

Applied Economics and Predictive Analytics MS

Program Mission Statement

Mission Statement (Full Description):

Our mission is to provide rigorous and comprehensive training in quantitative methods and economic analysis to prepare graduate students for the growing demand in analytics across business, government, and non-profit sectors. The Master of Arts in Applied Economics and Predictive Analytics program is tailored to equip students with the economic theory and quantitative skills necessary for careers as economists in financial institutions, government agencies, and corporate leadership. Through a robust curriculum, students learn to analyze external economic forces, evaluate government policies, and apply predictive analytics to support informed decision-making in a globally competitive environment.

Commented [BG1]: Great report overall!

Does your program offer courses at an off-campus instructional site (not at SMU Dallas campus)?:

No

Does your program offer courses through distance education technology (e.g., asynchronous, synchronous, or both)?:

No

During which academic year were students first enrolled in this program?:

Prior to AY2023-2024

Progress:

Complete

Macroeconomics

Step 1A: SLO Number:

1

Step 1C: SLO Statement (Full Description):

Students will demonstrate a comprehensive understanding of core graduate-level macroeconomic theory, including the ability to apply theoretical frameworks to analyze complex economic issues and policy implications.

Commented [BG2]: Minor revision(s) suggested:

The M.A. in Applied Economics and Predictive Analytics program prepares graduate students to apply economic theory, quantitative methods, and data analytics to address complex challenges in business, government, and non-profit sectors. Through a rigorous and applied curriculum, students develop the analytical and predictive modeling skills needed to evaluate policies, interpret economic trends, and inform strategic decision-making in a globally connected economy. In alignment with SMU's mission, the program emphasizes academic excellence, ethical analysis, and professional leadership in the field of applied economics.

Commented [BG3]: Exemplary.

Step 2A: Measure:

Comprehensive Written Exit Exam:

Students must pass a comprehensive written exit examination to assess mastery over economic theory, ability to carry out economic analysis of concrete problems, and quantitative/econometric skills. The examination will be administered by a committee of faculty members designated by the Graduate Studies Committee.

Step 2B: Type of Measure (check all that apply):

Objective Quiz or Exam

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

Macroeconomics Assessment Rubric designed to measure graduate-level student performance, with a target benchmark of **at least 80% mastery** for passing. This rubric will be applied to the exit exam to evaluate core macroeconomic understanding.

Commented [BG4]: Provide a rationale for this target (e.g., is this a faculty-determined benchmark, based on previous AY data, etc.).

Graduate Macroeconomics Assessment Rubric

Learning Outcome:

Students will demonstrate a comprehensive understanding of core graduate-level macroeconomic theory, including the ability to apply theoretical frameworks to analyze complex economic issues and policy implications.

Commented [BG5]: Cut and paste rubric into a separate document, then attach to Step 2A. This will shorten the report and make it easier to read.

Criteria	Excellent (90–100%)	Proficient (80–89%)	Developing (70–79%)	Needs Improvement (<70%)
Theoretical Understanding	Demonstrates deep mastery of macroeconomic models (e.g., IS-LM, AD-AS, RBC, DSGE).	Demonstrates solid understanding of key macroeconomic models with minor gaps.	Shows partial understanding; some theoretical inaccuracies or misconceptions.	Lacks understanding or misrepresents key macroeconomic concepts.
Application of Theory	Applies models to real-world or policy scenarios with precision and insight.	Applies models appropriately with only minor analytical errors.	Application is inconsistent or lacks clarity; some relevant elements are missing.	Unable to apply theory accurately; analysis is mostly incorrect or missing.
Use of Quantitative Tools	Uses appropriate quantitative methods (e.g., calculus, statistics) with high accuracy.	Uses appropriate methods with minimal computational or interpretive errors.	Uses methods with moderate errors; interpretation lacks clarity or accuracy.	Quantitative methods are misapplied or missing.
Critical Thinking & Integration	Synthesizes macro concepts	Provides a well-integrated	Analysis is basic; lacks integration	Lacks critical thinking; analysis

Criteria	Excellent (90–100%)	Proficient (80–89%)	Developing (70–79%)	Needs Improvement (<70%)
	and external factors to present a nuanced analysis.	analysis with some depth of thought.	of multiple concepts or depth in reasoning.	is superficial or unrelated to macroeconomics.
Communication of Ideas	Ideas are clearly, logically, and professionally presented with strong organization.	Ideas are mostly clear and well-organized with minor lapses in clarity or flow.	Some organizational or clarity issues hinder understanding of key points.	Poorly organized; writing or presentation impedes communication of economic ideas.

Scoring and Passing Criteria:

- **Total Points Possible:** 100
- **Passing Score (Target):** 80 points or higher
- Students scoring below 80 will be considered *below mastery* and may require additional support or remediation.
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Step 4A: Was the target met for this Measure?:

No data collected/reported this cycle (provided explanation in Step 4B)

Step 4B: Results and Findings for this Measure:

No exit exam was required for 2024-2025 due to the only graduate was exempted by PhD credits.

Step 4C: Interpretation of Results:

n/a

Step 5A: Use of Results for Seeking Improvement (Action Plan):

n/a

Step 5B: Type of Action:

Step 5C: Dialogue Participants (check all that apply):

Step 5D: Evidence of Dialogue:

n/a

Step 5E: Type of other Improvements (check all that apply):

Step 5F: Other Improvements (Full Description):

n/a

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

Commented [BG6]: Excellent.

Previous Plan Assessment:

To continue results improvement, we committed to providing ongoing faculty and staff support as well as enhanced test preparation for students.

Ongoing faculty and staff support refers to continuous efforts and resources provided to instructors and academic personnel to enhance their ability to effectively teach, guide, and assess students. This support can include:

- **Professional Development:** Regular workshops, seminars, or training sessions focused on updated teaching methods, curriculum changes, assessment strategies, and emerging trends in economics education.
- **Collaborative Meetings:** Scheduled meetings for faculty and staff to discuss student progress, share best practices, and coordinate instructional approaches.
- **Access to Resources:** Providing instructional materials, technology tools, and research databases to support effective teaching and student engagement.
- **Mentoring and Peer Support:** Opportunities for faculty and staff to receive mentorship or coaching from experienced colleagues to improve pedagogical skills and problem-solving.
- **Feedback and Evaluation:** Systems to gather feedback from students and peers, as well as performance evaluations, to inform continuous improvement in teaching effectiveness.

Data collected during the current cycle indicates consistent student success rates, with exam pass rates remaining stable over time. These positive results suggest that the support and preparation strategies in place are effective. Consequently, no adjustments to the plan are required at this time.

Step 6B: Status Update on Previously Identified Action Plan(s):

Fully implemented

Progress:

Complete

Econometrics

Step 1A: SLO Number:

3

Step 1C: SLO Statement (Full Description):

Commented [BG7]: Exemplary.

Students will demonstrate a comprehensive understanding of core graduate-level econometric theory, including the ability to formulate, estimate, and interpret econometric models using appropriate statistical techniques.

Step 2A: Measure:

Comprehensive Written Exit Exam:

Students must pass a comprehensive written exit examination to assess mastery over economic theory, ability to carry out economic analysis of concrete problems, and quantitative/econometric skills. The examination will be administered by a committee of faculty members designated by the Graduate Studies Committee.

Step 2B: Type of Measure (check all that apply):

Objective Quiz or Exam

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

Graduate Econometrics Assessment Rubric designed to measure student achievement of at least 80% mastery, aligned with your learning outcome:

Graduate Econometrics Assessment Rubric

Learning Outcome:

Students will demonstrate a comprehensive understanding of core graduate-level econometric theory, including the ability to formulate, estimate, and interpret econometric models using appropriate statistical techniques.

Commented [BG8]: Provide a rationale for this target (e.g., is this a faculty-determined benchmark, based on previous AY data, etc.).

Commented [BG9]: Cut and paste rubric into a separate document, then attach to Step 2A. This will shorten the report and make it easier to read.

Criteria	Excellent (90–100%)	Proficient (80–89%)	Developing (70–79%)	Needs Improvement (<70%)
Theoretical Understanding	Demonstrates deep understanding of econometric assumptions, model structure, and theory.	Solid understanding with only minor conceptual gaps.	Some misunderstandings or oversimplifications of econometric theory.	Lacks clear understanding of fundamental econometric concepts.
Model Specification & Formulation	Accurately specifies models appropriate to research questions; justifies choices clearly.	Specifies appropriate models with minor weaknesses in explanation or assumptions.	Model specification is partially appropriate or lacks justification.	Incorrect, unclear, or unsupported model specification.
Estimation Techniques	Correctly applies appropriate	Uses correct estimation	Method applied with some technical or interpretive errors.	Major errors in method

Criteria	Excellent (90–100%)	Proficient (80–89%)	Developing (70–79%)	Needs Improvement (<70%)
Statistical Analysis & Interpretation	estimation methods (e.g., OLS, IV, MLE) with precision. Effectively interprets statistical results, including coefficients, diagnostics, and significance.	methods with few errors. Interpretation is mostly accurate with few misstatements.	Interpretation is incomplete or contains notable errors.	selection or application. Misinterprets results or omits key statistical analysis.
	Expert use of statistical software (e.g., Stata, R, Python); code and outputs are clean and accurate.	Competent use with minor issues in coding, outputs, or data handling.	Software used with errors or unclear documentation; results are partially valid.	Poor or incorrect use of software; results are not interpretable.
Communication of Findings	Presents findings clearly, logically, and professionally with sound economic reasoning.	Mostly clear and logical presentation; some minor issues in organization or detail.	Presentation lacks clarity or depth in some areas.	Findings are poorly communicated or lack coherence.

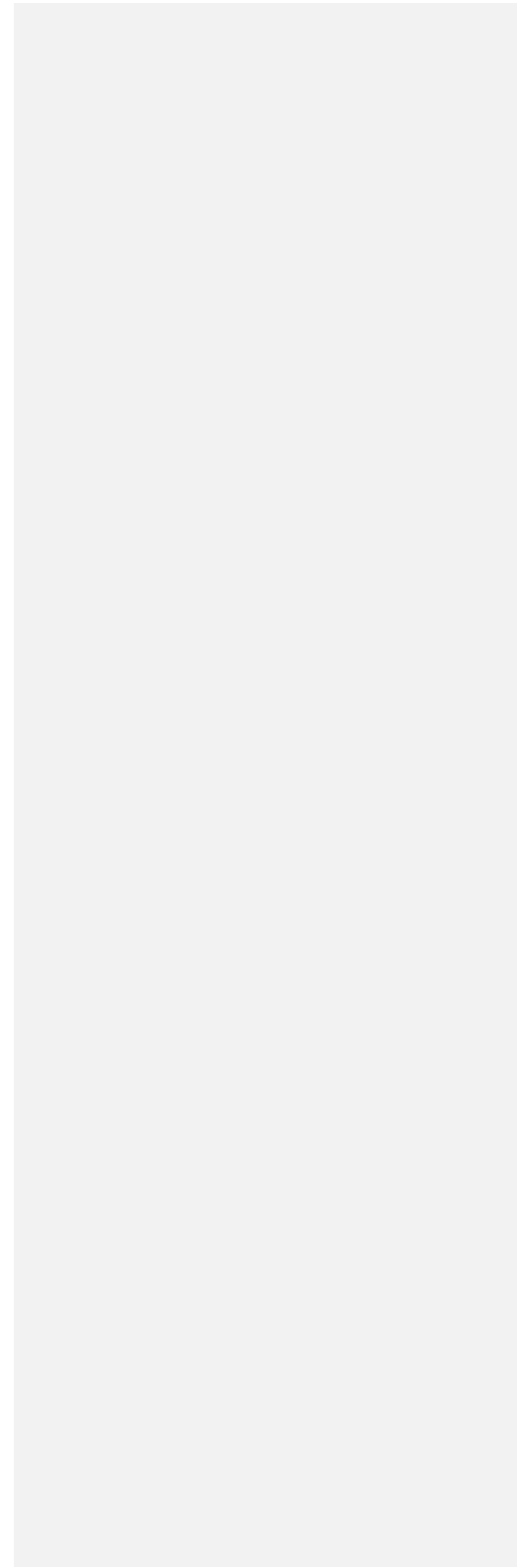
Scoring Guidelines

- **Total Possible Score:** 100
- **Passing Score (Target): 80 or higher**
- Students scoring below 80 are considered to have not yet demonstrated full mastery and may require further instruction or remediation.
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Step 4A: Was the target met for this Measure?:

No data collected/reported this cycle (provided explanation in Step 4B)

Step 4B: Results and Findings for this Measure:



No exit exam was required for 2024-2025 due to the only graduate was exempted by PhD credits.

Step 4C: Interpretation of Results:

n/a

Step 5A: Use of Results for Seeking Improvement (Action Plan):

n/a

Step 5B: Type of Action:

Step 5C: Dialogue Participants (check all that apply):

Step 5D: Evidence of Dialogue:

n/a

Step 5E: Type of other Improvements (check all that apply):

Step 5F: Other Improvements (Full Description):

n/a

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

Commented [BG10]: Excellent.

Previous Plan Assessment:

To continue results improvement, we committed to providing ongoing faculty and staff support as well as enhanced test preparation for students.

Ongoing faculty and staff support refers to continuous efforts and resources provided to instructors and academic personnel to enhance their ability to effectively teach, guide, and assess students. This support can include:

- **Professional Development:** Regular workshops, seminars, or training sessions focused on updated teaching methods, curriculum changes, assessment strategies, and emerging trends in economics education.
- **Collaborative Meetings:** Scheduled meetings for faculty and staff to discuss student progress, share best practices, and coordinate instructional approaches.
- **Access to Resources:** Providing instructional materials, technology tools, and research databases to support effective teaching and student engagement.
- **Mentoring and Peer Support:** Opportunities for faculty and staff to receive mentorship or coaching from experienced colleagues to improve pedagogical skills and problem-solving.
- **Feedback and Evaluation:** Systems to gather feedback from students and peers, as well as performance evaluations, to inform continuous improvement in teaching effectiveness.

Data collected during the current cycle indicates consistent student success rates, with exam pass rates remaining stable over time. These positive results suggest that the support and preparation strategies in place are effective. Consequently, no adjustments to the plan are required at this time.

Step 6B: Status Update on Previously Identified Action Plan(s):

Fully implemented

Progress:

Complete

Microeconomics

Step 1A: SLO Number:

2

Step 1C: SLO Statement (Full Description):

Students will demonstrate a comprehensive understanding of core graduate-level microeconomic theory, including the ability to analyze individual and firm behavior, market structures, and resource allocation using formal economic models.

Commented [BG11]: Exemplary.

Step 2A: Measure:

Comprehensive Written Exit Exam:

Students must pass a comprehensive written examination to assess mastery over economic theory, ability to carry out economic analysis of concrete problems, and quantitative/econometric skills. The examination will be administered by a committee of faculty members designated by the Graduate Studies Committee.

Step 2B: Type of Measure (check all that apply):

Standardized test

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

Microeconomics Assessment Rubric designed for graduate-level coursework, aligned with the goal of students achieving **at least 80%** to demonstrate mastery of core microeconomic theory:

Commented [BG12]: Provide a rationale for this target (e.g., is this a faculty-determined benchmark, based on previous AY data, etc.).

Graduate Microeconomics Assessment Rubric

Learning Outcome:

Students will demonstrate a comprehensive understanding of core graduate-level microeconomic theory, including the ability to analyze individual and firm behavior, market structures, and resource allocation using formal economic models.

Commented [BG13]: Cut and paste rubric into a separate document, then attach to Step 2A. This will shorten the report and make it easier to read.

Criteria	Excellent (90–100%)	Proficient (80–89%)	Developing (70–79%)	Needs Improvement (<70%)
Understanding of Core Concepts	Demonstrates deep	Solid understanding	Partial understanding;	Limited or incorrect

Criteria	Excellent (90–100%)	Proficient (80–89%)	Developing (70–79%)	Needs Improvement (<70%)
Application of Theory	understanding of key microeconomic concepts and models. Accurately applies theory to real-world or hypothetical scenarios with insight.	with minimal conceptual gaps. Correct application with minor interpretation errors.	some errors or gaps in core concepts. Applies theory inconsistently or with significant simplifications.	understanding of key microeconomic ideas. Theory is misapplied or not applied; examples are unclear or incorrect.
Mathematical/Formal Analysis	Uses appropriate mathematical tools (e.g., optimization, utility functions) with precision.	Correct use of methods with minor computational or setup errors.	Incomplete or partially correct use of mathematical tools.	Incorrect or missing use of mathematical tools and methods.
Graphical/Modeling Skills	Graphs and models are accurate, clearly labeled, and support analysis.	Graphs are mostly accurate with minor issues.	Graphs are present but may have labeling errors or limited analytical value.	Graphs are missing, poorly constructed, or irrelevant to the analysis.
Critical Thinking & Synthesis	Integrates theory and analysis to form coherent, original economic arguments.	Analysis is logical and mostly well-structured with some integration of concepts.	Analysis is somewhat superficial or lacks integration.	Analysis is incomplete, unclear, or lacks logical structure.
Communication of Ideas	Ideas are clearly, professionally, and logically communicated.	Generally clear and well-organized communication with minor issues.	Communication lacks clarity or organization in parts.	Poorly organized or unclear presentation of economic ideas.

Scoring and Performance Criteria

- **Total Points Possible:** 100
- **Passing Score (Target):** 80 points or higher
- Students scoring below 80 are considered to have not fully mastered the expected learning outcome and may require additional support.

Step 4A: Was the target met for this Measure?:

No data collected/reported this cycle (provided explanation in Step 4B)

Step 4B: Results and Findings for this Measure:

No exit exam was required for 2024-2025 due to the only graduate was exempted by PhD credits.

Step 4C: Interpretation of Results:

n/a

Step 5A: Use of Results for Seeking Improvement (Action Plan):

n/a

Step 5B: Type of Action:**Step 5C: Dialogue Participants (check all that apply):****Step 5D: Evidence of Dialogue:**

n/a

Step 5E: Type of other Improvements (check all that apply):**Step 5F: Other Improvements (Full Description):**

n/a

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

To continue results improvement, we committed to providing ongoing faculty and staff support as well as enhanced test preparation for students.

Ongoing faculty and staff support refers to continuous efforts and resources provided to instructors and academic personnel to enhance their ability to effectively teach, guide, and assess students. This support can include:

- **Professional Development:** Regular workshops, seminars, or training sessions focused on updated teaching methods, curriculum changes, assessment strategies, and emerging trends in economics education.
- **Collaborative Meetings:** Scheduled meetings for faculty and staff to discuss student progress, share best practices, and coordinate instructional approaches.

Commented [BG14]: Excellent.

- **Access to Resources:** Providing instructional materials, technology tools, and research databases to support effective teaching and student engagement.
- **Mentoring and Peer Support:** Opportunities for faculty and staff to receive mentorship or coaching from experienced colleagues to improve pedagogical skills and problem-solving.
- **Feedback and Evaluation:** Systems to gather feedback from students and peers, as well as performance evaluations, to inform continuous improvement in teaching effectiveness.

Data collected during the current cycle indicates consistent student success rates, with exam pass rates remaining stable over time. These positive results suggest that the support and preparation strategies in place are effective. Consequently, no adjustments to the plan are required at this time.

Step 6B: Status Update on Previously Identified Action Plan(s):

Fully implemented

Progress:

Complete

Develop professional writing/presentation skills

Step 1A: SLO Number:

4

Step 1C: SLO Statement (Full Description):

Students will demonstrate the ability to write research papers, critically evaluate existing economic literature, and effectively communicate their own economic analysis by clearly presenting the methodology and results both in writing and through oral presentations.

Commented [BG15]: Exemplary.

Step 2A: Measure:

Papers and Presentations:

To assess students' ability to conduct and communicate original economic research, at least one course within the MA in Applied Economics program will require students to write a research paper and deliver an oral presentation that applies theoretical and/or econometric modeling to real-world economic questions. A randomly selected sample comprising 25% of these papers and presentations will be evaluated by a faculty panel appointed by the Graduate Studies Committee. This assessment will measure students' research, analytical, and communication skills in alignment with program learning outcomes.

Step 2B: Type of Measure (check all that apply):

Presentation ,Written paper/project

Step 2C: Is Measure direct or indirect?:

Direct

Commented [BG16]: No defined target listed. Once defined, Provide a rationale for this target (e.g., is this a faculty-determined benchmark, based on previous AY data, etc.).

Step 3A: Target for Measure:

Research Paper & Presentation Rubric

Criteria	Score 9–10 (Excellent)	Score 7–8 (Proficient)	Score 5–6 (Developing)	Score 1–4 (Needs Improvement)
Ability to Ask Meaningful Economic Questions	Research questions are insightful, relevant, and clearly defined.	Questions are relevant but may lack some clarity or depth.	Questions are somewhat relevant but lack focus or depth.	Questions are unclear, irrelevant, or too broad/vague.
Economic Modeling	Models are appropriate, well-formulated, and effectively used.	Models are appropriate but may have minor formulation issues.	Models are partially appropriate but with notable errors.	Models are inappropriate, poorly formulated, or missing.
Ability to Analyze Model & Draw Inferences	Analysis is thorough, accurate, and draws clear economic conclusions.	Analysis is generally accurate but may miss some nuances.	Analysis is incomplete or contains errors impacting conclusions.	Analysis is flawed, superficial, or conclusions are incorrect.
Ability to Present (Oral and Written)	Presentation is clear, well-organized, engaging, and professional.	Presentation is mostly clear and organized with minor issues.	Presentation lacks clarity or organization in parts.	Presentation is unclear, disorganized, or unprofessional.

Commented [BG17]: Cut and paste rubric into a separate document, then attach to Step 2A. This will shorten the report and make it easier to read.

Scoring & Passing Criteria

- **Total Possible Points:** 40 (10 points per criterion)
- **Passing Threshold:** 32 points or higher (80%)
- Scores below 32 indicate that the student has not met the expected mastery level and may require further development.

Step 4A: Was the target met for this Measure?:

Met

Step 4B: Results and Findings for this Measure:

Analysis of the recent assessment data indicates that 90% of students achieved a score of 7 or higher (on a scale of 1 to 10) on their research paper evaluations. This high pass rate demonstrates strong student performance in formulating meaningful economic questions, applying economic modeling, conducting accurate analysis, and effectively presenting their findings. The results suggest that the program's instructional methods and support resources are successfully enabling students to meet the expected learning outcomes.

Step 4C: Interpretation of Results:

The consistent and successful outcomes observed over the years indicate that the current instructional strategies, assessment methods, and student support mechanisms are effectively facilitating student learning and achievement. Given the stability and positive nature of these results, no adjustments to the existing program or assessment approach are necessary at this time.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

To sustain and enhance student success, the program will continue to provide robust faculty and staff support alongside effective, resourceful tools and skill-building opportunities. These efforts are aimed at equipping students with the necessary resources and competencies to excel in their studies and achieve their academic and professional goals.

Step 5B: Type of Action:

Faculty involvement

Step 5C: Dialogue Participants (check all that apply):

Administrator, Faculty, Staff

Step 5D: Evidence of Dialogue:

n/a

Step 5E: Type of other Improvements (check all that apply):

Step 5F: Other Improvements (Full Description):

n/a

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

Previous Plan Assessment:

To continue improving results, the program committed to ongoing faculty and staff support, as well as providing effective, resourceful tools and skill-building opportunities to aid student success.

Ongoing faculty and staff support refers to continuous efforts and resources provided to instructors and academic personnel to enhance their ability to effectively teach, guide, and assess students. This support can include:

- **Professional Development:** Regular workshops, seminars, or training sessions focused on updated teaching methods, curriculum changes, assessment strategies, and emerging trends in economics education.
- **Collaborative Meetings:** Scheduled meetings for faculty and staff to discuss student progress, share best practices, and coordinate instructional approaches.
- **Access to Resources:** Providing instructional materials, technology tools, and research databases to support effective teaching and student engagement.
- **Mentoring and Peer Support:** Opportunities for faculty and staff to receive mentorship or coaching from experienced colleagues to improve pedagogical skills and problem-solving.

Commented [BG18]: Excellent.

- **Feedback and Evaluation:** Systems to gather feedback from students and peers, as well as performance evaluations, to inform continuous improvement in teaching effectiveness.
- **Administrative Support:** Assistance with scheduling, grading, communication, and other tasks that allow faculty and staff to focus on instructional quality and student support.

The implementation of this plan has sustained strong student success rates. Given the consistent positive outcomes, no adjustments to the plan are necessary at this time.

Step 6B: Status Update on Previously Identified Action Plan(s):

Fully implemented

Progress:

Complete

Career Objectives

Step 1A: PG Number:

1

Step 1C: PG Statement (Full Description):

Graduates of the program are well-prepared for careers that require advanced economic analysis and econometric skills. They secure employment in corporate settings, economic research organizations, and consultancy firms, where they apply their graduate-level training to analyze complex economic issues, support data-driven decision-making, and contribute to strategic planning and policy evaluation.

Commented [BG19]: Good Suggested revision:

Graduates will obtain professional employment in corporate, research, consulting, or public-sector settings.

Step 2A: Measure:

Survey:

The program will assess its effectiveness by administering a survey to graduating students. The survey will evaluate students' overall satisfaction with the program and gather detailed information on their post-graduation outcomes, including the nature of their careers, job placements, and acceptance into PhD programs. Additionally, the survey will assess the perceived relevance and applicability of the graduate economics training to their current roles and future academic or professional pursuits. This data will inform continuous improvement and ensure alignment with career preparation goals.

Step 2B: Is Measure direct or indirect?:

Indirect

Step 3A: Target for Measure:

Our goal is that at least 80% be satisfied with the program.

The program aims for at least 80% of graduating students to report satisfaction with their overall educational experience. Additionally, the majority of respondents should indicate successful employment in roles requiring applied economics and/or econometric skills, or placement in a Master's or PhD program in economics or a related field. These outcomes will serve as key

Commented [BG20]: Provide a rationale for this target (e.g., is this a faculty-determined benchmark, based on previous AY data, etc.).

indicators of the program's effectiveness in preparing students for advanced study and professional success.

Step 4A: Was the target met for this Measure?:

Met

Step 4B: Results and Findings for this Measure:

Survey results indicate that 100% of graduating students reported satisfaction with the program. This exceeds the established target of 80% and reflects strong student approval of the curriculum, faculty support, and overall educational experience. These findings suggest that the program is effectively meeting its objectives in preparing students for careers and further academic study in economics and related fields

1 out of 1 student found employment and no further education has been noted.

Step 4C: Interpretation of Results:

The consistently high levels of reported satisfaction with the MA/MS program over the years indicate that the program is effectively meeting student expectations and academic needs. This sustained positive feedback suggests that the curriculum, instruction, and support services continue to align well with the professional and academic goals of the students. As a result, no immediate changes are necessary; however, continued monitoring will ensure that the program remains responsive to student and industry needs.

Below is the data from previous AY for employment/ higher education.

- AY 2020-2021, 50%
- AY 2021-2022, 50%
- AY 2022-2023, 33.3%
- AY 2023-2024, 44%

This AY 2024-2025, we've had an increase from the previous at 100% in employment. Therefore, with ongoing improvements we will continue to meet our goals.

Commented [BG21]: It would be helpful to define your 'n' for each of these cohorts to make the results more meaningful.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Program Satisfaction: No adjustments needed

Employment/Higher Education Improvement Plan:

- Continue to support our MA/MS students by providing faculty/staff support to give them the tools and skills needed to obtain employment and/or to seek further higher education plans.
- More social media involvement (Linkedin, Facebook, X/Twitter)
- Providing and highlight more networking opportunities
- Continue to track progress via surveys towards assistance and improvement
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Step 5B: Dialogue Participants (check all that apply):

Administrator ,Faculty,Staff

Step 5C: Evidence of Dialogue:

n/a

Step 5D: Type of other Improvements (check all that apply):

Step 5E: Other Improvements (Full Description):

n/a

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

Previous Plan Assessment:

The Employment and Higher Education Improvement Plan is actively underway. The program continues to provide robust faculty and staff support to equip MA/MS students with the necessary tools and skills for employment and further academic pursuits. Efforts have increased social media engagement through platforms such as LinkedIn, Facebook, and X/Twitter to enhance visibility and networking opportunities. Additionally, more networking events are being promoted and facilitated to connect students with industry professionals. Student progress continues to be monitored through regular surveys to identify needs and guide ongoing improvements.

Step 6B: Status Update on Previously Identified Action Plan(s):

Fully implemented

Progress:

Complete

