**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Programs 2019**

Department: Economics

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, M.A. Economics | Objectives are clear, measurable, and encompass the graduate goals established by the Council on Graduate Studies. You may want to remove “will be trained” from objective 5 and just say “will apply.” |
| **How, Where, and When Assessed** | Level 2, M.A. Economics | Random sampling of papers, the thesis, exit survey, and the graduate forum indicate that you are assessing at multiple points in the program, and you have direct and indirect assessment measures, so that is a good, solid plan. Given the expectations of a 3 on a 4-point scale, I am assuming that you are applying a rubric in the graduate forum, for the thesis, and for papers written in courses, but it would help to clarify to indicate that here, and to provide the rubric at the next iteration of this report. Objectives 5 and 6 are only assessed through the exit survey, which you have not collected in a number of years. Is there a way to discern attainment of economic reasoning and how well-informed students are through their theses, papers, and presentations? It would be good to have direct measures here and ones that are used each year. |
| **Expectations** | Level 3, M.A. Economics | Expectations given for all measures. What is “good quality master’s degree”? You list that for several measures, but it is rather vague and hard to pinpoint for outside readers. More details would be useful here. |
| **Results** | Level 2, M.A. Economics | As on past reports, some results are given, but there is very little analysis. What do the results tell you? Are there any trends to watch? You have reported no data from exit interviews since 2013. Are exit interviews still a part of your assessment plan? They should really only be listed if you plan to continue them on a regular basis. |
| **How Results Will be Used** | Level 2, M.A. Economics | The feedback loop appears to be in place. The information in Part II from your 2015 external review seems a bit dated now. That section is for you to provide analysis on what the data tell you about student learning in your program. You mention changes to the curriculum in the past two years. What is the connection between those changes and results from your assessment data? Were you responding to trends in the field rather than student learning data? |

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)