

Institutional Effectiveness Plan: 2011-2012

Summary of the Economics Assessment Plan

Academic Department or Division: Department of Marketing and Economics

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

Contact Person: Attila Cseh, Department Head
Email: acseh@valdosta.edu
Phone: 245-3826

Assessment Cycle: 2011-2012

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.

Assessments/Measures: Starting in the 2011-2012 Academic year, the Economics faculty 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.

At the beginning of the Fall 2011 Semester the economics faculty formed three subcommittees to create the new instruments to be used. The subcommittees included all faculty members whose subject is covered in the particular assessment.

Breaking up the assessment into three separate parts helps to solve two reoccurring problems:

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. This problem now will be eliminated.
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.

Each question on the test will be linked to a particular economics subfield or learning outcome. The assessment standard will be the percentage of questions (separately for each economics subfield or learning outcome) that is answered correctly by at least 70 percent of the students. The goal is that at least 70 percent of the questions (for each subfield or learning outcome, and therefore, in total) will be answered correctly by 70 percent or more of the students.

Department Head	Date	Dean	Date	VPAA	Date
------------------------	-------------	-------------	-------------	-------------	-------------

Adapted from: University of Alabama SACS site (<http://sacs.ua.edu/degreeInfo2.cfm?college=2&dept=50>) and

University of Western Kentucky SACS Accreditation Review Process (<http://www.wku.edu/sacs/assessmentmanual.htm>)

Institutional_Effectiveness_Plan 2011-2012 Economics.Oct2011