

**Department of Economics
Master of Arts in Economics
Eastern Illinois University**

**Request for Review as a First Choice Graduate Program
April 1, 2014**

Linda S. Ghent: Program Chair

Mukti Upadhyay: Graduate Coordinator, Review Author and Program Team Leader

Teshome Abebe: Graduate Faculty and Program Team Member

James Bruehler: Graduate Faculty and Program Team Member

Minh Dao: Graduate Faculty and Program Team Member

Daniel Hickman: Graduate Faculty and Program Team Member

Tim Mason: Graduate Faculty and Program Team Member

Ali Moshtagh: Graduate Faculty and Program Team Member

Program Review

Criterion 1: The program documents sustained achievements in strengthening the quality, diversity, and internationalization of the University's student body by attracting candidates who have the potential for academic and professional achievement and who complete degrees and succeed as alumni.

Enrollment Management

Recruitment Plan:

Electronic and Print Recruitment

- Departmental Web Site: Our graduate webpage is updated at least twice a year. Further, in 2013 the Department completely redesigned the webpage. In addition to an improved appearance, the new page has been organized to showcase the benefits potential students receive from the degrees offered. One particular section highlights the strengths of our graduate program, including research opportunities and recent job placements. Another section, Admission FAQ, gives clear answers to questions applicants may have regarding the admission process.
- Printed materials: We mail ECN Graduate Brochures to regional and other Economics Departments and potential graduate applicants. One of the two brochures, attached in Appendix 1.1, that outlines the nature of the program including admission process, course offerings, and areas of faculty specialization are updated biannually. A second brochure that only gives a broad overview is occasionally updated and is used as a marketing tool with specific school targets. It is in the process of revision at this time.
- Email marketing contacts with economics colleagues at other institutions

A successful recruitment strategy must include personal contacts with colleagues at institutions in and out of state. Recently, we have increased our efforts at this aspect of recruitment as a result of cooperation from graduate faculty members. The graduate coordinator emails colleagues elsewhere, sending brochures to regional and other schools. We contact graduating seniors at conferences that have a significant presence of students, such as Missouri Valley Economic Association, and also at conferences with a smaller but substantial presence of students, such as Midwest Economics Association. Appendix 1.2 indicates some examples of our efforts through personal contacts.

Other Attempts

- In-class EIU recruitment: We make presentations at the senior capstone class 3000- and 4000- level classes to describe the graduate admission process and explain the benefits from a higher economics degree and how they outweigh its cost.
- Annual participation at the Graduate School Recruitment Fair

Recruitment Goals

Over the last five years, our graduate enrollment has shown moderate growth. Our optimal enrollment is around 20 students which we continue to strive for and have often met or exceeded.

Selection Criteria:

Our selection criteria mostly parallel the EIU Graduate School requirements. This is usually the case for EIU undergraduates seeking admission in the graduate program.

For applicants from other U.S. schools or international institutions, we request a statement of purpose indicating the applicant's professional interest in our program, and at least two reference letters. In rare cases, we waive the latter requirement for those who have graduated from schools that we know have a sound academic program in economics.

The graduate coordinator also plays a role in screening prospective students, and at times, has discouraged a few prospective applicants from applying if their undergraduate GPA is especially low or if the applicants have a low probability of success due to inadequate economics background.

Table 1.1
Economics Graduate Enrollment for Five Years 2009-13 and SP14

| Year: | 2010 | 2011 | 2012 | 2013 | SP14 |
|-------|------|------|------|------|------|
| Fall | 20 | 19 | 17 | 20 | 24 |

Table 1.1 shows the enrollment trend for the last five years. Relative to the time prior to our first consultation regarding the First Choice, a gradual but sustained increase has been

noticeable for the last five years except for 2012. More detailed data on enrollment, graduation and diversity are available in Table 1.2 below:

Table 1.2
Economics Enrollment, Diversity, and Graduation

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Average |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| Applications | 15 | 31 | 32 | 22 | 33 | 26.6 |
| Admission Offers | 12 | 17 | 24 | 18 | 28 | 19.8 |
| New Enrollment | 8 | 11 | 8 | 9 | 11 | 9.4 |
| Total Enrollment | 20 | 19 | 17 | 20 | 24 | 20 |
| Undergrad Diversity (non-EIU) | 14 | 13 | 10 | 16 | 20 | 14.6 (73%) |
| Ethnic Diversity (non-Caucasian) | 7 | 10 | 9 | 14 | 18 | 11.6 (58%) |
| International Diversity* | 6 | 10 | 9 | 10 | 17 | 10.4 (52%) |
| Gender Diversity (Female) | 6 | 6 | 8 | 5 | 7 | 6.4 (32%) |
| Degrees Completed | 10 | 4 | 10 | 4 | - (FA13) | 7 (35%) |

* International diversity is the number of international students in the program.

Figures in parentheses represent percentages of total enrollment.

The number of admission applications has increased slightly over the last five years reaching an average of 27 compared to 25 in the preceding five years. As indicated earlier, we have had a few rejections in granting admission mainly for reasons of GPA. Inquiries from some students who had weak prior academic record have also resulted in their failure to apply, a scenario not apparent from Table 1.2.

More importantly, the new enrollment in the department has improved significantly to an average of 48 percent (47/98) of the admission offers in the last five years compared to only 33 percent during the preceding five. The new enrollment numbers would look even better except for some international students' inability to finance their education without financial aid and with some of them denied a visa despite graduate assistantship support. Anecdotal evidence suggests that at many comparable schools the percentage of economics applications leading to enrollment is normally between 30 and 50 percent.

In terms of enrollment diversity, we are pleased with most of its indicators. The undergraduate diversity has significantly increased since EIU undergraduates comprise just over a quarter of our graduate student body. In any given year, we now attract students from many more schools than in the past, both domestic and foreign. In 2013-14, for instance, these schools provided about three-fourths of our graduate students (Table 1.2).

The department has had excellent international diversity as well, with foreign students contributing about 52 percent to enrollments in the last five years, and 58 percent in the last four. We attract students from countries, such as Bangladesh (6 in AY14), Nepal (4), Saudi Arabia (3), and Nigeria (2) from where we had none to few students in the past. Gender diversity is another dimension of the program where the Department has been fairly successful. Given that economics is generally considered to be a male-dominated discipline, a share of up to 35 percent for female students that we achieved is higher than the average female ratio in the national enrollments in economics. One measure of diversity, namely U.S. minority students, has been an area in which the discipline has lagged behind nationally and in which there may be room for improvement. A committee at the American Economic Association, Committee on the Status of Minority Groups in the Economics Profession (CSMGEP), in its report for 2012 states as follows: "As was the case at the bachelor's degree level, Blacks led Hispanics in **economics master's degrees**—3.3 versus 1.5 percent—in 1995, but trailed them—2.8 versus 3.6 percent—by 2011 (see Figures 3 and 4). Master's degree conferrals across all disciplines, meanwhile, increased by nearly 60 percent (from 5.8 to 9.8 percent) for Blacks, and by 54.4 percent (from 3.1 to 5.7 percent), for Hispanics. Native Americans' rate was steady around its 2011 level, 0.2 percent of the 3,736 conferred that year, as was their rate of conferrals across disciplines (about 0.5 percent)." We shall continue to monitor the national minority enrollments closely to attract economics students at EIU in future.

One reason why the economics graduate program has achieved a high degree of overall diversity among its students is that its graduate faculty is also one of the most diverse on the Eastern campus. This Spring, for instance, we have students from seven different countries and graduate faculty representing eight nationalities.

Table 1.2 also shows the graduation rates for the last four years (excluding 2013-14). As a percentage of total enrollment, 35 percent of the students graduate per year on average. To complete the economics M.A. program, a typical student takes four semesters with the thesis or non-thesis option. More appropriately, as a percentage of *new* enrollments averaged over four years, the average graduation rate is 74.4 percent. This is highly satisfactory once we account for some students who leave school because they find either a good job they do not want to pass up or admission in a Ph.D. school before they have completed their certificate of comprehensive knowledge at Eastern.

Assistantship/Scholarship Management

Annual Assistantship Awards:

The economics department awards four annual graduate assistantships and occasionally one semester-long assistantship. Until a few years ago, we also received a Presidential graduate assistantship in some years; for instance, we were awarded the Presidential GA three times in the five years prior to the period covered in this FC report.

Academic Quality of GAs:

For the last four years (AY2010/11–2013/14) we have been able to offer graduate assistantships to students with solid undergraduate academic achievements. The average

adjusted undergraduate GPA of our incoming graduate assistants has been 3.47 which compares well with the GPA of 3.35 for the preceding four years. More importantly, several of our graduate assistants received a GA award in their second year based on their academic performance in their first year at M.A. Adjusting for such GPAs for them and retaining the pre-EIU GPAs for other graduate assistants, the average GPA for graduate assistants over the last five years rises to 3.67. We have not hesitated to award an assistantship to someone who has posted remarkable performance in his or her first year despite the student's relatively low GPA when he or she joined the program.

Undergraduate Preparation Diversity:

During the past five years (AY2010 to AY2014), our graduate assistants had acquired their undergraduate training from a wide variety of domestic and foreign institutions. The diversity of undergraduate experiences may be seen from a wide range of schools encompassing six U.S. states and six countries as shown for only the last three years in Table 1.3:

Table 1.3
Undergraduate Schools of Graduate Students

| Name of Undergraduate School | Country or U.S. State |
|-------------------------------------|------------------------------|
| Addis Ababa U | Ethiopia |
| Anderson U | Indiana |
| Bahir Dar U | Ethiopia |
| Bingham U | Nigeria |
| Central CT St U | Connecticut |
| Dordt College | Iowa |
| EIU | Illinois |
| Jimma U | Ethiopia |
| Kathmandu U | Nepal |
| King Abdul Aziz U | Saudi Arabia |
| Tribhuvan U | Nepal |
| U of Chittagong | Bangladesh |
| U of Dhaka | Bangladesh |
| U of IL – Springfield | Illinois |
| U of IL – Urbana | Illinois |
| U of MD – BC | Maryland |
| U of Mumbai | India |
| Utkal U | India |

Degree Diversity:

Another dimension of diversity in our pool of graduate students is the range of disciplines in which they were trained prior to joining the M.A. program. Over the last five years, our efforts at recruiting students from different disciplines have succeeded in drawing students

from business (including management, finance, accounting and marketing: 17 percent); mathematics, statistics and computer science (8), engineering (4) and political science (4) as well as economics (52 percent). Occasionally we have also had students from history and education majors.

Other Diversity Indicators:

The diversity of our graduate assistants mostly parallels the diversity in enrollments. During most of the last 10 years, at least a couple of GAs have been international students, and one or two out of four GAs have been women. In some years, such as 2009-10, three, and in 2011-12, four of five assistantships were awarded to women. Most of our GA offers have been accepted in the last five years with the exception of one domestic student who found a job of his choice after the acceptance and two international students who could not obtain a visa on time despite the school-supported financial aid.

Teaching, Research, and Service Contributions of Graduate Assistants

Teaching:

Most of the teaching assistance provided by graduate assistants in the economics department is of the tutorial service type. The benefits go to the students taking the Principles of Macroeconomics (ECN 2801) and Principles of Microeconomics (ECN 2802) courses. During one academic year, more than 800 students can take advantage of the tutorial service provided in this manner. Explanation of homework assignments after they are graded is an important component of the teaching service of our graduate assistants.

Research:

The four regular graduate assistants the department employs on an annual basis contribute to aspects of research performed by economics faculty. These activities of the GAs normally include data collection from various sources, including online database searches. Entering data in the computer, performing some basic statistical analysis, finding scholarly articles in print or online, and a partial review of literature are other important ways in which our assistants help in research endeavors of department faculty. A representative sample of research projects in which the assistants have been called upon for help in recent years appears below:

- Economic Effects of 1996 Welfare Reform
- Meta-analysis of the Relationship between Trade and Income
- War and Economic Development
- Foreign Aid and Remittances in a Macro Model
- Natural Resource Curse Hypothesis
- Estimating the Demand for Gambling using Disaggregated Data
- Examination of South Carolina Lottery for Education Finance
- Poverty, Inequality, and Growth in Developing Countries
- Rural-Urban Divide and Public Policy on Migration
- Long Range Global Temperature: the 400,000 Year Vostok Ice Core Sample

Service:

Most of the activities performed by our graduate assistants are related to teaching or research. On occasions, however, some or all GAs have helped in service related activities. A recent sample of such activities includes:

Data analysis for our annual undergraduate assessment report

Data collection on institutions of higher learning in Illinois and neighboring states with regard to economics undergraduate and graduate programs

Data on prospective reviewers for manuscripts submitted to a new economics journal

Attendance and help to faculty at the Graduate School and University open house programs

Fellowship and Scholarships:

Dr. Patrick Lenihan, a retired faculty member, has endowed, with the help of the Graduate School, a grant for one fellowship in the department. The Lenihan Fellowship is partly funded by the return from this endowment and finances the education of one outstanding graduate student each year. The award to a graduate student began in AY2009-10. In addition, our retired Chair, Dr. Ebi Karbassioon, has donated funds to create a scholarship for one graduate student beginning 2009, and so has Dr. Edward Corley, an emeritus faculty, beginning 2014.

Presidential Graduate Assistantship:

The Department of Economics received a Presidential graduate assistantship during 3 of the 5 years prior to the current review period (AY2005-06, 2006-07, 2007-08). Because of many improvements we have made over the last five years in our program and as we continue to make further efforts in this direction, we hope this assistantship will resume soon again.

Summer Research Assistantship awards:

The economics department has performed reasonably well in obtaining the summer graduate research assistantship (RA) awards over the last five years from the Graduate School supported occasionally by funds from the COS. As documented under Criterion 3, 5 and related appendix tables, the research profile of graduate faculty has improved a great deal over the last four years compared to the previous four. Many graduate faculty members remain engaged in research during summer months which indicates a significant need for research assistantships for our graduate students. During AY2004/05–2008/09 the department won 9 summer RA awards but from AY2009/10 to the present only one, despite much larger research output of the graduate program in recent years.

Matriculation Management:

Table 1.4 shows the number of graduate students who have completed the requirements of the Economics M.A. degree in recent years. Completion of the M.A. program for a typical student usually takes three or four semesters but it can take longer.

Table 1.4: Economics M.A. Degrees Awarded

| Year | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Average |
|-----------------|---------|---------|---------|---------|---------|
| Degrees Awarded | 10 | 4 | 10 | 4 | 7 |

Our graduation rate has a wider dispersion than does the enrolment rate and can best be understood in terms of a two-year moving average which puts the average graduation rate at 7 students. Relative to new enrolments we have a graduation rate of 75 percent. Moreover, as indicated in Table 1.5, for the cohort entering the program in a specific year, we find a two year average graduation rate of 54 percent and a three-year rate of 68 percent for the last three years. This shows an improved outcome relative to what we had observed during the prior three years when the average two year graduation rate was 48 percent and the three year rate 59 percent. In AY13-14, we expect to have at least 9 students and possibly 12 complete their degree requirements. The Department has made the requirements of the thesis stronger as of early Fall of 2013 which has moved some students from Fall13 to Spring14 in terms of the expected completion of their theses. The policy modification has also led some students to choose the non-thesis route called the Graduate Forum although such a road to graduation requires the students to take two more elective courses in addition to the Forum. As Table 1.5 indicates, the two year graduation rates for students that entered the program from AY 2008-09 through 2010-11 have ranged between 43 and 64 percent, and the three year rates between 57 and 82 percent.

Table 1.5: Economics Graduation Rates

| Cohort Entry Year: | 2008-09 | 2009-10 | 2010-11 | Average |
|---------------------------------|----------------|----------------|----------------|----------------|
| 2-yr Graduation Rate (%) | 64 | 43 | 55 | 54 |
| 3-yr Graduation Rate (%) | 82 | 57 | 64 | 68 |

The expected number of graduates from each cohort will indeed depend on the number of students enrolled in that cohort. However, assuming our expectations of 20 enrollments per year for the next several years, we anticipate about 10-11 students to complete our graduate program annually.

This raises questions about the attrition rate. We have noticed that over the last four years a little less than 10 percent of our students on average find the graduate program to be academically too challenging and express their interest to enter the job market instead, during or after their first semester or year. Another 10 percent or so start their graduate program while still pursuing other options and leave when one of the alternatives seems to work well for them. Among examples are two bright students who finished their coursework and were writing their theses when they were offered admission with full or partial funding to join Wayne State University and the University of Oregon respectively.

A related third group completes the coursework and, particularly if this group has registered for M.A. thesis, finds that engaging in serious empirical research to produce a thesis is too time-consuming. While we take care to explain the differences between the thesis and non-thesis options well in advance, sometimes circumstances do not permit students to choose the correct option to reach a happy outcome.

We note that some of our thesis-writing students that have started a non-academic life off campus continue to make contacts with their thesis mentors. Toward the end of every semester, the graduate coordinator in consultation with thesis advisors makes special efforts to understand the situation a student may be experiencing and possibly enable them to rebalance their priorities between work and study. This has resulted in some of our students' coming back after two to four years of pursuing other interests to complete their academic work. Such students are more likely to take the non-thesis route by also studying a couple of extra courses to meet the greater credit hour requirements of this option. In AY 2011-12 and 2012-13, we had two such students completing their degrees, and this year we have still another student who is progressing well to finalize his thesis (rather than the Forum) by the end of Spring or early summer. We will continue to monitor progress in both our areas of comprehensive knowledge to see if graduation rates can be further raised.

It is important to note that the average attrition rate in economics around the country is not much better than indicated by our own record and possibly worse. Nationally, at schools of all ranks, the attrition rate earlier in the last decade was 13 percent for the first year and an additional 15 percent for the second (<http://www.aeaweb.org/joe/articles/2006/attrition.pdf>). The schools in the study offer both Master's and Ph.D. degrees. While data on only the Master's schools are not available, anecdotal evidence collected through informal chats at professional conferences and through emails suggests that the attrition rate at Master's schools may not be less than our 15-20 percent and could possibly be much higher.

Graduate Placement:

For economics graduates who completed their degree during AY2010-11, 2011-12, and 2012-13, we find about 40 percent work in private companies, about 30 percent find employment in government and nonprofit organizations including community colleges as an economics instructor, and most of the rest (about 20%) go on for an economics Ph.D. or another Master degree at other universities.

It is especially pleasing to see that our graduates pursuing further studies have all been successful in securing a teaching assistant position at Ph.D. granting institutions. During the past five years (2008-13), our economics students have gained teaching assistantship offers at the following universities:

- Southern Illinois University – Carbondale (several students)
- Northeastern University – Boston
- University of Oregon – Oregon
- University of Illinois – Chicago
- Oklahoma State University – Oklahoma
- Wayne State University – Detroit
- Florida International University- Florida

In prior years, we have also had students going to Georgetown and U of CA–Riverside. Quite a few of our graduate alumni have had outstanding careers in their fields. Some of our distinguished alumni, as shown for four of them in Appendix 1.3, have made remarkable contributions to their place of work, including the achievement of significant heights in research, or successful management of vast sums of money for a government program or for private companies or associations.

Criterion 2: The program documents sustained achievements in fostering advanced scholarship through a depth of knowledge, critical thinking, problem solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics.

a. Assessment Results Documented by the Center for Academic Support and Achievement: Review of the program's Assessment Plan by the Center for Academic Support and Achievement (CASA) documents that the program uses its assessment data to improve student learning, to guide improvements to the curriculum, and to achieve academic excellence.

The Department has a long record of utilizing assessment to make targeted programmatic improvements. As early as AY2002-03 we were recognized by the Provost (3rd place) for our efforts and thus have benefitted from many years of quality assessment data. In the last five years, analysis of these data has led to several marginal improvements. We have adopted a policy urging faculty to explicitly inform students of expectations for writing assignments. The assessment committee's own rubrics are available for this purpose, if desired. We have created tracks to provide students with sequencing of related courses through our program. We have created two new courses and we have added a statistical package, EViews, to our computer classroom. In addition, we have initiatives still underway targeted at the creation of a third course, at the creation of an advisory board, and at the creation of an M.S. option.

Our main assessment measures emerge from each student's capstone experience. This occurs at the oral presentation of the student's graduate forum or at the student's thesis defense. In either case, the student is supervised throughout the project by a member of the graduate faculty. The oral presentation of the forum or the thesis defense provide an opportunity for an assessment team to make an evaluation. Additional data emerge from our assessment committee's review of student papers generated in their regular coursework and from our exit surveys. These surveys have questions directly tied to our learning objectives. Because of these procedures, our data permits us to measure our program's level of success in fostering advanced scholarship as defined by our specific learning objectives. While we are pleased with and proud of our level of success, we also strive for continuous improvement and have made important target programmatic changes as indicated above. These data are integrated into our annual assessment reports for CASA. The reports for years 2008-12 are attached in Appendix 2.1.

b. Assessment Results Documented by the Graduate School: Review of the program's plan by the Graduate School documents that the program uses its assessment data to improve student learning in areas identified by the Council on Graduate Studies. These include advancing scholarship through a depth of knowledge, critical thinking, problem-solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics.

Feedback from the Graduate School has consistently praised the Department's Graduate Assessment Plan. We are very pleased to be able to pull this quote from the Graduate School's review of our 2008-2009 Plan. "The program continues to demonstrate its excellence in the assessment of all areas outlined by the Council including direct and indirect assessment in both summative and formative contexts." In each review since, our Plan has been judged "exemplary" and in the latest review the clarity and organization as well as the continued development of the plan were specifically recommended to other programs. These reports are included in Appendix 2.2. Selected details follow. In all cases we use a 4 point scale in which the score of 4 indicates 'highly competent', 3 indicates 'competent', 2 indicates 'minimally competent', and 1 indicates 'not competent'. For each student learning area identified by the CGS, we have constructed a composite index of indicators associated with that area. Three-year moving averages of the composites are supplied below and three-year moving averages of each component indicator are available in Appendix 2.1. In 2010 our minimum expectation was raised from 2.0 to 2.5. The rubrics are included in Appendix 2.3.

Depth of Knowledge Content:

All graduate candidates are assessed on the depth of knowledge content at their capstone experience. Our rubrics specifically test whether the theory that is applied to analyzing data is relevant, how well the theory has been applied, and whether the thesis describes how theoretical limitations may have affected the reliability of the results. We expect the average score on this component of learning to exceed 3. Over the past five years, 66% of students writing a thesis have scored 3.5 or better while none have fallen below our minimum expectation. In the second type of capstone experience (graduate forum), 43% of students scored 3.5 or better while none fell below our minimum expectation.

| | 2010 | 2011 | 2012 |
|-----------------------------|------|------|------|
| Content Composite 3-year MA | 3.34 | 3.37 | 3.39 |

Critical Thinking and Problem Solving:

This is another major learning objective that the student is expected to fulfill through projects requiring application of theory to individual and social issues. Our rubric for this attribute tests if the student has creatively developed an empirical model out of the theoretical framework available in the literature. A well-crafted model of this kind will address the key problem that the researcher has identified in the project at hand. We expect the average score on this component of learning to exceed 3 on a 4-point scale.

| | 2010 | 2011 | 2012 |
|--|------|------|------|
|--|------|------|------|

| | | | |
|---------------------------------|------|------|------|
| Critical Thinking Comp. 3-yr MA | 3.24 | 3.24 | 3.22 |
| Problem Solving Comp. 3-yr MA | 3.27 | 3.3 | 3.3 |

Written and Oral Communication:

These are two of the primary traits of learning on which the department consistently assesses students through evaluation of course papers and theses as well as the thesis and graduate forum presentations. In terms of writing and oral competency, the content knowledge is evaluated together with focus, organization, and development. The written communication then adds style and mechanics, while the oral component adds effectiveness and the quality of response to the questions asked. Our expectation of an average of 3 or above in this part of assessment is easily met by the actual score of 3.4.

| | | | |
|-----------------------------|------|------|------|
| | 2010 | 2011 | 2012 |
| Oral Comm. Comp. 3-year MA | 3.45 | 3.46 | 3.48 |
| Written Comm. Comp. 3-yr MA | 3.27 | 3.26 | 3.24 |

Application of Technology:

The learning and application of quantitative methods is technology dependent and critically important in economics and we direct our substantial assessment resources in this area. We expect our graduate students to have had two semesters of statistics at the undergraduate level when they begin the graduate program. A mandatory econometrics course (ECN 4973) is further required of all the graduate students. In 2009, a course in Applied Econometrics (ECN 5433) was added to our curriculum as a follow-up to our assessment efforts and continued student interest in an applied class and an additional statistical package, EViews, was added to our computer classroom. Our quantitative assessment measures inherently test both the students' understanding of statistical and econometric methods and the students' ability to apply those methods utilizing our software packages.

| | | | |
|------------------------------|------|------|------|
| | 2010 | 2011 | 2012 |
| Quantitative Comp. 3-year MA | 3.29 | 3.31 | 3.28 |

Research/Creative Activity:

At the time of the thesis defense, each student is evaluated on different aspects of research activity including the relevance and justification of the topic, how clearly hypotheses are laid out, whether methodology applied is pertinent to the specific research conducted, and how appropriately conclusions have been drawn from the results of the study.

These criteria are also applied to ECN 5900: Research Methods, which is a course required of all the students who choose the non-thesis route in their study plans. But this course is taken by most thesis writers as well since it is aimed at preparing students to do good research, and prepare an effective written and oral presentation in class. The four items in our research rubric, namely justification, hypothesis, methodology, and conclusion also remain important in the evaluation of the research papers that are written in elective courses as well.

Another way students' research abilities are tested is to see if they are successful at getting their research papers accepted at economics conferences and obtaining funding through Williams Travel Grants, sponsored through the Graduate School. Our students have been highly successful on both of these fronts. As detailed in Criterion 3, every year several graduate students participate and some present their research findings at the Missouri Valley Economic Association meetings. Some students have also presented at the Midwest and at Eastern Economic Association meetings.

The Graduate Students Investigator (GSI) award competition established by the College of Sciences is another opportunity in which our graduate students have consistently participated and succeeded. Each year at least one economics student has received the GSI award since 2004 and several students have participated in poster presentations at both COS and Graduate School events. In 2008, the economics submission that received the GSI award was recognized as the best graduate student research in the College of Sciences and in 2012 one of our students was recognized with the Graduate School's Distinguished Masters Thesis Award.

| | 2010 | 2011 | 2012 |
|------------------------------|------|------|------|
| Research Comp. Index 3-yr MA | 3.31 | 3.33 | 3.3 |

Commitment to Professional Ethics:

Discipline specific professional ethics require disclosing any conflicts of interest and require using methodology and data chosen to fairly test the question at hand. In common parlance, one must not cook the books. In the school setting, students are unlikely to have relevant financial interests to disclose and are unlikely to have financial incentives to favor particular results but they may have personal incentives to do so and often desire impressive test statistics regardless of direction. Therefore, we consider our assessments focused on methodology to inherently measure adherence to professional standards. In our Research Methods class, time is devoted early in the semester to ethical standards including general standards such as disapprobation against plagiarism as well as discipline specific standards.

| | 2010 | 2011 | 2012 |
|-----------------------------|------|------|------|
| Method. Comp. Index 3-yr MA | 3.36 | 3.36 | 3.34 |

Finally, we provide four letters of support from our alumni describing their enriching experiences in the economics graduate program. These letters are attached in Appendix 2.4.

Criterion 3: The program documents sustained achievements in expanding the curriculum with rigorous advanced courses and options offered through lectures, laboratories, seminars, forums, practicum field experiences, internships, and partnerships with education, business, and industry.

The Mission Statement of the Economics Graduate Program as revised in 2010 is as follows:

Program Mission: The program's objectives are to prepare students to become leaders in contemporary business, government, and academia by providing excellent education in applied economics. We accomplish our mission by offering flexible curriculum centered on analytical rigor, efficient quantitative methods, and effective communication skills.

To train students in modern tools of analysis, we offer basic theory courses in micro and macroeconomics, a foundation course in econometrics and an applied econometrics course. We also emphasize Research Methods as a course that exposes students to ways of conducting research in different areas of economics and trains them in professional writing and oral presentation. In addition, our students choose from a menu of elective courses in a variety of fields, such as international trade and finance, environmental and human resources, development economics, labor economics and industrial organization. Two areas of concentration for more in-depth knowledge are also currently available: Applied Microeconomics and Global Economy. Each track requires students to complete three separate courses.

The program mission highlights the types of careers students can expect to choose based on their graduate economics education at Eastern. It lists some of the fields in which the department has special strength although this list is by no means exhaustive. Economics has grown significantly in terms of its theoretical reach and empirical richness over the last 15-20 years. A small graduate program like ours, however, works best by organizing its curriculum in a way that reflects the needs of our students, and research and teaching strengths of our faculty which themselves evolve over time. The department has made adjustments in its curriculum in recent years in light of the evolving nature of the discipline, and we believe the existing structure of the program comports well with the current knowledge in the field and is consistent with our mission.

Sustained Curricular Leadership:

In recent years, the M.A. program has made five major changes in its curriculum. First, we have created two specific areas of concentration in which students can specialize. The tracks, Applied Microeconomics and Global Economy, have proved popular among students because of focused training they receive in the areas of their choice and because of their usefulness in job searches or in pursuing a Ph.D. program. Of course, students also have the flexibility to take a more diverse set of courses to complete their graduation requirements.

Second, a new course on natural resource and environmental economics (ECN 5411) was approved by CGS in 2006. This course was added to introduce a growing field in economics based on the strength of a new hire in the department. While the faculty member who first taught ECN 5411 has now left school, Dr. Tesa Leonce whose original specialization at her Ph.D. school was also in the same area will start teaching the course from next academic year. Two years ago, Dr. Leonce also developed a graduate course ECN 5480: Advanced Industrial

Organization which is being taught a second time this Spring. Both ECN 5411 and 5480 have added much strength to our Applied Microeconomics track.

Third, we have made a significant enhancement of the writing and research components in our elective courses. All such courses now require a substantial research paper. Fourth, ECN 5900: Research Methods, which is required for all students choosing the non-thesis capstone experience, has been restructured. This course has replaced a high emphasis on philosophical foundations of research with more direct elements, in their correct sequence, of how research is typically conducted in economics, leading up to the writing of a complete research paper. It trains students on reading modern economic literature, on formulating sound research questions, and most importantly, on learning a variety of tools of empirical analysis to enable students to write well, carry out estimation of appropriate statistical models, organize results, and make good oral presentations in the classroom.

Finally, five years ago the department added a new course ECN 5433: Applied Econometrics to extend our students' toolkit in handling different types of cross-section, time-series, and panel data. An analysis of these diverse datasets demands knowledge of a variety of techniques that the instructor does not have time to introduce in the mandatory basic econometrics course (ECN 4973). ECN 5433 is now taught in the Spring and has become by far the most popular course among the electives because of the ways in which it emphasizes statistically efficient model building and rigorous data analysis.

Sustained Curricular Leadership by Program Administration and Faculty:

A. Administrative Leadership: The department is led by the department chairperson, who appoints the coordinator of graduate studies.

The primary duties of the graduate coordinator include the following:

1. Leads graduate recruitment efforts
2. Processes all graduate applications
3. Submits graduate student study plans for all students
4. Oversees graduate assistantship selection process
5. Assigns graduate assistant work responsibilities each semester
6. Oversees new student orientation meetings each semester
7. Oversees Graduate Program Committee
8. Monitors evaluation of written theses and graduate forums
9. Advertises and administers selection of graduate scholarships
10. Oversees selection of distinguished graduate student (fellowship or thesis)
11. Administers graduate assistantship offers
12. Communicates with Graduate School on all assistantship and curriculum matters
13. Completes specific duties provided by the chair
14. Advises ECN faculty on Graduate School deadlines

The Department Chair serves in a leadership capacity as she assigns faculty workloads regarding graduate instruction (graduate course assignments, independent study or internship

oversight, and thesis supervision). The chair also assists in the implementation of the graduate program's mission through her:

1. Participation in the Graduate Assessment Committee
2. Annual evaluation of assistantship performance
3. Assistance in the assistantship and fellowship selection process
4. Assistance in recruitment efforts as needed
5. Management of facility and equipment in the graduate student office and the PC classroom/lab

The current graduate coordinator, Mukti Upadhyay, was appointed by the Chair to begin work in the Fall of 2007. One of the first initiatives taken by the coordinator was to start a discussion regarding the possible benefits of establishing fields of concentration that students could choose from. Following a survey of enrolled students and identification of the research strength of existing faculty, the department developed two tracks for such specialization—Applied Micro and Global Economy. With the approval of COS Curriculum Committee and CGS, the tracks came into operation in Fall 2010.

B. Graduate Faculty Leadership:

ECN graduate faculty leadership has been crucial in keeping our graduate program strong and stable. The department currently has 12 graduate faculty members including the department chair and the graduate coordinator. There was a period of turmoil in the department a few years ago caused by several retirements, resignations, and replacements. When the situation returned to normalcy, the graduate program emerged much stronger in the direction of research emphasis as compared to an exclusive focus of the retired faculty on teaching. Significant activities performed by the graduate faculty are summarized below:

1. The Graduate Program Committee consists of the coordinator of graduate studies and six other members in the department. Even without the inclusion of the department chair, the committee comprises half the graduate faculty. Such a high participation rate implies enhanced effectiveness of the committee in addressing curricular and other programmatic needs, including any recruitment, assessment and admission issues that may arise. The committee members play key leadership roles by actively participating in the selection process for assistantships and other departmental awards, and advising the graduate coordinator in a range of issues, such as student recruitment, nominations for best student research and related matters.
2. The ECN graduate faculty plays a significant role in shaping the curriculum structure and introducing new courses in the graduate program. As mentioned earlier, two important courses (ECN 5433: Applied Econometrics, and ECN 5480 Industrial Organization) have been added in the last five years under the leadership of two graduate faculty members, and a course on the Economic Development of China and India has been included under ECN 4875: Area Studies, for an intensive study of these emerging economic giants.

3. In another crucial role performed by the economics faculty, the departmental culture of graduate research mentorship has grown appreciably over the last several years. This is clear from faculty publications with students, student presentations at conferences supported by Williams Travel Grants and other sources, and a sustained record of faculty mentoring for winning competitions in the COS Graduate Student Investigator awards.
4. Members of the graduate faculty have led students on annual study trips to key financial institutions in Chicago, such as the Federal Reserve Bank, the Chicago Board of Trade, and the Government Accountability Office, and to the Missouri Valley Economic Conference meetings. These activities have provided our students with a highly rewarding experience through close observations of the specific activities professional economists perform in their fields.

More research and service activities of the graduate faculty are discussed in criterion 5.

Sustained Curricular Leadership by External Review:

The economics discipline, like many others in social sciences and humanities, does not have a formal accreditation agency or certification board to oversee the discipline. However, we have our program reviewed by an external reviewer every 10 years. In the Spring of 2006, the economics department invited Professor Michael Watts from Purdue University to provide an assessment of the entire department. Dr. Watts, who has published and worked significantly in the evaluation of economics programs and is nationally renowned in this area, displayed a relatively high degree of satisfaction with the graduate program, particularly with its activities since the last external review in 1997.

In his report, Dr. Watts made complimentary remarks on our achievements in research mentorship particularly for the students interested in writing a thesis, competing for the COS Graduate Student Investigator awards or participating in the Graduate Expo held by the Graduate School in the spring term each year.

Professor Watts' main recommendations and our implementation strategies are explained below:

- (1) Restructure the Research Methods course by putting greater emphasis on applications of theory and less or none on philosophical foundations of research methodology. As indicated earlier in this report, the course, as offered each Fall since 2008, fully reflects this reorientation.
- (2) Deemphasize or drop some course offerings, particularly the history of economic thought. While such a course could be useful at the undergraduate level, Dr. Watts said, its continuation at the graduate level would mean that students would miss out on other more important areas of current economic knowledge. Upon reviewing the national trend, the department agreed to this assessment and has stopped offering courses in this area.
- (3) Introduce courses on industrial organization and game theory. Two years ago, Dr. Tesa Leonce developed a course ECN 5480: Industrial Organization, a course that also includes

several aspects of game theory, and has now taught the course twice (SP12 and SP14). This has further enriched our Applied Microeconomics track.

- (4) Consider offering mathematics for economists course for those undergraduates who may be interested in seeking admission into a Master's program and the students starting at the graduate level who may eventually be pursuing a Ph.D. school. Mathematical economics was offered a few years ago as an independent study course by Dr. James Bruehler. As indicated in our discussion of Criterion 2, we are now moving ahead with a proposal, just passed by the department, to add a Master of Science in Economics degree that will require Mathematical Economics as a foundation course. This course will prove highly beneficial to students who intend to go on to a Ph.D. program subsequent to their Master's at Eastern.

Our next external review is due by 2016, yet the department is inviting a new reviewer for evaluation of our programs in Fall 2014.

Sustained Capstone Leadership:

The department provides two capstone experiences for the students to choose from, writing a thesis or participating in the Graduate Forum. The thesis option requires a student to write a thesis under close supervision of the student's advisor and two other committee members. This option also includes a final oral defense before the committee and other members of the department.

The Graduate Forum is the non-thesis capstone option where, under the guidance of a faculty advisor, 1 or 2 students research a current issue in economics that is assigned to them by the advisor in consultation with the Graduate Committee. The students eventually make an oral presentation to a panel of graduate faculty. Thus, the Graduate Forum also allows students to exhibit their knowledge of research methodology and economic theory. The Graduate Forum students generally present the results of their research during Graduate Expo in the Spring.

The outcomes of the thesis and graduate forum experiences have both led to several GSI awards and acceptance of papers for conference presentations for our students.

Since the research content of the Graduate Forum is, however, lighter than the content of a thesis, students choosing the Forum option are required to take two additional courses to fulfill their degree requirements.

Sustained Student Leadership:

Economics graduate students have been actively involved in campus-wide student governance through membership with the Graduate Student Advisory Council. For the last six years, two students have been members of GSAC each year. In addition, several of our students have recently served in leadership positions, including both president and vice-president, in the EIU Association of International Students. Graduate students also engage in academic and social pursuits through the Student Society for Economics (the Economics Club) which sponsors research presentations by a department faculty member or a guest speaker from another university. The Club also promotes meaningful interaction among its members and helps in charity work in the Charleston-Mattoon community.

Sustained Alumni Leadership:

The department maintains regular connections with alumni to foster alumni participation in several ways. A remarkable example of such connection is offered by a faculty-led trip to financial institutions in Chicago. Dr Tim Mason has been organizing such a trip for our students and faculty each Spring for the last 15 years. A list of institutions that our students visit annually on this trip appears in Appendix 3.1. Besides getting to know the organization and functioning of a number of institutions over a couple of days, the students meet informally with EIU economics alumni at our annual alumni reception and dinner. These receptions are well attended and provide our current students a chance to closely interact with Eastern alums and observe a wide variety of career paths open to them upon graduation. Our departmental Facebook page is frequently visited by hundreds of our alumni to get acquainted with the recent events and changes in the department.

We have planned to achieve greater engagement of economics alums in programmatic improvements, enhancement of financial resources, and strengthening of networking opportunities for our students. We have now set up an Economics Alumni Advisory Board with an approval of the bylaws of the Board by the department in February 2014. Our current goal is to have 10 alumni and other members for the inaugural meeting in April. The meeting will likely coincide with the alumni dinner during our spring financial institutions trip to Chicago. The department is also preparing to participate in a new initiative taken by the Graduate School to seek graduate assistantship support from Eastern alums. Such assistantships will be designed to attract donors who might be willing to contribute smaller amounts of money than what would be required to establish a permanent fellowship.

Outstanding Graduate Alumni Awards:

Since these alumni awards were instituted in 2005, the department has a sustained participation in these awards. For eight of the last 10 years, our nominations have impressed the selection committee to receive the Alumni Award. Since 2010, the economics awardees include: Barbara Fecso (2010), Norm Plummer (2011), Paul Straub (2013) and Chad Moutray (2014). A brief summary of their accomplishments appears in Appendix 1.3. In addition, two of our alumni, Tom Milowski and Richard Grabowski, were also recognized as outstanding alumni of EIU in 2005 during the celebration of 50 years of graduate education at Eastern. Tom Milowski has been Vice President of Bank 1 and Professor Richard Grabowski, a prolific researcher in the field of development economics, was Chair of the Economics Department at Southern Illinois University – Carbondale, IL, during 1999-2009.

Criterion 4: The program documents sustained achievements in research/creative activity with graduate students and faculty.

Sustained Student Research Leadership and Commitment:

It is important to realize that until recently students at the Master's level in the economics discipline were not expected to complete writing a paper meant for publication in academic journals. Even while doing research was strongly encouraged, publications and research presentations at economic conferences were hard to come by. Goal setting for publications and conference presentations at the Master's level or even for the first couple of years at the

Ph.D. level is uncommon. Given this background, we are pleased to report that our record of student publications and research presentations at professional meetings over the last five years has remained steady, as is evident from Appendix 4.1 that lists the names of students who made presentations of their research mostly at the Missouri Valley Economic Association meetings as well as the annual meetings of the Eastern and Midwest Economic Associations. Such an outcome has been possible because of the economics faculty's strong commitment to faculty-student mentorship, and in some cases, research collaboration.

All the conference presentations listed in Appendix 4.1 were supported by Williams Travel Grants together with some funding from the department budget. The department's attempts at showcasing student scholarship have also taken place at the Missouri Valley Economic Association conference and the Midwest (as well as Eastern) Economics Association meetings. Students who have attended or presented in these conferences have found their interaction with peer groups and professional economists to be highly rewarding. We believe that such events will also have direct or indirect payoffs in student recruitment for the program.

Among research projects recognized within the University, economics students have won a COS Graduate Student Investigator Award each year during the last 10 years, except in 2012. Most importantly, the 2008 economics recipient of the GSI award was recognized as the best in this category. In another measure of visibility, a steady stream of economics students had their research accepted for poster presentation at the Graduate School's annual Graduate Expo with up to four presentations in some years. Moreover, economics students have also participated in video showcases three times in the last four years.

Criterion 5: The program documents a sustained record of developing opportunities for the discovery and application of knowledge with graduate faculty members who reflect the University's teaching and mentoring priority and who have a record of research/creative activity and professional service.

Sustained Record of Coordinator Leadership:

The current economics graduate coordinator Mukti Upadhyay was appointed to serve in this position beginning AY2007-08. Over the last five years, the economics coordinator has served the EIU Graduate School in the following capacities:

Graduate Coordinator: 1. School Committees and EIU Award Participation:

- Chair, Research / Creative Activity Screening Committee (College of Sciences Projects), Graduate School, 2009-10
- Member, Williams Travel Award Committee, 2010-11.
- Member, Council on Graduate Studies Scholarships Committee, 2011-2012.
- Member, Graduate School Francis Meyer Hampton and Betty Wright Downing Awards Subcommittee, 2011-12.

- Member, King-Mertz Nonthesis Research/Creative Activity Screening Committee (COS Projects), Graduate School, 2011-12.
- Presented at 2011 Graduate Leaders' Fall Summit: Economics Department Partnership with Jinan University, China.
- Chair, Graduate School King-Mertz Nonthesis Research/Creative Activity Screening Committee COS Projects, 2012-13.
- Member, Global Partnerships Consortium Proposal, 2012-13.
- Member, Council on Graduate Studies Research Grants Committee, 2013-14.
- Nominated by 3 groups of graduate students, Rodney Ranes Mentoring Award, 2012.
- Nominated, College of Sciences Ringenberg Award, 2010, 2014.
- College of Sciences Research CU Assignment Award: 5 times during 2005-14.

Graduate Coordinator: 2. Other EIU Committees, Mentoring of Student Research and Paper Citations (2009-14):

- Chair, Asian Studies Colloquium Committee, 2013-14; organized colloquium on *Syria and Beyond*, October 2013.
- Panel Speaker on *Social & Economic Challenges in Asia*, Asian Studies Colloquium, October 2012.
- Chair, Asian Studies Minor Awards Committee, 2011-13.
- Sustained commitment to graduate student research mentorship. Served as the thesis supervisor for 16 graduate students since 2001.
- Published four co-authored journal articles with graduate students in the last five years; a fifth under review.
- Received CFR Summer Research Grant in 2010 and four CFR summer grants earlier together with an academic year grant
- Mentored 10 student presentations at academic conferences.
- 446 citations of Upadhyay's scholarly work (scholars.google.com)
- Nine international research presentations in Australia, China, Jordan and Nepal.

Sustained Graduate Faculty Scholarship and Leadership:

The members of economics graduate faculty have an active and sustained record of research accomplishments. Over the last five years (2009-13), our graduate faculty members have exhibited the following research achievements:

Journal articles published: 56 (previous 5 years: 42); increase 33%

Book reviews: 13 (previous 5 years: 4)

Presentations at research conferences: 49 (previous 5 years: 38), increase 29%

The recent upward trend in publications continues, with 6 publications already appearing in the first quarter of 2014. A sample of publications in ranking journals by our current members of the graduate faculty (featuring no more than one per faculty) within the last four

years appears below. The full lists of publications in peer-reviewed journals and book reviews (Appendix 5.1), conference presentations and invited lectures (5.2), mentoring of student research leading to publications (5.3), faculty awards (5.4) and other notable achievements appear in Appendices at the end of this document.

Abou-Zaid, Ahmed, and Sami Abdelwahab, "NAFTA and Sources of Real Exchange Rate Fluctuations in North America," *Journal of Sustainable Economy*, Vol. 5 (3), 2013, 239-267.

Adom, Des', Subhash Sharma, and AKM Mahbub Morshed, "Economic integration in Africa." *The Quarterly Review of Economics and Finance*, 2010, Vol. 50, Issue 3, pp. 245-253.

Dao, Minh, "Female Labor Force Participation in Developing Countries," forthcoming in *Economia Internazionale/International Economics*.

Ghent, Linda S. and Alan P. Grant, (2010). "The Demand for Lottery Products and Their Distributional Consequences," *National Tax Journal*, 63(2), 253-268.

Hickman, Daniel, and Will Olney, "Globalization and Investment in Human Capital" 2011. *Industrial and Labor Relations Review*, 64(4): 654-672.

Leonce, Tesa, "A Dynamic Model of Sustainable Tourism and Trade," forthcoming in *Southern Economic Journal*.

Devkota, Satis, and Mukti Upadhyay. "Agricultural Productivity and Poverty Reduction in Nepal," *Review of Development Economics*, 17 (4) 732-46, November 2013.

In addition to these research accomplishments, our faculty members have participated in a variety of EIU scholarly events. Such activities include, among several others, panel presentations on Syria and Beyond (Abou-Zaid, Fall 2013), Social and Economic Challenges in Asia (China, India, Korea and the Middle East; Abou-Zaid and Upadhyay, Fall 2012), Inequality and Change in Countries around the World (COS Sciencefest, Upadhyay, Spring 2013), and EIU TV interview on U.S. National Debt and Budget Deficit (Abebe, Fall 2013). Our faculty have also given invited presentations at other universities, for example on Economic Development and the Development of Natural Resources (Abebe at Ethiopian TV, July 2013), Economics of Inequality (Hickman at University of Central Oklahoma, May 2013), Economic Valuation of Health Outcomes (Hickman at UNLV, March 2013), and Financial Crisis and the Great Recession (Upadhyay at Pokhara University, July 2012). In addition, economics faculty members have been the recipients of 17 EIU or COS Awards in the last four years including three CFR summer grants, and seven Achievement and Contribution Awards in Teaching, Research and Service categories. Special mention may be made of the COS Ringenberg Award by Minh Dao in Spring 2013.

University Service: During the last five years (2009-14), members of the economics graduate faculty have provided their service as leaders or members on a large number of university and college level committees and boards: Council on Faculty Research, Faculty Senate, Faculty Development Committee, Library Advisory Board, Admission Review Committee, Judicial Board, Association of Honors Students, International Programs Advisory Committee, ATAC

Committee, Honors Council, Undergraduate Research, Scholarship and Creative Activity Committee, Board of Directors of the Panther Club, COS Sciencefest Committee, COS Graduate Student Investigator Award Committee, COS SURE Award Committee, COS Technology Committee, COS Grade Appeals Committee, and others.

Service to External Agencies: Several members of the graduate faculty have played service leadership roles in academic associations and organizations. Among numerous other activities, Dr. Linda Ghent has served as the President of the Missouri Valley Economic Association in 2012-13, and director of external relations for the MVEA in prior years. Dr. Tim Mason serves as a trustee for the Illinois Economic Association (2004-present). Dr. Mukti Upadhyay has been a co-editor of the Himalayan Journal of Development and Democracy (2005-present) together with being a member of the organizing committee for the annual Himalayan Policy Research Conference at the University of Wisconsin, now in its ninth year (2006-present). In addition, he is the editor of the newly formed Development Journal of the South which will begin publishing from Summer 2014. Dr. Upadhyay has also reviewed the research portfolio of faculty members twice at the University of Central Missouri including recently in Fall 2013 for promotion to Associate Professor and to Professor. Economics faculty has also provided peer reviews of manuscripts for 13 academic journals in the last five years.

In sum, despite a relatively small size of our graduate program, we feel that our faculty has a sustained and significant record of research and extensive service to the university, the college (COS) and other institutions and associations.

Conclusion

Based on the records of the M.A. Economics program with respect to each of the evaluation criteria, the Department of Economics requests that its M.A. program be designated *A First Choice Graduate Program at Eastern Illinois University*.

APPENDICES

Appendix 1.1: Graduate Program Brochure

Appendix 1.2: Personal Graduate Recruitment Strategies

Appendix 1.3: Selected Outstanding Economics Alumni

Appendix 2.1: Economic Annual Assessment Reports, CY2008-CY2012

Appendix 2.2: Graduate Dean's Comments on Assessment CY2008-CY2012

Appendix 2.3: M.A. Assessment Rubrics

Appendix 2.4: Letters from Four Alumni

Appendix 3.1: Institutions Visited in the Annual Chicago Financial Institutions Trip

Appendix 3.2: Summary of Outstanding Achievements of Four Economic Alumni

Appendix 4.1: Student Research Presentations at Conferences

Appendix 5.1: Faculty publications in peer-reviewed journals and book reviews

Appendix 5.2: Faculty conference presentations and Invited lectures

Appendix 5.3: Faculty mentoring of student research (Selected Items)

Appendix 5.4: Faculty awards

4890. Topics in Labor Economics (3)

Analysis of contemporary issues in labor economics, including labor history, collective bargaining, poverty, compensation structure, discrimination, and wage differentials. Prerequisite: ECN 2802 or permission of the instructor.

4950. Independent Study. (2 or 3)

Independent study in economics. Designed for individual student needs at either the undergraduate or graduate level. Prerequisite: ECN 2802 and pre-registration conference with the chair of the department.

4973. Introduction to Econometrics. (3)

A study of regression estimations, tests and prediction, estimation problems and remedies, simultaneous equations

Courses numbered 5000-5499 may be taken by seniors whose GPA is 2.75 or higher with permission of the instructor and the Dean of the Graduate School. Courses numbered 5500 and above are open only to students who have been admitted to the Graduate School.

5401. Advanced Macroeconomic Theory. (3)

Advanced analysis of theories of income, employment, interest rate, and inflation under conditions of sticky and flexible prices and wages; investigation of short-run business cycles and long-run growth. Prerequisite: ECN 4801 or permission of the instructor.

5402. Advanced Microeconomic Theory. (3)

In-depth analysis of consumer and producer optimization in different types of market, development of the theories of distribution. Prerequisite: ECN 4802 or permission of the instructor.

5411. Seminar in Natural Resource and Environ. Economics. (3)

Natural resources and their optimal exploitation using fishery, forestry, and minerals extraction models; environmental regulation and management. Prerequisites: ECN 3810 or permission of the instructor.

5421. Seminar in Recent History of Economic Thought. (3)

A study of the best minds in economics that have scientifically developed propositions since 1900. Prerequisite: ECN 4520 or permission of the instructor.

5433. Applied Econometrics (3)

Second course in the econometrics sequence; analysis of time-series, cross section, and panel data; limited dependent variables. Prerequisite: ECN 4973 or permission of the instructor.

5441. Seminar in Monetary Theory. (3)

Critical inquiry into the nature of demand and supply of money and the effect of monetary policy on national . . . Prerequisite: ECN 4840 or equivalent.

5451. Seminar in Public Finance. (3)

A study of the relationship between the public sector and the rest of the economy. Prerequisite: ECN 4801 and 4802.

5461. Seminar in International Economics. (3)

A study of the pure and monetary theories of international economics. Prerequisite: ECN 3860 or permission of the instructor.

5471. Seminar in Economic Development. (3)

Analysis of poverty, inequality, and growth; labor, land, and credit markets; trade, and political economy of development. Prerequisite: ECN 4570 or permission of the instructor.

5480. Advanced Industrial Organization. (3)

Firms' interaction with other economic agents in markets; structure and performance of firms in various industries, and their effect on economic welfare.

5491. Seminar in Labor Economics. (3)

Theory of wages and employment; applications of theory to contemporary problems. Prerequisite: ECN 3890 and/or permission of the instructor.

5493. Economics of Human Resources. (3)

A study of current problems in the areas of human development and utilization. Prerequisites: ECN 3890 and/or permission of the instructor.

5900. Research Methods. (3)

All aspects of the writing of a research paper including statement of problem, literature review, research design and hypothesis formation; analysis of economic data, interpretation of results and understanding of policy implications; study of research methods in various sub-fields of economics.

5950* Thesis. (3 to 6) (Credit / No Credit)

5960 Economics Graduate Forum (1)

Panel presentation of research on a current issue.

5980* Internship in Economics. (1 to 3) (Credit / No Credit)

May be repeated for a second semester. Supervised internship in a private business or a government agency. Prerequisites: Graduate standing and approval of the chairperson. A maximum of nine semester hours may be earned in a combination of 5950, 5980, 5990.

5990* Independent Study. (1 to 6)

***NOTE:** A maximum of nine semester hours may be earned in a combination of 5950, 5980, and 5990.



ECONOMICS GRADUATE PROGRAM (MASTER OF ARTS)

The M.A. degree in the Department of Economics at Eastern Illinois University is designed to provide a broad background necessary for jobs at state and federal governments and private industry, skills for junior college teachers, and for applicants to Ph.D. programs. Our students have joined Ph.D. programs at many schools including, among others, California-Riverside, Georgetown, Illinois-Chicago, Oregon, Oklahoma State, Southern Illinois, and Wayne State. Our students love close consultation with our faculty for their thesis work and other academic success.

Data analysis through econometric applications of theory is highly emphasized in our program. Students write research papers in many field courses as well as in Applied Econometrics and Research Methods. Our students gain enriching experiences from their research presentations at the Missouri Valley and Midwest economics conferences. Our spring field trip to Chicago financial institutions has been an excellent source of practical knowledge for our students.

ADMISSION

The admission guidelines of the Graduate School are available in the Graduate Catalog. For specific requirements of admission to the MA in Economics program, please refer to <http://castle.eiu.edu/economics/?page=GFAQ>. While we expect many applicants will have completed 18 semester hours of undergraduate coursework in economics, substantial prior training in economics is not required for admission. We have had students from a variety of backgrounds in the past including economics, business, statistics, mathematics, information systems and history. The GRE is not required for admission, but we expect letters of recommendation and a statement of purpose from all applicants.

DEGREE REQUIREMENTS

There are two alternative ways to complete the requirements for the degree—the thesis or the non-thesis option. Students complete either 30 semester hours of courses with the thesis option, or 34 hours with the non-thesis option. The thesis gives 3 credit hours, while the rest of the required hours are completed by taking nine other courses. The non-thesis option requires completing a graduate forum (supervised research and presentation) and 11 courses.

COURSES OFFERED (credit hours)

- ECN 4751 Managerial Economics (3)¹
 ECN 4801 Intermediate Macroeconomic Theory (3)¹
 ECN 4802 Intermediate Microeconomic Theory (3)¹
 ECN 4813 Economics of E-Europe and Eurasia (3)¹
 ECN 4803 Mathematical Economics (3)¹
 ECN 4840 Money and Banking (3)¹
 ECN 4850 Economic Analysis of Law (3)¹
 ECN 4861 International Economic Problems (3)¹
 ECN 4875 Area Studies (ec. dev. of an international region) (3)¹
 ECN 4890 Topics in Labor Economics (3)¹
 ECN 4900 Issues in Economics (3)¹
 ECN 4950 Independent Study (2-3)¹
 ECN 4973 Introduction to Econometrics (3)¹
 ECN 5401 Advanced Macroeconomic Theory (3)
 ECN 5402 Advanced Microeconomic Theory (3)
 ECN 5411 Seminar in Natural Resource and Environment Econ (3)
 ECN 5421 Seminar in Recent History of Economic Thought (3)
 ECN 5433 Applied Econometrics (3)
 ECN 5441 Seminar in Monetary Theory (3)
 ECN 5451 Seminar in Public Finance (3)
 ECN 5461 Seminar in International Economics (3)
 ECN 5471 Seminar in Economic Development (3)
 ECN 5480 Advanced Industrial Organization (3)
 ECN 5491 Problems in Labor Economics (3)
 ECN 5493 Economics of Human Resources (3)
 ECN 5900 Research Methods (3)
 ECN 5950 Thesis (3-6)²
 ECN 5960 Economics Graduate Forum (1)
 ECN 5980 Internship (1-3)²
 ECN 5990 Independent Study (1-6)²

¹Limit of 9 semester hours of these courses.

²Limit of 9 semester hours of these courses.

FINANCIAL ASSISTANCE

Prospective students may apply for financial assistance through the university's Office of Financial Aid or Office of International Students and Scholars. Prospective students may also apply for a graduate assistantship in the Economics Department. Assistantships pay \$7,785 for the nine months of the normal academic year, and also provide a tuition waiver for Fall, Spring, and Summer terms. Applications must be received by March 1, accompanied by letters of recommendation and a statement of purpose. The Department awards assistantships on the basis of past academic performance and future potential. Since graduate assistants tutor undergraduate students, it is required that applicants speak English fluently. Also available is a Patrick Lenihan Fellowship for applicants who aspire to join a Ph.D. program in Economics subsequent to their Master's degree at EIU. The fellowship also pays the tuition for one year and grants a monthly stipend for nine months.

ECONOMICS GRADUATE FACULTY

- ABEBE, Teshome (Ph.D., Northern Illinois University; 1980)
 Monetary, Development, and International Finance
- ABOU-ZAID, Ahmed (Ph.D., Southern Illinois University; 2008)
 Macroeconomics, Monetary and Financial Econ
- ADOM, Assande (Ph.D., Southern Illinois University; 2007)
 International and Monetary Economics
- BRODSKY, Noel (Ph.D., University of Illinois; 1988)
 Economic Development, International Trade and Finance
- BRUEHLER, James (Ph.D., University of Illinois; 1993)
 International Trade, Law and Economics, Money
- DAO, Minh Quang (Ph.D., University of Illinois; 1987)
 Economic Development, Macroeconomics, Statistics
- GHENT, Linda (Ph.D., N. Carolina State University; 1994)
 Microeconomics, Labor, Health Economics
- HICKMAN, Daniel (Ph.D., University of Colorado; 2010)
 Labor, Public Economics, Urban and Regional Econ
- LEONCE, Tessa (Ph.D., University Of Wyoming; 2008)
 Industrial Organization, Environmental Economics
- MASON, Timothy I. (Ph.D., Indiana University; 1989)
 International Trade, Experimental Economics, Labor
- MOSHAGH, Ali (Ph.D., University of Arkansas; 1988)
 International Trade, Agricultural Economics
- UPADHYAY, Mukti P. (Ph.D., Johns Hopkins University; 1995)
 Development, International, Macro, Econometrics



ECONOMICS COURSES FOR JUNIORS, SENIORS, AND GRADUATE STUDENTS:

It is strongly recommended that students complete Mathematics 2110C and 2120C before enrolling in Economics (ECN) courses numbered 4750 and above.

4751. Managerial Economics. (3)
 Application of economic theory and method to managerial decision making. Prerequisites: ECN 2802 and Management 2810; or ECN 3971; or permission of the instructor.
4801. Intermediate Macroeconomic Theory. (3)
 Determination of national income, employment, and interest rate, and factors affecting inflation and economic growth. Prerequisite: ECN 2802.
4802. Intermediate Microeconomic Theory. (3)
 Analysis of the product and factor price theories under alternative forms of market structure. Prerequisite: ECN 2802
4803. Mathematical Economics. (3)
 Application of mathematical tools in economics, including linear algebra, differential calculus and integral calculus. Prerequisite: ECN 4802 or permission of the instructor.
4813. The Economics of Eastern Europe and Eurasia. (3)
 Analysis of the economic structure of the evolving new nations after the breakup of the Soviet Bloc. Prerequisite: ECN 2802 or permission of the instructor.
4840. Money and Banking. (3)
 Money and banking in the modern economy; theory of monetary policy. Prerequisite: ECN 2802 or the equivalent.
4850. Economic Analysis of Law. (3)
 Property, contracts, torts, criminal law. Emphasis on the study of economic forces in the evolution of the rule of law and application of economic reasoning techniques to the critique of legal institutions. Prerequisite: ECN 2802.
4861. International Economic Problems. (3)
 Current issues such as balance of payments adjustment, exchange rate policy, and international monetary mechanism. Prerequisite: ECN 3860 or permission of the instructor.
4875. Area Studies. (3)
 Study of economic development in a specific geographical area, such as Tropical Africa, S. and SE Asia, Middle East, or L. America. The course may be repeated with each change of topic. Prerequisite: ECN 2802 or permission of the instructor.

Appendix 1.2

Personal Graduate Recruitment Strategies

When information is received about interest of a prospective applicant either directly from the individual, or from other sources such as colleagues at other institutions, an EIU Graduate School representative, or faculty contact, the following strategies are employed in our marketing efforts:

1. The prospective student is contacted immediately by the graduate coordinator, normally by email.
2. An effort is made by the graduate coordinator to follow up with a phone conversation. In doing so, we hope to identify the student's primary research interest, professional interest in economics or in major "concentration" in our program.
3. The graduate coordinator keeps the conversation going with several email exchanges to determine if the prospective student has any questions at any time. The graduate coordinator highlights the strengths of our graduate program, especially its success in fostering faculty mentorship of students including faculty-student joint research opportunities, and our students' numerous research accomplishments.
4. In the event that the graduate coordinator identifies a strong research interest or concentration from the prospective student, the student is invited to make a campus visit if he or she is from Illinois or neighboring states. The effort occasionally results in a campus visit that leads to a face to face interaction with the coordinator and several other faculty members. With a few international students, the Skype conversation has also facilitated recruitment in some cases.
5. In some cases, the coordinator contacts our alums and a former faculty member who has moved to another school for help with recruitment when it is revealed on the email or phone conversation that the prospective student knows one of our alums or our former colleague. This has led to the recruitment of three students in the last four years.
6. In addition to the items listed above, the coordinator arranges meetings at conferences with colleagues from other universities to identify potential graduate students. He has also visited several colleges in recent years including Westminster College in MO, and Eastern Kentucky University in KY, and (with Dr. Ali Moshtagh) Bradley University in Peoria to talk to classes of senior students.

Appendix 1.3

Outstanding Achievements of Four Economics Alumni

Barbara Fecso: Winner, of 2010 Outstanding Graduate Alumni Award

Dr. Barbara Fecso completed her undergraduate degree in Economics in 1976 and M.A. in 1978. Her scholarly excellence was so apparent, the Department asked her to join the faculty to teach our two principles courses (micro- and macroeconomics) at which she excelled. Subsequently, Barbara joined Purdue University and completed her PhD in Agricultural Economics in 1994, focusing particularly in the areas of Policy and Natural Resources. Having joined the US Department of Agriculture in 1997, she, as the principal economist, frequently provided technical support at Congressional hearings. On behalf of the USDA's Department of Civil Rights, Barbara estimated actual damages befalling socially disadvantaged farmers who were declined federal farm loans. Since 2002, Barbara has been heavily involved in the preparation of farm bills, rewriting the sugar program regulations, and helping with the purchase of surplus sugar to divert it into bioenergy production. She serves as the key program manager for the federal domestic sugar program and serves as a conduit between the industry, top management of the U.S. Department of Agriculture (USDA) and other related federal agencies on matters related to the operation of the domestic sugar program. She conducts policy analysis and provides input to the Undersecretary of Agriculture and Congress regarding issues associated with the current sugar program. In the aftermath of Hurricanes Katrina and Rita, Dr. Fecso's work with disaster victims to ensure the appropriation and distribution funds, was recognized with a Farm Service Agency Administrator's Award. Clearly, Barbara has served as an outstanding representative of EIU.

Norm Plummer: Winner, 2011 Outstanding Graduate Alumni Award

Mr. Norman Plummer completed his M.A. in Economics from Eastern Illinois University in 1972, and immediately found an excellent position at Protection Mutual Insurance Company in Park Ridge, Illinois. Protection Mutual was an insurer of large commercial property risks with over 600 employees worldwide. Norm steadily rose through the company ranks to Vice President of Information Technology. He was instrumental in reorganizing the company's implementation of work-in-process tracking, procedure redesign, and training and development leading to a 40 percent improvement in policy transaction turnaround within nine months. Norm left Protection Mutual in 1999 and organized a new software development company, Bigston Information Technologies (BIT). Based in Elk Grove Village, Illinois, BIT specializes in web-based production tracking and control systems. An example of the excellence of Norm's work at Bigston involved setting up an operation for the assembly of electronic subway signs for Kawasaki Railcar, a company supplying subway cars to New York City Transit. These were state-of-the-art signs displaying train stops - programmable, wireless, and so on. In spite of the rigorous safety requirements involved in subway car operation and the requisitely strict auditing and detailed testing and reporting, BIT's work was certified for production within 60 days. Building on the impressive successes in his career, in 2010 Norm reincorporated BIT into his privately owned company, Haeiwacom (HAY-wa-com) Inc. This firm specializes in providing software and software services for real-time data capture and reporting from business processes.

Paul Straub: Winner, 2013 Outstanding Graduate Alumni Award

Dr. Paul Straub, Ph.D., completed his Bachelor of Arts in 1985 and his Masters of Arts in 1986 in Economics from Eastern Illinois University. Paul enrolled in University of Illinois' Ph.D. program in Economics and completed his Ph.D. in 1991 on strategic decision-making. Returning to EIU as Dr. Straub, Paul taught for the Economics Department for two years. In 1992, Paul received a grant to study as a Summer Scholar at Stanford University's Center for Advancement in the Behavioral Sciences and was, in 1993, awarded a two-year post-doctoral fellowship at Northwestern University's Kellogg Graduate School of Management. His studies at Stanford and Northwestern led to the publication of two papers on negotiation and bargaining about which two Nobel Prize winning economists, Vernon Smith and Robert Aumann, have spoken favorably. After a two-year stint as a statistical consultant elsewhere, Paul launched his career in market research with Marketing Analytics. By the time he left Marketing Analytics for his current position with The Nielsen Company, he had risen to the presidency of Marketing Analytics, which, starting from 4, now had over 50 employees in downtown Evanston. Working for Sears as his first client, Paul helped develop a system that estimated price elasticities for each of the more than 500,000 products that Sears sold, and updated the estimates every six months. Paul went on to designing a system that solved a non-linear programming problem involving hundreds of thousands of decision variables and thousands of constraints in order to generate optimal recommendations for how Sears should spend on advertising during the following year. Since 2007 Dr. Straub has been the Vice President of Global Research and Development for The Nielsen Company, a worldwide leader in research in the area of Price and Promotion practices.

Chad Moutray: Winner, 2014 Outstanding Graduate Alumni Award

Dr. Chad Moutray currently serves as the Chief Economist for the National Association of Manufacturers, the largest association for all manufacturing firms in the country. Chad graduated summa cum laude with a B.A. in Economics in 1991 and an M.A. in Economics in 1992, both from Eastern Illinois University. He completed his Ph.D. in Economics in 1996 and promptly joined Robert Morris University in Chicago. Dr. Moutray taught Economics and Finance and also served as the Dean of the School of Business Administration for about five years. As the Dean at such an early stage in his career, Chad supervised 40 full-time and over 100 adjunct faculty members at Robert Morris. In 2002, in a new career path, he started working as Chief Economist and Director of Economic Research at the U.S. Small Business Administration (SBA) where he supervised seven economists and reported directly to the Chief Counsel for Advocacy, a Presidential appointee confirmed by the U.S. Senate. Among multiple other activities, Chad informed the public on trends and directions in small businesses through his frequent appearances on Bloomberg, CNN, CNBC, Fox Business, PBS Nightly News and other television networks. Dr. Moutray's rich experiences in research and public advocacy on behalf of small businesses have recently led him to open still another chapter in his career in 2011, now as Chief Economist at the National Association of Manufacturers (NAM). Dr. Moutray has a painstaking job of monitoring, analyzing, and reporting data that relate to the entire manufacturing industry in the U.S. that produces goods worth \$2 trillion, employs 12 million people, and accounts for two-thirds of the entire private R&D budget in the country. His informed comments still air frequently and are available for public viewing on TV.

Appendix 2.1

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM **CY 2008**

Degree and
Program Name:

M.A. in Economics

Submitted By:

Linda S. Ghent

PART ONE

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 15**. Worksheets should be sent electronically to cskjs@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

| 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. Graduates of the MA program in Economics will be able to think critically and solve problems by applying theory to analyze individual and social issues. | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.04 (N = 4). No students under 2.0. No students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Analysis and Response to Questions. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.08 (N = 4). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.08 (N = 4). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate thesis. Method. Committee/Person responsible: Graduate Advisor and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.78 (N = 3). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|---|--|
| Graduate thesis. Hypotheses. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.56 (N = 3). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 4.00 (N = 3). No students under 2.0. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Analysis and Response to Questions at Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.56 (N = 3). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Theory: Relevance. Committee/Person responsible: Theory Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.33 (N = 6). No students below 2.0. No students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Theory: Limits. Committee/Person responsible: Theory Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.25 (N = 6). No students below 2.0. No students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Theory: Application. Committee/Person responsible: Theory Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.17 (N = 6). No students below 2.0. No students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Writing: Content. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.0 (N = 6). No students below 2.0. One student rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Writing: Development. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.83 (N = 6). No students below 2.0. One student rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|---|--|
| <p>Papers in graduate courses.¹ Quantitative: Model. Committee/Person responsible: Quantitative Subcommittee.</p> | <p>Average = 3.00 (N = 6). No students below 2.0. No students rated "highly competent" (3.5 or higher).</p> | <p>Average above 3 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 Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Research: Justification. Committee/Person responsible: Research Subcommittee.</p> | <p>Average = 3.17 (N = 6). No students below 2.0. Two students rated "highly competent" (3.5 or higher).</p> | <p>Average above 3 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 Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Research: Hypotheses. Committee/Person responsible: Research Subcommittee.</p> | <p>Average = 2.33 (N = 6). No students below 2.0. No students rated "highly competent" (3.5 or higher).</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").</p> | <p>This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Research: Method. Committee/Person responsible: Research Subcommittee.</p> | <p>Average = 2.67 (N = 14). No students below 2.0. No students rated "highly competent" (3.5 or higher).</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").</p> | <p>This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Research: Conclusion. Committee/Person responsible: Research Subcommittee.</p> | <p>Average = 2.83 (N = 6). No students below 2.0. No students rated "highly competent" (3.5 or higher).</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").</p> | <p>This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Exit interview of MA students. "The graduate program in economics provided me with a solid foundation in economic theory." Committee/Person responsible: Chair and Survey Coordinator.</p> | <p>Average = 4.17 (N = 6)</p> | <p>Average above 4 on a 5-point Likert scale.</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Exit interview of MA students. "The graduate program in economics developed my capability to apply economic theory to new situations." Committee/Person responsible: Chair and Survey Coordinator.</p> | <p>Average = 4.33 (N = 6)</p> | <p>Average above 4 on a 5-point Likert scale.</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |

| | | | | |
|---|---|--|---|---|
| | Exit interview of MA students. "The graduate program in economics developed my ability to formulate good research problems." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 3.83 (N = 6) | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit interview of MA students. "The graduate program contributed to my ability to select and apply appropriate research methods." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.00 (N = 6) | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.17 (N = 6) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| 2. Graduates of the MA program in Economics will be able to formulate salient research questions. | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. | Effective. | Superior | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.04 (N = 4). No students under 2.0. No students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Organization. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.38 (N = 4). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| | Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.08 (N = 4). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate thesis. Research Justification. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 4.00 (N = 3). No students under 2.0. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|---|--|
| Graduate thesis. Research Hypotheses. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.56 (N = 3). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 4.00 (N = 3). No students under 2.0. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Organization of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.44 (N = 3). No students under 2.0. One student rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Development of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.67 (N = 3). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Justification. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.17 (N = 6). No students below 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Hypotheses Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.33 (N = 6). No students below 2.0. No students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Methods. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.67 (N = 6). No students below 2.0. No students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | | |
|--|---|--|---|---|
| | Papers in graduate courses. Research: Conclusion. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.83 (N = 6). No students below 2.0. No students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit interview of MA students. "The graduate program in economics contributed to my ability to formulate good research problems." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 3.83 (N = 6) | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.17 (N = 6) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. | Effective. | Superior. | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| 3. Graduates of the MA program in Economics will be able to select and apply appropriate research methods. | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.04 (N = 4). No students under 2.0. No students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Organization. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.38 (N = 4). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.08 (N = 4). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| | Graduate thesis: Research Methods. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.78 (N = 3). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|---|---|
| Graduate thesis. Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 4.00 (N = 3). No students under 2.0. Three students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate Thesis. Organization of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.44 (N = 3). No students under 2.0. One student rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise graduate curriculum. |
| Graduate thesis. Development of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.67 (N = 3). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Methods. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.67 (N = 6). No students below 2.0. No students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Paper in graduate courses. ¹ Computer and Quantitative: Model. Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.00 (N = 6). No students below 2.0. No students rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |
| Paper in graduate courses. ¹ Computer and Quantitative: Data. Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.83 (N = 6). No students below 2.0. No students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Paper in graduate courses. ¹ Computer and Quantitative: Procedures Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.83 (N = 6). No students below 2.0. No students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | | |
|--|--|--|---|---|
| 4. Graduates of the MA program in Economics will be able to communicate effectively. | Paper in graduate courses. Computer and Quantitative: Tests. Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.17 (N = 6). No students below 2.0. One student rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |
| | Exit interview of MA students. "The graduate program in economics contributed to my ability to select and apply appropriate research methods." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.00 (N = 6) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.17 (N = 6) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise graduate curriculum. |
| 4. Graduates of the MA program in Economics will be able to communicate effectively. | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.04 (N = 4). No students under 2.0. No students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Focus. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.85 (N = 4). No students under 2.0. No students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Organization. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.38 (N = 4). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.08 (N = 4). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|---|---|
| Graduate Forum (non-thesis option). Oral Effectiveness. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.04 (N = 4). No students under 2.0. No students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate Forum (non-thesis option). Analysis and Response to Questions. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.08 (N = 4). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 4.00 (N = 3). No students under 2.0. Three students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Focus of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 4.00 (N = 3). No students under 2.0. Three students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Organization of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.44 (N = 3). No students under 2.0. One student rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Development of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.67 (N = 3). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Effectiveness of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.44 (N = 3). No students under 2.0. One student rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Analysis and Response to Questions at Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.56 (N = 3). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|--|--|---|---|
| Graduate thesis. Content. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 4.00 (N = 3). No students under 2.0. Three students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Focus. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 4.00 (N = 3). No students under 2.0. Three students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Organization. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.67 (N = 3). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Development. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.56 (N = 3). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Style. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.56 (N = 3). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Mechanics. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.56 (N = 4). No students under 2.0. Two students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. Writing: Content. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.00 (N = 6). No students below 2.0. One student rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|--|---|--|--|
| Papers in graduate courses. ¹ Writing: Focus. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.83 (N = 6). No students below 2.0. One student rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.67 (N = 6). No students below 2.0. No students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Writing: Organization. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.83 (N = 6). No students below 2.0. One student rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.83 (N = 6). No students below 2.0. One student rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Writing: Style. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.83 (N = 6). No students below 2.0. One student rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.17 (N = 6). No students below 2.0. No students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Writing: Mechanics. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.83 (N = 6). No students below 2.0. One student rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.17 (N = 6). No students below 2.0. No students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Exit interview of MA students. "The graduate program in economics developed my ability to communicate effectively." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.00 (N = 6) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.17 (N = 6) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Quinquennial external assessment. Committee/Person responsible: Outside evaluator. | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | | |
|--|---|--|------------------------|---|
| 5. Graduates of the MA program in Economics will be trained in a wide variety of fields within the discipline. | Exit survey of MA students. "The graduate program in economics increased my awareness of real-world economic issues." Committee/Person responsible: Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.17 (N = 6) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics made me a better-informed citizen." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.00 (N = 6) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| 6. Graduates of the MA program in Economics will be well-informed citizens with increased awareness of real-world economic issues. | Exit survey of MA students. "The graduate program in economics increased my awareness of real world economic issues." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.17 (N = 6) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics made me a better-informed citizen." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.00 (N = 6) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics developed my capability to apply economic theory to new situations." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.33 (N = 6) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |

¹Copies of all papers written in graduate 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, and 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.

We have rewritten objective #1 to include problem solving and critical thinking and objective #5 to examine outcomes more than preferences. Objective #6 ("... will be adequately prepared for employment") was considered to be embodied in objectives #1 through #4 and therefore its measures were moved to those objectives.

We have also included information on the number of students found to be "highly competent" in each category.

Given the year-to-year variations in the assessment results for specific items, the Department plans to look at three- or five-year averages before making any significant changes to the curriculum. This examination will take place during the upcoming academic year and will be reported in our next assessment review for CY 2009.

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?

A new course (Applied Econometrics) was approved by the Council for Graduate Studies in Fall 2008 and is currently being taught for the first time in Summer 2009. This course was developed based on feedback from students and alumni who wanted more hands-on work with data analysis. This may also improve students' ability to formulate research.

The department has continued its use of new technologies in our instruction based on feedback from students and alumni through our surveys. Students continue to have access to the three most widely used statistical software programs (SPSS, SAS, and Stata) in our classroom/computer lab. We are adding another software this summer (EViews) that is used to examine time-series data. These programs are used in both the Econometrics sequence and Research Methods course. In addition, students are completing empirical research papers in most graduate elective courses. The classroom/computer lab will also be equipped with a SMART Board in Summer 2009.

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM **CY 2009**

Degree and
Program Name:

M.A. in Economics

Submitted By:

Linda S. Ghent

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 15**. Worksheets should be sent electronically to cskis@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

PART ONE

| What are the Learning Objectives? | How and When are they Assessed? Committee/Person Responsible? | Expectations | Results (3-year average) | How will results be used? Committee/Person Responsible. |
|---|---|--|---|--|
| 1. Graduates of the MA program in Economics will be able to think critically and solve problems by applying theory to analyze individual and social issues. | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.42 (N = 13). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Analysis and Response to Questions. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.00 (N = 13). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.30 (N = 13). No students under 2.0. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate thesis. Method. Committee/Person responsible: Graduate Advisor and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.54 (N = 9). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|---|---|
| Graduate thesis. Hypotheses. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.52 (N = 9). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.11 (N = 9). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Analysis and Response to Questions at Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.30 (N = 9). No students under 2.0. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Theory: Relevance. Committee/Person responsible: Theory Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.13 (N = 26). No students below 2.0. Nine students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| Papers in graduate courses. ¹ Theory: Limits. Committee/Person responsible: Theory Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.75 (N = 26). No students below 2.0. No students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Theory: Application. Committee/Person responsible: Theory Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.00 (N = 26). No students below 2.0. Eight students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| Papers in graduate courses. ¹ Writing: Content. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.48 (N = 26). No students below 2.0. Eleven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| Papers in graduate courses. ¹ Writing: Development. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.06 (N = 26). No students below 2.0. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |

| | | | |
|---|---|---|--|
| <p>Papers in graduate courses.¹ Quantitative: Model. Committee/Person responsible: Quantitative Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").</p> | <p>Average = 3.35 (N = 6). No students below 2.0. Ten students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Research: Justification. Committee/Person responsible: Research Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").</p> | <p>Average = 3.17 (N = 26). No students below 2.0. Eight students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Research: Hypotheses. Committee/Person responsible: Research Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").</p> | <p>Average = 2.85 (N = 26). No students below 2.0. Three students rated "highly competent" (3.5 or higher).</p> | <p>This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Research: Method. Committee/Person responsible: Research Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").</p> | <p>Average = 3.14 (N = 26). No students below 2.0. Seven students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Research: Conclusion. Committee/Person responsible: Research Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").</p> | <p>Average = 2.81 (N = 26). No students below 2.0. Two students rated "highly competent" (3.5 or higher).</p> | <p>This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Exit interview of MA students. "The graduate program in economics provided me with a solid foundation in economic theory." Committee/Person responsible: Chair and Survey Coordinator.</p> | <p>Average above 4 on a 5-point Likert scale.</p> | <p>Average = 4.50 (N = 16)</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Exit interview of MA students. "The graduate program in economics developed my capability to apply economic theory to new situations." Committee/Person responsible: Chair and Survey Coordinator.</p> | <p>Average above 4 on a 5-point Likert scale.</p> | <p>Average = 4.50 (N = 16)</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |

| | | | | |
|---|---|--|--|---|
| 2. Graduates of the MA program in Economics will be able to formulate salient research questions. | Exit interview of MA students. "The graduate program in economics developed my ability to formulate good research problems." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.25 (N = 16) | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit interview of MA students. "The graduate program contributed to my ability to select and apply appropriate research methods." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.38 (N = 16) | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.25 (N = 16) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. | Effective. | Superior | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.42 (N = 13). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Organization. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.46 (N = 13). No students under 2.0. Eight students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| | Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.30 (N = 13). No students under 2.0. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate thesis. Research Justification. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.74 (N = 9). No students under 2.0. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|---|---|---|
| Graduate thesis. Research Hypotheses. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.54 (N = 9). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.11 (N = 9). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Organization of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.32 (N = 9). No students under 2.0. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Development of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.44 (N = 9). No students under 2.0. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Justification. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.17 (N = 26). No students below 2.0. Eight students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Hypotheses Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.85 (N = 26). No students below 2.0. Three students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Methods. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.14 (N = 26). No students below 2.0. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | | |
|--|---|--|--|---|
| | Papers in graduate courses. Research: Conclusion. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 2.81 (N = 26). No students below 2.0. Two students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit interview of MA students. "The graduate program in economics contributed to my ability to formulate good research problems." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.25 (N = 16) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.25 (N = 16) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. | Effective. | Superior. | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| 3. Graduates of the MA program in Economics will be able to select and apply appropriate research methods. | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.42 (N = 13). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Organization. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.46 (N = 13). No students under 2.0. Eight students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.30 (N = 13). No students under 2.0. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| | Graduate thesis: Research Methods. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.54 (N = 9). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|---|---|
| Graduate thesis. Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.11 (N = 9). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate Thesis. Organization of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.32 (N = 9). No students under 2.0. Three students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise graduate curriculum. |
| Graduate thesis. Development of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.44 (N = 9). No students under 2.0. Six students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Methods. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.14 (N = 26). No students below 2.0. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Paper in graduate courses. ¹ Quantitative: Model. Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.35 (N = 6). No students below 2.0. Ten students rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |
| Paper in graduate courses. ¹ Quantitative: Data. Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.31 (N = 26). No students below 2.0. Nine students rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |
| Paper in graduate courses. ¹ Quantitative: Procedures Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.33 (N = 26). No students below 2.0. Eleven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |
| Paper in graduate courses. ¹ Quantitative: Tests. Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.25 (N = 26). No students below 2.0. Nine students rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |

| | | | | |
|--|--|--|--|---|
| 4. Graduates of the MA program in Economics will be able to communicate effectively. | Exit interview of MA students. "The graduate program in economics contributed to my ability to select and apply appropriate research methods." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.38 (N = 16) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.25 (N = 16) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise graduate curriculum. |
| | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.42 (N = 13). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Focus. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.34 (N = 13). No students under 2.0. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Organization. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.46 (N = 13). No students under 2.0. Eight students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.30 (N = 13). No students under 2.0. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Oral Effectiveness. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.22 (N = 13). No students under 2.0. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|---|---|
| Graduate Forum (non-thesis option). Analysis and Response to Questions. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.00 (N = 13). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate the curriculum. |
| Graduate thesis. Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.11 (N = 9). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Focus of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.50 (N = 9). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Organization of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.32 (N = 9). No students under 2.0. Three students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Development of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.44 (N = 9). No students under 2.0. Six students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Effectiveness of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.37 (N = 9). No students under 2.0. Four students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will the revise graduate curriculum. |
| Graduate thesis. Analysis and Response to Questions at Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.30 (N = 9). No students under 2.0. Four students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Content. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.72 (N = 9). No students under 2.0. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|--|--|---|---|
| Graduate thesis. Focus. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.50 (N = 9). No students under 2.0. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Organization. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.39 (N = 9). No students under 2.0. Six students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Development. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.24 (N = 9). No students under 2.0. Three students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Style. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.26 (N = 9). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Mechanics. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.47 (N = 9). No students under 2.0. Five students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. Writing: Content. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent"). | Average = 3.48 (N = 26). No students below 2.0. Eleven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|--|---|---|--|
| <p>Papers in graduate courses.¹ Writing: Focus. Committee/Person responsible: Writing Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").</p> | <p>Average = 3.17 (N = 26). No students below 2.0. Seven students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Writing: Organization. Committee/Person responsible: Writing Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").</p> | <p>Average = 3.18 (N = 26). No students below 2.0. Eight students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Writing: Development. Committee/Person responsible: Writing Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").</p> | <p>Average = 3.06 (N = 26). No students below 2.0. Four students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Writing: Style. Committee/Person responsible: Writing Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").</p> | <p>Average = 2.92 (N = 26). No students below 2.0. Three students rated "highly competent" (3.5 or higher).</p> | <p>This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Writing: Mechanics. Committee/Person responsible: Writing Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.0 for all students (no students rated "not competent").</p> | <p>Average = 2.96 (N = 26). No students below 2.0. Three students rated "highly competent" (3.5 or higher).</p> | <p>This result is lower than expected. No immediate changes planned, but will continue to monitor this average. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Exit interview of MA students. "The graduate program in economics developed my ability to communicate effectively." Committee/Person responsible: Chair and Survey Coordinator.</p> | <p>Average above 4 on a 5-point Likert scale.</p> | <p>Average = 4.13 (N = 16)</p> | <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator.</p> | <p>Average above 4 on a 5-point Likert scale.</p> | <p>Average = 4.25 (N = 16)</p> | <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Quinquennial external assessment. Committee/Person responsible: Outside evaluator.</p> | <p>Effective.</p> | <p>Superior.</p> | <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> |

| | | | | |
|--|---|--|-------------------------|---|
| 5. Graduates of the MA program in Economics will be trained to apply economic reasoning and tools to a wide range of economic issues and fields. | Exit survey of MA students. "The graduate program in economics increased my awareness of real-world economic issues." Committee/Person responsible: Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.13 (N = 16) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics made me a better-informed citizen." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.31 (N = 16) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| 6. Graduates of the MA program in Economics will be well-informed citizens with increased awareness of real-world economic issues. | Exit survey of MA students. "The graduate program in economics increased my awareness of real world economic issues." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.13 (N = 16) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics made me a better-informed citizen." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.31 (N = 16) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics developed my capability to apply economic theory to new situations." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.50 (N = 16) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |

¹Copies of all papers written in graduate 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, and 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.

We have rewritten objective #5 for clarity. Our goal is to provide students with exposure to a number of fields within the economics discipline.

We have also moved to using three-year averages for each of the measures to allow for larger sample sizes and to follow trends rather than year-to-year variations.

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?

The department has developed two new tracks for graduate students: Applied Microeconomics and Global Issues.

The department has continued its use of new technologies in our instruction based on feedback from students and alumni through our surveys. Students continue to have access to the four most widely used statistical software programs (SPSS, SAS, Stata, and EVIEWS) in our classroom/computer lab.

The Department is in the process of developing an advisory board (comprised mostly from alumni). This board will help the Department plan curriculum and instruction in the future.

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM **CY 2010**

Degree and
Program Name:

M.A. in Economics

Submitted By:

Linda S. Ghent

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 15**. Worksheets should be sent electronically to cskjs@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

PART ONE

| What are the Learning Objectives? | How and When are they Assessed? Committee/Person Responsible? | Expectations | Results (3-year average) | How will results be used? Committee/Person Responsible. |
|---|--|--|--|--|
| 1. Graduates of the MA program in Economics will be able to think critically and solve problems by applying theory to analyze individual and social issues. | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.32 (N = 12). No students under 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Analysis and Response to Questions. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.07 (N = 12). No students under 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.57 (N = 12). No students under 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate thesis. Method. Committee/Person responsible: Graduate Advisor and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.76 (N = 7). No students under 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|--|--|
| Graduate thesis. Hypotheses. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.67 (N = 7). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.88 (N = 7). No students under 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Analysis and Response to Questions at Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.69 (N = 7). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Theory: Relevance. Committee/Person responsible: Theory Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.25 (N = 19). No students below 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| Papers in graduate courses. ¹ Theory: Limits. Committee/Person responsible: Theory Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 2.89 (N = 19). Three students below 2.5. No students rated "highly competent" (3.5 or higher). | This result is lower than expected. No immediate changes planned, but will continue to monitor. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Theory: Application. Committee/Person responsible: Theory Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.09 (N = 19). One student below 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| Papers in graduate courses. ¹ Writing: Content. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.37 (N = 19). No students below 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| Papers in graduate courses. ¹ Writing: Development. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.20 (N = 19). No students below 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |

| | | | |
|---|---|--|---|
| <p>Papers in graduate courses.¹ Quantitative: Model. Committee/Person responsible: Quantitative Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> | <p>Average = 3.47 (N = 19). No students below 2.5. Twelve students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Research: Justification. Committee/Person responsible: Research Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> | <p>Average = 3.36 (N = 19). One student below 2.5. Nine students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Research: Hypotheses. Committee/Person responsible: Research Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> | <p>Average = 3.04 (N = 19). Two students below 2.5. Five students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Research: Method. Committee/Person responsible: Research Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> | <p>Average = 3.28 (N = 19). No students below 2.5. Six students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Research: Conclusion. Committee/Person responsible: Research Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> | <p>Average = 3.14 (N = 19). No students below 2.5. Three students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Exit interview of MA students. "The graduate program in economics provided me with a solid foundation in economic theory." Committee/Person responsible: Chair and Survey Coordinator.</p> | <p>Average above 4 on a 5-point Likert scale.</p> | <p>Average = 4.39 (N = 13)</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Exit interview of MA students. "The graduate program in economics developed my capability to apply economic theory to new situations." Committee/Person responsible: Chair and Survey Coordinator.</p> | <p>Average above 4 on a 5-point Likert scale.</p> | <p>Average = 4.38 (N = 13)</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |

| | | | | |
|---|---|--|---|---|
| | Exit interview of MA students. "The graduate program in economics developed my ability to formulate good research problems." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.15 (N = 13) | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit interview of MA students. "The graduate program contributed to my ability to select and apply appropriate research methods." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.23 (N = 13) | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.08 (N = 13) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006) | Effective. | Superior | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| 2. Graduates of the MA program in Economics will be able to formulate salient research questions. | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.32 (N = 12). No students under 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Organization. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.75 (N = 12). No students under 2.5. Nine students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| | Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.57 (N = 12). No students under 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|--|--|
| Graduate thesis. Research Justification. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.86 (N = 7). No students under 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Research Hypotheses. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.67 (N = 7). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.88 (N = 7). No students under 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Organization of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.67 (N = 7). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Development of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.76 (N = 7). No students under 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Justification. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.36 (N = 19). One student below 2.5. Nine students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Hypotheses Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.04 (N = 19). Two students below 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Methods. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.28 (N = 19). No students below 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | | |
|---|--|---|---|--|
| <p>3. Graduates of the MA program in Economics will be able to select and apply appropriate research methods.</p> | <p>Papers in graduate courses. Research: Conclusion. Committee/Person responsible: Research Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> | <p>Average = 3.14 (N = 19). No students below 2.5. Three students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| | <p>Exit interview of MA students. "The graduate program in economics contributed to my ability to formulate good research problems." Committee/Person responsible: Chair and Survey Coordinator.</p> | <p>Average above 4 on a 5-point Likert scale.</p> | <p>Average = 4.15 (N = 13)</p> | <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| | <p>Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator.</p> | <p>Average above 4 on a 5-point Likert scale.</p> | <p>Average = 4.08 (N = 13)</p> | <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| | <p>Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006)</p> | <p>Effective.</p> | <p>Superior.</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>3. Graduates of the MA program in Economics will be able to select and apply appropriate research methods.</p> | <p>Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> | <p>Average = 3.32 (N = 12). No students under 2.5. Six students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| | <p>Graduate Forum (non-thesis option). Organization. Committee/Person responsible: Graduate Advisor and panel of faculty.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> | <p>Average = 3.75 (N = 12). No students under 2.5. Nine students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| | <p>Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> | <p>Average = 3.57 (N = 13). No students under 2.5. Seven students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses.</p> |
| | <p>Graduate thesis: Research Methods. Committee/Person responsible: Graduate Coordinator and Thesis Committee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> | <p>Average = 3.76 (N = 7). No students under 2.5. Five students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> |

| | | | |
|---|--|---|---|
| Graduate thesis. Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.88 (N = 7). No students under 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate Thesis. Organization of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.67 (N = 7). No students under 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise graduate curriculum. |
| Graduate thesis. Development of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.76 (N = 7). No students under 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Methods. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.28 (N = 19). No students below 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Paper in graduate courses. ¹ Quantitative: Model. Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.47 (N = 19). No students below 2.5. Twelve students rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |
| Paper in graduate courses. ¹ Quantitative: Data. Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.47 (N = 19). No students below 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |
| Paper in graduate courses. ¹ Quantitative: Procedures Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.47 (N = 19). No students below 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |

| | | | | |
|--|--|--|---|---|
| | Paper in graduate courses. Quantitative: Tests. Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.36 (N = 19). No students below 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |
| | Exit interview of MA students. "The graduate program in economics contributed to my ability to select and apply appropriate research methods." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.23 (N = 13) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.08 (N = 13) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006) | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise graduate curriculum. |
| 4. Graduates of the MA program in Economics will be able to communicate effectively. | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.32 (N = 12). No students under 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Focus. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.62 (N = 12). No students under 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Organization. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.75 (N = 12). No students under 2.5. Eight students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.57 (N = 12). No students under 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|---|---|
| Graduate Forum (non-thesis option). Oral Effectiveness. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.49 (N = 12). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate Forum (non-thesis option). Analysis and Response to Questions. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.07 (N = 12). No students under 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.88 (N = 7). No students under 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Focus of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.91 (N = 7). No students under 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Organization of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.67 (N = 7). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Development of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.76 (N = 7). No students under 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Effectiveness of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.59 (N = 7). No students under 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Analysis and Response to Questions at Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.69 (N = 7). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|--|---|
| Graduate thesis. Content. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.83 (N = 7). No students under 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Focus. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.83 (N = 7). No students under 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Organization. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.74 (N = 7). No students under 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Development. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.57 (N = 7). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Style. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.53 (N = 7). No students under 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Mechanics. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.57 (N = 7). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. Writing: Content. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.37 (N = 19). No students below 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Writing: Focus. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.20 (N = 19). No students below 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|---|--|
| Papers in graduate courses. ¹ Writing: Organization. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.20 (N = 19). No students below 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Writing: Development. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.20 (N = 19). No students below 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Writing: Style. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.02 (N = 19). One student below 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Writing: Mechanics. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.08 (N = 19). One student below 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Exit interview of MA students. "The graduate program in economics developed my ability to communicate effectively." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 3.92 (N = 13) | This is slightly lower than expected. No changes planned, but we will continue to monitor. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.08 (N = 13) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006) | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | | |
|--|---|--|-------------------------|---|
| 5. Graduates of the MA program in Economics will be trained to apply economic reasoning and tools to a wide range of economic issues and fields. | Exit survey of MA students. "The graduate program in economics increased my awareness of real-world economic issues." Committee/Person responsible: Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 3.93 (N = 13) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics made me a better-informed citizen." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.16 (N = 13) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006) | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| 6. Graduates of the MA program in Economics will be well-informed citizens with increased awareness of real-world economic issues. | Exit survey of MA students. "The graduate program in economics increased my awareness of real world economic issues." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 3.93 (N = 13) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics made me a better-informed citizen." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.16 (N = 13) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics developed my capability to apply economic theory to new situations." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.38 (N = 13) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006) | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |

¹Copies of all papers written in graduate 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, and 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.

The largest change we made was to increase the minimum standard from 2.0 to 2.5. We have also noted when the Quinquennial external assessment took place (2006).

As we did last year, we are now using 3-year averages to calculate the results.

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?

There have been no new curricular changes except for the addition of a graduate course in industrial Organization (which was developed as a result of our Quinquennial external assessment in 2006).

The Department is in the process of developing an advisory board (comprised mostly from alumni). This board will help the Department plan curriculum and instruction in the future. We are also considering ways we can use information from this advisory board in the assessment of our graduate program.

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM CY 2011

Degree and
Program Name:

M.A. in Economics

Submitted By:

Linda S. Ghent

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 15**. Worksheets should be sent electronically to cskjs@eu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

PART ONE

| What are the Learning Objectives? | How and When are they Assessed? Committee/Person Responsible? | Expectations | Results (3-year average) | How will results be used? Committee/Person Responsible. |
|---|--|--|--|--|
| 1. Graduates of the MA program in Economics will be able to think critically and solve problems by applying theory to analyze individual and social issues. | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.41 (N = 9). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Analysis and Response to Questions. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.00 (N = 9). No students under 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.39 (N = 9). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate thesis. Method. Committee/Person responsible: Graduate Advisor and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.50 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|---|---|---|
| Graduate thesis. Hypotheses. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4- point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.28 (N = 6). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4- point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.64 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Analysis and Response to Questions at Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4- point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.25 (N = 6). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Theory: Relevance. Committee/Person responsible: Theory Subcommittee. | Average above 3 on a 4- point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.39 (N = 18). No students below 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| Papers in graduate courses. ¹ Theory: Limits. Committee/Person responsible: Theory Subcommittee. | Average above 3 on a 4- point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.06 (N = 18). Two students below 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| Papers in graduate courses. ¹ Theory: Application. Committee/Person responsible: Theory Subcommittee. | Average above 3 on a 4- point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.07 (N = 18). One student below 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| Papers in graduate courses. ¹ Writing: Content. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4- point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.22 (N = 18). No students below 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| Papers in graduate courses. ¹ Writing: Development. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4- point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 2.78 (N = 18). One student below 2.5. Two students rated "highly competent" (3.5 or higher). | This is slightly lower than expected. No changes planned, but we will continue to monitor. If change is necessary, the Graduate Committee and faculty will revise the graduate |

| | | | |
|--|--|--|--|
| Papers in graduate courses. ¹ Quantitative: Model. Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.11 (N = 18). No students below 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Justification. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.40 (N = 18). No students below 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Hypotheses. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.06 (N = 18). Two students below 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Method. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.11 (N = 18). No students below 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Conclusion. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.01 (N = 18). No students below 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Exit interview of MA students. "The graduate program in economics provided me with a solid foundation in economic theory." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.57 (N = 7) | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Exit interview of MA students. "The graduate program in economics developed my capability to apply economic theory to new situations." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.43 (N = 7) | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | | |
|---|---|--|---|---|
| 2. Graduates of the MA program in Economics will be able to formulate salient research questions. | Exit interview of MA students. "The graduate program in economics developed my ability to formulate good research problems." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.43 (N = 7) | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit interview of MA students. "The graduate program contributed to my ability to select and apply appropriate research methods." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.43 (N = 7) | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.00 (N = 7) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| 2. Graduates of the MA program in Economics will be able to formulate salient research questions. | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006) | Effective. | Superior | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.41 (N = 9). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Organization. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.64 (N = 9). No students under 2.5. Eight students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| | Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.39 (N = 9). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| 2. Graduates of the MA program in Economics will be able to formulate salient research questions. | Graduate thesis. Research Justification. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.50 (N = 6). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | | |
|---|-------------------------------------|--|--|--|
| Graduate thesis. Research Hypotheses. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | rated "not competent"). higher). | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.28 (N = 6). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.64 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Organization of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.61 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Development of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.61 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Justification. Committee/Person responsible: Research Subcommittee. | | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.40 (N = 18). No students below 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Hypotheses Committee/Person responsible: Research Subcommittee. | | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.06 (N = 18). Two students below 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Method. Committee/Person responsible: Research Subcommittee. | | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.11 (N = 18). No students below 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|--|--|---|---|
| <p>Papers in graduate courses. Research: Conclusion. Committee/Person responsible: Research Subcommittee.</p> <p>Exit survey of MA students. "The graduate program in economics contributed to my ability to formulate good research problems." Committee/Person responsible: Chair and Survey Coordinator.</p> <p>Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator.</p> <p>Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006)</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> <p>Average above 4 on a 5-point Likert scale.</p> <p>Average above 4 on a 5-point Likert scale.</p> <p>Effective.</p> | <p>Average = 3.01 (N = 18). No students below 2.5. Two students rated "highly competent" (3.5 or higher).</p> <p>Average = 4.43 (N = 7)</p> <p>Average = 4.00 (N = 7)</p> <p>Superior.</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| | | | |
| | | | |
| | | | |
| <p>3. Graduates of the MA program in Economics will be able to select and apply appropriate research methods.</p> | <p>Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty.</p> <p>Graduate Forum (non-thesis option). Organization. Committee/Person responsible: Graduate Advisor and panel of faculty.</p> <p>Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty.</p> <p>Graduate thesis: Research Methods. Committee/Person responsible: Graduate Coordinator and Thesis Committee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> <p>Average = 3.50 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> |

| | | | |
|---|--|--|---|
| Graduate thesis. Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.64 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate Thesis. Organization of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.61 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise graduate curriculum. |
| Graduate thesis. Development of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.61 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Method. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.11 (N = 18). No students below 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Paper in graduate courses. ¹ Quantitative: Model. Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.11 (N = 18). No students below 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |
| Paper in graduate courses. ¹ Quantitative: Data. Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.29 (N = 18). No students below 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |
| Paper in graduate courses. ¹ Quantitative: Procedures Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.31 (N = 18). No students below 2.5. Six students rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |

| | | | |
|---|--|---|--|
| <p>Paper in graduate courses. Quantitative: Tests. Committee/Person responsible: Quantitative Subcommittee.</p> <p>Exit interview of MA students. "The graduate program in economics contributed to my ability to select and apply appropriate research methods." Committee/Person responsible: Chair and Survey Coordinator.</p> <p>Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator.</p> <p>Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006)</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> <p>Average above 4 on a 5-point Likert scale.</p> <p>Average above 4 on a 5-point Likert scale.</p> <p>Effective.</p> | <p>Average = 3.38 (N = 18). No students below 2.5. Seven students rated "highly competent" (3.5 or higher).</p> <p>Average = 4.23 (N = 7)</p> <p>Average = 4.00 (N = 7)</p> <p>Superior.</p> | <p>No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses.</p> <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise graduate curriculum.</p> <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise graduate curriculum.</p> |
| | | | |
| | | | |
| | | | |
| <p>4. Graduates of the MA program in Economics will be able to communicate effectively.</p> | <p>Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty.</p> <p>Graduate Forum (non-thesis option). Focus. Committee/Person responsible: Graduate Advisor and panel of faculty.</p> <p>Graduate Forum (non-thesis option). Organization. Committee/Person responsible: Graduate Advisor and panel of faculty.</p> <p>Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |

| | | | |
|---|--|---|---|
| Graduate Forum (non-thesis option). Oral Effectiveness. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.20 (N = 9). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate Forum (non-thesis option). Analysis and Response to Questions. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.00 (N = 9). No students under 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.64 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Focus of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.61 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Organization of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.61 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Development of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.61 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Effectiveness of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.42 (N = 6). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Analysis and Response to Questions at Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.25 (N = 6). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|---|---|
| Graduate thesis. Content. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.58 (N = 6). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Focus. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.47 (N = 6). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Organization. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.64 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Development. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.33 (N = 6). No students under 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Style. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.17 (N = 6). No students under 2.5. One student rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Mechanics. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.28 (N = 6). No students under 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. Writing: Content. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.22 (N = 18). No students below 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Writing: Focus. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.29 (N = 18). No students below 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|--|--|
| Papers in graduate courses. ¹ Writing: Organization. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.21 (N = 18). No students below 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Writing: Development. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 2.78 (N = 18). One student below 2.5. Two students rated "highly competent" (3.5 or higher). | This is slightly lower than expected. No changes planned, but we will continue to monitor. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Writing: Style. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.20 (N = 18). No students below 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Writing: Mechanics. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.13 (N = 18). No students below 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Exit interview of MA students. "The graduate program in economics developed my ability to communicate effectively." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 3.86 (N = 7) | This is slightly lower than expected. No changes planned, but we will continue to monitor. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.00 (N = 7) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006) | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | | |
|--|---|--|------------------------|--|
| 5. Graduates of the MA program in Economics will be trained to apply economic reasoning and tools to a wide range of economic issues and fields. | Exit survey of MA students. "The graduate program in economics increased my awareness of real-world economic issues." Committee/Person responsible: Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 3.72 (N = 7) | This is slightly lower than expected. No changes planned, but we will continue to monitor. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics made me a better-informed citizen." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.29 (N = 7) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006) | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| 6. Graduates of the MA program in Economics will be well-informed citizens with increased awareness of real-world economic issues. | Exit survey of MA students. "The graduate program in economics increased my awareness of real world economic issues." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 3.72 (N = 7) | This is slightly lower than expected. No changes planned, but we will continue to monitor. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics made me a better-informed citizen." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.29 (N = 7) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics developed my capability to apply economic theory to new situations." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.43 (N = 7) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006) | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |

Copies of all papers written in graduate 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, and 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.

The largest change we made was to increase the minimum standard from 2.0 to 2.5. We have also noted when the Quinquennial external assessment took place (2006).

As we did last year, we are now using 3-year averages to calculate the results.

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?

There have been no new curricular changes in the MA program.

The Department continues the process of developing an advisory board (comprised mostly from alumni). This board will help the Department plan curriculum and instruction in the future. We are also considering ways we can use information from this advisory board in the assessment of our graduate program.

The Department is also planning to revamp its exit survey, and send a survey to its alumni during AY13.

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM **CY 2012**

Degree and
Program Name:

M.A. in Economics

Submitted By:

Linda S. Ghent

PART ONE

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 15**. Worksheets should be sent electronically to cskjs@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

| What are the Learning Objectives? | How and When are they Assessed? Committee/Person Responsible? | Expectations | Results (3-year average) | How will results be used? Committee/Person Responsible. |
|---|--|--|---|--|
| 1. Graduates of the MA program in Economics will be able to think critically and solve problems by applying theory to analyze individual and social issues. | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.33 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Analysis and Response to Questions. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.00 (N = 6). No students under 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.17 (N = 6). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate thesis. Method. Committee/Person responsible: Graduate Advisor and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.39 (N = 7). No students under 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|--|--|
| Graduate thesis. Hypotheses. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.14 (N = 7). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.52 (N = 7). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Analysis and Response to Questions at Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.19 (N = 7). No students under 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Theory: Relevance. Committee/Person responsible: Theory Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.28 (N = 20). No students below 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| Papers in graduate courses. ¹ Theory: Limits. Committee/Person responsible: Theory Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 2.85 (N = 20). One student below 2.5. One student rated "highly competent" (3.5 or higher). | This is slightly lower than expected. No changes planned, but we will continue to monitor. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Theory: Application. Committee/Person responsible: Theory Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 2.81 (N = 20). No students below 2.5. Two students rated "highly competent" (3.5 or higher). | This is slightly lower than expected. No changes planned, but we will continue to monitor. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Writing: Content. Committee/Person responsible: Writing Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.16 (N = 28). No students below 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| Papers in graduate courses. ¹ Writing: Development. Committee/Person | Average above 3 on a 4-point scale. Minimum | Average = 2.81 (N = 28). No students below 2.5. | This is slightly lower than expected. No changes planned. |

| | | | |
|--|--|--|--|
| responsible: Writing Subcommittee. | score of 2.5 for all students (no students rated "not competent"). | Three students rated "highly competent" (3.5 or higher). | but we will continue to monitor. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Quantitative: Model. Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.32 (N = 18). No students below 2.5. Fifteen students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Justification. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.28 (N = 28). No students below 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Hypotheses. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 2.93 (N = 28). One student below 2.5. Four students rated "highly competent" (3.5 or higher). | This is slightly lower than expected. No changes planned, but we will continue to monitor. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Method. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.20 (N = 28). No students below 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Conclusion. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 2.98 (N = 28). No students below 2.5. One student rated "highly competent" (3.5 or higher). | This is slightly lower than expected. No changes planned, but we will continue to monitor. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Exit interview of MA students. "The graduate program in economics provided me with a solid foundation in economic theory." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.41 (N = 17) | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Exit interview of MA students. "The graduate program in economics | Average above 4 on a 5-point Likert scale. | Average = 4.43 (N = 7) | No changes planned. If needed, the Graduate Committee and |

| | | | | |
|---|---|--|---|---|
| | developed my capability to apply economic theory to new situations." Committee/Person responsible: Chair and Survey Coordinator. | | | faculty will revise the graduate curriculum. |
| | Exit interview of MA students. "The graduate program in economics developed my ability to formulate good research problems." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.36 (N = 17) | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit interview of MA students. "The graduate program contributed to my ability to select and apply appropriate research methods." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.24 (N = 17) | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.12 (N = 17) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006) | Effective. | Superior | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| 2. Graduates of the MA program in Economics will be able to formulate salient research questions. | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.33 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Organization. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.63 (N = 6). No students under 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |
| | Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.17 (N = 6). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |

| | | | |
|---|--|--|--|
| Graduate thesis. Research Justification. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.00 (N = 7). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Research Hypotheses. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.33 (N = 7). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.52 (N = 7). No students under 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Organization of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.24 (N = 7). No students under 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Development of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.24 (N = 7). No students under 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Justification. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.28 (N = 28). No students below 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Hypotheses Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 2.93 (N = 28). One student below 2.5. Four students rated "highly competent" (3.5 or higher). | This is slightly lower than expected. No changes planned, but we will continue to monitor. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Method. Committee/Person | Average above 3 on a 4-point scale. Minimum | Average = 3.20 (N = 28). No students below 2.5. | No changes planned. If needed, the Graduate Committee and |

| | | | | |
|--|--|--|---|--|
| | responsible: Research Subcommittee. | score of 2.5 for all students (no students rated "not competent"). | Seven students rated "highly competent" (3.5 or higher). | faculty will revise the graduate curriculum. |
| | Papers in graduate courses. ¹ Research: Conclusion. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 2.98 (N = 28). No students below 2.5. One student rated "highly competent" (3.5 or higher). | This is slightly lower than expected. No changes planned, but we will continue to monitor. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics contributed to my ability to formulate good research problems." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.18 (N = 17) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.12 (N = 17) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006) | Effective. | Superior. | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| 3. Graduates of the MA program in Economics will be able to select and apply appropriate research methods. | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.33 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Organization. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.63 (N = 6). No students under 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Development. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.17 (N = 6). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum and courses. |

| | | | |
|---|---|--|--|
| Graduate thesis: Research Methods. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4- point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.39 (N = 7). No students under 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate thesis. Content of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4- point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.52 (N = 7). No students under 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Graduate Thesis. Organization of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4- point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.24 (N = 7). No students under 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise graduate curriculum. |
| Graduate thesis. Development of Oral Presentation. Committee/Person responsible: Graduate Coordinator and Thesis Committee. | Average above 3 on a 4- point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.24 (N = 7). No students under 2.5. Two students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Papers in graduate courses. ¹ Research: Method. Committee/Person responsible: Research Subcommittee. | Average above 3 on a 4- point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.20 (N = 28). No students below 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| Paper in graduate courses. ¹ Quantitative: Model. Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4- point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.32 (N = 28). No students below 2.5. Fifteen students rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |
| Paper in graduate courses. ¹ Quantitative: Data. Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4- point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.22 (N = 28). No students below 2.5. Nine students rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |
| Paper in graduate courses. ¹ Quantitative: Procedures Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4- point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.00 (N = 28). One student below 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |

| | | | | |
|--|---|--|--|---|
| 4. Graduates of the MA program in Economics will be able to communicate effectively. | Paper in graduate courses. ¹ Quantitative: Tests. Committee/Person responsible: Quantitative Subcommittee. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.38 (N = 28). No students below 2.5. Seven students rated "highly competent" (3.5 or higher). | No changes planned. If needed, Graduate Committee and faculty will revise graduate curriculum and courses. |
| | Exit interview of MA students. "The graduate program in economics contributed to my ability to select and apply appropriate research methods." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.24 (N = 17) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.12 (N = 17) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006) | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise graduate curriculum. |
| 4. Graduates of the MA program in Economics will be able to communicate effectively. | Graduate Forum (non-thesis option). Content. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.33 (N = 6). No students under 2.5. Four students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Focus. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.50 (N = 6). No students under 2.5. Three students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). Organization. Committee/Person responsible: Graduate Advisor and panel of faculty. | Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent"). | Average = 3.63 (N = 6). No students under 2.5. Five students rated "highly competent" (3.5 or higher). | No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Graduate Forum (non-thesis option). | Average above 3 on a 4-point scale. | Average = 3.17 (N = 6). | No changes planned. If needed, |

| | | | |
|--|---|---|---|
| <p>Focus. Committee/Person responsible: Writing Subcommittee.</p> | <p>point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> | <p>No students below 2.5. Nine students rated "highly competent" (3.5 or higher).</p> | <p>necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Writing: Organization. Committee/Person responsible: Writing Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> | <p>Average = 3.11 (N = 28). No students below 2.5. Seven students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Writing: Development. Committee/Person responsible: Writing Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> | <p>Average = 2.81 (N = 28). One student below 2.5. Three students rated "highly competent" (3.5 or higher).</p> | <p>This is slightly lower than expected. No changes planned, but we will continue to monitor. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Writing: Style. Committee/Person responsible: Writing Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> | <p>Average = 3.09 (N = 28). No students below 2.5. Four students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Papers in graduate courses.¹ Writing: Mechanics. Committee/Person responsible: Writing Subcommittee.</p> | <p>Average above 3 on a 4-point scale. Minimum score of 2.5 for all students (no students rated "not competent").</p> | <p>Average = 3.16 (N = 28). No students below 2.5. Seven students rated "highly competent" (3.5 or higher).</p> | <p>No changes planned. If needed, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Exit interview of MA students. "The graduate program in economics developed my ability to communicate effectively." Committee/Person responsible: Chair and Survey Coordinator.</p> | <p>Average above 4 on a 5-point Likert scale.</p> | <p>Average = 3.94 (N = 17)</p> | <p>This is slightly lower than expected. No changes planned, but we will continue to monitor. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Exit survey of MA students. "The graduate program in economics prepared me well for future employment." Committee/Person responsible: Chair and Survey Coordinator.</p> | <p>Average above 4 on a 5-point Likert scale.</p> | <p>Average = 4.12 (N = 17)</p> | <p>No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum.</p> |
| <p>Quinquennial external assessment. Committee/Person responsible: Outside</p> | <p>Effective.</p> | <p>Superior.</p> | <p>No changes planned. If change is necessary, the Graduate</p> |

| evaluator. (Performed in 2006) | | | | Committee and faculty will revise the graduate curriculum. |
|--|---|--|-------------------------|---|
| 5. Graduates of the MA program in Economics will be trained to apply economic reasoning and tools to a wide range of economic issues and fields. | Exit survey of MA students. "The graduate program in economics increased my awareness of real-world economic issues." Committee/Person responsible: Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.06 (N = 17) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics made me a better-informed citizen." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.12 (N = 17) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006) | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| 6. Graduates of the MA program in Economics will be well-informed citizens with increased awareness of real-world economic issues. | Exit survey of MA students. "The graduate program in economics increased my awareness of real world economic issues." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.06 (N = 17) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics made me a better-informed citizen." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.12 (N = 17) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Exit survey of MA students. "The graduate program in economics developed my capability to apply economic theory to new situations." Committee/Person responsible: Chair and Survey Coordinator. | Average above 4 on a 5-point Likert scale. | Average = 4.36 (N = 17) | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |
| | Quinquennial external assessment. Committee/Person responsible: Outside evaluator. (Performed in 2006) | Effective. | Superior. | No changes planned. If change is necessary, the Graduate Committee and faculty will revise the graduate curriculum. |

¹Copies of all papers written in graduate 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, and 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.

We have continued our use of three-year averages. This methodology has resulted in a lower variation in the results from year to year, providing us a more clear picture.

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?

There have been no new curricular changes in the MA program during the past academic year. However, feedback from exiting students and alumni has been used to move the department to create more quantitative courses, such as Applied Econometrics (ECN 5433). We are considering the addition of a Mathematical Economics course at the graduate level as well.

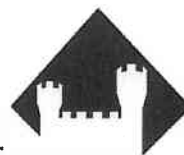
The Department continues the process of developing an advisory board (comprised mostly from alumni). This board will help the Department plan curriculum and instruction in the future. We are also considering ways we can use information from this advisory board in the assessment of our graduate program.

The Department is in the midst of revising its alumni survey, and is discussing a way to get employer feedback as well.

Appendix 2.2

The Graduate School

EASTERN ILLINOIS UNIVERSITY™



TO: Dr. Ghent, Chair
Dr. Upadhyay, Coordinator

FROM: Robert M. Augustine, Dean

RE: 2008-2009 Graduate Assessment Plan

DATE: January 25, 2010

The Council on Graduate Studies (05-22) adopted learning goals and criteria for the evaluation of graduate programs specifying that Graduate Assessment Plans will be evaluated in two parts. Part 1 includes a review by the Center for Academic Support and Achievement to document that the program uses its assessment data to improve student learning, to guide improvements to the curriculum, and to achieve academic excellence. Part 2 includes a review by the Graduate School to document that the programs uses its assessment data to improve student learning in the areas of depth of content knowledge, critical thinking and problem solving, effective oral and written communication, and research and/or creative activity. Review of the Master of Science in Economics 2008-2009 Assessment Plan by the Graduate School documented the achievements outlined below.

Part 1 Center for Academic Support & Achievement Review

The CASA Director documented that the program used its assessment data to improve student learning, to guide improvements to the curriculum, and to achieve academic excellence. Examples from the report include moving to the use of three-year averages to drive decision making from assessment data, the implementation of Applied Economics to advance content knowledge in the curriculum, and the addition of new technologies to ensure that candidates have training in the latest software in the discipline.

Part 2 Graduate School Review

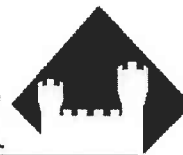
The Graduate School documented achievement in using assessment data to improve student learning in the areas identified by the Council on Graduate Studies. The program continues to demonstrate its excellence in the assessment of all areas outlined by the Council by including direct and indirect assessment in both summative and formative contexts. The program's Assessment Plan is exemplary and the program effectively used its data to advance the quality of learning as outlined below. I concur with Dr. Sanders that moving to three-year averages before making curriculum decisions is an effective way to use assessment data and I support the addition of the "highly competent category" as a means of identifying unique program strengths.

- Depth of Content Knowledge: Objectives 5 and 6. I also concur with the CASA Director that specifying the careers that are the program's focus would improve Objective 5.
- Critical Thinking & Problem Solving: Objective 1.
- Oral and Written Communication: Objective 4.
- Research and/or Creative Activity: Objectives 2 and 3.

C: Dean Hanner
Dr. Sanders

The Graduate School

EASTERN ILLINOIS UNIVERSITY™



TO: Dr. Ghent, Chair
Dr. Upadhyay, Coordinator

FROM: Robert M. Augustine, Dean

RE: 2009-2010 Graduate Assessment Plan
MA in Economics

DATE: March 15, 2011

Part 1 Center for Academic Support & Achievement Review

The CASA Director documented that the program achieved primarily Level 3 performance on its assessment plan. In addition, the program documented that it used its assessment data to improve student learning, to guide improvements to the curriculum, and to achieve academic excellence. Examples from the report included developing two new tracks in the program and preparing an advisory board of alumni for the program.

Part 2 Graduate School Review

The Graduate School documented achievement in using assessment data to improve student learning in the areas identified by the Council on Graduate Studies. The program's Assessment Plan is exemplary and the program effectively used its data to advance the quality of learning as outlined below.

- Depth of Content Knowledge: Objectives 5 and 6. The report documented achievement of the expected learning outcomes in the majority of areas. Several areas were below expectations, theory, hypothesis, and conclusions. The report indicated that these areas would be monitored.
- Critical Thinking & Problem Solving: Objective 1. As noted in other areas, numerical data provides insight into the programs strengths and areas in need of monitoring.
- Oral and Written Communication: Objective 4. The pattern noted earlier continues in this objective.
- Research and/or Creative Activity: Objectives 2 and 3. The numerical results help the program identify impressive strengths and some areas to monitor. A continuing impressive way to use assessment data.

C: Dean Hanner
Dr. Sanders

The Graduate School

EASTERN ILLINOIS UNIVERSITY™



TO: Dr. Linda Ghent, Chair
Dr. Mukti Upadhyay, Coordinator

FROM: Robert M. Augustine, Dean

RE: 2010-2011 Graduate Assessment Plan
MA in Economics

DATE: February 24, 2012

Part 1 Center for Academic Support & Achievement Review

The CASA Director documented that the program achieved a Level 3 performance in all areas of its assessment plan. The plan was used this year to document that it is meeting its own expectations in the areas specified in the plan.

Part 2 Graduate School Review

The Graduate School documented achievement in using assessment data to improve student learning in the areas identified by the Council on Graduate Studies. The program's Assessment Plan is exemplary and the program effectively used its data to advance the quality of learning as outlined below. Developing an Advisory Board will further enhance the quality of this program. Congratulations on adopting a high standard of achieving at least a 2.5 (vs. 2.0) and on earning very high performance in many of the assessed areas.

- Depth of Content Knowledge in Assessment Objectives 5 and 6: The report now documents expected learning outcomes in all areas.
- Critical Thinking & Problem Solving in Assessment Objective 1. The report documented that the program is meeting its expectations in the areas assessed in this objective.
- Oral and Written Communication in Assessment Objective 4. The program also documented appropriate achievement in this area.
- Research and/or Creative Activity in Assessment Objectives 2 and 3. The program also documented appropriate achievement in this area.

C: Dean Godson Obia
Dr. Karla Sanders

The Graduate School

EASTERN ILLINOIS UNIVERSITY™



TO: Dr. Linda Ghent, Chair
Dr. Mukti Upadhyay, Coordinator

FROM: Robert M. Augustine, Dean

RE: 2011-2012 Graduate Assessment Plan
MA in Economics

DATE: September 14, 2012

Part 1 Center for Academic Support & Achievement Review

The CASA Director documented that the program achieved a Level 3 performance in all areas of its assessment plan. She noted that more details in the results section would help us understand how that program is using the data to advance learning and I support that recommendation.

Part 2 Graduate School Review

In alignment with previous reviews, the Graduate School documented achievement in using assessment data to improve student learning in the areas identified by the Council on Graduate Studies. The program's Assessment Plan is exemplary and the program effectively used its data to advance the quality of learning as outlined below.

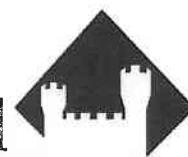
- Use of numerous direct measures including examinations, forums, theses, and seminars.
- Use of indirect measures including an exit interview
- Excellent organization of the plan. I extend my sincere thanks to you for presenting the expectations and outcomes in clear ways that enhance the value of the plan. I also appreciate the way you explain your interpretation of each data point and what actions you plan to take. I am recommending others adopt the superior organizational format of your assessment plan.
- Implementation of rubrics
- Continued commitment to developing an Advisory Board will further enhance the quality of this program.

I like the way you are using this plan as a guide to assess your program and I believe it meets or exceeds the Council on Graduate Studies expectations.

C: Dean Harold Ornes
Dr. Karla Sanders

The Graduate School

EASTERN ILLINOIS UNIVERSITY™



TO: Dr. Ali Moshtagh, Interim Chair
Dr. Linda Ghent, Chair
Dr. Mukti Upadhyay, Coordinator

FROM: Robert M. Augustine, Dean

RE: 2012-2013 Graduate Assessment Plan
MA in Economics

DATE: October 18, 2013

Part 1 Center for Academic Support & Achievement Review

Consistent with past evaluations, the CASA Director documented that the program achieved a Level 3 performance in all areas of its assessment plan. She noted that more details in the results section would help us understand how that program is using the data to advance learning and I support that recommendation.

Part 2 Graduate School Review

Also consistent with past evaluations the Graduate School documented achievement in using assessment data to improve student learning in the areas identified by the Council on Graduate Studies. The program's Assessment Plan is exemplary and the program effectively used its data to advance the quality of learning as outlined below. Assets of this plan, which I recommend to other graduate programs include:

- **Clarity & Organization:** The learning outcomes are clearly identified in each subheading (critical thinking, depth of knowledge, communication, and research) and the achievement is clearly specified. The ease of understanding where the program's strengths and weaknesses occur is exemplary. The organizational component is also exemplary.
- **Continued Development:** I appreciate that the program maintains a list of actions it plans to take in the future to continue to improve the program within the context of its many learning outcome achievements. Examples from this plan included repeating the desire to create an Advisory Board completing a revision of the alumni survey.

C: Dean Harold Ornes
Dr. Karla Sanders

Appendix 2.3

Primary Trait Assessment of Oral Competency

| | Highly Competent (4) | Competent (3) | Minimally Competent (2) | Not Competent (1) |
|---|---|--|---|---|
| Content | Full comprehension of the theory and material under review. Fine details or implications of the theory are explained. | Some comprehension of the main points of the theory or material. Some difficulty explaining the fine details or implications of theory. | Aware of main points of the theory and material but unable to fully express their significance. Little or no detail. | Unaware of the theory or material under review. |
| Focus | Clear focus established and maintained. Distinctive voice and appropriate tone. | Consistent focus established and maintained. Limited development of voice or tone. | Lapses in focus. No development of voice or tone. | No evidence of focus. No development of voice or tone. |
| Organization | Careful organization that enhances presentation. | Logical organization. | Some lapses of organization. | Little or no organization. |
| Development | Depth and complexity of economics analysis supported by pertinent and engaging details. Balance between general and specific. Integrates criticism effectively; refutes opposing viewpoints. | Depth of ideas supported by some relevant details. Adequate discussion of opposing viewpoints on controversial issues. | Basic idea development; repetitious or underdeveloped details. Limited discussion of opposing viewpoints. | Little or no development; few or unrelated details provided. No discussion of criticism. |
| Oral Effectiveness | Effective use of rate, pause, volume, pitch, inflection, voice quality, articulation and pronunciation to enhance the message. Posture, appearance, eye contact, movement, and gestures enhance presentation. | Voice volume and pitch, pronunciation and articulation are acceptable but could be used more effectively. Posture, appearance, eye contact, and gestures are sometimes used to enhance delivery of the material. | Poor voice volume, pitch, pronunciation or articulation make message difficult to understand, but message gets across to audience. Appearance, facial expression or eye contact, although not used effectively, do not interfere with message delivery. | Vocal delivery unacceptable because volume, pitch pronunciation, or articulation makes it very difficult or impossible to understand the message. Appearance, facial expression, or eye contact may also be unacceptable and interfere with message delivery. |
| Analysis and Response to Questions | Questions understood and answers are analytical and cogent. | Questions usually understood and answers appropriate in most cases. | Questions partly understood but there is little attempt to clarify through questions. At least one answer is appropriate or convincing. | Questions misunderstood or not answered. Answers are incorrect. |

Primary Trait Assessment of Theory and Theory Application

| | Highly Competent (4) | Competent (3) | Minimally Competent (2) | Not Competent (1) |
|---------------------------------------|--|--|--|--|
| Relevance of Theory Chosen | The depth, complexity, and validity of economic theory is clearly and unambiguously illustrated. | The student's understanding of theory is presented clearly and attractively with some degree of confidence and coherency. | There is some explanation of the relevance of theory with modest attempt to clarify details | The student shows no awareness or comprehension of theory. |
| Awareness of Limitations | The student shows clear awareness of the theory's limitations and provides clear insight into why such limitations exist and are problematic. There is a clear discussion of the importance of the limitations and the developments needed to mitigate their impact. | The student shows clear awareness of the theory's limitations and provides some insight into why such limitations exist and are problematic. There is some discussion of the importance of these limitations and the developments needed to mitigate their impact. | The student shows awareness of the existence of the theory's limitations but is not clear as to why such limitations exist and are problematic. The student does not explore the impact of these limitations or ways to mitigate their impact. | The student shows no awareness of the limitations of the theory or applies the theory in the wrong manner. |
| Application | The student has derived clear implications from theory that can be tested. The student has considered other theories that may apply and discussed the relative strengths and weaknesses of each where appropriate. | The student has derived clear implications from theory that can be tested and has partially considered other theories that may apply. | The student has derived some implications from theory. | The student has misunderstood the theory or is unaware of theory. |

Primary Trait Analysis of Writing Competency

| | Highly Competent (4) | Competent (3) | Minimally Competent (2) | Not Competent (1) |
|---------------------|--|---|---|---|
| Content | There is full comprehension of the theory or material under review. The fine details or implications of the theory are explained. | There is comprehension of the main points of the theory or material. The student has some difficulty explaining the fine details or implications of the theory. | The student is aware of the main points of the theory or material but is unable to express their significance. The student provides little or no details. | The student is unaware of the theory or material under review. |
| Focus | There is a clear focus established and maintained. A distinctive voice and an appropriate tone are evident. | There is a clear focus established and maintained. There is limited development of voice or tone. | There are lapses in focus and no development of voice or tone. | There is no evidence of focus. There is no development of voice or tone. |
| Organization | The paper contains a careful organization that enhances its presentation. | The paper contains a logical organization. | The paper contains some lapses of organization. | The paper contains little or no organization. |
| Development | The depth and complexity of economic analysis is supported by pertinent and engaging details. There is a balance between general and specific. The student integrates criticism effectively and refutes opposing viewpoints. | The depth of ideas is supported by some relevant details. There is adequate discussion of opposing viewpoints on controversial issues. | The basic idea development is repetitious or underdeveloped. There is a limited discussion of opposing viewpoints. | The paper has little or no development and few or unrelated details are provided. There is no discussion of criticism. |
| Style | The paper has a varied sentence structure and a length that enhance its effect. It uses precise and rich language. Meaningless or redundant phrases are avoided. | The paper has a controlled and varied sentence structure and contains appropriate, effective language. There are some wasted words. | The paper has a correct sentence structure that is simplistic or awkward at times and uses simplistic or occasionally imprecise language. There is evidence of filler material. | The paper has an incorrect or ineffective sentence structure, syntax, or diction. |
| Mechanics | The paper contains virtually no errors in mechanics. The paper uses the APA style of in-text documentation and reference list. | The paper has a few errors in mechanics relative to its length and complexity. There is use of the APA style. | The paper has some errors in mechanics that do not interfere with communication. There is use of APA with some errors or inconsistency. | The paper has errors in mechanics that are disproportionate to its length and complexity and interfere with communication. There is no APA documentation. |

Primary Trait Assessment of Quantitative Analysis

| | Highly Competent (4) | Competent (3) | Minimally Competent (2) | Not Competent (1) |
|------------------------------|---|---|--|--|
| Theory/Model | The model is presented clearly in one format. If suitable, the model is presented in other formats. The model is tied to standard theory and alternative models are discussed so that the need for new theory is clearly indicated. | The model is discussed in one format and tied to standard theory. Alternative models are alluded to but the discussion does not clearly indicate the need of the new theory. | The model is discussed in one form but not clearly stated. Alternative models are not discussed. The model is not tied to standard theory in the literature. | The model is not discussed. |
| Data | Data sources and assumptions are discussed and validity is assured. The paper establishes that the data are the most appropriate for the study and are in the appropriate form (transformations have been justified). Data are presented in an attractive, clear, and suitable format. | Data sources and assumptions are discussed as well as the validity of each of the alternative measures. Alternative measures are not discussed and it is uncertain whether these measures were the most appropriate for the study. Data are presented in an attractive, clear and suitable format. | Data sources and assumptions are discussed but data are not clearly shown to be appropriate for the problem at hand (the validity of each of the measures is not shown). Alternative measures are not discussed. Effort is not made to create the most appropriate measures (data transformations not considered or discussed) to enhance the study. | Data , data sources, and assumptions are not discussed. |
| Statistical Procedure | The statistical procedure is discussed and established as the most appropriate for the problem or alternative procedures are recommended. The link between the statistical model and the theoretical model is clear and the results are presented attractively and clearly. Empirical work can be understood without understanding the statistical procedure. The significance of the results is clearly established. | The statistical procedure is discussed and the link between the theoretical model and the statistical model is clear. Results are presented attractively and clearly. The procedure is discussed but not established as the most appropriate for the problem. The significance of the results is discussed. | The statistical procedure is discussed but the paper does not establish the procedure as the most appropriate for the problem. Alternative procedures are not considered or discussed. The link between the theoretical model and statistical model is not discussed. The results could be presented more attractively and clearly. | The statistical procedure is not discussed or the model is not appropriate for the problem. Computer printouts are not included. |
| Statistical Tests | All appropriate tests are performed and presented clearly. The statistical procedure is established as being appropriate or limitations are clearly discussed with alternative procedures recommended. | Tests are performed and presented clearly that establish the applicability of the statistical procedure. Other tests associated with the statistical model are performed and their relevance to the paper established. Some tests such as those of robustness are omitted. | Tests establishing the applicability of the statistical procedure are not performed or not presented clearly. Other tests associated with the statistical model are performed but their relevance to the paper is not clear. | Statistical tests are not performed or are performed incorrectly. |

Primary Trait Assessment of Research

| | Highly Competent (4) | Competent (3) | Minimally Competent (2) | Not Competent (1) |
|----------------------|--|---|--|--|
| Justification | The student identifies and critically evaluates all of the relevant literature. The student identifies the social benefit of project. | The student identifies and critically evaluates most of the relevant literature. The student identifies the social benefit of project. | The student identifies a few of the relevant studies. The student may not completely understand the social implications. | The student appears unaware of the literature or may have no literature review. The student is unaware of the social implications. |
| Hypotheses | The paper presents a precise and well-developed idea of the problem. Hypotheses are coherent, creative, and testable (if testing is appropriate). | The focus of the problem is apparent and expressed. Hypotheses are coherent and have some creative elements. Hypotheses may be difficult or impossible to test (if testing is appropriate). | The problem is poorly developed or stated. Hypotheses are coherent but not creative or testable (if testing is appropriate). | Focus on the problem is absent or the problem is misunderstood. Hypotheses are incoherent or absent. |
| Methods | Methods used are appropriate for the problem, and are creative and thoroughly understood. A critical analysis of alternative methods is present. | Methods used are appropriate and mostly understood, but relatively uncreative. Alternative methods may not be mentioned. | Methods used are appropriate, but only partially understood and not creative. Alternative methods are not considered. | Methods used are inappropriate for the study or completely absent. |
| Conclusion | The conclusion is appropriate, creative and includes a good critical analysis of the author's contribution. It also includes creative suggestions for further study. | The conclusion is appropriate; some critical evaluation of the author's contribution is present. Suggestions for further study are relatively uncreative. | The conclusion is appropriate but the paper lacks a critical evaluation of the author's contribution or suggestions for further study. | The conclusion is absent or inappropriate. |

Appendix 2.4



TOPCO ASSOCIATES LLC • 150 NW Point Blvd • Elk Grove Village, IL 60007-1015 • 847 329-3234 FAX 847 676-5614

Chris Sandbothe
Commodities Analyst/Economist

To the Eastern Illinois Graduate School:

Since obtaining my graduate degree in Economics from EIU, I have worked for over 7 years at Topco Associates (a grocery cooperative) in an analytical role. A few years ago, I was promoted to the Commodities Analyst/Economist working primarily in analyzing meat and grain prices. My role has expanded considerably, and I now am working in both the procurement and analysis of soybean oil, as well as the analysis of the dairy market. The knowledge I gained at EIU, econometrics in particular, has helped greatly in the understanding and modeling of new markets. I continue to look back with great fondness at my time at EIU, and appreciate the effort the professors made in furthering my education. I have no problem recommending the graduate Economics program to anyone interested in attending, and give much credit to my time there for my successes in my professional life.

Chris Sandbothe

A handwritten signature in black ink, appearing to be "Chris Sandbothe", written in a cursive style.



University of Wisconsin-Stout
P.O. Box 790
Menomonie, WI 54751-0790

March 24, 2014

To Whom It May Concern

My name is Fassil Fanta. I am currently an assistant professor of economics at University of Wisconsin Stout. My fields of interest are Macroeconomics, Monetary Economics and Finance. I have been teaching a wide array of undergraduate and graduate classes such as Microeconomics, Macroeconomics, Intermediate Macroeconomics, Money and Banking, Financial Markets and Institutions, Personal Investing and Managerial Economics etc. I teach more than 250 students in a given year. I have also had a solid experience in experiential learning and student-faculty research. In fall 2013, two of my undergraduate students presented their research at Wisconsin Economic Association and one of the papers is accepted to be published with the *Journal of Student Research* at Stout. Recently, I have also been named **Wisconsin Teaching Fellow** 2014-2015. This distinction awards both experienced and early-career educators for their excellence in teaching and research.

I am a proud alumnus of the master's degree program in the department of economics at EIU (Eastern Illinois University). I was admitted in economic department in fall 2004 and completed my MA degree in spring 2006. The economics department provided me with a wide array of courses in excellent teaching-learning environment which helped me to prepare for my Ph.D. program in economics at Southern Illinois University Carbondale. More specifically, courses such as Micro and Macro Theories, Research Methods, Development Economics and Monetary Economics gave me solid foundations to pursue and complete my postgraduate studies.

It was always a pleasure to work with very enthusiastic and friendly faculty members in the department of economics at EIU. I was impressed by Dr. Mukti Upadhyay and other faculty's mentorship skill and follow-up support after graduation. During my graduate studies, I had gained invaluable research experiences and had been fortunate to collaborate with Dr. Upadhyay in research projects which led to two papers in scholarly journals.

Moreover, the opportunity to conduct and publish research papers enabled me to be competitive in the job market and be confident about my career as college professor. As a result, I have published eleven articles in peer-reviewed journals in the area of economics and finance. I have also three papers under review. The department of economics at EIU also provided me an opportunity to work closely with the faculty members and to learn from their personal experiences. Educational tours such as trips to Federal Reserve Bank of Chicago and Chicago Mercantile Exchange allowed me to better connect with my fellow students and helped me to build and expand my professional networks.





University of Wisconsin-Stout
P.O. Box 790
Menomonie, WI 54751-0790

I found it very remarkable that the faculty of the department of economics at EIU cares about their students who would like to continue their postgraduate studies by providing them with the necessary information and continuous academic support. I am glad, honored and always proud to be part of EIU, Department of Economics, teaching and research excellence.

Sincerely,

Fassil Fanta

Assistant Professor of Economics
University of Wisconsin Stout
Social Science Department
Tel. (715)-232-1225
fantaf@uwstout.edu





Date: 03/27/2014

To the First Choice Review Board

I am Mahlet Gezahegn, a Master of Economics graduate of Eastern Illinois University from fall 2012. I write this letter to strongly recommend the Economics graduate program as a First Choice program. Let me explain my reasons.

I was a Master's graduate from Addis Ababa University in Ethiopia, a school that offers the best Economics education in Ethiopia. When I joined Eastern, I was initially unsure of the quality of education I would receive because I knew there were so many dozens of schools in the U.S. that offered good education. I was lucky to receive a Graduate Assistantship without which my going to the U.S. would have been impossible. While in the beginning I had to deal with several cultural issues as well, I found the program, and particularly the teachers I took courses from, so helpful that it allowed me to excel in the courses that I took. Among the courses that helped me a lot in writing my thesis, for example, were Applied Econometrics, Research Methods, Advanced Macroeconomic theory and Seminar in Economic Development. I made quite a few friends in the Department that I am still in contact with because of the really collegial environment it provided.

I am currently working as a program assistant to the CEO at Kifiya Financial Technology (KFT) in Addis Ababa, Ethiopia. KFT is one of Ethiopia's leading entrepreneurial technology start-ups dedicated to expanding financial inclusion throughout the country and beyond. One of my duties at KFT is to conduct research on financial markets of the country and to analyze and also interpret business modeling to different partners of KFT. I am confidently accomplishing my tasks as the theoretical and practical knowledge I acquired from Eastern Illinois University has more than sufficiently prepared me for the next stage in my career; for that I am so thankful. Similarly, in my previous job as a project coordinator at Marzeneb Agricultural and Industrial Development, I have conducted several aspects of market research for which I collected and analyzed significant amounts of market data. The practical econometric techniques that I learned from the economics graduate program at Eastern have greatly benefitted me in carrying out the research projects that I was engaged in.

While my thesis advisor Dr. Upadhyay keeps saying I should apply to Ph.D. schools, I had to come back to Ethiopia for family reasons. Even though the position I currently hold is excellent for an early career of an economist, I believe I will think seriously about pursuing further academics. I am aware that several of my classmates have already joined Ph.D. programs or taken a job at businesses and doing very well.

In the end, my experience at EIU makes it easy to say that the M.A. program in Economics is highly valuable for both groups of students—those aspiring for a Ph.D. and those going for a job. I am truly proud to have graduated from Eastern.

Sincerely,

Mahlet Gezahegn

To Members of the First Choice Review Board:

My name is Richard Grabowski and I am Professor Emeritus of Economics at Southern Illinois University in Carbondale, Illinois. I attended Eastern Illinois University from 1967 to 1971 earning a bachelor's degree in social science. I then entered the master's program in Economics at Eastern Illinois University and earned the master's degree in 1972. At that point in time I was accepted into the doctoral program in economics (with assistantship) at the University of Utah. I would like to point out, that my acceptance and receipt of an assistantship were partly the result of the efforts and help of a faculty member in the Department of Economics at Eastern Illinois University. In 1977 I was awarded the doctoral degree in economics and took a position as an assistant professor of economics at St. Mary's College, Winona, Minnesota. In 1979 I took a position as a visiting assistant professor of economics at Southern Illinois University. In 1985 I was promoted to associate professor and in 1990 to full professor. I served as chair of the Department of Economics at Southern Illinois University from 1999 to 2009.

My teaching career at Southern Illinois University went very well. I was nominated the Department of Economics teacher of the year in 1982-1983, 1984-1985, and 1987-1988. In 1988 I was winner of the College of Liberal Arts Outstanding Teacher Award.

My area of research has been focused mainly on economic development. I have published three books in this area. I have also published nine book and encyclopedia

chapters. Finally, I have published well over one hundred papers in various research journals including: *World Development*, *Review of Economics and Statistics*, *Economics Letters*, *Southern Economic Journal*, *Review of Development Economics*, *Oxford Development Studies*, *Journal of Asian Economics*, etc.

My time at Eastern Illinois University and the Department of Economics was central for my future development. The teaching there was excellent and introduced me to various aspects of the economics discipline. I received significant attention and help from individual faculty members. As I mentioned above, it was the effort of a particular faculty member that made it possible for me to get an assistantship at the University of Utah and this was essential for me to pursue the doctoral degree. I am deeply grateful to the faculty of the Department of Economics at Eastern Illinois University for providing me the knowledge and skills to pursue my career.

While at Southern Illinois University, particularly when I was chair, I had many opportunities to interact with the faculty at Eastern Illinois University and, most importantly, with master's degree students from the department. During this time a number of master's degree students from Eastern were admitted into the doctoral program in economics at Southern. They were well trained and well prepared for doctoral work. These students include Chad Moutray, Ph.D 1996 and now the chief economist at the National Association of Manufacturers; Fassil Fanta, Faye Peng, and Seifu Gebrahanna who recently received doctoral degrees from Southern and have developed successful careers in academia and private business; and Hio Loi who is currently in the doctoral program. Eastern has provided us with a steady stream of well-

trained masters students which we then transformed into doctoral graduates who succeeded. While chairing the department I was always confident that when we admitted Eastern alumni that they would succeed in our program.

I have, through the years, always kept track of the Department of Economics at Eastern. The faculty there continues to do a good job training master's students, while at the same time carrying out important research. Their work is published in very good economics journals including: *Journal of Development Economics*, *Review of Development Economics*, *Southern Economic Journal*, *Journal of Macroeconomics*, *National Tax Journal*, *Applied Economics*, etc.

In closing I would like to emphasize how important my experience at Eastern Illinois University was for me. The faculty in the Department of Economics was made up of skilled teachers who opened my mind to ideas and ways of thinking which were totally new to me. It ignited an interest on my part that became a critical part of who I am. The faculty at Eastern has continued this good teaching to the present time. Their students succeed.

Sincerely,



Richard Grabowski

Professor Emeritus

Department of Economics

Southern Illinois University

Carbondale, IL 62901.

Appendix 3.1 Institutions Visited in the Annual Chicago Financial Institutions Trip

We typically bring our seniors and graduate students to the following Chicago Financial Institutions:

1. The Federal Reserve Bank of Chicago
2. The Government Accountability Office (GAO)
3. CNA – a commercial property and casualty insurance provider) Corporate Headquarters
4. RJO Futures – A commodity futures trading company. An alum working there also brings our group to the trading floor of the Chicago Mercantile Exchange (CME) in the “Chicago Board of Trade” building
5. IRI – formerly SymphonyIRI Group - a market research company competing with Nielsen
6. Illinois Department of Commerce and Economic Opportunity (DCEO)
7. Citigroup Partnership Group
8. Walgreens Headquarters

Appendix 4.1

Student Research Presentations at Conferences during AY 2011-12, 2012-13, and 2013-14:

AY 2011-12:

1. Joseph Camp, Missouri Valley Economic Association (MVEA) Meetings, October
2. Mahlet Gezahegn, Eastern Economic Association Meetings, March; paper forthcoming in *Asian Economic and Financial Review*
3. Karun Gyawali MVEA
4. Meron Nadew MVEA
5. Tanvir Pavel MVEA
6. Katie Sroka MVEA

AY 2012-13:

1. Jordan Calderone MVEA, October
2. Alex Gosser MVEA, also chaired a session and discussed another student's paper
3. Katie Sroka MVEA
4. Wengelawit Tessema MVEA

AY 2013-14

1. Tofayel Ahmmad MVEA, October
2. Omar Alenezy MVEA, paper forthcoming in *Global Journal of Enterprise Information System*
3. Nana Quaicoe MVEA
4. Md. Abu Rayhan MVEA

Appendix 5.1: Faculty Publications, 2009-14:

Articles in Peer-reviewed Journals:

2014/Forthcoming:

Abou-Zaid, Ahmed, and Tessa Leonce, "Religious Pluralism, Yet a Homogenous Stance on Interest rate Financing: The Case of Judaism, Christianity, and Islam", forthcoming in *Contemporary Economics*.

Dao, Minh, "Exports, Imports, Government Consumption, and Economic Growth in Upper-Middle Income Countries," forthcoming in *Progress in Development Studies*.

Dao, Minh, "Female Labor Force Participation in Developing Countries," forthcoming in *Economia Internazionale/International Economics*.

Gezahegn, Mahlet, and Mukti Upadhyay, "The Effect of HIV/AIDS on Economic Growth of Southern African Countries," forthcoming in *Asian Economic and Financial Review*.

Ghent, Linda S. and Alan P. Grant, "Concealed Carry in the Show-Me State: Do Voters Who Favor Right-to-Carry Legislation End Up Packing Heat?" forthcoming in *Social Science Quarterly*.

Leonce, Tessa, "A Dynamic Model of Sustainable Tourism and Trade," forthcoming in *Southern Economic Journal*.

2013:

Abou-Zaid, Ahmed, "The U.S. Folklore, Proverbs, and Economic Behavior", *Economics and Sociology*, Vol. 6(2), 2013, 126-134.

Abou-Zaid, Ahmed, " International Stock Market Response to the Federal Reserve Policy Actions: The Case of MENA Stock Markets", *Journal of Financial Markets and Derivatives*, Vol.3 (2), 2013, 179-190.

Abou-Zaid, Ahmed, and Sami Abdelwahab, "NAFTA and Sources of Real Exchange Rate Fluctuations in North America," *Journal of Sustainable Economy*, Vol. 5 (3), 2013, 239-267.

Dao, Minh, "The Role of Policy Fundamentals in Fostering Economic Growth in Developing Countries," *Modern Economy*, Vol. 4, No. 11 (November 2013): 706-11.

Dao, Minh, "Poverty in Agrarian Developing Economies," *Advances in Economics and Business*, Vol. 1, No. 2 (October 2013): 134-8.

Dao, Minh, "Public Policies, Business Environment, and Economic Growth in Developing Countries," *International Journal of Research in Commerce, Economics & Management*, Vol. No. 3, Issue No. 6 (June 2013): 1-4.

Dao, Minh, "Population and Economic Growth in Africa," *Economia Internazionale/ International Economics*, Vol. 66, Issue 2 (May 2013): 215-230.

Dao, Minh, "Factor Endowment, Human Capital, and Inequality in Developing Countries," *Journal of Economic Studies*, Vol. 40, Issue 1 (January 2013): 98-106.

Devkota, Satis, and Mukti Upadhyay. "Agricultural Productivity and Poverty Reduction in Nepal," *Review of Development Economics*, 17 (4) 732-46, November 2013.

Elmuti, Dean, and Ahmed Abou-Zaid, "Patterns of Technology Transfer among Arab Gulf States: Opportunities and Challenges", *International Journal of Commerce and Management*. Vol. 23 (4), 2013, 339-353.

Elmuti, D., D. Khoury, O. Omran, and A. Abou-Zaid, "Challenges and Opportunities of Health Care Supply Chain Management in the United States", with Dean Elmuti, Grace Khoury and Omar Omran, *Health Marketing Quarterly*, Vol.30 (4), 2013, 128-143.

Leonce, T.(2013), "A Differential Game Model of Incentive-based Student Recruitment, Retention, and Faculty Engagement in Higher Education. *International Journal of Education Economics and Development*. 4(1) pp 20-35.

2012:

Adom, Des', "Real Exchange Rates Fluctuations: The Case Study of ECOWAS." *African Development Review*, 2012, Vol. 24, No. 1, pp. 79-92.

Adom, Des', "Re-estimating Effective Equilibrium Exchange Rates in the West African Economic and Monetary Union: New Evidences and Perspectives." *Eastern Journal of Economics and Finance*, Vol. 1, Issue 1, pp. 27-57.

Adom, Des', "Investigating the Impacts of Intraregional Trade and Aid on Per Capita Income in Africa: Case Study of the ECOWAS." *Economics Research International*, 2012, Volume 2012, Article ID 297658, 15 pages, doi:10.1155/2012/297658

Adom, Des', "Beyond the CFA Franc: an empirical analysis of the choice of an exchange rate regime in the UEMOA." *Economic Issues*, 2012, Volume 17, Part 2, pp. 71-93.

Dao, Minh, "Determinants of Civil War Risk: An Empirical Assessment," *International Journal of Academic Research in Economics and Management Sciences*, Vol.1, Issue 2 (April 2012): 112-9.

Dao, Minh, "Government Expenditure and Growth in Developing Countries," *Progress in Development Studies*, Vol. 12, No. 1 (January 2012): 77-82.

Dao, Minh, Population and Economic Growth in Developing Countries," *International Journal of Academic Research in Business and Social Sciences* (IJ-ARBSS), Vol. 2, Issue 1 (January 2012): 6-17.

Dao, Minh, "Gender Gaps in Human Capital in Developing Countries: An Empirical Assessment," *Economics Research International*, Vol. 2012 (2012), Article ID 715419, 8 pages.

Elmuti, Dean, Ahmed Abou-Zaid, and Heather Jia, "Role of Strategic Fit and Resource Complementarity in Strategic Alliance Effectiveness", *Journal of Global Business and Technology*, Vol. 8(2), 2012, 16-28.

Gebrehanna, Seifu, and Mukti Upadhyay, "Fungibility of Foreign Aid in Selected African Countries" *Indian Development Review*, 10(1) 2012, Jan-June, 63-80.

Stokes, Adam, and Ahmed Abou-Zaid, "Forecasting Foreign Exchange Rate using Artificial Neural networks: A Traders' Approach", *Journal of Monetary Economics and Finance*, Vol.5 (4), 2012, 370-394.

2011:

Abou-Zaid, Ahmed, "Volatility Spillover Effects in Emerging MENA Markets", *Review of Applied Economics*, Vol. 7 (1-2), 2011, 107-126.

Abou-Zaid, Ahmed, "Exchange Rate-Pass Through in the Mideast region: Evidence from Egypt and Israel", *The IUP Journal of Monetary Economics*, Vol. (9) 1, 2011, 66-83.

Abou-Zaid, Ahmed, "The Elasticity of Substitution in the U.S. manufacturing Industry", *Empirical Economics Letters*", Vol. 10 (2), 2011, 97-104.

Dao, Minh, "Climate Change, Growth, and Development in Developing Countries," *Economia Internazionale/ International Economics*, Vol. 64, No. 4 (November 2011): 445-64.

Dao, Minh, "Security and Development in Developing Countries," *Modern Economy*, Vol. 2, No. 5 (November 2011): 874-9.

Dao, Minh, "Gender Gaps in Human Capital and Economic Growth in Developing Countries," *Review of Economics and Finance*, Vol. 3, No. 4 (November): 91-8.

Dao, Minh, "Trade, Government Consumption, and Economic Growth in Upper-Middle Income Countries," *International Journal of Business and Social Science* (IJBSS), Vol. 2, No. 10 (June 2011): 9-14.

Dao, Minh, "Institutions and Development in Developing Countries: An Empirical Assessment," *Perspectives on Global Development and Technology*, Vol.10 (2011): 327-338.

Dao, Minh, "Debt and Growth in Developing Countries," *Economia Internazionale/International Economics*, Vol. 64, Issue 2 (May 2011): 173-193.

Dao, Minh, "Changes in Human Development in Developing Countries: An Empirical Assessment," *Perspectives on Global Development and Technology*, Vol. 10 (2011): 288-299.

Dao, Minh, "Democracy and Urban Poverty in Developing Countries," *International Journal of Financial Economics and Econometrics*, Vol. 3, No. 1 (2011): 83-92.

Dao, Minh, "Geography, Access, Urbanisation, Trade and Economic Development," *The Orient Vision*, Vol. VII, Issue I (Jan-Feb-March 2011): 36-60.

Ghent, Linda S. and Alan P. Grant. (2011). "Estimating the Extent of Cross-Border Lottery Shopping: Evidence from South Carolina," *Applied Economics Letters*, 19(15), 1477-81.

Ghent, Linda S., Alan Grant, and George Lesica. (2011). "The Economics of Seinfeld," *Journal of Economic Education*, 42(3), 317-18.

Mateer, G. Dirk, Linda S. Ghent, and Misty Stone. (2011). "TV for Economics," *Journal of Economic Education*, 42(2), 207.

Hickman, Daniel, and Will Olney, "Globalization and Investment in Human Capital" 2011. *Industrial and Labor Relations Review*, 64(4): 654-672.

Upadhyay, Mukti, and Kamal Upadhyaya, "Effects of Remittances on Inflation and Real Exchange Rate in South Asia," *Himalayan Journal of Development and Democracy*, 6(1) 2011, 88-96.

2010:

Abou-Zaid, Ahmed, and Liaoliao Li, "The Optimal Inflation in a Backward-Induction Game," *Economics and Business Journal: Inquiries and Perspectives*, Vol. 3 (1), 2010, 105-113.

Adom, Des', Subhash Sharma, and AKM Mahbub Morshed, "Economic integration in Africa." *The Quarterly Review of Economics and Finance*, 2010, Vol. 50, Issue 3, pp. 245-253.

Bhandari, Rabindra, Gyan Pradhan, and Mukti Upadhyay, "Another Empirical Look at the Kuznets Curve," *International Journal of Economic Sciences and Applied Research*, 3(2) December 2010, pp. 7-19, lead article.

Clark, Robert L. and Linda S. Ghent. (2010). "Strategic HR Management with An Aging Workforce: Using Demographic Models to Determine Optimal Employment Policies," *Population Research and Public Policy Review* 29, 65-80.

Dao, Minh, "Distribution and Development in Developing Countries: an Empirical Assessment," *European Research Studies Journal*, Vol. XIII, Issue (1) (2010): 25-32.

Dao, Minh, "Factor Mobility, Net Migration, Growth, and the Lot of the Poorest Quintile in Developing Countries," *Margin: The Journal of Applied Economic Research* Vol. 4, No. 1 (January 2010): 127-37.

Devkota, Satis, and Mukti Upadhyay, "Measurement and Determinants of Efficiency in Crop Production in Nepal," *Himalayan Journal of Development and Democracy*, 5(1), 2010, 96-103, with S. Devkota.

Ghent, Linda S. and Alan P. Grant, (2010). "The Demand for Lottery Products and Their Distributional Consequences," *National Tax Journal*, 63(2), 253-268.

Ghent, Linda S. (2010). "Worker Payments and Incentives: A Classroom Experiment," *Journal for Economic Educators*, 10(1), 14-20.

2009:

Adom, Des', Subhash Sharma, and AKM Mahbub Morshed, "Currency substitution in selected African countries." *Journal of Economic Studies*, 2009, Vol. 36, Issue 6, pp. 616-40.

Dao, Minh, "Division, International Integration, and Economic Development," *Journal for Studies in Economics and Econometrics*, Vol. 33 No. 2 (August 2009): 49-58.

Dao, Minh, "Health, Economic Development, and Poverty in Developing Countries," *Economia Internazionale/International Economics*, Vol. LXII, No. 2 (May 2009): 163-74.

Dao, Minh, "Poverty, Income Distribution, and Agriculture in Developing Countries," *Journal of Economic Studies*, Vol. 36 No. 2 (2009): 168-83.

Fanta, Fassil, and Mukti Upadhyay, "Poverty Reduction, Economic Growth, and Inequality in Africa," *Applied Economics Letters* 16, 2009 September, 1791-94.

Fanta, Fassil, and Mukti Upadhyay, "Determinants of Household Supply of Labor in Food for Work Program in Tigray, Ethiopia," *Applied Economics* 41, 2009, 579-87.

Hickman, Daniel, "The Effects of Higher Education Policy on the Location Decision of Individuals: Evidence from Florida's Bright Futures Scholarship Program," *Regional Science and Urban Economics*, 39(5), 2009: 553-62.

Book Chapters and Non-Peer Reviewed Articles:

Ghent, Linda S. and Marie Truesdell. (2009). "Student Response to Attendance Policies in Principles Courses: The Carrot and the Stick." In Frankin Mixon, Jr. and Richard J. Cebula (Eds.), *Expanding Teaching and Learning Horizons in Economic Education*. (New York: Nova Science Publishers, Inc., 113-125.

Upadhyay, Mukti, and Tim Mason (2012), "Financial Crisis and the Great Recession in the United States," in N.M.P. Verma (ed.) *Financial Crisis and Its Aftermath: Adjustment in the United States, Australia, and the Emerging Asia*. Chapter 2, pp. 23-45, Springer.

Brodsky, Noel (2013), "2013 Energies Outlook," RJO Futures, Chicago, Spring 2013.

Pedagogical Materials:

Ghent, Linda, "*Instructor's Manual*" to accompany *Intermediate Microeconomics, 1/e* by Austan Goolsbee, Steven Levitt, and Chad Styverson, Worth Publishers, 2014.

Ghent, Linda, "*Instructor's Manual with Solutions Manual and Classroom Activities* to accompany *Principles of Economics, 6/e* by N. Gregory Mankiw, Cengage Learning, 2011. (Also authored same manual for the second to fifth editions of this text.)

Book reviews published, 2009-14 (in reverse chronological Order):

Upadhyay, Mukti, *The Quest for Prosperity: How Developing Economies Can Take Off*, by Justin Lin, forthcoming in *European Journal of Development Research*, 2014.

Dao, Minh, *Doing Bad by Doing Good: Why Humanitarian Action Fails*, by Christopher J. Coyne, *Stanford Economics and Finance* (2013)

Dao, Minh, *Climate change, disaster risk, and the urban poor: cities building resilience for a changing world*, ed. by Judy L. Baker, World Bank (2012)

Abebe, Teshome, *Africa's Odious Debts: How Foreign Loans and Capital Flight Bled a Continent*, Leonce Ndikumana and James K. Boyce. London: Zed Books, 2011, *The Journal of Economics*, Volume XXXVIII, No. 1 (2012), 99-102.

Dao, Minh, *The Critical development studies handbook: tools for change*, ed. by Henry Veltmeyer. Pluto (2011).

Dao, Minh, *Divided We Stand: Why Inequality Keeps Rising*. Organisation for Economic Co-operation and Development (2011).

Upadhyay, Mukti, *One Economics, Many Recipes*, by Dani Rodrik, Princeton, NJ: Princeton University Press, *Journal of International and Global Studies*, May 2010, 178-82.

Dao, Minh, *What Works for the Poorest? Poverty Reduction Programmes for the World's Extreme Poor*, ed. by David Lawson et al. Practical Action Publishing, (2010).

Dao, Minh, *Debates on the Measurement of Global Poverty*, ed. by Sudhir Anand et al. Oxford University Press (2010).

Dao, Minh, *Population and Development*, by Tim Dyson, Zed Books (2010).

Dao, Minh, *Moving Out of Poverty, Volume 2: Success from the Bottom Up*, by Deepa Narayan, Lant Pritchett, and Soumya Kapoor, Palgrave Macmillan (2009).

Dao, Minh, *Flat Broke in the Free Market: How Globalization Fleeced Working People*, by Jon Jeter, Norton (2009).

Dao, Minh, *Debt Relief and Beyond: Lessons Learned and Challenges Ahead*, ed. by Carlos A. Primo Braga and Dörte Dömeland, World Bank (2009).

Appendix 5.2: Economics Faculty Research, Part II:

- 1. Conference Presentations**
- 2. Invited Lectures, Panel Presentations, and Media Appearances**

1. Conference Presentations by Faculty:

2014:

Ahmed Abou-Zaid, and Mary Mattingly, "The Surprisingly High Levels of Excess Reserves during Financial Crisis: An Investigation of the Liquidity Hoarding for the U.S. Commercial Banks" Midwest Economics Conference, March 2014, Evanston, IL.

Rabindra Bhandari, Gyan Pradhan, and Mukti Upadhyay, "Development of Financial Sector and Income Inequality" Midwest Economics Conference, March 2014, Evanston, IL.

Satis Devkota, Kul Kapri, and Mukti Upadhyay, "The Evolution of Agricultural Productivity in Nepal: Evidence from Two Rounds of the Living Standard Survey" Midwest Economics Conference, March 2014, Evanston, IL.

2013:

Teshome Abebe, and Nana Quaicoe, "Causes of Poverty in Sub-Saharan Africa: A Layered Theory Approach to Understanding Significant Factors," 2013 Missouri Valley Economics Association meetings, October.

Ahmed Abou-Zaid, and Tesa Leonce, "Religious Pluralism, yet a Homogenous Stance on Interest Rate Financing." 2013 Missouri Valley Economics Association meetings, October.

James Bruehler, "The Big Picture: Going Beyond PowerPoint" presented at the Annual Meeting of the National Economics Teaching Association, October.

James Bruehler, "Teaching Intermediate Microeconomics in the Inside-Out Classroom" presented at the Annual Meeting of the American Economics Association, January.

Linda Ghent, "Teaching Intermediate Microeconomics in 'The Inside-Out Classroom'," American Economics Association meetings, January.

Dan Hickman, "The Consequences of Tournament Structure Choice: Evidence from NCAA Basketball Conference Tournaments" Missouri Valley Economics Association Annual Meeting, Kansas City, MO, October.

Mukti Upadhyay, "Measurement of Health Inequality and Evidence Based Approach to Reduce It in Four Developing Countries," Missouri Valley Economics Association Annual Meeting, Kansas City, MO, October.

Mukti Upadhyay, "Lowering Health Disparity in Nepal through Agricultural Development," Midwest Economics Conference, Columbus, OH, March.

Upadhyay, Mukti, "What Factors Change Education Inequality in Nepal? A Comparative Assessment of Blinder-Oaxaca and Total Differential Decompositions," Allied Social Sciences Associations meetings, San Diego, CA, January 2013.

2012:

Ahmed Abou-Zaid, "The International Stock Markets Response to the Fed Actions" Middle East Economic Association meetings, Alexandria, Egypt, June.

Ahmed Abou-Zaid, "Forecasting Foreign Exchange Rate Using Artificial Neural Networks," Midwest Economics Association meetings, March.

Ahmed Abou-Zaid, "Arab Spring: What Lies Beneath," Asian Studies Colloquium, April Speaker: Panel Discussion, Syria and Beyond, October 2013.

James Bruehler, "Technologies to Support the Inside-Out Classroom" presented at the Annual Meeting of the National Economics Teaching Association, 11/9/2012

James Bruehler, Linda Ghent, and Alan Grant, "Using Collective Action Experiments to Teach 'The Economics of Social Issues'" American Economics Association meetings, January.

James Bruehler and Linda Ghent, "Using Collective Action Experiments to Teach the Economics of Social Issues," 2012 American Economics Association Meetings, January.

Dan Hickman, "State Support for Higher Education and Educational Outcomes," Missouri Valley Economics Association Annual Meeting, Kansas City, MO, October 2012.

Tesa Leonce, "An Empirical Investigation of the Vulnerability of Developing Countries to External Financial Crises: The Case of South Africa and Brazil," Missouri Valley Economics Association Conference, October 2012

Mukti Upadhyay, "Agriculture Productivity and Poverty Reduction in Nepal," presented at M.Phil. Economics program, Tribhuvan University, July 2012.

Mukti Upadhyay, "Inequality and Horizontal Inequity in Education in Selected Low and Middle Income Countries," Midwest Economic Conference, March 30-April 1, 2012.

Mukti Upadhyay, "The Effects of HIV/AIDS on Economic Growth of Southern African Countries," with M. Gezahegn, Eastern Economic Conference, March 2012.

2011:

Teshome Abebe, "The Ethiopian Commodity Exchange: Performance and Promise within the Context of a Developing Country That Is in Transition" Ethiopian regional conference, Fall.

Des' Adom, "A Comparative Study of the Impacts of Intra-regional Trade and Aid on Growth in Africa: A Case Study of ECOWAS," 2011 Midwest Economics Association meetings, March.

Ahmed Abou-Zaid, "NAFTA and Sources of Real Exchange Rate Fluctuations in North America" 2011 Missouri Valley Economics Association meetings, October.

Linda Ghent, "Are Voting Behavior and Demand Consistent? An Examination of the Missouri Right-to-Carry Referendum," 2011 Missouri Valley Economics Association meetings, October.

Linda Ghent, "Teaching with Media," 2011 Conference on Teaching Economics and Research in Economic Education, June.

Dan Hickman, "The Effects of State Higher Education Grant Aid on Students and the State," 2011 Missouri Valley Economics Association Meetings, Kansas City, MO, October.

Dan Hickman, "The Effects of Higher Education Structure on the Skill Level of a State's Workforce," 2011 Missouri Valley Economics Association Meetings, Kansas City, MO, October.

Tesa Leonce, "Revisiting College Recruitment and Retention", Southern Economic Association Conference, November 2011.

Mukti Upadhyay, "Effects of Remittances on Inflation and Real Exchange Rate in South Asia," Himalayan Policy Research Conference, October 2011.

Mukti Upadhyay, "Health, Human Capital and Economic Growth in Selected African countries," Jinan University International Business School, Zhuhai, Guangdong, China, June

2011:

Mukti Upadhyay, "Productivity and Poverty in a Small Agrarian Economy: The Case of Nepal," Jinan University International Business School, Zhuhai, Guangdong, China, May 2011.

2010:

Ahmed Abou-Zaid, "Optimal Inflation in a backward Induction Game," Northeast Business and Economics Association, NJ, October.

Minh Dao, "Debt and growth in developing countries," Missouri Valley Economic Association, St. Louis, October 2010

Minh Dao, "Climate change and growth and development in developing countries," Midwest Economics Association in Chicago, March 2010

Linda Ghent, "Determining the Extent of Cross-Border Lottery Shopping: Evidence from South Carolina," 2010 Missouri Valley Economics Association meetings, October.

Linda Ghent, "Yada, Yada, Yada: The Economics of Seinfeld," presented at the Sixth Annual Economics Teaching Conference (2010), October.

Linda Ghent, "TV for Economics," presented at the 2010 American Economics Association meetings, January.

Tesa Leonce, "Health care-Economic Development Nexus – Private-Public Mix," Missouri Valley Economics Association Conference, October 2010

Tesa Leonce, "Health care-Economic Development Nexus" Midwest Economics Association Conference, March 2010

Mukti Upadhyay, "Measurement and Determinants of Efficiency in Crop Production in Nepal," Himalayan Policy Research Conference, October 2010.

2009:

Ahmed Abou-Zaid, "Volatility Spillover Effects in Emerging Stock Markets," 2009 Midwest Economic Association, Cleveland, OH, March.

Des' Adom, "Currency Substitution in Selected African Countries," 2009 Midwest Economics Association meetings, Cleveland, OH, March.

Des' Adom, "Beyond the CFA Franc: An Empirical Analysis of the Choice of Exchange Rate Regime in the UEMOA," 2009 Southern Economics Association meetings, November.

James Bruehler, "Incentives: They're Not Just a Topic Anymore" Missouri Valley Economics Association meetings, October.

Minh Dao, "Distribution and development in developing countries," 2009 Canadian Economics Association, Toronto, May.

Linda Ghent, "Pop Culture Economics: Teaching Non-Economists to Discover Economics in the World Around Them," presented at the Fifth Annual Economics Teaching Conference, October.

Tesa Leonce, "Conservation Incentives in Coral Markets," 2009 Midwest Economics Association meetings, Cleveland, OH, March.

2. Invited Lectures, Panel Presentations, TV/Radio Interviews (Reverse Chronological Listing):

Teshome Abebe, Guest on AddisTalk Radio, to Discuss Immigration Issues, January 2014.

Teshome Abebe, Guest on EIU/PBS Television to Discuss US National Debt and the US Budget Deficit, October 2013.

Ahmed Abou-Zaid, Panel Speaker, Asian Studies Colloquium, "Syria and Beyond," October 2013.

Teshome Abebe, Guest on Ethiopian Television to Discuss Economic Development and Development of Natural Resources, July 2013.

Dan Hickman, "The Economics of Inequality," University of Central Oklahoma, Department of Economics, Invited Guest Lecture, May 2013.

Mukti Upadhyay, "Inequality and Change in Countries around the World," Panel Speaker, College of Sciences ScienceFest, Eastern Illinois University, April 2013.

Dan Hickman, "Economic Valuation of Health Outcomes," University of Nevada Las Vegas, Department of Physical Therapy, Invited Guest Lecture, March 2013,

Mukti Upadhyay, "Social and Economic Challenges in Asia," Panel Speaker on India, Asian Studies Colloquium, October 2012.

Mukti Upadhyay, "Discovering Development Path in the Age of Globalization," Rotary Club of Balaju, Kathmandu, Invited Guest Lecture, July 2012.

Mukti Upadhyay, "Financial Crisis and Great Recession, 2008-12," Camad College, Pokhara University, Nepal, Invited Guest Lecture, July 2012.

Mukti Upadhyay, "Agriculture Productivity and Poverty Reduction in Nepal," National Planning Commission, Invited Guest Lecture, Kathmandu, June 2012.

Mukti Upadhyay, "Importance of Economics in Business Administration," Camad College, Pokhara University, Invited Guest Lecture, Nepal, June 2012.

Mukti Upadhyay, "Recent Macroeconomic Trends and the Policy Response in the U.S.," Student Society for Economics, Eastern Illinois University, November 2011.

Ali Moshtagh, "Investigating the Use of Corn Stover as a Fuel Source for the Renewable Energy Center", Faculty Seminar Presentation, Department of Economics, Eastern Illinois University, November 11, 2010.

Ali Moshtagh, "EIU's Potential Use of Corn-Based Biomass", Chris Laingen, and

Ali Moshtagh, Annual Meeting of Illinois Deans of Arts Sciences, Eastern Illinois University, Mattoon Country Club, Mattoon, IL., September 30, 2010.

Mukti Upadhyay, "Can Tarai Help Overcome Economic Stagnation in Nepal?," America-Nepal MidWest Association and Nepali Association in Southeast America Joint Conference, Lexington, KY, Invited Guest Lecture, September 2010.

James Bruehler, "Economic and Political Effects of the 2008 Recession and the Government Efforts to Fight It," Speaker on a Panel Organized by Departments of Economics and Political Science, EIU, November 2009.

Teshome Abebe, "The Role of Modern China in Africa" EIU presentation sponsored by Black History Month Committee, Spring 2009.

Mukti Upadhyay, "Fungibility of Foreign Aid: The Case of Sub-Saharan Africa," Department of Economics and Finance, Bond University, Australia, Invited Seminar, May 2009.

Mukti Upadhyay, "International Policy Coordination and the Financial Crisis of 2008-09," MBA Comprehensive Seminar, New York Institute of Technology, Amman, Jordan, March 2009.

Teshome Abebe, "Preparing Students for the 21st Century: Espoused Theory vs. Theory-in-Use" sponsored by the Office of Faculty Development, January 2009.

Appendix 5.3: Faculty Mentoring of Student Research (Selected Items)

1. Publications:

2014:

Gezahegn, Mahlet, and Mukti Upadhyay, "The Effect of HIV/AIDS on Economic Growth of Southern African Countries," forthcoming in *Asian Economic and Financial Review*.

Alenezy, Omar, "Responsiveness of U.S. Exports to Real Exchange Rate: Evidence from Top 10 U.S Trading Partners," forthcoming in *Global Journal of Enterprise Information System*
(Faculty Mentor: Upadhyay)

2012:

Gebrehanna, Seifu, and Mukti Upadhyay, "Fungibility of Foreign Aid in Selected African Countries" *Indian Development Review*, 10(1) 2012, Jan-June, 63-80.

Abou-Zaid, Ahmed, and Adam Stokes, "Forecasting Foreign Exchange Rate using Artificial Neural networks: A Traders' Approach", *Journal of Monetary Economics and Finance*, Vol.5 (4), 2012.

2009:

Fanta, Fassil, and Mukti Upadhyay, "Poverty Reduction, Economic Growth, and Inequality in Africa," *Applied Economics Letters* 16, 2009 September, 1791-94.

Fanta, Fassil, and Mukti Upadhyay, "Determinants of Household Supply of Labor in Food for Work Program in Tigray, Ethiopia," *Applied Economics* 41, 2009, 579-87.

2. Conference Presentations by Faculty and Students:

Abou-Zaid, Ahmed, and Mary Mattingly, "The Surprisingly High Levels of Excess Reserves during Financial Crisis: An Investigation of the Liquidity Hoarding for the U.S. Commercial Banks"

Abebe, Teshome, and Nana Quaicoe, "Causes of Poverty in Sub - Saharan Africa: A Layered Theory Approach to Understanding Significant Factors," 2013 Missouri Valley Economics Association Meetings, October.

Gezahegn, Mahlet, and Mukti Upadhyay, "The Effects of HIV/AIDS on Economic Growth of Southern African Countries," Eastern Economics Association Meetings, March 2012.

Appendix 5.4: Awards Received by Economics Faculty

2013/14:

Ahmed Abou-Zaid, Faculty Development Support Grant

Minh Dao, EIU Achievement and Contribution Award for Research.

Mukti Upadhyay, Faculty Development Support Grant for Asian Studies

Mukti Upadhyay, College of Sciences Research CU Assignment Award

2012/13:

Des' Adom, College of Sciences Early Research Support Grant

Teshome Abebe, EIU Achievement and Contribution Award for Teaching.

Ahmed Abou-Zaid, EIU Achievement and Contribution Award for Research

Minh Dao, College of Sciences Ringenberg Award

Tim Mason, EIU Achievement and Contribution Award for Teaching

Mukti Upadhyay, College of Sciences Research CU Assignment Award

2011/12:

Des' Adom, Council on Faculty Research Summer Research Award

Minh Dao: EIU Achievement and Contribution Award for Research

Dan Hickman: Council on Faculty Research Summer Research Award

Tesa Leonce: Achievement and Contribution Award for Service

Mukti Upadhyay, College of Sciences Research CU Assignment Award

2010/11:

Des' Adom: EIU Achievement and Contribution Award for Research

Mukti Upadhyay: Council on Faculty Research Summer Research Award

2009/10:

Minh Dao, EIU Achievement and Contribution Award for Research. 2013

Mukti Upadhyay, College of Sciences Research CU Assignment Award

