**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Programs 2017**

Department: Economics

|  |  |  |
| --- | --- | --- |
| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 2-3, B.A. Economics | Objectives are clear, programmatic, and measurable. Three of the four undergraduate learning goals have been adopted by the program: writing, speaking, responsible citizenship, and quantitative reasoning. Objective 8 is a bit vague and is less a student learning objective than a departmental goal. |
| **How, Where, and When Assessed** | Level 2-3, B.A. Economics | As always, you have a solid blend of direct (rubrics applied to papers) and indirect instruments (senior survey) making for multiple measures throughout your curriculum. 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? Objectives 7 and 9 are assessed primarily through the exit survey. Are there direct measures that could be used to assess these objectives? |
| **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? Your results for objectives 5 and 6 show that you are not meeting the average you have set as your expectation. Are there plans to try to improve that? |
| **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? |
| **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)