**College/School Dean’s Recommendation**

Deans, please indicate your recommendation and submit the rationale.

**Recommendation:** The College of Liberal Arts recommends continuance of the Bachelor of Arts in Economics at the current level of activity.

**Rationale:**
(If you recommend a program for further development identify all areas for specific development; if you recommend a program as a *program of excellence* address all criteria listed in HEPC Series 11)

The B.A. in Economics is offered as a joint partnership between the College of Liberal Arts and the Lewis College of Business. The Lewis College of Business B.B.A. places emphasis on fields appropriate for business students—accounting, finance, marketing, business law, and management. The B.A. in Economics offers Marshall students the opportunity to combine a strong liberal arts education with solid grounding in economics. In nearly half the colleges and universities in the United States, the Economics program is housed in the institution’s college of business. Every such institution has a Liberal Arts Economics option which allows Liberal Arts students to participate in the college of business Economics program. Therefore, the existence of the B.A. program in Economics at Marshall University reflects standard, accepted, nationwide practice in higher education.

The Economics B.A. is designed to prepare students for careers both in the public and private sectors and for graduate study in economics. Economics majors are qualified for a wide variety of positions in the financial sector and jobs in business and government. Students also frequently use a major in economics as preparation for law, politics, teaching, research, or social service.

The B.A. in Economics typically attracts a small number of majors; however, it offers these students a unique opportunity without requiring any additional institutional resources. We will continue to develop our pre-law program since economics is an appropriate disciplinary option for students interested in law school and will continue to support internship programs that would be appropriate for a major in the B.A. in Economics.

Signature of the Dean:

_______________________________________

Date:________________________

Donna J. Spindel (Interim)
I  PROGRAM DESCRIPTION
Provide a program narrative with information on any options or tracks and describe the program's nature and characteristics. You may include the description from the University catalog.

Students in the College of Liberal Arts who pursue a B.A. degree in Economics will develop their ability to analyze economic problems and issues and will gain a deeper understanding of the operation of the US economy and others around the world. They will be able to participate more effectively in the decision-making process of society. The B.A. in Economics, to put it simply, enables students to study economics within the social sciences. The core curriculum includes subjects such as a country’s level of production, its rate of inflation, its unemployment rate, the factors driving economic growth or decline, the distribution of resources and income across individuals in society, international trade and financial flows, economic development locally, regionally, and around the world, and managerial decision-making. As students explore economic theories and issues, they also gain an understanding of the inherent connections between economics and liberal arts disciplines such as history, geography, political science, and sociology. These connections make it possible for students with interests in government, politics, public service, the environment, etc., to prepare themselves for a variety of careers. The B.A. in Economics also offers a solid foundation for law school and graduate study in fields such as public administration, hospital and health care, as well as urban and regional planning.

Students who select the B.A. in Economics option must fulfill all College of Liberal Arts requirements for the B.A. degree as well as specific coursework in Economics.

II  ACCREDITATION INFORMATION
(NOTE: If your program has been accredited by a national organization, supply the following information. If your program is not accredited, skip to section III. Use the appendix numbers as indicated in each section. If you skip a section do not renumber the appendices.)

Note: The Lewis College of Business, with which the College of Liberal Arts partners in this program, is accredited by AACSB International (The Association of Advance College Schools of Business), which represents the highest standard of achievement for business schools, worldwide.
III PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with University/College Mission

A ADEQUACY Provide a narrative summary for each of the following in addition to the requested appendices.

1 Curriculum: Summarize degree requirements and provide commentary on significant features of the curriculum.

Majors must fulfill the general and specific requirements for the B.A. degree in the College of Liberal Arts as well as the major in Economics in the Lewis College of Business (See Appendix I).

In Liberal Arts, students must earn ENGLISH (6 hours), FOREIGN LANGUAGE (12 Hours), COMMUNICATION STUDIES (3 Hours), FINE ARTS (3 Hours), CLASSICS, PHILOSOPHY OR RELIGIOUS STUDIES (3 Hours), LITERATURE (6 hours), SOCIAL SCIENCES (15 hours), NATURAL SCIENCES (12 Hours), MATHEMATICS (3 hours), COMPUTER LITERACY AND COMPETENCY (3 Hours), MINOR REQUIREMENT (12-15 hours), MARSHALL PLAN REQUIREMENTS.

A student who earns a B.A. in Economics must complete the coursework within Major Course Work in Appendix I and a total of 128 hours of which 48 hours must be 300 level or above. Because the General Education Courses are in common with other College of Liberal Arts Majors, students can generally complete two majors by obtaining these course requirements without having to complete additional credits past 128.

The Economics Capstone experience consists of ECN 466 and 467—a 2-semester, 4-hour sequence taken during the senior year. The Capstone Experience is designed to (1) develop the students’ oral and written communications skills, (2) improve their ability to evaluate and critique the oral and written work of others, and (3) prepare them for entering the job market after graduation.

2 Faculty: Summarize significant points relating to faculty teaching courses within the major (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, faculty development efforts, books & journal articles, papers & attendance at state, regional and national professional organization meetings). Include part-time faculty and graduate assistants you employed during the final year of this review.

The Economics faculty includes nine full-time equivalent faculty members plus one temporary instructor. Four faculty hold the rank of full professor, four are associate professors, one is an assistant
professor and one holds the rank of instructor. Nine hold terminal degrees in the field of economics. The terminal degrees are from Kansas State, Wisconsin-Milwaukee, Tennessee, Indiana, Kentucky and Yale. Eight of the ten faculty are tenured, one is tenure track and one is a temporary one year appointment.

Courses in the economics program were taught mostly by Lewis College of Business full-time faculty members during the reporting period. This is a condition of Lewis College of Business accreditation.

Like all other units in the Lewis College of Business, the Division of Finance and Economics provides several avenues for faculty development. Reassigned time has been consistently available on an annual basis. This is a condition of the Lewis College of Business accrediting organization. Each faculty member is allowed one course release time per semester to work on scholarly/research activities. This has enabled faculty to present academic papers and to publish their work in conference proceedings and refereed journals. The continued granting of reassigned time is based on sustained productivity. The Lewis College of Business also has a travel policy which provides a total of $1,000 for trips to present intellectual contributions at professional meetings. An additional $600 is given to faculty for the purchase of books, journals, computer software and hardware, travel to professional meetings and research projects.

3 Students: NOTE: If your program is accredited, refer to the appropriate page numbers in your accreditation report.

a Entrance Standards: Describe the admission standards and procedures employed for making the admission decision. (GPA, ACT, other tests)

The BA in Economics Program requires the same entrance standards as the University for all incoming freshmen:

General Requirements

1. A high school diploma or GED diploma.

2. An Overall Grade Point Average of at least 2.0 (C average) and a composite score of at least 19 on the ACT or a combined score (verbal + math) of at least 910 on the SAT.

3. Completion of the 1990 Board of Trustees course requirements.

Board of Trustees course requirements:
1. 4 years of English (including courses in grammar, composition, literature)

2. 3 years of social studies (including U.S. history)

3. 2 years of college-prep math (Algebra I and higher)

4. 2 years of laboratory science (from biology, chemistry, physics, and other courses with a strong laboratory science orientation)

b Entrance Abilities: Identify potential ability of students admitted to the program as measured by standardized tests (ACT, SAT, GED, TOEFL, etc.) and high school GPA.

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean Averages</th>
<th>BA in Economics</th>
<th>All Majors</th>
<th>ACT Score</th>
<th>H S GPA</th>
<th>ACT Score</th>
<th>HS GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Fall 2003</td>
<td></td>
<td>25.6</td>
<td>3.91</td>
<td>21.0</td>
<td>3.32</td>
<td></td>
<td></td>
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<tr>
<td>Fall 2004</td>
<td></td>
<td>23.5</td>
<td>3.67</td>
<td>21.1</td>
<td>3.28</td>
<td></td>
<td></td>
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<tr>
<td>Fall 2005</td>
<td></td>
<td>21.7</td>
<td>3.55</td>
<td>21.1</td>
<td>3.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2006</td>
<td></td>
<td>19.3</td>
<td>3.13</td>
<td>21.2</td>
<td>3.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td>22.2</td>
<td>3.56</td>
<td>21.1</td>
<td>3.29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c Exit Abilities: Identify abilities of students who graduate from the program (GPA, licensure exam, certification tests, etc.)

Graduates of the B.A. program in Economics during the reporting period had an impressive average GPA of 3.61.

4 Resources: NOTE: If your program is accredited, refer to the appropriate page numbers in your accreditation report.

Resources for this cooperative program are provided by the Elizabeth McDowell Lewis College of Business which is accredited.

a Financial: Provide information related to financial support of the program, including what portion of the unit's resources was devoted to this program. Include state-appropriated funds, grants, contracts, supplemental state funds or student fees. If this program were terminated as a major, what resource changes would occur, e.g., reduced faculty, staff, space, courses taught, etc. If this program were reduced or terminated, what changes would occur and how would it affect the university?

The BA in Economics program is not a program in the
traditional sense of the word. It has no budget, no dollars dedicated to it, no dedicated faculty lines, no separate curriculum. It is technically an option which allows students in the College of Liberal Arts to access the Economics program at Marshall which happens to be housed in the Lewis College of Business. There is one budget for Economics, one set of faculty lines, and one curriculum—all in the Lewis College of Business. This means that elimination or reduction of the program would negatively impact the most important constituency at Marshall University—the student. Termination or reduction would remove the B.A. in Economics option. It is standard practice for colleges of Business in the United States which house a major in Economics to provide for an Economics major option for Liberal Arts students. Elimination or reduction of this program would cause Marshall University to be out of step with many other similar institutions. We recommend that Marshall continue to support a program which provides a highly specialized path of study to a type of student for whom the degree has special interest and value.

b Facilities: Describe facilities available for the program including classrooms, laboratories, computer facilities, library facilities, or equipment needed for program delivery.

The B.A. in Economics program makes use of existing physical facilities on the Marshall University Huntington campus, existing computing facilities and the University Libraries.

5 Assessment Information: NOTE: This section is a summary of your yearly assessment reports.

a Summarize the principal goals of the assessment program.

- A comprehensive exit survey is given to all economics majors who take the economics capstone course. Many areas of the economics program are assessed including satisfaction with the major program, quality of faculty instruction, course offerings and content and overall undergraduate experience.
- A written assessment test is given to all majors who take the economics capstone course. Questions are designed to evaluate whether our majors learned the material established in the course objectives.
- Results: Overall, the feedback from B.A./B.B.A majors indicates they feel very favorably toward the economics program, particularly in the areas of employment planning, career
preparation, writing ability, internship experience, speaking ability, critical thinking and overall program quality.

b Provide summary information on the following elements. Attach **Chart I Assessment Summary** as evidence.

- student outcomes
- assessment tools; approach
- standards/benchmarks
- results/analysis
- action taken

See Assessment Summary Chart. Results of Assessment Summary Chart:

- **Student Outcomes** – Student outcomes were evaluated based on several important areas such as critical and analytical skills, global perspective, written communication, career preparation, oral communication, and technological and computer expertise. Overall, students in the economics program were very satisfied with all of these areas.

- **Assessment Tools** – Specific assessment tools and approaches were employed to determine the effectiveness of the economics program. The assessment tools and approaches used to evaluate the economics program included comprehensive exams, senior exit surveys, written and oral reports, and college and institutional research reports. Overall, these assessment tools and approaches were very useful in evaluating the effectiveness of the economics program.

- **Standards/benchmarks** – Different standards and benchmarks were established using the Lewis College of Business curriculum standards and published standards. The Lewis College of Business also surveyed students to determine what standards they expected graduates to achieve from the economics program. These skills included critical thinking, oral and written communication skills and a solid foundation of finance knowledge.

- **Results/Analysis** - After reviewing the assessment tools and approaches of the economics program, changes were made to the capstone course, the program curriculum, the use of technology and the use of internships and independent studies to provide additional educational learning experiences.
• **Action taken** - There were specific actions that resulted from the assessment of the economics program. The actions taken included improvements to the capstone course, program curriculum, technological content and research competencies.

c Provide information on how assessment data are used to improve program quality. Include at least 3 specific examples drawn from the past 5 years.

**Example 1.** Change of capstone course. Our faculty encourage more critical and analytic skills from our students. Specifically, the capstone course was changed to include more real-world practical case analysis as well as to use more technology for classroom assignment. Many of the technical tools that are used in industry are now used by our economics majors including PowerPoint, Internet, Google, and Compustat database management. The learning objectives in the economics capstone course, ECN 466, include oral communication, written communication, critical thinking, and knowledge-based skills.

**Example 2.** Change to the economics curriculum. Our faculty encourage more practical and global perspectives of the economics program. Courses that have increased their global focus include international economics and macroeconomic analysis. One new course dealing with China, ECN 480, has been added to the program.

**Example 3.** Change of technological and computer expertise. The faculty encourage more technology and computer expertise of the economics program. Several faculty members use the university course management software as a course supplements and to deliver fully online courses. There has also been an increase in the use of Excel spreadsheet applications for classroom and out of class assignments.

d Graduate and Employer Satisfaction: Provide evidence and results of follow-up studies to indicate graduate and employer satisfaction with the effectiveness of the educational experience. Indicate the number of individuals surveyed or contacted and the number of respondents.
In November 2001, the MU Career Services Center surveyed employers to determine their satisfaction with the academic preparation of the institution’s graduates.

Data are currently being collected on our program and will be provided as soon they are available from Career Services.

Attach the previous five years of summary reports provided by the Office of Assessment.

See attached Five Years of Assessment Summary Reports.

6 Previous Reviews: Describe the last program review action (including committee recommendation) and indicate corrective actions (if necessary) since the last review.

The program review committee concurs with the institutional recommendation to continue at the current level of activity. In 2004 the B.A. program in Economics was recommended for continuation at the current level of activity through an additional review cycle.

In 2007, the result of program review was to recommend that the B.A. in Economics in the College of Liberal Arts continue at the current level of activity. The economics faculty are pleased with the educational program that is offered to the economics majors.

7 Strengths/Weaknesses: Identify the strengths and weaknesses of the program. Describe program plans for removing the weaknesses.

Strengths:

- The greatest strength of the BA in Economics is that it offers students the opportunity to choose a plan of study consistent with their interests, abilities, and career aspirations. This is an opportunity that is standard practice at many institutions across the country. Much like the program at West Virginia University, Marshall’s program recognizes tracks in Economics with distinctive emphases on the social sciences and business. To clarify, a West Virginia University student may complete a BA in Economics offered through the Eberly College of Arts and Sciences or complete a BS in Economics offered through the Lewis College of Business and Economics.
- The B.A. in Economics promotes cooperation between the College of Liberal Arts and the Lewis College of Business.
This cooperation crosses disciplines and engages faculty across colleges. Cooperation also advances both colleges towards interdisciplinary instruction.

- The B.A. in Economics has a core curriculum in economics and connections to other complementary programs. Students learn the relationship between economics and liberal arts disciplines such as geography, history, political science, and sociology. These associations make it possible for students with interests in government and politics or in environmental and natural resources to follow these interests and prepare themselves for careers in private industry, government and public affairs, and education. The B.A. in Economics also provides excellent preparation for the study of law and for graduate study in fields such as public administration, hospital and health administration, urban and regional planning, transportation, political science, and statistics.

- The Economics program has many outstanding professors who consistently rank as the top professors in the Lewis College of Business. These faculty teach all major courses in the B.A. in Economics program. Their scholarly output has been exceptional as is indicated by publishing in such prestigious journals as Journal of Environmental Management, National Tax Journal, Applied Economics Letters, Journal of Developing Areas, and Contemporary Economic Policy of Financial Economics. Nationally, this helped bring tremendous academic prestige to our economics program. In addition, the economics faculty have won many outstanding teaching and service awards.

- The B.A. in Economics program also reflects fiscal value as it requires no resources beyond those which are already available through the Lewis College of Business.

**Weaknesses:**

- Salaries among economics faculty are relatively low. Recently, one faculty member left for a higher salary at another university.

- The program by its nature appeals to a very specific type of student who is interdisciplinary in inclination and who is prepared to be challenged by a rigorous curriculum. This fact is a weakness only in that it produces typically a student pool of less than 12. The College of Liberal Arts will address this by marketing the program more effectively. This effort is already underway with the production of a new brochure which highlights the program’s strengths and which lays out the specific career options available to graduates of the
program. The brochure also emphasizes that the B.A. in Economics serves as an excellent second major in the College of Liberal Arts. The College will also integrate the B.A. in Economics more directly into our pre-law program which is being reconfigured to meet the needs of a fast-growing body of students seeking a law school education. We believe that the B.A. in Economics program is inherently solid and that a persistent, sustainable marketing effort, designed to acquaint students with this option, will result in larger enrollments.

B VIABILITY Provide a narrative summary for each of the following items in addition to requested appendices.

The information below is provided by the Lewis College of Business which provides instruction for students in the B.A. in Economics program.

1 Articulation Agreements: Describe program specific articulation agreements with other institutions for delivery of this program.

None.

2 Off-Campus/Distance Delivery Classes: Describe/Summarize off-campus (other than the Huntington, or South Charleston campuses) /Distance Delivery courses offered and locations for the past 2 years. (Include locations, courses, enrollments, as Appendix III.)

Many academic units require their students to take one or more courses in economics. This actually understates the degree to which economics services other areas of the university. Many departments require a certain amount of course work in the social sciences to which economic belongs. Many students will take one or more courses to fulfill this requirement.

Several of the required courses (ECN 250 – Principles of Microeconomics and ECN 253 – Principles of Macroeconomics) for the B.A. degree in Economics are also offered on the Point Pleasant, Hurricane, and Teays Valley campuses.

3. Service Courses: Describe/Summarize departmental courses that are required for students in other majors and support programs outside the major. (Include enrollment data for these courses in a chart for the past five years as Appendix IV.) Use the table format shown as Appendix IV to present data. The data are prepared by the Office of Institutional Research and is sent to every college dean and chair in November and
March.

Economics 200 – Survey of Economics

Many academic units such as modern language, international affairs, political science and secondary education require their students to take course work in economics. Many non-economics majors elect to take the ECN 200 – Survey of Economics.

4 Program Course Enrollment: Describe/Summarize program area courses taken by students who are majors and include enrollment by semester for the past 5 years. Indicate required or elective courses. The purpose of this section is to indicate the availability and relative strength of the program area courses. Include all students enrolled in the courses, whether majors or not. (Include enrollment data for these courses in a chart for the past five years as Appendix V.) Use the table format shown in the Appendix V template to present data. The data are prepared by the Office of Institutional Research and are sent to every college dean and chair in November and March.

Enrollment data for all economics courses the past five years are reported in Appendix V of this report. According to the figures found in Appendix V, the total number of students enrolled in economics classes are as follows:

- 02/03 (2,443)
- 03/04 (2,481)
- 04/05 (2,460)
- 05/06 (2,122)
- 06/07 (2,151)

5 Program Enrollment: Summarize data indicating the number of new students admitted, number of principal majors enrolled from your college, number of second majors, the number of students enrolled as majors from other colleges (i.e., College of Education specialization majors), the number of minors, and the number of graduates for the program for each of the past five years. (Include a chart as Appendix VI and provide separate data for each option offered under the program.) Data are furnished by the Office of Program Review and Assessment and Office of Institutional Research. Some of these data are available from the Office of Institutional Research website.

Appendix VI reports the five year major enrollments for the BA in Economics.
6 Enrollment Projections: Identify trends that will influence enrollment over the next five years. Provide enrollment projections.

The College of Liberal Arts is focusing its marketing on the B.A. in Economics through an enhanced brochure and strategic marketing at the Fall and Spring Open Houses sponsored by the Office of Recruitment.

C NECESSITY: NOTE: If your program is accredited, please refer to the appropriate page numbers in your accreditation report. Provide a narrative summary for each of the following items in addition to requested appendices. The narrative should be in portrait style with the charts/appendices in landscape style.

1 Advisory Committee: Identify whether the program has an Advisory Committee, and, if so, briefly indicate the role and impact of the Committee.

In recent years, the BA in Economics program has relied on assistance from members of the Lewis College of Business Advisory Board.

2 Graduates: Provide information on graduates in terms of places of employment, starting salary ranges (where appropriate and known), number employed in field of specialization, and/or acceptance into baccalaureate or graduate programs. (NOTE: Do not identify students by name.)

Many recent graduates have accepted employment positions with national corporations including State Farm Insurance, Huntington Bank, A.G. Edwards, Ferris Baker Watts, United Bank, Simon Properties, BB&T Bank, Merrill Lynch, Smith Barney, and New York Life.

3 Job Placement: If the job placement rate reported above is low, can a course of action be identified that would improve this situation? Provide a summary of procedures utilized by the institution to help place program graduates in jobs or additional educational programs. Include activities supported by both the student’s academic department as well as the institution’s placement office. This summary should include the institution’s procedures and program organization for continuing contact and follow-up with graduates.

We are working more closely with the Career Services Center to better market our graduates. Also, we need more direct input on what employers expect from our graduates. The curriculum is
routinely assessed to ensure that it is meeting the needs of the workplace today.

D CONSISTENCY WITH UNIVERSITY MISSION: NOTE: If your program is accredited, refer to the appropriate page numbers in your accreditation report. Provide a narrative summary.

Explain how this program fits into the mission of the institution. Identify the relationship of this program to other programs at the institution, especially in terms of mutual support, e.g., shared faculty, shared facilities, and shared course requirements.

Mission statement of the College of Liberal Arts:

The College of Liberal Arts is committed to excellence in higher education. We have the responsibility to preserve, transmit, interpret, and create knowledge in an environment of free inquiry and expression. We will provide instruction that forms the core of the undergraduate curriculum for all Marshall University students so they may think critically and imaginatively, communicate effectively, and understand various dimensions of human experience. Within the disciplines of the College we will provide specialized instruction for undergraduate and graduate students, enabling them to develop the intellectual and moral abilities to live autonomous, sensitive, productive lives. We will be active scholars who contribute to the wider academic community. We will continue to use our expertise in the service of others.

The B.A. in Economics program is designed to accomplish many of the goals referred to in the mission statement above—to help students think critically, to work in an environment of free inquiry, to be active scholars, and to use their expertise in the career paths they choose to serve others.

IV PROGRAM OF EXCELLENCE

Not applicable.
<table>
<thead>
<tr>
<th>Component / Course / Program Level</th>
<th>Student Outcome</th>
<th>Person or Office Responsible</th>
<th>Assessment Tool or Approach</th>
<th>Standards/Benchmarks</th>
<th>Results/Analysis</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promote critical and analytic skills</td>
<td>Division Head and Faculty</td>
<td>Comprehensive exams and program exit survey</td>
<td>Division standards per course</td>
<td>Use more simulation in capstone course</td>
<td>Improved capstone course content</td>
<td></td>
</tr>
<tr>
<td>2. Global perspective of program</td>
<td>Division Head and Faculty</td>
<td>Review of program by division head and faculty</td>
<td>Peer school and division standards/criteria</td>
<td>Made changes to program curriculum</td>
<td>Improved program curriculum</td>
<td></td>
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<tr>
<td>3. Promote writing competencies</td>
<td>Division Head and Faculty</td>
<td>Comprehensive exams and written reports</td>
<td>Division standards per course</td>
<td>Added more writing assignments</td>
<td>Encouraged more writing projects</td>
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<td>4. Encourage research competencies</td>
<td>Division Head and Faculty</td>
<td>Review of program by division head and faculty</td>
<td>Division standards per course</td>
<td>Use more interns and independent studies</td>
<td>Increased number of internships and studies</td>
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<tr>
<td>5. Adequate career preparation</td>
<td>Division Head and Faculty</td>
<td>Program exit surveys and alumni surveys</td>
<td>Market survey and division standards/criteria</td>
<td>Economics majors are better prepared for jobs</td>
<td>Encourage faculty to discuss career options</td>
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<tr>
<td>5. Updated capstone experience</td>
<td>Division Head and Faculty</td>
<td>Review of course by division head and faculty</td>
<td>Peer school and division standards/criteria</td>
<td>Made changes to capstone course</td>
<td>Improved capstone course content</td>
<td></td>
</tr>
<tr>
<td>6. Larger enrollments</td>
<td>Division Head and Faculty</td>
<td>College and Institutional Research reports</td>
<td>LCOB and AACSB standards</td>
<td>Increase in economic students and majors</td>
<td>Increase the marketing of the economics major</td>
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<tr>
<td>7. Technology and computer expertise</td>
<td>Division Head and Faculty</td>
<td>Review of program by division head and faculty</td>
<td>Peer school and division standards/criteria</td>
<td>Implemented WebCT in several courses</td>
<td>Improved the technological content</td>
<td></td>
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### Appendix I
**Required/Elective Course Work in the Program**

**Degree Program:** Economics  B.A.  
**Person responsible for the report:** Donna Spindel

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN 250 Principles of Microeconomics</td>
<td>03</td>
<td>9 additional hours of ECN electives must also be selected with the advice and approval of the student’s academic advisor.</td>
<td>03</td>
<td>MTH 203 Calculus for Business MGT 218 Business Statistics</td>
<td>03</td>
</tr>
<tr>
<td>ECN 253 Principles of Macroeconomics</td>
<td>03</td>
<td></td>
<td>03</td>
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</tr>
<tr>
<td>ECN 326 Intermediate Microeconomics</td>
<td>03</td>
<td></td>
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<tr>
<td>ECN 328 Intermediate Macroeconomics</td>
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<tr>
<td>ECN 423 Introduction to Econometrics</td>
<td>03</td>
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<tr>
<td>ECN 440 History of Economic Thought</td>
<td>03</td>
<td></td>
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<tr>
<td>ECN 466-7 Economics Capstone</td>
<td>04</td>
<td></td>
<td>09</td>
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<td>06</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
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Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Roger Adkins___________________________________________Rank: Professor______________________

Status (Check one): Full-time__X__ Part-time_____ Adjunct______ Current MU Faculty: X__yes ___no

Highest Degree Earned: Ph.D._________________________Date Degree Received: 1981_____________

Conferred by: Kansas State University_________________________________________________

Area of Specialization: Labor Economics & Economic Development____________________________________________________________

Professional Registration/Licensure ________________________________________ Agency:____________________________________

Years non-teaching experience 0
Years of employment other than Marshall 11_______
Years of employment at Marshall 27_______
Years of employment in higher education 38_______
Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
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<tr>
<td>05 Fall</td>
<td>Ecn 253</td>
<td>Principles of Macroeconomics</td>
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<td>05 Fall</td>
<td>Ecn 253</td>
<td>Principles of Macroeconomics</td>
<td>45</td>
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<td>05 Fall</td>
<td>Ecn 342</td>
<td>U.S. Ec. Devel.</td>
<td>23</td>
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<tr>
<td>06 Spring</td>
<td>Ecn 253</td>
<td>Principles of Macroeconomics</td>
<td>40</td>
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<td>Principles of Macroeconomics</td>
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<td>Principles of Macroeconomics</td>
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<tr>
<td>06 Fall</td>
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<td>U.S. Ec. Devel.</td>
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<td>07 Spring</td>
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<td>Principles of Macroeconomics</td>
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<td>Principles of Macroeconomics</td>
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<td>07 Spring</td>
<td>Ecn 342</td>
<td>U.S. Ec. Devel.</td>
<td>30</td>
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</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research. Extensive reading in the area of U.S. economic history as a consequence of taking on Economic Development of the U.S. (Ecn 342) following the death of previous instructor.


4 Papers presented at state, regional, national, or international conferences. None

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations. Attended Seventh Annual Economics and the Classroom Conference sponsored by Idaho State University (Sept. 15-17, 2006) at Moran, Wyoming.

6 Externally funded research grants and contracts you received. None

College of Liberal Arts, Economics B.A. 2007
Awards/honors (including invitations to speak in your area of expertise) or special recognition. Distinguished Service Award – LCOB (2006)

Community service as defined in the Greenbook. Reviewer for Journal of Economics and Finance Education
b. University Food Service Committee
c. Athletic Committee
d. LCOB Graduate Committee
e. President of beta Gamma Sigma
f. Optimist Club of Huntington
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: __Jacqueline Agesa______________  Rank: __Professor_______________________

Status (Check one):  Full-time __X__ Part-time_____ Adjunct______

Current MU Faculty: _X__yes ___no

Highest Degree Earned: _Ph, D._________________________ Date Degree Received: _____May 1996___________

Conferred by: __University of Wisconsin-Milwaukee__________________________

Area of Specialization: __Economics____________________________________________

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
<td>2005/Fall</td>
<td>ECN – 200</td>
<td>Survey of Economics (2 sections)</td>
<td>66</td>
</tr>
<tr>
<td>2005/Fall</td>
<td>ECN - 328</td>
<td>Intermediate Microeconomic Analysis</td>
<td>21</td>
</tr>
<tr>
<td>2006/Spring</td>
<td>ECN – 200</td>
<td>Survey of Economics (2 sections)</td>
<td>45</td>
</tr>
<tr>
<td>2006/Spring</td>
<td>ECN - 467</td>
<td>Economics Workshop II</td>
<td>16</td>
</tr>
<tr>
<td>2006/Fall</td>
<td>ECN – 200</td>
<td>Survey of Economics (2 sections)</td>
<td>70</td>
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<tr>
<td>2006/Fall</td>
<td>ECN - 328</td>
<td>Intermediate Microeconomic Analysis</td>
<td>20</td>
</tr>
<tr>
<td>2007/Spring</td>
<td>ECN – 200</td>
<td>Survey of Economics (2 sections)</td>
<td>38</td>
</tr>
<tr>
<td>2007/Spring</td>
<td>ECN - 467</td>
<td>Economics Workshop II</td>
<td>10</td>
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</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

2 (For each of the following sections, list only events during the period of this review and begin with the most recent activities.


College of Liberal Arts, Economics B.A. 2007

4 Papers presented at state, regional, national, or international conferences.


5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Board of Directors, National Economic Association, 2004 - present.
American Economics Association, member.
Beta Gamma Sigma, member.
Committee on the Status of Women in the Economics Profession, member.
Midwest Economics Association, member.
National Economic Association, member.
Omicron Delta Epsilon, member.
Southern Economic Association, member.
Western Economic Association International, member.

6 Externally funded research grants and contracts you received.


National Science Foundation grant, “Product Market Competition and Employment Discrimination,” 2002-03 academic year ($18,000).

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
The Outstanding Teacher of the Year, the Lewis College of Business, Marshall University, 2006-07.
The Outstanding Researcher of the Year, the Lewis College of Business, Marshall University, 2005-06.
The Outstanding Woman of Color Award, Marshall University, 2004-05.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Ramchandra Akkihal
Rank: Professor

Status (Check one): Full-time X Part-time _____ Adjunct_____
Current MU Faculty: X yes ___ no

Highest Degree Earned: Ph.D. __________________________
Date Degree Received: 1969

Conferred by: University of Tennessee
Area of Specialization: Economics

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>ECN 250</td>
<td>Principles of Microeconomics</td>
<td>77</td>
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<tr>
<td></td>
<td>ECN 420</td>
<td>International Trade</td>
<td>28</td>
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<tr>
<td>Fall 2006</td>
<td>ECN 250</td>
<td>Principles of Microeconomics</td>
<td>90</td>
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<tr>
<td></td>
<td>ECN 420</td>
<td>International Trade</td>
<td>31</td>
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<td></td>
<td>ECN 501</td>
<td>Economic Analysis</td>
<td>8</td>
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<td></td>
<td>UNL 101</td>
<td>New Student Seminar</td>
<td>8</td>
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<tr>
<td>Spring 2006</td>
<td>ECN 250</td>
<td>Principles of Microeconomics</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>ECN 420</td>
<td>International Trade</td>
<td>18</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>ECN 250</td>
<td>Principles of Microeconomics</td>
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<tr>
<td></td>
<td>ECN 420</td>
<td>International Trade</td>
<td>28</td>
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</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities)

2 Activities that have enhanced your teaching and or research.
   Editorial Board of Bhavan’s Journal of Business: DHARANA

3 Discipline-related books/papers published (provide a full citation).
   ‘Changing Demographics of Labor Force and Productivity: A Case of Japan’
   Accepted for publication in ‘Perspectives on Global Development and Technology’

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
   Royal Economic Society (U K) - Life Member
   Eastern Economic Society (USA)-Life Member
   Indian Econometric Society (INDIA)-Life Member

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
   Outstanding Alumni Service Award May 2007

College of Liberal Arts, Economics B.A. 2007
Community service as defined in the *Greenbook*.

LCOB Graduate Committee
LCOB Faculty Charter Committee
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Micheal L. Brookshire
Rank: Professor

Status (Check one): Full-time _X_ Part-time _____ Adjunct _____
Current MU Faculty: _X_ yes ___ no

Highest Degree Earned: ___ Ph.D __________ Date Degree Received: ___ 3/15/1975 ______
Conferred by: __________ University of Tennessee ________________________________
Area of Specialization: __________ Labor Economics ____________________________

Professional Registration/Licensure _ N/A __________ Agency: __________ N/A __________

| Years non-teaching experience | 6 |
| Years of employment other than Marshall | 6 |
| Years of employment at Marshall | 25 |
| Years of employment in higher education | 31 |
| Years in service at Marshall during this period of review | 2 |

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
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<td>HRM 605-101</td>
<td>HR ECONOMICS</td>
<td>25</td>
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<td></td>
<td>HRM 610-101</td>
<td>COLLECTIVE BARGAINING</td>
<td>23</td>
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<tr>
<td>2006/Spring</td>
<td>ECN 480/650</td>
<td>FORENSIC ECONOMICS</td>
<td>14</td>
</tr>
<tr>
<td>2006/Fall</td>
<td>HRM 605-101</td>
<td>HR ECONOMICS</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>HRM 610-101</td>
<td>COLLECTIVE BARGAINING</td>
<td>23</td>
</tr>
<tr>
<td>2007/Spring</td>
<td>ECN 480/650</td>
<td>FORENSIC ECONOMICS</td>
<td>14</td>
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</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.
   PRODUCE 125-150 REPORTS PER YEAR ON ECONOMIC ANALYSES AND ECONOMICS DAMAGES, PRIMARILY FOR TRIAL ATTORNEYS IN U.S. FREQUENTLY SPEAK AT MEETINGS OF TRIAL ATTORNEYS ACROSS THE NATION. MEMBER OF FIRST ADVISORY COUNCIL TO ECONOMICS DEPARTMENT AT UNIVERSITY OF TENNESSEE.

3 Discipline-related books/papers published (provide a full citation).
   Books:

   Refereed Articles and Publications:

College of Liberal Arts, Economics B.A. 2007


Papers presented at state, regional, national, or international conferences.


Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.


Session Chair, “Issues in Forensic Economics,” annual meeting of the American Economic Associations, January 8, 2005, Philadelphia; also served as discussant in separate session.

National Co-Chairman of 20th Anniversary Celebration of the National Association of Forensic Economics; Boston; January 6, 2006.

Externally funded research grants and contracts you received.

Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Community service as defined in the Greenbook.


College of Liberal Arts, Economics B.A. 2007
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Michael A. Newsome
Rank: Associate Professor

Status (Check one):  Full-time X Part-time_____ Adjunct_____
Current MU Faculty: X yes ___no

Highest Degree Earned: ___ Ph.D. ___ Date Degree Received: ___ August 1997

Conferred by: University of Kentucky

Area of Specialization: Economics

Professional Registration/Licensure
Agency:

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<th>Years non-teaching experience</th>
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<td>Years of employment other than Marshall</td>
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</tr>
<tr>
<td>Years of employment at Marshall</td>
<td>9</td>
</tr>
<tr>
<td>Years of employment in higher education</td>
<td>10</td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>2</td>
</tr>
</tbody>
</table>

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<tr>
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<td>ECN 501</td>
<td>Economic Analysis</td>
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<tr>
<td>Summer 2007</td>
<td>ECN 630</td>
<td>Managerial Economics</td>
<td>11</td>
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<tr>
<td>Spring 2007</td>
<td>ECN 340</td>
<td>Global Macro Issues</td>
<td>41</td>
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<td>Spring 2007</td>
<td>ECN 423</td>
<td>Introduction to Econometrics</td>
<td>16</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>ECN 630</td>
<td>Managerial Economics</td>
<td>32</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>ECN 501</td>
<td>Economic Analysis</td>
<td>13</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>ECN 630</td>
<td>Managerial Economics</td>
<td>17</td>
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<td>Summer 2006</td>
<td>ECN 630</td>
<td>Managerial Economics (India)</td>
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<td>Spring 2006</td>
<td>ECN 340</td>
<td>Global Macro Issues</td>
<td>40</td>
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<tr>
<td>Spring 2006</td>
<td>ECN 423</td>
<td>Introduction to Econometrics</td>
<td>14</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>ECN 630</td>
<td>Managerial Economics</td>
<td>29</td>
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<td>Fall 2005</td>
<td>ECN 250</td>
<td>Principles of Microeconomics</td>
<td>26</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>ECN 501</td>
<td>Economic Analysis</td>
<td>29</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>ECN 630</td>
<td>Managerial Economics</td>
<td>28</td>
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</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.

AACSBA Assessment Seminar, November 8-9, 2007
Los Angeles, California

13th Annual Economics Teaching Workshop, March 31, 2007
University of Kentucky, Lexington, KY

12th Annual Economics Teaching Workshop, March 25, 2006
University of Kentucky, Lexington, KY

Economics and the Classroom Conference, September 15-16, 2005
Idaho State University, Moran, Wyoming

College of Liberal Arts, Economics B.A. 2007
Economic Teaching Methods Workshop, March 26, 2005
University of Kentucky, Lexington, KY

11th Annual Teaching Economics Conference, April 4, 2003
Bowling Green State University, Bowling Green, OH

Economic Teaching Methods Workshop, March 2, 2002
University of Kentucky, Lexington, KY

3 Discipline-related books/papers published (provide a full citation).

“Comparative Analysis of Employee Job Satisfaction in the Accounting Profession” Forthcoming
with Lawrence Shao and Glen Moyes. Journal of Business and Economics Research

“Evaluating Teaching Effectiveness: Where We Are and Where We Should Be” June, 2007
with Lawrence Shao and Lorraine Anderson. Assessment and Evaluation in Higher Education, Vol. 32, No.3

“Designing the Principles Curriculum: a Survey of the Use of Big Ideas and Proficiencies” Winter, 2006

“Public Preferences for Program Tradeoffs: Community Values for Budget Priorities” Spring, 2004
with Glenn C. Blomquist and Brad Stone. Public Budgeting and Finance, Vol. 24, No. 1

“Measuring Principal’s Values for Environmental Budget Management: An Exploratory Study” May, 2003
with Glenn C. Blomquist and Brad Stone. Journal of Environmental Management, Vol. 68, No. 1

4 Papers presented at state, regional, national, or international conferences.

“Comparative Analysis of Factors Influencing Job Satisfaction of Accounting Professionals”.

ZhengZhou HeNan Marshall Collaborative Program, June 12, 2007
“Teaching in Different Cultures: Experience of a Traveling Professor”.

Delhi Institute of Advanced Studies Business Symposium, Delhi, India, May 27, 2006
“Survey Technique and Its Use in Developing a Strategic Management Plan at Marshall University”.

Bharatiya Vidya Bhavan Business Leadership Forum, Bangalore, India, May 19, 2006

Economics and the Classroom Conference, Moran, Wyoming, September 15, 2005
with Roger Adkins, “Does External Program Review Move Beyond Chalk and Talk?”

Midwest Economics Association, Milwaukee, WI. March 12, 2005
with Roger Adkins. “Explaining Choice of Teaching Techniques and Learning Activities in Principles Courses”

Kentucky Economic Association, Lexington, KY. October 15, 2004
“Are We Still Using Chalk and Talk: A Survey of Teaching Methods and Principles”

Midwest Economics Association, Chicago, IL. March 20, 2004
“Variation in Economic Education by Institution, Instructor and Course Level”

Kentucky Economic Association, Lexington, KY. October 17, 2003

Kentucky Economic Association, Lexington, KY. October 17, 2003

Midwest Economics Association, Chicago, IL. March 15, 2002
with Roger Adkins and Al Wilkins. “The ‘Senior Experience’ of Economics Majors Among Colleges and Universities”

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.

College of Liberal Arts, Economics B.A. 2007
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Lawrence P Shao

Rank: Professor of Finance

Status (Check one): Full-time ** Part-time _____ Adjunct _____
Current MU Faculty: ** yes ____ no

Highest Degree Earned: PhD ______ Date Degree Received: 1989

Conferred by: University of Tennessee

Area of Specialization: Finance

Professional Registration/Licensure N/A ______ Agency: ____________________________

Years non-teaching experience

Years of employment other than Marshall 12

Years of employment at Marshall 7

Years of employment in higher education 19

Years in service at Marshall during this period of review 7

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 Spring</td>
<td>FIN451-201</td>
<td>Financial Planning Applications</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>FIN323-201</td>
<td>Principles of Finance</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>FIN201-201</td>
<td>Personal Finance</td>
<td>44</td>
</tr>
<tr>
<td>2006 Fall</td>
<td>FIN 451-101</td>
<td>Financial Planning Applications</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>FIN323-101</td>
<td>Principles of Finance</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>FIN201-101</td>
<td>Personal Finance</td>
<td>32</td>
</tr>
<tr>
<td>2006 Spring</td>
<td>FIN343-201</td>
<td>Intermediate Financial Management</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>FIN323-201</td>
<td>Principles of Finance</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>FIN201-201</td>
<td>Personal Finance</td>
<td>45</td>
</tr>
<tr>
<td>2005 Fall</td>
<td>FIN343-101</td>
<td>Intermediate Financial Management</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>FIN323-101</td>
<td>Principles of Finance</td>
<td>49</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

2 (For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.

“Show Me the Money,” Local Chamber of Commerce, Huntington, WV, Oct, 2006
“Financial Trading Room and Research Center,” Ohio Valley Accountants Association, Ramada Inn, Huntington, WV, Feb, 2004

3 Discipline-related books/papers published (provide a full citation).


College of Liberal Arts, Economics B.A. 2007


4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Participant in the MU Center for the Advancement of Teaching and Learning, Common Myths about Assessment: What Assessment is and What it isn’t; Developing an Assessment Culture and Encouraging Participant Involvement; Rubric Development and Data Management Seminars, Huntington, WV, April 2007

Participant in Getting Started with Student Learning Assessment Online Seminar, Huntington, WV 2007.

Participant in McGraw-Hill Corporate Finance Symposium, Las Vegas, Nevada, Nov. 2005

Participant in Academic Chairpersons Conference, Orlando, FL, Jan. 2005

Participant in the Faculty Evaluation and Compensation Workshop, Huntington, WV, Jan. 2003

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.

Board Member, Metro Area Credit Union, 2006-present
Treasurer, Barboursville Volunteer Fire Department, 2005-present
Board Chairman, Western WV American Red Cross, 2003-2004
Rescue Rope Technician, Cabell County, Huntington, WV October 2005-present
Treasurer, Barboursville Volunteer Fire Department, June 2005-present
Emergency Medical Technician, Cabell County, Huntington, WV, Dec. 2004-present
Swiftwater Rescue Technician, Cabell County, Huntington, WV, June 2003-present

College of Liberal Arts, Economics B.A. 2007
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Harlan M. Smith II
Rank: Professor

Status (Check one):  Full-time _X_  Part-time _____  Adjunct_____  Current MU Faculty: _X_ yes  ___no

Highest Degree Earned:  _X_ Ph.D.  Date Degree Received:  __12/89__

Conferred by:  Yale University

Area of Specialization:  Economics

Professional Registration/Licensure:  _N/A_  Agency:

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<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<td>Fall 2005</td>
<td>ECN 253-102</td>
<td>Principles of Macroeconomics</td>
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<td>Fall 2005</td>
<td>ECN 460-I,W</td>
<td>Economics of Developing Countries: International; Writing Intensive</td>
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<td>Spring 2006</td>
<td>ECN 253-203</td>
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<td>Intermediate Macroeconomic Analysis</td>
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<td>ECN 253–101 &amp; 102</td>
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<td>26; 27</td>
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</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1. If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2. Activities that have enhanced your teaching and or research.
   1. Attendance at the 2nd Annual Assessment Conference, University of Charleston, Charleston WV, June 6-7, 2005.
   2. Attendance at the 16th Annual Conference on Teaching Economics: Instruction and Classroom-Based Research, Robert Morris University, Pittsburgh, PA, February 2005.
   3. Recertified as an MU Writing Across the Curriculum (WAC) Instructor; 2003-04
   4. Attendance at the 14th Annual Conference on Teaching Economics: Instruction and Classroom-Based Research, Robert Morris University, Pittsburgh, PA, February 2003.
   5. The writing and publication of Customized Course Workbooks for the 3 courses that I regularly teach: Principles of Macroeconomics; Intermediate Macroeconomic Analysis; Economics of Developing Countries

"These Workbooks are used as textbooks in my classes.
"I revise and update each of them once every academic year.

3. Discipline-related books/papers published (provide a full citation).

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4. Papers presented at state, regional, national, or international conferences.
   5. Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
   1. Attendance at the 2nd Annual Assessment Conference, University of Charleston, Charleston WV, June 6-7, 2005.
   2. Attendance at the 16th Annual Conference on Teaching Economics: Instruction and Classroom-Based Research, Robert Morris University, Pittsburgh, PA, February 2005.

3. Recertified as an MU Writing Across the Curriculum (WAC) Instructor: 2003-04
   4. Attendance at the 14th Annual Conference on Teaching Economics: Instruction and Classroom-Based Research, Robert Morris University, Pittsburgh, PA, February 2003.
   5. Member, Beta Gamma Sigma, 2001 – Present
   *Official Academic Honor Society for all AACSB- accredited Business Schools
   6. President, MU Chapter of Beta Gamma Sigma, 2002 – 2006
   7. Professional Organization Memberships
      a) American Economic Association
      b) African Studies Association
      c) West African Research Association
d) Ghana Studies Council

6. Externally funded research grants and contracts received. N/A

7. Awards/honors (including invitations to speak in your area of expertise) or special recognition.
   2. Recipient, LCOB Outstanding Service Award, 2005/6.
   4. Recipient, MU Merit Award, 2002.

8. Community service as defined in the Greenbook.
   1. Member, Enslow Park Presbyterian Church Witness & Service Committee, January 2003 – Present
   *Charged with distribution of the church’s monetary contributions to community & civic organizations
   2. Member, Enslow Park Presbyterian Church Stewardship Committee, January 2003 – Present
   *Charged with organizing and managing the annual Church Pledge (Fund-Raising) Drive
   3. Chair, Enslow Park Presbyterian Church Stewardship Committee, 2005
   4. Member, Enslow Park Presbyterian Church Board of Elders, 2003-2005

9. Service to the University
   1. Member, Carter G. Woodson Faculty Initiative Selection Review Committee, 2007
   *Appointed by the President of the Faculty Senate
   2. Member, MU Harmony Institute Advisory Committee, Summer 2005 – Present
   *Co-Chair: Summer 2005-Summer 2006
   *Appointed by Dr. Betty Cleckley, MU VP for Multicultural Affairs
   3. Member, MU Commission on Multiculturalism, 1994 – Present
   4. Member, University Planning Committee for The Huntington and Marshall Community Remembers: Brown v. Board of Education, Summer and Fall of 2004
   *Responsible for creating, organizing, and implementing the LCOB contribution to the university-wide celebration of the 50th anniversary of this landmark US Supreme Court decision.
   *Program Dates: September 13-17, 2004
   5. Member, MU Honors Council, 1997 – Spring 2003
   6. Member, SCORES Steering Committee, 2002/3
   7. Chair of the Organizing Committee for the MU Colloquium on Ethnic Studies in the University Curriculum
   *Program Dates: November 14-15, 2002
   *Reference: Dr. Betty Cleckley, MU VP for Multicultural Affairs

10. Service to the Lewis College of Business
    1. Chair, LCOB Assessment/Assurance of Learning Committee, Summer 2004 – Spring 2007
    *3 hours of Release Time granted for this work: Spring 2005, Fall 2005, Spring 2006
    2. Member, LCOB Accreditation Maintenance Committee, Fall 2003 – Spring 2007
    3. Member, LCOB Business and Community Advisory Board, Fall 2001 – Spring 2007

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Appendix III
Off-Campus Classes
Economics, 2007
(Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus.) Please include the courses offered in the past 2 years.

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<th>Year</th>
<th>Location</th>
<th>Courses Offered</th>
<th>Enrollment</th>
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<td>Ecn 250 – Principles Microeconomics</td>
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<td>Fall 2006</td>
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<td>Ecn 250 – Principles Microeconomics</td>
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<td>Teays Valley</td>
<td>Ecn 250 – Principles Microeconomics</td>
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# Appendix IV
## Service Courses
### Economics, 2007

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College of Liberal Arts, Economics B.A. 2007
## Appendix V
**Program Course Enrollment**
**Economics, 2007**

This information was provided by the LCOB, Division of Finance and Economics faculty who teach the course work for the B.A. in Economics through an articulation agreement with the College of Liberal Arts.

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College of Liberal Arts, Economics B.A. 2007
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College of Liberal Arts, Economics B.A. 2007
### Appendix VI
Program Enrollment, B.A. Economics

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<td>Area of Emphasis, etc.</td>
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<td>Second Majors Enrolled*</td>
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<td>Other Areas of Emphasis (i.e., education specialization majors)</td>
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<td>Minors***</td>
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*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**On occasion you may have a student enrolled in your program who is declaring your program as a 3rd major.

***If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.

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