

ASSESSMENT PLAN, 2005-06, DEPARTMENT OF ECONOMICS AND FINANCE

ECONOMICS PROGRAM

Mission Statement/Goals/Objectives	Intended Outcomes	Assessment Methods	Data Collected	Use of Results
<p>Achieve excellence in economics education through teaching, research, and service and provide high quality economics preparation for professional careers in both private (profit and nonprofit) and public sectors organizations. The undergraduate program is devoted to providing basic economics and business knowledge and skills, along with general education, needed for career development.</p>	<p>Achieve at a high level the School of Business learning objectives, of which there are ten. Student achievement on the ETS exam in economics at or above the 75<sup>th</sup> percentile. Placement of majors in successful careers or graduate school. Satisfaction on the part of graduates and employers in the knowledge and skills of our students.</p>	<p>We will begin to use the Test of Understanding In College Economics in our intermediate level required courses. Student evaluations, peer evaluation/classroom evaluation form (to be constructed), course development and modification by committees among economics faculty, administration of ETS field exam to seniors, analysis of placement data available from Career Services, surveys of employers conducted periodically by the School of Business, exit interviews of seniors whereby they evaluate the overall effectiveness of the Economics program in terms of achievement of School of Business learning objectives; and assessment of specific Economics program objectives.</p>		
<p>Provide expert classroom instruction.</p>	<p>Ensure that all faculty teaching economics are academically or professionally qualified, according to AACSB standards and SUU School of Business policies, to teach at the undergraduate instructional level and, for those who are terminally degreed, at the graduate level. Ensure that instruction is provided in pedagogically sound ways.</p>	<p>Assess the qualifications of economics faculty according to AACSB standards and the intellectual contributions and professional development policies of the School of Business. Assess teaching effectiveness by-way-of a teaching portfolio which each faculty member submits during their annual review.</p>		
<p>Foster knowledge of economics and finance and career development through internships and clubs.</p>	<p>Encourage and provide for meaningful internships for students.</p>	<p>Proposed internships are evaluated in terms of the experience and knowledge likely to be gained. An internship report is required from each intern at the end of the internship and evaluated.</p>		

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ECONOMICS PROGRAM (Continued)

<p>Dissemination of the results of theoretical, applied, and pedagogical research, and the development and use of relevant economics textbooks, case studies, and other instructional materials.</p>	<p>The Economics faculty as a group are very active in scholarly activity, particularly in pedagogical and applied research. The results are frequently published in leading journals. The results are used in various ways, including advisement (<i>e.g.</i> success of economics graduates in law careers) and reading assignment of published articles (<i>e.g.</i> in the course on History of Economic Thought). Most of the faculty have developed web pages which are extensively used both in the classroom and by students outside of the classroom for assignments, research, and test preparation purposes.</p>	<p>A performance report is required annually of each faculty member. Scholarly activity is described, including an explanation of how it has influenced teaching activity. The use of web pages, or other particular and unique pedagogic materials or activities, is described in the teaching portfolio.</p>		
<p>Provide service through university committees, professional organizations, seminars, and consulting activities and provide relevant, practical examples to students in the classroom.</p>	<p>All faculty participate on university committees. Faculty are encouraged to engage in professional consulting activity, the results of which can be brought to the classroom and made relevant to the learning experience of students.</p>	<p>Service activity is reported by faculty in their Faculty Annual Activity Report.</p>		

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FINANCE PROGRAM

Mission Statement/Goals/Objectives	Intended Outcomes	Assessment Methods	Data Collected	Use of Results
<p>Achieve excellence in finance education through teaching, research, and service and provide high quality finance preparation for professional careers in the financial sector of the economy, industry, and other organizations. The undergraduate program is devoted to providing basic finance and business knowledge and skills, along with general education, needed for career development.</p>	<p>Achieve at a high level the School of Business learning objectives, of which there are ten. Student achievement on the ETS exam in economics at or above the 75<sup>th</sup> percentile. Placement of majors in successful careers or graduate school. Satisfaction on the part of graduates and employers in the knowledge and skills of our students.</p>	<p>Denise Woodbury was assigned to find a comparable finance tool to the Test of Understanding In College Economics Student evaluations, peer evaluation/classroom evaluation form (to be constructed), course development and modification by committees among economics faculty, administration of ETS field exam to seniors, analysis of placement data available from Career Services, surveys of employers conducted periodically by the School of Business, exit interviews of seniors whereby they evaluate the overall effectiveness of the Finance program in terms of achievement of School of Business learning objectives; and assessment of specific Finance program objectives.</p>		
<p>Provide expert classroom instruction.</p>	<p>Ensure that all faculty teaching finance are academically or professionally qualified, according to AACSB standards and SUU School of Business policies, to teach at the undergraduate instructional level and, for those with terminal degrees, at the graduate level. Ensure that instruction is provided in pedagogically sound ways.</p>	<p>Assess the qualifications of finance faculty according to AACSB standards and the intellectual contributions and professional development policies of the School of Business. Assess teaching effectiveness with a teaching portfolio which each faculty member submits during their annual review.</p>		
<p>Foster knowledge of finance and business and career development through internships and clubs.</p>	<p>Encourage and provide for meaningful internships for students.</p>	<p>Proposed internships are evaluated in terms of the experience and knowledge likely to be gained. An internship report is required from each intern at the end of the internship and evaluated.</p>		

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FINANCE PROGRAM (Continued)

<p>Disseminate the results of theoretical, applied, and pedagogical research, and develop and use relevant finance textbooks, case studies, and other instructional materials.</p>	<p>The approach to the subject of finance is very diverse among those who teach it, ranging from extensive use of case studies and personal experience of many years in private industry to the development of a textbook.</p>	<p>A performance report is required annually of each faculty member. Scholarly activity is described, including an explanation of how it has influenced teaching activity.</p>		
<p>Provide service through university committees, professional organizations, seminars, consulting activities, etc., and provide relevant, practical examples to students in the classroom.</p>	<p>All faculty participate on university committees. All faculty are encouraged to engage in professional consulting activity, the results of which can be brought to the classroom and made relevant to the learning experience of students.</p>	<p>Service activity is reported by faculty in their Faculty Annual Activity Report.</p>		