**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Programs 2018**

Department: Economics

|  |  |  |
| --- | --- | --- |
| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 2-3, B.A. Economics | Objectives are clear, programmatic, and measurable. Four of the five undergraduate learning goals have been adopted by the program: writing, speaking, responsible citizenship, and quantitative reasoning. Objective 5 may encompass critical thinking, but it is difficult to tell as written. Objective 8 is a bit vague and is less a student learning objective than a departmental goal; you may want to revise it to list the areas you want the students to know when they are finished with your degree.  |
| **How, Where, and When Assessed** | Level 2-3, B.A. Economics | The exit survey is your only indirect measure, and based on your assessment reports, it has not been given since 2013, which is the last report that includes results from this measure. Are you still using it? How often do you administer it? You do not need to do it every year, but you should try to schedule it every couple of years so the data remain relevant to your program. And, it assesses a lot of your program, so without it, you do not have data for all outcomes. Objective 8 does not have any direct measure associated with it. What do you want students to know or be able to do related to the training you mention? I suspect that this objective is really part of the other student learning outcomes since the questions from the exit survey are more about student satisfaction.  |
| **Expectations** | Level 2, B.A. Economics | Expectations are established for each measure. You may want to establish finer detail here. For example, how many students do you expect to meet or exceed your expectations?  |
| **Results** | Level 2-3, B.A. Economics | Data is collected and reported for some measures. You rely on the exit survey for a good amount of data, and you did not collect that recently. Are there plans to administer it in the next academic year? Very little analysis is evident here. What do the data tell you? Most of your assessment is summative, so as you continue to improve your plan, you may want to look at how to collect data throughout the curriculum to show growth or the arc of learning in your discipline. |
| **How Results Will be Used** | Level 2-3, B.A. Economics | Feedback loop is in place with a curriculum committee although it is not clear how often results are shared and discussed.  |

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at www.eiu.edu/~assess. [↑](#footnote-ref-1)