Process

List *all* of the program's learning outcomes, as of the assessment year's catalog: (regardless of whether or not they are being assessed this year)

Learning Outcome	Year of Last Assessment	Assessed This Year (Y=Yes)	Year of Next Planned Assessment
<i>Understand economic analysis and use its concepts to provide insight into a wide range of human concerns.</i>	2017	Yes	2019
<i>Communicate economic information and concepts effectively in both written and oral forms of communication.</i>	2017	Yes	2019
<i>Work effectively as an entry-level research or policy analyst and develop opportunities and techniques for lifelong professional development.</i>	2017	No	2020

Provide a **brief** description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the **process**, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues (generally not more than two paragraphs, may use bullet points):

The Economics program transitioned five years ago as the BA in Economics replaced the BA in Economics in Society. Since then, the Economics program has experienced significant growth in student enrollment and has sought to continually improve. This growth has come despite only having varied between 2 and 3 full-time, tenure track faculty during this time.

Last year, the Economics program went through a program review in which several recommendations were made and have begun to be implemented by the program. Specifically, we have changed the requirements for our BA in Economics to include two more standardized Economics courses found in most other Economics programs - ECO 310 Intermediate Microeconomics and ECO 311 Intermediate Macroeconomics. Both of these courses are being offered for the first time in Fall 2019 and Spring 2020 respectively. These courses will further expand students' analytical toolkit to understand and apply microeconomic and macroeconomic theory to understand a wide range of economic and social behavior in the world. An Econometrics class (ECO 335) was also developed by the program and approved by the university. ECO 335 will be offered for the first time in Spring 2020.

Additionally, the Economics program has partnered with faculty in Information Technology and Mathematics to develop a minor in Applied Statistics to provide our students with greater quantitative training and help prepare them to be more competitive in the job market. We are currently working on a BS option for the Economics degree (in addition to the BA) with stronger quantitative requirements for students, including deeper statistical and computing coursework to help prepare students for jobs in data science.

### Closing the Loop: Progress on Planned Improvements from Prior Year

Describe how the program implemented its planned improvements from last year:

N/A. Last year, there was no assessment report and no review from the University Assessment Committee. In lieu of this, below is the report on the Action Plan Progress from the Economics 2017-2018 Program Review.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:

N/A. Last year, there was no assessment report and no review from the University Assessment Committee. In lieu of this, below is the report on the Action Plan Progress from the Economics 2017-2018 Program Review.

## ACTION PLAN PROGRESS

GOAL	STRATEGY TO ACHIEVE GOAL	ACTION TAKEN	PROGRESS
Develop Intermediate Microeconomics course	Work with Economics faculty to develop this course and gain department, school, and university approval.	ECO 310 Intermediate Microeconomics was developed. The BA in Economics now requires this as part of the major.	ECO 310 Intermediate Microeconomics was approved by the university and is being offered for the first time in Fall 2019.
Develop Intermediate Macroeconomics course	Work with Economics faculty to develop this course and gain department, school, and university approval.	ECO 311 Intermediate Macroeconomics was developed. The BA in Economics now requires this as part of the major.	ECO 311 Intermediate Macroeconomics was approved by the university and is being offered for the first time in Spring 2020.
Develop Econometrics course	Work with Economics faculty to develop this course and gain department, school, and university approval.	ECO 335 Econometrics Intermediate Macroeconomics was developed. The BA in Economics now requires this as part of the major and it also counts toward the Applied Statistics minor.	ECO 335 Intermediate Macroeconomics was approved by the university and is being offered for the first time in Spring 2020.
Get a computer lab/university licenses for Stata software	Pursue internal university resources and explore grant opportunities for purchasing software.	Attempted to secure funding for installing Stata in computer labs in the School of Business and Technology.	The attempt to secure funding for Stata in the computer labs in Ballston was not successful.
Develop a BS in Economics	Work with Economics faculty to develop this program and gain department, school, and university approval.	The groundwork was laid for a new BS option in Economics, requiring more intensive quantitative courses as part of the program.	After discussion with the Dean, we thought it best to first implement program changes and new courses in the BA in Economics. We are currently working on trying to get this into the 2020-2021 Catalog.
Develop a BBA in Economics	Work with Economics faculty to develop this program and gain department, school, and university approval.	This idea was discussed with the Dean and faculty in the School of Business and Technology.	We have decided to table this idea for now and wait until we get the BS implemented and see if there is sufficient demand for an additional program

GOAL	STRATEGY TO ACHIEVE GOAL	ACTION TAKEN	PROGRESS
			before launching this initiative.
Internally market the Economics program to within Marymount, particularly on Main Campus	Work with faculty and staff to innovate new ways to market Marymount’s program internally, especially on Main Campus. Develop connections with community colleges in the area and visit local community college campuses. Discuss the various programs with Marymount admissions office so they can present more information on the various options in Economics to new students.	The Director of Economics worked closely with faculty from Information Technology and Mathematics to create a minor in Applied Statistics.	The minor in Applied Statistics was approved by the university and launched in the 2019-2020 academic year. Our hope is that this minor will help attract additional students into Economics as a major and build greater communication and collaboration between involved departments on campus.
Seek to add a fourth fulltime Economics faculty member	Build a strong case for the need of an additional faculty member and petition the university for another faculty line.	Went through the process of adding a third full-time, tenure-track faculty.	After losing a full-time Economics faculty member, we were able to successfully add a third full time, tenure track faculty to the Economics program in 2019-2020 academic year.

## Outcomes Assessment 2018-2019

**Learning Outcome 1: Understand economic analysis and use its concepts to provide insight into a wide range of human concerns.**

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define the acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i>	<b>Result</b> <i>Did you meet your target? What was the result?</i>
Direct: ECO 363, Behavioral Economics Term Paper	At least 60% of students perform at the Excellent or Good level at least 90% of students perform at the Satisfactory level or higher, no more that 10% of students perform at the Unsatisfactory level	Grades for ECO 363 Final Paper collected from a total of 22 students. These students were overwhelming ECO majors and minors.	Of 22 students, 82% performed at the Excellent or Good level, and 95% performed at the Satisfactory level or higher. Only 5% performed at the Unsatisfactory level.
Direct: ECO 431 Contemporary Issues in Macroeconomics Final Paper	At least 60% of students perform at the Excellent or Good level at least 90% of students perform at the Satisfactory level or higher, no more that 10% of students perform at the Unsatisfactory level	This course is no longer being offered by the university and is being replaced by ECO 311 Intermediate Macroeconomics. Last year, ECO 431 was taught by an adjunct due to a full-time faculty leaving Marymount and data was not able to be obtained for this report.	No data available this year.
Indirect: Alumni survey questions: Apply knowledge and skills to new situations Solve problems in your field	At least 60% of students respond Good or Excellent, at least 80% of students respond Adequate, Good, or Excellent on each of the questions.	Only one student responded to this survey this year and this information was not shared with the director of the Economics program.	No data available this year.

### Interpretation of Results

**Analysis and Implications:** *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

By one direct measure students generally met the standard. For two of the measurements, we do not have data available to analyze due to lack of response on the alumni survey, and due to ECO 431 being taught by an adjunct after a full-time faculty member left the university and our transitioning to a new course requirement for the major. According to the one metric measured, students are meeting our objective.

### Discuss planned curricular or program improvements for this year based on assessment of outcome:

Our faculty have seen a large change in the past year with one full-time faculty leaving Marymount and the hire of a new hire of a full-time, tenure track Assistant Professor beginning the 2019-2020 academic year. We are offering higher level Microeconomic and

Macroeconomic courses, developed an Econometrics course, spearheaded the development of an Applied Statistics minor, and are working on offering a BS option for the Economics degree. In the future, we will analyze microeconomic and macroeconomic analysis a separate learning outcomes using developed rubrics. This will allow us greater ability to identify where students are struggling most and use this knowledge to develop strategies for improving our program. These two future outcomes will be as follows:

- 1) Understand and apply microeconomic analysis and use its concepts to provide insight into a wide range of human concerns.
- 2) Understand and apply macroeconomic analysis and use its concepts to provide insight into a wide range of human concerns.

**Learning Outcome 2: Communicate economic information and concepts effectively in both written and oral forms of communication.**

<p><b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p><b>Performance Standard</b> <i>Define the acceptable level of student performance.</i></p>	<p><b>Data Collection</b> <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p><b>Result</b> <i>Did you meet your target? What was the result?</i></p>
<p>Direct: ECO 363, Behavioral Economics Term Paper</p>	<p>At least 60% of students perform at the Excellent or Good level at least 90% of students perform at the Satisfactory level or higher, no more that 10% of students perform at the Unsatisfactory level</p>	<p>Grades for ECO 363 Final Paper collected from a total of 22 students. These students were overwhelming ECO majors and minors.</p>	<p>Of 22 students, 82% performed at the Excellent or Good level, and 95% performed at the Satisfactory level or higher. Only 5% performed at the Unsatisfactory level.</p>
<p>Indirect: Internship supervisor’s report survey question: “The intern possesses the skills of written communication necessary to succeed professionally,”</p>	<p>At least 70% of students demonstrate Excellent or Good written communication skills in their internship duties. At least 90% of students have at least the minimum written communication skills needed in their internship duties.</p>	<p>SBT survey of internship supervisors for students enrolled in Economics Internships. Answers are provided on a five-level Likert scale. Surveys are completed as the students complete their internships, during the Fall, Spring, and Summer semesters.</p>	<p>This survey was not available at the time this assessment was due.</p>
<p>Indirect: Graduating Student survey question: Develop a coherent written argument</p>	<p>At least 60% of students respond Good or Excellent. At least 80% of students respond Adequate, Good, or Excellent on each of the questions.</p>	<p>SBA survey of graduating students. Answers are provided on a five-level Likert scale. There are still few Economic graduates in any given semester and not all students respond. (1 respondent in total).</p>	<p>A total of 63.6% (7 out of 11 students) responded good or excellent on this question. No information was provided on the % responding Adequate, Good or Excellent.</p>

**Interpretation of Results**

**Analysis and Implications:** *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Students met the standards for two out of three outcomes. A total of 64% of students in the graduating student survey said they could develop a coherent written argument at the Good or Excellent level. This has improved over previous surveys, but more attention needs to be given to writing in the Economics program to give students greater confidence in their writing abilities.

Course papers from ECO 363 also indicated the program is doing a good job helping students develop the ability to communicate in writing and orally. Consideration of data from the graduating student survey indicates that students generally confident in their communication skills.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

As we continue to offer new electives for economics students, many additional measures are being added to improve students' writing skills. Papers will be subject to earlier and more commentary and revision. With the development of more advanced microeconomic, macroeconomic, and econometric courses into the curriculum, we expect the communication of economic concepts and theses to improve over time. Students have been and will continue to be encouraged to present their work at Marymount's annual Student Research Conference and at external conferences around the country. In the future, we will use rubrics to evaluate student papers rather than grades to develop our indirect measurement into a direct measurement of economic communication abilities of our students. We will also identify a specific way to measure oral forms of communication as this assessment only measured written forms of communication.

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**Appendices** (please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)

## Program Data

Provided by the Office of Planning and Institutional Effectiveness

ECONOMICS (B.A.)*	FA 2012	SP 2013	FA 2013	SP 2014	FA 2014	SP 2015	FA 2015	SP 2016	FA 2016	SP 2017
<b>Major Enrollment</b>										
Full-time	13	14	17	18	15	17	23	21	26	34
Part-time	3	2	2	1	2	3	3	2	6	5
Second majors	0	0	0	0	0	0	0	3	4	2
<b>Discipline Enrollment (All UG "ECO-" courses)</b>										
Sections offered (excluding I.S. & internship)	9	9	10	11	11	9	10	14	10	12
Independent Study	0	0	0	0	0	2	0	0	0	0
Internship (ECO-490)	0	1	1.0	1	0.0	1	0.0	1	1.0	1
Credit hours generated (excluding I.S. & internship)	636	585	609	687	594	549	540	771	672	792
Independent Study	0	0	0	0	0	9	0	0	0	0
Internship (ECO-490)	0	18	5	5	0	9	0	9	9	14
Average course size (excluding I.S. & internship)	23.6	21.7	20.3	20.8	18.0	20.3	18.0	18.4	22.4	22.0
Independent Study	0.0	0.0	0.0	0.0	0.0	1.5	0.0	0.0	0.0	0.0
Internship (ECO-490)	0.0	4.0	1.0	1.0	0.0	2.0	0.0	2.0	2.0	3.0
<b>Number of Faculty (All UG "ECO-" courses)</b>										
Full-time Faculty in Discipline (people)	2	3	2	3	3	3	2	3	2	3
Sections taught by full-time Faculty in Discipline	4	6	4	6	5	5	4	7	5	6
Sections taught by full-time Faculty from other Disciplines	0	1	1	1	1	2	1	1	0	3
Sections taught by Adjuncts	5	3	6	5	5	5	5	7	6	4
<b>Degrees Conferred</b>										
Number of Degrees conferred (year including Summer)	4		2		9		4		9	
Number of Certificates (if applicable)	--		--		--		--		--	
<b>Alumni Outcomes**</b>										
% of graduates employed (within 6 months)	--		100.0%		33.3%		75.0%		40.0%	
% of graduates employed in field (any length of time)	--		100.0%		100.0%		75.0%		100.0%	
% pursued additional education (any length of time)	--		0.0%		66.7%		50.0%		100.0%	
Alumni Survey response rate	0.0%		20.0%		33.3%		26.7%		44.4%	

**2018-19 Graduating Student Survey -- Evaluation of Preparation**
**BA : UG : Economics (B.A.)**

	Responses	% Good or Excellent	Mean	Std Dev
Find a job in your field.	11	72.7	4.27	0.90
Succeed in a job in your field.	11	81.8	4.18	0.75
Attain a promotion within your existing employment situation.	11	63.6	4.00	0.89
Pursue more education in your field.	11	81.8	4.18	0.98
Conduct research to support a position.	11	72.7	4.18	0.87
Develop a coherent written argument.	11	63.6	4.09	0.94
Deliver a coherent oral presentation.	11	72.7	4.27	0.90
Use quantitative/qualitative techniques within your professional field.	11	81.8	4.27	1.01
Determine the most ethically appropriate response to a situation.	11	63.6	4.00	1.10
Understand the major ethical dilemmas in your field.	11	63.6	4.09	0.94
Work as part of an effective team.	11	81.8	4.18	0.75
Lead a team.	11	81.8	4.36	0.81
Manage time effectively.	11	81.8	4.27	0.79
Use technology effectively in a workplace environment.	11	72.7	4.09	0.83
Apply knowledge and skills to new situations.	11	81.8	4.27	0.79
Solve problems in your field using your knowledge and skills.	11	81.8	4.27	0.79
Find appropriate sources of information.	11	81.8	4.36	0.81
Evaluate the quality of information (e.g. scholarly articles, newspapers).	11	81.8	4.55	0.82

Responses on a 5 point scale: 1 (Poor) to 5 (Excellent)

**2018-19 Graduating Student Survey -- Faculty, Advisors, and Courses**
**BA : UG : Economics (B.A.)**

	Responses	% Agree or Strongly	Mean	Std De
Faculty members have a high level of expertise in their fields.	11	90.9	4.45	0.69
Faculty members are approachable.	11	90.9	4.36	0.67
Faculty members are available to address my needs outside of class.	11	90.9	4.36	0.67
Advisers are available at convenient times.	11	81.8	4.09	0.70
Advisers are helpful with selecting courses.	11	90.9	4.55	0.69
Advisers are knowledgeable about my degree requirements.	11	81.8	4.45	0.82
Advisers explored my career options with me.	11	81.8	4.27	1.01

### Graduating Student Survey, Spring 2019

Advisers discussed my future education options.	11	81.8	4.27	1.01
Classes in my major were generally available during semesters I need them.	11	81.8	4.00	0.89
Classes in my major were offered at convenient times.	11	72.7	3.73	0.79
Classes in my major challenged me to apply my knowledge in new ways.	11	81.8	4.00	0.63
Classes in my major were academically challenging.	11	81.8	3.91	0.83
Elective courses were generally available during semesters I need them.	11	72.7	3.82	0.87
Elective courses were offered at convenient times.	11	54.5	3.45	0.93
Sufficient electives were offered to meet my needs.	11	54.5	3.55	0.82
Elective classes were academically challenging.	11	72.7	3.82	0.60
Classes in the liberal arts core were academically challenging.	11	72.7	3.91	0.70

Responses on a 5 point scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

### 2018-19 Graduating Student Survey -- Evaluation of Development

#### BA : UG : Economics (B.A.)

	Responses	% Agree or Strongly Agree	Mean	Std Dev
I believe I have the knowledge and skills necessary to be effective at making positive changes in my community.	11	100.0	4.27	0.79
I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	11	100.0	4.45	0.69
I feel a sense of commitment to serve others throughout my lifetime.	11	100.0	4.45	0.69
I'm aware of how I might apply what I've learned at Marymount to serve my community.	11	100.0	4.45	0.69

Responses on a 5 point scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

	Responses	% Somewhat or To a Great Extent	Mean	Std Dev
Interest in lifelong learning	11	100.0	3.64	0.50
Awareness of global issues	11	100.0	3.55	0.52
Self-confidence	11	100.0	3.45	0.52
Openness to new experiences	11	100.0	3.64	0.50
Interest in cultures different from your own	11	100.0	3.64	0.50
Leadership skills	11	90.9	3.45	0.69
Commitment to service	11	72.7	3.09	1.04
The ability to collaborate with others from different backgrounds and experiences	11	100.0	3.64	0.50

Responses on a 4 point scale: 1 (Not at All) to 4 (To a Great Extent)

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### 2018-19 Graduating Student Survey -- Internship

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BA : UG : Economics (B.A.)

	Responses	Percent Yes
Did your education at MU include an internship, clinical, or student teaching experience(s)?	11	90.9
<i>The internship, clinical, or student teaching experience(s) allowed you to:</i>		
Explore career interests	8	72.7
Apply critical thinking skills	8	72.7
Improve oral and written communication	7	63.6
Improve understanding of responsibilities required in the profession	6	54.5
Network with professionals	6	54.5
Obtain employment at your internship site	4	36.4
Work with a team in an organizational setting	6	54.5
Get professional feedback on career skills and options	3	27.3
Develop a portfolio of work samples	4	36.4
Improve your competitiveness in the job market	4	36.4

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### 2018-19 Graduating Student Survey -- Further Education

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BA : UG : Economics (B.A.)

	Responses	Percent Yes or Maybe
Do you plan to continue your education formally after graduation?	11	90.9
<i>If you are planning to return to school, when do you plan to return?</i>		
Within the next year	2	20.0
Within two to three years	2	20.0
More than three years from now	0	--
Unsure about when	6	60.0
<i>What degree do you plan to pursue?</i>		
Masters	10	100.0
Doctorate	0	--
MD	0	--
JD	0	--
Other	0	--

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Graduating Student Survey, Spring 2019

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**2018-19 Graduating Student Survey - Employment**

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**BA : UG : Economics (B.A.)**

	Responses	Percent
<i>What is your current employment status?</i>		
Employed full-time	4	36.4
Employed part-time	3	27.3
Not employed, but looking	4	36.4
Not employed, not looking	0	--
<i>Is your current position related to your field of study at MU?</i>		
Directly related	0	--
Somehow related	6	85.7
Not at all related	1	14.3
<i>If employed full-time, which sector best describes your job?</i>		
Commercial or for-profit	4	57.1
Not-for-profit	2	28.6
Government	1	14.3
<i>If employed full-time, what is your salary?</i>		
Under \$10,000	2	66.7
\$10,000 to \$19,999	0	--
\$20,000-\$29,999	0	--
\$30,000-\$39,999	0	--
\$40,000-\$49,999	0	--
\$50,000-\$59,999	1	33.3
\$60,000-\$69,999	0	--
\$70,000-\$79,999	0	--
\$80,000-\$89,999	0	--
\$90,000-\$99,999	0	--
\$100,000 and above	0	--
<i>What are your employment plans after graduation?</i>		
Obtain a full-time position	7	63.6
Obtain a part-time position	0	--
Continue in the same position	1	9.1
None	1	9.1
Other	2	18.2

**2018-19 Graduating Student Survey -- Employment**

<b>Job Title:</b>	<b>Employer:</b>	<b>Location:</b>
Finance Internship	Atlas Corps	Washington DC
STUDENT WORKER	OFFICE OF STUDENT AFFAIRS	MARYMOUNT UNIVERSITY
Accounting Clerk	Basilica of the National Shrine of the Immaculate Conception	Washington DC
Financial Advisor	Northwestern Mutual	Reston
Soon to be Business & Technology	Accenture	Arlington, VA
Contracts Administrator	CALIBRE Systems, Inc.	Alexandria, VA
Sales	JP Motors	Manassas VA

**2018-19 Graduating Student Survey -- Comments (Redacted)**

<b>What are the strongest aspects of your MU education?</b>	<b>What aspects of your MU education need the most improvement?</b>	<b>If you have any other comments regarding your MU education, please provide them here.</b>
Communication and connection with others		
small class sizes	faculties	
My professors. ___ and ___ in particular.	I didn't feel a large sense of community like I had coming from my previous boarding school.	
I think the Professors was one of the best things about Marymount University. It was really great to have professors who have worked in the Workforce and have had real-world experience.	I have said this to many professors and course evaluations. the accounting lab is not helpful and even the finance class is not as helpful since it is not done with Excel. PLEASE, PLEASE, PLEASE have the classes taken in a computer lab either at Ballston or even the Labs in Rowley. Just having a lab for accounting is not enough and does not prepare students enough for the real world experience. If you update this it will prepare students so much better for the workforce.	I really like how the school of business has there management 123 courses for the school of business and technology! I really like having Dean ___ and Dr. ___ as my professors.
Faculty are helpful and great to work with.	more classes for major like Economics.	Thank you for everything. It was a pleasure to attend MU.
N/A	N/A	I don't

## Graduating Student Survey, Spring 2019

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I enjoyed the small class size so I was able to receive help from professors such as Dr \_\_\_ and Dr \_\_\_\_\_. I also enjoyed various opportunities to do research in courses and the Student Research Conference.

The Economics program should better prepare students for the workforce by including some quantitative courses, talking more about job opportunities/future education, and possibly including a senior seminar to help students.