

**Texas Southern University**  
**Assessment Narrative**  
**Academic Year 2007-08 thru 2009-10**

**COLLEGE OF LIBERAL ARTS AND BEHAVIORAL SCIENCES**

**Program: Bachelor of Arts in Economic**

THECB CIP Code 45.0601.00

The Economics program in the department of History, Geography & Economics of Texas Southern University is to become one of the nationally recognized B.A. programs committed to providing students with a strong background in theoretical and practical understanding of both macro and micro economic topics. It also helps students build analytical and problem solving skills valued by graduate/professional schools and employers.

**Goal 1**

To develop students' understanding of how production and exchange decisions are made in a free market economy.

**Outcome 1.1 – Students will demonstrate knowledge of how prices ration output, allocate resources and help determine income in a market economy**

The metric used to measure the success of this outcome is scores from the ETS Major Field Test for Economics. Targets for each of the three years is that at least 80% of seniors will score at the national average, which is 158 on a total test score with ranges from 120-200.

**Findings (2008-2010)**

There were no graduating seniors during 2007-2008. The assessment result from ETS Major Field Test in Economics indicated that the program did not achieve its goals at the targeted level for 2008-09 and 2009-10. In 2008-2009, one senior took the test and scored 120. In 2009-10, four seniors took the test and neither scored at the national average of 158.

**Action Plan Summary**

**2007-2008**

- Continue working with students matriculating through the program on production and exchange in the free economy.

**2008-2009**

- Revised teaching methods that integrate the use of innovative resources that are presented in a way that are conducive to better teaching and student understanding.

**2009-2010**

- Designed Capstone course to be completed by seniors before taking ETS to re-enforce depth of understanding of macro, micro, international economics and quantitative analysis.
- Initiated test review sessions so that quantitative skills and applications are revised and strengthened.
- Revised curriculum to integrate the recent developments in the field of economics and standardize coverage of core economic concept.

**Goal 2**

To produce students who understand microeconomic and macroeconomic issues.

**Outcome 2.1 – Students will demonstrate knowledge of how economic choices are made in the market place and how macroeconomics functions to produce gross domestic product (GDP), employment and price**

The metric to measure the success of this outcome is scores from the ETS Major Field Test scores for Economics on microeconomics, macroeconomics, and international economics. The target is that 80% of seniors will score at the national average score of Micro 58; Macro 57; and Intern 57 on a test score that ranges from 20 – 100.

**Findings**

There were no graduating seniors during 2007-2008. During 2008-2009, one senior took the test and scored as follows: Micro 20; Macro, and Intern 9. During 2009-2010, four seniors took the test and neither of them scored at the national average in the three subject areas.

**Action Plan Summary**

**2007-2008**

- Continue working with students on microeconomic and macroeconomic theories and applications.

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**2008-2009**

- Revised teaching methods that integrate the use of innovative resources that are presented in a way that are conducive to better teaching and student understanding.

**2009-2010**

- Designed Capstone course to be completed by seniors before taking ETS to re-enforce depth of understanding macro, micro, international economics and quantitative analysis.
- Initiated test review sessions so that quantitative skills and applications are revised and strengthened.
- Revised curriculum to integrate the recent developments in the field of economics and standardize coverage of core economic concept.
- Continued to enhance teaching methods that integrate use of innovative resources that are presented in a way that are conducive to better teaching and student understanding.

**Goal 3**

To prepare students who are able to analyze economic data to make sound economic/business decisions.

**Outcome 3.1 – Students will apply marginal analysis to business and economic problems using simple mathematical techniques to analyze data**

The metric to measure the success of this outcome is the ETS Major Field Test scores in Economics on Quantitative Analysis. The target for each of the three years is that 80% of seniors will score at the national average score, which is 58 on a test score that ranges from 20–100.

**Findings (2008-2010)**

In 2007-2008, there were no graduating seniors. In 2008-2009, one senior took the test and scored 12. In 2009-2010, four seniors took the test and scored a mean of 29 with none of them scoring at the national average.

**Action Plan Summary**

**2007-2008**

- Continue emphasis on the skills necessary to make sound economic decisions.

**2009-2010**

- Designed capstone course to be completed by seniors before taking ETS to re-enforce depth of understanding macro, micro, international economics and quantitative analysis.
- Initiated test review sessions so that quantitative skills and applications are revised and strengthened.
- Integrated the recent developments in the field of economics and standardized coverage of core economic concepts.
- Continued to enhance teaching methods that integrate use of innovative resources that are presented in a way that are conducive to good teaching and student understanding.
- Revised teaching methods that integrate use of innovative resources that are presented in a way that are conducive to better teaching and student understanding.

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| Goal   | Student Learning Outcomes/ Objectives   | Metric                                    | Target  |   |   | Findings              |   |   | Action Plan   | Reference Document |
|--|---|---|---|---|---|-----------------------|---|---|---|--------------------|
|  |   |   | 2007-08   | 2008-09   | 2009-10   | 2007-08               | 2008-09                                 | 2009-10   |   |                    |
| <b>Goal 1</b><br>To develop students' understanding of how production and exchange decisions are made in a free market economy | <b>SLO 1.1</b><br>Students will demonstrate knowledge of how prices ration output, allocate resources and help determine income in a market economy | ETS Major Field Test scores for Economics | At least 80% of seniors will score at the national average, which is 158 on a total test score with ranges from 120-200 | At least 80% of seniors will score at the national average, which is 158 on a total test score with ranges from 120-200 | At least 80% of seniors will score at the national average, which is 158 on a total test score with ranges from 120-200 | No graduating seniors | One senior took the test and scored 120 | Four seniors took the test and scored as follows:<br>120<br>126<br>130<br>131 | <b>Based on 2007-2008 Findings</b><br>Continue working with students matriculating through the program on production and exchange in the free economy<br><b>Based on 2008-2009 Findings</b><br>Revised teaching methods that integrate the use of innovative resources that are presented in a way that are conducive to better teaching and student understanding<br><b>Based on 2009-2010 Findings</b><br>Designed Capstone course to be completed by seniors before taking ETS to re-enforce depth of understanding of macro, micro, international economics and quantitative analysis<br>Initiated test review sessions so that quantitative skills and applications are revised and strengthened.<br>Revised curriculum to integrate the recent developments in the field of economics and standardize coverage of core economic concept | R1<br>ETS Data     |

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| Goal   | Student Learning Outcomes/ Objectives   | Metric   | Target  |   |   | Findings                           |  |   | Action Plan   | Reference Document    |
|--|---|--|---|---|---|------------------------------------|--|---|---|-----------------------|
|  |   |  | 2007-08   | 2008-09   | 2009-10   | 2007-08                            | 2008-09  | 2009-10   |   |                       |
| <b>Goal 2</b><br>To produce students who understand microeconomic and macroeconomic issues | <b>SLO 2.1</b><br>Students will demonstrate knowledge of how economic choices are made in the market place and how macroeconomics functions to produce gross domestic product (GDP), employment and price | ETS Major Field Test scores for Economics on:<br>Microeconomics<br>Macroeconomics<br>International Economics | 80% of seniors will score at the national average score of:<br>Micro 58<br>Macro 57<br>Intern 57<br>on a test score that ranges from 20 – 100 | 80% of seniors will score at the national average score of:<br>Micro 58<br>Macro 57<br>Intern 57<br>on a test score that ranges from 20 – 100 | 80% of seniors will score at the national average score of:<br>Micro 58<br>Macro 57<br>Intern 57<br>on a test score that ranges from 20 – 100 | 2007-2008<br>No graduating seniors | 2008-2009<br>One senior took the test and scored<br>Micro 20<br>Macro 32<br>Intern 9 | 2009-2010<br>The scores of seniors who took the test were as follows:<br><b>Student 1</b><br>Micro 20<br>Macro 35<br><br><b>Student 2</b><br>Micro 31<br>Macro 32<br><br><b>Student 3</b><br>Micro 26<br>Macro 45<br><br><b>Student 4</b><br>Micro 23<br>Macro 32<br><br>The mean score for all four students for the International subject area was 29 | <b>Based on 2007-2008 Findings</b><br>Continue working with students on microeconomic and macroeconomic theories and applications<br><br><b>Based on 2008-2009 Findings</b><br>Revised teaching methods that integrate the use of innovative resources that are presented in a way that are conducive to better teaching and student understanding<br><br><b>Based on 2009-2010 Findings</b><br>Designed Capstone course to be completed by seniors before taking ETS to re-enforce depth of understanding macro, micro, international economics and quantitative analysis<br>Initiated test review sessions so that quantitative skills and applications are revised and strengthened<br>Revised curriculum to integrate the recent developments in the field of economics and standardize coverage of core economic concept | <b>R1</b><br>ETS Data |

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| Goal   | Student Learning Outcomes/ Objectives  | Metric  | Target   |  |  | Findings                           |   |  | Action Plan   | Reference Document    |
|--|--|---|--|--|--|------------------------------------|---|--|---|-----------------------|
|  |  |   | 2007-08  | 2008-09  | 2009-10  | 2007-08                            | 2008-09   | 2009-10  |   |                       |
| <b>Goal 2</b><br>To produce students who understand microeconomic and macroeconomic issues                           |  |   |  |  |  |                                    |   |  | Continued to enhance teaching methods that integrate use of innovative resources that are presented in a way that are conducive to better teaching and student understanding  | <b>R1</b><br>ETS Data |
| <b>Goal 3</b><br>To prepare students who are able to analyze economic data to make sound economic/business decisions | <b>SLO 3.1</b><br>Students will apply marginal analysis to business and economic problems using simple mathematical techniques to analyze data | ETS Major Field Test scores in Economics on Quantitative Analysis | 80% of seniors will score at the national average score, which is 58 on a test score that ranges from 20–100 | 80% of seniors will score at the national average score, which is 58 on a test score that ranges from 20–100 | 80% of seniors will score at the national average score, which is 58 on a test score that ranges from 20–100 | 2007-2008<br>No graduating seniors | 2008-2009<br>One senior took the test and scored 12 | 2009-2010<br>All Seniors taking the test scored 29 | <p><b>Based on 2007-2008 Findings</b><br/>Continue emphasis on the skills necessary to make sound economic decisions</p> <p><b>Based on 2009-2010 Findings</b><br/>Designed capstone course to be completed by seniors before taking ETS to re-enforce depth of understanding macro, micro, international economics and quantitative analysis</p> <p>Initiated test review sessions so that quantitative skills and applications are revised and strengthened</p> <p>Integrated the recent developments in the field of economics and standardized coverage of core economic concepts</p> |                       |

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| Goal  | Student Learning Outcomes/ Objectives | Metric | Target  |         |         | Findings |         |         | Action Plan   | Reference Document    |
|---|---------------------------------------|--------|---------|---------|---------|----------|---------|---------|---|-----------------------|
|   |                                       |        | 2007-08 | 2008-09 | 2009-10 | 2007-08  | 2008-09 | 2009-10 |   |                       |
| <b>Goal 3</b><br>To prepare students who are able to analyze economic data to make sound economic/ business decisions |                                       |        |         |         |         |          |         |         | Continued to enhance teaching methods that integrate use of innovative resources that are presented in a way that are conducive to good teaching and student understanding<br><br>Revised teaching methods that integrate use of innovative resources that are presented in a way that are conducive to better teaching and student understanding | <b>R1</b><br>ETS Data |