



Student Learning Outcomes (SLOs) Report for Non-Accredited Programs

(updated 9/19/23)

Program Type: **Non-Accredited Program**

Program Name: BA in Economics

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Submission Date: October 4, 2023

Review Cycle:

- Even Year
- Odd Year**

Review Round:

- Round A** (Associate Dean review)
- Round B** (Associate Dean + VPAA review)

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Year 2

Non-Accredited Economics Program

Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Students who complete the undergraduate program in Economics will be able to write effectively.
2. Students who complete the undergraduate program in Economics will be able to speak effectively.
3. Students who complete the undergraduate program in Economics will understand basic economic concepts.
4. Students who complete the undergraduate program in Economics will be able to apply economic concepts to individual and social issues.
5. Students who complete the undergraduate program in Economics will be able to apply quantitative tools to analyze individual and social issues.
6. Students who complete the undergraduate program in Economics will be able to utilize basic computer skills.
7. Students who complete the undergraduate program in Economics will know the philosophical roots of the discipline including its values and ethics, its relationship to other disciplines, and its national and international implications.
8. Students who complete the undergraduate program in Economics will be provided training in a variety of areas within the economics discipline.
9. Students who complete the undergraduate program in Economics will be well-informed citizens with increased awareness of real-world economic issues.

Overview of Measures/Instruments

SLO(s) <i>Note: Measures might be used for more than 1 SLO</i>	ULG *	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
1. Students who complete the undergraduate program in Economics will be able to write effectively.	W, C	Primary-trait analysis of upper-division course papers. ¹ Writing: Content. Committee/Person Responsible: Writing Subcommittee.	<u>Target:</u> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <u>Results from 2022 (N = 10):</u> <ul style="list-style-type: none"> • Average = 2.8

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
			<ul style="list-style-type: none"> No students rated “not competent.”
	<p>W, C</p>	<p>Primary-trait analysis of upper-division course papers.¹</p> <p>Writing: Focus.</p> <p>Committee/Person Responsible: Writing Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> Average > 2.5 on a 4-point scale. No students rated “not competent.” <p><u>Results from 2022 (N = 10):</u></p> <ul style="list-style-type: none"> Average = 2.8 One student rated “not competent.”
	<p>W</p>	<p>Primary-trait analysis of upper-division course papers.¹</p> <p>Writing: Organization.</p> <p>Committee/Person Responsible: Writing Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> Average > 2.5 on a 4-point scale. No students rated “not competent.” <p><u>Results from 2022 (N = 10):</u></p> <ul style="list-style-type: none"> Average = 3.1 No students rated “not competent.” Two students with scores > 3.5
	<p>W, C</p>	<p>Primary-trait analysis of upper-division course papers.¹</p> <p>Writing: Development.</p> <p>Committee/Person</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> Average > 2.5 on a 4-point scale. No students rated “not competent.”

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG</p> <p>*</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
		<p>Responsible: Writing Subcommittee.</p>	<p><u>Results from 2022 (N = 10):</u></p> <ul style="list-style-type: none"> • Average = 2.4 • One student rated “not competent.”
	<p>W</p>	<p>Primary-trait analysis of upper-division course papers.¹</p> <p>Writing: Style.</p> <p>Committee/Person Responsible: Writing Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 10):</u></p> <ul style="list-style-type: none"> • Average = 3.1 • No students rated “not competent.” • One student with rating > 3.5
	<p>W</p>	<p>Primary-trait analysis of upper-division course papers.¹</p> <p>Writing: Mechanics.</p> <p>Committee/Person Responsible: Writing Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 10):</u></p> <ul style="list-style-type: none"> • Average = 2.8 • No students rated “not competent.” • Two students with scores > 3.5
	<p>W. C</p>	<p>Survey of senior economics majors in Capstone course ECN 4689. "My undergraduate degree</p>	<p><u>Target:</u></p> <p>Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u></p>

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
		<p>improved my ability to write effectively." Committee/Person Responsible: Survey coordinator.</p>	<p>Data will be collected starting in Fall 2023.</p>
<p>2. Students who complete the undergraduate program in Economics will be able to speak effectively.</p>	<p>S, C</p>	<p>Primary trait analysis of Research presentations in capstone course Economics 4689 in senior year. Oral Competency: Content. Committee/Person Responsible: Oral Competency Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>
	<p>S, C</p>	<p>Primary trait analysis of Research presentations in capstone course Economics 4689 in senior year. Oral Competency: Focus. Committee/Person Responsible: Oral Competency Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>
	<p>S, C</p>	<p>Primary trait analysis of Research presentations in capstone course Economics 4689 in senior year. Oral Competency: Organization. Committee/Person Responsible: Oral Competency Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
	S, Q	<p>Primary trait analysis of Research presentations in capstone course Economics 4689 in senior year. Oral Competency: Oral Effectiveness.</p> <p>Committee/Person Responsible: Oral Competency Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results:</u></p> <p>Data will be collected starting in Fall 2023.</p>
	S, C	<p>Primary trait analysis of Research presentations in capstone course Economics 4689 in senior year. Oral Competency: Analysis and Response to Questions.</p> <p>Committee/Person Responsible: Oral Competency Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results:</u></p> <p>Data will be collected starting in Fall 2023.</p>
	S, C	<p>Survey of senior economics majors in Capstone course ECN 4689. "The Economics Major has improved my ability to speak effectively."</p> <p>Committee/Person Responsible: Survey coordinator.</p>	<p><u>Target:</u></p> <p>Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u></p> <p>Data will be collected starting in Fall 2023.</p>
<p>3. Students who complete the undergraduate program in</p>	C	<p>Primary-trait analysis of upper- division course papers.¹ Theory: Relevance.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale.

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>Economics will understand basic economic concepts.</p>		<p>Committee/Person Responsible: Theory Subcommittee.</p>	<ul style="list-style-type: none"> • No students rated “not competent.” <p><u>Results from 2022 (N = 6):</u></p> <ul style="list-style-type: none"> • Average = 3.0 • No students rated “not competent.”
	<p>C</p>	<p>Primary-trait analysis of upper- division course papers.¹ Theory: Limitations. Committee/Person Responsible: Theory Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 6):</u></p> <ul style="list-style-type: none"> • Average = 2.5 • No students rated “not competent.”
	<p>C, Q</p>	<p>Primary-trait analysis of upper- division course papers.¹ Theory: Application. Committee/Person Responsible: Theory Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 6):</u></p> <ul style="list-style-type: none"> • Average = 2.83 • No students rated “not competent.”

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
	W, C	<p>Primary-trait analysis of upper- division course papers.¹ Writing: Content. Committee/Person Responsible: Writing Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 10):</u></p> <ul style="list-style-type: none"> • Average = 2.8 • No students rated “not competent.”
	C, Q	<p>Research project in capstone course Economics 4689 in senior year. Research: Hypotheses. Committee/Person responsible: Research Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 5):</u></p> <ul style="list-style-type: none"> • Average = 2.6 • No students rated “not competent.” • One student with rating > 3.5
	C, Q	<p>Research project in capstone course Economics 4689 in senior year. Research: Method. Committee/Person responsible: Research Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 5):</u></p> <ul style="list-style-type: none"> • Average = 3.2 • No students rated “not competent.”

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
			<ul style="list-style-type: none"> • Two students with rating > 3.5
	C	<p>Research project in capstone course Economics 4689 in senior year. Research: Justification. Committee/Person responsible: Research Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 5):</u></p> <ul style="list-style-type: none"> • Average = 2.8 • No students rated “not competent.” • One student with rating > 3.5
	C	<p>Survey of senior economics majors in Capstone course ECN 4689. "The economics major has given me a solid understanding of basic economic concepts." Committee/Person responsible: Survey coordinator.</p>	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>
<p>4. Students who complete the undergraduate program in Economics will be able to apply economic concepts to individual and social issues.</p>	C	<p>Research project in capstone course Economics 4689 in senior year. Research: Justification. Committee/Person responsible: Research Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 5):</u></p> <ul style="list-style-type: none"> • Average = 2.8

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
			<ul style="list-style-type: none"> • No students rated “not competent.” • One student with rating > 3.5
	C, Q	<p>Research project in capstone course Economics 4689 in senior year. Research: Hypotheses. Committee/Person responsible: Research Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 5):</u></p> <ul style="list-style-type: none"> • Average = 2.5 • No students rated “not competent.” • One student with rating > 3.5
	C, Q	<p>Research project in capstone course Economics 4689 in senior year. Research: Method. Committee/Person responsible: Research Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 5):</u></p> <ul style="list-style-type: none"> • Average = 3.2 • No students rated “not competent.” • Two students with rating > 3.5
	C, Q	<p>Research project in capstone course Economics 4689 in senior year. Research: Conclusion. Committee/Person</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.”

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
		<p>responsible: Research Subcommittee.</p>	<p><u>Results from 2022 (N = 5):</u></p> <ul style="list-style-type: none"> • Average = 3.2 • No students rated “not competent.” • Three students with rating > 3.5
	C	<p>Survey of senior economics majors in Capstone course ECN 4689. "The economics major has shown me how to apply economic concepts to analyze new situations." Committee/Person responsible: Survey coordinator.</p>	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>
	C	<p>Survey of senior economics majors in Capstone course ECN 4689. "The economics major prepared me well for future employment." Committee/Person responsible: Survey coordinator.</p>	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>
<p>5. Students who complete the undergraduate program in Economics will be able to apply quantitative tools to analyze individual and social issues.</p>	C, Q	<p>Research project in capstone course Economics 4689 in senior year. Research: Method. Committee/Person responsible: Research Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 5):</u></p>

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
			<ul style="list-style-type: none"> • Average = 3.2 • No students rated “not competent.” • Two students with rating > 3.5
	<p>Q, C</p>	<p>Primary-trait analysis of upper- division course papers.¹ Computer and Quantitative: Model. Committee/Person responsible: Quantitative Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 5):</u></p> <ul style="list-style-type: none"> • Average = 2.8 • No students rated “not competent.” • One student with rating > 3.5
	<p>Q, C</p>	<p>Primary-trait analysis of upper- division course papers.¹ Computer and Quantitative: Data. Committee/Person responsible: Quantitative Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 5):</u></p> <ul style="list-style-type: none"> • Average = 2.8 • No students rated “not competent.” • One student with rating > 3.5

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	<p>Q, C</p>	<p>Primary-trait analysis of upper- division course papers.¹ Computer and Quantitative: Procedure. Committee/Person responsible: Quantitative Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 5):</u></p> <ul style="list-style-type: none"> • Average = 3.0 • No students rated “not competent.” • One student with rating > 3.5
	<p>Q, C</p>	<p>Primary-trait analysis of upper- division course papers.¹ Computer and Quantitative: Tests. Committee/Person responsible: Quantitative Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 5):</u></p> <ul style="list-style-type: none"> • Average = 2.8 • No students rated “not competent.” • One student with rating > 3.5
	<p>Q, C</p>	<p>Survey of senior economics majors in Capstone course ECN 4689. "The Economics major taught me how to use statistical methods to analyze economic problems." Committee/Person</p>	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>

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		<p>responsible: Survey coordinator.</p>	
	<p>Q, C</p>	<p>Survey of senior economics majors in Capstone course ECN 4689. "The Economics major improved my ability to use statistical software." Committee/Person responsible: Survey Coordinator.</p>	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>
	<p>C</p>	<p>Survey of senior economics majors in Capstone course ECN 4689. "The economics major prepared me well for future employment." Committee/Person responsible: Survey coordinator.</p>	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>
<p>6. Students who complete the undergraduate program in Economics will be able to utilize basic computer skills.</p>	<p>C, Q</p>	<p>Research project in capstone course Economics 4689 in senior year. Research: Method. Committee/Person responsible: Research Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated "not competent." <p><u>Results from 2022 (N = 5):</u></p> <ul style="list-style-type: none"> • Average = 3.2 • No students rated "not competent." • Two students with rating > 3.5

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	<p>Q, C</p>	<p>Primary-trait analysis of upper- division course papers.¹ Computer and Quantitative: Data. Committee/Person responsible: Quantitative Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 5):</u></p> <ul style="list-style-type: none"> • Average = 2.8 • No students rated “not competent.” • One student with rating > 3.5
	<p>Q, C</p>	<p>Primary-trait analysis of upper- division course papers.¹ Computer and Quantitative: Procedure. Committee/Person responsible: Quantitative Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 5):</u></p> <ul style="list-style-type: none"> • Average = 3.0 • No students rated “not competent.” • One student with rating > 3.5
	<p>Q, C</p>	<p>Primary-trait analysis of upper- division course papers.¹ Computer and Quantitative: Tests. Committee/Person responsible: Quantitative Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 5):</u></p> <ul style="list-style-type: none"> • Average = 2.8 • No students rated “not competent.”

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			<ul style="list-style-type: none"> • One student with rating > 3.5
	Q	Survey of senior economics majors in Capstone course ECN 4689. "The Economics major improved my computer skills." Committee/Person responsible: Survey coordinator.	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>
	Q, C	Survey of senior economics majors in Capstone course ECN 4689. " The Economics major improved my ability to use statistical software." Committee/Person responsible: Survey Coordinator.	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>
	C	Survey of senior economics majors in Capstone course ECN 4689. "The economics major prepared me well for future employment." Committee/Person responsible: Survey coordinator.	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>

<p align="center">SLO(s)</p> <p align="center"><i>Note: Measures might be used for more than 1 SLO</i></p>	<p align="center">ULG *</p>	<p align="center">Measures/Instruments</p> <p align="center"><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p align="center">How is the information Used?</p> <p align="center"><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>7. Students who complete the undergraduate program in Economics will know the philosophical roots of the discipline including its values and ethics, its relationship to other disciplines, and its national and international implications.</p>	<p align="center">C</p>	<p>Research project in capstone course Economics 4689 in senior year. Research: Justification. Committee/Person responsible: Research Subcommittee.</p>	<p><u>Target:</u></p> <ul style="list-style-type: none"> • Average > 2.5 on a 4-point scale. • No students rated “not competent.” <p><u>Results from 2022 (N = 5):</u></p> <ul style="list-style-type: none"> • Average = 2.8 • No students rated “not competent.” • One student with rating > 3.5
	<p align="center">C</p>	<p>Survey of senior economics majors in Capstone course ECN 4689. "The economics major has given me an understanding of the historical and philosophical roots of economics." Committee/Person responsible: Survey coordinator.</p>	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>
	<p align="center">C, R</p>	<p>Survey of senior economics majors in Capstone course ECN 4689. "The economics major has shown me how economics relates to other disciplines." Committee/Person responsible: Survey coordinator.</p>	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>

<p align="center">SLO(s)</p> <p align="center"><i>Note: Measures might be used for more than 1 SLO</i></p>	<p align="center">ULG *</p>	<p align="center">Measures/Instruments</p> <p align="center"><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p align="center">How is the information Used?</p> <p align="center"><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
	R, C	Survey of senior economics majors in Capstone course ECN 4689. "The economics major increased my awareness of real-world economic issues." Committee/Person responsible: Survey coordinator.	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>
8. Students who complete the undergraduate program in Economics will be provided training in a variety of areas within the economics discipline.	R, C	Survey of senior economics majors in Capstone course ECN 4689. "The economics major increased my awareness of real-world economic issues." Committee/Person responsible: Survey coordinator.	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>
	NA	Survey of senior economics majors in Capstone course ECN 4689. "Overall satisfaction with course content." Committee/Person responsible: Survey coordinator.	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>
	NA	Survey of senior economics majors in Capstone course ECN 4689. "Overall	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p>

<p align="center">SLO(s)</p> <p align="center"><i>Note: Measures might be used for more than 1 SLO</i></p>	<p align="center">ULG *</p>	<p align="center">Measures/Instruments</p> <p align="center"><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p align="center">How is the information Used?</p> <p align="center"><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
		<p>satisfaction with variety of economics courses available.” Committee/Person responsible: Survey coordinator.</p>	<p><u>Results:</u> Data will be collected starting in Fall 2023.</p>
<p>9. Students who complete the undergraduate program in Economics will be well-informed citizens with increased awareness of real-world economic issues.</p>	<p>R, C</p>	<p>Survey of senior economics majors in Capstone course ECN 4689. "The economics major made me a better-informed citizen." Committee/Person responsible: Survey coordinator.</p>	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>
	<p>R, C</p>	<p>Survey of senior economics majors in Capstone course ECN 4689. "The economics major increased my awareness of real-world economic issues." Committee/Person responsible: Survey coordinator.</p>	<p><u>Target:</u> Average > 4 on a 5-point Likert scale</p> <p><u>Results:</u> Data will be collected starting in Fall 2023.</p>

¹ Copies of all papers written in upper-division 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, Quantitative Methods. It is possible for a paper to be assessed in more than one category. Rubrics are included in this document.

Improvements and Changes Based on Assessment

Recent Curricular Changes

1. Dividing ECN 3860 – International Economics into two separate courses to give students more options in choosing what they want to know about international economics. Both of these courses are required for the International Studies option for the BA.
 - ECN 3860 – International Trade
 - ECN 3861 – International Financial Economics
2. Renumbering ECN 4801 (Intermediate Macro) and ECN 4802 (Intermediate Micro) to 3000-level courses. This will help stress the “intermediate” nature of these courses, and it will more closely align with what is done at our peer institutions.
3. Adding 13 lab assignments to ECN 3972 – Basic Econometrics. This provides students with more hands-on experience with data and econometric methods. Open-source statistical software (R) is used, providing students with practice using a software they can have access to in their careers if needed.
4. Removing elective courses no longer taught in the department and streamlining the options. The smaller size of our department means that we need to be more selective in our course offerings, guided by our expertise and the needs of the discipline.

Changes in Observed Student Learning:

These limited results seem to be close to those we saw for previous years. If anything, the Research and Quantitative results indicate some improvement on the scores received. This may be due to the increased use of the econometric labs in the basic econometric course.

Review of Assessment:

Traditionally, our department has not done much with the annual assessment reports, other than completing them. This year (starting at the spring semester faculty meeting), we will discuss a plan to evaluate the current student learning objectives and the methods used for assessment. We also need to determine how we want to use our assessment data to ensure our department is focusing on the right things.

We have no data for the table below, because the feedback loop was never really established or used.

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)

CLAS Dean's Comments

The BA in Economics assessment plan has well-defined student learning objectives mapped to instruments in specific courses along with a survey in the departmental capstone course. Data at this stage are limited due primarily to the lack of survey data, though the department plans to collect the survey data in their capstone course starting in fall 2023. The department has completed recent curricular changes that are designed to streamline and update the program while also providing students with more hands-on experience. It is recommended that the Economics faculty review and reevaluate their results prior to the next report in order to identify possible ways to improve their assessment enterprise. Overall, the program report shows that the departmental assessment program is heading in the right direction, and we look forward to seeing the progress at the 4-year mark (2025).

Dean or designee: Michael Cornebise  Date: 11/17/2023

Academic Affairs –Review & Feedback

B.A. in Economics

The B.A. in Economics program is at the incipient phase of its assessment of student learning. At the same time that the program is making a concerted effort to streamline, prune, and adapt its curriculum for students today, the program is using this as an opportunity to devise exactly what it would like to focus on in its collection of data and comparison of performance across course levels and years. One of the biggest changes appears to be the addition of several hands-on lab experiences for Basic Econometrics.

 _____ Date 4/1/24

VPAA or designee: Dr. Suzie Park, Asst VPAA Interim

Date

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 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 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.