

IE Measures:
Fall 2000

Department: Economics
 Chair: Djehane Hosni
 Participating Faculty:
Craig Gallet, Barbard Moore, Bob Pennington,
Brian Rungeling, and Bisakha Sen.

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>UCF Mission: 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>CBA Mission: The College of Business Administration advances the University's mission and goals in providing intellectual leadership through teaching, research, and service. The College delivers research and quality business education programs at the undergraduate, graduate, and executive levels to citizens of the State of Florida and to select clientele nationally and internationally.</p> <p>The College's faculty of scholar-</p>				
	1. Knowledge	1a. In order to assess knowledge		

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<p>teachers is committed to providing the academic community with high-quality contributions in basic scholarship, applied scholarship, and instructional development. The College delivers quality teaching in comprehensive academic programs that build on the University's foundation in the arts and sciences. These programs are designed to provide students with competencies, skills, and knowledge that serve the business community's national and international needs. Service to its community is an important extension of the teaching and research mission of the College. The College also engages in mutually enriching partnerships with the business community.</p> <p>The College of Business Administration is committed to and embraces academic and cultural diversity, the free expression of ideas, equality of all people, and the dignity of the individual. Furthermore, the College provides a creative and technologically advanced environment for the delivery of innovative and progressive programs.</p> <p>Goal Statement: 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</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>2. Skills Graduating UCF economics majors will master analytical techniques and quantitative skills, which are used for analyzing contemporary public policy issues.</p>	<p>acquisition, a sample of seniors are annually administered a standardized major field-test in economics administered by ETS of Princeton, NJ. 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>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 2000, a sample of seniors will be administered the standardized ETS field exam in economics during the last semester of their program of instruction. Supplemental questions will be added to and graded locally as necessary to fully assess</p>		

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<p>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>3. Student Satisfaction Students will be expected to be reasonably satisfied with their program.</p>	<p>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>		