

Economics Assessment Summary

Academic Department or Division: Department of Marketing and Economics

Degree Program: Bachelor of Business Administration (B.B.A.)
Major: Economics

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Assessment Cycle: 2010-2011

Mission: The economics major is designed to give students the basic economics knowledge, skills, and values that build on the foundation provided by the University Core Curriculum and are required for professional careers in business and government.

Expected Student Learning Outcomes (Economics Major Educational Outcomes):

Economics majors will:

1. Demonstrate knowledge of macroeconomic concepts and the influence government policies have on the overall economy.
2. Demonstrate knowledge of microeconomic concepts and the influence market structure and government policies have on market outcomes.
3. Demonstrate knowledge of economics concepts in an open economy.
4. Demonstrate knowledge of econometric concepts and use the results to predict and forecast.
5. Utilize quantitative skills to solve economic problems.

These outcomes were developed by the economics faculty.

Evaluated This Cycle: All five learning outcomes.

Assessments/Measures: The economics faculty reviewed the assessment instruments and revised some questions since the teaching method/topic preferences of the new instructors lead to question and content misalignment. The assessment instrument, a multiple choice test including 35 questions covering all five Economics Major Educational Outcomes, was administered in ECON 4100 near the end of the Spring 2011 Semester.

Data/Evidence Results: At the end of the Spring Semester 17 students enrolled in ECON 4100 took the 35-question Assessment. The average score was 64.2%. Out of the 35 questions 17 were answered by more than 70% of the students correctly.

The Table below shows performance broken down by learning outcomes. The standard is the number of questions answered by at least 70% of the students correctly. The picture is mixed. Compared to previous results there has been a tremendous improvement on the econometric/quantitative questions (Learning Outcomes 4 and 5). At the same time performance on Learning Outcomes 1 and 2 dropped sharply, while it remained the same as on the previous assessment for Learning Outcome 3.

Institutional Effectiveness Report: 2010-2011

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Learning Outcome	Assessment Questions	Number over 70%	Total number	Percentage
1	6 through 15	2	10	20%
2	1 through 5, 26 through 30	4	10	40%
3	21 through 25	2	5	40%
4	16 through 20	5	5	100%
5	31 through 35	4	5	80%

One concern about the results is that we still have a relatively low number of students enrolled in ECON 4100, which makes the interpretation difficult since even a few students can skew these results.

Use of Results to Make Improvements: The Economics Faculty met after the Spring 2011 Semester to discuss the assessment results. Obviously, we would like our students to retain more from their major classes. We have identified a need to make students more aware of how our major classes are connected. Subgroups met to draw questions and topics to better link subject matter taught in different classes. We have also revised some of the questions in the assessment pool to better reflect teaching style and material covered by those who were recently assigned to teach these core classes.

Furthermore, starting in the 2011-2012 Academic year, we will implement the following major change in administering the Assessment:

We will administer the assessment instruments in three classes instead of in only one class. Questions from Principles of Macroeconomics (ECON 2105), Mathematics for Economists (ECON 3001), and Intermediate Macroeconomics (ECON 4500) will be administered as part of the final exam of the ECON 4500 class (during Fall Semesters); topics from Principles of Microeconomics (ECON 2106), Managerial Economics (ECON 4100), and Research and Analytical Methods in Economics (ECON 3000) will be assessed as part of the final exam in ECON 4100 (during Spring Semesters). Topics in International Economics (ECON 3600) will be assessed in the final exam in that class.

Breaking up the assessment into three separate parts prevents various issues that, in our opinion contributed to the low performance.

- 1) Not all students are on the same rotation. Administering the major assessment in a single class means that some students are tested on materials that they have not covered yet.
- 2) Since a single test combines questions from various classes, we could not grade tests previously. Therefore, students lacked the incentive to give their best effort. Now that topics are separated and questions covered by each separate test are related, we will be able to administer the assessment as a graded part of the final exam.

Department Head

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