



## STUDENT LEARNING ASSESSMENT REPORT 2015

**PROGRAM: Economics**

**SUBMITTED BY: Brian Hollar**

**DATE: 10/18/15**

**BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:**

Student papers filed in the Director's office, electronic materials on secure network drive.

### EXECUTIVE SUMMARY

**Program description from the Course Catalog:** Please copy and paste the current year's catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

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

| Learning Outcome   | Year of Last Assessment | Year of Next Planned Assessment |
|--|-------------------------|---------------------------------|
| <i>Understand economic analysis and use its concepts to provide insight into a wide range of human concerns.</i>                                     | 2014-2015               | 2015-2016                       |
| <i>Communicate economic information and concepts effectively in both written and oral forms of communication.</i>                                    | 2014-2015               | 2015-2016                       |
| <i>Work effectively as an entry-level research or policy analyst and develop opportunities and techniques for lifelong professional development.</i> | 2014-2015               | 2015-2016                       |

**Describe how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan:**

*The B.A. in Economics combines the primary study of economics and its application to understand how incentives and institutions affect how individuals interact with one another and how these impact human choices and development around the world. Within the liberal arts tradition of the university, it builds on a foundation in the arts and sciences, developing the ability to use economic concepts to provide insight into a wide range of human concerns. It provides an applied, policy-oriented, interdisciplinary program of studies that takes advantage of our location close*



*to the nation's capital. It provides career preparation and opportunities for personal and professional development, enabling students to develop the competencies necessary to work effectively as an entry-level research or policy economist and/or analyst, and to continue lifelong professional development.*

**Provide a brief description of the assessment process used including strengths, challenges and planned improvements and provide evidence of the existence of a culture of continuous improvement based on assessment:**

For 2014-2015 the Director of the Economics Program executed the 2014-2015 Outcomes Assessment Plan developed in 2014 by the Director of Business Learning and the Director the Economics Program. Last year represented a transition year as the BA in Economics replaced the BA in Economics in Society. Internship supervisors and students themselves evaluated student performance. Unfortunately, there was a failure to obtain test scores for ECO 485 for evaluating student performance and could therefore not be utilized for this report. The learning objectives were modified to reflect what is in Marymount's course catalog. Internship data from Fall of 2014 through Summer 2015 was used in preparation of this report. This provided data for a total of 3 ECO interns over this time period and included the most recent student information not evaluated in previous student learning assessment reports.

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

In accordance with the Dean's and the APBP Committee's support and encouragement, a new BA in Economics was developed and launched in Fall 2014. This new degree program replaced the BA in Economics in Society with the expectation that it will better serve Marymount students in the job market and bring Marymount's economics program more in line with similar degrees at our peer and aspirant schools. It also streamlined the program requirements making it particularly attractive for transfer students and those seeking to change majors in their junior or senior year. As a result, the program has grown from 17 to 26 students since starting the new BA program. In addition, a new DISCOVER course continues to be taught the Director of the Economics program to introduce freshman students to economic ideas. In Fall 2015, a course in Research Methods was offered for the first time with an emphasis on econometric and quantitative analysis. Other new courses developed in response to expanding undergraduate electives include American Economic History (ECO 301), Economics of Poverty (ECO 350), Law and Economics (ECO 353), Behavioral Economics (ECO 363), and Research Methods in Economics (ECO 450). In keeping with Marymount's mission for global perspective, the Economics of Poverty course (ECO 350) in Spring 2016 will contain an international component with students traveling to Panama over spring break. Faculty are working with students to relaunch the Marymount Undergraduate Economics Association (MUEA) to foster better community between students and faculty in Economics. Each of these efforts is intended to enhance student learning and career preparation.

| Outcome  | Planned Improvement  | Update<br><i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>   |
|--|--|---|
| Communicate economic information and concepts effectively verbally and in writing.                         | 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.                    | The Economics program has started offering two new WI electives starting in Fall 2015: ECO 431 Contemporary Issues in Macroeconomics and ECO 450 Research Methods in Economics. These courses require 15+ pages of revised writing and give students the opportunity to improve their writing skills. Students in ECO 450 are also required to give presentations on their research ideas and encouraged to submit their work to Marymount's research conference. |
| Demonstrate the ability to work effectively as an entry-level research or policy economist and/or analyst. | In Fall 2015, a new course in quantitative research methods is planned to be offered that will help students build econometric analysis skills that will build highly marketable skills to serve students in their future careers. | ECO 450 is offered the first time in the Fall of 2015 and with a focus on teaching students how to conduct econometric analysis using Stata (statistics) software and research economic questions of interest to them. In the class, students are learning how to use software standard to the economics profession and how to write academic research papers.  |

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

**Comment:** No sign of an appendix. Assessment process needs to be more robust and additional measures need to be added; an internship is not sufficient to measure outcomes. The results were used instead of giving an actual performance standard.

**Response:** An appendix has been added to this report, including the internship surveys. Internship data is used to assess how well students are prepared for working in professional roles. Work from ECO 450 is being collected this year which will allow for a better



assessment of student abilities to do research, communicate ideas, and conduct original economic research using econometric techniques.

**Comments:** No student work is shown. No internship evaluations are given.

**Response:** Student work is being collected this year in ECO 450 and will be included in next year's assessment. Internship evaluations are included in the appendix of this report.

**Comment:** Does not discuss strengths, opportunities, etc. No conclusions related to data.

**Response:** More focus has been given to these areas in this report.

**Comment:** There are some discrepancies between the information in your assessment report and Marymount's course catalog. Please note that changes to outcomes should be made in a timely manner so that outcomes can be listed accurately in the course catalog. Any changes made to outcomes for 2015-2016 need to be included in the 2015-2016 course catalog, and outcomes for 2014-2015 assessment should match what is currently in the course catalog.

**Response:** The learning objectives have been modified to accurately match Marymount's course catalog.

### **Outcomes and Past Assessment**

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

**Is this outcome being reexamined?** Yes No

*If yes, give a brief summary of previous results (including trends) and any changes made to the program.*

### **Assessment Activity**

| <b>Outcome Measures</b><br><i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i> | <b>Performance Standard</b><br><i>Define and explain acceptable level of student performance.</i>  | <b>Data Collection</b><br><i>Discuss the data collected and student population</i>  | <b>Analysis</b><br><i>1) Describe the analysis process.<br/>2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>             |
|--|--|---|--|
| Direct:<br>ECO 450, Research Methods in 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 | N/A - ECO 450 taught for the first time in Fall 2015  | No information available to analyze this year. ECO 450 is being offered for the first time in Fall 2015 and papers will be available for analysis in the 2015-2016 assessment. |
| Direct:<br>ECO 485 International Economics Essay question on test or final exam  | 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. | None. The performance standard specified in last year's report was incorrect. It should have read: "The exam question was provided by the full-time professor teaching the course. The answers of the students in the ECO program or the Economics specialization would be copied from the blue books without any identifying information, and the essays were evaluated by instructor. | This measurement needs to be reexamined. A minority of the students in ECO 485 are Economics majors.   |
| Indirect:<br>Alumni survey questions:<br>Apply knowledge and skills to new situations<br>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.  |   | 100% responded good or excellent on 2014-2015 Marymount Alumni Survey  |

**Interpretation of Results**



**Extent this learning outcome has been achieved by students** *(Use both direct and indirect measure results):*

By one indirect measure, students generally performed below the standard; however, the other measurements were not obtained and this outcome needs to be reexamined next year.

**Program strengths and opportunities for improvement relative to assessment of outcome:**

We have included one outside direct measure. The assessment was improved by the addition of an additional direct measure comparable to those used in the previous assessment. Student papers for ECO 450 are submitted electronically. Consideration of data from the alumni survey was helpful, but there is reason to believe that such a measure is hampered by a small sample size.

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

No data was available for the ECO 450 course and data for ECO 485 was not obtained. With the addition of WI courses ECO 431 and ECO 450, along with the small number of Economics majors in ECO 485, the ECO 485 metric is being reevaluated. With the incorporation of more writing intensive courses into the curriculum, we expect the communication of economic concepts and theses to improve.

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

Is this outcome being reexamined? Yes No

*If yes, give a brief summary of previous results (including trends) and any changes made to the program.*

**Assessment Activity**

| <b>Outcome Measures</b><br><i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i> | <b>Performance Standard</b><br><i>Define and explain acceptable level of student performance.</i>  | <b>Data Collection</b><br><i>Discuss the data collected and student population</i> | <b>Analysis</b><br><i>1) Describe the analysis process.<br/>2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>             |
|--|--|--|--|
| Direct:<br>ECO 450, Research Methods in 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 | N/A - ECO 450 taught for the first time in Fall 2015                               | No information available to analyze this year. ECO 450 is being offered for the first time in Fall 2015 and papers will be available for analysis in the 2015-2016 assessment. |

|   |  |   |   |
|---|--|---|---|
|   | more that 10% of students perform at the Unsatisfactory level  |   |   |
| Indirect:<br>Internship supervisor’s report survey question:<br>“The intern possesses the skills of written communication necessary to succeed professionally,” | 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. | SBA 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. There are few if any Economic Internships in any given semester. (3 interns in total). | Three supervisors evaluated economics students within the time period. All three supervisors “agreed” with the statement. This measured outcome meets the performance standard. Because only one respondent answered this survey, caution should be used in interpreting the result.<br><br>Fall 2015 - No ECO interns<br><br>Spring 2015 - 100% answered 5 (only 2 respondents)<br><br>Summer 2015 - 100% answered 4 (only 1 respondent) |
| Indirect:<br>Graduating Student survey question: Develop a coherent written argument  | At least 60% of students respond Good or Excellent. At least 80% of students respond Adequate, Good, or Excellent on each of the questions.  | SBA 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. There are few if any Economic Internships in any given semester. (3 interns in total). | 60% responded Good or Excellent, with a Mean of 3.6 and SD or 1.517 (3 respondents). Data was not available for how many students answered adequate, good, or excellent, but the standard deviation of the answers suggests at least one of the three students answered below the target. Because only one respondent answered this survey, caution should be used in interpreting the result.  |

**Interpretation of Results**

**Extent this learning outcome has been achieved by students** *(Use both direct and indirect measure results):*



By one indirect measure, students generally performed below the standard; however, by the other indirect measure, students performed above the standard. Currently, there are 18 students enrolled in ECO 450 which will provide much more data to analyze for this assessment next year. Also, the Economics program has grown substantially indicating more internship data will be available in upcoming years.

**Program strengths and opportunities for improvement relative to assessment of outcome:**

All supervisors surveyed gave Marymount interns high ratings for their written communication skills. However, graduating students gave lower ratings on their ability to develop coherent written arguments. Research papers from ECO 450 will be saved for review for next year. Consideration of data from the alumni survey was helpful, but there is reason to believe that such a measure is hampered by a small sample size.

**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 incorporation of more writing intensive courses into the curriculum, we expect the communication of economic concepts and theses to improve. In addition we intend to focus on students’ scholarly citations through emphasis on using RefWorks and related reference tools.

**Learning Outcome 3: Work effectively as an entry-level research or policy analyst and develop opportunities and techniques for lifelong professional development.**

Is this outcome being reexamined? Yes No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

**Assessment Activity**

| <b>Outcome Measures</b><br><i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i> | <b>Performance Standard</b><br><i>Define and explain acceptable level of student performance.</i> | <b>Data Collection</b><br><i>Discuss the data collected and student population</i>               | <b>Analysis</b><br><i>1) Describe the analysis process.<br/>           2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>   |
|--|---|--|---|
| Direct<br>Internship supervisor’s report survey question:  | At least 70% of students demonstrate Excellent or Good comprehensive understanding of the basics  | SBA survey of internship supervisors for students enrolled in Economics Internships. Answers are | Three supervisors evaluated economics students within the time period. Two supervisors “agreed” or “strongly agreed” with the statement. This measured outcome does not meet the performance standard. However, since |



|  |  |   |  |
|--|--|---|--|
| <p>“The intern possessed a comprehensive understanding of the basics of his/her specialization.”</p>   | <p>of their major in their internship duties.<br/>At least 90% of students demonstrate at least the minimum comprehensive understanding of the basics of their major in their internship duties.</p> | <p>provided on a five-level Likert scale. Surveys are completed as the students complete their internships, during the Fall, Spring, and Summer semesters. There are few if any Economic Internships in any given semester. (3 interns in total).</p>   | <p>only three respondents answered this survey, caution should be used in interpreting the result.</p> <p>Fall 2015 - No ECO interns</p> <p>Spring 2015 - 100% answered 4 or above (only 2 respondents)</p> <p>Summer 2015 - 100% answered 2 (only 1 respondent)</p>   |
| <p>Indirect:<br/>Internship Student Survey question: My courses in my area of specialization at Marymount prepared me to complete the tasks required of me while completing this internship.</p> | <p>At least 70% of students respond 4 or 5.<br/>At least 90% of students respond 3 or higher.</p>  | <p>SBA survey of student interns 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. There are few if any Economic Internships in any given semester. Due to the low number of ECOS majors, intern data was used from Spring 2013 – Spring 2014 in this analysis (8 interns in total).</p> | <p>Three students completed their internship within this time period. Two students “agreed” or “strongly agreed” with the statement. One student “disagreed.” This result does not meet the performance standard. However, since only three respondents answered this survey, caution should be used in interpreting the result.</p> <p>Fall 2014 - No ECO interns</p> <p>Spring 2015 - 100% answered 4 or above (only 2 respondents)</p> <p>Summer 2015 - 100% answered 2 (only 1 respondent)</p> |
| <p>Indirect:<br/>Internship Student Survey Question: This internship experience helped clarify my goals for future learning and professional development.</p>                                    | <p>At least 60% of students respond 4 or 5.<br/>At least 80% of students respond 3 or higher.</p>  | <p>SBA survey of student interns 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. There are few if</p>  | <p>Three students completed their internship within this time period. All three “agreed” or “strongly agreed” with the statement. This result meets the performance standard. However, since only three respondents answered this survey, caution should be used in interpreting the result.</p> <p>Fall 2014 - No ECO interns</p>   |

|  |  |   |  |
|--|--|---|--|
|  |  | <p>any Economic Internships in any given semester. Due to the low number of ECOS majors, intern data was used from Spring 2013 – Spring 2014 in this analysis (8 interns in total).</p> | <p>Spring 2015 - 50% answered 4 or above, 100% answered 3 or above (only 2 respondents)</p> <p>Spring 2015 - 100% answered 4 (only one respondent)</p> |
|--|--|---|--|

**Interpretation of Results**

**Extent this learning outcome has been achieved by students** *(Use both direct and indirect measure results):*

The program does not appear to be achieving this objective. However, we should be cautious about interpreting these results due to the small sample size of survey respondents.

**Program strengths and opportunities for improvement relative to assessment of outcome:**

With an outside direct measure and two inside indirect measures, we believe that we have a reasonable assessment tools for this outcome.

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

While individual professors address opportunities and techniques for lifelong professional development by example and in their classrooms, there is no formal part of the curriculum that addresses this area. In Fall 2015, a new course in quantitative research methods was offered that will help students build econometric analysis skills that will build highly marketable skills to serve students in their future careers.

## Appendices

**Summary of Internship Survey Responses (From Fall 2014, Spring 2015 and Summer 2015 internship reports provided by David Pomeroy. There were no ECO majors interning in the Fall of 2014.)**

|                   | SUPERVISOR  | SUPERVISOR   | STUDENT   | STUDENT   |
|-------------------|---|--|---|---|
| Internship Period | Please list this intern's greatest strengths.   | Please list this intern's most significant areas for improvement.  | I was best prepared in these areas to perform the work required of me in this internship: | I was least prepared in these areas to perform the work required of me in this internship |
| Spring 2015       | Willingness to learn. Energetic, Positive Attitude, Timeliness, Writing Skills, Personable  | Attention to Detail  | Work with others, technology awareness and competence, commitment to service.             | None, I felt prepared to do the tasks that we assigned to me.                             |
| Spring 2015       | He was a great addition to the team; he is smart, very capable, responsible and always willing to help and take on new tasks. He seamlessly integrated into the office environment and was a pleasure to work with! | He is a very hard worker and has a good brain - he should speak up more with his ideas and opinions and feel confident in doing so. The early years in a professional environment can often make one feel as though they should focus on listening/learning from others, but he has a lot to offer and I think he will contribute even more as his confidence grows. | Time Management, Critical thinking, Communication   | Business writing  |
| Summer 2015       | One of her greatest strengths is how she collaborates with other interns who have been here longer than she has.  | Needs to do a better job asking for what she needs from the managers. This is tough and something that I will work with her on. Her role is crucial to the   | global perspective, cultural sensitivity, critical thinking, analysis                     | Technical skills, business communication  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | company and she will need to learn to speak with more authority. |  |  |
|--|--|--|--|--|

### Spring 2015 Internship Results from Internship Program Report Spring 2015 Semester by David Pomeroy

Table 2c. ECOS Only: Summary of Student Self-Evaluations of their Internships  
Scale is 1 to 5, with 1 being "Strongly disagree" and 5 being "Strongly agree."

| <u>Self-Evaluation Element</u>   | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>Blank</u> | <u>Total</u> | <u>Mean</u> | <u>SD</u> |
|--|----------|----------|----------|----------|----------|--------------|--------------|-------------|-----------|
| 1. The tasks which I was assigned in this internship were educationally valuable to me.  | 0        | 0        | 0        | 1        | 1        | 0            | 2            | 4.50        | 0.707     |
| 2. The tasks which I was assigned helped me understand and contribute to this organization.  | 0        | 0        | 0        | 1        | 1        | 0            | 2            | 4.50        | 0.707     |
| 3. This internship experience helped clarify my goals for future learning and professional development.                                    | 0        | 0        | 1        | 0        | 1        | 0            | 2            | 4.00        | 1.414     |
| 4. My education at Marymount gave me a comprehensive understanding of the basics of the profession.  | 0        | 0        | 0        | 1        | 1        | 0            | 2            | 4.50        | 0.707     |
| 5. My courses in my area of specialization at Marymount prepared me to complete the tasks required of me while completing this internship. | 0        | 0        | 0        | 1        | 1        | 0            | 2            | 4.50        | 0.707     |
| 6. My education to date at Marymount helped prepare me to communicate in a professional environment during this internship.                | 0        | 0        | 0        | 0        | 2        | 0            | 2            | 5.00        | 0.000     |

|  |   |   |   |   |   |   |   |      |       |
|--|---|---|---|---|---|---|---|------|-------|
| 7. My education to date at Marymount has given me problem-solving and critical-thinking skills needed in a professional/business environment | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 4.50 | 0.71  |
| 8. My education to date at Marymount prepared me for ethical decision making while completing this internship.                               | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 4.50 | 0.71  |
| 9. My Marymount education has prepared me to understand cultural differences and succeed in a global professional/business environment.      | 0 | 0 | 1 | 0 | 1 | 0 | 2 | 4.00 | 1.41  |
| 10. My Marymount education has prepared me to use current business technology effectively.   | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 5.00 | 0.00  |
| 11. My Marymount education prepared me to employ leadership and collaborative/team skills.   | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 4.50 | 0.707 |

Source: Student-provided evaluations of their Spring 2015 internships

Table 3c. ECOS Only: Summary of Supervisor Evaluations of their Interns' Performance  
Scale is 1 to 5, with 1 being "Strongly disagree" and 5 being "Strongly agree."

| <b><u>Evaluation Element</u></b>  | <b><u>1</u></b> | <b><u>2</u></b> | <b><u>3</u></b> | <b><u>4</u></b> | <b><u>5</u></b> | <b><u>(blank)</u></b> | <b><u>Total</u></b> | <b><u>Mean</u></b> | <b><u>Sdev</u></b> |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------------|---------------------|--------------------|--------------------|
| 1. The intern possessed a comprehensive understanding of the basics of the professional/business field. | 0               | 0               | 0               | 1               | 1               | 0                     | 2                   | 4.50               | 0.707              |
| 2. The intern possessed a comprehensive understanding of the basics of his/her specialization.          | 0               | 0               | 0               | 1               | 1               | 0                     | 2                   | 4.50               | 0.707              |

|  |   |   |   |   |   |   |   |      |       |
|--|---|---|---|---|---|---|---|------|-------|
| 3. The intern possesses the skills in written communication necessary to succeed professionally.                       | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 5.00 | 0.000 |
| 4. The intern possesses the skills of spoken communication necessary to succeed professionally.                        | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 5.00 | 0.000 |
| 5. The intern showed an understanding of the importance of professional ethics and ethical behavior.                   | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 5.00 | 0.000 |
| 6. The intern learned from supervision and accepted comments well.   | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 5.00 | 0.000 |
| 7. The intern possesses and uses time management skills.   | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 5.00 | 0.00  |
| 8. The intern showed initiative in solving problems and thinking critically.   | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 5.00 | 0.00  |
| 9. The student intern showed respect for cultural differences and an understanding of working in a global environment. | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 5.00 | 0.00  |
| 10. The intern maintained a professional level of appearance and was consistently punctual.                            | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 5.00 | 0.00  |
| 11. The intern was capable of employing leadership and collaborative/team skills.                                      | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 5.00 | 0.000 |

Source: Supervisors' Evaluation of Spring 2015 Internships

**Summer 2015 Internship Results from Internship Program Report Summer 2015 Semester by David Pomeroy**

Table 2c. ECOS Only: Summary of Student Self-Evaluations of their Internships  
Scale is 1 to 5, with 1 being “Strongly disagree” and 5 being “Strongly agree.”

| <u>Self-Evaluation Element</u>   | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>Blank</u> | <u>Total</u> | <u>Mean</u> | <u>SD</u> |
|--|----------|----------|----------|----------|----------|--------------|--------------|-------------|-----------|
| 1. The tasks which I was assigned in this internship were educationally valuable to me.  | 0        | 0        | 0        | 1        | 0        | 0            | 1            | 4.00        | #DIV/0!   |
| 2. The tasks which I was assigned helped me understand and contribute to this organization.  | 0        | 0        | 0        | 1        | 0        | 0            | 1            | 4.00        | #DIV/0!   |
| 3. This internship experience helped clarify my goals for future learning and professional development.                                      | 0        | 0        | 0        | 1        | 0        | 0            | 1            | 4.00        | #DIV/0!   |
| 4. My education at Marymount gave me a comprehensive understanding of the basics of the profession.  | 0        | 0        | 1        | 0        | 0        | 0            | 1            | 3.00        | #DIV/0!   |
| 5. My courses in my area of specialization at Marymount prepared me to complete the tasks required of me while completing this internship.   | 0        | 1        | 0        | 0        | 0        | 0            | 1            | 2.00        | #DIV/0!   |
| 6. My education to date at Marymount helped prepare me to communicate in a professional environment during this internship.                  | 0        | 0        | 0        | 1        | 0        | 0            | 1            | 4.00        | #DIV/0!   |
| 7. My education to date at Marymount has given me problem-solving and critical-thinking skills needed in a professional/business environment | 0        | 0        | 0        | 1        | 0        | 0            | 1            | 4.00        | #DIV/0!   |

|   |   |   |   |   |   |   |   |      |         |
|---|---|---|---|---|---|---|---|------|---------|
| 8. My education to date at Marymount prepared me for ethical decision making while completing this internship.                          | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 4.00 | #DIV/0! |
| 9. My Marymount education has prepared me to understand cultural differences and succeed in a global professional/business environment. | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 5.00 | #DIV/0! |
| 10. My Marymount education has prepared me to use current business technology effectively.  | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1.00 | #DIV/0! |
| 11. My Marymount education prepared me to employ leadership and collaborative/team skills.  | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 4.00 | #DIV/0! |

Source: Student-provided evaluations of their Summer 2015 internships

Table 3c. ECOS Only: Summary of Supervisor Evaluations of their Interns' Performance  
Scale is 1 to 5, with 1 being "Strongly disagree" and 5 being "Strongly agree."

| <b><u>Evaluation Element</u></b>  | <b><u>1</u></b> | <b><u>2</u></b> | <b><u>3</u></b> | <b><u>4</u></b> | <b><u>5</u></b> | <b><u>(blank)</u></b> | <b><u>Total</u></b> | <b><u>Mean</u></b> | <b><u>Sdev</u></b> |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------------|---------------------|--------------------|--------------------|
| 1. The intern possessed a comprehensive understanding of the basics of the professional/business field. | 0               | 0               | 0               | 1               | 0               | 0                     | 1                   | 4.00               | #DIV/0!            |
| 2. The intern possessed a comprehensive understanding of the basics of his/her specialization.          | 0               | 1               | 0               | 0               | 0               | 0                     | 1                   | 2.00               | #DIV/0!            |
| 3. The intern possesses the skills in written communication necessary to succeed professionally.        | 0               | 0               | 0               | 1               | 0               | 0                     | 1                   | 4.00               | #DIV/0!            |



|  |   |   |   |   |   |   |   |      |         |
|--|---|---|---|---|---|---|---|------|---------|
| 4. The intern possesses the skills of spoken communication necessary to succeed professionally.                        | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 4.00 | #DIV/0! |
| 5. The intern showed an understanding of the importance of professional ethics and ethical behavior.                   | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 4.00 | #DIV/0! |
| 6. The intern learned from supervision and accepted comments well.   | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 5.00 | #DIV/0! |
| 7. The intern possesses and uses time management skills.   | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 3.00 | #DIV/0! |
| 8. The intern showed initiative in solving problems and thinking critically.   | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 4.00 | #DIV/0! |
| 9. The student intern showed respect for cultural differences and an understanding of working in a global environment. | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 4.00 | #DIV/0! |
| 10. The intern maintained a professional level of appearance and was consistently punctual.                            | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 4.00 | #DIV/0! |
| 11. The intern was capable of employing leadership and collaborative/team skills.                                      | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2.00 | #DIV/0! |

Source: Supervisors' Evaluation of Summer 2015 Internships



---

## *2014-15 Graduating Student Survey - Evaluation of Preparation*

---

| <i>BA</i>        |  |                  |                                      |                            |
|------------------|--|------------------|--------------------------------------|----------------------------|
| <i>UG</i>        |  | <i>Responses</i> | <i>Percent Good<br/>or Excellent</i> | <i>Mean</i> <i>Std Dev</i> |
| <i>Economics</i> |  |                  |                                      |                            |
|                  | Find a job in your field   | 5                | 20.0                                 | 3.000    1.414             |
|                  | Succeed in a job in your field.  | 5                | 20.0                                 | 3.000    1.414             |
|                  | Attain a promotion within your existing employment situation               | 5                | 20.0                                 | 3.000    1.414             |
|                  | Pursue more education in your field.                                       | 5                | 60.0                                 | 3.600    1.140             |
|                  | Conduct research to support a position.                                    | 5                | 40.0                                 | 3.400    1.140             |
|                  | Develop a coherent written argument.                                       | 5                | 60.0                                 | 3.600    1.517             |
|                  | Deliver a coherent oral presentation.                                      | 4                | 50.0                                 | 3.750    0.957             |
|                  | Use quantitative/qualitative techniques within your professional field.    | 4                | 50.0                                 | 3.250    1.708             |
|                  | Determine the most ethically appropriate response to a situation           | 4                | 50.0                                 | 3.250    1.708             |
|                  | Understand the major ethical dilemmas in your field.                       | 4                | 50.0                                 | 3.250    1.708             |
|                  | Work as part of a team   | 4                | 50.0                                 | 3.750    0.957             |
|                  | Lead a team.   | 4                | 50.0                                 | 3.500    1.291             |
|                  | Manage time effectively.   | 5                | 60.0                                 | 4.000    1.000             |
|                  | Use technology effectively in a workplace environment.                     | 5                | 60.0                                 | 3.600    1.140             |
|                  | Apply knowledge and skills to new situations.                              | 5                | 60.0                                 | 3.600    1.140             |
|                  | Solve problems in your field using your knowledge and skills.              | 5                | 60.0                                 | 3.600    1.140             |
|                  | Find appropriate sources of information.                                   | 5                | 60.0                                 | 3.800    0.837             |
|                  | Evaluate the quality of information (e.g. scholarly articles, newspapers). | 5                | 60.0                                 | 3.800    0.837             |

*Responses on a 5 point scale: 1 (poor) to 5 (excellent)*

---

## *2014-15 Graduating Student Survey - Faculty, Advisors, and Courses*

---

| <i>BA</i>        |  |                  |                                      |             |                |
|------------------|--|------------------|--------------------------------------|-------------|----------------|
| <i>UG</i>        |  | <i>Responses</i> | <i>Percent Good<br/>or Excellent</i> | <i>Mean</i> | <i>Std Dev</i> |
| <i>Economics</i> |  |                  |                                      |             |                |
|                  | Faculty members have a high level of expertise in their fields.            | 5                | 40.0                                 | 3.400       | 1.517          |
|                  | Faculty members are approachable.  | 5                | 80.0                                 | 4.200       | 0.837          |
|                  | Faculty members are available to address my needs outside of class.        | 5                | 60.0                                 | 3.800       | 0.837          |
|                  | Advisers are available at convenient times.                                | 5                | 80.0                                 | 4.000       | 0.707          |
|                  | Advisers are helpful with selecting courses.                               | 5                | 60.0                                 | 3.800       | 1.304          |
|                  | Advisers are knowledgeable about my degree requirements.                   | 5                | 60.0                                 | 3.800       | 1.304          |
|                  | Advisers explored my career options with me.                               | 5                | 20.0                                 | 2.400       | 1.673          |
|                  | Advisers discussed my future education options.                            | 5                | 40.0                                 | 2.800       | 1.789          |
|                  | Classes in my major were generally available during semesters I need them. | 5                | 20.0                                 | 2.000       | 1.225          |
|                  | Classes in my major were offered at convenient times.                      | 5                | 60.0                                 | 3.200       | 1.304          |
|                  | Classes in my major challenged me to apply my knowledge in new ways.       | 5                | 80.0                                 | 3.800       | 1.095          |
|                  | Classes in my major were academically challenging.                         | 5                | 60.0                                 | 3.400       | 1.342          |
|                  | Elective courses were generally available during semesters I need them.    | 5                | 60.0                                 | 3.600       | 1.140          |
|                  | Elective courses were offered at convenient times.                         | 5                | 80.0                                 | 3.800       | 1.095          |
|                  | Sufficient electives were offered to meet my needs.                        | 5                | 80.0                                 | 3.800       | 1.095          |
|                  | Elective classes were academically challenging.                            | 5                | 80.0                                 | 3.800       | 1.095          |
|                  | Classes in the liberal arts core were academically challenging.            | 5                | 60.0                                 | 3.800       | 0.837          |

*Responses on a 5 point scale: 1 (poor) to 5 (excellent)*



## 2014-2015 Marymount Alumni Survey Results - By Program

|                       |   |                         |
|-----------------------|---|-------------------------|
| 2007-08 Respondents:  | 2 | Undergraduate           |
| 2011-13 Respondents:  | 1 | Business Administration |
| Number of respondents | 3 | Economics In Society    |

| <i>From your experience at MU, how would you rate each of following?</i> | <u>Percent Good or Excellent</u> | <u>Valid N</u> |
|--|----------------------------------|----------------|
| Overall experience   | 66.7%                            | 3              |
| Academic quality   | 66.7%                            | 3              |
| Major department or academic program                                     | 66.7%                            | 3              |
| Library and Learning services  | 100.0%                           | 3              |
| Academic advising  | 66.7%                            | 3              |
| Marymount's academic reputation  | 66.7%                            | 3              |

*For each of the following skills, please indicate how well you believe your education prepared you to:*

|  |        |   |
|--|--------|---|
| Find a job in your field   | 100.0% | 3 |
| Attain a promotion within your existing employment situation           | 0.0%   | 0 |
| Pursue more education in your field                                    | 66.7%  | 3 |
| Find appropriate sources of information                                | 100.0% | 3 |
| Evaluate the quality of information                                    | 100.0% | 3 |
| Conduct research to support a position                                 | 66.7%  | 3 |
| Develop a coherent written argument                                    | 100.0% | 3 |
| Deliver a coherent presentation  | 100.0% | 3 |
| Use quantitative/qualitative techniques within your professional field | 100.0% | 3 |
| Determine the most ethically appropriate response to a situation       | 66.7%  | 3 |
| Understand major ethical dilemmas in your field                        | 66.7%  | 3 |
| Use technology effectively in a workplace environment                  | 100.0% | 3 |
| Apply knowledge and skills to new situations                           | 100.0% | 3 |
| Solve problems in your field   | 100.0% | 3 |

*\*Based on a five-point scale: (5) excellent, (4) good, (3) adequate, (2) needs improvement, (1) poor.*

| <i>Which of the following statements describes your start at MU? N = 3</i>        | <u>Percent</u> |
|---|----------------|
| MU is the first college or university I have attended                             | 66.7%          |
| I transferred into MU from a community college or four-year college or university | 33.3%          |
| I earned a degree from another college or university prior to enrolling at MU     | 0.0%           |

**Relative to completing your degree, when did you find your first professional position? N = 3**

|   | <u>Percent</u> |
|---|----------------|
| Continued a position held while attending school            | 0.0%           |
| Found a new position prior to graduation                    | 0.0%           |
| 0-3 months  | 33.3%          |
| 4-6 months  | 0.0%           |
| 7-12 months   | 33.3%          |
| More than 12 months   | 33.3%          |
| Have not yet entered professional position since graduation | 0.0%           |

**How closely related was your college/specialization to this position? N = 3**

|                  |       |
|------------------|-------|
| Directly related | 66.7% |
| Somewhat related | 33.3% |
| Not related      | 0.0%  |

**Which of the following best describes your current employment status? N = 3**

|                                      |        |
|--------------------------------------|--------|
| Employed full-time                   | 100.0% |
| Employed part-time                   | 0.0%   |
| Not employed, but seeking employment | 0.0%   |
| Not employed, and not looking        | 0.0%   |
| Other                                | 0.0%   |

**What is your salary range? N = 3**

|                      |       |                      |                   |
|----------------------|-------|----------------------|-------------------|
| under \$10,000       | 33.3% | \$60,000 to \$69,999 | 33.3%             |
| \$10,000 to \$19,999 | 0.0%  | \$70,000 to \$79,999 | 0.0%              |
| \$20,000 to \$29,999 | 0.0%  | \$80,000 to \$89,999 | 0.0%              |
| \$30,000 to \$39,999 | 0.0%  | \$90,000 to \$99,999 | 0.0%              |
| \$40,000 to \$49,999 | 33.3% | \$100,000 and above  | 0.0%              |
| \$50,000 to \$59,999 | 0.0%  | <b>Mean Salary**</b> | <b>\$38,333.3</b> |

**\*\*Mean salary based on midpoint of range indicated.**

**Have you pursued further education since completing your degree? N = 3**

|     |       |
|-----|-------|
| No  | 33.3% |
| Yes | 66.7% |

**Number pursuing further degrees: N= 2**

|            |        |              |
|------------|--------|--------------|
| Associates |        | Doctoral     |
| Bachelors  |        | Professional |
| Masters    | 100.0% | Other        |