

Department: Economics  
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 Participating Faculty:  
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IE Measures:  
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**Program Statement: BSBA in Economics CIP Code: 52.0601 Level: Undergraduate**

Linkage between Expanded Statement of institutional Purpose,  
 Department/Program Intended Outcomes/Objectives, Assessment Criteria and Procedures,  
 Results, and use of Results at our University

Expanded Statement of Institutional Purpose	Departmental/Program Intended Outcomes/objectives	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p><b>UCF Mission:</b>            UCF is a metropolitan university committed to providing the finest undergraduate education in Florida, achieving international prominence in key graduate educational and research programs, promoting a global perspective, fostering inclusiveness and diversity, and becoming America's leading partnership university.</p> <p><b>CBA Mission:</b>            The mission of the College of Business Administration is to provide quality business education programs, at the undergraduate, graduate and executive levels, to the citizens of the state of Florida and to selected clientele nationally and internationally. In delivering these programs, the College places primary emphasis on excellent teaching, research and service with a strong commitment to developing mutually supportive relationships with</p>				<p>Note: This year's ad hoc SACS Department Institutional Assessment Committee met a number of times to formulate criteria, develop and administer assessment instruments, evaluate the results, take action, and make recommendations. These assessments, actions and recommendations were widely distributed for comment and review to all faculty. The department has established a permanent departmental institutional assessment and <u>implementation</u> committee responsible for these tasks.</p>

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<p>the business community of Central Florida.</p> <p><b>Program Mission:</b> The Department of Economics at the University of Central Florida seeks to offer an applied educational approach to the study of current economic issues in the context of a global economy. It seeks to train students to apply analytical techniques for economic problem solving. It also seeks to enhance student abilities to participate successfully in the labor market.</p> <p><b>Goal Statement:</b> The Department of Economics at the University of Central Florida intends to provide students with an outstanding undergraduate economics education in which students will acquire the prerequisite knowledge and skills to analyze complex problems and issues that exist in today's global economy. Improved success of graduates to apply these knowledge and skills in the job market will be assessed.</p>	<p><b>1. Knowledge</b> Students graduating from undergraduate programs in economics are expected to acquire substantial knowledge in micro and macro economic theory. They will have mastered selected conceptual subject material to enhance their reasoning in the subject areas that they choose to learn. Examples of these areas are: managerial economics, financial economics, labor economics, development economics, industrial organization, money and banking, international economics, public finance, and the like.</p> <p><b>2. Skills</b> Graduating UCF economics majors will master analytical techniques and quantitative skills, which are used for analyzing contemporary public policy issues.</p>	<p>1a. In order to assess knowledge acquisition, a sample of seniors will be administered a standardized major field-test in economics administered by ETS of Princeton, N.J. Sixty-five percent of the economics' seniors tested will score above the mean on the knowledge (introductory, micro, and macro sub-area) part of the test.</p> <p>1b. A random sample of graduating seniors will be surveyed to ascertain the degree to which conceptual issues and knowledge have been learned. It is expected that 85% or more of students sampled will approve of the knowledge acquired.</p> <p>2a. A sample of seniors will be administered the standardized ETS field exam in economics during the last semester of their program of instruction. Of those students sampled, sixty-five percent will score above the mean on the quantitative and statistics sub areas.</p>	<p>1a. The average score of upper level students was slightly below the national average but above the median score.</p> <p>1b. 81% of the respondents were very satisfied or satisfied with conceptual issues and knowledge acquired.</p> <p>2a. The sample of economics students tested had a mean score of 38.2. This portion of the test was only implemented by ETS in 1997. Hence, national statistics for comparison will be available from ETS in October at which time the results will be analyzed again and action taken if warranted. This figure will also serve as a basis for</p>	<p>1. Results indicate that this outcome was not met. In response, faculty designed and implemented an upper-division research methodology course. This course will enhance, by serving as an integrative and capstone course, the knowledge acquired by students. The department also established procedures to:</p> <ul style="list-style-type: none"> <li>reinforce basic economic concepts in all upper division economics courses, and</li> <li>operate a mentoring/tutoring program and "help desk" in the department for undergraduate majors.</li> </ul> <p>We will continue to monitor this outcome during the next assessment cycle.</p> <p>2. Results indicate that this outcome was partially met. In response, faculty designed and implemented an upper-division research methodology course. The course will feature the use of cases studies which will enhance students' statistical and quantitative skills. The department also established procedures to:</p>

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	<p>3. <b>Student Satisfaction</b> Students will be expected to be reasonably satisfied with their program.</p>	<p>2b. A random sample of graduating seniors will be surveyed to ascertain the degree to which quantitative and analytical skills are satisfactorily being imparted and learned. It is expected that 85% or more of students sampled will be satisfied with the technical skills acquired.</p> <p>3. A sample of graduating seniors will complete a survey to be administered each semester in upper division economics courses. Eighty percent of those graduating are expected to be generally satisfied with the program.</p>	<p>comparison with next year's testing.</p> <p>2b. 88% of the respondents were very satisfied or satisfied with the quantitative and analytical skills acquired.</p> <p>3. All students surveyed were satisfied with the program overall, however, 86% of the students felt that more course choices should be offered.</p>	<ul style="list-style-type: none"> <li>• reinforce basic economic concepts in all upper division economics courses, and</li> <li>• operate a mentoring/tutoring program and "help desk" in the department for undergraduate majors.</li> </ul> <p>3. Results indicate this outcome has been met. No action was taken. However, the department's three-year plan for undergraduate course offerings is being reviewed with the intent of possibly increasing the number of electives offered each semester. Procedures for gaining input from alumni and employers are also under development. We will continue to monitor this outcome during the next assessment cycle.</p>