



Texas Southern University
Assessment Plan 2010-2013

Unit Assessment Plan

College of Liberal Arts & Behavioral Science

Bachelor of Arts in Economics

Introduction

Texas Southern University's Mission

Texas Southern University is a comprehensive metropolitan university. Building on its legacy as a historically black institution, the university provides academic and research programs that address critical urban issues and prepare an ethnically diverse student population to become a force for positive change in a global society.

In order to achieve this mission, Texas Southern University provides:

- quality instruction in a culture of innovative teaching and learning
- basic and applied research and scholarship that is responsive to community issues
- opportunities for public service that benefit the community and the world.

Texas Southern University's Vision

Texas Southern University will become one of the nation's pre-eminent comprehensive metropolitan universities. We will be recognized by the excellence of our programs, the quality of our instruction, our innovative research, and our desire to be a contributing partner to our community, state, nation, and world.

Accreditation Standards

Accreditation by Southern Association of Colleges and Schools Commission on Colleges (SACS) Commission on Colleges signifies that the institution: (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

Source: The Principles of Accreditation: Foundations for Quality Enhancement, 5th edition

Goal 1 Assessment Plan 2010-11 to 2012-13

1 Goal Description

Goal 1:

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

2 SLO Student Learning Outcomes/Objectives

SLO 1.1: Students will demonstrate knowledge of an understanding of the economic logic of resource allocation and income determination income in a market economy.

SLO 1.2: Students will demonstrate the application and implication of supply and demand model in output and resource allocation.

3 Metric

Metric 1.1

2010-2011:

Scores from Educational Testing Service (ETS) Major Field Test in Economics.

2011-2012:

Embedded questions on the Department Economics Exit Exam.

Metric 1.2

2010-2011:

Scores from Educational Testing Service (ETS) Major Field Test in Economics

2011-2012:

Embedded questions on the Department Exit Exam in Economics (Metric changed due to discontinuance of ETS test)

4 Target 2010-11

Target 1.1

At least 50% of seniors will score at the national average of 158 on a total score range of 120-200.

Target 1.2

At least 50% of seniors will score at the national average score of 58 on MICRO (Microeconomics) & QUANT (Quantitative economics)

5 Findings 2010-11

Findings 1.1 The total score was of 129 of a total score range of 120 à 200. Target not met.

Findings 1.2

Test scores reflected:

31 on MICRO

28 on QUANT

Target not met.

6 Action Plan 2010-11

Continue providing review sessions of Fundamental concepts of economics (the economic way of thinking).

ETS Major Field Test discontinued. Effective 2011-2012 used Dept Exit Exam.

Strengthen the understanding of the role of Demand and Supply model in a free market economy.

7 Target 2011-12

Target 1.1

At least 50% or more of seniors will score 70% or better on the Department Exit Exam in all areas

Target 1.2

1.2a

At least 50% of seniors will score 70% or better on the MICRO (Microeconomics) section of the Departmental

Exit Exam.

1.2b

At least 50% of seniors will score 70% or better on the QUANT (Quantitative Economics) portion of the Departmental Exit Exam.

8 Findings 2011-12

Findings 1.1

Of the four students taking the exam, 25% (n=1) scored 70%.

Target Not met.

Findings 1.2

1.2a

Of the four students taking the exam, 75% (n=3) scored 70% or higher on the MICRO portion of the exam.

Target Met.

1.2b

Of the four students taking the exam, 0% (0 of 4) scored 70% or higher on the QUANT (Quantitative Economics) portion of the exam.

Target Not Met.

9 Action Plan 2011-12

The Economics program is in the process of being transitioned from the College of Liberal Arts and Behavioral Sciences to the School of Business where students will receive additional support in an environment conducive to meeting the learning needs of Economics majors. It will be phased out in 2016.

10 Target 2012-13

Program transitioned to the School of Business. Assessment will now be measured by that academic area.

11 Findings 2012-13

No findings. Program transitioned to School of Business. Assessment activities will occur in that academic area.

12 Action Plan 2012-13

The Economics program is in the process of being transitioned from the College of Liberal Arts and Behavioral Sciences to the School of Business where students will receive additional support in an environment conducive to meeting the learning needs of Economics majors. It will be phased out in 2016.

13 Additional Reference Documents

[2011_2012.Results Economics Exit Exam](#) [DOC 24 KB 2/11/15]

[Economics MFT 2010-2011](#) [PDF 489 KB 2/12/15]

Goal 2 Assessment Plan 2010-11 to 2012-13

1 Goal Description

Goal 2:

To produce students who understand microeconomic and macroeconomic issues at the national and international levels.

2 SLO Student Learning Outcomes/Objectives

SLO 2.1: Students will demonstrate knowledge of how economic choices are made by individual decision makers.

SLO 2.2: Students will demonstrate knowledge of macroeconomics theories of economic growth, inflation, unemployment, income distribution and international economics.

3 Metric

Metric 2.1

2010-2011:

Scores from Educational Testing Service (ETS) Major Field Test in Economics.

2011-2012: Embedded questions on the Department Exit Exam in Economics.

Metric 2.2

2010-2011:

Scores from Educational Testing Service (ETS) Major Field Test in Economics.

2011-2012:

Embedded questions on the Department Exit Exam in Economics. Metric changed due to discontinuance of ETS test.

4 Target 2010-11

Target 2.1

Overall scores will reflect MICRO (Microeconomics) 58% and QUANT (Quantitative economics) 58

Target 2.2

Overall scores will reflect MACRO (Macroeconomics) 57 and INTERN (International) 57

5 Findings 2010-11

Findings 2.1

2010-2011

Test scores indicated

MICRO 31 - Target not met

QUANT 28 - Target not met

Findings 2.2

Test scores indicated

32 in MACRO - Target not met

27 International - Target not met

6 Action Plan 2010-11

Continue providing test review session to help strengthen understanding of microeconomics and strengthening the quantitative skills.

Revise teaching methods that integrate the use of innovative resources in macroeconomics and in international economics.

7 Target 2011-12

Target 2.1

2.1a

At least 70% of exiting seniors will score 58% or higher on the MICRO (Microeconomics) portion of the exam.

2.1b

At least 70% of exiting seniors will score 58% or higher on the QUANT (Quantitative) portion of the exam.

Target 2.2

2.2a

At least 70% of exiting seniors will score 57% or higher on the MACRO (Macroeconomics) portion of the exam.

2.2b

At least 70% of exiting seniors will score 57% or higher on the INT (International Economics) portion of the exam.

8 Findings 2011-12

Findings 2.1

2.1a

Of the four students taking the exam, 75% (n=3) scored 57% or higher on the Microeconomics portion.

Target Met.

2.1b

Of the four students taking the exam, 50% (n=2) scored 58% or higher on the Quantitative portion of the exam.

Target not met.

Findings 2.2

2.2a

Of the four students taking the exam, 75% (n=3) scored 57% or higher on the Macroeconomics portion of the exam.

Target Met.

2.2b

of the four students taking the exam, 100% (n=4) scored 57% or higher on the International Economics portion of the exam.

Target met.

9 Action Plan 2011-12

The Economics program is in the process of being transitioned from the College of Liberal Arts and Behavioral Sciences to the School of Business where students will receive additional support in an environment conducive to meeting the learning needs of Economics majors. It will be phased out in 2016.

10 Target 2012-13

The Economics program has transitioned from the College of Liberal Arts and Behavioral Sciences to the School of Business where students will receive additional support in an environment conducive to meeting the learning needs of Economics majors. Assessment will occur in that academic area.

11 Findings 2012-13

The Economics program has transitioned from the College of Liberal Arts and Behavioral Sciences to the School of Business where students will receive additional support in an environment conducive to meeting the learning needs of Economics majors. Assessment will occur in that academic area.

12 Action Plan 2012-13

The Economics program has transitioned from the College of Liberal Arts and Behavioral Sciences to the School of Business where students will receive additional support in an environment conducive to meeting the learning needs of Economics majors. Assessment will occur in that academic area.

13 Additional Reference Documents

[2011_2012.Results Economics Exit Exam](#) [DOC 24 KB 4/17/15]

[Economics 2010_2011](#) [JPG 1,439 KB 4/17/15]

[Economics MFT 2011-2012](#) [JPG 1,384 KB 4/17/15]

[Economics MFT 2011-2012.2](#) [JPG 1,299 KB 4/17/15]

Goal 3 Assessment Plan 2010-11 to 2012-13

1 Goal Description

Goal 3:

To prepare students who are able to analyze economic data to make sound economic/business decisions at macro and micro level.

2 SLO Student Learning Outcomes/Objectives

SLO 3.1: Students will apply marginal analysis to business and economic problems at the micro level using elementary mathematical and statistical techniques to make rational decisions and choices.

SLO 3.2: Students will apply marginal analysis to macroeconomic problems at the national and international level using elementary mathematical and statistical techniques to analyze data.

3 Metric

Metric 3.1

2010-2011:

Scores from ETS Major Field Test in Economics.

2011-2012:

Embedded questions on the Department Exit Exam in Economics.

Metric 3.2

2010-2011:

Scores from ETS Major Field Test in Economics.

2011-2012:

Embedded questions on the Department Exit Exam in Economics. Metric changed due to discontinuance of ETS Test.

4 Target 2010-11

Target 3.1

Overall scores will reflect INTERN (International Economics) 57%

Target 3.2

Overall scores will reflect MACRO (Macroeconomics) 57%; and QUANT (Quantitative Economics) 58%

5 Findings 2010-11

Findings 3.1

2010-2011:

Scores reflected that students tested at:

27% on the INTERN (International Economics) - Target not met

Findings 3.2

2010-2011:

Scores reflected that students tested at:

32% in MACRO (Macroeconomics) - Target not met

28% in QUANT (Quantitative Economics) - Target not met

6 Action Plan 2010-11

Revise teaching methods that integrate the use of innovative resources in macroeconomics and in international economics.

Continue providing test review sessions on application of quantitative skills for marginal analysis in macro, micro, and international economics.

7 Target 2011-12

Target 3.1

At least 70% of exiting seniors will score 57% or higher on the INTERN (International Economics) portion of the exam.

Target 3.2

3.2a

At least 70% of exiting seniors will score 57% or higher on the MACRO (Macroeconomics) portion of the exam.

3.2b

At least 70% of exiting seniors will score 58% or higher on the QUANT (Quantitative Economics) portion of the exam.

8 Findings 2011-12

Findings 3.1

2011-2012

Of the four seniors who took the Departmental Exit Exam, 100% (n=4) scored between 50% and 67% on the Micro related questions.

Target Met.

Findings 3.2

Finding 3.2a

Of the four seniors who took the Departmental Exit Exam, 75% (n=3) scored 57% or higher on the Macro portion.

Target Met.

Findings 3.2b

Of the four seniors who took the Departmental Exit Exam, 50% (n=2) scored 58% or higher on the Quantitative portion.

Target Not Met.

9 Action Plan 2011-12

The Economics program is being transitioned to the School of Business where students will receive more directed support relative to the learning of Economics content. Assessment will now be measured by that academic area.

10 Target 2012-13

Program transitioned to the School of Business. Assessment will now be measured by that academic area.

11 Findings 2012-13

Program transitioned to the School of Business. Assessment will now be measured by that academic area.

12 Action Plan 2012-13

Program transitioned to the School of Business. Assessment will now be measured by that academic area.

13 Additional Reference Documents

[2011-2012 Econ Exit Exam](#) [DOC 24 KB 4/27/15]

[Economics MFT 2010-2011](#) [PDF 489 KB 4/27/15]

