

STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Economics

SUBMITTED BY: Brian Hollar

DATE: 9/30/17

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.

Economics is a social science that seeks to understand human behavior by analyzing how changes in incentives affect the choices individuals and groups of individuals make. The basic challenge of economic decision-making involves satisfying unlimited human wants with limited resources. Exploring this central economic concept becomes even more complex when a specific society's values, objectives, and institutions are considered. Marymount's B.A. in economics uses this economic framework to understand a broad range of diverse issues including business operations, environmental policy issues, poverty, law, financial institutions, and international trade, among others.

Marymount's location in the metropolitan Washington, DC area provides the perfect setting for real-time analysis and experience via site visits, internship opportunities, and guest speakers from think tanks and government agencies. Small class sizes allow extensive individual interaction with professors.

A degree in economics prepares students for careers in government, consulting, and business. Indeed, average starting salaries for undergraduate economics majors are routinely among the highest among all undergraduate programs. Studying economics also provides an excellent foundation for graduate studies in law, public policy, international studies, or business.

Students majoring in economics will be encouraged by advisors to choose their elective courses with specific postgraduate goals in mind. The economics degree provides ample elective credits for students to explore additional academic interests in fields like business, politics, mathematics, history, English, sociology, philosophy, and psychology.

Upon successful completion of the economics program, students will be able to

- understand economic analysis and use its concepts to provide insight into a wide range of human concerns;
- communicate economic information and concepts effectively in both written and oral forms of communication; and
- work effectively as an entry-level research or policy analyst and develop opportunities and techniques for lifelong professional development.



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	Assessed This Year	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	Yes	2019

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:

The Economics program transitioned three years ago as the BA in Economics replaced the BA in Economics in Society. Internship supervisors and students themselves evaluated student performance. ECO 431 Contemporary Issues in Economics and ECO 450 Research Methods in Economics were offered for the first time as Writing Intensive courses (the only WI courses currently in the Economics program) in the 2015-2016 academic year and ECO 431 was offered again in Fall 2016. Unfortunately, there was a failure to obtain ECO 431 papers before the retirement of Terry Long and these papers could therefore not be utilized for this report. The learning objectives reflect what is in Marymount’s course catalog. Internship data from Fall of 2016 through Spring 2017 was used in preparation of this report, with eleven students having internships during this time, which is a large improvement over 2 internship surveys from last year.

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 16 to 44 students (175% growth) 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. These changes started in Fall 2014 and continued in the 2016-2017 academic year. These changes have proven particularly beneficial to transfer students as the new program offers a high number of elective credits, increasing their likelihood of graduating more quickly than if they pursued a BBA or other major with a greater number of courses required for the major. Over the past year, efforts have been made by the program to reach out to transfer students to highlight this benefit of the program.

In Fall 2015, a course in Research Methods was offered for the first time with an emphasis on econometric and quantitative analysis and offered as a Writing Intensive course. Additionally, ECO 431 transitioned to a Writing Intensive for the first time. These two courses are the first WI courses offered in the Economics program in response to student demand for these courses. In addition, ECO 450 focused on training students on how to use Stata software, a frequently request for a marketable skill from both students, alumni, and internship supervisors. In 2016-2017, ECO 431 was offered, but ECO 450 was not due to faculty constraints.

In keeping with Marymount’s mission for global perspective, the Economics program is also starting to offer Global Education courses with the intent of continuing to offer a study abroad course each year. In Spring 2017, students in ECO 211 Principles of Macroeconomics spent a week in Prague to study the legacy of communism to underscore how institutions impact the economic growth of nations. During the Summer of 2017, Dr. Hollar spent 8 days in Accra, Ghana to prepare for a Spring 2018 study abroad version of ECO 350 Economics of Poverty in which students will visit Ghana during spring break to study the causes and consequences of global poverty.

Faculty have continued to work with students to run the Marymount Economics Association (MEA) to foster better community between students and faculty in Economics. Students were taken to many off-campus events, including discussions with prominent thinkers such as Jhumpa Lahiri, Malcolm Gladwell, Stephen Pinker, and Joseph Henrich. Most of these events was followed up with an Economics Association meeting where faculty and students discussed how what each of the speakers said connected to economic concepts and ideas. In addition, the Economics program had many students who presented at the Student Research Conference and a student who presented at the Southern Economics Association in Washington, DC in Spring 2017. Each of these efforts was intended to enhance student learning, further career preparation, build student research skills, and extend engagement between Economics faculty and students.

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
----------------	----------------------------	--

<p>Understand and apply microeconomic and macroeconomic analysis and use its concepts to provide insight into a wide range of human concerns.</p>	<p>We need to do a better job of reaching out to our alumni to promote responses to our surveys. Discussion among faculty needs to occur to determine how to better promote the development of student communication skills, particularly in Macroeconomics. The Economics program is also working with faculty to develop a new Financial Economics course to meet the need of students to better understand financial institutions and the time value of money to enhance their economic analysis skills. We will also consider offering additional electives with more of a Macroeconomic focus. 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:</p> <ol style="list-style-type: none"> 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. 	<p>Our program lost two out of three full-time faculty to retirement this past year which has caused some disruption to our process of developing new courses. Dr. Catherine has returned to faculty after serving as Associate Dean in the SBA. Last year a new course ECO 301 Financial Economics was offered for the first time, giving Economics students valuable skills for better understanding finance and financial institutions, which bridges both Microeconomics and Macroeconomics. We also hired a Visiting Faculty member beginning in August 2017. We plan to continue working with our new faculty make-up develop the two separate metrics used last year:</p> <ol style="list-style-type: none"> 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. <p>Additionally, we will be going through our 5-year program evaluation this year and go over our assessment goals as a part of this process to help us better focus the assessments in our program going forward.</p>
<p>Communicate economic information and concepts effectively in both written and oral forms of communication.</p>	<p>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 over time. In addition, we intend to focus on students'</p>	<p>ECO 431 was offered again in Fall 2016. Students in ECO 330 and ECO 363 Behavioral Economics had to write research papers for their courses. Three Economics students participated in the Student Research Conference (more than any other SBA major). Better metrics still need to be developed for tracking progress on oral communication.</p>

	<p>scholarly citations through emphasis on using RefWorks and related reference tools. 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.</p>	
<p>Work effectively as an entry-level research or policy analyst and develop opportunities and techniques for lifelong professional development.</p>	<p>In the future, a BS option will be considered for the Economics program which will give students more opportunities to develop econometric analysis skills and mathematical background that will build highly marketable skills to serve students in their future careers. Additionally, ECO 431 and ECO 450 will continue to be offered as Writing Intensive courses to give students greater feedback on their ability to express economic thinking in their writing. Over the past several years, Economics students have been very active in presenting at Marymount’s annual Student Research Conference and presenting at regional and national conferences around the country. This participation allows them an opportunity to further develop analytical, research, and presentation skills that will help them in their future careers. Going forward, metrics will be kept of the number of students presenting at these conferences and used a proxy for how well the Economics program is doing for providing students an opportunity to further develop their professional research skills.</p>	<p>Based on responses from last year’s review, this outcome was removed from this assessment. In the past it only used indirect measures and which were partial indicators of this outcome.</p>

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



Comment: For the first outcome, was earlier and more commentary given? Good job on the second outcome and with providing responses to the UAC feedback. The comment and response format was very helpful.

Response: Thank you for the kind words.

Comment: While outcomes are well-written and measurable, only two are learning outcomes. Does this provide you with a set of learning outcomes that tell you (and your students) what students will be able to do once they complete the program? Does it give you sufficient information to direct program improvements, identify weaknesses, etc.? Outcomes should describe the knowledge, values and skills students will have on successful completion of your program. You might consider revising outcome 1 to break it up into separate outcomes identifying important skills, knowledge, and values you expect students to have. Your second outcome is very well-written.

Response: This is an excellent suggestion and will be considered in more detail going forward.

Comment: Outcome 1: Because this outcome is so summary in nature, it is difficult to evaluate in a way to give you meaningful data. You used overall grades on research papers which gives you an equally summary picture of your students' achievement. You might consider expanding outcome 1 into separate outcomes of important knowledge or skill sets, then evaluate the papers in these classes using a rubric that delineates these skills and knowledge sets, so you would be able to pinpoint WHICH knowledge or skill sets need improvement. This would be more useful information to your program.

Outcome 2: If you are not using a rubric to evaluate the research methods paper to look at only communication skills, i.e. you are using the grade of the paper as a research paper, it is only an indirect method. Using a rubric that allows you to look solely at communication skills would make this a direct measure. How do you measure oral communication skills using a research paper?

Outcome 3: This is measured using only indirect methods. If you intend to keep this as an outcome of the program (although not a learning outcome), you should develop some way of directly observing whether or not students are able to do this.

Response: Outcome 1 will be broken into separate Microeconomics and Macroeconomics categories in the future. Oral communication skills are not currently measured directly. Students give presentations on their papers, but this is not currently being used as a direct measurement in our program and should be considered. In response to last year's feedback, we are no longer using Outcome 3.

Comment: Outcome 1: There doesn't seem to be much analysis of the results of the assessment, despite the fact that students on one measure failed to meet the target. If a rubric was not used, it would be difficult to pinpoint why the target was missed or what the problem was.

Outcome 2: As noted above, it's not clear how an overall grade on a research paper provides you with useful information about students' written and oral communication skills.

Response: Agreed about the rubric. Presentation assignments will be used as a separate grade and category for evaluation in the future to assess oral communication skills.

Comment: Outcome 1: Again, there doesn't seem to be much discussion of areas for improvement that flow from this assessment. What did this assessment tell you, and what do you plan to do as a result?

Outcome 2: You provide information on many planned improvements related to this outcome, but it is not clear that these improvements flow from your assessment results. How do your assessment results provide evidence for these improvements?



Outcome 3: Same as above.

Response: Outcome Assessment 1 needs to be broken up into separate Microeconomics and Macroeconomics sections to give better indication of how to specifically improve the program. Outcome 2 needs to be better tracked to give our program specific metrics for both written and oral communication. Outcome 3 was dropped from this and future assessments in response to feedback received last year.

Comment: You have prepared a thoughtful report using multiple direct and indirect measures of assessment to evaluate your program's effectiveness. Its usefulness, though, is hampered because your measures are not developed in a way that will provide you with information with enough detail to direct discussion about ways to improve.

Response: Agreed. One of the goals of our five-year program review will be to examine the current assessments and develop measurements that are more in line with our BA in Economics. Many of our current measurements were developed while the BA in Economics in Society was still in existence.

Comment: Consider breaking your first outcome into two or more outcomes that identify knowledge, skills, or values that you expect your students to have upon graduation, and adjust your measures so that you can make a more direct connection between the results and your outcomes. Consider using rubrics to make it easier to tie student performance to your outcome. Your assessment process should provide you with information in enough detail that it will allow you to identify strengths and areas that need improvement.

Outcome 3 is not a student learning outcome and is not currently assessed using any direct measures. If you intend to keep this as a program outcome, you should develop a direct method of assessment. PIE should be able to assist you with this.

Be sure that planned improvements flow from assessment results and are not just a general discussion of plans for the program.

Response: Due to our loss of faculty to retirement this past year, less progress was made than anticipated for breaking Outcome 1 up into two categories. Outcome 3 was dropped from this review and will not be continued going forward based on feedback from previous assessments.

Outcomes Assessment 2016-2017

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

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct: ECO 330, Managerial Economics Term Paper	At least 60% of students perform at the Excellent or Good level at least 90% of	Grades for ECO 330 Final Paper collected from a total of 24 students. These students	79% of students performed at the Excellent or good level; 88% performed at the Satisfactory level or higher.

	students perform at the Satisfactory level or higher, no more that 10% of students perform at the Unsatisfactory level	were overwhelming ECO majors and minors.	
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; and no more that 10% of students perform at the Unsatisfactory level.	Grades for ECO 431 Final Paper collected from a total of 13 students. These students were overwhelming ECO majors and minors.	Due to the unexpected retirement of a former Economics faculty member, this data was not available at the time of completing this assessment.
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.	N/A – No new data available to assess changes in the program.	Of 5 respondents, 80% replied Good or Excellent.

Interpretation of Results

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

By one direct measure students generally met the standard and by another direct measure they performed below the standard. The other direct measure was unavailable to assess due to the retirement of an Economics faculty member. Five former students answered the student alumni survey this year.

2Program strengths and opportunities for improvement relative to assessment of outcome:

We have two inside direct measurements of students' ability to understand economic analysis. According to one of these two metrics, students are meeting our objective. Data was not available for the second measurement.

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

We have done a better job of reaching out to our alumni and received more feedback than in previous surveys. Our faculty have seen a large change in the past year with two faculty retiring, Dr. England returning to faculty after serving as Associate Dean of the SBA, and a new hire of a Visiting Professor for the 2017-2018 academic year. We will consider offering additional electives with more of a Macroeconomic focus. 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.

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct: ECO 330, Managerial 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 330 Final Paper collected from a total of 24 students. These students were overwhelming ECO majors and minors.	79% of students performed at the Excellent or good level; 88% performed at the Satisfactory level or higher.
Indirect: Internship supervisor's report survey question: "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).	73% of our students demonstrated Excellent or Good written communication skills in their internships. 100% of students demonstrated at least the minimum written communication skills needed in their internship duties.

<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>Of 6 respondents, only 33% responded Good or Excellent, with a Mean of 3.50 and a standard deviation of 0.84.</p>
--	--	--	--

Interpretation of Results

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

Students met the standards for two out of three outcomes. Only 33% of students in the graduating student survey said they could develop a coherent written argument at the Good or Excellent level. More attention needs to be given to writing in the Economics program to give students greater confidence in their writing abilities. However, the other two measures indicate that students do exhibit written and oral communication skills at the required standard, so it may be an issue of developing more confidence in students rather than an issue of skill or preparation.

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

A total of 73% of supervisors surveyed gave Marymount interns high ratings for their written communication skills. Course papers from ECO 330 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 do not feel 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 incorporation of more writing intensive courses into the curriculum, we expect the communication of economic concepts and theses to improve over time. In addition, we intend to focus on students' scholarly citations through emphasis on using RefWorks and related reference tools. 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.

Curriculum Map

These will be sent for review and feedback to the Liberal Arts Core Committee.

UNDERGRADUATE CURRICULUM MAP

Degree Program: Economics

Year: 2016-17

Program Outcomes:

Program Outcome	Critical Thinking	Inquiry	Information Literacy	Written Communication
Understand economic analysis and use its concepts to provide insight into a wide range of human concerns.	X	X		
Communicate economic information and concepts effectively in both written and oral forms of communication.	X	X	X	X
Work effectively as an entry-level research or policy analyst and develop opportunities and techniques for lifelong professional development.	X	X	X	X

Curriculum Map:

For each course, indicate which competencies are included using the following key. Please refer to the director of assessment in Planning and Institutional Effectiveness if you need more detailed explanation of the four core competencies.

Level of instruction: I – Introduced, R-reinforced and opportunity to practice, M-mastery at the senior or exit level

Assessment: PR-project, P-paper, E-exam, O-oral presentation, I-internship, OT-other (explain briefly)

Required Course	Critical Thinking		Inquiry		Information Literacy		Written Communication	
	Level	Assess	Level	Assess	Level	Assess	Level	Assess
ECO 210	I	E	I	E	I	E	I	E
ECO 211	I	E	I	E	I	E	I	E
ECO 330	R	E	R	E	R	E	R	E
ECO 431	M	P,E	R	P	M	P	M	P,E
ECO 485	M	E	M	E	R	E	R	E

Spring 2017 Internship Results from Internship Program Report Spring 2017 Semester by David Pomeroy

	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
Fall 2016	Time management; problem solving; critical thinking	More effective communication skills	I was best prepared for assignments that required research and assignments which required the use of Microsoft Excel.	I was least prepared for my some of my assignments with the accounting department, such as, daily and monthly balancing of accounts.
Fall 2016	Isaiah's initiative and follow through were very impressive. Because he was able to finish his initial assignments, he was able to participate in staff level projects early on. His work was outstanding and his understanding of the subject made him a valuable asset. He was not easily deterred and contributed beyond what was expected.	The only aspect that I can think of would be his experience. His attitude and ability is top notch. Now he just needs experience to improve.	Critical Thinking; Analysis; Organization; Persistence;	Handling the long hours of constant work and then being able to do school work after classes.
Spring 2017	Professional, punctual, pleasant, hardworking, inquisitive, great follow through	A little more attention to detail (due to producing work swiftly, it wasn't always correct); initiative to ask for what she wants (she was unhappy in the internship for a little bit and I found out from another team member instead of her letting me know herself so that I could remedy the situation swiftly)	Writing papers and revising work	N/a
Spring 2017	Work ethic, desire to accomplish task at hand	can't think of any at this time	Data Analytics	Business communication
Spring 2017	Has a thirst for life.	Time management.	Office Management, jobsite visits, administrative errands,	helping painters with certain painting preparation tasks at certain jobsites

Summer 2017	Malcolm's greatest strengths are his work ethic and his ability to work well within a team atmosphere.	Malcolm needs to improve on his vocal leadership - he knows what needs to be accomplished and how to accomplish tasks but needs to just step up and take charge. This will come through experience.	Excel, Word	None
Summer 2017	1. Detail oriented 2. Punctual 3. Eager to learn	N/a	Excel and Google Docs	I was best prepared in business writing assignments
Summer 2017	On line intelligence, street smarts, respectfulness, commitment and sincerity	Confidence in creating new initiatives, financial analysis and developing presentations	Technology, economics	None
Summer 2017	project management and work flow skills; entrepreneurial instincts	We did not work on sales much; I suspect we could make some improvements managing sales.	Organization, public speaking, communicating	Computer software,
Summer 2017	Spreadsheet management	No comment	collecting data on how people used the arboretum and why, answering various questions about the history of certain gardens/plants, converting data to graphs, managing the arboretum botanical explorer, being up to date with the gardens in bloom during various weeks	I cannot think of one right now
Summer 2017	COLLABORATIVE AND WORK ATTITUDE	PROACTIVITY	communication, active listening, writing, and knowledge in the field of expertise.	none

Summary of Student Self-Evaluations of their Economics Internships
Scale is 1 to 5, with 1 being "Strongly disagree" and 5 being "Strongly agree."

Question	1	2	3	4	5
1. The tasks which I was assigned in this internship were educationally valuable to me.	0	0	1	2	8
2. The tasks which I was assigned helped me understand and contribute to this organization.	0	0	0	2	9
3. This internship experience helped clarify my goals for future learning and professional development.	0	1	0	4	6
4. My education at Marymount gave me a comprehensive understanding of the basics of the profession.	0	0	3	5	5
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	5	5
6. My education to date at Marymount helped prepare me to communicate in a professional environment during this internship.	1	0	0	5	5
7. My education to date at Marymount has given me problem-solving and critical-thinking skills needed in a professional/business environment	0	0	2	4	5
8. My education to date at Marymount prepared me for ethical decision making while completing this internship.	1	0	0	4	6
9. My Marymount education has prepared me to understand cultural differences and succeed in a global professional/business environment.	0	1	0	4	6
10. My Marymount education has prepared me to use current business technology effectively.	1	0	1	7	2
11. My Marymount education prepared me to employ leadership and collaborative/team skills.	0	0	3	4	4
15. How would you evaluate your supervisor in terms of accessibility?	0	0	0	3	8
16. How would you evaluate your supervisor in terms of clarity of expectations?	0	0	0	3	8
17. How would you evaluate your supervisor in terms of training received?	0	0	1	3	7
18. How true to the job description were your assignments?	0	0	0	5	6

Source: Student-provided evaluations of their Spring 2017 internships

Summary of Supervisor Evaluations of their Economics Interns' Performance
Scale is 1 to 5, with 1 being "Strongly disagree" and 5 being "Strongly agree."

Question	1	2	3	4	5
1. The intern possessed a comprehensive understanding of the basics of the professional/business field.	0	0	1	2	8
2. The intern possessed a comprehensive understanding of the basics of his/her specialization.	0	0	0	6	5
3. The intern possesses the skills in written communication necessary to succeed professionally.	0	0	3	2	6
4. The intern possesses the skills of spoken communication necessary to succeed professionally.	0	0	1	4	6
5. The intern showed an understanding of the importance of professional ethics and ethical behavior.	0	0	0	3	8
6. The intern learned from supervision and accepted comments well.	0	0	0	3	8
7. The intern possesses and uses time management skills.	0	1	1	4	5
8. The intern showed initiative in solving problems and thinking critically.	0	0	2	3	6
9. The student intern showed respect for cultural differences and an understanding of working in a global environment.	0	0	0	3	8
10. The intern maintained a professional level of appearance and was consistently punctual.	0	0	1	5	5
11. The intern was capable of employing leadership and collaborative/team skills.	0	0	3	4	4

Source: Supervisors' Evaluation of Spring 2017 Internships

2016-17 Graduating Student Survey - Evaluation of Preparation

BA : UG : Economics

	Responses	Percent Good or Excellent	Mean	Std Dev
Find a job in your field.	6	50.0	3.67	0.82
Succeed in a job in your field.	6	50.0	3.50	1.05
Attain a promotion within your existing employment situation.	6	50.0	3.67	0.82
Pursue more education in your field.	6	50.0	3.33	1.21
Conduct research to support a position.	6	33.3	3.33	0.52
Develop a coherent written argument.	6	33.3	3.50	0.84
Deliver a coherent oral presentation.	6	50.0	3.83	0.98
Use quantitative/qualitative techniques within your professional field.	6	66.7	3.67	0.52
Determine the most ethically appropriate response to a situation.	6	83.3	4.17	0.75
Understand the major ethical dilemmas in your field.	6	100.0	4.17	0.41
Work as part of an effective team.	6	83.3	3.83	0.41
Lead a team.	6	50.0	3.67	0.82
Manage time effectively.	6	66.7	3.83	0.75
Use technology effectively in a workplace environment.	6	66.7	3.67	1.03
Apply knowledge and skills to new situations.	6	66.7	3.83	0.75
Solve problems in your field using your knowledge and skills.	6	66.7	3.83	0.75
Find appropriate sources of information.	6	66.7	3.83	0.75
Evaluate the quality of information (e.g. scholarly articles, newspapers).	6	50.0	3.67	0.82

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

2016-17 Graduating Student Survey - Faculty, Advisors, and Courses

BA : UG : Economics

	Responses	Percent Agree or Strongly Agree	Mean	Std Dev
Faculty members have a high level of expertise in their fields.	5	80.0	4.00	0.71
Faculty members are approachable.	6	83.3	4.17	0.75
Faculty members are available to address my needs outside of class.	5	60.0	3.80	0.84
Advisers are available at convenient times.	6	83.3	4.33	0.82
Advisers are helpful with selecting courses.	6	66.7	4.00	0.89
Advisers are knowledgeable about my degree requirements.	6	83.3	4.33	0.82

Advisers explored my career options with me.	6	83.3	4.33	0.82
Advisers discussed my future education options.	6	83.3	4.33	0.82
Classes in my major were generally available during semesters I need them.	6	66.7	3.50	0.84
Classes in my major were offered at convenient times.	6	83.3	4.00	0.63
Classes in my major challenged me to apply my knowledge in new ways.	6	83.3	4.00	0.63
Classes in my major were academically challenging.	6	83.3	4.00	0.63
Elective courses were generally available during semesters I need them.	6	83.3	4.00	0.63
Elective courses were offered at convenient times.	6	66.7	3.83	0.75
Sufficient electives were offered to meet my needs.	6	83.3	4.00	0.63
Elective classes were academically challenging.	6	83.3	3.83	0.41
Classes in the liberal arts core were academically challenging.	6	83.3	3.83	0.41

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

2016-17 Graduating Student Survey - Evaluation of Development

BA : UG : Economics

	Responses	Percent 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.	5	100.0	3.80	0.45
I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	6	100.0	4.00	0.63
I feel a sense of commitment to serve others throughout my lifetime.	6	100.0	3.83	0.41

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

	Responses	Percent Somewhat or To a Great Extent	Mean	Std Dev
Interest in lifelong learning	6	83.3	3.50	0.84
Awareness of global issues	6	83.3	3.33	0.82
Self-confidence	6	83.3	3.33	0.82
Openness to new experiences	6	83.3	3.50	0.84
Interest in cultures different from your own	6	83.3	3.67	0.82
Leadership skills	6	83.3	3.67	0.82
Commitment to service	6	83.3	3.50	0.84
The ability to collaborate with others from different backgrounds and experiences	6	100.0	3.83	0.41

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

2016-17 Graduating Student Survey - Internship

BA : UG : Economics

	Responses	Percent Yes
Did your education at MU include an internship, clinical, or student teaching experience(s)?	6	83.3
<i>The internship, clinical, or student teaching experience(s) allowed you to:</i>		
Explore career interests	4	66.7
Apply critical thinking skills	4	66.7
Improve oral and written communication	3	50.0
Improve understanding of responsibilities required in the profession	3	50.0
Network with professionals	3	50.0
Obtain employment at your internship site	1	16.7
Work with a team in an organizational setting	2	33.3
Get professional feedback on career skills and options	3	50.0
Develop a portfolio of work samples	4	66.7
Improve your competitiveness in the job market	4	66.7

2016-17 Graduating Student Survey - Further Education

BA : UG : Economics

	Responses	Percent Yes or Maybe
Do you plan to continue your education formally after graduation?	6	100.0
<i>If you are planning to return to school, when do you plan to return?</i>		
Within the next year	1	20.0
Within two to three years	2	40.0
More than three years from now	0	--
Unsure about when	2	40.0
<i>What degree do you plan to pursue?</i>		
Masters	4	80.0
Doctorate	1	20.0
MD	0	--
JD	0	--
Other	0	--

2016-17 Graduating Student Survey - Employment

BA : UG : Economics

	Responses	Percent
<i>What is your current employment status?</i>		
Employed full-time	1	16.7
Employed part-time	1	16.7
Not employed, but looking	4	66.7
Not employed, not looking	0	--
<i>Is your current position related to your field of study at MU?</i>		
Directly related	1	50.0
Somehow related	0	--
Not at all related	1	50.0
<i>If employed full-time, which sector best describes your job?</i>		
Commercial or for-profit	1	50.0
Not-for-profit	0	--
Government	1	50.0
<i>If employed full-time, what is your salary?</i>		
Under \$10,000	1	50.0
\$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	50.0
\$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	5	100.0
Obtain a part-time position	0	--
Continue in the same position	0	--
None	0	--
Other	0	--

2016-17 Graduating Student Survey - Employment

Job Title:	Employer:	Location:
Intern	Senator Brian Schatz	Hart Senate Building
Sale rep	Power	Maryland

2016-17 Graduating Student Survey - Comments (Redacted)

What are the strongest aspects of your MU education?	What aspects of your MU education need the most improvement?	If you have any other comments regarding your MU education, please provide them here.
The teachers were always very helpful.	I felt that I did not learn much in some of my classes.	
Awareness of social justice	How to earn career certificates	N/A
Study abroad programs are unbelievable and excellent	Workload is too light and gives false sense of work load in the real world.	
Personal relationships with faculty and study abroad	An expanded Course availability in the Economics Department	N/a

2016-17 Graduating Student Survey - Comments (Redacted)

BA : UG : Economics

If you participated in MU service opportunities (e.g. with clubs, as part of a course, with a faculty member, etc.), please take a moment to reflect on them. What did you learn from these experiences? Have you been able to apply what you learned to your life?

I learned about other cultures

Developed leadership skills

2016 Marymount Alumni Data - By Program

20010-11 Respondents:	1	Undergraduate
2014-15 Respondents:	4	Business Administration
Total Respondents:	5	Economics (B.A.)

<i>From your experience at MU, how would you rate each of following?</i>	Percent Good or Excellent*	Valid N
Overall experience	80.0%	5
Academic quality	100.0%	5
Major department or academic program	60.0%	5
Library and Learning services	60.0%	5
Academic advising	80.0%	5
Marymount's academic reputation	60.0%	5

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

Find a job in your field	40.0%	5
Pursue more education in your field	80.0%	5
Find appropriate sources of information	100.0%	5
Evaluate the quality of information	100.0%	5
Conduct research to support a position	80.0%	5
Develop a coherent written argument	100.0%	5
Deliver a coherent oral presentation	80.0%	5
Use quantitative/qualitative techniques within your professional field	60.0%	5
Determine the most ethically appropriate response to a situation	60.0%	5
Understand the major ethical dilemmas in your field	60.0%	5
Use technology effectively in a workplace environment	40.0%	5
Apply knowledge and skills to new situations	80.0%	5
Solve problems in your field using your knowledge and skills	60.0%	5

**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 = 5</i>	Percent
MU was the first college or university I attended	20.0%
I transferred into MU from a community college or four-year college or university	80.0%
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 = 5**

	Percent
Continued a position held while attending school	0.0%
Found a new position prior to graduation	0.0%
0-3 months	20.0%
4-6 months	20.0%
7-12 months	0.0%
More than 12 months	40.0%
Have not yet entered professional position since graduation	20.0%

How closely related was your college/specialization to this position? N = 4

Directly related	0.0%
Somewhat related	100.0%
Not related	0.0%

Which of the following best describes your current employment status? N = 5

Employed full-time	60.0%
Employed part-time	20.0%
Not employed, but seeking employment	0.0%
Not employed, and not looking	20.0%

What is your current salary range? N = 4

\$10,000 and under	25.0%	\$60,000 to \$69,999	0.0%
\$10,000 to \$19,999	25.0%	\$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	25.0%
\$40,000 to \$49,999	0.0%	\$100,000 and above	0.0%
\$50,000 to \$59,999	25.0%	Mean Salary**	\$42,500.00

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

Have you pursued further education since completing your degree? N = 4

No	0.0%
Yes	100.0%

Number pursuing further degrees: N= 4

Associates		Doctoral	33.3%
Bachelors		Professional	
Masters	33.3%	Other	33.3%

2016 Alumni Survey - Employment

Business Administration

Undergraduate

Economics (B.A.)

Job Title	Employer	Location
Assistant Program Manager	Department of the Navy	Washington, DC
Grants Assistant	AECOM International Development	Addis Ababa, Ethiopia
Research Fellow	University of Manchester	Manchester United Kingdom

2016 Alumni Survey - Comments

Business Administration

Undergraduate

Economics (B.A.)

What are the strongest aspects of your MU education?	What aspects of your MU education need the most improvement?	If you have any other comments regarding your MU education, please provide them here.
Professors' that cared.	More options for courses	2 thumbs up
<input type="checkbox"/> Global perspective, study abroad, diversity/cultural events	<input type="checkbox"/> Analytical skills	
The classroom experience.	Cafeteria:)	I wish tuition was affordable so I could continue my education.
social justice, made me interested in policy	application of economics was poor (i.e. math requirement)	N/A