Program Review

Economics BBA

Elizabeth McDowell Lewis College of Business

March 2007

MARSHALL UNIVERSITY
Program Review
Marshall University

Date: September 2007

Program: BBA, Economics

Degree and Title

Date of Last Review: Fall 2002

Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

1. Continuation of the program at the current level of activity; or

2. Continuation of the program with corrective action: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. Progress report due by November 1 next academic year; or

3. Identification of the program for resource development: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. Progress report due by November 1 next academic year; or

4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or

5. Discontinuation of the program (Procedures outlined in HEPC Administrative Bulletin 23).

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

Recommendation:

1. Signature of person preparing the report:

2. Signature of Program Chair:

3. Signature of Academic Dean:

4. Signature of Chair, Academic Planning Committee: (Bacc. pgms only)

5. Signature of President, Faculty Senate/Chair, Graduate Council:

6. Signature of the Provost and Senior Vice President for Academic Affairs:

7. Signature of the President:

8. Signature of Chair, Board of Governors:

Office of Program Review and Assessment, Marshall University, Huntington, WV 25755-2003
College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation:

Continuation at the present level of activity is recommended

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 BBA in Economics is designed to prepare graduates for various positions in state and federal agencies, international and domestic corporation, and investment and brokerage firms.

This degree has a micro- and macro-focused emphasis. It contains academic components of microeconomics, macroeconomics, econometrics, environmental and international economics.

This is a growing and increasingly important program offered by the LCOB. It gives undergraduate business students both a domestic and internationally oriented option. The focus is on economic thought (a distinctive method of thinking) as applied to market practices and public policies.

This program serves a need in Marshall's service commitment, to students and the community that is not provided by any other college on this campus.

Signature of the Dean:

[Signature]

Date: 10/30/07
# Economics Program Review
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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.

The Division of Finance and Economics offers an Economics degree that provides a background appropriate for work in all types of financial services organizations. The coursework required for this degree is interdisciplinary in nature. In addition to a core of general business and economics courses, students take additional courses in accounting, economics, finance, information systems, management, and marketing. Students have the opportunity to choose from economics electives that will allow them to develop specialized knowledge in many different areas of economics including econometrics, money and banking, global economics, environmental economics, economic thought, and international trade.

The economics program is designed to meet the following objectives:

• To help prepare students for effective participation in the decision-making processes of problems and issues and to deepen their understanding of the operation of the economies of the U.S. and other countries. Graduates will be competent in such subjects as economic theory, business fluctuations, distribution of resources and income, international trade, economic development, managerial decision-making, and the growth of national income and welfare. To illustrate they are competent in the basic areas of economic analysis, all economics majors are required apply rigorous analysis to real-world case projects in the economics capstone course.

• To prepare majors for administration or research positions in business firms, government agencies, labor organizations or private foundations. For example, some of our recent graduates now work for BB&T Bank, United Bank, Huntington Bank, FDIC and the Army Corps of Engineers. In addition some of our graduates are pursuing advanced degrees in economics at such schools as West Virginia University, University of Kentucky and the University of Virginia.

• To provide suitable courses and instruction for majors who plan to enter law or graduate business school. Majors must fulfill the general and specific requirements for the following Economics Courses: ECN 250 – Principles so Microeconomics, ECN 253 – Principles of Macroeconomics, ECN 326 – Intermediate Macro Analysis,
ECN 328 – Immediate Micro Analysis, ECN 423 – Introduction to Econometrics and ECN 466 – Economics Capstone plus 6 additional elective hours in economics or finance to be chosen with the advice and approval of the academic advisor.

II ACCREDITATION INFORMATION

Provide the following information about the program’s accreditation status:

A Name and description of the accreditation organization:

AACSB International (The Association to Advance Collegiate Schools of Business) was founded in 1916 and began its accreditation function with the adoption of the first standards in 1919. AACSB International members approved mission-linked accreditation standards and the peer review process in 1991. In 2003, members approved a revised set of standards that are relevant and applicable to all business programs globally and which support and encourage excellence in management education worldwide. [www.aacsb.edu](http://www.aacsb.edu)

AACSB International accreditation represents the highest standard of achievement for business schools, worldwide. Institutions that earn accreditation confirm their commitment to quality and continuous improvement through a rigorous and comprehensive peer review. AACSB International accreditation is the hallmark of excellence in business education. As of April, 2007, 549 member institutions hold AACSB business accreditation. Ninety-three Accreditation Council members are outside of the U.S.

B Most recent year program accredited: (include a copy of the letter conferring accreditation.)

For the 2007 AACSB International reaffirmation approval letter see Attachment I.

C Accreditation status: (regular, probationary, unaccredited, other)

Regular

D Attach a copy of the accreditation organization’s report to the University if different from B.

Same as B above

E If program deficiencies were noted, attach the report to the accrediting agency outlining the deficiencies and corrective action taken or proposed.

All issues have been satisfactorily addressed. No follow-up visit is required at this time. The approval letter received from AACSB conferring our accreditation
status states that:

“It is my pleasure to inform you that the peer review team recommendation to extend maintenance of accreditation for the undergraduate and master’s degree programs in business offered by Marshall University is concurred with by the Maintenance of Accreditation Committee and ratified by the Board of Directors.”

“Marshall University has achieved accreditation for six additional years. The next on-site maintenance review occurs in the fifth year, 2011-12.”

For the 2007 AACSB International reaffirmation approval letter see Attachment I.

F Provide 1 copy of the most recent self-study report for final submission to the Board of Governors. (This copy will be returned.)

For the 2006 AACSB International self-study report see Attachment II.

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. In Appendix I, list required courses, elective courses, and total hours required. The list of courses must provide specific course titles and numbers.

The economics major must complete 18 hours of required courses (ECN 250 – Principles of Microeconomics, ECN 253 – Principles of Macroeconomics, ECN 326 – Intermediate Macro Analysis, ECN 328 – Intermediate Micro Analysis, ECN 423 – Introduction to Econometrics and ECN 466 – Economics Capstone) and 6 hours of elective courses. Any 300 or 400 level economics or finance course will satisfy the 6 hour elective course requirement. Elective economics courses to select from include econometrics, money and banking, global economics issues, environmental economics, economic thought, and international trade.

See Appendix I for additional details.

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. Prepare an Appendix
Faculty Data Sheet for each full-time faculty member, part-time faculty member and adjunct faculty member. For part-time faculty members and adjuncts prepare data through question one on the Faculty Data Sheet. Use Appendix II-A for all graduate teaching assistants.

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 full-time faculty members during the reporting period. This is a condition of our accrediting organization. All graduate economics classes have been taught by faculty who hold terminal degrees, have extensive teaching experience, are accomplished academic researchers and are considered academically qualified by AACSB standards.

Like all other units in the LCOB, 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 our accrediting organization. Each faculty member is allowed one course release time per semester to work on scholarly research activities. This has permitted faculty to present academic research papers and to have their work appear in conference proceedings and refereed journal publications. The continued granting of reassigned time is based on sustained productivity. The College also has a travel policy which provides each faculty member with $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 other research projects.

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

Students: The Economics Program is part of the professional education unit accredited by the Association to Advance Collegiate Schools of Business (AACSB) International.

a Entrance Standards: Describe the admission standards and procedures employed for making the admission decision. (GPA, ACT, other tests)
a. **Entrance Standards:** Like all other units in the LCOB, students can be admitted to the economics program after they complete ten pre-business courses and maintain a GPA in these courses of at least 2.0. Also, completion of 58 hours with an overall GPA of at least 2.0 is required to be fully admitted to the economics program. Finally, students must have a composite score of at least 19 on the ACT or a combined score of at least 910 on the SAT.

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.

a. **Entrance Abilities:** Like all other units in the LCOB, students must have a composite score of at least 19 on the ACT or a combined score of at least 910 on the SAT.

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

a. **Exit Abilities:** Like all other units in the LCOB, students who graduate from the finance program must maintain at least a 2.0 GPA in both overall and major coursework.

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

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?

What we do have.

We currently have nine FTE tenure or tenured-track faculty members who earn a mean salary that is twenty percent below the market rate for a comparable economics faculty member. The division has an operating budget for divisional expenses of $12,000 per year. All of our faculty have offices and computers in their office. Each faculty member receives $1,000 per year in travel funds to present their research at academic conferences and also receives $600 faculty development stipend for expenses needed to stay current in their field
of study. The money can be used to develop additional skills in teaching, research and service. In addition, there are several small grants, including the Prichard Fund ($2,500 stipend plus $1,000 faculty development), faculty can apply for to enhance their research and teaching activities. The economics faculty can also apply for a $1,000 Inco grant and a $500 Quinlan grant to subsidize their travel to academic conferences.

Additional resources are needed for our program. Given additional resources, several important changes could be made to the economics program to better serve our students. The economics program has a need for additional financial support for faculty salaries and faculty development. During the review period, we used ten economics faculty to handle our economics program which consisted of 35+ undergraduate majors, numerous service and electronic economics course offerings, Executive MBA courses, India MBA courses and regular MBA courses. Being able to enhance our program with additional economics course offerings will greatly benefit our majors in a variety of ways including course selection, knowledge enhancement, exposure to global economics, econometrics, money and banking, international trade and comparative economies.

Given the appropriate resources, there are several important projects the economics program would like to expand on in the near future:

- We plan to offer an interdisciplinary based International Business (IB) major which utilizes many of the international courses that are currently offered in our program.
- We plan to offer more required and elective economics program courses including a team taught course titled Special Topics: Chinese Finance and Economic Issues.

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

For the 2006 AACSB International self-study report see Attachment II.

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 program of assessment for the economics curriculum was established by the students and faculty of the Lewis College of Business to meet the AACSB accreditation standard. No additional update from the Assessment Plan has been adopted.
The goals of the assessment program include the following factors:
- Assess critical thinking, problem solving and other creative skills
- Assess written and oral communication skills
- Assess competency in the use of computers and other technology
- Assess an understanding of cultural diversity
- Assess an understanding of ethical business decision making
- Assess an awareness of the impact of the global business environment on business decision making

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

- 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 the overall 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. This assurance of learning process is mandated by AACSB International.
- Results: Overall, the feedback from our 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.

For the 2006 Chart I: Assessment Summary report, see Attachment IV.
- Student Outcomes – Student outcomes were evaluated based on several important areas. We were concerned with student performance in the areas of critical and analytical skills, global perspective, written communication, career preparation, oral communication, and technological and computer expertise. Based on feedback from the exit surveys and written assessment tests, the student outcomes were examined.
- 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
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** – Specific standards and benchmarks were established using our accreditation agency’s curriculum standards and published standards. Assurance of learning standards consider such areas as communication abilities, ethical reasoning, analytic skills, information technology, multicultural and diversity understanding and reflective thinking skills. (See pages 13-17 of the AACSB Eligibility Procedures and Accreditation Standards for Business Accreditation, [http://www.aacsb.edu/accreditation/process/documents/AACSB_STANDARDS_Revised_Jan07.pdf](http://www.aacsb.edu/accreditation/process/documents/AACSB_STANDARDS_Revised_Jan07.pdf)).

We also surveyed our stakeholders to determine what skills they expected our graduates to achieve from the economics program. These skills included critical thinking, oral and written communication skills and a solid foundation of economics knowledge.

- **Results/Analysis** - After reviewing the results of the assessment tools for the economics program, several changes were performed in the economics program. These were changes 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.

After receiving feedback from our assessment efforts, it was determined that we needed to make changes to our curriculum.

**Example 1.** Change of capstone course. The division head and faculty encourage more critical and analytic skills from our economics students. Specifically, the capstone course was changed to include more real-world practical case analysis as well as using more technology for classroom assignments. 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-base skills.

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

Example 3. Improvement of technological and computer applications. The faculty recommended the use of more computer applications in class instruction. Several faculty members have integrated Vista and WebCT into their course content and delivery processes. There has also been an increase in the use of excel spreadsheet applications for classroom and homework 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 as they are available.

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

These reports are available online and can be referenced at the MU website. See the past five years assessment summary reports at the following site: (http://www.marshall.edu/assessment/assessreport_progresreviews.htm)

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. See 2002 Economics Program Review report.
In 2002, we agreed with the program review committee to continue at the current level of activity. The economics faculty were pleased with the educational program that was offered to the economics majors. In 2002, exit surveys indicated that our students were satisfied with the educational experience they had received from the economics program.

In 2007, we request that the economics program be allowed to continue at the current level of activity. The economics faculty are pleased with the educational program that is offered to the economics majors. Exit surveys indicate that our students are very satisfied with the educational experience they have received from the economics program.

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

**Strengthens:** AACSB is the top rated business school accreditation agency in the country and has accredited the economics program Only 33% of all business schools in the nation have this distinction.

The economics program has many outstanding professors who consistently rank as the top professors in the LCOB. 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 and national prominence to our economics program. In addition, the economics faculty have won many outstanding teaching and service awards. Many of the student comments that we received in the senior economics exit evaluations mention how much they have learned in the economics program and how outstanding the economics faculty are perceived.

**Weaknesses:** We currently have relatively low salaries among our economics faculty. On average, the economics faculty earn a mean salary that is about twenty percent below the market rate for a comparable economics faculty member. The salary issue has lead to the loss of one faculty member to another university.

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

1 **Articulation Agreements:** Describe program specific articulation agreements with other institutions for delivery of this program.
The economics program has an articulation agreement with Marshall Community and Technical College (MCTC). We allow students from MCTC to transfer directly into the economics program either during or after they complete their associate degree course work. If they complete 66 hours of course work and receive their associate in applied science banking and finance degree, they can be fully admitted into the economics program. As a result of completing course work in accounting, economics and mathematics, there is a smooth transition for those students who elect to enter the economics program. We are currently in the process of updating the articulation agreement.

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.)

All required courses for the Bachelor of Business Administration degree in economics are offered on the Huntington campus.

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 economics 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 Bachelor of Business Administration 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 outside their particular colleges. Students in the College of Liberal Arts take several business courses to fulfill their general education requirement. Each individual college establishes the number of courses they require for their majors. Non-business majors usually take courses in
international business, general business and economics. Most students who elect to take the ECN 200 – Survey of Economics are non-business majors. Thus, the economics program provides important service courses to other areas of the university. During the review period, 1,314 students have taken ECN 200. Thus, the economics program provides important service courses to other areas of the university. See Appendix V for more details.

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.

Other than the one service course previously described plus thirteen elective courses which are chosen from a wide range of possible courses, all economics majors must take six required plus two elective courses dealing with finance or economics. Enrollment data for all economics courses for 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 were as follows:
02/03 (2,443)
03/04 (2,481)
04/05 (2,460)
05/06 (2,122)
06/07 (2,151)
The economics program has experienced increased student enrollment this past year. During the most recent review period (‘06-’07), the economics program had an enrollment level of 2,151 students. We hope to continue the upward trend in student enrollment levels.

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 BBA in Economics degree. The total number of economics majors during the past five years is as follows:

02/03 (47)  
03/04 (53)  
04/05 (48)  
05/06 (38)  
06/07 (32)  

The economics program has experienced a decrease in majors during the past four years. During the most recent review period (06/07), the economics program had its lowest major level (32) in the past five years. This was mainly attributed to our inability to properly market the major and a reduction in course offerings. There was the incorrect perception that economics majors would have a difficult time finding employment after graduation.

6 Enrollment Projections: Identify trends that will influence enrollment over the next five years. Provide enrollment projections.

Economics program course projections: While enrollment in the LCOB has decreased over the past several years, the economics program has also experienced lower enrollment levels. With reaffirmation by the Association to Advance Collegiate Schools of Business (AACSB) now accomplished, we hope to reverse the trend of declining LCOB enrollment. For three of the past five year review period, the number students majoring in economics remained relatively stable. In terms of students taking economics courses, the enrollment figures increased the past year. A total of 2,151 students took economics courses. We expect economics enrollment to increase because of several initiatives we plan to implement including the double finance-economics major and the proposed new international business major. The LCOB has a 2+2 articulation agreement with MCTC. After students receive their associate of applied science degree in business administration, they can continue their education and pursue a bachelor’s degree. We expect more of these students to transfer to the economics program. All of these new initiatives should increase the number of students majoring in economics.

Economics program major projections: There are several important developments the economics program would like to expand on in the near future:

- We have implemented a double major program: a double major in finance-economics. Many of the required courses for the finance program can now be used as economics elective courses. As a result, we expect some of our finance majors to double major in economics.
We plan to offer an interdisciplinary based International Business (IB) major. ECN340, Global Macroeconomic Issues, will be a required IB course and FIN480: Special Topics: Chinese Finance and Economic Issues will be an elective IB course. Currently, we provide four of the six IB courses (ECN 340 – Global Macroeconomics Issues, ECN 408 – Comparative Economic Systems, ECN 420 – International Trade and ECN 460 – Economics of Developing Countries) offered by LCOB.

We plan to offer a new special topics course starting in spring 2008 titled: FIN480: Special Topics: Chinese Finance and Economic Issues. This course will be team taught (Drs. Newsome, Shao, Wang and Zhang) and will incorporate the latest development in one of the fastest growing economies in the world.

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.

Currently, we do not have an active Divisional Advisory Committee. Several years ago, we did maintain a Divisional Business Advisory Committee. However, many finance and economics professionals are members of the Lewis College of Business (LCOB) Advisory Board. Thus, in recent years, the economics program has relied on assistance from members of the LCOB 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.)

Our recent economics graduates pursued advanced graduate degrees at such schools as West Virginia University, Miami Ohio and the University of Virginia. Two of our students work for the MU Center for Business and Economic Research doing applied economic analysis.

Many of our 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.

To collect data on job placements of our economics graduates, the LCOB is partnering with the University’s Career Services Center which is now under new leadership. Additionally, the LCOB began in 2006-07 placing a greater emphasis on the importance of internships with local companies including the Army Corps of Engineers, local banks and brokerage firms. We are also developing a course to help with the professional development of our graduates. Moreover, we have begun a series of initiatives to better link the Lewis College of Business with the business community. One of these initiatives is our linkage with the Young Professionals of the Chamber of Commerce. The Young Professionals currently have approximately 170 members. Through classroom presentations and taking our business students to lunch, the goal is to provide the students with the knowledge they need to be hired for the jobs they desire upon graduation. In business, the savvy that is needed to network, apply for positions, interview successfully, and succeed in that position are not necessarily learned in a traditional classroom setting. The LCOB is committed to teaching our students those important skills.

During the past five years the Division and the LCOB require all business students to register with Career Services as a part of the requirement of ACC 216. It was believed that students, once familiar with Career Services, would take advantage of internship opportunities and become more aware of permanent job opportunities. Additionally, Career Services developed Business Career Day to familiarize lower division undergraduates with exciting careers in business. The Business Career Day has since evolved into the Career Extravaganza.

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.

The mission of the economics program is to provide an intellectually
challenging educational program that will develop economics majors and other students as ethical and competent managers and leaders and to reach out to the community and region through internship programs, applied research, service, and consulting activities. The focus of the Division’s educational program is teaching excellence in a caring environment.

That the economics program is accredited by AACSB International fits the mission of the institution, “Marshall University is a multi-campus public university providing innovative undergraduate and graduate education that contributes to the development of society and the individual.” The University actively facilitates learning through the preservation, discovery, synthesis, and dissemination of knowledge. The economics program offers an important area of study for business students and teaches ethics, personal financial responsibility, corporate governance, entrepreneurship and many other topics as it disseminates a varied array of knowledge.

It also provides important service courses for non-business majors to take as part of their program. There are no prerequisites for the economics elective course, ECN200 Survey of Economics.

IV PROGRAM OF EXCELLENCE

If this option is marked as the institutional (program) recommendation, include a statement of justification. This statement should be a document (limited to two pages) that provides detailed information on the strengths of the program and reasons why the program should have the designation of excellence. Identify the aspects of your program that qualify it as a Program of Excellence (e.g., accreditation, honors, special recognition, unique characteristics, etc.). All supporting documents must be provided to the Committee. The guidelines “Statement on Criteria for Designation of Excellence” are attached for reference.

Not applicable
Appendix I  
Required/Elective Course Work in the Program

Degree Program: **Economics**  
Person responsible for the report: **Lawrence P. Shao**

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
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<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
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<td>ECN 466C Economics Capstone</td>
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<td>18</td>
<td>Total</td>
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<td></td>
</tr>
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</table>

Professional society that may have influenced the program offering and/or requirements:
Appendix II
Faculty Data Sheets
(No more than TWO pages per faculty member)

BBA, Economics Faculty

The following __ pages are Data Sheets for the following ten faculty members

1. Roger Adkins
2. Chandra Akkihal
3. Jacqueline Agesa
4. Richard Agesa
5. Michael Brookshire
6. Paul Hamilton
7. Michael Newsome
8. Harlan Smith
9. Allen Wilkins
10. Alina Zapalska*

*No longer under contract. No Faculty Data Sheets required and/or included.
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
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
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>
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<th>Year/Semester</th>
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<td>U.S. Ec. Devel.</td>
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<td>Principles of Macroeconomics</td>
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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
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: Ramchandra Akkihal

Rank: Professor

Status: 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

Professional Registration/Licensure

Agency:

Years non-teaching experience: 0

Years of employment other than Marshall: 6

Years of employment at Marshall: 39

Years of employment in higher education: 45

Years in service at Marshall during this period of review: 45

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>
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<td>ECN 420</td>
<td>International Trade</td>
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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
   ‘Higher Education and Globalisation’ – A Keynote Address delivered at Basaveshwar College Bangalore India August 2006
   ‘Social Capital as an Asset to Business Students’ – Inaugural Lecture at H B College of Commerce
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: Jacqueline Agesa
_________________________________________
Rank: Professor

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

Highest Degree Earned: ___Ph. D._________________________Date Degree Received: ___May 1996_______

Conferred by: University of Wisconsin-Milwaukee_____________________________________________________

Area of Specialization: ___Economics___________________________________________________________

Professional Registration/Licensure _______________________________________________________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
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>
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<th>Year/Semester</th>
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<th>Title</th>
<th>Enrollment</th>
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<td>2005/Fall</td>
<td>ECN - 328</td>
<td>Intermediate Microeconomic Analysis</td>
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<td>ECN – 200</td>
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<tr>
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<td>ECN - 467</td>
<td>Economics Workshop II</td>
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<td>70</td>
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<td>ECN – 200</td>
<td>Survey of Economics (2 sections)</td>
<td>38</td>
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<tr>
<td>2007/Spring</td>
<td>ECN - 467</td>
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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. Activities that have enhanced your teaching and or research.

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

Date Created: March 6, 2002
agesaAppendix II template 2006
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755
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: Richard Ugunzi 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: 1996

Conferred by: University of Wisconsin Milwaukee

Area of Specialization: Economics

Professional Registration/Licensure Agency:

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
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>
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<th>Enrollment</th>
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<td>100, 30</td>
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<tr>
<td>Fall/2006</td>
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<td>97, 28</td>
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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. McGraw-Hill Irwin Economics Reviewers Conference, October 12-12, 2006, Austin, Texas.


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

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
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.

Member: Graduate Appeals Board
   Scores 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

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)

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<th>Enrollment</th>
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<td>23</td>
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<td>HRM 610-101</td>
<td>COLLECTIVE BARGAINING</td>
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<tr>
<td>2007/Spring</td>
<td>ECN 480/650</td>
<td>FORENSIC ECONOMICS</td>
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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:


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.

Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Paul V. Hamilton

Rank: Asst. Prof. of Economics

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

Highest Degree Earned: Ph.D. (Economics) Date Degree Received: July 2002

Conferred by: Indiana University

Professional Registration/Licensure: N.a. Agency:

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<td>Years of employment in higher education</td>
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</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
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</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)

### Fall 2005

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<td>ECN</td>
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<td>Money &amp; Banking</td>
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### Spring 2006

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<td>Principles of Macroeconomics</td>
<td>37</td>
</tr>
<tr>
<td>ECN</td>
<td>310</td>
<td>Money &amp; Banking</td>
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### Summer 2006

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<tr>
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### Fall 2006

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<td>ECN</td>
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<td>ECN</td>
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### Spring 2007

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Date Created: March 6, 2002
2007 Hamilton appendix II
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755
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<td>ECN</td>
<td>310</td>
<td>Money &amp; Banking</td>
<td>25</td>
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</tbody>
</table>

**Summer 2007**

<table>
<thead>
<tr>
<th>Academic Field</th>
<th>Course Number</th>
<th>Title</th>
<th>Course Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN</td>
<td>253</td>
<td>Principles of Macroeconomics</td>
<td>11</td>
</tr>
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</table>

**Fall 2007**

<table>
<thead>
<tr>
<th>Academic Field</th>
<th>Course Number</th>
<th>Title</th>
<th>Course Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN</td>
<td>200</td>
<td>Survey of Economics</td>
<td>39</td>
</tr>
<tr>
<td>ECN</td>
<td>253</td>
<td>Principles of Macroeconomics</td>
<td>9</td>
</tr>
<tr>
<td>ECN</td>
<td>480</td>
<td>Health Economics</td>
<td>18</td>
</tr>
<tr>
<td>ECN</td>
<td>501</td>
<td>Economic Analysis</td>
<td>29</td>
</tr>
<tr>
<td>UNI</td>
<td>101</td>
<td>New Student Seminar</td>
<td>17</td>
</tr>
</tbody>
</table>

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.

   Developed new courses in Health Economics and on-line versions of ECN 253 (Macroeconomics) and ECN 200 (Survey of Economics).

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


   Publication other than journal: *The Economic Potential of Regional Sports Activities in the Kanawha Valley*. The final report was submitted to the Charleston Convention & Visitors Bureau in December 2006.

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

   Professional Meeting: Attended the WV Perinatal Wellness Summit May 2007 in Charleston, WV. I presented CBER’s preliminary findings on the economic impact of improving WV perinatal outcomes up to the national averages.

   Professional Meeting: Presented a paper, *Mixture Model Interpretations of Early Childhood Development Programs*, at the SEA Annual meetings in Charleston, SC on Nov. 18-22.

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 the SEA Meetings (Nov. 2006), AEFA meetings (March 2007) and ASCUE Annual Meeting (June 2007).

   Southern Economic Association (member).
   American Education Finance Association (member).
Externally funded research grants and contracts you received.

Funded research activity: *Summary & Reform of Health and Pension Benefits*. A section in the *A Study of the City of Huntington* which was chaired by Paul Uselding with contributions from five other MU faculty members [$25,000].

Funded research activity: *Turning Static Content into Dynamic Presentations*. A $3500 grant supported by the Pritchard Fund. This project will provide an on-line tutorial and in-person workshop for those MU faculty interested in cutting edge presentation techniques.

*The Economic Impact of Universal PreK in WV.* This is the culmination of research done as Phase I of a CBER grant ($50,000) sponsored by the Benedum Foundation. A requirement of the grant is to publish a paper(s) of the findings in a scholarly, peer-reviewed journal. A paper will be submitted in 2007 to an Early Childhood Education journal.

Alternative Funding Mechanism for the Special Reclamation Fund. Co-principal investigator (with Christine Risch) of a $100,000 grant for CBER from the WV Department of Environmental Protection, 2005.

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

Community service as defined in the *Greenbook*.

Service to the community: Tax Volunteer with Volunteer Return Preparation Program (VRPP). Passed the advanced tax exam and participated several Saturday’s from February to April 15, 2006.

College Committees: Faculty Development Committee (Fall 2005-Spring 2006). [Secretary] Curriculum Committee (Fall 2007 – Present).
Assessment Committee (Fall 2007 – Present).
EMBA Committee (Spring 2007 – Present).

University Committee: Book One Committee (Fall 2007 – Present).
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:

Years non-teaching experience 0
Years of employment other than Marshall 1
Years of employment at Marshall 9
Years of employment in higher education 10
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>
<td>Summer 2007</td>
<td>ECN 501</td>
<td>Economic Analysis</td>
<td>20</td>
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<td>Summer 2007</td>
<td>ECN 630</td>
<td>Managerial Economics</td>
<td>11</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>ECN 340</td>
<td>Global Macro Issues</td>
<td>41</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>ECN 423</td>
<td>Introduction to Econometrics</td>
<td>16</td>
</tr>
<tr>
<td>Summer 2006</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>
</tr>
<tr>
<td>Summer 2006</td>
<td>ECN 630</td>
<td>Managerial Economics (India)</td>
<td>49</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>ECN 340</td>
<td>Global Macro Issues</td>
<td>40</td>
</tr>
<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>
</tr>
<tr>
<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>
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<td>Fall 2005</td>
<td>ECN 630</td>
<td>Managerial Economics</td>
<td>28</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.

(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.

AACS 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

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

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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


“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


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: Experiences 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 Vidyabhaban 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”

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.

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.
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: Ph.D.____________Date Degree Received: 12/89
Conferred by: Yale University ____________________________________________
Area of Specialization: Economics ____________________________________________
Professional Registration/Licensure___N/A __ Agency:_________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
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>
<tbody>
<tr>
<td>Fall 2005</td>
<td>ECN 253-102</td>
<td>Principles of Macroeconomics</td>
<td>50</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>ECN 460-1,W</td>
<td>Economics of Developing Countries: International; Writing Intensive</td>
<td>24</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>ECN 253-203</td>
<td>Principles of Macroeconomics</td>
<td>38</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>ECN 326-201</td>
<td>Intermediate Macroeconomic Analysis</td>
<td>32</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>ECN 253-101 &amp; 102</td>
<td>Principles of Macroeconomics</td>
<td>26, 35</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>ECN 460-1,W</td>
<td>Economics of Developing Countries: International; Writing Intensive</td>
<td>24</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>ECN 253-203</td>
<td>Principles of Macroeconomics</td>
<td>41</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>ECN 326-201 &amp; 202</td>
<td>Intermediate Macroeconomic Analysis</td>
<td>26, 27</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.

(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).

4. Papers presented at state, regional, national, or international conferences.
   1. "Options for a Term Project in Upper-Level Economics Courses," Proceedings of the 16th Annual Conference on

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3. “Charged with organizing and managing the annual Church Pledge (Fund-Raising) Drive

4. “Charged with organizing and implementing the LCOB contribution to the university-wide celebration of the 50th anniversary of this landmark US Supreme Court decision.

5. Chair, LCOB Assessment/Accreditation Maintenance Committee, Fall 2003 – Spring 2007


7. Professional Organization Memberships
   a) American Economic Association
   b) African Studies Association
   c) West African Research Association
   d) Ghana Studies Council

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
      *At-large member, 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/Accreditation 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

Date Created: March 6, 2002; Date Revised: November 7, 2007
2007SmithAppendixII
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755
Appendix II
Faculty Data Sheet
(for the period of this review)

Name:  Allen J. Wilkins  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:  1984

Conferred by:  University of Wisconsin-Madison

Area of Specialization:  Economics (International)

Professional Registration/Licensure  Agency:

Years non-teaching experience  2
Years of employment other than Marshall  10
Years of employment at Marshall  22
Years of employment in higher education  32
Years in service at Marshall during this period of review  22

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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<td>2007/Fall</td>
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<td>Principles of Microeconomics</td>
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<tr>
<td>2007/Fall</td>
<td>ECN340</td>
<td>Global Macro Issues</td>
<td>48</td>
</tr>
<tr>
<td>2007/Fall</td>
<td>ECN340</td>
<td>Global Macro Issues</td>
<td>46</td>
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<tr>
<td>2007/Summer</td>
<td>ECN466</td>
<td>Economics Workshop I</td>
<td>19</td>
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<td>2007/Summer</td>
<td>ECN250</td>
<td>Principles of Microeconomics</td>
<td>21</td>
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<td>2007/Spring</td>
<td>ECN250</td>
<td>Principles of Microeconomics</td>
<td>31</td>
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<tr>
<td>2007/Spring</td>
<td>ECN250</td>
<td>Principles of Microeconomics</td>
<td>35</td>
</tr>
<tr>
<td>2007/Spring</td>
<td>ECN340</td>
<td>Global Macro Issues</td>
<td>37</td>
</tr>
<tr>
<td>2007/Spring</td>
<td>ECN340</td>
<td>Global Macro Issues</td>
<td>22</td>
</tr>
<tr>
<td>2006/Fall</td>
<td>ECN340</td>
<td>Global Macro Issues</td>
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<td>2006/Fall</td>
<td>ECN340</td>
<td>Global Macro Issues</td>
<td>36</td>
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<td>2006/Fall</td>
<td>ECN340</td>
<td>Global Macro Issues</td>
<td>35</td>
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<tr>
<td>2006/Fall</td>
<td>ECN466</td>
<td>Economics Workshop I</td>
<td>11</td>
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<tr>
<td>2006/Spring</td>
<td>ECN250</td>
<td>Principles of Microeconomics</td>
<td>36</td>
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<td>Principles of Microeconomics</td>
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<td>ECN340</td>
<td>Global Macro Issues</td>
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<td>ECN340</td>
<td>Global Macro Issues</td>
<td>31</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.

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

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.

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.

Date Created:  March 6, 2002
Faculty Data Report-2007.wpd
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755
Appendix III
Off-Campus Classes
Economics

(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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
<th>Courses Offered</th>
<th>Enrollment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Hurricane</td>
<td>Ecn 253 – Principles Macroeconomics</td>
<td>5</td>
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<tr>
<td>Fall 2005</td>
<td>Pt. Pleasant</td>
<td>Ecn 250 – Principles Microeconomics</td>
<td>25</td>
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<tr>
<td></td>
<td>Teays Valley</td>
<td>Ecn 250 – Principles Microeconomics</td>
<td>10</td>
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<tr>
<td></td>
<td>Pt. Pleasant</td>
<td>Ecn 253 – Principles Macroeconomics</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>Pt. Pleasant</td>
<td>Ecn 250 – Principles Microeconomics</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Teays Valley</td>
<td>Ecn 250 – Principles Microeconomics</td>
<td>28</td>
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### Appendix IV
#### Service Courses
##### Economics

<table>
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<th></th>
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<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
</tr>
<tr>
<td>200</td>
<td>Survey of Economics</td>
<td>98</td>
<td>70</td>
<td></td>
<td>183</td>
<td>160</td>
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<td></td>
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## Appendix V
### Program Course Enrollment
#### Economics

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<tbody>
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<td>Curr Econ Prob &amp; Controv</td>
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<td>Fa 106</td>
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<tr>
<td>200</td>
<td>Survey of Economics</td>
<td>E</td>
<td>98 70</td>
<td>183 160</td>
<td>138 159</td>
<td>144 127</td>
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<tr>
<td>250</td>
<td>Principles Microeconomics</td>
<td>R</td>
<td>44 368</td>
<td>371 41 367 342</td>
<td>71 362 383 66</td>
<td>354 308</td>
<td>54 268 240</td>
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<td>253</td>
<td>Principles macroeconomics</td>
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<td>224 30 222 228</td>
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<td>200 182</td>
<td>23 190 204</td>
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<td>326</td>
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<td>328</td>
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<td>332</td>
<td>American Capitalism</td>
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Date Created: March 6, 2002; Revised: 10/30/2007
2007EconomicsAppendixV
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755
## Appendix V
### Program Course Enrollment
**Economics**

<table>
<thead>
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Date Created: March 6, 2002; Revised: 10/30/2007
2007EconomicsAppendixV
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755
## Appendix V

### Program Course Enrollment Economics

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(No650te: If you listed courses in Appendix IV, do not list them again in this appendix.)

* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the number of independent study students enrolled, but DO NOT include individual names or the titles of the independent studies.
## Appendix VI
### Program Enrollment Economics

<table>
<thead>
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<td>Principal Majors Enrolled</td>
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<td>Area of Emphasis 2:</td>
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<td>Principal Majors Enrolled</td>
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<td>Area of Emphasis 3:</td>
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<td>Principal Majors Enrolled</td>
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<td>Area of Emphasis, etc.</td>
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<td>Second Majors Enrolled*</td>
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<td>Third Majors Enrolled:**</td>
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<td>Other Areas of Emphasis (i.e., education specialization majors)</td>
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<tr>
<td>Minors***</td>
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<td>Grand Total of Students Enrolled in the Program</td>
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<td>Graduates of the program</td>
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</table>

*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.
January 12, 2007

Paul J. Uselding, Dean
Lewis College of Business
107 Corbly Hall
Marshall University
One John Marshall Drive
Huntington, WV 25755-2300

Dear Dean Uselding:

It is my pleasure to inform you that the peer review team recommendation to extend maintenance of accreditation for the undergraduate and master’s degree programs in business\(^1\) offered by Marshall University is concurred with by the Maintenance of Accreditation Committee and ratified by the Board of Directors. Congratulations to you, President Kopp, Provost Denman, the faculty, the students, the staff, and all supporters of the business programs at Marshall University.

One purpose of peer review is to stimulate further continuous improvement of quality programs. As noted in the team report, your School is to be commended on the following strengths and effective practices:

1. The faculty is high quality, energetic, and collegial. As a whole, a high percentage of faculty are full-time, participating, academically qualified, and research active.

2. The new dean has greatly improved funding available for faculty development.

3. The College has an excellent undergraduate advising system.

4. The College launched the Resource Office for Innovation and Entrepreneurship (ROIE). This is an interdisciplinary program for encouraging new ventures and providing incentive to a business plan competition supported by the Tri-State business community.

5. The College developed an executive program utilizing young professionals from the region to serve as role models/mentors to enhance the overall student learning environment and career opportunities.

Additionally, in the interest of continuous improvement, the development of annual maintenance reports provides your school an ongoing opportunity to discuss progress on and updates to the action items within your school’s strategic plan. These annual progress updates are to be retained at your school until 60 days prior to your next on-site review. As identified within the peer review team report, the following items are suggested for incorporation into your ongoing strategic planning initiatives:

---

\(^1\) See Attachment A: Scope of Accreditation
1. The revised assurance of learning plan has been well developed. The school must show continuous implementation in conformance with the plan in each of its annual maintenance reports.

2. The source and amount of funds needed to continually implement the strategic plan should be highlighted in each annual maintenance report. Particular attention should be paid to all academic and other non-state-funded initiatives proposed in the current strategic plan.

Marshall University has achieved accreditation for six additional years. The next on-site maintenance review occurs in the fifth year, 2011-12. A timeline specific to your visit year is attached\(^2\). Please refer to the Maintenance of Accreditation Handbook for more information regarding the processes for maintenance of accreditation. The handbook is evolving and will be updated frequently to provide the most current process improvements. Please monitor the website to make certain that you have the most current version.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business.

Sincerely,

Arthur Kraft, Chair
Board of Directors

c: Stephen Kopp, President
Sarah Denman, Provost
Peer Review Team
   Dannie Harrison, Team Chair
   Berkwood Farmer, Business Member
   Frederick Niswander, Business Member
Richard Cosier, Chair, Maintenance of Accreditation Committee
   Jack Trifts, MAC Liaison
   Sueann Ambron, MAC Reader

\(^2\) See Attachment B: Timeline
SCOPE OF ACCREDITATION
Maintenance of Accreditation December 2006

Name of Institution: Marshall University

Name of Business Academic Unit: Lewis College of Business

List of Degree Programs Reviewed:

Bachelor of Business Administration          Accounting
Bachelor of Business Administration*         Economics
Bachelor of Business Administration          Finance
Bachelor of Business Administration**        Management
Bachelor of Business Administration          Management Information Systems
Bachelor of Business Administration          Marketing
Masters of Business Administration***        MS-Healthcare Administration
                                      MS-Industrial and Employee Relations
                                      (HRM as of August ‘06)

*Also includes the BBA in International Economics
**Also includes the BBA in Healthcare Management
***Includes the India MBA and EMBA
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<th>07-08</th>
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<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
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<td><strong>Prepare Annual Maintenance Report for prior academic year</strong></td>
<td><strong>Prepare Annual Maintenance Report for prior academic year</strong></td>
<td><strong>Prepare Annual Maintenance Report for prior academic year</strong></td>
<td><strong>Prepare Annual Maintenance Report for prior academic year</strong></td>
<td><strong>Prepare Annual Maintenance Report for prior academic year</strong></td>
</tr>
<tr>
<td><strong>Complete Key Data and Accreditation Data Sections of the Business School Questionnaire for prior academic year</strong></td>
<td><strong>Complete Key Data and Accreditation Data Sections of the Business School Questionnaire for prior academic year</strong></td>
<td><strong>Complete Key Data and Accreditation Data Sections of the Business School Questionnaire for prior academic year</strong></td>
<td><strong>Complete Key Data and Accreditation Data Sections of the Business School Questionnaire for prior academic year</strong></td>
<td><strong>Complete Key Data and Accreditation Data Sections of the Business School Questionnaire for prior academic year</strong></td>
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<tr>
<td>• July 1 - Submit Maintenance Review Application with signed cover letter requesting maintenance review and preferred visit dates.</td>
<td>• Accreditation Coordinating Committee rules on exclusions and the scope of the accreditation visit</td>
<td></td>
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<td><strong>Submit Fifth Year Maintenance Report and the five year collection of Annual Maintenance Reports</strong></td>
</tr>
<tr>
<td>• Submit List of Degree Programs including Catalogs</td>
<td>• Work with AACSB to select Peer Review Team from peer and aspirant groups</td>
<td>• Submit Policies for Faculty Management, including Non-Tenure Track Faculty</td>
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<tr>
<td>• Submit request for exclusion of degree programs including justification for the request</td>
<td>• Work with AACSB to set the visit date</td>
<td>• Submit Executive Summary including effective practices</td>
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<tr>
<td>• Submit List of Comparison Groups (Peer, Competitive, and Aspirant)</td>
<td></td>
<td></td>
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<td><strong>Accreditation Statistical Reports will be distributed to applicant and team members by AACSB</strong></td>
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<tr>
<td><em>Previous four items to be submitted together.</em></td>
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I. **Required IB major courses:** (15 hours)
   - ECN 340 Global Macroeconomics Issues
   - MKT 371 International Marketing
   - ECN 420 International Trade (or ECN 460 Economics of Developing Countries)
   - FIN 440 International Financial Management
   - FIN 475C International Business Strategies & Processes

II. **Elective IB major courses:** (6 hours)
   - 6 hours must be any 300/400 international studies course, designated International in the Schedule of Courses

III. **IB experiential education requirement:** (3 hours)
    Student may select from the following options:
   - Approved study abroad program
   - Faculty-led study/travel course
   - International business internship

IV. **Foreign language requirement:** (0-9 hours)
    Student may select from the following options:
   - Pass a language proficiency test given by the modern language department
   - TOEFL minimum acceptable score of 500 (applies to foreign students only)
   - 9 hours must be selected from 3 sequence courses in a foreign language
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<th>Learning Outcome</th>
<th>Person or Office Responsible</th>
<th>Assessment Tool or Approach</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken</th>
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<td>Changed a required to an elective course</td>
<td>Economics Chair and Faculty</td>
<td>Survey of peer universities</td>
<td>AACSB curriculum standards</td>
<td>Changed a required course to an elective course</td>
<td>Changed ECN 440: History of Economic Thought from a required to elective course</td>
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<tr>
<td>Maintain AACSB Accreditation</td>
<td>LCOB Dean</td>
<td>AACS5 Five Year Maintenance Report</td>
<td>AACS5 published standards</td>
<td>In compliance</td>
<td>Ongoing monitoring</td>
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<td>Core Knowledge in Business Economics</td>
<td>Economics Chair and Faculty</td>
<td>ENC 250/253 Principles of Economics</td>
<td>The LCOB UG Committee reviews course notebooks to ensure students are receiving the core material considered appropriate by the national accrediting body, AACS5</td>
<td>Using various testing procedures students learned concepts taught in principles of economics</td>
<td>Will continue to increase the rigor of our economics course offerings</td>
</tr>
<tr>
<td>Global and Ethical Perspectives in Business Economics</td>
<td>Economics Chair and Faculty</td>
<td>ECN 340 Global Macroeconomics; ECN 408 Comparative Economics; ECN 420 International Trade</td>
<td>In ECN 340/408/420, faculty evaluate student competency based on performance compared relative to previous student groups</td>
<td>Using various testing procedures students learned concepts taught in international economics</td>
<td>Will continue to increase the rigor of our global economics offerings</td>
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<tr>
<td>Reasoning and Critical Thinking through the Integration of Core Business Economics</td>
<td>Economics Chair and Faculty</td>
<td>Required and Elective Economics Courses</td>
<td>In all courses including ECN 466/467, faculty evaluate student competency based on performance compared to previous student groups</td>
<td>Discovered students want more options with regard to electives and would even prefer economics tracks</td>
<td>Will continue to monitor and evaluate all our economics course offerings</td>
</tr>
<tr>
<td>Perform Independent Research and Analysis in Economics</td>
<td>Economics Chair and Faculty</td>
<td>ECN 480 Independent Study Course in Economics</td>
<td>In ECN 480, faculty evaluated student competency in independent research</td>
<td>Students made good progress in doing independent research projects</td>
<td>Develop new topics for students interested in independent economic research</td>
</tr>
<tr>
<td>Written, Oral and Technological Communication Skill in the Business Economics Environment</td>
<td>Economics Faculty</td>
<td>- Survey of Graduating Students in capstone course, ECN 466/467 - Exit Survey of Economics Students</td>
<td>Survey Graduating Economics majors to elicit students’ perspectives on the value of the program curriculum, instructors, &amp; administration</td>
<td>Statistical analysis of graduates is used to compare economics against overall GPA performance</td>
<td>Will continue to monitor and evaluate all our economics course offerings</td>
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<td>Additional resources</td>
<td>Dean, Chair and Faculty</td>
<td>Survey of peer universities</td>
<td>AACSB Annual Salary Survey</td>
<td>Economics faculty pay is below national market</td>
<td>Additional resources</td>
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<td>Faculty international experience</td>
<td>Economics Faculty</td>
<td>Travel to Bangalore</td>
<td>Live interactive students</td>
<td>Student satisfaction survey</td>
<td>Two faculty were sent to Bangalore</td>
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