

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: 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.

These outcomes were developed by the economics faculty.

Evaluated This Cycle: All five learning outcomes.

Assessments/Measures: Assessment is administered in three separate classes. A 10-item multiple choice test is embedded in the final of ECON 3600 (International Economics); a 15-item multiple choice test assessing knowledge acquired in Principles of Microeconomics (ECON 2106), Research and Analytical Methods in Economics (ECON 3000), and Managerial Economics (ECON 4100) is assessed as part of the final exam in ECON 4100 (during Spring Semesters); and a 15-item multiple choice test assessing knowledge acquired in Principles of Macroeconomics (ECON 2105), Mathematics for Economists (ECON 3001), and Intermediate Macroeconomics (ECON 4500) is administered as part of the final exam of the ECON 4500 class (during Fall Semesters).

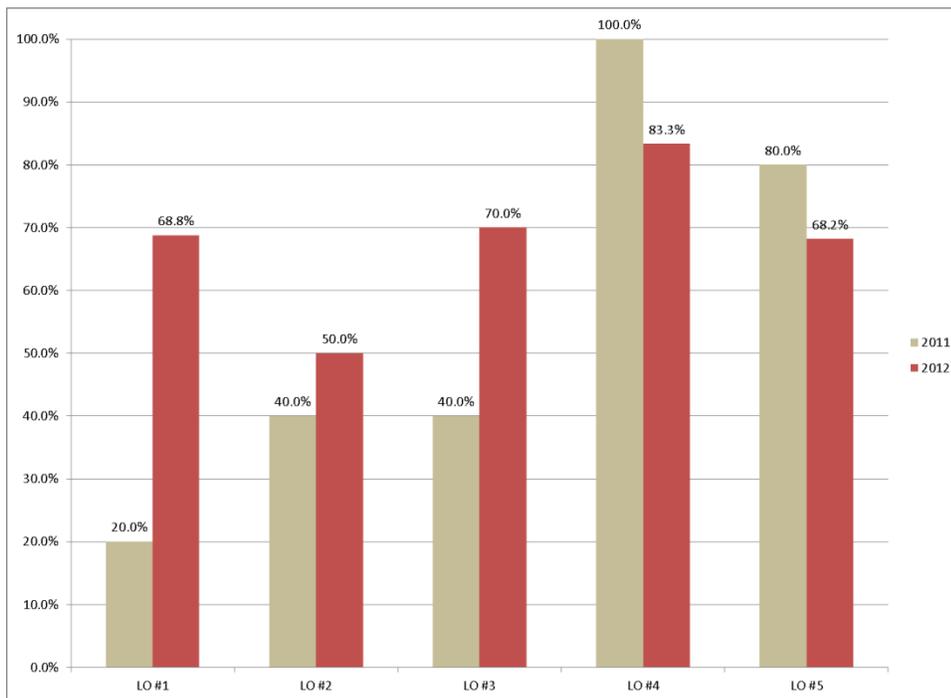
Data/Evidence Results: The final in ECON 3600 was taken by 36 students in the Fall 2011 Semester and 15 students in the Spring 2012 Semester. ECON 4100 was taken by 13 students. ECON 4500 was taken by 16 students. All 10 questions in ECON 3600 were answered correctly by at least 70% of the students; 8 of the 15 questions were answered correctly by at least 70% of the students in ECON 4100; and 10 of the 15 questions were answered correctly by at least 70% of the students in ECON 4500. That means that overall 28 of the 40 questions were answered correctly by at least 70% of the students taking these classes.

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The Table below shows performance broken down by learning outcomes. Some of the questions are applicable to multiple Learning Outcomes hence performance on these questions was taken into account multiple times for presentation purposes. The picture is mixed. Two learning outcomes have reached the 70% threshold, LO #1, and #5 came very close to the threshold, but LO #2 falls short of the desired outcome.

Learning Outcome	Assessment Questions	Number over 70%	Total number	Percentage
1	ECON 3600: 3 & ECON 4500: 1-15	11	16	69%
2	ECON 4100: 1, 2, 4, 5, 9, 15	3	6	50%
3	ECON 3600: 1, 4-8, 10 & ECON 4500: 10, 11, 13	7	10	70%
4	ECON 4100: 6, 8, 10-13	5	6	83%
5	ECON 3600: 2, 9 & ECON 4100: 3, 6, 7, 9-15 & ECON 4500 3-8, 12-15	15	22	68%

The figure below compares outcomes to the last time we assessed performance. Caution should be applied in interpreting results because the method of administering the assessment has changed (in 2011 assessment was measured on a single 35-item Multiple choice test that was turned in but students did not earn a grade). Results indicate that there is some improvement on 3 of the 5 Learning Outcomes. While performance dropped on LO #4, it is still above the threshold. Unfortunately, contrary to last year's results, performance is now below the threshold on LO #5.



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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 at the beginning of the Fall 2012 Semester to discuss the assessment results. Obviously, we would like our students to retain more from their major classes. Faculty have agreed that topics of the Learning Outcomes need to be better reinforced in the appropriate classes. Since this was the first time we used the current method of Assessment, we would like to administer the questions without any change to see whether results are robust.

Department Head

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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>)