

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM 2020

Degree and Program Name: B.A. in Economics

Submitted By: Ali R. Moshtagh

PART ONE

What are the Learning Objectives?	How and when are they assessed? Committee/person responsible.	Expectations	Results	How will results be used? Committee/person responsible.
1. Students who complete the undergraduate program in Economics will be able to write effectively.	Primary-trait analysis of upper-division course papers. ¹ Writing: Content. Committee/Person Responsible: Writing Subcommittee.	Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).		No changes planned. The Curriculum Committee and faculty will revise the curriculum and writing-intensive courses if they consider the results substandard. Students with substandard writing will be required to work with the Writing Center or to take more writing-intensive courses by the undergraduate advisor.
	Primary-trait analysis of upper-division course papers. ¹ Writing: Focus. Committee/Person Responsible: Writing Subcommittee.	Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).		No changes planned. The Curriculum Committee and faculty will revise the curriculum and writing-intensive courses if they consider the results substandard. Students with substandard writing will be required to work with the Writing Center or to take more writing-intensive courses by the undergraduate advisor.

<p>Primary-trait analysis of upper-division course papers.¹ Writing: Organization. Committee/Person Responsible: Writing Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned. The Curriculum Committee and faculty will revise the curriculum and writing-intensive courses if they consider the results substandard. Students with substandard writing will be required to work with the Writing Center or to take more writing-intensive courses by the undergraduate advisor.</p>
<p>Primary-trait analysis of upper-division course papers.¹ Writing: Development, Committee/Person Responsible: Writing Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned. The Curriculum Committee and faculty will revise the curriculum and writing-intensive courses if they consider the results substandard. Students with substandard writing will be required to work with the Writing Center or to take more writing-intensive courses by the undergraduate advisor.</p>
<p>Primary-trait analysis of upper-division course papers.¹ Writing: Style. Committee/Person Responsible: Writing Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned. The Curriculum Committee and faculty will revise the curriculum and writing-intensive courses if they consider the results substandard. Students with substandard writing will be required to work with the Writing Center or to take more writing-intensive courses by the undergraduate advisor.</p>
<p>Primary-trait analysis of upper-division course papers.¹ Writing: Mechanics. Committee/Person Responsible: Writing Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>This is a bit lower than desired. No changes planned, but we will continue to monitor. The Curriculum Committee and faculty will revise the curriculum and writing-intensive courses if they consider the results substandard or if the average continues to fall below 2.5. Students with substandard writing will be required to work with the Writing Center or to take more writing-intensive courses by the undergraduate advisor.</p>

	Exit Survey of Seniors. "My undergraduate degree improved my ability to write effectively." Committee/Person Responsible: Survey coordinator.	Average above 4 on a 5-point Likert scale.	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum and writing-intensive courses.
	Septennial External Assessment. Committee/Person responsible: Outside evaluator (performed in 2015).	Qualitative review of program: Effective.	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum and writing-intensive courses.
2. Students who complete the undergraduate program in Economics will be able to speak effectively.	Primary trait analysis of Research presentations in capstone course Economics 4689 in senior year. Oral Competency: Content Committee/Person Responsible: Oral Competency Subcommittee.	Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum and speaking-intensive courses.
	Primary trait analysis of Research presentations in capstone course Economics 4689 in senior year. Oral Competency: Focus Committee/Person Responsible: Oral Competency Subcommittee.	Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum and speaking-intensive courses.
	Primary trait analysis of Research presentations in capstone course Economics 4689 in senior year. Oral Competency: Organization Committee/Person Responsible: Oral Competency Subcommittee.	Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum and speaking-intensive courses.

Primary trait analysis of Research presentations in capstone course Economics 4689 in senior year. **Oral Competency: Development**
Committee/Person Responsible: Oral Competency Subcommittee.

Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).

No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum and speaking-intensive courses.

Primary trait analysis of Research presentations in capstone course Economics 4689 in senior year. **Oral Competency: Oral Effectiveness**
Committee/Person Responsible: Oral Competency Subcommittee.

Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).

No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum and speaking-intensive courses.

Primary trait analysis of Research presentations in capstone course Economics 4689 in senior year. **Oral Competency: Analysis and Response to Questions**
Committee/Person Responsible: Oral Competency Subcommittee.

Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).

No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum and speaking-intensive courses.

Exit Survey of Seniors. "The Economics Major has improved my ability to speak effectively."
Committee/Person Responsible: Survey coordinator.

Average above 4 on a 5-point Likert scale.

No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum and speaking-intensive courses.

Septennial External Assessment.
Committee/Person responsible: Outside evaluator (performed in 2015).

Qualitative review of program: effective.

No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum and speaking-intensive courses.

<p>3. Students who complete the undergraduate program in Economics will understand basic economic concepts.</p>	<p>Papers written in upper-division courses.¹ Theory relevance. Committee/Person Responsible: Theory Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.</p>
	<p>Papers written in upper-division courses.¹ Theory limitations. Committee/Person responsible: Theory Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned, but will continue to monitor. If the average remains below 2.5, the Curriculum Committee and faculty will revise the curriculum.</p>
	<p>Papers written in upper-division courses.¹ Theory application. Committee/Person responsible: Theory Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.</p>
	<p>Papers written in upper-division courses.¹ Writing: Content. Committee/Person responsible: Writing Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.</p>
	<p>Research project in capstone course Economics 4689 in senior year. Research: Hypotheses. Committee/Person Responsible: Research Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned at this time. If needed, the Curriculum Committee and faculty will revise this course.</p>
	<p>Research project in capstone course Economics 4689 in senior year. Research: Method. Committee/Person Responsible: Research Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned at this time. If needed, the Curriculum Committee and faculty will revise this course.</p>

	<p>Research project in capstone course Economics 4689 in senior year. Research: Justification. Committee/Person Responsible: Research Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned at this time. If needed, the Curriculum Committee and faculty will revise this course.</p>
	<p>Exit survey of seniors. "The economics major has given me a solid understanding of basic economic concepts." Committee/Person responsible: Survey coordinator.</p>	<p>Average above 4 on a 5-point Likert scale (no students rated “not competent”).</p>	<p>No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.</p>
	<p>Septennial External Assessment. Committee/Person responsible: Outside evaluator (performed in 2015).</p>	<p>Qualitative review of program: effective.</p>	<p>No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.</p>
<p>4. Students who complete the undergraduate program in Economics will be able to apply economic concepts to individual and social issues.</p>	<p>Research project in capstone course Economics 4689 in senior year. Research: Justification. Committee/Person responsible: Research Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned at this time. If needed, the Curriculum Committee and faculty will revise this course.</p>
	<p>Research project in capstone course Economics 4689 in senior year. Research: Hypotheses. Committee/Person responsible: Research Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned at this time. If needed, the Curriculum Committee and faculty will revise this course.</p>
	<p>Research project in capstone course Economics 4689 in senior year. Research: Method. Committee/Person responsible: Research Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned at this time. If needed, the Curriculum Committee and faculty will revise this course.</p>

	<p>Research project in capstone course Economics 4689 in senior year. Research: Conclusion. Committee/Person responsible: Research Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned at this time. If needed, the Curriculum Committee and faculty will revise this course.</p>
	<p>Exit survey of seniors. "The economics major has shown me how to apply economic concepts to analyze new situations." Committee/Person responsible: Survey coordinator.</p>	<p>Average above 4 on a 5-point Likert scale.</p>	<p>No changes planned. If needed, the Curriculum Committee and faculty would revise the curriculum.</p>
	<p>Septennial External Assessment. Committee/Person responsible: Outside evaluator (performed in 2015).</p>	<p>Qualitative review of program: effective.</p>	<p>No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.</p>
	<p>Exit survey of seniors. "The economics major prepared me well for future employment." Committee/Person responsible: Survey coordinator.</p>	<p>Average above 4 on a 5-point Likert scale.</p>	<p>No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.</p>
<p>5. Students who complete the undergraduate program in Economics will be able to apply quantitative tools to analyze individual and social issues.</p>	<p>Research project in capstone course Economics 4689 in senior year. Research: Method. Committee/Person responsible: Research Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned at this time. If needed, the Curriculum Committee and faculty will revise this course.</p>
	<p>Primary-trait analysis of papers written in upper-division courses.¹ Computer and Quantitative: Model. Committee/person responsible: Quantitative Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.</p>

<p>Primary-trait analysis of papers written in upper-division courses in economics.¹ Computer and Quantitative: Data Committee/Person responsible: Quantitative Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.</p>
<p>Primary-trait analysis of papers written in upper-division economics courses.¹ Computer and Quantitative: Procedure. Committee/Person responsible: Quantitative Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.</p>
<p>Primary-trait analysis of papers written in upper-division economics courses.¹ Computer and Quantitative: Tests. Committee/Person responsible: Quantitative Subcommittee.</p>	<p>Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated “not competent”).</p>	<p>No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.</p>
<p>Exit survey of seniors. "The Economics major taught me how to use statistical methods to analyze economic problems." Committee/Person responsible: Survey coordinator.</p>	<p>Average above 4 on a 5-point Likert scale.</p>	<p>No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.</p>
<p>Exit survey of seniors. " The Economics major improved my ability to use statistical software." Committee/Person responsible: Survey Coordinator.</p>	<p>Average above 4 on a 5-point Likert scale.</p>	<p>No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.</p>
<p>Septennial External Assessment. Committee/Person responsible: Outside evaluator (performed in 2015).</p>	<p>Effective</p>	<p>No changes planned. If needed, the Curriculum committee and faculty will revise the curriculum.</p>

	Exit survey of seniors. "The economics major prepared me well for future employment." Committee/Person responsible: Survey coordinator.	Average above 4 on a 5-point Likert scale.	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.
6. Students who complete the undergraduate program in Economics will be able to utilize basic computer skills.	Primary-trait analysis of research project in capstone course Economics 4689. Research: Method. Committee/Person responsible: Research Subcommittee.	Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").	No changes planned at this time. If needed, the Curriculum Committee and faculty will revise this course.
	Primary-trait analysis of papers written in upper-division courses in economics. ¹ Computer and Quantitative: Data. Committee/Person responsible. Quantitative Subcommittee.	Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.
	Primary-trait analysis of papers written in upper-division economics courses. ¹ Computer and Quantitative: Procedure. Committee/Person responsible: Quantitative Subcommittee.	Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.
	Primary-trait analysis of papers written in upper-division economics courses. ¹ Computer and Quantitative: Tests. Committee/Person responsible: Quantitative Subcommittee.	Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.
	Exit survey of seniors. "The Economics major improved my computer skills." Committee/Person responsible: Survey coordinator.	Average above 4 on a 5-point Likert scale.	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.

	Exit survey of seniors. " The Economics major improved my ability to use statistical software." Committee/Person responsible: Survey Coordinator.	Average above 4 on a 5-point Likert scale.	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.
	Septennial External Assessment. Committee/Person responsible: Outside evaluator (performed in 2015).	Effective	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.
	Exit survey of seniors. "The economics major prepared me well for future employment." Committee/Person responsible: Survey coordinator.	Average above 4 on a 5-point Likert scale.	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.
7. Students who complete the undergraduate program in Economics will know the philosophical roots of the discipline including its values and ethics, its relationship to other disciplines, and its national and international implications.	Research project in capstone course Economics 4689 in senior year. Research: Justification. Committee/Person responsible: Research Subcommittee.	Average above 2.5 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").	No changes planned at this time. If needed, the Curriculum Committee and faculty will revise this course.
	Exit survey of seniors. "The economics major has given me an understanding of the historical and philosophical roots of economics." Committee/Person responsible: Survey coordinator.	Average above 4 on a 5-point Likert scale.	Results are low, but have risen over recent years. No changes currently planned, but will continue to monitor. If needed, the Curriculum Committee and faculty will revise the curriculum.
	Exit survey of seniors. "The economics major has shown me how economics relates to other disciplines." Committee/Person responsible: Survey coordinator.	Average above 4 on a 5-point Likert scale.	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.

	Exit survey of seniors. "The economics major increased my awareness of real world economic issues." Committee/Person responsible: Survey coordinator.	Average above 4 on a 5-point Likert scale.	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.
	Septennial External Assessment. Committee/Person responsible: Outside evaluator (performed in 2015).	Effective.	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.
8. Students who complete the undergraduate program in Economics will be provided training in a variety of areas within the economics discipline.	Exit survey of seniors. "The economics major increased my awareness of real-world economic issues." Committee/Person responsible: Survey coordinator.	Average above 4 on a 5-point Likert scale.	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.
	Exit survey of seniors. "Overall satisfaction with course content." Committee/Person responsible: Survey coordinator.	Average above 4 on a 5-point Likert scale.	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.
	Exit survey of seniors. "Overall satisfaction with variety of economics courses available." Committee/Person responsible: Survey coordinator.	Average above 4 on a 5-point Likert scale.	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.
9. Students who complete the undergraduate program in Economics will be well-informed citizens with increased awareness of real-world economic issues.	Exit survey of seniors. "The economics major made me a better-informed citizen." Committee/Person responsible: Survey coordinator.	Average above 4 on a 5-point Likert scale.	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.

Exit survey of seniors. "The economics major increased my awareness of real-world economic issues." Committee/Person responsible: Survey coordinator.	Average above 4 on a 5-point Likert scale.	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.
Septennial External Assessment. Committee/Person responsible: Outside evaluator (performed in 2015).	Effective.	No changes planned. If needed, the Curriculum Committee and faculty will revise the curriculum.

¹Copies of all papers written in upper-division economics courses are provided to the Survey Coordinator. A sample of these papers is then chosen randomly for assessment purposes in each of four primary trait categories: Writing, Theory, Research, Quantitative Methods. It is possible for a paper to be assessed in more than one category.

PART TWO

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

PART THREE

Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

CLAS Deans' comments on ECN B.A. report

Reviewer: Michael Cornebise

Please note: This is a **STARTING POINT** for conversation, with no rubric per se. We will be developing a rubric collaboratively (amongst chairs, Associate Deans, and our new EIU Assessment Coordinator, Yvette Smith) in the spring of 2021 based on peer/aspitant institution models, then we'll evaluate it by that. Meanwhile, if you'd like to modify your document based on these comments, feel free. We appreciate your patience with this process as it evolves!

1. SLOs are comprehensive and are generally clear and measurable.
2. In order to demonstrate how the SLOs will be measured, please include the undergraduate learning goals outlined in the non-accredited assessment template along with measures/instruments and how the information will be used by the department.
3. The assessment plan includes a nice mix of measurements to gather data at different levels: research projects, upper division course papers, a senior exit survey, and research presentations.
4. Instead of stating "no changes planned" in the final column, explain how the department plans for the information to be used for program improvement and better student learning outcomes.

At this point, please revise the assessment plan using the overview of measures/instruments template for non-accredited programs.