

IE Measures:  
Fall 1999

Department: Economics  
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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 the business community of Central Florida.</p>	<p>1. Knowledge</p>	<p>1a. In order to assess knowledge</p>	<p>1a. Twenty nine percent of students</p>	<p>Note: The department established a permanent departmental institutional assessment and implementation committee in 1997. This year's SACS Department Institutional Assessment Committee met a number of times to assess criteria and 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. Difficulties in obtaining standardized and normalized tests for skills assessment resulted in a new assessment procedure in column three.</p> <p>1a. In response to not meeting the</p>

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<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>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>acquisition, a sample of seniors are annually administered a standardized major field-test in economics administered by ETS of Princeton, N.J. Sixty-five percent of the economics' seniors tested are expected to score above the mean on the knowledge (introductory, micro, and macro sub-area) part of the test.</p>	<p>taking the exam scored above the national mean. Also, when scores are broken down into the two sub-components of the test (i.e., micro-economics and macroeconomics), twenty nine percent exceed the national mean for microeconomics and forty three percent exceed the national mean for macroeconomics.</p>	<p>goal outlined in column 3, the department has been more proactive in offering tutoring opportunities to students through the Student Academic Resource Center (SARC). Hence, additional economics tutors have been assigned to SARC.</p> <p>The department will continue to monitor student performance during the next assessment cycle.</p>
<p>2. Skills Graduating UCF economics majors will master analytical techniques and quantitative skills, which are used for analyzing contemporary public policy issues.</p>	<p>1b. A random sample of graduating seniors are surveyed annually 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. [It was learned in 1998 that ETS would no longer provide results with regard to skills assessment] Starting in Spring or Fall 2000, a sample of seniors will be administered the standardized ETS field exam in economics during the last semester of their program of instruction. This test normally contains a small number of quantitative questions that</p>	<p>1b. Eighty three percent of students were satisfied with the knowledge acquired in the program.</p> <p>2a. Although we are unable to assess student skill acquisition using the ETS exam, based on the survey results the percentage of students satisfied with skill acquisition slightly exceeded the stated goal.</p>	<p>1b. Since the department was slightly under the stated goal, additional tutoring services have been provided through SARC.</p> <p>2a. In an effort to make additional improvements, moreover,</p>	

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	<p>3. Student Satisfaction Students will be expected to be reasonably satisfied with their program.</p>	<p>will be hand graded locally. In addition, supplemental questions will be added to and graded locally as necessary to fully assess quantitative skill requirement. Of those students sampled, sixty-five percent are expected to answer correctly 85%, or more, of the questions.</p> <p>2b. A random sample of graduating seniors are surveyed annually 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 complete a survey administered each semester in upper division economics courses. Eighty percent of those graduating are expected to be generally satisfied with the program.</p>	<p>2b. Eighty nine percent of students were satisfied with the quantitative and analytical skills acquired in the program.</p> <p>3. Eighty two percent of senior stated they were generally satisfied with the program.</p>	<p>approximately one-third of the department faculty, which included several that teach the quantitative tools courses, attended the 1999 Summer Institute at UCF for the purpose of enhancing their teaching skills.</p> <p>2b. Since the department met it's goal in this category, no specific changes have been made to the program.</p> <p>The department will continue to monitor student performance during the next assessment cycle.</p> <p>3. Since the department met its goal in this category, no specific changes have been made to the program.</p> <p>The department will continue to monitor student satisfaction during the next assessment cycle.</p>