Program Review

BA in Economics

College of Liberal Arts

October 2012

MARSHALL UNIVERSITY
Program Review
Marshall University

Date: __October 2012____________________

Program: __Bachelor of Arts, Economics________
Degree and Title

Date of Last Review: __2008____________________

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

Recommendation
Code (A):
1. Continuation of the program at the current level of activity; or
2. Continuation of the program at a reduced level of activity or 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. Continuation of the program with 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. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or
5. Discontinuation of the program

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.)

1. __David J. Pittenger________
   Recommendation: Signature of person preparing the report
   Date: 10/1/12

1. __David J. Pittenger________
   Recommendation: Signature of Program Chair
   Date: 10/1/12

1. __David J. Pittenger________
   Recommendation: Signature of Academic Dean
   Date: 10/1/12

1. __Andrea M. Berube________
   Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate programs only)
   Date: 12/20/12

1. __Eldon Lippert________
   Recommendation: Signature of President, Faculty Senate Chair, Graduate Council
   Date: 1/3/13

1. __________________________
   Recommendation: Signature of the Provost and Senior Vice President for Academic Affairs
   Date: 4/25/13

1. __________________________
   Recommendation: Signature of President
   Date: 4/24/13

1. __________________________
   Recommendation: Signature of Chair, Board of Governors
   Date: 4/24/13
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation:

I recommend continuation of the program at the current level of activity.

Rationale:
(If you recommend a program for resource development identify all areas for specific development)

The B.A. in economics is offered in collaboration between the College of Liberal Arts and the College of Business. Economics has traditionally been viewed as a liberal arts degree, specifically a social science that has shared interests with History, Geography, Political Science, Psychology, and Sociology. With the creation of colleges of business during the past 50 years, it is now common to find the Department of Economics housed in either a College of Liberal Arts or a College of Business. At Marshall University, the economics faculty are housed in the College of Business and offer the B.B.A. They also provide the B.A. degree through the College of Liberal Arts. This arrangement is common and one practiced at West Virginia University and other institutions where the Economics Department is housed in the College of Business.

The fact that the economics faculty at Marshall support the B.B.A. and B.A. degrees is a testament to their commitment to offering broad educational opportunities that serve the interests of all Marshall students. The B.B.A. degree appeals to students who want an education that prepares them specifically for work in a business setting as the degree requires coursework in finance, accounting, marketing, management, and management information systems. The B.A. degree appeals to a different type of student; one who is interested in an education that links economics with the perspectives provided by the other social sciences. This degree, as our B.A. graduates have proven over the past two decades, is ample preparation for those who wish to pursue graduate training or careers in either the public or private sector.

The two colleges enjoy collaboration on many projects. Indeed, a new program leading to a dual degree in International Business and Modern Languages began in 2010. The colleges are also developing a Masters of Public Administration program that will make use of faculty from both colleges. The College of Liberal Arts also provides a number of service courses for the College of Business. Although the number of students pursuing the B.A. degree remains modest, these students are notable for their accomplishments as students at Marshall University and as successful alumni. For these reasons, the colleges will gladly continue their effort to support this distinguished degree.

Looking forward, the colleges can enhance this collaboration through several initiatives. First, the outcomes assessment for the B.A. degree can be reviewed and enhanced to ensure it captures the unique objectives that make it distinctive from the B.B.A. degree. Such a review
could necessitate a review of the B.A. curriculum. Another initiative will be to ensure the Chair of the Economics faculty participates in the College of Liberal Arts leadership structure.

David J. Pittenger
Signature of the Dean

October 1, 2012
Date
Marshall University
Program Review

For purposes of program review, the academic year will begin in summer and end in spring.

Program: B.A. in Economics

College: College of Liberal Arts

Date of Last Review: Academic Year 2007 - 2008

I. CONSISTENCY WITH UNIVERSITY MISSION

Provide your program's mission statement. Explain how your mission supports the mission of your college and the mission of Marshall University.

The College of Liberal Arts offers a B.A. degree in economics which trains students to analyze and understand economic phenomena from a variety of social, international, and historical perspectives. This study leads to a basic understanding of how markets work, how national economies operate, and how individuals, businesses, and countries interact with each other in the marketplace. The students in this program pursue this knowledge in the classic liberal arts context, by combining the study of economics within the other social sciences, namely history, geography, political science, psychology, and sociology.

The study of economics informs managerial decision making as well as political decision making (e.g., monetary, budgetary, and fiscal policy). The core curriculum of the program includes study of a country's current and potential production, rates of inflation and unemployment, and other factors driving economic growth or decline. Students also learn about how a market economy distributes goods, resources, and income across individuals and businesses in society. The curriculum also affords students the opportunity to study factors affecting international trade and financial markets. The faculty help students develop their problem-solving, analytical, and critical-thinking skills. As a result, graduates can and do apply their economics knowledge to problems of local, regional, and international economic development. The B.A. in economics also offers a solid foundation for post-baccalaureate education including law, public administration, hospital and health care management, urban and regional planning, and, of course, economics.
II. Adequacy of the Program

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.

   All students pursuing the B.A. must complete the 34 hours of the University’s General Education Curriculum. The college also requires students to complete 12 hours of a second language (French, German, Latin, Japanese, or Spanish); an additional course each in humanities, literature, and natural science; and 9 hours of social sciences from three different programs. The economics major includes 18 hours of required economics courses, 9 hours of upper-level economics electives, and 3 hours of statistics.

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 II 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. Information for Appendices II and II-A should come from Digital Measures.

   The Department of Economics faculty are well-regarded instructors, accomplished scholars in their field, and committed to service at the college and university levels. For example, those faculty who served fulltime during the program review period have earned, over the course of their careers, a total of 17 college-level and 4 university-level awards for teaching, service, and research. Three current members of the faculty have won the Outstanding Teacher of the Year award in the College of Business (with one member winning the award twice). Three current faculty have been honored as the college’s Outstanding Non-Tenured Professor of the Year (one earning the award twice). One current faculty member has earned the College of Business Outstanding Service Award two times so far in his career, and one faculty member is currently being recognized with a Named Professorship, the Kermit E. McGinnis Distinguished Professorship of Business. At the university level one current faculty member won the Distinguished Artists & Scholars Award for 2010-11, and at the end of academic year 2009-10 one was named a recipient of the prestigious Distinguished Service Award.

   Collectively, the economics faculty have always considered research an important part of their job. The following table, which presents the cumulative scholarly work of the
fulltime faculty during the review period, reflects this focus. The numbers of publications and other achievements are noteworthy given the limited resources of time and financial support available to the faculty.

Economics Faculty Intellectual Contributions Summary —
May 7, 2007 through May 6, 2012

<table>
<thead>
<tr>
<th>Intellectual Contributions</th>
<th>Learning &amp; Pedagogical Research</th>
<th>Contributions to Practice</th>
<th>Discipline Based Research</th>
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<tr>
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<td><strong>23</strong></td>
<td><strong>49</strong></td>
<td><strong>21</strong></td>
<td><strong>93</strong></td>
</tr>
</tbody>
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3. Students:

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

The College has no requirements for entry into any of its programs. If a student has been admitted to the University, he or she may elect to pursue the B.A. degree with no additional restrictions.

b. **Entrance and Exit Abilities of past five years of graduates**: Use Appendices III and IV to list the entrance abilities (ACT, SAT, high school GPA, undergraduate GPA for graduate programs, etc.). Then, list the same students’ exit abilities (College GPA, licensure exam results, etc.).

Our students’ entrance abilities are reported in Appendix III, using data obtained from Institutional Research. Notice that the data show a marked increase in the quality of the students who graduated with a B.A. in Economics during the last three years of the program review period.
Our students’ exit abilities are shown in Appendix IV. Note that the graduates during the last three years of the program review period have a very high average GPA, which matches their entrance abilities as reported in Appendix III.

We also highlight, here and elsewhere in this review, the fact that our graduates tend to complete two majors. Of the thirteen 2007-12 graduates, five completed a second major in Political Science, two in History, one in International Affairs, and one in Computer Science. A second major is not required and involves additional coursework. Therefore, it is evident that these students have broad interests and are merging their interest in Economics with perspectives provided by other programs of study.

4. Resources:

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?

As the B.A. is housed in the College of Business, there are no identified costs associated with offering the degree above the cost of the B.B.A. degree. Canceling the program would produce no change in budget, staffing, or demand on facilities. If the program were terminated, students wishing to study economics from the liberal arts perspective would need to attend a different school.

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

As the B.A. is housed in the College of Business, there are no identified facilities beyond those associated with the B.B.A. degree.

5. Assessment Information:

a. **Assessment Program and Activities [summarized in Appendix V]**

1. The BA in Economics Assessment Program focuses on the students’ attainment of four Program Learning Outcomes. These are:

   #1: **Oral Communications**: The student will be able to communicate orally in an effective and professional manner.
• To assess this general Outcome we focus on the students’ attainment of five Measurable Objectives:

1. **Topic & Organization**: Given purpose, time constraints, and audience, the student will deliver a well-organized, focused presentation moving logically from an introduction to a coherent conclusion.

2. **Audience Appropriateness & Grammar**: The student will use grammatically correct language that is clear and appropriate for the audience.

3. **Vocal Quality, Body Language, Eye Contact**: The student will enhance his/her delivery with the appropriate use of his/her voice as well as nonverbal communication.

4. **Communication Aids**: The student will choose communication aids that enhance the message.

5. **Personal Appearance**: Given the audience and topic, the student will dress professionally as defined by the instructor.

• **The Assessment Instrument**: The undergraduate *Oral Communications Rubric*, which was developed by COB faculty in consultation with Department of Communication Studies faculty.

# 2: **Written Communications**: *The student will be able to communicate effectively in writing.*

• To assess this general Outcome we focus on the students’ attainment of four Measurable Objectives:

1. **Purpose**: The student’s writing will clearly indicate its purpose.

2. **Tone**: The student will adopt a level of formality, including language choice and usage, that is appropriate for the intended audience.

3. **Organization**: The student will write in a logical, coherent fashion so that the reader can always follow the line of reasoning.

4. **Grammar & Mechanics**: The student will demonstrate correct use of punctuation, spelling, and English grammar.

• **The Assessment Instrument**: The undergraduate *Written Communications Rubric*, which was developed by COB faculty in consultation with Marshall’s Director of Writing Across the Curriculum.

# 3: **Discipline-Specific Knowledge & Problem-Solving**: *The student will be able to use economic models, definitions, and quantitative techniques to solve economic problems.*

• **The Assessment Instrument**: The *Economics Core Knowledge Exam*, written by the Economics faculty members who teach the courses required for the major. This exam currently consists of three components:

  1. A set of multiple choice questions covering the basic concepts taught at the introductory level, in our Principles of Microeconomics and Macroeconomics
courses.
2. Four problems to solve, drawn from core material in Intermediate Macroeconomic Analysis.
3. Four problems to solve, drawn from core material in Intermediate Microeconomic Analysis.

#4: **Teamwork**: The student will function effectively as a member of a team, and contribute productively to completing group projects and solving economic problems.

- To assess this general Outcome the Economics faculty have created a *Peer-Critique Rubric*. To use this Rubric each student scores each of his/her teammates on four specific criteria:

  1. **Group Goal Setting**: Helps develop the group’s goals; Focuses on the purpose of the project; Includes all team members in goal setting & decision making; Helps keep team members on task/on target.
  2. **Friendliness, Optimism, and Trust**: Is friendly and approachable; Looks out for the welfare of the group; Does little things to make it pleasant to be part of the group; Is optimistic about the team’s future; Builds trust and cooperation.
  3. **Communication**: Listens attentively to other team members; Offers suggestions & listens to those of others; Considers others’ suggestions thoughtfully.
  4. **Accomplishing Tasks**: Contributes to work being done; Completes assigned tasks; Helps to decide what should be done; Meets group deadlines.

2. **Oral Communications** Assessment Activities

A. The Assessment Cycle run across the COB, during Calendar Year 2011:

  1. The Assessment Sample was collected during the spring semester of 2011. It consisted of 73 upper-division students in the COB, including the Economics Capstone class (which includes all Economics majors, those earning the BA and those earning the BBA).
  2. The Student Achievement Benchmark: 75% of the sample will score Proficient or Excellent on each Measurable Objective.
  3. Results: The faculty reviewed the data in the summer and fall of 2011. Across the entire sample, the Benchmark was met for Objectives 1, 2, 4, and 5. Performance was best on Objective 4 (*Communication Aids*). Performance was weakest on Objective 3 (*Vocal Quality, Body Language, Eye Contact*), and was below the Proficient level.
  4. Performance of the Economics Capstone students versus the COB student sample as a whole:
    a) The students in the Economics Capstone performed at the Proficient level across the entire Rubric (as did the entire COB sample).
    b) The key relative strength of the Economics majors was in *Clarity of Topic Coverage*. 
c) Economics majors performed better than the COB student sample on Objectives 1, 2, and 4. Performance on Objectives 3 and 5 (Vocal Quality, Body Language, Eye Contact; Personal Appearance) was a relative weakness in Economics students just as in the overall COB sample.
5. The key actions taken to improve student performance, by the Economics faculty, are reported in Appendix V.

B. Assessment in the Spring 2012 Economics Capstone Course:

1. Students in the Spring 2012 Capstone course were required to deliver multiple oral presentations, all of which were recorded. The final presentations were scored by Economics faculty during the summer of 2012, using the undergraduate Oral Communications Rubric. The preliminary presentations were scored by the students themselves, using the same Rubric. Doing this enabled the students to see themselves in action, to internalize more fully what separates Excellent, Proficient, and Needs-Improvement presentations, and to discover for themselves their relative strengths and weaknesses. Classroom discussion, during a review of the preliminary presentations, was used to highlight the assessment results obtained from the 2011 COB sample as a whole (as reported above) and to discuss ways to develop and improve presentation skills.
2. The scoring results will be distributed to the Economics faculty in Fall 2012, and used to refine our oral presentation assignments in the Spring 2013 Capstone Course.

3. Written Communications Assessment Activities

A. The Assessment Cycle run across the COB from Fall 2006 through Spring 2009:

1. The Assessment Sample was collected during academic year 2006-07. It consisted of 78 upper-division students in the COB, including students in Economics 342 and Economics 460 (some of whom were BA in Economics majors).
2. The Student Achievement Benchmark: 75% of the sample will score Proficient or Excellent on each Measurable Objective.
3. Results: The COB faculty reviewed the data at the Assessment Day Writing Workshop in April 2009. The Benchmark was not met for any Objective. Student performance on Objectives 1 and 2 (Purpose and Tone) was relatively strong, but fell just short of the Benchmark. Performance on Objectives 3 and 4 (Organization; Grammar & Mechanics) was relatively weak: roughly 50% of the sample scored at the Proficient level and above on these Objectives. Overall, across all four Objectives in the aggregate, student performance fell short of Proficient.
4. One outcome of the Assessment Day Writing Workshop was a refinement of the assessment instrument to capture more precisely student attainment of the Measurable Objectives.
5. The key curricular action taken to improve student performance, by the COB and the Economics faculty, is reported in Appendix V.
B. The Assessment Cycle run across the COB from Fall 2009 through Spring 2011

1. The Assessment Sample was collected during academic year 2009-10. It consisted of 173 upper-division students, including students in Economics 460 (some of whom were BA in Economics majors).
2. The Student Achievement Benchmark: 75% of the sample will score Proficient or Excellent on each Measurable Objective.
3. Results: The COB faculty reviewed the data at the Assessment Day Writing Workshop in April 2011. Student performance was broadly similar to that recorded in Cycle 1. Performance on Objectives 3 and 4 (Organization and Grammar & Mechanics) improved, but our students continued to struggle with these aspects of writing: 54% of the students scored at the Proficient level or above on Organization; 58% of the students scored at the Proficient level or above on Grammar & Mechanics. Students performed best on Tone, with 70.5% of the students scoring at the Proficient level or above. Overall, across all four Objectives in the aggregate, student performance was nearly identical to that in Cycle 1.
4. The key curricular actions taken to improve student performance, by the COB and the Economics faculty, are reported in Appendix V.

4. **Discipline-Specific Knowledge & Problem-Solving** Assessment Activities

A. In the Fall of 2010, the Economics faculty adapted the COB-wide General/Core Knowledge Learning Outcome for use within the Economics discipline. To do this we first re-defined the COB Learning Outcome to make it Economics-specific. We then made this new Outcome, called “Discipline-Specific Knowledge & Problem-Solving,” a Course Learning Outcome in our Spring 2011 Capstone. It has since become a Program Learning Outcome.

B. To assess student attainment of this Outcome, we administered the Economics Core Knowledge Exam (written by the Economics faculty) in the Spring 2011 and Spring 2012 Capstone classes.

1. Student performance on the exam during Spring 2011 surprised us. The students did very well across the board on the mastery-of-basic-concepts questions in Component 1. The students also performed well (and better than expected) on the Intermediate Macroeconomics problems. The Intermediate Microeconomics results, however, were lower than expected. The actions taken by the Economics faculty to address these test results are reported in Appendix V.

2. In the Spring 2012 class, performance on the exam was roughly similar to that in Spring 2011: the students performed well on Components 1 and 2, but again showed distinct weaknesses on Component 3 (Intermediate Microeconomic Analysis). The actions agreed upon by the Economics faculty to address these test
results are reported in Appendix V.

5. **Teamwork** Assessment Activities

A. During Fall 2010 the Economics faculty identified one additional Learning Outcome that we agreed should be assessed in our Capstone: **Teamwork**. (Employers of our students have told us repeatedly, over the years, that they want to hire team players: graduates who can work productively as members of a team.)

B. In the Spring 2011 Capstone, we established **Teamwork** as an explicit Course Learning Outcome for the first time. After completing the major Group Project at the end of the semester, each student scored his/her teammates with the Peer-Critique Rubric. Interestingly, the students scored each other as Excellent across the board, on all criteria. They did this despite the fact that many students complained all semester long about their free-riding teammates. We concluded that, even though the instructor emphasized that the Peer-Critique scores would not affect anyone’s grade, the students thought it did. We realized, at the end of the semester, that the students had not been properly prepared for this exercise. The actions agreed upon by the Economics faculty to address these results are reported in Appendix V.

C. In the Spring 2012 Capstone we again administered the Peer-Critique Rubric. But we had learned from Spring 2011 that we needed to help the students understand the point of the exercise, and to learn how to use the Rubric properly. So, we asked the students to tackle it in three stages, during the second half of the semester. The students, however, still did not make use of the exercise as they should have: their complaints and concerns about their teammates’ abilities and weaknesses were not reflected in the Peer-Critique Rubric scores. We have decided to revamp the Peer-Critique exercise for Spring 2013, as reported in Appendix V and the Plans for Program Improvement section below.

b. **Plans for Program Improvement:**

A. The BA in Economics Assessment Program is much more complete, and more useful to the faculty, than it was five years ago. But it is not yet fully developed. Currently we rely on a single point of assessment (the Capstone Course) for each Program Learning Outcome. And since we can run only one set of required Economics courses for our majors (whether they are in the COB or COLA) we have not found a good way to assess our BA in Economics students separately. In other words, the assessment data we have collected in the Economics Capstone in recent years includes all Economics majors—those earning the BBA and those earning the BA. We could, in principle, pull out the assessment data for our BA students and analyze those students separately—but each year we have only a handful of such students in our program, and such small sample results generally do not contain much useful information.
B. Our goals, therefore, over the coming five years, include embedding Assessment activities throughout the required, upper-level curriculum and to incorporate at least two points of assessment, for each Program Learning Outcome, in these required courses. We will tackle this effort in the context of the university-wide HLC Open Pathways Demonstration Project.

C. The HLC Open Pathways Demonstration Project, we have discovered, provides us with the tools we need to improve our understanding of what we want our students to learn and why, and to create a more coherent, complete, within-Economics assessment program. To date we have met the university-wide deadlines for Project Activities 1 and 2, and are preparing to implement the program-wide assessment plan we developed for Activity 2. Developing this plan has forced us to think through the connections between our required upper-level courses, how each course fits into the overall plan for the major in terms of Course Learning Outcomes, and how we can most fruitfully expose our majors to Program Learning Outcomes before they take the Capstone. In the process we have come to a better understanding of how and where we want to focus student learning in the Economics major. The Open Pathways Project has, therefore, served as the catalyst for a re-examination of our program. The result will be a tighter, more coherent, more focused program—which will benefit our students.

D. The Structure of the Economics Program Assessment Plan for 2012-13:

1. The Program Learning Outcomes remain unchanged, as reported at the start of Section A above.

2. In Spring 2013 we will assess all four Outcomes in the Capstone. Starting in 2013-14, we will implement a rotation plan for the Capstone, so that we assess two of the four every other year. Beginning in 2013-14, therefore, we will assess all four Program Learning Outcomes once, in the Capstone, every two years.

3. The other required courses in our upper-level curriculum are Intermediate Macroeconomic Analysis, Intermediate Microeconomic Analysis, and Introduction to Econometrics. We will use each course, during 2012-13, as a second assessment point for at least one of our Program Learning Outcomes; across all three courses we will assess student attainment of all four Program Learning Outcomes. Doing this will give us more assessment data to work with, along with a better feel for our students’ abilities and how they are being developed in the major. This process will, moreover, create explicit connections between our required upper-level courses that students will be able to observe and make use of as they develop their economics skills. Below we identify where and when, in our required upper-level curriculum, we will assess each Program Learning Outcome:
A. Intermediate Microeconomic Analysis (ECN 328), Fall 2012:

- **Discipline-Specific Knowledge**: Problem-Solving Exercises
- **Teamwork**: Group Problem-Solving Exercises
- **Written Communications**: Short application-of-microeconomic concept papers, graded using the undergraduate Written Communications Rubric.

Students have always engaged in group problem-solving exercises in ECN 328, but now they will learn what we expect of them in terms of teamwork skills. They will encounter the Peer-Critique Rubric for the first time and begin learning how to apply it to identify what makes for a good teammate and to help their peers learn about their individual strengths and weaknesses as teammates.

Bringing Written Communications into ECN 328 is something we have wanted to do for years. The Open Pathways Project has given us the incentive to include student writing in ECN 328 in a way that will help students practice their skills and help us learn where our students are weak prior to the big project work required in the Capstone.

B. Intermediate Macroeconomic Analysis (ECN 326), Spring 2013:

- **Discipline-Specific Knowledge**: Problem-Solving Exercises
- **Teamwork**: Group Problem-Solving Exercises

Students will gain more practice at working as teammates, and more exposure to the Peer-Critique Rubric and how to use it to help their peers improve their teamwork skills.

C. Introduction to Econometrics (ECN 423), Spring 2013:

- **Discipline-Specific Knowledge**: Problem-Solving Exercises
- **Oral Communications**: Short, organized student presentations on assigned topics, graded using the undergraduate Oral Communications Rubric.

This marks an opportunity for us to move oral presentations back into our upper-level pre-Capstone curriculum. In recent years, staffing constraints have forced us to offer our upper-level required courses only once per year, which has meant enrollments per section upwards of 30. Our ability to give students practice, pre-Capstone, at developing their oral presentation skills, has thus been compromised. This is unfortunate, because all the business people we interact with tell us that aside from teamwork skills, they want new graduates to have solid oral presentation skills. They tell us, to be specific, that if our new graduates cannot function as team members, and cannot speak comfortably and effectively in public, our new graduates will not get jobs.
4. Assessment of Student Learning in the Spring 2013 Economics Capstone

- **Oral Communications:** Students will once again give multiple individual presentations in class, starting very early in the semester. All presentations will be recorded; students will watch and score themselves using the undergraduate Oral Communications Rubric. Based on the assessment results of the past two years, we will have to work very hard to develop our students’ sense of Professional Attire. The Capstone instructor, accordingly, will include explicit, specific dress-code instructions in presentation assignment sheets, and will make student attire during the presentations a grading criterion.

- **Teamwork:** The results of our Spring 2011 and Spring 2012 teamwork assessment exercises in the Capstone tell us that we are going to have to manage this exercise differently in Spring 2013. First, we are going to incorporate each student’s Peer Critique Rubric Scores into his/her course grade, so that s/he realizes that these skills matter. We resisted doing that the past two years, and the result was that the students did not take the Peer-Critique Exercise seriously. Students in Spring 2013 will discover that their course grades will be influenced by the assessments of their teamwork skills made by their teammates.

To help students learn how to assess their peers’ teamwork skills effectively, we will set aside class time for each group to do “Performance Reviews” of their own members—much like the performance reviews done of employees in today’s professional workforce. Three class periods during the semester, the groups will meet (under the direction of the instructor) to evaluate each member one at a time, using the Peer-Critique Rubric. We hope that by working together on these reviews, the students will learn from each other how to become better teammates and how to help their peers become better teammates.

- **Discipline-Specific Knowledge & Problem-Solving:** We will continue to administer the Economics Core Knowledge Exam in Spring 2013, while incorporating the following changes:

  1. We will expand the Exam to include problems from Econometrics (ECN 423), which were not included on the 2011 and 2012 versions of the Exam. We will rewrite and modify the Intermediate Microeconomic Analysis questions as well, since we have had a difficult time the past two years gauging our students’ abilities in this important branch of Economics.

  2. Most importantly, we will break up the administration of the Exam across the semester, by having the students complete each component
separately. Based on last year’s results, we have concluded that giving
the Exam all at once at the end of the semester (right when the students
are polishing up their final Group Presentations) is not appropriate. To
be specific, in Spring 2013 we will administer Component 1 of the Exam
the first week of class. This will serve to remind the students of the basic
concepts they need to carry with them into their Capstone work. Then,
during the semester we’ll spread out the administration of the other
components of the Exam, so that students do not get overwhelmed
with too much at any one time. Doing this, we hope, will give us a more
accurate reading on our students’ discipline-specific problem-solving
skills. We can then use this information in 2013-14 to modify and refine
our problem-solving exercises in ECN 328 and 326 to target areas of
student weakness.

- **Written Communications**: Students have always produced written work in the
Capstone. But, to date, we have relied on the COB-wide Written
Communications Assessment Program to identify our students’ strengths and
weaknesses. In Spring 2013 we will require each student on each team to write
a short paper on some aspect of the Group Project. This will benefit the
students because they will get more out of the Group Project; by articulating
what they have learned during the Project they will internalize and solidify the
key lessons of the Project. This will be, in other words, a “writing to learn”
exercise. And we will use the student papers to assess their writing skills, using
the undergraduate Written Communications Rubric. The students will gain
from the assignment, and we will gain knowledge of their writing skills that will
help us design more beneficial assignments in the future.

E. We will also begin follow-up studies on our BA graduates to learn what they think, as
alumni of our program, about our curriculum and the value of the educational
experience they received as Economics Majors. We will use this information, along
with the course-embedded assessment efforts laid out above, to improve our program
and offerings as necessary.

More specifically, we will survey our BA graduates regularly, starting in the summer of
2012. This will be done via the online survey software package SurveyMonkey. Below,
in the Graduate Satisfaction sub-section, we report the results of our first survey: the
2012 Survey of BA program alumni.

F. Finally, we will work with the COLA administration to figure out how we can
implement direct course-embedded assessments of our BA students in ways that
generate actionable results.
c. **Graduate Satisfaction:**

In June of 2012 we created a short, 10-question survey of our alumni, and invited our BA graduates to complete it through the online software package *Surveymonkey*. Specifically, we attempted to contact all 13 students who graduated during the Program Review period, plus five who graduated in the previous 5-year period (2002 through May 2007) for whom we had contact information. Of these 18, 14 responded: nine of them graduated during the Program Review period; all five of the 2002-07 graduates we contacted also completed the survey.

In Appendix VIII we report the Job and Graduate School Placement data for our current Program Review graduates. In this section, we highlight key findings of the survey and provide more specific information on our graduates’ careers and graduate-level education.

A. The first set of questions asked the respondents if they would still choose Economics as a major again if they had the opportunity to start over, if they would recommend this major to a friend currently at Marshall, and what specific advantages are provided by the Economics Major. All 14 respondents said **Yes, knowing what they know now, they would definitely choose Economics as their major if they had the opportunity to make the choice again.** 13 of the 14 said they would recommend Economics as a major to a friend currently at Marshall. The advantages provided by the Economics program, as identified by all 14 respondents, include “Critical Thinking Skills,” “Critical Thinking preparation for Graduate School,” and the “Learning of relevant information for everyday life.” In fact, 10 of the 14 respondents identified all three of the above as specific advantages of the program. To quote one respondent who provided more detailed comments:

> “The theories/models and the manner in which I used them in my economics courses really helped me develop a logical way of thinking that has benefited me immensely after graduation. I had multiple majors while at Marshall, but the economics classes are the ones that prepared me the most in my current endeavor (law school).”

Two other respondents wrote back to us, in addition to doing the survey, to say:

**Student 1:**  “After two years of law school, I can safely say that my undergraduate studies in economics helped me immensely. […] As a result, I would also be willing to write a letter or email detailing my feelings to the board [MUBOG] if you think that might be helpful. I sincerely hope the BA program remains in place!”

**Student 2:**  “Given the countless hours I've spent in your office asking questions, the least I could do is complete a 5 minute survey. If there's anything else at all I could contribute to ensure the preservation of such a valued degree, please don't hesitate to ask.”
B. The second section of the survey focused on employment. Currently, 12 of the 14 respondents are employed (and the other two are currently in graduate school). The jobs our graduates report holding, along with salary information, are:

- Research Assistant at Marshall’s Center for Business & Economic Research
- Research Assistant, WVU College of Law
- Financial Advisor/Representative (2 graduates): One earns $40,000/year
- Business/Data Analyst: $80,000/year
- Economist with the US Federal Government (2 graduates): $70,000/year and $109,000/year
- Budget Analyst, WV State Budget Office: $31,000/year
- Attorney: $115,000/year
- Company President: $243,756/year
- Analyst for the US Broadcasting Board of Governors (responsible for all US Government, and Government-sponsored, non-military international broadcasting): $100,000-plus/year

C. We also asked our alumni if they have pursued any graduate or professional school training since graduation. Nine of the 14 have done so, as follows:

- Two are currently enrolled in graduate school
- Four have earned an MA degree
- One has earned an MBA
- Two have earned a JD

*We must also report that at least two of our BA alumni, that we know of, spent two years in the Peace Corps after graduation—both in Latin America.

D. In sum, these survey results tell us that our alumni remain highly satisfied with their economics training, long after they have graduated. They tend to seek out, and complete, graduate and professional training. And they are employed in a variety of fascinating, well-paying occupations. Our alumni are very glad they had the opportunity to study with us in Marshall’s BA program in Economics, have found their training very useful in the “real world” of work, career, and responsibility, are enjoying fascinating careers, and would come back to Marshall and do economics all over again if they had the opportunity to do so.

6. Previous Reviews: State the last program review action by the Marshall University Board of Governors.

At its meeting of April 23, 2008, the Marshall University Board of Governors recommended that the B.A. in Economics continue with corrective action. Specifically, the program was instructed to submit a report to the President and the Marshall
University Board of Governors by April 2009. The Board specified that this report should set forth the plans and implementation strategies either for increasing student enrollment in this major and the number of graduates with this major, or for phasing out the current degree into the B.B.A. in Economics in the College of Business.

The program submitted a letter to President Kopp, dated January 30, 2009. The letter, which is copied in its entirety in Appendix X at the end of this document, emphasized the importance of Economics’ majors having the choice between a business or liberal arts emphasis to their degrees. At its meeting of April 9, 2009, the Board accepted the program’s report and recommended that it continue at its current level of activity. Concurrently, in a memorandum dated April 10, 2009, the West Virginia Higher Education Policy Commission granted the B.A. in Economics an exemption from further low-productivity degree audits. This memorandum is included in Appendix XI.

7. **Identify weaknesses and deficiencies** noted in the last program review and provide information regarding the status of improvements implemented or accomplished.

In its review, submitted in academic year 2007 – 2008, the B.A. in Economics identified its weaknesses as having relatively low salaries among its faculty. It stated that, “One faculty member left for a higher salary at another university.” The program also stated that, “It appeals to a very specific type of student who is interdisciplinary in inclination and who is prepared to be challenged by a rigorous curriculum.” It noted that this is only a weakness in that it “produces typically a student pool of less than 12.”

With respect to salaries, we have made much progress in recent years. We hired one new tenure-track faculty member who started in Fall 2010, and this spring we hired three additional tenure-track faculty members who will start in Fall 2012. In all four cases, we were able to hire our first choice, and each of our new hires was very happy with the salary/benefits package we were able to offer.

The number of students who pursue the B.A. degree remains small but stable. It is notable that of the cohort considered in this review, five double majored in Political Science, two in History, and one in International Affairs suggesting that these are students who see links between their study of economics and other traditional Liberal Arts programs.

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

The two notable strengths of the program are its faculty and the curriculum. As discussed above in Section II Part 2 on pp. 6 - 7, the economics faculty are well regarded instructors, accomplished scholars in their field, and committed to service at the college and university levels. Those faculty who served fulltime during the program review period have earned, over the course of their careers, a total of 17
college-level and 4 university-level awards for teaching, service, and research. In addition to these awards our faculty are recognized by student groups, on a regular basis, for their care and concern for students. Delta Sigma Pi, a professional business fraternity at Marshall, honored two economics faculty members for meritorious service to our students and program at its Spring 2012 Banquet & Awards Ceremony. Phi Eta Sigma, a national freshman academic honor society, has recognized several of our faculty as Fabulous Faculty Members over the years, and one current faculty member has been inducted by the Phi Eta Sigma students as an honorary member. As one survey respondent wrote to us recently:

“I just completed it [the survey]. Thank you for asking our opinion, it is one of the reasons I would recommend the program. The faculty not only teach us valuable lessons for work and life but they genuinely care about their students and their future.”

The curriculum, although managed by the faculty housed in the College of Business, follows the traditions of the liberal arts. Well-known and respected undergraduate liberal arts colleges across the country, for example, offer their students an economics curriculum that matches ours very closely. Our faculty, therefore, recognize the value of offering the B.A. degree to students in the liberal arts, and have found a way to create a program of study that works for them as well as for business students. Our B.A. alumni, as reported in the Graduate Satisfaction section earlier in this review (Section II Part 5c, pp. 18-19) are very satisfied with their educational experiences as economics majors. Our B.A. graduates wanted to study economics in a broader liberal arts context, usually via a double-major with a liberal arts discipline, and found that our program met their needs as students. The survey results also show that our alumni believe that our program prepared them exceedingly well for a variety of interesting and challenging jobs and careers, as well as for graduate and professional school. Our alumni state that they would come back to Marshall and study economics all over again if they had the opportunity to do so.

One major weakness of the program is that we can offer our upper-level required courses, including the Capstone, only once per year. Our majors, especially those who come to economics as juniors or who graduate in December rather than May, struggle with curriculum planning. We work carefully with the professional academic advisors in the College of Liberal Arts and the College of Business Dean’s Offices to help our students navigate our curriculum offerings successfully—especially in light of our B.A. students’ propensity to double-major. But students and faculty alike remain frustrated with a situation that often does not permit students to map out courses of study in ways that will meet all their needs.

Why are we constrained in our course offerings? Lack of staffing. Right now we have 9 fulltime Economics positions in our department, but one of these positions is occupied by an economist whose contract with Marshall defines his teaching area to be the graduate-level Human Resources Management program in the College of Business. Only 8 of our faculty, therefore, teach undergraduate economics courses. This may
sound like a sufficient number of faculty, but as we point out in detail in Section III (Viability) below, and in Appendix VI (Economics Program Course Enrollment), the vast majority of our instructional time and effort is devoted to so-called “Service Courses”—those required by programs and majors (within the College of Business and across campus) other than economics. Simply put, the 8 faculty members who teach in economics, collectively, are not able to offer the Service courses on the schedule we are required to maintain and to offer our upper-level required economics courses every semester.

We have targeted our recent searches for new tenure-track faculty (four in the past two years) on those who can teach core Service courses and key courses in our upper-level curriculum. Starting this fall, for example, are three new tenure-track hires. Each will contribute to our Service teaching beyond the level of the faculty they are replacing, and each is able to teach particular required upper-level courses in the major. As we integrate these new hires into our teaching schedule, therefore, our hope is that within a few years we will be able to offer two of our four upper-level required courses every semester. We also see opportunities, with these new faculty on board, to offer our other upper-level courses more often—say, three times (instead of two) every two years. The more required courses we can offer more often, the better our program will be for our students.

We expect one, if not two, of our faculty to retire within a year or two. The two colleges will continue their collegial collaboration to identify the ways in which replacements for one or both of these retirees can enhance our ability to serve our B.A. majors and meet our Service teaching requirements at the same time.

We also recognize the need to do more to ensure that our B.A. students have contact with critical perspectives and skills afforded by the study of other disciplines. Moreover, the program can revise its outcomes assessment efforts to identify the competencies developed through the B.A. which may not be present in the B.B.A. degree. Current discussions between the faculty and the Dean of the College of Liberal Arts have, in fact identified several initiatives that the faculty in the colleges of Business and Liberal Arts can pursue to enhance the quality and distinctive nature of the B.A. in Economics. These initiatives, which are coming together in the form of a “Strategic Plan for Enhancing the B.A. in Economics,” will address matters related to the assessment of the program of study and to the topics the students encounter in their courses. Below we highlight key aspects of this Plan, which we will flesh out and implement over the coming five-year period:

1. **Capstone Project:** For the past 12 years, the College of Liberal Arts has hosted the Annual Research and Creativity Conference in which students present original research projects. These projects may be creative (fiction, poetry and creative non-fiction), analytic (a critical analysis of text or an historical event), or empirical (a quantitative or qualitative analysis of a behavioral phenomenon).
In most cases, students participating in the conference base their presentation on their senior capstone project. The faculty in the College of Liberal Arts recognize the value of the conference presentations and are beginning to make use the students’ work in their departmental assessment plans.

Students pursuing the B.A. in economics could work on an analytic or an empirical project as a part of their capstone that would then be presented at the Research and Creativity Conference. Completing this project sets the occasion for several interesting components of the student’s education. First, allowing the student to pursue a specific capstone project would allow him or her to bring to the fore perspectives learned as a student of the liberal arts. A student could, for example, do a project examining a topic in economic history or complete a critical review of fiscal policy implementation. The student could conduct an empirical study of an economic phenomenon. A portion – perhaps the foreword – of the research project could include a self-reflective statement that examines how the student’s training in the liberal arts informed the creation and completion of the project. The formal presentations – both the final paper and the conference presentation – afford other opportunities to evaluate the student communication skills and felicity with different forms of expression.

The instructor of the economics capstone will work with the Head of the Division of Finance & Economics, and the Dean of the College of Liberal Arts, to figure out how best to implement these ideas and plans in the capstone.

2. Tailored Array of Social Science Courses: All B.A. students, regardless of major, must complete four social science courses: one to fulfill the MU General Education requirement and three additional courses, in three disciplines, to fulfill the College’s B.A. requirement. The latter requirement could be modified with a carefully crafted list of cognate courses in the social sciences that touch upon topics related to economics. For example, the list might recommend courses in Sociology or Political Science that will expose students to economic theorists as understood from the disciplinary perspectives of Sociology or Political Science. Similarly, students could be encouraged to enroll in Economic Geography or history courses that specifically serve the interests of students in Economics. Other programs, such as Psychology, could be encouraged to teach topical courses (e.g., Behavioral Economics) that review the decision making processes most people use when examining economic phenomena (Daniel Kahneman is an Israeli-American psychologist and winner of the Nobel Prize in Economics for his work on decision making). Students pursuing the B.A. in Economics would then be asked to write a brief (e.g., 500 word) statement examining how the course informed their appreciation for economics and its relation to other perspectives.
3. **Cross Listing of Courses**: The two colleges will examine opportunities to cross list more of their courses, thus enabling students in both colleges to benefit from the intellectual capital in the faculty of the two schools as well as from courses that serve students’ interests.

III. **Viability of the Program**: Provide a narrative summary in each of the following sections in addition to the appendices.

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

   No such agreements exist.

2. **Off-Campus Classes**: Describe/Summarize off-campus (other than the Huntington, or South Charleston campuses) courses offered. (Include locations, courses, and enrollments, in **Appendix VI**.)

   Our two introductory courses, Principles of Microeconomics (ECN 250) and Principles of Macroeconomics (ECN 253) have been offered yearly at Marshall’s Teays Valley Regional Center (TVRC) and/or the Mid-Ohio Valley Center (MOVC). Total enrollments have been very modest: 148 students have taken ECN 250, and 76 have taken ECN 253, at TVRC and MOVC during the program review period. These numbers are very small, given that a total of 4,371 students completed ECN 250 and 253 during the review period, the vast majority of whom took these classes on the Huntington campus. More details on these offerings can be found in Appendix VI.

3. **Online Courses**: Describe/Summarize online courses offered. (Include courses and enrollments in **Appendix VI**.)

   The Department began offering ECN 250 online, every semester, starting in Spring 2011. To date, 165 students have taken the course. ECN 253 has been offered online throughout the review period; to date 399 students have completed this course. As noted in section 2 above, over 4,000 students completed these courses during the review period, the vast majority of whom took the class on the Huntington campus, via the traditional F2F delivery method. More details on our online offerings can be found in Appendix VI.

4. **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 **Appendix VI**)

   Service work dominates our faculty’s instructional time and effort. Fully 83.5% of the students we taught during the review period (i.e., 5,609 students), were enrolled in our service courses. The specific service courses we teach are as follows:
1. Principles of Microeconomics (ECN 250) and Principles of Macroeconomics (ECN 253): required of all students in the College of Business regardless of major. Students in programs outside the College of Business are also required to take one or both of these courses. For example, International Affairs, Political Science and Secondary Education (i.e., 5-Adult Social Science) require students to take coursework in economics, typically ECN 250 and 253. Total enrollment in these two courses, during the review period, equaled 4,371 students, most of whom were majoring in something other than economics.

2. ECN 340 (Global Macroeconomic Issues), ECN 408 (Comparative Economic Systems), ECN 420 (International Trade), and ECN 460 (Economics of Developing Countries), are elective offerings in economics, and also official “International Studies” courses in the university curriculum. As such, they satisfy the university’s International Studies requirement as well as the International Studies requirements placed on students in individual colleges (e.g., the College of Business). A total of 1,238 students took these courses during the review period, the vast majority of whom were not B.A. majors in economics.

3. ECN 460 is also designated as Writing Intensive, so students in the College of Business and across campus can use this course to satisfy the university’s Writing Intensive course requirement. The majority of the students taking this course during the review period (out of a total of 92) took it not as an elective for the B.A. economics major, but rather to satisfy the university’s Writing Intensive course requirement.

4. ECN 408 is also taught as part of the university’s multi-year BB&T grant to support the advancement of American Capitalism across campus. Prior to the grant, this course was taught once per year. One requirement of the grant, however, is that ECN 408 be taught every semester. ECN 408 is now almost a pure service course, taught to satisfy the requirements of the BB&T grant and the need for students to meet International Studies curriculum requirements.

5. **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 Appendix VI.)

As Appendix VI shows in full detail, total Program Course Enrollment during the review period was 6,713 students. On average, nearly 1,350 students take our economics courses per year. The students who take our courses come from all over campus, not just from the College of Business and the College of Liberal Arts. The majority of these students are neither B.A. majors, nor B.B.A. majors, in economics.
Most of these courses are offered on the Huntington campus: 5,918 students (88% of the total), took our courses the traditional F2F way, in Corbly Hall.

6. **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.

As highlighted in Appendix VII, 13 students graduated with a B.A. in economics during the review period—two or three each year. The total number of majors enrolled in the program during the review period totaled 50, with 8 majors enrolled in Year 1 and 11 enrolled in Year 5. Notice also the number of double-majors: 25 of the 50 total majors were “second majors”—which means that a different major (in the College of Liberal Arts) served as each student’s “principal [first] major.” Now, given our B.A. students’ propensity to double-major, it is quite likely that some of the 25 students who are shown as “principal majors” in economics were pursuing a second major at the same time. In sum, the majority of students enrolled in the B.A. program in economics, during the review period, were double-majors in economics and a cognate discipline in liberal arts (e.g., political science, international affairs, history). Below, in Figure 1, we present the trend lines for total enrollment in the major and program graduates:

![Figure 1. Trend Line for Total Enrollment and Program Graduates: BA in Economics](image-url)

What this graph and Appendix VII do not show is the number of economics **minors** enrolled in our program during the review period. The **Economics Minor** is defined as “A minimum of 15 hours in Economics, with no more than six of those hours earned at the 200 level.” All courses in the minor, therefore, are taught by the economics faculty.
Through MUBERT, we have been able to track the minors earned by all B.A. graduates of the College of Liberal Arts (regardless of major) during the review period. We have learned that 21 graduates of the College of Liberal Arts, in total, earned an economics minor during the review period. The table below provides more detailed information on the awarding of economics minors in the College of Liberal Arts:

### NUMBER OF B.A. GRADUATES WHO EARNED AN ECONOMICS MINOR*

<table>
<thead>
<tr>
<th>Graduation Year:</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>Total</th>
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<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
</tr>
<tr>
<td>Totals</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

7. **Enrollment Projections:** Identify trends that will influence enrollment over the next five years. Provide enrollment projections. This information should be supported by evidence.

The best predictor of future enrollments is the enrollment during the past. Currently, the number of students electing either the B.B.A. or B.A. in Economics remains small. While Economics remains an essential component in any College of Business, there is no reason to presume that external forces will increase the potential numbers of students majoring in Economics.

The graph at the top of the next page shows the total numbers of baccalaureate degrees awarded in Psychology, Political Science, History, and Economics nationally during the past decade, as reported by the US Department of Education:
As can be seen, Economics had the smallest total number of graduates, about 14% of the four majors presented. There is, however, evidence of modest growth in the total number of economics majors. While extrapolation from these data does have some risk, it appears that there is continued, albeit modest, demand for the baccalaureate degree in economics. The overall enrollments in basic and upper level economics courses will remain robust as enrollments in colleges of business, both nationally and regionally, remain large. Therefore, the department expects to continue to enjoy consistent enrollments in its courses and in students pursuing the B.B.A. and B.A. degrees.

IV. Necessity of the Program: Provide a narrative summary for each of the following items in addition to requested appendices.

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

There is currently no Advisory Committee. We would like to construct a more formal alumni network over the next five years, and are beginning to think about putting an Alumni Advisory Board in place. This idea is in the very beginning stages, however: it grew out of the initial 2012 survey of our B.A. alumni and our graduates’ response to it. We will explore this possibility in coming years.
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.) Include this information in **Appendix VIII.**

Appendix VIII provides the Job and Graduate School Placement statistics on our 2007-12 graduates that we have been able to compile to date.

As first reported in the Graduate Satisfaction section of this review, in June of 2012 we invited our B.A. graduates to complete a short, 10-question online survey. We attempted to contact all 13 students who graduated during the Program Review period, plus five who graduated in the previous 5-year period (2002 through May 2007) for whom we had contact information. Of these 18, 14 responded: nine of them graduated during the Program Review period; all five of the 2002-07 graduates we contacted also completed the survey.

These survey results show that job placement for B.A. graduates in economics is excellent. Our alumni are employed in a variety of fascinating, well-paying occupations. And most have sought out (and completed) graduate or professional training. As we first pointed out in the Graduate Satisfaction section earlier in this review, our graduates have found their economics training to be very useful in the “real world” of work, career, and responsibility, are in jobs and careers they enjoy, and would come back to Marshall and study economics all over again if they had the opportunity to do so.

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.

The alumni survey results reported in this review indicate that there are no significant problems with job placement. Faculty have always made it a priority to work with and advise our students, one-on-one, as they develop their internship, career, and graduate school plans. This activity has proven successful, as our graduates’ success indicates. And it is very rewarding. The faculty in economics are known as caring, concerned mentors of students; for several faculty this is the best part of their job.

We are very happy with the services provided to our students by the university’s office of Career Services, and will continue to urge our students to make working with this office a priority as they begin to make the transition from school to the world of work, career, and responsibility.
Finally, as noted in the Graduate Satisfaction section earlier in this report, this summer’s survey of our alumni is just the beginning: we plan to develop this survey instrument over time to create a more complete database on our graduates, and we will administer this survey at least twice over the coming five year period.

V. RESOURCE DEVELOPMENT : N/A
# Appendix I

**Required/Elective Course Work in the Program**

Degree Program: B.A, Economics  
Persons responsible for the report: Harlan M. Smith II & Kelli R. Kerbawy

<table>
<thead>
<tr>
<th>Courses Required in Major</th>
<th>Total Req. Hrs.</th>
<th>Elective Credit Required by the Major: Any 300 or 400 level ECN, with approval of Academic Advisor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN 250 Principles of Microeconomics</td>
<td>3</td>
<td>ECN 310 Money &amp; Banking</td>
</tr>
<tr>
<td>ECN 253 Principles of Macroeconomics</td>
<td>3</td>
<td>ECN 340(I) Global Macroeconomic Issues</td>
</tr>
<tr>
<td>ECN 326 Intermediate Macroeconomic Analysis</td>
<td>3</td>
<td>ECN 342 Economic Development of the U.S.</td>
</tr>
<tr>
<td>ECN 328 Intermediate Microeconomic Analysis</td>
<td>3</td>
<td>ECN 408(I) Comparative Economic Systems</td>
</tr>
<tr>
<td>ECN 423 Introduction to Econometrics</td>
<td>3</td>
<td>ECN 420(I) International Trade</td>
</tr>
<tr>
<td>ECN 466Economics Workshop (C)</td>
<td>3</td>
<td>ECN 430 Forensic Economics</td>
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<tr>
<td></td>
<td></td>
<td>ECN 440 History of Economic Thought</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECN 450 Public Finance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECN 460(I, WI) Economics of Developing Countries</td>
</tr>
</tbody>
</table>

Elective Hours: 9

Related Fields Courses Required

COLA Gen-Ed Requirements

Related Fields: 3

Total Related Hours: 34-40

Professional society that may have influenced the program offering and/or requirements: The American Economic Association (AEA). The AEA does not dictate program offerings and/or requirements, but as the major professional body for Economics, the AEA does have an indirect influence on program development over time.
Appendix II
Faculty Data Sheet
(2007-2012)

Name: ______________Roger L. Adkins____________________   Rank: ____Professor_____

Status (Check one): Full-time _X_   Adjunct ______        Current MU Faculty: Yes ___  No _X_

Highest Degree Earned: ____ PhD ______________    Date Degree Received: ___1981_____

Conferring Institution: __________ Kansas State University

Area of Degree Specialization: ____________ Economics

Professional Registration/ Licensure: ______________________________________________

Field of Registration/ Licensure: __________________________________________________

Agency: ____________________________________________________________________

Number of years at Marshall (can be in either teaching or administration) 31

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 (summer through spring),
course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>ECN 253 207</td>
<td>Principles of Macroeconomics</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>ECN 250 203</td>
<td>Principles of Microeconomics</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>ECN 481 201</td>
<td>SpTp: 20th Century US Economic History</td>
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<td>Economic Development of US</td>
<td>16</td>
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<td>ECN 440 101</td>
<td>History of Economic Thought</td>
<td>11</td>
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<td>ECN 250 105</td>
<td>Principles of Microeconomics</td>
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<td>Spring 2011</td>
<td>ECN 440 201</td>
<td>History of Economic Thought</td>
<td>17</td>
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<td>Economic Development of US</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this
document.

For each of the following sections, list only events during the period of this review and
begin with the most recent activities.
1) Scholarship/Research

**Peer Reviewed Journals:**
How America Teaches Principles of Economics: Differences Across institutions and Instructors, DIAS Technology Review, Published, Adkins, R. L., Newsome, M. A., October (4th Quarter/Autumn) 2007, 4

**Other Intellectual Contributions:**
US Real Estate Opportunities for Foreign Investors, Shanghai Science Park Development Company Training Workshop, Shanghai Science Park Development Company, Shanghai, China, Newsome, M. A., Adkins, R. L., August 2010


Increasing Instructor Awareness in the Global Classroom: Results from a Survey Technique, Pan-Pacific Conference XXVIII, Accepted, Newsome, M. A., Kim, C. W., Akkihal, R. G., Adkins, R. L., May 26, 2011, XXVIII

US Real Estate Opportunities for Foreign Investors, Shanghai Science Park Development Company Training Workshop, Accepted, Newsome, M. A., Adkins, R. L., August 2010

2) Service

**University:**
- January 2009 – May 2012 Faculty Advisor, Phi Alpha Delta Pre-Law Fraternity
- August 2006 - May 2010 Member, Athletic Committee

**College:**
- January 2010 – May 2012 Faculty Advisor, Delta Sigma Pi Business Fraternity
- September 2010 – May 2012 Member, Curriculum Committee
- January 2010 - December 2010 Member, Risk Management & Insurance Steering Committee
- January 2009 - August 2010 Member, Executive Committee

**Department:**
- December 2010 – May 2012 Member, Promotion & Tenure Committee
- October 2009 – May 2012 Chair, Recruitment and Retention Committee

**Public:**
- 2007 - Present Church Trustee
- October 1984 - Present Member, Optimist Club of Huntington

3) 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.

- March 2010 Federal Reserve Bank of Richmond, Conference Attendance, A Day at the Fed, Current monetary policy issues
- March 2009 Federal Reserve Bank of Richmond, Conference Attendance, A Day at the Fed, Current monetary policy issues

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

- May 2011 Outstanding Teacher of the Year, College of Business
Appendix II
Faculty Data Sheet
(2007-2012)

Name: ___________ Jacqueline Agesa _____________________ Rank: ___Professor_____

Status (Check one): Full-time  _X_  Adjunct ______ Current MU Faculty: Yes  _X_  No __

Highest Degree Earned: ______ PhD ________ Date Degree Received: _____1996_______

Conferring Institution: __________ University of Wisconsin–Milwaukee __________________

Area of Degree Specialization: __________ Economics ______________________________

Professional Registration/ Licensure: ______________________________________________

Field of Registration/ Licensure: _________________________________________________

Agency: ____________________________________________________________________

Number of years at Marshall (can be in either teaching or administration)         ______ 12*____

*During the Program Review period, Dr. Agesa served as a member of the Economics Faculty, as a full Professor, up through August 16, 2009. On August 17, 2009, she took up an appointment as a member of the Finance Faculty, at the rank of Associate Professor. This Data Sheet highlights her activities and accomplishments while a member of the Economics faculty.

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 (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<td>Economic Analysis</td>
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<td>ECN 328 101</td>
<td>Intermediate Microeconomic Analysis</td>
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<td>Principles of Macroeconomics</td>
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<td>Spring 2008</td>
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<td>Principles of Microeconomics</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

For each of the following sections, list only events during the period of this review and begin with the most recent activities.
1) Scholarship/Research

**Peer Reviewed Journals:**


**Peer Reviewed Paper Presentations**


2) Service

**University:**
August 2009 - May 2011  
Member, Faculty Personnel Committee. Purpose: To write, alter, or rewrite policies regarding all matters which affect the well-being of faculty and serve as an advisory panel for faculty members initiating grievances.

**College:**
August 2008 - Present  
Member, Accreditation Maintenance Committee
August 2009 - May 2010  
Member, Curriculum Committee

**Department:**
August 2009 - December 2009  
Finance Assessment Coordinator. Conducted meetings with finance faculty to develop assessment plans for the Finance major. Wrote 2009 Annual Assessment Update.

August 2009 - December 2009  
Economics Assessment Coordinator. Conducted meetings with economics faculty to develop assessment plans for the Economics major. Wrote 2009 Annual Assessment Update.

3) 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.

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

2008 - 2011  
Richard D Jackson Distinguished Professor of Business, College of Business
Appendix II
Faculty Data Sheet
(2007-2012)

Name: __________ Richard U. Agesa ___________ Rank: _______ Professor _______
Status (Check one): Full-time ___ X ___ Adjunct _______ Current MU Faculty: Yes ___ X ___ No ___
Highest Degree Earned: ________ PhD _______ Date Degree Received: ___1996_____
Conferring Institution: __________ University of Wisconsin-Milwaukee ___________
Area of Degree Specialization: ____________ Economics ________________
Professional Registration/ Licensure: _____________________________________________
Field of Registration/ Licensure: _________________________________________________
Agency: ____________________________________________________________________
Number of years at Marshall (can be in either teaching or administration) 12

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 (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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

For each of the following sections, list only events during the period of this review and begin with the most recent activities.
1) Scholarship/Research

**Peer Reviewed Journals:**


Higher Residual Wage Dispersion for White Workers in Post Apartheid South Africa, Journal of Developing Areas, Published, Agesa, R. U., Agesa, J., Bongani, G., October (4th Quarter/Autumn) 2010, 44


**Peer Reviewed Paper Presentations:**


2) Service

**University:**

August 2010 - Present  COB Member, Honors Council
January 2001 - Present  Member, Graduate Appeals Board.
August 2003 - August 2007  Member, Academic Planning Committee
January 2002 - August 2007  Member, SCORES

**College:**

August 22, 2011 - Present  Member, COB committee to change AQ/PQ (Research) standards.
January 2010 - Present  Chair, Promotion and Tenure Committee
August 2002 - August 2007  Member, Graduate Committee

**Department:**

August 22, 2011 - Present  Chair, Committee to Change AQ/PQ standards. Lead the change in AQ/PQ standards in the division.

**Public:**

March 7, 2008 - Present  Guest Speaker, League of Women voters, Huntington Chapter. Topic: African Economic Development
3) 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.

**Professional Memberships**

- November 1, 2010 - Present: Eastern Economic Association
- January 1, 2000 - Present: African Econometric Society
- January 1, 2000 - Present: American Economic Association
- January 1, 2000 - Present: Midwest Economic Association
- January 1, 2000 - Present: Western Economic Association

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

- April 27, 2011: Distinguished Artists and Scholars Award (DASA), Marshall University
- May 2012: Outstanding Researcher of the Year, College of Business
Appendix II
Faculty Data Sheet
(2007-2012)

Name: Ramchandra G. Akkihal        Rank: Professor

Status (Check one): Full-time ___X_  Adjunct ______  Current MU Faculty: Yes ___  No ___

Highest Degree Earned: PhD                Date Degree Received: 1969
Conferring Institution: University of Tennessee

Area of Degree Specialization: Economics

Professional Registration/ Licensure: _____________________________________________
Field of Registration/ Licensure: _______________________________________________
Agency: ____________________________________________________________________

Number of years at Marshall (can be in either teaching or administration)  43*

*Began Phased Retirement in 2010; taught only in India MBA program until full retirement.

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 (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<td>MGT 674</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

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

1) Scholarship/Research

Peer Reviewed Journals:

Peer Reviewed Paper Presentations
Other Intellectual Contributions:
Teaching Managerial Economics to MBA Students, Invited Lecture, KLE Institute of Management, Bangalore, India, Akkihal, R. G., September 2010

Trust, Social Capital and Managerial Excellence, Annual Meeting of the Tumkur Management Association, Tumkur Management Association, Tumkur, India, Akkihal, R. G., March 2010

Economic Discrimination, Invited Presentation, Rotary Club India, Nagar Bangalore, Akkihal, R. G., February 2010


Increasing Instructor Awareness in the Global Classroom: Results from a Survey Technique, Pan-Pacific Conference XXVIII, Accepted, Newsome, M. A., Kim, C. W., Akkihal, R. G., Adkins, R. L., May 26, 2011, XXVIII

2) Service

2008 – 2011 Director of MU India Program, College of Business

3) 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.

2007 – Present Member, Eastern Economic Society

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition. N/A
Appendix II
Faculty Data Sheet
(2007-2012)

Name: ____________Michael L. Brookshire____________   Rank: _____Professor_________

Status (Check one): Full-time ___X__   Adjunct ______        Current MU Faculty: Yes ___X__  No __

Highest Degree Earned: _______Ph D_______________    Date Degree Received: __1975___

Conferring Institution: ____________ University of Tennessee___________________________

Area of Degree Specialization: _______ Labor Economics _____________________________

Professional Registration/ Licensure: ______________________________________________

Field of Registration/ Licensure: __________________________________________________

Agency: _____________________________________________________________________

Number of years at Marshall (can be in either teaching or administration) ________36_____

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 (summer through spring),
course number, course title and enrollment. (Expand the table as necessary)

<table>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

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

1) Scholarship/Research

Peer Reviewed Journals:
A 2009 Survey of Forensic Economists: Their Methods, Estimates, and Perspectives, Journal of Forensic Economics,

Further Issues in Calculating and Presenting Medical Monitoring Damages, The Earnings Analyst, Published, Brookshire, M.


Books:

Book Chapters:
Measuring Lost Profits Damages, Commercial Damages/Matthew Bender, Published, Brookshire, M. L., Gaughan, P. A., 2007


Other Intellectual Contributions:

2) Service

College:
2010 - Present Member, Promotion and Tenure Committee

Department:
2007 - 2008 Member, Promotion & Tenure Committee

3) 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.

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

2009 - 2010 Distinguished Service Award, Marshall University
May 2009 Outstanding Teacher Award, College of Business
Appendix II
Faculty Data Sheet
(2007-2012)

Name: Paul V. Hamilton   Rank: Associate Professor

Status (Check one): Full-time _X_  Adjunct ______  Current MU Faculty: Yes ___ No _X_

Highest Degree Earned: _______ PhD _____________  Date Degree Received: _2002_____

Conferring Institution: __________ Indiana University

Area of Degree Specialization: _________ Economics

Professional Registration/ Licensure: ___ Certified Financial Planning (CFP) Exam

Field of Registration/ Licensure:

Agency: ________________ CFP Board of Standards

Number of years at Marshall (can be in either teaching or administration) 7

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

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<td>Fall 2011</td>
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<td>Public Finance</td>
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<td>Summer 2011</td>
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<td>Spring 2011</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

For each of the following sections, list only events during the period of this review and begin with the most recent activities.
1) Scholarship/Research

**Peer Reviewed Journals:**


Securitization of Permanent Life Insurance Policies, Atlantic Economic Journal, Accepted, Hamilton, P. V., February 2010


**Other Intellectual Contributions:**

Demographic Inflationary Realities for the U.S., 2008 Midwest Economics Association Meetings, Midwest Economics Association, Chicago, IL, Hamilton, P. V., Kent, C. A., April 2009

Improving Birth Outcomes in WV, WV Perinatal Wellness Summit, WV Perinatal Wellness, Hamilton, P. V., May 18, 2007

When is Failure the Best Outcome?: TBTF and the Welfare State, Christian Business Faculty Assoc. 2011 Conference Proceedings, Published, Hamilton, P. V., July (3rd Quarter/Summer) 2011

Economic Benefits of Improved Perinatal Outcomes in WV, The Blueprint to Improve WV Perinatal Health, Published, Hamilton, P. V., K. C., July (3rd Quarter/Summer) 2007

2) Service

**University:**
November 2009 - Present
Faculty Advisor, MU Campus Crusade for Christ. I am the official faculty advisor for student ministry group of Campus Crusade for Christ.

August 2009 – Fall 2011
Member, University Curriculum Committee

August 15, 2007 - December 15, 2009
Member, MU Book One Committee

**College:**
August 15, 2007 - Present
Member, COB Curriculum Committee

Member, COB Assessment Committee

August 15, 2005 - May 15, 2007
Secretary, COB Faculty Development Committee

**Department:**
March 1, 2010 - March 30, 2010
Member, Division Head Selection Committee

3) 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.

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition
Appendix II
Faculty Data Sheet
(2007-2012)

Name: _______Robin S. McCutcheon_______________   Rank: _______Assistant Professor_

Status (Check one): Full-time _X__  Adjunct ______        Current MU Faculty: Yes _X_  No ___

Highest Degree Earned: ______ PhD _____________    Date Degree Received: ___2009___

Conferring Institution: _____________ Wayne State University ________________________

Area of Degree Specialization: ____________ Labor Economics _______________________

Professional Registration/ Licensure: _____________________________________________

Field of Registration/ Licensure: __________________________________________________

Agency: ____________________________________________________________________

Number of years at Marshall (can be in either teaching or administration) 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 (summer through spring),
course number, course title and enrollment. (Expand the table as necessary)

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<td>Economics Workshop</td>
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<td>ECN 253 201</td>
<td>Principles of Macroeconomics</td>
<td>40</td>
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<tr>
<td>Fall 2011</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

For each of the following sections, list only events during the period of this review and
begin with the most recent activities.
1) Scholarship/Research

**Peer Reviewed Journals:**
Case Study: Enhancing Critical Thinking and Internalizing Practical Context, My Economics Community / Pearson Education, Published, McCutcheon, R. S., April (2nd Quarter/Spring) 4, 2012, April 2012

Non-Internet Natives and Technology from an Instructor’s Perspective, My Economics Community / Pearson Education, Published, McCutcheon, R. S., November 4, 2011, 2011

“What’s in it for me?” Universities Abandon Greek Philanthropy Within The Collegiate, Insights to a Changing World,, Published, McCutcheon, R. S., Hotard, M. J., September 15, 2011, 2011

Case Study: There’s No Internet in Pittsburgh!, My Economics Community/ Pearson Education, Published, McCutcheon, R. S., September 12, 2011, 2011

Beating the Liquidity Trap with Junior Gold Miners, Seeking Alpha, Published, McCutcheon, R. S., August 31, 2011

Case Study: The Wonderful (Unintended) Consequences of Using MyEconLab!, Pearson My Economics Communities, Published, McCutcheon, R. S., August 19, 2011

Good Buys in Junior Miners: An Anti-Fed Play, Seeking Alpha, Published, McCutcheon, R. S., May 20, 2011

Student Motivation and Performance: Evidence Based on Introductory Economics Classes, Journal of Innovative Education Strategies, Published, McCutcheon, R. S., Sahu, A. P., November 2010, 1

**Peer Reviewed Paper Presentations**
Teaching, Assessing & Documenting Critical Thinking in our Undergrad Students, 23rd Annual Conference on Teaching Economics: Instruction and Classroom Based Research, Robert Morris University, Pittsburgh, PA, McCutcheon, R. S., Smith, H. M., February 2012.

Our Experience with Revising the Economics Capstone Course: Successes, Failures, and Food for Thought, 23rd Annual Conference on Teaching Economics: Instruction and Classroom Based Research, Robert Morris University, Pittsburgh, PA, McCutcheon, R. S., Smith, H. M., February 2012

Capstone v2.0: Remaking the Economics Capstone Experience for New Faculty & New Students, 22nd Annual Conference on Teaching Economics: Instruction and Classroom Based Research, Robert Morris University, Pittsburgh, PA, Smith, H. M., McCutcheon, R. S., Wilkins, A. J., February, 2011

**Other Intellectual Contributions:** N/A

2) Service

**Professional:**
June 10, 2011 – Present  Faculty Advocate, Pearson Education / MyEconLab. Faculty Advocate co-hosts faculty development workshops in conjunction with Pearson Education and the MyLabs Community. The purpose of the workshops is to educate current instructors and professors on the advantages of using MyEconLab as a tool in their classrooms.

**University:**
December 5, 2010 - Present  Special Institutional Assignment: Commencement Name-Reader.

**College:**
October 2011  Guest Speaker at Living Learning Community events: South Dorm and Buskirk Hall.

October 2011  Judge for Halloween Decorating contest at South Dorm

April 2011 - Present  Assurance of Learning (AOL) Committee

August 19, 2010 – Present  Member, Recruitment & Retention Committee. Recruit new students to the College of Business and retain such in the pursuit of a business degree.

**Department:**
December 6, 2010 – Present  Holiday/end-of-semester event planner

Fall 2011 – Spring 2012  ECN Faculty Search Committee

Fall 2011  FIN Faculty Search Committee
Spring 2011  Chair, Hiring Committee for Department Administrative Assistant

Spring 2011  High School Out-Reach

Community:
April 2011 - Present  Member Tri-State Pilot's Association. Committee member for bi-annual fundraising events.

3) 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.

Professional/Faculty Development

April 4, 2012  College of Business - Marshall University, Continuing Education Program, Attended 2 COB Faculty Workshops on Assessment Day: (1) AOL Case Competition Workshop, administered by Elizabeth Reusch, Dick Drass and Harlan Smith; (2) Cycles of the BBA AOL Program (2012-16), administered by Harlan Smith and Ivan Muslin.

February 16, 2012 - February 18, 2012  Conference Attendance, 23rd Annual Conference on Teaching Economics: Instruction and Classroom Based Research, Robert Morris University, Pittsburgh, PA. Conference on teaching techniques and pedagogy for university economics professors.

April 6, 2011  College of Business - Marshall University, Continuing Education Program, Attended 2 COB Faculty Workshops on Assessment Day: (1) BBA Faculty Writing Assessment Workshop; (2) BBA Critical Thinking Workshop (also a co-presenter).

March 11, 2011  Pearson Education, Continuing Education Program, MyLabs Community Workshop, A day-long conference in Online Learning and Course Design, which included a Case Study (presented by Mike Ryan of Western Mich. Univ.), Round Table discussion of best practices, creating custom questions in MyEconLab, and Advanced Gradebook Techniques.

February 17, 2011 - February 19, 2011  Conference Attendance, 22nd Annual Conference on Teaching Economics: Instruction and Classroom Based Research, Robert Morris University, Pittsburgh, PA. Conference on teaching techniques and pedagogy for university economics professors.

December 3, 2010 - December 4, 2010  MU Center for Teaching & Learning, Workshop Attendance, Critical Thinking Workshop.

Professional Memberships

April 2004 - Present  American Economic Association

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

May 7, 2011  Outstanding Non-Tenured Professor of the Year, College of Business
Appendix II
Faculty Data Sheet
(2007-2012)

Name: ______________Michael A. Newsome________________   Rank: ____Professor_____
Status (Check one): Full-time _X__  Adjunct ______  Current MU Faculty: Yes _X_  No __
Highest Degree Earned: ______ Ph D _______________  Date Degree Received: ___1997___
Conferring Institution: _____________ University of Kentucky ___________________________
Area of Degree Specialization: ___________ Economics _____________________________
Professional Registration/ Licensure: ______________________________________________
Field of Registration/ Licensure: _________________________________________________
Agency: _____________________________________________________________________
Number of years at Marshall (can be in either teaching or administration)  ___14_______

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 (summer through spring),
course number, course title and enrollment. (Expand the table as necessary)

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<th>Enrollment</th>
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<td>Principles of Microeconomics</td>
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<td>ECN 580 202</td>
<td>SpTp: Economics of Ecotourism</td>
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<td>Intermediate Microeconomic Analysis</td>
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<td>ECN 630 101</td>
<td>Managerial Economics</td>
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<td>ECN 250 104</td>
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<td>ECN 420 201</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this
document.
For each of the following sections, list only events during the period of this review and begin with the most recent activities.

1) Scholarship/Research

**Peer Reviewed Journals:**
Analyzing the Effectiveness of Red Flags to Detect Fraudulent Reporting, Journal of Academy of Business and Economics, Published, Moyes, G., Shao, L. P., Newsome, M. A., October (4th Quarter/Autumn) 2009, 9

Comparative Analysis of Employee Job Satisfaction in the Accounting Profession, Clute Institute of Academic Research, Published, Moyes, G. D., Shao, L. P., Newsome, M. A., February 2008, 6

How America Teaches Principles of Economics: Differences Across institutions and Instructors, DIAS Technology Review, Published, Adkins, R. L., Newsome, M. A., October (4th Quarter/Autumn) 2007, 4

Evaluating Teaching Effectiveness: Where We Are and Where We Should Be, Assessment and Evaluation in Higher Education, Published, Shao, L. P., Anderson, L. P., Newsome, M. A., June 2007, 32

**Other Intellectual Contributions:**
Increasing Instructor Awareness in the Global Classroom: Results from a Survey Technique, Pan-Pacific Conference XXVIII, Accepted, Newsome, M. A., Kim, C. W., Akkihal, R. G., Adkins, R. L., May 26, 2011, XXVIII

US Real Estate Opportunities for Foreign Investors, Shanghai Science Park Development Company Training Workshop, Accepted, Newsome, M. A., Adkins, R. L., August 2010

Information and Risk in Economics: Emotional Considerations for MBAs, Siddaganga Institute of Management Microeconomics Workshop, Siddaganga Institute of Management, Tumkur, India, Newsome, M. A., March 2010


Opportunities for Chinese to Study Business in America, East China Jiaotong University International Education Workshop, East China Jiaotong University, Nanchang, China, Newsome, M. A., December 14, 2007


2) Service

**University:**
August 2008 - Present Member, Internationalization Committee
August 2008 - Present Member, Marshall Magazine Editorial Board
August 2004 - May 2010 Member, Honors Council
August 2008 - May 2009 Member, Short Term Study Abroad Program Committee

**College:**
January 2012 - Present Member, Strategic Planning Committee
May 2011 - Present Chair, Energy Management Major Development and Planning Committee
August 2007 - Present Chair, Graduate Curriculum Committee
January 2009 - May 2009 External Member, College of Education and Human Services Faculty Search Committee
August 2008 - May 2009 Member, Ad Hoc Deans Search Selection Committee
January 2008 - May 2008 Member, Ad Hoc On-line Program Committee
August 2007 - May 2008 Member, Ad Hoc Continuous Improvement Committee
August 2005 - May 2008 Member, Strategic Management Plan Committee
August 2003 - May 2008 Member, Ad Hoc Alumni Teacher Award Committee

**Department:**
September 2011 - Present Chair, Faculty Search Committee (for 3 Positions)
January 2010 - May 2011 Chair, Promotion and Tenure Committee (Economics)

3) 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.

October 25, 2010 - October 26, 2010 Marketplace, Inc, University of Tennessee, Workshop, Marketplace Train the Trainers Workshop

April 24, 2009 University of Cincinnati, Conference Attendance, Midwest Economic Symposium
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<th>Event Description</th>
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<td>October 2008</td>
<td>West Virginia Consortium for Internationalizing Higher Education (HEPC), Workshop, Designing and Operating Short-term Faculty-led Study Abroad Programs</td>
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<tr>
<td>November 8, 2007 - November 9, 2007</td>
<td>AACSB, Conference Attendance, AACSB Assessment Seminar</td>
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**Professional Memberships**

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<td>Association for Public Policy and Management</td>
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<td>November 2008 - Present</td>
<td>Kentucky Economic Association</td>
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4) Awards/honors (including invitations to speak in your area of expertise) or special recognition

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<th>Date</th>
<th>Event Description</th>
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<tr>
<td>June 1, 2008</td>
<td>Outstanding Teaching Award, College of Business Executive MBA Program</td>
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</table>
Appendix II
Faculty Data Sheet
(2007-2012)

Name: Harlan M. Smith II
Rank: Professor

Status (Check one): Full-time _X__ Adjunct _____ Current MU Faculty: Yes _X__ No ____

Highest Degree Earned: PhD _______ Date Degree Received: 1989_____
Conferring Institution: Yale University

Area of Degree Specialization: Economics

Professional Registration/ Licensure: Writing Across the Curriculum Professor / MU Writing Across the Curriculum Program

Field of Registration/ Licensure: ____________________________________________
Agency: __________________________________________________________________

Number of years at Marshall (can be in either teaching or administration) 21_____

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 (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<td>Summer 2011</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

For each of the following sections, list only events during the period of this review and begin with the most recent activities.
1) Scholarship/Research

**Peer Reviewed Journals:**


**Books:**

Economics 460: Economics of Developing Countries, XanEdu Publishing, Inc., Published, Smith, H. M., July (3rd Quarter/Summer) 2010


Economics 253, Principles of Macroeconomics, National Archive Publishing Company, Published, Smith, H. M., July (3rd Quarter/Summer) 2009

**Peer Reviewed Paper Presentations**
Teaching, Assessing & Documenting Critical Thinking in our Undergrad Students, 23rd Annual Conference on Teaching Economics: Instruction and Classroom Based Research, Robert Morris University, Pittsburgh, PA, McCutcheon, R. S., Smith, H. M., February 2012.

Our Experience with Revising the Economics Capstone Course: Successes, Failures, and Food for Thought, 23rd Annual Conference on Teaching Economics: Instruction and Classroom Based Research, Robert Morris University, Pittsburgh, PA, McCutcheon, R. S., Smith, H. M., February 2012

Capstone v2.0: Remaking the Economics Capstone Experience for New Faculty & New Students, 22nd Annual Conference on Teaching Economics: Instruction and Classroom Based Research, Robert Morris University, Pittsburgh, PA, Smith, H. M., McCutcheon, R. S., Wilkins, A. J., February, 2011

**Other Intellectual Contributions:**


2) Service

**University:**
August 2008 – Present  Committee Member, Writing Across the Curriculum (WAC) Committee

May 2005 – Present  Special Institutional Assignment, Commencement Name-Reader

2007 – 2008  Committee Member, Carter G Woodson Faculty Initiative Selection Review Committee. At-large representative of the faculty, appointed by the Faculty Senate

August 1994 - May 2008  Committee Member, Commission on Multiculturalism

June 2006 - December 2007  Committee Member, Harmony Institute Advisory Committee, Multicultural Affairs

**College:**
August 2009 – Present  Committee Member, Executive Committee. Represented the AOL (Assurance of Learning) Program on the Executive Committee during 2009-10; represented the AOL Program and the Division of Finance & Economics during 2010-11; currently representing the Division of Finance & Economics

August 2008 – Present  LCOB AOL Director; Chair of LCOB AOL Task Force (also known as AOL Committee). Responsible for the college-wide outcomes assessment program
August 2002 - Present  Faculty Advisor, Beta Gamma Sigma. Beta Gamma Sigma is the official academic honor society of the LCOB, and the honor society of the AACSB (the college's accrediting body)

August 2007 - May 2008  Committee Member, Faculty Development Committee

January 2007 - May 2008  Committee Member, Strategic Management Plan Committee

**Department:**
August 2010 – Present  Head, Division of Finance & Economics

January 2010 - February 2010  Committee Member, Promotion and Tenure Committee

**Public:**

Fall 2007  Chair, Promotion and Tenure Committee

**Public:**

July 1, 2008 - Present  Treasurer, Presbyterian Campus Ministry Committee, Marshall University

August 16, 2007 - Present  Committee Member, Presbyterian Campus Ministry Committee, Marshall University

January 1, 2010 - December 31, 2012  Session Member (Board of Elders), Enslow Park Presbyterian Church, Huntington, WV

January 1, 2011 - December 31, 2011  Fellowship Committee Member, Enslow Park Presbyterian Church

January 1, 2009 - December 31, 2010  Worship Committee Member, Enslow Park Presbyterian Church

January 1, 2003 - December 31, 2008  Witness & Service Committee Member, Enslow Park Presbyterian Church

January 1, 2003 - December 31, 2008  Stewardship Committee Member, Enslow Park Presbyterian Church

3) 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.

**Professional/Faculty Development**

February 16, 2012 - February 18, 2012  Conference Attendance, 23rd Annual Conference on Teaching Economics: Instruction and Classroom Based Research, Robert Morris University, Pittsburgh, PA. Conference on teaching techniques and pedagogy for university economics professors.

February 17, 2011 - February 19, 2011  Conference Attendance, 22nd Annual Conference on Teaching Economics: Instruction and Classroom Based Research, Robert Morris University, Pittsburgh, PA. Conference on teaching techniques and pedagogy for university economics professors.

April 30, 2010  MU Writing Across the Curriculum, Conference Attendance, 4th Annual Charles Lloyd Writing Symposium.

November 5 - 6, 2009  FACDIS: WV Consortium for Faculty and Course Development in International Studies, Conference Attendance, 29th Annual Workshops in International Studies, Title: "Emerging Economies: The Post-American Century."

April 10, 2009  MU Writing Across the Curriculum, Conference Attendance, 3rd Annual Charles Lloyd Writing Symposium.

January, 2009 - April, 2009  Academic Affairs; the Center for the Advancement of Teaching and Learning, Workshop, The Da Vinci Roundtable. Faculty development workshop focused on teaching.

**Professional Memberships**

1999 - Present  Ghana Studies Council, GSC

1995 - Present  West African Research Association, WARA

1992 - Present  African Studies Association, ASA

1988 - Present  American Economic Association, AEA
4) Awards/honors (including invitations to speak in your area of expertise) or special recognition

Spring 2012  
Member, Omicron Delta Kappa, National Leadership Honorary, Marshall University

Fall 2007 – Present  
Kermit E. McGinnis Distinguished Professor of Business, College of Business, Marshall University

May 2010  
Outstanding Service Award, College of Business, Marshall University

2001 – Present  
Member, Beta Gamma Sigma Honor Society, College of Business, Marshall University

1998 - Present  
Member, Editorial Board, Journal of Sustainable Development in Africa

1994 – Present  
Full Graduate Faculty Status, Marshall University

1993 - Present  
Honorary Member, Phi Eta Sigma Honor Society, Marshall University
Appendix II
Faculty Data Sheet
(2007-2012)

Name: Allen John Wilkins
Rank: Associate Professor

Status (Check one): Full-time _X_  Adjunct ______
Current MU Faculty: Yes _X_  No ______

Highest Degree Earned: _____ PhD ______________
Date Degree Received: __1985__
Conferring Institution: University of Wisconsin-Madison

Area of Degree Specialization: Economics

Professional Registration/ Licensure: ________________________
Field of Registration/ Licensure: ________________________
Agency: __________________________________________________________________

Number of years at Marshall (can be in either teaching or administration) 27

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 (summer through spring),
course number, course title and enrollment. (Expand the table as necessary)

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<tr>
<td>Summer 2010</td>
<td>ECN 340</td>
<td>601 Global Macroeconomic Issues</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this
document.

For each of the following sections, list only events during the period of this review and
begin with the most recent activities.
1) Scholarship/Research

Peer Reviewed Paper Presentations

Capstone v2.0: Remaking the Economics Capstone Experience for New Faculty & New Students, 22nd Annual Conference on Teaching Economics: Instruction and Classroom Based Research, Robert Morris University; McGraw-Hill, Robert Morris University, Pittsburgh, PA, Smith, H. M., McCutcheon, R. S., Wilkins, A. J., February 17, 2011.

2) Service

University:

August 1, 1989 - July 31, 2011
Student Organization Advisor: Marshall University Rugby Football Club. Management & General Administration of the team.

Spring 2009
FYS 100: First Year Seminar Workshop

Department:

August 15, 2009 – August 14, 2010
Member, Recruitment & Retention Committee. Responsible for devising strategies for attracting students to the COB, and retaining those enrolled.

August 15, 2009 – August 14, 2010
Economics Representative, SCORES. Construct and score the exam for the Economics competition in the annual SCORES festival.

3) 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.

April 2011
Assessment Day BBA Critical Thinking Workshop, Marshall University

April 2011
Assessment Day BBA Writing Assessment Workshop, Marshall University

September 24, 2010
Attendee, 20101 Annual Conference of the Kentucky Economic Association. Jeffrey Lacker, President of the Richmond Federal Reserve Bank, was the major presenter. Lecture was on current economic conditions and challenges facing the Federal Reserve System. The major theme was drawing a line in the sand regarding "too big to fail" and bailouts.

July 2010
AOL Scoring Session for BBA-level Writing Assessment, LCOB AOL Program

June 2010
AOL Scoring Session for BBA-level Oral Communications, LCOB AOL Program

April 2010
Assessment Day BBA AOL Program Workshop, Marshall University

2009
Faculty Advisor, Omicron Delta Epsilon (ODE) Economics Honor Society

April 24, 2009
Midwest Economic Association Teaching Symposium, University of Cincinnati. Focus on teaching methodologies, with featured speaker Dr. Paul Krugman.

April, 2009
Assessment Day BBA Critical Thinking Assessment Workshop, Marshall University

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition
Appendix II
Faculty Data Sheet
(2007-2012)

Name: _____________ Junwook Chi _______________   Rank: ______ Instructor ___
Status (Check one): Full-time ____ Adjunct __X___   Current MU Faculty: Yes __ No _X_
Highest Degree Earned: _________ PhD ___________   Date Degree Received: ___2008___
Conferring Institution: ______ North Dakota State University _____________________________
Area of Degree Specialization: ___________ Transportation Economics ___________________________
Professional Registration/ Licensure: __________________________________________________________
Field of Registration/ Licensure: _____________________________________________________________
Agency: ________________________________________________________________________________
Number of years at Marshall (can be in either teaching or administration) 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 (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
<td>Spring 2012</td>
<td>ECN 250</td>
<td>Principles of Microeconomics</td>
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<td>Fall 2011</td>
<td>ECN 482</td>
<td>SpTp: Economics of Transportation</td>
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<td>Fall 2011</td>
<td>ECN 200</td>
<td>Survey of Economics</td>
<td>24</td>
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<td>Spring 2011</td>
<td>ECN 200</td>
<td>Survey of Economics</td>
<td>37</td>
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<tr>
<td>Fall 2010</td>
<td>ECN 481</td>
<td>SpTp: Economics of Transportation</td>
<td>3</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

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

1) Scholarship/Research
2) Service
3) 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.
4) Awards/honors (including invitations to speak in your area of expertise) or special recognition
Appendix II
Faculty Data Sheet
(2007-2012)

Name: ________________ Nicholas C. Kontos_______   Rank: _____Associate Professor

Status (Check one): Full-time _____   Adjunct __X___        Current MU Faculty: Yes __  No __X_

Highest Degree Earned: _________MA_____________    Date Degree Received: ____1958__

Conferring Institution: __________Indiana University_________  

Area of Degree Specialization: __________Economics______________________________

Professional Registration/ Licensure: _____________________________________________

Field of Registration/ Licensure: ________________________________________________

Agency: ____________________________________________________________________

Number of years at Marshall (can be in either teaching or administration) ______47*_______

*Kontos retired from MU in 1999 (after 34 years on the Economics faculty). He continues to teach on an adjunct basis as needed. During the last 3 semesters of the review period he taught as a full-time temporary.

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 (summer through spring), 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>ECN 253</td>
<td>Principles of Macroeconomics</td>
<td>25</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.
For each of the following sections, list only events during the period of this review and begin with the most recent activities.

1) Scholarship/Research
2) Service
3) 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.
4) Awards/honors (including invitations to speak in your area of expertise) or special recognition
Appendix IIa  
Teaching Assistant Data Sheet

<table>
<thead>
<tr>
<th>GTA Name</th>
<th>Course No. (e.g. 101)</th>
<th>Course Name</th>
<th>Year 1 2007-2008</th>
<th>Year 2 2008-2009</th>
<th>Year 3 2009-2010</th>
<th>Year 4 2010-2011</th>
<th>Year 5 2011-2012</th>
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<td>Su</td>
<td>Fa</td>
<td>Sp</td>
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<td>Sp</td>
<td>Su</td>
<td>Fa</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
</tr>
</tbody>
</table>

Complete graduate teaching assistant’s name; course number and course name taught; indicate enrollment in the semesters taught.

*Expand table as needed.*

**NOTE:** No Graduate-student Teaching Assistants were used during the Program Review period; in general, none are ever used.
**Appendix III**  
**Students’ Entrance Abilities for Past Five Years of Graduates: B.A. in Economics**

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean High School GPA</th>
<th>Mean ACT</th>
<th>Mean SAT Verbal</th>
<th>Mean SAT Quantitative</th>
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<tbody>
<tr>
<td>2007 – 2008</td>
<td>3</td>
<td>3.22</td>
<td>20.00 (n = 3)</td>
<td>540 (n = 1)</td>
<td>450 (n = 1)</td>
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<tr>
<td>2008 – 2009</td>
<td>2</td>
<td>3.46</td>
<td>20.50 (n = 2)</td>
<td>520 (n = 1)</td>
<td>530 (n = 1)</td>
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<tr>
<td>2009 – 2010</td>
<td>3</td>
<td>4.00</td>
<td>28.67 (n = 3)</td>
<td>680 (n = 2)</td>
<td>645 (n = 2)</td>
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<td>2010 – 2011</td>
<td>2</td>
<td>3.73</td>
<td>28.50 (n = 2)</td>
<td>710 (n = 1)</td>
<td>680 (n = 1)</td>
</tr>
<tr>
<td>2011 - 2012</td>
<td>3</td>
<td>3.66</td>
<td>29.00 (n = 2)</td>
<td>640 (n = 1)</td>
<td>650 (n = 1)</td>
</tr>
</tbody>
</table>

*Expand table as needed.*
## Appendix IV

### Exit Abilities for Past Five Years of Graduates: B.A. in Economics

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean GPA</th>
<th>Licensure Exam Results</th>
<th>Certification Test Results</th>
<th>Other Standardized Exam Results</th>
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<tr>
<td>2007 – 2008</td>
<td>3</td>
<td>3.17</td>
<td>N/A</td>
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<td>2008 – 2009</td>
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<td>2.94</td>
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<td>2009 – 2010</td>
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<td>3.88</td>
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<td>2010 – 2011</td>
<td>2</td>
<td>3.36</td>
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<td>2011 - 2012</td>
<td>3</td>
<td>3.74</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

*Expand table as needed.*
Appendix V
Assessment Summary
Marshall University
Assessment of the Program’s Student Learning Outcomes
5-year summary

Component Area/Program/Discipline: B.A. in Economics

<table>
<thead>
<tr>
<th>Program’s Student Learning Outcomes</th>
<th>Assessment Measures (Tools)</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken to improve the program</th>
</tr>
</thead>
</table>
| Oral Communications                | The undergraduate Oral Communications Rubric | 75% of the students will score Proficient or Excellent on each of the five Measurable Objectives highlighted in the Rubric | The Assessment Cycle run across the COB during Calendar Year 2011:  
(1) The Benchmark was met for Objectives 1, 2, 4, and 5. Performance was best on Objective 4 (Communication Aids); Performance was weakest on Objective 3 (Vocal Quality, Body Language, Eye Contact), and below Proficient. Personal Appearance (Objective 5) was also relatively weak.  
(2) Economics Capstone students outperformed the COB Sample on Objectives 1, 2, and 4. Our students’ performance on Objectives 3 and 5 was similar to that of the COB Sample. See the Narrative section for more details. | A. In the Spring 2011 Economics Capstone class  
(1) we required each student to make three presentations;  
(2) we recorded all the presentations and graded the final one with the undergraduate Oral Communications Rubric;  
(3) The students were given the Rubric in the Syllabus, watched their own recorded presentations and scored themselves with the Rubric;  
(4) The instructor and students discussed the weaknesses revealed in the first two presentations and how to overcome them.  
B. In Economics 460 the final oral presentation was elevated in importance:  
(1) It became the final component of the course;  
(2) Its value in the course grade, and the length of the presentation, were increased significantly;  
(3) The points awarded for the Introduction, the Conclusion, and Delivery/Communication Aids were increased significantly;  
(4) The COB sample results were reviewed with the class prior to the presentations.  
C. In the Spring 2012 Economics Capstone class  
(1) The instructor will lay out very specific, explicit instructions and rules for student attire during presentations;  
(2) each student will give six presentations, starting the first week of the semester;  
(3) one of the presentations will be devoted to a Topic Statement competition, during which each student in each group will deliver his/her own statement of the Topic to be covered by his/her group in the final presentation.  
(4) While in class, the students will score themselves on the first five presentations, while watching recordings of their own presentations;  
(5) The final presentations will be scored by Economics faculty during the summer of 2012. The scoring results will be distributed to the faculty in Fall 2012, and used to refine our oral presentation assignments in the Spring 2013 Capstone. |
### Written Communications

| Undergraduate Written Communications Rubric | 75% of the students will score Proficient or Excellent on each of the four Measurable Objectives highlighted in the Rubric |

A. COB Assessment Cycle 1, Fall 2006 through Spring 2009: The Benchmark was not met for any Objective. Overall, across all Objectives, the BBA Sample scored below Proficient. Performance on Objectives 1 and 2 (Purpose and Tone) was relatively strong; Performance on Objectives 3 and 4 (Organization; Grammar & Mechanics) was relatively weak. See Narrative.

B. COB Assessment Cycle 2, Fall 2009 through Spring 2011: The Benchmark was not met for any Objective. Overall, across all Objectives, the BBA Sample scored below Proficient. Performance on Objective 2 (Tone) was strongest, but just short of the Benchmark. Performance on Objectives 3 and 4 (Organization; Grammar & Mechanics) improved, but remained below the Benchmark. See Narrative.

### Discipline-Specific Knowledge & Problem-Solving

| The Economics Core Knowledge Exam. Administered in the Economics Capstone Course. | This exam was first administered in Spring 2011. We will use the initial set of results (for 2011-13) to establish a Baseline for our students' achievement, against which we will measure future student cohorts. |

Student performance on Components 1 and 2 of the Exam (Mastery of Basic Concepts; Intermediate Macroeconomic Analysis & Problem-Solving) was very strong. Better than expected. Student performance on Component 3 (Intermediate Microeconomic Analysis & Problem-Solving) was relatively weak.

We decided that the questions and problems in Components 1 and 2 captured our students' abilities well.

We agreed that some Component 3 questions tested mastery of particular techniques more so than mastery of conceptual analysis and thinking/reasoning skills. Other Component 3 questions prevented the students from demonstrating their thinking skills because the techniques needed to solve the problems proved to be more of an obstacle than we expected. Since our #1 goal in the Economics curriculum is to help our students learn how to think, we realized we need to re-do these questions to test for this ability.

A. For the Spring 2012 administration of this Exam, we modified the Intermediate Microeconomics problems to give students more of a chance to demonstrate their thinking and reasoning skills.

B. For Spring 2013:

1. We will include a fourth component on the Exam, consisting of problems from Econometrics (ECN 423).
2. We will break up the administration of the Exam across the semester, by having the students complete each component separately. Giving the exam all at once at the end of the semester, we have decided, is not appropriate. We will therefore administer Component 1 of the Exam the first week of class, to remind the students of the basic concepts they need to carry with them into their Capstone work. During the semester, at designated points, we will administer each of the other components of the exam. Doing this, we hope, will give us a more accurate reading on our students' discipline-specific problem-solving skills. We can then use this information in 2013-14 to modify and refine our problem-solving exercises in ECN 326 and 328 to target areas of student weakness.

A. The COB faculty worked with the English Department to design a new writing course for COB students: ENG 204 (Writing for the Workplace), which would carry Writing Intensive course credit. This will address our students' specific weaknesses and introduce our students to the kinds of writing done at the upper level in the COB and in the business world. Economics faculty served as Consultants during the initial development phase. One Economics faculty member remained a principal Consultant throughout the process. ENG 204 was first offered in Fall 2010.

B. (1) The COB AOL Committee (Assurance of Learning, or Assessment) worked with the instructor of ENG 204 to redesign the syllabus for Fall 2011. The instructor also chose a different book, focused in a more direct and user-friendly way on the business writing our students must learn to do.

2. Starting Fall 2011, the English Department agreed to staff these sections of ENG 204 per semester. We will seek to restrict enrollment to COB students and BA in Economics majors, if at all possible.

(3) The Economics member of the COB AOL Committee worked with the English Department on the redesign of ENG 102 (the second semester of MU’s 6-hour English Composition requirement). ENG 102 is becoming ENG 201 starting Fall 2012, and our goal was to help the English Department create sections of this new course specifically for COB students, targeting the kinds of writing our students need to do in the COB curriculum. The new ENG 201 course will not substitute for Writing for the Workplace, but rather serve as a required lead-in to ENG 204.

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B. (1) The COB AOL Committee (Assurance of Learning, or Assessment) worked with the instructor of ENG 204 to redesign the syllabus for Fall 2011. The instructor also chose a different book, focused in a more direct and user-friendly way on the business writing our students must learn to do.

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Teamwork

The Peer-Critique Rubric, created by the Economics faculty in Fall 2010. Administered in the Economics Capstone Course.

All graduating seniors will be scored Proficient, by their peers, on all four rubric criteria.

Our students scored “too high” on the Peer-Critique Rubric, across the board, in both Spring 2011 and Spring 2012. Nearly all of them rate nearly all of their peers as Excellent on all four rubric criteria. But, given the litany of complaints we hear in the Capstone, from students concerned about their free-riding teammates, we do not believe that these high scores reflect our students’ true Teamwork skills.

We have concluded that the students are not sure of the purpose of this exercise, and do not know how to make use of it to help their peers gain a deeper understanding of their strengths and weaknesses when it comes to Teamwork. To date this exercise has not proven to be the learning tool we thought it would be in Fall 2010.

A. In Spring 2012 we attempted to help the students learn the point of the rubric exercise, and to learn how to use the rubric properly, by implementing the exercise in stages, across the entire semester. (In Spring 2011 we administered the rubric just once, at the end of the course.) In the first stage we asked the students to simply rank their teammates on the four rubric criteria to highlight where each is relatively best and relatively weak. In stage two we had the students repeat what they did in stage one, and then complete the entire rubric for each teammate. Finally, in stage three at the end of the term, we had the students complete the entire rubric for each teammate again.

Our hope was that by the end of the term the students would be more comfortable with the rubric and how to use it—and that we would get a better reading on our students’ teamwork skills.

B. The results of the Spring 2012 staged implementation of the exercise were little changed from the result obtained in Spring 2011. For Spring 2013 we are going to incorporate each student’s Peer Critique Rubric Scores into his/her course grade, so that s/he realizes that these skills matter. We are also going to set aside class time for each group to meet and do a set of “Performance Reviews” on their own members—much like the performance reviews done on employees in today’s professional workforce. We hope that by working together on these reviews, the students will learn from each other how to become better teammates and how to help their peers become better teammates.
## APPENDIX VI: B.A. in ECONOMICS

### PROGRAM COURSE ENROLLMENT

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required/Elective/Service</th>
<th>Delivery Method</th>
<th>Location</th>
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<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>Totals</th>
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<td>ECN 250-Td</td>
<td>Principles of Microeconomics</td>
<td>R + S</td>
<td>Td</td>
<td>HTN</td>
<td>12</td>
<td>23</td>
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<td>14</td>
<td>19</td>
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<td>R + S</td>
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<td>ECN 253-OC</td>
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<td>ECN 420 (I)</td>
<td>International Trade</td>
<td>E + S</td>
<td>Td</td>
<td>HTN</td>
<td>27</td>
<td>73</td>
<td>66</td>
<td>22</td>
<td>28</td>
<td>112</td>
</tr>
<tr>
<td>ECN 423</td>
<td>Introduction to Econometrics</td>
<td>R</td>
<td>Td</td>
<td>HTN</td>
<td>27</td>
<td>18</td>
<td>32</td>
<td>28</td>
<td>30</td>
<td>135</td>
</tr>
<tr>
<td>ECN 430</td>
<td>Forensic Economics</td>
<td>E</td>
<td>Td</td>
<td>HTN</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
## APPENDIX VI: B.A. in ECONOMICS
### PROGRAM COURSE ENROLLMENT

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required/Elective/Service</th>
<th>Delivery Method</th>
<th>Location</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN 440</td>
<td>History of Economic Thought</td>
<td>E</td>
<td>Td</td>
<td>HTN</td>
<td>17</td>
<td>11</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECN 450</td>
<td>Public Finance</td>
<td>E</td>
<td>Td</td>
<td>HTN</td>
<td>17</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECN 460 (I, WI)</td>
<td>Economics of Developing Countries</td>
<td>E + S</td>
<td>Td</td>
<td>HTN</td>
<td>23</td>
<td>24</td>
<td>24</td>
<td>21</td>
<td></td>
<td>92</td>
</tr>
<tr>
<td>ECN 466</td>
<td>Economics Workshop</td>
<td>R</td>
<td>Td</td>
<td>HTN</td>
<td>20</td>
<td>14</td>
<td>11</td>
<td>29</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>ECN 480</td>
<td>SpTp*</td>
<td>E</td>
<td>Td</td>
<td>HTN</td>
<td>18</td>
<td>13</td>
<td>13</td>
<td>9</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>ECN 481</td>
<td>SpTp*</td>
<td>E</td>
<td>Td</td>
<td>HTN</td>
<td>25</td>
<td>3</td>
<td>15</td>
<td>3</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>ECN 482</td>
<td>SpTp*</td>
<td>E</td>
<td>Td</td>
<td>HTN</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>ECN 483</td>
<td>SpTp: Adv Monetary Analysis</td>
<td>E</td>
<td>Td</td>
<td>HTN</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECN 485</td>
<td>Independent Study</td>
<td>E</td>
<td>Td</td>
<td>HTN</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>ECN 490</td>
<td>Internship</td>
<td>E</td>
<td>Td</td>
<td>Off Campus</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL ENROLLMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,324</td>
<td>1,337</td>
<td>1,415</td>
<td>1,358</td>
<td>1,279</td>
<td>6,713</td>
</tr>
</tbody>
</table>

**TOTAL STUDENTS ENROLLED 2007-2012:** 6713

Required = R; Elective = E; Service = S. Please indicate all that apply (e.g., E+S if the course is both an elective and a service course).
Delivery Method: Traditional = Td; Online = O; Hybrid = H
Location: HTN, SC, MOVC, TVRC, WEB

*SpTp Titles varied by semester.*
## Appendix VII
### Program Enrollment: B.A. in Economics

<table>
<thead>
<tr>
<th>Students</th>
<th>Year 1 2007-2008</th>
<th>Year 2 2008-2009</th>
<th>Year 3 2009-2010</th>
<th>Year 4 2010-2011</th>
<th>Year 5 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Majors Enrolled No Area of Emphasis</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Second Majors Enrolled*</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Third Majors Enrolled:**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minors***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total of Students Enrolled in the Program</td>
<td>8</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Graduates of the program</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</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. **NOTE: In Part III Section 6 of the Narrative (Viability: Program Enrollment, on page 27) we report the number of MU *graduates* each year who completed the Minor in Economics.*
## Appendix VIII
### Job and Graduate School Placement Rates: B.A. in Economics

<table>
<thead>
<tr>
<th>Year</th>
<th># of Graduates employed in major field</th>
<th># of Graduates employed in related fields</th>
<th># of Graduates employed outside field</th>
<th># of Graduates accepted to Graduate Programs</th>
<th># of Graduates not accounted for*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer/Fall2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>2009</td>
<td>2</td>
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<td>0</td>
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<tr>
<td>2010</td>
<td>2</td>
<td>1</td>
<td>2</td>
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<td>0</td>
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<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>May 2012</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Five-year total</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5*</td>
</tr>
</tbody>
</table>

*NOTE: During the Program Review period some of our graduates were accepted to Graduate Programs, completed those Graduate Programs, and are now Employed. These graduates are recorded twice in this table: once as being “accepted to Graduate Programs” and once as “employed.”
Appendix IX
Letters from the Assessment Office

Dr. Harlan Smith, Chair
Finance and Economics
College of Business

Dear Harlan:

The University Assessment Committee and I have completed our evaluation of the BA-BA in Economics’ assessment of student learning. This letter will provide general comments and suggestions for improvement. I have included the scoring rubric we used to evaluate your assessment report in a separate document.

Most of your program’s learning outcomes imply higher levels of cognitive ability, although I would argue that writing them in a more precise way might improve your assessment of them. You analyzed results with enough detail to allow you to identify relative strengths and weaknesses and have used these results to inform program improvement. However, you did not use complementary measures that were integrated throughout the curriculum.

During the coming academic year, it will be important that you follow the plan you developed as part of the first two activities of the Open Pathways Demonstration Project. The project’s steering committee will provide more feedback regarding next steps in that project at summer’s end. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. David Pittenger, Dean, COLA
   Dr. Chong Kim, Dean, COB
June 7, 2011

Dr. David J. Pittenger, Dean
COLA

Dear David,

During the academic year 2011 – 2012, I plan to meet with all programs to assist with development of assessment plans. This will be especially important for the BA in Economics Program as it needs to develop an assessment plan that is separate from the BBA program. I will be in touch at the end of the summer about scheduling. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment
May 19, 2010

This will confirm that Dr. Pittenger and I talked today and are in agreement that the current assessment of the BBA program in Economics is acceptable for the BA program in Economics. However, I will talk with Dr. Harian Smith about the possibility of reporting data for the BA program separately from those for the BBA program, i.e. for each outcome assess each program’s students separately.

Mary E. Reynolds  
Director of Academic Assessment
Appendix X
B.B.A. in Economics’ Follow-Up Report to President Kopp

January 30, 2009

Dr. Steven J. Kopp, President
Marshall University
One John Marshall Drive
Huntington, WY 25755-6011

Dear President Kopp:

Last year’s review of the Bachelor of Arts degree in Economics required corrective action, specifically a report that outlines strategies for increasing enrollment in and graduates from the program. Because of changes in leadership in the College of Liberal Arts and the Lewis College of Business, there is no plan to proffer at this time. Given these changes, I respectfully ask for the continuation of the Bachelor of Arts degree in Economics to allow me and others to develop a sensible and effective long-term plan.

The essential value of the degree is the strong international and multicultural education that complements students’ study of economics and business management. Students entering the workforce, especially those pursuing business management careers, require an awareness of international affairs that the degree affords. The Bachelor of Arts in Economics is a common degree found at private liberal arts colleges as well as comprehensive state sponsored universities. Moreover, departments of Economics are found in colleges of business as well as colleges of liberal arts. Indeed, our arrangement of degrees is the same as West Virginia University’s. These facts speak to the ability of our program to remain a vital option for both our liberal arts and our business students’ education. As such, I wish to have the opportunity to collaborate with the Lewis College of Business to develop a long term strategy to expand student interest in the program.

The loss of this degree would occur at a moment when a confluence of events on campus, in our country, and around the world portends renewed interest in the program. Moreover, continuation of the program is not an example of escalation of commitment; as its continuation requires no unique institutional resources and the termination will result in no savings.

I am the new dean of the College of Liberal Arts and soon there will be a new dean of the Lewis College of Business. In the short time that I have been at Marshall University, I believe that I have demonstrated my commitment to supporting interdisciplinary programs, especially those that reach across college boundaries. As such, I am hopeful to work with the new Dean and the faculty of the Lewis College of Business to implement recruiting strategies that will illustrate for students the value of pursuing a Bachelor’s degree in Economics.

I also believe my predecessors were not effective advocates for the degree. Their lack of attention may reflect their indifference to the program, their inability to be an effective advocate for the college’s resources, and reluctance to collaborate with fellow deans. I wish to move in opposite directions than my predecessors.

We Are... MARSHALL
A second matter to consider is the growing interest in the internationalization of the University's curriculum. Currently, a university-wide committee is preparing to collaborate with the American Council on Education on the integration of global matters into the curriculum. When realized, the collaboration will demonstrate Marshall University's belief that international and global learning is important for all students and should be integral in many academic programs. As you are well aware, mastery of a foreign language and global learning are central to every degree program offered in the College of Liberal Arts. I will work to enhance this emphasis as the new general education curriculum emerges in the coming academic year.

In summary, I hope you will afford me and my colleagues in the Lewis College of Business the time to develop a robust plan that will generate sufficient student enrollments to justify continuation of the program.

Regards,

[Signature]

David J. Pittenger, Dean
College of Liberal Arts
Appendix XI
Memorandum from the Higher Education Policy Commission Granting the B.A. in Economics Exemption from further Productivity Review

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301
(304) 558-2231
www.hepc.wvu.edu

MEMORANDUM

TO: Gayle Ormiston
   Senior Vice President for Academic Affairs

FROM: Bruce Plank
       Director of Academic Affairs

DATE: April 10, 2009

RE: Low Productivity Degree Program Audit

After a review of the Marshall University request for exemption of certain degree programs from the Higher Education Policy Commission low-productivity audit called for in Series 10, Policy Regarding Program Review, we have approved exemption for the following:

- BS Cytotechnology
- BS Economics

The staff did not approve the request for exemption of the following:

- BA Adult & Technical Education
- BS Medical Technology
- MA Family & Consumer Sciences

When exemptions were granted, they were typically for matters of (1) serving a critical regional or statewide need, (2) flexible program option for students with no additional cost, (3) program is tied to a companion program in another department, and (4) program is offered in cooperation with another educational entity.

The above programs that were not exempted will be recommended to the Commission for assignment of a four-year probationary status. During this period, the institution will have the opportunity to increase enrollment and enhance program viability.
Your intent to terminate the BA in Multidisciplinary Studies was noted. When this action is completed, please provide us with official notification so that the inventory can be revised.

If you have any questions about the process or the productivity audit, please contact me.

c: Mary Reynolds