

Program Review

Economics BBA

Elizabeth McDowell Lewis College of Business

March 2007



MARSHALL UNIVERSITY

Program Review

Marshall University

Date: September 2007

Program: BBA, Economics

Degree and Title

Date of Last Review: Fall 2002

Recommendation

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

Recommendation

Code(#):

1. Continuation of the program at the current level of activity; or
2. Continuation of the program with corrective action: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. Progress report due by November 1 next academic year; or
3. Identification of the program for resource development: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. Progress report due by November 1 next academic year; or
4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or
5. Discontinuance of the program (Procedures outlined in HEPC Administrative Bulletin 23).

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

1 Recommendation: Laurence P. Staro Signature of person preparing the report: 10/25/07 Date:
1 Recommendation: Laurence P. Staro Signature of Program Chair: 10/25/07 Date:
1 Recommendation: Paul Muldoon Signature of Academic Dean: 10/30/07 Date:

Recommendation: _____ Signature of Chair, Academic Planning Committee: (Bacc. pgms only) Date: _____

Recommendation: _____ Signature of President, Faculty Senate/ Chair, Graduate Council: Date: _____

Recommendation: _____ Signature of the Provost and Senior Vice President for Academic Affairs: Date: _____

Recommendation: _____ Signature of the President: Date: _____

Recommendation: _____ Signature of Chair, Board of Governors: Date: _____

College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation:

Continuation at the present level of activity is recommended

Rationale:

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

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

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

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

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

Signature of the Dean:



Date: 10/30/07

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**Marshall University
Program Review
October 2007**

Program: BBA, Economics_____

College: Lewis College of Business_____

Date of Last Review: Fall 2002_____

I PROGRAM DESCRIPTION

Provide a program narrative with information on any options or tracks and describe the program's nature and characteristics. You may include the description from the University catalog.

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

The economics program is designed to meet the following objectives:

- To help prepare students for effective participation in the decision-making processes of problems and issues and to deepen their understanding of the operation of the economies of the U.S. and other countries. Graduates will be competent in such subjects as economic theory, business fluctuations, distribution of resources and income, international trade, economic development, managerial decision-making, and the growth of national income and welfare. To illustrate they are competent in the basic areas of economic analysis, all economics majors are required apply rigorous analysis to real-world case projects in the economics capstone course.
- To prepare majors for administration or research positions in business firms, government agencies, labor organizations or private foundations. For example, some of our recent graduates now work for BB&T Bank, United Bank, Huntington Bank, FDIC and the Army Corps of Engineers. In addition some of our graduates are pursuing advanced degrees in economics at such schools as West Virginia University, University of Kentucky and the University of Virginia.
- To provide suitable courses and instruction for majors who plan to enter law or graduate business school. Majors must fulfill the general and specific requirements for the following Economics Courses: ECN 250 – Principles so Microeconomics, ECN 253 – Principles of Macroeconomics, ECN 326 – Intermediate Macro Analysis,

ECN 328 – Immediate Micro Analysis, ECN 423 – Introduction to Econometrics and ECN 466 – Economics Capstone plus 6 additional elective hours in economics or finance to be chosen with the advice and approval of the academic advisor.

II ACCREDITATION INFORMATION

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

A Name and description of the accreditation organization:

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

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

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

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

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

Regular

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

Same as B above

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

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

status states that:

“It is my pleasure to inform you that the peer review team recommendation to extend maintenance of accreditation for the undergraduate and master’s degree programs in business offered by Marshall University is concurred with by the Maintenance of Accreditation Committee and ratified by the Board of Directors.”
“Marshall University has achieved accreditation for six additional years. The next on-site maintenance review occurs in the fifth year, 2011-12.”

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

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

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

III PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with University/College Mission

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

- 1 Curriculum:** Summarize degree requirements and provide commentary on significant features of the curriculum. In Appendix I, list required courses, elective courses, and total hours required. The list of courses must provide specific course titles and numbers.

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

See Appendix I for additional details.

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

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.

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

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

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

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

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

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

- a. Entrance Standards: Like all other units in the LCOB, students can be admitted to the economics program after they complete ten pre-business courses and maintain a GPA in these courses of at least 2.0. Also, completion of 58 hours with an overall GPA of at least 2.0 is required to be fully admitted to the economics program. Finally, students must have a composite score of at least 19 on the ACT or a combined score of at least 910 on the SAT.
- b. **Entrance Abilities:** Identify potential ability of students admitted to the program as measured by standardized tests (ACT, SAT, GED, TOEFL, etc.) and high school GPA.
 - a. Entrance Abilities: Like all other units in the LCOB, students must have a composite score of at least 19 on the ACT or a combined score of at least 910 on the SAT.
- c. **Exit Abilities:** Identify abilities of students who graduate from the program (GPA, licensure exam, certification tests, etc.)
 - a. Exit Abilities: Like all other units in the LCOB, students who graduate from the finance program must maintain at least a 2.0 GPA in both overall and major coursework.

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

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

What we do have.

We currently have nine FTE tenure or tenured-track faculty members who earn a mean salary that is twenty percent below the market rate for a comparable economics faculty member. The division has an operating budget for divisional expenses of \$12,000 per year. All of our faculty have offices and computers in their office. Each faculty member receives \$1,000 per year in travel funds to present their research at academic conferences and also receives \$600 faculty development stipend for expenses needed to stay current in their field

of study. The money can be used to develop additional skills in teaching, research and service. In addition, there are several small grants, including the Prichard Fund (\$2,500 stipend plus \$1,000 faculty development), faculty can apply for to enhance their research and teaching activities. The economics faculty can also apply for a \$1,000 Inco grant and a \$500 Quinlan grant to subsidize their travel to academic conferences.

Additional resources are needed for our program.

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

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

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

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

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

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

- a. Summarize the principal goals of the assessment program.

A comprehensive program of assessment for the economics curriculum was established by the students and faculty of the Lewis College of Business to meet the AACSB accreditation standard. No additional update from the Assessment Plan has been adopted.

The goals of the assessment program include the following factors:

- Assess critical thinking, problem solving and other creative skills
- Assess written and oral communication skills
- Assess competency in the use of computers and other technology
- Assess an understanding of cultural diversity
- Assess an understanding of ethical business decision making
- Assess an awareness of the impact of the global business environment on business decision making

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

- student outcomes
 - assessment tools; approach
 - standards/benchmarks
 - results/analysis
 - action taken
-
- A comprehensive exit survey is given to all economics majors who take the economics capstone course. Many areas of the economics program are assessed including the overall major program, quality of faculty instruction, course offerings and content and overall undergraduate experience.
 - A written assessment test is given to all majors who take the economics capstone course. Questions are designed to evaluate whether our majors learned the material established in the course objectives. This assurance of learning process is mandated by AACSB International.
 - Results: Overall, the feedback from our majors indicates they feel very favorably toward the economics program particularly in the areas of employment planning, career preparation, writing ability, internship experience, speaking ability, critical thinking and overall program quality.

For the 2006 Chart I: Assessment Summary report, see Attachment IV.

- Student Outcomes – Student outcomes were evaluated based on several important areas. We were concerned with student performance in the areas of critical and analytical skills, global perspective, written communication, career preparation, oral communication, and technological and computer expertise. Based on feedback from the exit surveys and written assessment tests, the student outcomes were examined.
- Assessment Tools – Specific assessment tools and approaches were employed to determine the effectiveness of the economics program. The assessment tools and approaches used to evaluate the

economics program included comprehensive exams, senior exit surveys, written and oral reports, and college and institutional research reports. Overall, these assessment tools and approaches were very useful in evaluating the effectiveness of the economics program.

- Standards/benchmarks – Specific standards and benchmarks were established using our accreditation agency’s curriculum standards and published standards. Assurance of learning standards consider such areas as communication abilities, ethical reasoning, analytic skills, information technology, multicultural and diversity understanding and reflective thinking skills. (See pages 13-17 of the AACSB Eligibility Procedures and Accreditation Standards for Business Accreditation, http://www.aacsb.edu/accreditation/process/documents/AACSB_STANDARDS_Revised_Jan07.pdf).

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

- Results/Analysis - After reviewing the results of the assessment tools for the economics program, several changes were performed in the economics program. These were changes to the capstone course, the program curriculum, the use of technology and the use of internships and independent studies to provide additional educational learning experiences.
 - Action taken - There were specific actions that resulted from the assessment of the economics program. The actions taken included improvements to the capstone course, program curriculum, technological content and research competencies.
- c Provide information on how assessment data are used to improve program quality. Include at least 3 specific examples drawn from the past 5 years.

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

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

communication, critical thinking, and knowledge-base skills.

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

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

- d Graduate and Employer Satisfaction: Provide evidence and results of follow-up studies to indicate graduate and employer satisfaction with the effectiveness of the educational experience. Indicate the number of individuals surveyed or contacted and the number of respondents.

In November 2001, the MU Career Services Center surveyed employers to determine their satisfaction with the academic preparation of the institution's graduates.

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

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

These reports are available online and can be referenced at the MU website. See the past five years assessment summary reports at the following site:

http://www.marshall.edu/assessment/assessreport_progreviews.htm

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

The program review committee concurs with the institutional recommendation to continue at the current level of activity. See 2002 Economics Program Review report.

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

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

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

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

The economics program has many outstanding professors who consistently rank as the top professors in the LCOB. Their scholarly output has been exceptional as is indicated by publishing in such prestigious journals as Journal of Environmental Management, National Tax Journal, Applied Economics Letters, Journal of Developing Areas, and Contemporary Economic Policy of Financial Economics. Nationally, this helped bring tremendous academic prestige and national prominence to our economics program. In addition, the economics faculty have won many outstanding teaching and service awards. Many of the student comments that we received in the senior economics exit evaluations mention how much they have learned in the economics program and how outstanding the economics faculty are perceived.

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

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

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

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

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

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

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

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

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

Economics 200 – Survey of Economics

Many academic units such as modern language, international affairs, political science and secondary education require their students to take course work outside their particular colleges. Students in the College of Liberal Arts take several business courses to fulfill their general education requirement. Each individual college establishes the number of courses they require for their majors. Non-business majors usually take courses in

international business, general business and economics. Most students who elect to take the ECN 200 – Survey of Economics are non-business majors. Thus, the economics program provides important service courses to other areas of the university. During the review period, 1,314 students have taken ECN 200. Thus, the economics program provides important service courses to other areas of the university. See Appendix V for more details.

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

Other than the one service course previously described plus thirteen elective courses which are chosen from a wide range of possible courses, all economics majors must take six required plus two elective courses dealing with finance or economics. Enrollment data for all economics courses for the past five years are reported in Appendix V of this report. According to the figures found in Appendix V, the total number of students enrolled in economics classes were as follows:

02/03 (2,443)

03/04 (2,481)

04/05 (2,460)

05/06 (2,122)

06/07 (2,151)

The economics program has experienced increased student enrollment this past year. During the most recent review period ('06-'07), the economics program had an enrollment level of 2,151 students. We hope to continue the upward trend in student enrollment levels.

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

Institutional Research website.

Appendix VI reports the five year major enrollments for the BBA in Economics degree. The total number of economics majors during the past five years is as follows:

02/03 (47)

03/04 (53)

04/05 (48)

05/06 (38)

06/07 (32)

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

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

Economics program course projections:

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

Economics program major projections:

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

- We have implemented a double major program: a double major in finance-economics. Many of the required courses for the finance program can now be used as economics elective courses. As a result, we expect some of our finance majors to double major in economics.

- We plan to offer an interdisciplinary based International Business (IB) major. ECN340, Global Macroeconomic Issues, will be a required IB course and FIN480: Special Topics: Chinese Finance and Economic Issues will be an elective IB course. Currently, we provide four of the six IB courses (ECN 340 – Global Macroeconomics Issues, ECN 408 – Comparative Economic Systems, ECN 420 – International Trade and ECN 460 – Economics of Developing Countries) offered by LCOB.
- We plan to offer a new special topics course starting in spring 2008 titled: *FIN480: Special Topics: Chinese Finance and Economic Issues*. This course will be team taught (Drs. Newsome, Shao, Wang and Zhang) and will incorporate the latest development in one of the fastest growing economies in the world.

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

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

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

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

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

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

- 3 Job Placement:** If the job placement rate reported above is low,

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

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

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

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

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

The mission of the economics program is to provide an intellectually

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

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

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

IV PROGRAM OF EXCELLENCE

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

Not applicable

Appendix I
Required/Elective Course Work in the Program

Degree Program: **Economics**

Person responsible for the report: **Lawrence P. Shao**

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
ECN 250 Principles of Microeconomics	03	Any 300/400 level FIN/ECN course	03	N/A	
ECN 253 Principles of Macroeconomics	03				
ECN 326 Intermediate Microeconomics	03	Any 400 level FIN/ECN course	03		
ECN 328 Intermediate Macroeconomics	03				
ECN 423 Introduction to Econometrics	03				
ECN 466C Economics Capstone	03				
Total	18	Total	06		

Professional society that may have influenced the program offering and/or requirements:

Appendix II
Faculty Data Sheets
(No more than TWO pages per faculty member)

BBA, Economics Faculty

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

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

*No longer under contract. No Faculty Data Sheets required and/or included.

(Minimum type 8 point Arial)

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

Name: Roger Adkins Rank: Professor

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

Highest Degree Earned: Ph.D. Date Degree Received: 1981

Conferred by: Kansas State University

Area of Specialization: Labor Economics & Economic Development

Professional Registration/Licensure _____ Agency: _____

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

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

Year/Semester	Alpha Des. & No.	Title	Enrollment
05 Fall	Ecn 253	Principles of Macroeconomics	45
05 Fall	Ecn 253	Principles of Macroeconomics	45
05 Fall	Ecn 342	U.S. Ec. Devel.	23
06 Spring	Ecn 253	Principles of Macroeconomics	40
06 Spring	Ecn 253	Principles of macroeconomics	40
06 Spring	Ecn 342	U.S. Ec. Devel.	23
06 Fall	Ecn 253	Principles of Macroeconomics	38
06 Fall	Ecn 253	Principles of Macroeconomics	40
06 Fall	Ecn 342	U.S. Ec. Devel.	18
07 Spring	Ecn 253	Principles of Macroeconomics	40
07 Spring	Ecn 253	Principles of Macroeconomics	40
07 Spring	Ecn 342	U.S. Ec. Devel.	30

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

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

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

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

3 Discipline-related books/papers published (provide a full citation). (A) "Grading Bias in the Grading of Written Assignments in the Principles of Macroeconomics: An Exploratory Study." Journal of Economics and Finance Education. Vol. 2 (2), Winter 2005, pp. 16-21. Written with Geok Simpson. (b) "Designing the Economic Curriculum: A Survey of the use of 'Big Ideas' and Proficiencies." Journal of Economics and Finance Education, vol. 5 (2), Winter 2006, pp. 7-16. Written with Mike Newsome.

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

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

6 Externally funded research grants and contracts you received. None

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition. Distinguished Service Award – LCOB (2006)

Community service as defined in the *Greenbooka*. Reviewer for Journal of Economics and Finance Education

- b. University Food Service Committee
- c. Athletic Committee
- d. LCOB Graduate Committee
- e. President of beta Gamma Sigma
- f. Optimist Club of Huntington

(Minimum type 8 point Arial)

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

Name Ramchandra Akkihal : _____ Rank Professor _____

Status (Check one): Full-time Part-time _____ Adjunct _____ Current MU Faculty: yes _____no

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

Conferred by: _____ University of Tennessee _____

Area of Specialization: _____ Economics _____

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience	0
Years of employment other than Marshall	6
Years of employment at Marshall	39
Years of employment in higher education	45
Years in service at Marshall during this period of review	45

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

Year/Semester	Alpha Des. & No.	Title	Enrollment
Spring 2007	ECN 250	Principles of Microeconomics	77
	ECN 420	International Trade	28
Fall 2006	ECN 250	Principles of Microeconomics	90
	ECN 420	International Trade	31
	ECN 501	Economic Analysis	8
	UNI 101	New Student Seminar	8
Spring 2006	ECN 250	Principles of Microeconomics	93
	ECN 420	International Trade	18
Fall 2005	ECN 250	Principles of Microeconomics	100
	ECN 420	International Trade	28

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

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

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

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

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

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

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

Royal Economic Society (U K) -Life Member
Eastern Economic Society (USA)-Life Member
Indian Econometric Society (INDIA)-Life Member

6 Externally funded research grants and contracts you received.

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

' Higher Education and Globalisation' --A Keynote Address delivered at Basaveshwar College
Bangalore India August 2006
'Social Capital as an Asset to Business Students'- Inaugural Lecture at H B College of Commerce

Date Created: March 6, 2002

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8 Bangalore India July 2007
 Community service as defined in the *Greenbook*.
 LCOB Graduate Committee
 LCOB Faculty Charter Committee

Date Created: March 6, 2002; Date Revised: November 26, 2007

2007AkkihalFDSAppendixII

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(Minimum type 8 point Arial)

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

Name: Jacqueline Agesa Rank: Professor

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

Highest Degree Earned: Ph, D. Date Degree Received: May 1996

Conferred by: University of Wisconsin-
Milwaukee

Area of Specialization: Economics

Professional Registration/Licensure -- Agency: --

Years non-teaching experience
Years of employment other than Marshall 4
Years of employment at Marshall 7
Years of employment in higher education 11
Years in service at Marshall during this period of review 5

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

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

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

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

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

2 Activities that have enhanced your teaching and or research.
Co-presenter of a two day workshop, "The Wage Equation and Decomposition Techniques, University of Pretoria, June28-29, 2007.

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

1. "The Decreasing Influence of Domestic Market Structure on Racial Earnings Differentials: 1984 to 1996" Contemporary Economic Policy, Apr 2006, Vol. 24 Issue 2, p224-236 (with K. Monaco).

2. "The Research Productivity of Black Economists: A Rejoinder." (with Granger, M. and Price, G. N.) Review of Black Political Economy, Winter 2006, Vol. 33 Issue 3, p51-63.

3. "Market Power and Racial Earnings: A Quantile Regression Approach." (with K. Monaco). In Product Market Structure and Labor Market Treatment. Edited by John S. Heywood and J. Peoples, SUNY Press, 2006.

4. "NBA Salaries: Role Players and Superstars," The Sport Journal, Vol. 8, No.2, Spring, 2005, (with R. Agesa and M. Toshkova).

5. "Sources of Gender Differences in the Incidence of Rural to Urban Migration in Kenya: Does Human Capital Matter?" Applied Economics Letters, Vol. 12, Issue 11, September 2005, pp. 705-09, (with R. Agesa).

6. "Industry Racial Employment by Skill Level: The Effects of Market Structure and Racial Wage Gaps," Journal of Labor Research, Vol. 25, No. 2, Spring 2004, pp. 315-29, (with K. Monaco).

7. "Competition and Earnings Discrimination: The Effects Inter-industry Concentration and Import Penetration," Social Science Quarterly, Vol. 85, No. 1, March 2004, pp. 121-35, (with D. Hamilton).

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

“Market Structure-Initiated Discrimination in South Africa pre- and post the End of Apartheid (with R. Agesa)
Presented at the annual meetings of the Midwest Economics Association, March, 2007, Chicago, IL.

“Women and the Opportunity Cost of Fetching Water in Kenya: Is the Forgone Cost too High?” (with R. Agesa).
Presented at the annual meetings of the Midwest Economics Association, March, 2004, Chicago, IL.

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

Session Chair, The Effects of Ordinances, Regulation and Market Structure on Wage and Non-Wage compensation,
Midwest Economic Association, Chicago, IL, March 2007.

Board of Directors, National Economic Association, 2004 - present.

American Economics Association, member.

Beta Gamma Sigma, member.

Committee on the Status of Women in the Economics Profession, member.

Midwest Economics Association, member.

National Economic Association, member.

Omicron Delta Epsilon, member.

Southern Economic Association, member.

Western Economic Association International, member.

6 Externally funded research grants and contracts you received.

Economic Research South Africa grant, “Market Structure-Initiated Discrimination in South Africa Pre- and Post the End of Apartheid.” Was a Visiting Scholar at University of Pretoria, Summer 2007.

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

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

The Outstanding Teacher of the Year, the Lewis College of Business, Marshall University, 2006-07.

The Outstanding Researcher of the Year, the Lewis College of Business, Marshall University, 2005-06.

The Outstanding Woman of Color Award, Marshall University, 2004-05.

Who’s Who Among America’s Teachers, 2004, 2005.

8 Community service as defined in the *Greenbook*.

(Minimum type 8 point Arial)

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

Name: Richard Ugunzi Agesa Rank: Professor

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

Highest Degree Earned: Ph.D. Date Degree Received: 1996

Conferred by: Univeristy of Wisconsin_Milwaukee

Area of Specialization: Economics

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____
Years of employment other than Marshall 4
Years of employment at Marshall 6
Years of employment in higher education 10
Years in service at Marshall during this period of review 6

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

Year/Semester	Alpha Des. & No.	Title	Enrollment
Spring/2006		Principles of Microeconomics (2 setcions), Economic Analysis	100, 30
Fall/2006		Principles of Microeconomics (2 setcions), Economic Analysis	97, 28
Fall/2005		Principles of Microeconomics (2 setcions), Economic Analysis	101, 32
Spring 2005		Principles of Microeconomics (2 setcions), Economic Analysis	104, 28

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

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

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

2 Activities that have enhanced your teaching and or research. 1. McGraw-Hill Irwin Economics Reviewers Conference, October 12-12, 2006, Austin, Texas.

2. "Changes in Wage Inequality in Kenya: 1986-1999" Presented at the annual meetings of the Midwest Economics Association, Friday, March 2005, Chicago, IL.

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

1. "Sources of Gender Differences in Rural to Urban Migration in Kenya: Does Human Capital Matter?" (with Jacqueline Agesa), *Applied Economics Letters*, Vol. 12, No. 11, September, 2005, pp. 705-709.

2. "NBA Salaries: Role Players and Superstars" (with Jacqueline Agesa and Maria Toshkova), *The Sports Journal*, Vol. 8, No 2, Spring 2005: <http://www.thesportjournal.org/2005Journal/Vol8-No2/jacqueline-agesa.asp>

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

Presented Paper at the African economic Society conference in Capte Town Sout Africa, July 2006, "Higehr Residual Wage Disoersion for White Wokers in South Africa: Composition Effects or Skill Prices?"

"Changes in Wage Inequality in Kenya: 1986-1999" Presented at the annual meetings of the Midwest Economics Association, Friday, March 2005, Chicago, IL.

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

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professional organizations.

- 6 Externally funded research grants and contracts you received.
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8 Community service as defined in the *Greenbook*.

Member: Graduate Appeals Board
Scores Committee

(Minimum type 8 point Arial)

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

Name: Micheal L. Brookshire Rank: Professor

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

Highest Degree Earned: Ph.D Date Degree Received: 3/15/1975

Conferred by: University of Tennessee

Area of Specialization: Labor Economics

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

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

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

Year/Semester	Alpha Des. & No.	Title	Enrollment
2005/Fall	HRM 605-101	HR ECONOMICS	25
	HRM 610-101	COLLECTIVE BARGAINING	23
2006/Spring	ECN 480/650	FORENSIC ECONOMICS	14
2006/Fall	HRM 605-101	HR ECONOMICS	27
	HRM 610-101	COLLECTIVE BARGAINING	23
2007/Spring	ECN 480/650	FORENSIC ECONOMICS	14

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

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

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

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

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

Michael L. Brookshire, Frank Slesnick, and John O. Ward, editors, The Plaintiff and Defense Attorney's Guide to Understanding Economic Damages (Tucson, Arizona: Lawyers and Judges Publishing Company, Inc., 2007).

Refereed Articles and Publications:

Michael L. Brookshire and Elizabeth A. W. Gunderson, "Wrongful Death Cases and Personal Consumption Deductions," The Plaintiff and Defense Attorney's Guide to Understanding Economic Damages (Tucson, Arizona: Lawyers and Judges Publishing Company, Inc., 2007), pp. 85-91.

Michael L. Brookshire, "Some Special Cases and Issues," The Plaintiff and Defense Attorney's Guide to Understanding Economic Damages (Tucson, Arizona: Lawyers and Judges Publishing Company, Inc., 2007), pp. 101-108.

Michael L. Brookshire and George A. Barrett, "Punitive Damages," The Plaintiff and Defense Attorney's Guide to Understanding Economic Damages (Tucson, Arizona: Lawyers and Judges Publishing Company, Inc., 2007), pp. 117-129.

Michael L. Brookshire, Michael R. Luthy and Frank L. Slesnick, "2006 Survey of Forensic Economists: Their Methods, Estimates, and Perspectives," Journal of Forensic Economics, 19(1), 2007, pp.29-59.

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Patrick A. Gaughan and Michael L. Brookshire, "Measuring Lost Profits Damages," Chapter 22 of Commercial Damages (New York: Matthew Bender, 2007). Previous chapters published by Brookshire, Gaughan, and Cobb in 1986, 1989, 1992, and 1999.

George A. Barrett and Michael L. Brookshire, "The Forensic Economics of Medical Monitoring Damages In the United States," Developments in Litigation Economics (Oxford: Elsevier, 2005), pp.9-28.

Michael L. Brookshire, Michael R. Luthy and Frank L. Slesnick, "Forensic Economists, Their Methods and Estimates of Forecast Variables: A 2003 Survey Study," Litigation Economics Review, Vol. 6, No.2, Winter 2005, pp. 28-44.

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

"A 2006 Survey of Forensic Economists: Their Methods and their Values of Forecast Variables," paper presented (with Michael Luthy and Frank Slesnick) at the July 1, 2006 meetings of the Western Economic Association International, San Diego.

"Summary of the U.S. Experience with Forensic Economics," paper presented (with Frank Slesnick) at the 3rd Annual International Conference of the National Association of Forensic Economics, May 27-28, 2006, Florence, Italy.

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

"Current Issues of Economic Damages from the Defense Perspective," Presentation at the Ohio Association of Civil Trial Attorneys (OACTA) 2006 Winter Conference, Columbus, Ohio, December 1, 2006.

"Punitive Damages, the Pennsylvania Offset, and the Personal Maintenance Deduction from the Defense Perspective," Presentation to the Pennsylvania Defense Institute (PDI) 38TH Annual Conference, Hershey, Pennsylvania, October, 13, 2006.

Session and Panel Chair, "Establishing the Earnings Base," annual meeting of the Western Economic Association International, July 8, 2005, San Francisco.

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

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

6 Externally funded research grants and contracts you received.

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

8 Community service as defined in the *Greenbook*.

Consultant and expert witness for attorneys and their clients in West Virginia and nationwide. Business Clients include CSX, The Greenbrier, The West Virginia Coal Association, and Chesapeake Energy.

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

Name: Paul V. Hamilton Rank: Asst. Prof. of Economics

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

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

Conferred by: Indiana University

Area of Specialization: Applied Econometrics, International Economics, Macroeconomics/ Money, & Finance
Professional Registration/Licensure _____ N.a. _____ Agency: _____

Years non-teaching experience _____ 2 _____
Years of employment other than Marshall _____ 5 _____
Years of employment at Marshall _____ 2 _____
Years of employment in higher education _____ 7 _____
Years in service at Marshall during this period of review _____ 2 _____

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

Fall 2005

Academic Field	Course Number	Title	Course Enrollment
ECN	253	Principles of Macroeconomics	50
ECN	310	Money & Banking	30

Spring 2006

Academic Field	Course Number	Title	Course Enrollment
ECN	253	Principles of Macroeconomics	37
ECN	310	Money & Banking	20

Summer 2006

Academic Field	Course Number	Title	Course Enrollment
ECN	253	Principles of Macroeconomics	7

Fall 2006

Academic Field	Course Number	Title	Course Enrollment
ECN	253	Principles of Macroeconomics	12
ECN	310	Money & Banking	29
ECN	501	Economic Analysis	22
UNI	101	New Student Seminar	14

Spring 2007

Academic	Course	Course
----------	--------	--------

Field	Number	Title	Enrollment
ECN	253	Principles of Macroeconomics	23
ECN	310	Money & Banking	25

Summer 2007

Academic Field	Course Number	Title	Course Enrollment
ECN	253	Principles of Macroeconomics	11

Fall 2007

Academic Field	Course Number	Title	Course Enrollment
ECN	200	Survey of Economics	39
ECN	253	Principles of Macroeconomics	9
ECN	480	Health Economics	18
ECN	501	Economic Analysis	29
UNI	101	New Student Seminar	17

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

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

2 Activities that have enhanced your teaching and or research.

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

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

Publication other than journal: *Economic Benefits of Improved Perinatal Outcomes in WV*. This was published as a chapter in *The Blueprint to Improve WV Perinatal Health*. Full report available at: http://www.wvhealthykids.org/p_wellness/PW_Downloads/blueprint/Blueprint%20Report.pdf

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

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

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

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

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

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

Southern Economic Association (member).
American Education Finance Association (member).

6 Externally funded research grants and contracts you received.

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

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

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

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

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

8 Community service as defined in the *Greenbook*.

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

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

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

(Minimum type 8 point Arial)

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

Name: Michael A. Newsome Rank: Associate Professor

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

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

Conferred by: University of Kentucky

Area of Specialization: Economics

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience	<u>0</u>
Years of employment other than Marshall	<u>1</u>
Years of employment at Marshall	<u>9</u>
Years of employment in higher education	<u>10</u>
Years in service at Marshall during this period of review	<u>2</u>

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

Year/Semester	Alpha Des. & No.	Title	Enrollment
Summer 2007	ECN 501	Economic Analysis	20
Summer 2007	ECN 630	Managerial Economics	11
Spring 2007	ECN 340	Global Macro Issues	41
Spring 2007	ECN 423	Introduction to Econometrics	16
Spring 2007	ECN 630	Managerial Economics	32
Summer 2006	ECN 501	Economic Analysis	13
Summer 2006	ECN 630	Managerial Economics	17
Summer 2006	ECN 630	Managerial Economics (India)	49
Spring 2006	ECN 340	Global Macro Issues	40
Spring 2006	ECN 423	Introduction to Econometrics	14
Spring 2006	ECN 630	Managerial Economics	29
Fall 2005	ECN 250	Principles of Microeconomics	26
Fall 2005	ECN 501	Economic Analysis	29
Fall 2005	ECN 630	Managerial Economics	28

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

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

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

2 Activities that have enhanced your teaching and or research.

AACSB Assessment Seminar, November 8-9, 2007

Los Angeles, California

13th Annual Economics Teaching Workshop, March 31, 2007

University of Kentucky, Lexington, KY

12th Annual Economics Teaching Workshop, March 25, 2006

University of Kentucky, Lexington, KY

Economics and the Classroom Conference, September 15-16, 2005

Idaho State University, Moran, Wyoming

Economic Teaching Methods Workshop, March 26, 2005

University of Kentucky, Lexington, KY

11th Annual Teaching Economics Conference, April 4, 2003

Bowling Green State University, Bowling Green, OH

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Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755

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

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

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

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

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

with Roger Adkins. Journal of Economics and Finance Education, Vol. 5, No. 2

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

“Measuring Principal’s Values for Environmental Budget Management: An Exploratory Study” May, 2003

with Glenn C. Blomquist and Brad Stone. Journal of Environmental Management, Vol. 68, No. 1

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

International Academy of Business and Economics 2007 Annual Conference, Las Vegas, Nevada, October, 2007

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

ZhengZhou HeNan Marshall Collaborative Program, June 12, 2007

“Teaching in Different Cultures: Experiences of a Traveling Professor”.

Delhi Institute of Advanced Studies Business Symposium, Delhi, India, May 27, 2006

“Survey Technique and Its Use in Developing a Strategic Management Plan at Marshall University”.

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

with Loren Wenzel, “Trust in the Global Marketplace: the Importance of Transparency in Financial Statements”

Economics and the Classroom Conference, Moran, Wyoming, September 15, 2005

with Roger Adkins, “Does External Program Review Move Beyond Chalk and Talk?”

Midwest Economics Association, Milwaukee, WI. March 12, 2005

with Roger Adkins. “Explaining Choice of Teaching Techniques and Learning Activities in Principles Courses”

Kentucky Economic Association, Lexington, KY. October 15, 2004

“Are We Still Using Chalk and Talk: A Survey of Teaching Methods and Principles”

Midwest Economics Association, Chicago, IL. March 20, 2004

“Variation in Economic Education by Institution, Instructor and Course Level”

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

with Roger Adkins. “The State of Economic Education: Where it Stands Today”

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

with Roger Adkins, John Jones, and Tom Watkins. Panel Participant. “Economics Education: Curriculum and Majors”

Midwest Economics Association, Chicago, IL. March 15, 2002

with Roger Adkins and Al Wilkins. “The ‘Senior Experience’ of Economics Majors Among Colleges and Universities”

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

6 Externally funded research grants and contracts you received.

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

8 Community service as defined in the *Greenbook*.

Date Created: March 6, 2002; Date Revised: November 28, 2007

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(Minimum type 8 point Arial)

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

Name: Harlan M. Smith II Rank: Professor

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

Highest Degree Earned: Ph.D. Date Degree Received: 12/89

Conferred by: Yale University

Area of Specialization: Economics

Professional Registration/Licensure N/A Agency:

Years non-teaching experience --
Years of employment other than Marshall 3
Years of employment at Marshall 16
Years of employment in higher education 19
Years in service at Marshall during this period of review 5

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

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2005	ECN 253-102	Principles of Macroeconomics	50
Fall 2005	ECN 460-I,W	Economics of Developing Countries: <i>International; Writing Intensive</i>	24
Spring 2006	ECN 253-203	Principles of Macroeconomics	38
Spring 2006	ECN 326-201	Intermediate Macroeconomic Analysis	32
Fall 2006	ECN 253--101 & 102	Principles of Macroeconomics	26; 35
Fall 2006	ECN 460-I,W	Economics of Developing Countries: <i>International; Writing Intensive</i>	24
Spring 2007	ECN 253-203	Principles of Macroeconomics	41
Spring 2007	ECN 326--201 & 202	Intermediate Macroeconomic Analysis	26; 27

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

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

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

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

3 Discipline-related books/papers published (provide a full citation).
1. "Perceptions of the Characteristics of Good, Bad, and Ordinary Workers on the Job: The Influence of Work Experience and Culture," *DAIS Technology Review-The International Journal for Business and IT*, Vol. 2, No. 2 (October 2005-March 2006). Co-authored with Chong W. Kim and Andrew Sikula, Sr.
2. "Evaluating the Written Work of Others: One Way Economics Students Can Learn to Write," *Journal of Economic Education*, Vol. 36, No. 1 (Winter 2005). Co-authored with two former students: A. Broughton and J. Copley
3. "The Economics of Corruption in Developing Countries," *Coastal Business Journal*, Vol. 1., No. 1 (2002). Co-authored with Roger Adkins and Chandra Akkihal.

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

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- Teaching Economics: Instruction and Classroom-Based Research, Robert Morris University, Pittsburgh, PA, February 2005.
2. "What Place for Fiscal Policy in Today's Undergraduate Economics Curriculum? A Student-Faculty Panel Presentation," Proceedings of the 14th Annual Conference on Teaching Economics: Instruction and Classroom-Based Research, Robert Morris University, Pittsburgh, PA, February 2003. Co-presented with two students: J. Carpenter and S. Ratcliff.
- Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
1. Attendance at the 2nd Annual *Assessment Conference*, University of Charleston, Charleston WV, June 6-7, 2005.
 2. Attendance at the 16th Annual *Conference on Teaching Economics: Instruction and Classroom-Based Research*, Robert Morris University, Pittsburgh, PA, February 2005.
 3. Recertified as an MU *Writing Across the Curriculum (WAC) Instructor*: 2003-04
 4. Attendance at the 14th Annual *Conference on Teaching Economics: Instruction and Classroom-Based Research*, Robert Morris University, Pittsburgh, PA, February 2003.
 5. Member, *Beta Gamma Sigma*, 2001 – Present
*Official Academic Honor Society for all AACSB- accredited Business Schools
 6. President, MU Chapter of *Beta Gamma Sigma*, 2002 – 2006
 7. Professional Organization Memberships
 - a) American Economic Association
 - b) African Studies Association
 - c) West African Research Association
 - d) Ghana Studies Council
- 6 Externally funded research grants and contracts you received. N/A
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
1. Who's Who Among America's Teachers: 7th edition (2002); 9th edition (2004/5); 10th edition (2005/6); 11th edition (2006/7).
 2. Recipient, *LCOB Outstanding Service Award*, 2005/6.
 3. Recipient, *LCOB Outstanding & Innovative Teaching Award*, 2003/4.
 4. Recipient, *MU Merit Award*, 2002.
 5. Member of the Editorial Board, *Journal of Sustainable Development in Africa*, 1998 – Present.
- 8 Community service as defined in the *Greenbook*.
1. Member, Enslow Park Presbyterian Church *Witness & Service Committee*, January 2003 – Present
*Charged with distribution of the church's monetary contributions to community & civic organizations
 2. Member, Enslow Park Presbyterian Church *Stewardship Committee*, January 2003 – Present
*Charged with organizing and managing the annual Church Pledge (Fund-Raising) Drive
 3. Chair, Enslow Park Presbyterian Church *Stewardship Committee*, 2005
 4. Member, Enslow Park Presbyterian Church *Board of Elders*, 2003-2005
- 9 Service to the University
1. Member, *Carter G. Woodson Faculty Initiative Selection Review Committee*, 2007
*At-large member, appointed by the President of the Faculty Senate
 2. Member, MU *Harmony Institute Advisory Committee*, Summer 2005 – Present
*Co-Chair: Summer 2005-Summer 2006
*Appointed by Dr. Betty Cleckley, MU VP for Multicultural Affairs
 3. Member, MU *Commission on Multiculturalism*, 1994 – Present
 4. Member, University Planning Committee for *The Huntington and Marshall Community Remembers: Brown v. Board of Education*, Summer and Fall of 2004
*Responsible for creating, organizing, and implementing the LCOB contribution to the university-wide celebration of the 50th anniversary of this landmark US Supreme Court decision.
*Program Dates: September 13-17, 2004
 5. Member, MU *Honors Council*, 1997 – Spring 2003
 6. Member, *SCORES Steering Committee*, 2002/3
 7. Chair of the Organizing Committee for the MU *Colloquium on Ethnic Studies in the University Curriculum*
*Program Dates: November 14-15, 2002
*Reference: Dr. Betty Cleckley, MU VP for Multicultural Affairs
- 10 Service to the Lewis College of Business
1. Chair, *LCOB Assessment/Assurance of Learning Committee*, Summer 2004 – Spring 2007
*3 hours of Release Time granted for this work: Spring 2005, Fall 2005, Spring 2006
 2. Member, *LCOB Accreditation Maintenance Committee*, Fall 2003 – Spring 2007
 3. Member, *LCOB Business and Community Advisory Board*, Fall 2001 – Spring 2007
 4. Member, *LCOB Strategic Management Planning Task Force*, 2005/6 & Spring 2007

Date Created: March 6, 2002; Date Revised: November 7, 2007

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Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755

(Minimum type 8 point Arial)

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

Name: Allen J. Wilkins Rank: Associate Professor

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

Highest Degree Earned: Ph.D Date Degree Received: 1984

Conferred by: University of Wisconsin-Madison

Area of Specialization: Economics (International)

Professional Registration/Licensure _____ Agency: _____

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

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

Year/Semester	Alpha Des. & No.	Title	Enrollment
2007/Fall	ECN250	Principles of Microeconomics	45
2007/Fall	ECN340	Global Macro Issues	48
2007/Fall	ECN340	Global Macro Issues	46
2007/Fall	ECN466	Economics Workshop I	19
2007/Summer D	ECN250	Principles of Microeconomics	
2007/Summer D	ECN340	Global Macro Issues	21
2007/Spring	ECN250	Principles of Microeconomics	31
2007/Spring	ECN250	Principles of Microeconomics	35
2007/Spring	ECN340	Global Macro Issues	37
2007/Spring	ECN340	Global Macro Issues	22
2006/Fall	ECN340	Global Macro Issues	35
2006/Fall	ECN340	Global Macro Issues	36
2006/Fall	ECN340	Global Macro Issues	35
2006/Fall	ECN466	Economics Workshop I	11
2006/Spring	ECN250	Principles of Microeconomics	36
2006/Spring	ECN250	Principles of Microeconomics	38
2006/Spring	ECN340	Global Macro Issues	39
2006/Spring	ECN340	Global Macro Issues	31

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

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

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

2 Activities that have enhanced your teaching and or research.

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

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

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

6 Externally funded research grants and contracts you received.

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

8 Community service as defined in the *Greenbook*.

Date Created: March 6, 2002

Faculty Data Report-2007.wpd

Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755

Date Created: March 6, 2002; Date Revised: November 28, 2007

Faculty Data Report-2007.wpd

Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755

Appendix III Off-Campus Classes Economics

(Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus.) Please include the courses offered in the past 2 years.

Year	Location	Courses Offered	Enrollment
Spring 2005	Pt. Pleasant	Ecn 253 – Principles Macroeconomics	14
	Hurricane	Ecn 253 – Principles Macroeconomics	5
Fall 2005	Pt. Pleasant	Ecn 250 – Principles Microeconomics	25
	Teays Valley	Ecn 250 – Principles Microeconomics	10
Spring 2006	Pt Pleasant	Ecn 253 – Principles Macroeconomics	14
	Pt. Pleasant	Ecn 253 – Principles Macroeconomics	11
Fall 2006	Pt Pleasant	Ecn 250 – Principles Microeconomics	21
	Teays Valley	Ecn 250 – Principles Microeconomics	28

Date Created: March 6, 2002; Date Revised: October 30, 2007

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**Appendix IV
Service Courses
Economics**

Course Number	Course Name	Year 1 2002-2003			Year 2 2003-2004			Year 3 2004-2005			Year 4 2005-2006			Year 5 2006-2007		
		Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
200	Survey of Economics		98	70		183	160		138	159		144	127		144	124

Appendix V Program Course Enrollment Economics

Course Number	Course Name	Required/ Elective	Year 1 2002-2003			Year 2 2003-2004			Year 3 2004-2005			Year 4 2005-2006			Year 5 2006-2007		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
100	Curr Econ Prob & Controv	E		86	106												
200	Survey of Economics	E		98	70		183	160		138	159		144	127		111	124
250	Principles Microeconomics	R	44	368	371	41	367	342	71	362	383	66	354	308	54	268	240
253	Principles macroeconomics	R	20	216	224	30	222	228	30	225	239	19	200	182	23	190	204
310	Money and banking	E		25			29	22		31	19		62	21		35	29
326	Int Micro Analysis	R			61			62			34			33			89
328	Int Microeconomic Analys	R		20			32			23			21			22	
332	American Capitalism	E		18			25										
340	Global Macro Issues	E	39	109	149		93	170	32	101	189	20	91	154	21	172	167
342	Econ Development US	E		4	11			12			26			23		18	30
405	Environmental Economics	E		5													
408	Comparative Econ Systems	E		37			71			26	16		20			25	
415	Regional Economics	E			18												
420	International Trade	E			50		34	38		39	27		29	18		32	31

Date Created: March 6, 2002; Revised: 10/30/2007

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Appendix V
Program Course Enrollment
Economics

Course Number	Course Name	Required/ Elective	Year 1 2002-2003			Year 2 2003-2004			Year 3 2004-2005			Year 4 2005-2006			Year 5 2006-2007		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
423	Intro to Econometrics	R			14			15			16			15			18
440	History of Economic Thought	E		17			23			12							
456	Labor Economics	E															
460	Econ of Dev Countries	E		24			24			24			24			24	
466	Economics Workshop I	R		12			19			17			16			11	
467	Economics Workshop II	R			13			23			14			16			10
480	SpTp: Poverty/Public Poli	E			8								13				9
485	Independent Study	E	1		5	1		2		2	2		1	1			
490	Internship	E	1			1					1		1				
501	Economic Analysis	R	27	39	28	18	30	23	16	27	30	16	29	30	15	35	28
561	Econ Educ Workshop	E	10			24			17								
562	Econ Educ Workshop II	E				26			24								
620	US & the Global Economy	E	8		8			5									

Date Created: March 6, 2002; Revised: 10/30/2007

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Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755

Appendix V Program Course Enrollment Economics

Course Number	Course Name	Required/ Elective	Year 1 2002-2003			Year 2 2003-2004			Year 3 2004-2005			Year 4 2005-2006			Year 5 2006-2007		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
630	Managerial Economics	R		31	31	20	40	20	53	24	11	10	28	29	66	16	31
650	SpTp:Energy Sector Mgt	E			13			3						1			3
651	SpTp:Transportation Econo	E				2											
660	Independent Study	E	1	2	1	1											

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

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

Date Created: March 6, 2002; Revised: 10/30/2007

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Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755

Appendix VI Program Enrollment Economics

Students	Year 1 2002-2003	Year 2 2003-2004	Year 3 2004-2005	Year 4 2005-2006	Year 5 2006-2007
New Students Admitted					
Principal Majors Enrolled Area of Emphasis 1:	47	53	48	38	32
Principal Majors Enrolled Area of Emphasis 2:					
Principal Majors Enrolled Area of Emphasis 3:					
Principal Majors Enrolled Area of Emphasis, etc.					
Second Majors Enrolled*	7	7	2	0	1
Third Majors Enrolled:**					
Other Areas of Emphasis (i.e., education specialization majors)					
Minors***					
Grand Total of Students Enrolled in the Program	47	53	48	38	32
Graduates of the program					

*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.

Date Created: March 6, 2002; Revised: 10/30/2007

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Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755



January 12, 2007

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

Dear Dean Uselding:

It is my pleasure to inform you that the peer review team recommendation to extend maintenance of accreditation for the undergraduate and master's degree programs in business¹ offered by Marshall University is concurred with by the Maintenance of Accreditation Committee and ratified by the Board of Directors. Congratulations to you, President Kopp, Provost Denman, the faculty, the students, the staff, and all supporters of the business programs at Marshall University.

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

1. The faculty is high quality, energetic, and collegial. As a whole, a high percentage of faculty are full-time, participating, academically qualified, and research active.
2. The new dean has greatly improved funding available for faculty development.
3. The College has an excellent undergraduate advising system.
4. The College launched the Resource Office for Innovation and Entrepreneurship (ROIE). This is an interdisciplinary program for encouraging new ventures and providing incentive to a business plan competition supported by the Tri-State business community.
5. The College developed an executive program utilizing young professionals from the region to serve as role models/mentors to enhance the overall student learning environment and career opportunities.

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

¹ See Attachment A: Scope of Accreditation

1. The revised assurance of learning plan has been well developed. The school must show continuous implementation in conformance with the plan in each of its annual maintenance reports.
2. The source and amount of funds needed to continually implement the strategic plan should be highlighted in each annual maintenance report. Particular attention should be paid to all academic and other non-state-funded initiatives proposed in the current strategic plan.

Marshall University has achieved accreditation for six additional years. The next on-site maintenance review occurs in the fifth year, 2011-12. A timeline specific to your visit year is attached². Please refer to the [Maintenance of Accreditation Handbook](#) for more information regarding the processes for maintenance of accreditation. The handbook is evolving and will be updated frequently to provide the most current process improvements. Please monitor the website to make certain that you have the most current version.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Arthur Kraft". The signature is fluid and cursive, with the first name "Arthur" written in a larger, more prominent script than the last name "Kraft".

Arthur Kraft, Chair
Board of Directors

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

² See Attachment B: Timeline

SCOPE OF ACCREDITATION
Maintenance of Accreditation December 2006

Name of Institution: Marshall University

Name of Business Academic Unit: Lewis College of Business

List of Degree Programs Reviewed:

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

*Also includes the BBA in International Economics

**Also includes the BBA in Healthcare Management

***Includes the India MBA and EMBA

MAINTENANCE OF ACCREDITATION TIMELINE - Visit 2011-2012

<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>
<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan
<ul style="list-style-type: none"> Prepare Annual Maintenance Report for prior academic year 	<ul style="list-style-type: none"> Prepare Annual Maintenance Report for prior academic year 	<ul style="list-style-type: none"> Prepare Annual Maintenance Report for prior academic year 	<ul style="list-style-type: none"> Prepare Annual Maintenance Report for prior academic year 	<ul style="list-style-type: none"> Prepare Annual Maintenance Report for prior academic year
<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year
		<ul style="list-style-type: none"> July 1 - Submit Maintenance Review Application with signed cover letter requesting maintenance review and preferred visit dates. 	<ul style="list-style-type: none"> Accreditation Coordinating Committee rules on exclusions and the scope of the accreditation visit 	<ul style="list-style-type: none"> Submit Fifth Year Maintenance Report and the five year collection of Annual Maintenance Reports
		<ul style="list-style-type: none"> Submit List of Degree Programs including Catalogs 	<ul style="list-style-type: none"> Work with AACSB to select Peer Review Team from peer and aspirant groups 	<ul style="list-style-type: none"> Submit Policies for Faculty Management, including Non-Tenure Track Faculty
		<ul style="list-style-type: none"> Submit request for exclusion of degree programs including justification for the request 	<ul style="list-style-type: none"> Work with AACSB to set the visit date 	<ul style="list-style-type: none"> Submit Executive Summary including effective practices
		<ul style="list-style-type: none"> Submit List of Comparison Groups (Peer, Competitive, and Aspirant) <p><i>Previous four items to be submitted together.</i></p>		<ul style="list-style-type: none"> Accreditation Statistical Reports will be distributed to applicant and team members by AACSB
				<ul style="list-style-type: none"> Work with Peer Review Team to prepare the Visit Schedule
				<ul style="list-style-type: none"> Peer Review Team Visit

Lewis College of Business
Proposed BBA Degree in International Business
2008-2009
(Edited: 10/22/07)

I. Required IB major courses: (15 hours)

- ECN 340 Global Macroeconomics Issues
- MKT 371 International Marketing
- ECN 420 International Trade (or ECN 460 Economics of Developing Countries)
- FIN 440 International Financial Management
- FIN 475C International Business Strategies & Processes

II. Elective IB major courses: (6 hours)

- 6 hours must be any 300/400 international studies course, designated International in the Schedule of Courses

III. IB experiential education requirement: (3 hours)

Student may select from the following options:

- Approved study abroad program
- Faculty-led study/travel course
- International business internship

IV. Foreign language requirement: (0-9 hours)

Student may select from the following options:

- Pass a language proficiency test given by the modern language department
- TOEFL minimum acceptable score of 500 (applies to foreign students only)
- 9 hours must be selected from 3 sequence courses in a foreign language

Assessment Summary Chart (2005-2006) Marshall University

Assessment of Student Outcomes: Component/Course/Program Level

Component Area/Program/Discipline: Bachelor of Business Administration (BBA) in Economics

Component / Course / Program Level					
Learning Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
Changed a required to an elective course	Economics Chair and Faculty	Survey of peer universities	AACSB curriculum standards	Changed a required course to an elective course	Changed ECN 440: History of Economic Thought from a required to elective course
Maintain AACSB Accreditation	LCOB Dean	AACSB Five Year Maintenance Report	AACSB published standards	In compliance	Ongoing monitoring
Core Knowledge in Business Economics	Economics Chair and Faculty	ENC 250/253 Principles of Economics	The LCOB UG Committee reviews course notebooks to ensure students are receiving the core material considered appropriate by the national accrediting body, AACSB	Using various testing procedures students learned concepts taught in principles of economics	Will continue to increase the rigor of our economics course offerings
Global and Ethical Perspectives in Business Economics	Economics Chair and Faculty	ECN 340 Global Macroeconomics; ECN 408 Comparative Economics; ECN 420 International Trade	In ECN 340/408/420, faculty evaluate student competency based on performance compared relative to previous student groups	Using various testing procedures students learned concepts taught in international economics	Will continue to increase the rigor of our global economics offerings
Reasoning and Critical Thinking through the Integration of Core Business Economics Knowledge	Economics Chair and Faculty	Required and Elective Economics Courses	In all courses including ECN 466/467, faculty evaluate student competency based on performance compared to previous student groups	Discovered students want more options with regard to electives and would even prefer economics tracks	Will continue to monitor and evaluate all our economics course offerings
Perform Independent Research and Analysis in Economics	Economics Chair and Faculty	ECN 480 Independent Study Course in Economics	In ECN 480, faculty evaluated student competency in independent research	Students made good progress in doing independent research projects	Develop new topics for students interested in independent economic research
Written, Oral and Technological Communication Skill in the Business Economics Environment	Economics Faculty	- Survey of Graduating Students in capstone course, ECN 466/467 - Exit Survey of Economics Students	Survey Graduating Economics majors to elicit students' perspectives on the value of the program curriculum, instructors, & administration	Statistical analysis of graduates is used to compare economics against overall GPA performance	Will continue to monitor and evaluate all our economics course offerings

Additional resources	Dean, Chair and Faculty	Survey of peer universities	AACSB Annual Salary Survey	Economics faculty pay is below national market	Additional resources
Faculty international experience	Economics Faculty	Travel to Bangalore	Live interactive students	Student satisfaction survey	Two faculty were sent to Bangalore