**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Programs 2018**

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, and it would be preferable to have direct measures in addition to the indirect ones. Is there a way to discern attainment of economic reasoning and how well-informed students are through their theses, papers, and presentations? |
| **Expectations** | Level 3, M.A. Economics | Expectations given for all measures.  |
| **Results** | Level 2-3, M.A. Economics | As on past reports, results are given, but there is very little analysis. What do the results tell you? Are there any trends to watch? I am glad your external reviewer gave you a positive review. Did he provide any information relating specifically to your objectives or just an overall impression of the program as a whole? |
| **How Results Will be Used** | Level 3, M.A. Economics | The feedback loop appears to be in place. You mention curricular changes that have occurred over the past two years. What spurred those changes? Did you see trends in your assessment data or were you responding to outside forces to update the curriculum? Accreditors like to see the connections among changes, student learning, and assessment 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)