FOR APPROVAL **PUBLIC** **OPEN SESSION**

TO:	UTM Academic Affairs Committee
SPONSOR:	Professor William A. Gough, Interim Vice-Principal, Academic & Dean
CONTACT INFO:	vpdean.utm@utoronto.ca
PRESENTER:	Professor Bryan Stewart, Vice-Dean, Academic Programs
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DATE:	April 21, 2026 for April 28, 2026
AGENDA ITEM:	8

ITEM IDENTIFICATION:

Minor Modification: New Certificate in Economic Data Analytics (Category 2), Department of Economics, UTM

JURISDICTIONAL INFORMATION:

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for major and minor modifications to existing degree programs.

GOVERNANCE PATH:

1. **UTM Academic Affairs Committee [For Approval] (April 28, 2026)**

PREVIOUS ACTION TAKEN:

No previous action taken.

HIGHLIGHTS:

The Department of Economics proposes a new Certificate in Economic Data Analytics (Category 2), which will be open to all undergraduate students enrolled in a degree program at UTM. The proposed certificate enhances undergraduate education by integrating economic theory with data analytics and applied empirical methods. The Certificate responds to strong and sustained student demand for more hands-on, data-driven training within economics programs, particularly in programming, econometrics, and applied analysis.

The Certificate complements existing undergraduate programs in Economics, Commerce, Business Administration, and Science, and is open to students across these disciplines who are interested in the intersection of economics and data.

The Certificate will require 3.0 credits, including an introductory programming course, core courses (ECO225H5 Data Tools for Economists, and an econometrics course), followed by 1.5 credits in elective courses that students may choose from a list of relevant courses. Through a curated and flexible set of courses, students gain practical experience with industry-standard tools, develop rigorous analytical and communication skills, and receive formal recognition of their expertise, strengthening both graduate study and career prospects in a data-driven economy.

The Certificate responds to a recommendation from the 2021 UTQAP review of the Department of Economics and its programs, which called for establishing a data-analytics track within the department.

The Certificate can be delivered using existing courses, faculty, staff, and facilities, with all administrative responsibilities managed within the current workload of the department's staff.

The Certificate will be open for enrolment beginning September 1, 2026.

FINANCIAL IMPLICATIONS:

There are no financial implications of the proposed change.

RECOMMENDATION:

Be It Resolved:

THAT the Certificate in Economic Data Analytics (Category 2), Department of Economics, UTM as detailed in the proposal dated March 13, 2026, be approved, effective September 1, 2026.

DOCUMENTATION PROVIDED:

Proposal to Create a Certificate in Conjunction with an Undergraduate Program: Certificate in Economic Data Analytics (UTM).

University of Toronto Proposal to Create a Certificate in Conjunction with an Undergraduate Program

Certificates offered in conjunction with an undergraduate program are for-credit undergraduate certificates governed by the *Policy for Certificates (For-Credit and Not-For-Credit)*.

Creation and closure of these certificates follow the protocols for minor modifications; are reviewed with the relevant undergraduate program; and are reported to the Provost through the Office of the Vice-Dean, Academic Programs (VPAP). Successful completion of the certificate is recorded on the academic transcript. Students must be enrolled in a specific undergraduate program. **Please consult with VPAP on the certificate's name ahead of governance.**

This template (last updated by VPAP on April 5, 2021) should be used to bring forward all proposals for new undergraduate, for-credit, certificates that will be offered in conjunction with an existing undergraduate degree program. The creation of the certificate follows a minor modification process and is reported to the VPAP Office after approval.

Proposed certificate name: E.g., Certificate in Human Resources Management (Faculty of Arts & Science)	**Certificate in Economic Data Analytics**
Undergraduate degree(s) the certificate will be offered in conjuction with:	Honours Bachelor of Arts (HBA) Bachelor of Commerce (BCom) Honours Bachelor of Science (HBSc) Bachelor of Business Administration (BBA)
Academic unit:	Department of Economics, University of Toronto Mississauga

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Version date:	April 22, 2026

1 Summary

- Please provide a brief summary of the certificate, including:
  - academic rationale for certificate
  - impetus for its development (including interest and demand)
  - how the certificate fits with unit/division's academic plans
  - any important or distinctive elements.

The proposed Category 2[1] Certificate in Economic Data Analytics, which will be housed in the Department of Economics at the University of Toronto Mississauga (UTM), is designed to enrich the academic experience of undergraduate students who wish to deepen their understanding of economics through the lens of data analytics. It offers a pathway for students to develop technical competencies in programming, econometrics, and applied analytics, while learning how economic theory informs empirical research and policy evaluation.

[1] **Category 2**: the certificate is offered in conjunction with an undergraduate degree program requiring students to be enrolled in a specific University of Toronto undergraduate degree program.

The certificate responds to a clear and sustained interest among students for more data-driven and hands-on learning opportunities. Feedback from graduating students enrolled in an Economics program has consistently emphasized the need for stronger integration of analytical tools, software training, and practical applications within the economics curriculum. Many have expressed interest in more training in data analytics to prepare for their future career. This certificate addresses these suggestions by offering a curated set of courses that build capacity in statistical programming, economic modeling, and empirical analysis.

The certificate complements existing undergraduate programs in Economics, Commerce, Business Administration, and Science, and is open to students across these disciplines who are interested in the intersection of economics and data. It encourages students to use skills from multiple disciplines to explore how data analytics can be applied to real-world economic challenges. Students will gain hands-on experience with industry-standard tools and workflows, preparing them to conduct rigorous analysis and communicate findings effectively.

In addition to enhancing students' academic preparation, the certificate provides formal recognition of their expertise in economic data analytics. This credential has the potential to strengthen their graduate school applications and improve their competitiveness in the job market, particularly in sectors where data literacy and economic reasoning are in high demand. The certificate also encourages collaboration across departments and offers a flexible structure that allows students to tailor their learning to their interests and career goals.

By integrating technical training with economic theory, the certificate offers a distinctive educational experience that prepares students to engage critically with contemporary economic issues. It introduces them to the skills required to navigate a data-driven world, whether in research, policy, or industry.

2 Effective Date

September 1, 2026

3 Academic Rationale

- What are the academic reasons for the certificate, and how does it fit with the unit/division's academic plans?

Over the past decade, the field of Economics has undergone a significant transformation, driven by the increasing availability of large datasets, advancements in computational tools, and the rising importance of evidence-based decision-making across sectors. The shift underscores the need for programs to evolve, integrating data analytics to prepare students for a rapidly changing professional and research landscape.

The proposed Certificate in Economic Data Analytics is designed to meet this need by providing students with hands-on experience with empirical methods, statistical programming, and economic modelling. These skills are essential for conducting economic research and solving real-world problems, and they are highly valued in both academic and professional settings.

This certificate is designed for Economics students, and students enrolled in programs in other departments who are interested in the intersection of economics and data analytics. It supports interdisciplinary learning and provides a structured pathway for course selection, helping students develop a cohesive and marketable skill set. Upon completion, students will receive formal recognition of their expertise through a transcript notation, which can add value to graduate school applications and career prospects. The educational experience will be enriched through the application of data analysis to real-world economic challenges, fostering critical thinking and analytical reasoning. At the completion of the certificate, students will have developed both technical expertise and a deeper understanding of how data analytics can solve contemporary economic issues.

The students' educational experience will be enriched by applying data analysis to real-world economic problems, fostering critical thinking, and problem-solving skills. Students will be equipped to approach complex economic challenges with analytical rigor, gaining practical knowledge needed for success in both academic research and professional settings. Upon completion of the certificate, students will have

developed both technical expertise and a deeper understanding of how data analytics can solve contemporary economic issues.

The proposed change directly addresses Recommendation # 2 from the 2021 UTQAP review of the Department of Economics and its programs, which called for establishing a data-analytics track within the department. Although initial progress was delayed by the pandemic, this certificate represents a concrete step toward fulfilling that recommendation. The certificate enables the department to meet the growing demand for data-oriented skills in the job market by providing students with the tools necessary to excel in data analytics and economics-related careers. This certificate can enhance students' employability in high-demand sectors such as industry and government.

The certificate also directly supports the UTM Strategic Framework by advancing several key priorities. By offering this certificate, UTM enhances student success by introducing them to the data analytics skills that are critical in today's economy, which aligns with UTM's focus on interdisciplinary and experiential learning, integrating hands-on data analysis, statistical programming, and economic modeling. Students will graduate with both theoretical knowledge and practical expertise, making them well-prepared for the workforce or further academic pursuits. The certificate also fosters research discovery and impact by embedding data-driven methodologies into economics coursework, helping students develop quantitative literacy and analytical reasoning, and supporting UTM's goal of expanding research-informed teaching and contributing to areas like economic policy and public decision-making.

4 Need and Demand

- Provide a brief description of the projected interest in and demand for the proposed certificate.
- Provide details regarding the anticipated yearly in-take.

The Department of Economics has been conducting graduate exit surveys annually since 2017. Feedback from these surveys supports the creation of the Certificate in

Economic Data Analytics. As described in Appendix C, our graduates have consistently emphasized the need for more innovative, data-driven courses and stronger integration of practical skills such as data analysis and application of theoretical knowledge to real-world problems. There has also been a recurring call from graduating students for more software-related courses and hands-on opportunities to solve real-life challenges. Graduates have expressed an interest in learning more data analytics as these skills are in high demand in the workplace. This feedback reflects a growing need for technical expertise in economics and data analysis.

The certificate will be open to UTM undergraduate students but is primarily aimed at students enrolled in an Economics program, and those who are interested in the intersection of economics and data analytics. This certificate will enhance the educational experience of current students while broadening the university's appeal as a leader in interdisciplinary education for future students.

The certificate is designed to help students build a marketable skill set that integrates economics and data analytics. Upon completion, students will receive a transcript notation, adding value to their resumes and graduate school applications. The certificate responds to the growing demand for data analytics across sectors and prepares students for a wide range of career opportunities. Courses in these topics have been offered by the Department for many years, but thus far there has been no clear pathway for students to combine them within their degree and note their interest in data analytics in their transcript. With this proposed certificate, students will be guided to existing courses to achieve competence in these topics and clearly show their learning post-graduation.

Demand for data analytics is also evident from tri-campus offerings and enrolments. The Department of Economics at the St. George campus offers a Focus in Data Analytics. Data from their undergraduate office shows that, in June 2025, 17% of graduating students who completed the Economics Major completed the Data Analytics Focus. Additionally, 29% of students who completed the Economics Specialist completed the Data Analytics focus. Given the similarities in the program structure and student interests, we anticipate strong demand for the certificate at UTM.

We estimate that 20 students will enroll in the certificate in the inaugural year, rising to a steady state of 30 students per year. For comparison, the department currently

offers the Certificate in Advanced Economics, and 15 students who graduated in June 2025 completed that certificate program. We anticipate that there may be a stronger demand for this program, given the interdisciplinary nature and flexible structure.

5 Admission Requirements

- Provide the admission requirements for the certificate.

Enrolment in this certificate program is limited to students who are:

1. In good academic standing with a minimum CGPA of 1.50.
2. Enrolled in any program(s) of study.

6 Program Requirements

- This certificate will consist of a coherent sequence of for-credit undergraduate courses related to an identified topic or theme that may complement the degree program.
- Describe the academic requirements of the certificate and mechanism for the assessment of student performance.
- Clarify the certificate program length.
- Is this certificate linked to a particular undergraduate program or degree? Please explain the relationship.
- Please provide a calendar copy in Appendix B.

This certificate will require 3.0 credits for completion. Students will be required to take an introductory programming course [(CSC108H5 or equivalent) or MGT201H5)]. This course will introduce students and build capacity in using core programming languages (ex. Python), and is the prerequisite for the core required course of the certificate – ECO225H5. Students will then take a 300-level Econometrics course which will develop students' understanding of statistical inference, estimation techniques, and causal analysis in economic research. Students can then choose 1.5 credits of electives from a designated group of courses (listed below), where at least 0.5 credit must be from an ECO course. These electives will allow students to deepen their understanding of economic applications and expand their technical toolkit.

Required Courses:

1. One of the following programming courses (0.5 credit):
   - CSC108H5: Introduction to Computer Programming
   - MGT201H5: Coding for Business

2. ECO225H5: Data Tools for Economists (0.5 credit)

3. One of the following econometrics courses (0.5 credit):
   - ECO372H5: Data Analysis and Applied Econometrics in Practice
   - ECO375H5: Applied Econometrics I

Elective Courses (1.5 credit from list below, at least 0.5 must be ECO credit):

ECO310H5: Empirical Industrial Organization
ECO324H5: Economic Development
ECO333H5: Urban Economics
ECO343H5: Labour Economics and Public Policy
ECO344H5: Labour Economics and Market Frictions
ECO381H5: Managerial Economics: Personnel Economics
ECO383H5: Introduction to Empirical Methods of Microeconomics
ECO411H5: Human Capital and Education in the Economy
ECO420Y5: Reading Course, Seminar or Workshop
ECO433H5: Gender and Family Economics
ECO456H5: Public Policy Analysis
ECO466H5: Empirical Macroeconomics and Policy
ECO475H5: Applied Econometrics II
CSC311H5: Introduction to Machine Learning
CSC413H5: Neural Networks and Deep Learning
GGR376H5: Spatial Data Science II
MGT301H5: Coding and Data Mining for Business Analytics
MGT373H5: Predictive Analytics
STA314H5: Introduction to Statistical Learning
STA315H5: Advanced Statistical Learning
STA457H5: Applied Time Series Analysis

The Department of Economics offers special topic courses from year to year and therefore one of these courses may qualify depending on the topics covered and requirements for the course. Eligibility will be determined by the department and require approval prior to enrolment.

Student performance in the Certificate in Economic Data Analytics will be assessed through a combination of graded assignments, examinations, and applied projects embedded within the required and elective courses. These assessments will evaluate students' understanding of economic theory, proficiency in data analytics tools, and ability to interpret and communicate empirical findings. Students will be expected to demonstrate analytical reasoning, technical competence in programming and quantitative methods, and the ability to apply economic concepts to real-world data. Performance will be monitored through course-level evaluations and final grades.

7 Consultation

- Outline any consultation undertaken with the Dean and chair/director of the relevant academic units and relevant programs.

- Department of Mathematical and Computational Sciences (MCS): Daniel Zingaro (December 6, 2023; October 3, 2024) and Andrew Petersen (October 6, 2025) provided helpful suggestions regarding the inclusion of CSC courses in the certificate. Alvaro Nosedal Sanchez (October 31, 2025) provided helpful suggestions regarding the inclusion of STA courses in the certificate.
- Department of Management (MGT): Tanya Kirsch (March 31, 2025; April 16, 2025; July 11, 2025), in close consultation with Tanjim Hossain, provided helpful suggestions regarding the inclusion of MGT courses in the certificate.
- Department of Geography, Geomatics and Environment (GGE): Laura Brown and Igor Lehnherr (October 15, 2025) provided valuable feedback regarding the inclusion of the GGR course. They cautioned that the course may have a waitlist. This is not a main concern given that the course is one of many electives.
- Ongoing discussions with Department of Economics faculty about the certificate and its development in department meetings (2023-2025).

8 Resources

- Describe any resource requirements including, but not limited to, faculty complement, space, libraries and enrolment/admissions.
- Indicate if the certificate will affect any existing agreements with other institutions, or will require the creation of a new agreement to facilitate the certificate (e.g., Memorandum of Understanding, Memorandum of Agreement, etc.). Please consult with the Provost's Office (vp.academicprograms@utoronto.ca) regarding any implications to existing or new agreements.

The certificate will not have any additional resource implications to faculty complement or facilities. The courses included in the certificate are existing course offerings so there will be no need for additional faculty, staff, teaching assistants or specialized resources. The administration for the certificate (program entry and completion checks, maintaining and updating course listings during the curriculum review process, etc.) fall within the workload of our department's academic advisor.

9 Oversight & Accountability: Review

- Category 2 certificates are subject to periodic reviews with the relevant undergraduate program. Please provide details. This will be tracked by the VPAP Office.

The certificate will be housed in the Department of Economics, which will have the administrative and academic responsibilities to 1) review and perform regular updates to the list of eligible courses and 2) review the academic quality of the certificate along with the mandated review of its academic programs.

The certificate will be subject to a UTQAP review alongside other programs offered by the Department of Economics. The next review is currently scheduled to take place in 2028-29.

10 Process Steps & Approvals

The pathway is summarized in the table below.

	Approving Body	Approval Date
Development & Consultation within Unit	Ronald Wolthoff Chair, Department of Economics	October 20, 2025
Consultation with Dean's Office (and VPAP)	Bryan Stewart Vice-Dean, Academic Programs Margarida Duarte Vice-Dean, Undergraduate	February 12, 2026
	VPAP sign-off	February 4, 2026
Divisional Governance Approval	UTM Academic Affairs Committee	April 28, 2026
Submission to VPAP upon approval		April 29, 2026 (anticipated)

Appendix A: Proposed Learning Outcomes

Certificates offered in conjunction with an undergraduate program will have a subset of complementary learning outcomes in relation to the program. Divisions are responsible for developing the outcomes and expectations for certificates in the context of divisional norms. Please outline in the table below how the design, structure, requirements and delivery of the certificate support the certificate learning outcomes and expectations.

Certificate Expectations	**Certificate Learning Outcomes**	**How the Design/Structure Supports the Certificate Expectations**
Depth and Breadth of Knowledge	**LO#1:** Demonstrate foundational knowledge of how to apply economic principles and basic analytical tools to real-world data, including how to organize datasets, implement empirical methods, and interpret the results of economic models in a clear and rigorous way.	The course structure builds foundational and applied knowledge in economic data analysis through a progressive sequence. Early courses (CSC108H5/MGT201H5, ECO225H5) develop programming literacy for data sourcing, cleaning, and analysis, laying the groundwork for reproducible workflows and technical fluency. Subsequent courses (ECO372H5, ECO375H5, etc.) introduce empirical methods and software tools that enable students to translate economic questions into analytical frameworks and interpret evidence in relation to institutions and policy debates. Higher level elective courses allow to engage with estimation, inference, and causal analysis through applied project work,

		strengthening their ability to produce and communicate empirical findings in context. Electives deepen understanding of institutional and policy environments and expand empirical skills across domains, while interdisciplinary options broaden students' analytic toolkit and support the development of clear, purpose-driven narratives tailored to varied audiences. The structured progression equips students to frame relevant questions, apply suitable methods, and present evidence-based conclusions.
Application of Knowledge	**LO#2:** Acquire, clean, and manage economic datasets, and apply appropriate statistical and econometric methods using reproducible programming workflows to build and evaluate models for real-world economic questions. LO#3: Translate complex empirical economic analyses into clear, purpose-driven narratives, supported by visualizations and data summaries,	The structure of the courses within the certificate is designed to build competencies in a logical progression, beginning with foundational skills in programming and data handling and advancing toward applied modeling and communication. Early courses introduce students to essential tools and techniques for acquiring, cleaning, and managing economic datasets, while reinforcing reproducible workflows and basic analytical methods (CSC108H5/MGT201H5, ECO225H5). As students progress through certificate requirements, they engage with increasingly complex statistical and econometric modeling tasks that require critical

	tailored to varied audiences and decision-making contexts.	thinking and methodological rigor (ECO372H5, ECO375H5). Later courses emphasize the interpretation and communication of analytical results, guiding students in crafting purpose-driven narratives supported by visualizations and data summaries. Collaborative projects, hands-on assignments, and real-world case studies are embedded throughout the curriculum to ensure students can apply their skills in diverse decision-making contexts and communicate findings effectively to varied audiences.
Awareness of Limits of Knowledge	**LO#4:** Critically evaluate the reliability and limits of empirical economic evidence by identifying key assumptions, data limitations, and methodological constraints; assessing uncertainty and robustness; and recognizing when further inquiry is warranted.	The course structure is designed to build students' capacity to critically assess the limitations of economic analysis. Early instruction introduces concepts such as statistical uncertainty, inference, and the risks of oversimplified interpretation. As students progress through the certificate, they engage with more advanced topics including causal inference, identification strategies, and robustness checks, which deepen their understanding of how methodological choices affect conclusions (ECO372H5, ECO375H5). Exposure to diverse datasets and institutional contexts encourages students to consider domain-

		specific constraints and reflect on the reliability of evidence. Assignments and projects consistently require students to justify their analytical approaches, discuss limitations, and evaluate the implications of uncertainty. Through repeated engagement with conflicting results, varying assumptions, and multiple empirical strategies, students develop a nuanced appreciation for the boundaries of economic knowledge and the importance of critical reflection in evidence-based decision-making.

Appendix B: Proposed Calendar Copy

Certificate in Economic Data Analytics

Description:
The Certificate in Economic Data Analytics teaches students practical skills to collect, manage, and analyze data for evidence-based decision-making in economics and related fields. Students gain hands-on experience by working with real-world datasets, applying programming, econometrics, and economic analysis to build and evaluate empirical models, and communicate findings effectively to academic and professional audiences. This certificate complements studies across various disciplines, and prepares students for roles in policy analysis, business analytics, and graduate study.

Enrolment Requirements:

Limited Enrolment – Enrolment in the Certificate is limited to students who are:

- In good academic standing with a minimum CGPA of 1.50; and
- Enrolled in any program(s) of study.

Completion Requirements:

3.0 credits are required.

1. CSC108H5 or MGT201H5
2. ECO225H5
3. ECO372H5 or ECO375H5
4. 0.5 credit from the courses in requirement 3 or ECO310H5 or ECO324H5 or ECO333H5 or ECO343H5 or ECO344H5 or ECO381H5, ECO383H5 or ECO411H5 or ECO420Y5 or ECO433H5 or ECO456H5 or ECO466H5 or ECO475H5.
5. 1.0 credit from the courses in requirement 4 or CSC311H5 or CSC413H5 or GGR376H5 or MGT301H5 or MGT373H5 or STA314H5 or STA315H5 or STA457H5.

Notes:

- Additional courses may be required to fulfill prerequisites.
- Alternate courses may be considered with approval of the Department. Students must receive permission from the Academic Advisor prior to course enrolment.
- CSC110Y5 can be used as an alternate to CSC108H5.

Appendix C: Exit Survey Evidence, 2017–2024

The Department of Economics annually surveys students soon after the Spring convocation. This appendix provides partial summary information from these exit surveys, with selected excerpts from open-ended responses that reference interest in (or the career relevance of) data analytics, statistical software, programming, and applied/empirical work. Excerpts are illustrative and not exhaustive.

Table C1. Survey administration and response counts

Survey (term/year)	Complete responses	Partial responses	Total responses
2017	76	13	89
2018	63	32	95
2020	22	41	63
2021	51	73	124
2022 Spring	53	18	71
2022 Fall	6	1	7
2023	53	6	59
2024	16	4	20

Table C2. Selected excerpts from open-ended survey responses (illustrative)

Theme 1: Requests for more data analytics / software / coding content

"If you could suggest one feasible thing to improve the Economics Programs at UTM, what would it be?"

- 2017 (Response 77): "Greater integration of practical skills within the course work such as Excel. Analyzing and interpreting data is also very important. The ability to take theory and apply it into practical scenarios is most valuable."
- 2018 (Response 94): "Offer more studies with technology and software such as Excel … this skill is in high demand."
- 2020 (Response 21): "Teaching Economics students how to use Analytical tools such as Python and R would be highly beneficial to improve their technical abilities."
- 2020 (Response 28): "Combined with more empirical assignment, as well as different data analytics software such as R and Python."

- 2021 (Response 70): “Integrate the economic courses with data analytic with Power BI, Query, Python, etc. Many organizations use Power BI and Excel to collaborate.”
- 2022 (Response 11): “being introduced to Stata, R, or Python programming for economics early on … would be really practical for work study opportunities and post-grad work.”
- 2023 (Response 58): “I think a course that dives deeper into programming and statistics using Python and Excel would be useful for incoming undergrads. A lot of people in my undergrad didn't know how to write a single line of code in R or STATA and were completely unfamiliar with programming. Something like statistics and econometrics for data analysis can be automated and should be taught as undergrads.”
- 2024 (Response 18): “Through my work search, I have noticed that a lot of employers are interested in applicants that are familiar with R as a programming language.”

Theme 2: Data analysis / econometrics courses valued for workplace or career preparation

“What has been your favourite Economics course and why?” / “In your entire undergraduate experience, what course have you found the most useful and why?”

- 2021 (Response 19): “Eco220 Quantitative Economics because it was applicable to real work (less theory). We applied technical tool that helps us understand/represent and forecast data.”
- 2021 (Response 46): “ECO 220 because I feel that what I was taught was relevant.”
- 2021 (Response 49): “ECO220 very interesting and useful for my future career.”
- 2021 (Response 96): “ECO220 statistics is really useful for my future career”
- 2022 Spring (Response 75): “ECO220 - Introduction to Data Analysis and Applied Econometrics because it introduced a whole new world of study within economics that just made a lot more sense to me. … This course has had such a profound impact on me that it influenced me … choosing data analysis as a career path.”
- 2022 Spring (Response 78): “eco220 was my favourite. Learning about data analysis was something that interested me and I could apply it in my career path.”

- 2023 (Response 8): “ECO220 because it was the most applicable to what I want to do in the future”
- 2023 (Response 27): “ECO375H5 - Econometrics because of the glimpse it gives you into a data analyst-like career it prepares you for..”
- 2024 (Response 7): “eco220 - basic stats that is relevant in everyday life as well as in the workplace”
- 2024 (Response 11): “ECO220 a lot of the aspects can be implemented in the workplace”

Source: UTM Economics Program Exit Survey reports (2017–2024).