

Unit Effectiveness Plan for 2003-2004
Department(Unit): Economics
College (Division): Dean - College of Business Administration

Unit Mission or Purpose:

The Economics Department mission is threefold: (1) to prepare a broad range of students--business and non-business--for understanding the world they live in; (2) to provide the tools, at both the undergraduate and graduate level, necessary for decision-making for students seeking a career in business and government; and (3) to carry out the technical tasks of the profession by extending the theory and carrying out applied research that can be used at all levels of government, business and the non-profit sector.

Articulation of how unit mission/purpose relates to University mission:

As one of the many academic departments or units of the University, the Department of Economics enthusiastically supports the University mission by offering degree programs and other educational experiences that will instill in students those traits most valued by the academic and business communities, by active participation in research, and by reaching out to the community when service is needed.

Intended outcome	Related Institutional Goal/Objective/Strategy	Action Steps	Method of Assessment (Who, What, When)	Results of Assessment	Proposed Changes and Recommendations for Improvement	Resources Needed for Proposed Changes
To engage in the discovery and dissemination of academic and applied research that will benefit the profession, the students, and the business community.	4A	1) The Department will continue to monitor and report research activity; 2) The Department will continue to support and encourage travel to high level academic conferences where faculty present their research and will continue to invite scholars to present their research at UTA;	The evidence of research activity will be documented at the end of the year by the Department Chair from a review of the annual activity reports prepared by the faculty and will include publications and other aspects of intellectual activity.	1) Faculty published 31 pieces of research including articles in elite journals. 2) Nine faculty presented 22 papers of original research at 15 conferences.		
The Department will increase community visibility.	3C	The Department Chair will encourage active participation in continuing education programs and pro	The Chair will review the annual activity reports submitted by the faculty for service activities such as:	Numerous requests for expert opinion from faculty were		

		bono response to reuqets by media, businesses, local governments and non-profit organizations for expert economic opinions and analysis.	<p>1) Involvement in community organizations;</p> <p>2) Assistance provided to local, state and national agencies;</p> <p>3) Responses to requests from media for expert commentary and background information and comparisons to prior years.</p>	answered by the department during this period. Several talks were also given to Rotary Clubs and other community organizations.		
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BBA - Economics

Student Competencies:

Students will demonstrate computer proficiency.	3A	1. Require BUSA 2303, Introduction to MIS and Data Processing, and keep the content current.	Dean's Office and program directors to assess the progress of students in BUSA 2303 by identifying key elements of competency and evaluating students' progress in each element. Compile summary statistics.	Assessment will be provided by the Dean's office.		
Students will demonstrate oral communication skills.	3A	1. Require a course (Speech 1301 or 2305) and oral presentations in the curriculum. Review course requirements against competencies needed. Compile results of evaluation of oral presentations in Business Policy classes.	Dean's Office and program directors to assess students' oral communication skills by reviewing evaluations of presentations in business policy classes and compiling summary statistics.	Assessment will be provided by the Dean's office.		

1. a) Undergraduate students with a major in economics will demonstrate competence in (1) basic knowledge of economic theory and (2) application of this theory to private and public sector issues.	3A	a) The Department has designated ECON 3318 as a course in which all economic majors must show competence in theory and practice.	a) The instructor will grade the term papers and a determination will be made based on the rubric to determine whether students show proficiency in the course areas of theory and practice. The rubric of criteria consists of (1) how well the student blended theory with model specification and (2) how well the student executed the empirical analysis.	Instructor reports satisfactory performance in the projects assigned in this class with the majority of students having mastered the competencies required and earning A's and B's.		
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BA/BS - Economics

Student Competencies:

Students will demonstrate computer proficiency.	3A	1. Require BUSA 2303, Introduction to MIS and Data Processing, and keep the content current.	Dean's Office and program directors to assess the progress of students in BUSA 2303 by identifying key elements of competency and evaluating students' progress in each element. Compile summary statistics.	Assessment will be provided by Dean's office.		
Students will demonstrate oral communication skills.	3A	1. Require a course (Speech 1301 or 2305) and oral presentations in the curriculum. Review course requirements against competencies needed. Compile results of evaluation of oral presentations in Business Policy classes.	Dean's Office and program directors to assess students' oral communication skills by reviewing evaluations of presentations in business policy classes and compiling summary statistics.	Assessment will be provided by Dean's office.		
Given the Department's service role in the	3A	The Department will assign common final exams in the	This cycle, the Department will compare the	Tests performed in the spring did		

College, undergraduate business students will be able to demonstrate knowledge of basic economic principles.		principles of economics courses taught by part-time and full-time faculty.	effectiveness of part-time vs. full-time faculty in the principles of economics. A common test will be administered to all sections and any differences in performance identified.	not identify any differences. This comes as no surprise since a common book is used and a common set of topics is taught.		
1. a) Undergraduate students with a major in economics will demonstrate competence in (1) basic knowledge of economic theory and (2) application of this theory to private and public sector issues.	3A	a) The Department has designated ECON 3318 as a course in which all economic majors must show competence in theory and practice.	a) The instructor will grade the term papers and a determination will be made based on the rubric to determine whether students show proficiency in the core areas of theory and practice. The rubric of criteria consists of (1) how well the student blended theory with model specification and (2) how well the student executed the empirical analysis.	Instructor reports satisfactory performance in the projects assigned in this class with the majority of students having mastered the competencies required and earning A's and B's.		
MA - Economics						
Student Competencies:						
b) Graduate students in the MA program will demonstrate knowledge of advanced economic theory and forecasting and econometric techniques applicable to issues in both government and private sector.	3A	b) Graduate students are required to take a capstone course (ECON 5329) where they must show competence in theory and practice. A formal rubric for evaluation of students' core competencies will be developed and implemented for course term papers.	b) The instructor will grade papers according to standards set by the course objectives and a determination will be made based on the rubric to determine whether students show proficiency in the core areas of theory and practice. The criterion used by the instructor is how well the student specified the model and performed	Instructor reports excellent results by the masters students. No student performed below the threshold of "high average." Continued employer feedback reinforces this conclusion.		

			the economic analysis.			
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