

Institutional Effectiveness Plan: 2012-2013

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: 2012-2013

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: The Economics faculty started administering the assessment instruments in three classes instead of in only one class in the 2011-2012 academic year. During 2012-2013 we will stay with the current format, which is the following: 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.

Each question on the test is 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. Since some questions may be applicable to multiple learning outcomes performance on these questions will be taken into account multiple times to measure performance on these Learning Outcomes. 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
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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>)

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