

# **WSU Five-Year Program Review Self-Study**

Department/Program: ECONOMICS

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## A. Brief Introductory Statement

The economics department is located within the Goddard School of Business and Economics (GSBE) which is accredited by AACSB International, The Association to Advance Collegiate Schools of Business. Apart from contributing to undergraduate and graduate business programs and offering a business economics degree, the department is also focused on economics as a social science, offering several major programs and general education courses in this area.

The economics department is comprised of faculty members who excel in scholarship and instruction and who take pride in supporting the governance of the college and the university. Uniformly, economics faculty are actively engaged in scholarship, on average significantly exceeding the college-wide AACSB accreditation requirements for scholarship and intellectual contributions. In terms of instruction, the economics faculty has maintained a focus on high impact learning while at the same time increasing major numbers through initiation of 2+2 programs with international partner universities since 2009. Under this program, international students transfer to Weber State after two years of study at their home university. Administering the 2+2 program in international economics has been labor intensive because of administrative, institutional challenges and because of increased complexity of student backgrounds, but ultimately successful in graduating students within the planned time frame. All economics faculty have been involved in service activities on the department, college or university level. Several senior economics faculty play an important role in college governance.

## B. Mission Statement

The department of economics supports the mission of the Goddard School of Business and Economics (GSBE):

*The John B. Goddard School of Business & Economics provides quality undergraduate and graduate education for developing professionals and career-oriented students. Degree programs are grounded in the University's liberal arts tradition and focused on synthesis of theory across disciplines, the application of theory to practice, and the enhancement of professional skills. While we are primarily a regional institution, we seek to prepare our students to succeed in the global economy.*

*Three principles are central to our mission.*

**Learning:** *We champion continuous learning through excellent teaching, close student-faculty interaction, small class sizes, assurance of learning processes, and faculty scholarship designed to improve effective teaching.*

**Research:** *Our portfolio of faculty intellectual contributions is diverse including application of theory to practice, advancement within and across disciplines, and utilization of research outcomes to further learning.*

**Community:** *We enhance our community through the dissemination of best practices, the provision of economic information and analysis, the engagement in professional*

*organizations and societies, and the creation of strategic relationships which expand life-long learning opportunities for our stakeholders.*

**Departmental Mission:**

The Department of Economics is made up of a community of scholars who are committed to providing students the opportunity to gain both theoretical and practical knowledge to analyze problems, think strategically, and lead effectively. Students are given the opportunity to develop the skills of decision making, creativity, and independent scholarship.

The departmental mission supplements the college mission by emphasizing the complementary nature of teaching and scholarship which has shaped the departmental culture and has resulted in comparatively high scholarly productivity relative to other departments within the college and the university. This mission also shapes the departmental values with respect to teaching, providing all economics majors with a high impact learning experience.

### C. Curriculum

The area of instruction within the economics department covers four areas: 1) University general education courses, 2) Foundations courses for all business and economics majors 3) Departmental major courses and 4) Support of the MBA program.

The tables below show the number of students per course, based on third week enrollment numbers as gathered by the department.

#### 1. University General Education Courses – Social Science Breadth Area and American Institutions Core Area

	F 08	Sp 09	Su 09	F 09	Sp 10	Su 10	F 10	Sp 11	Su 11	F 11	Sp 12	Su 12*
ECON SS1010	144	126	22	136	165	22	145	150	47	190	170	0
ECON AI1740	70	61	0	132	73	0	145	80	0	132	103	0
ECON SS1100	8	0	0	0	0	0	0	0	0	8	0	0
ECON SS2010	273	278	68	317	223	65	257	268	61	308	244	98
ECON SS2020	136	157	62	169	183	67	141	153	54	153	219	0
<b>Total</b>	<b>631</b>	<b>622</b>	<b>152</b>	<b>754</b>	<b>644</b>	<b>154</b>	<b>688</b>	<b>651</b>	<b>162</b>	<b>791</b>	<b>736</b>	<b>98</b>

#### 2. Foundations Courses and Courses taken by All Business and Economics Majors

	F 08	Sp 09	Su 09	F 09	Sp 10	Su 10	F 10	Sp 11	Su 11	F 11	Sp 12	Su 12*
ECON 2010	273	278	68	317	223	65	257	268	61	308	244	98
ECON 2020	136	157	62	169	183	67	141	153	54	153	219	0
QUAN 2400	128	141	45	120	170	36	125	109	43	124	138	45
QUAN 2600	174	175	89	222	240	88	214	217	61	204	191	44
QUAN 3610	127	128	76	195	162	71	211	192	62	221	157	50
<b>Total</b>	<b>838</b>	<b>879</b>	<b>340</b>	<b>1023</b>	<b>978</b>	<b>327</b>	<b>948</b>	<b>939</b>	<b>281</b>	<b>1010</b>	<b>949</b>	<b>237</b>

#### 3. Departmental Major Courses

Economics majors can choose among a number of emphasis areas. The Business Economics curriculum is structured like all business degree programs within the GSBE. Students complete business foundations and the cross-functional core courses exposing them to all areas of business before focusing on major required and elective courses. Among the social science economics majors, students may choose a minor (general economics), additional coursework in legal studies (economics with a legal studies emphasis), international social science courses (international economics) and mathematics (quantitative economics). Appendix D contains the detailed program for all of these majors.

	F 08	Sp 09	Su 09	F 09	Sp 10	Su 10	F 10	Sp 11	Su 11	F 11	Sp 12	Su 12*
ECON3000+	63	39	0	55	101	1	126	147	5	185	182	1

This table shows the number of students for all upper level economics courses, based on third week enrollment numbers as gathered by the department. A noticeable increase in enrollments occurred between fall 2009 and spring 2010 when the first students from Shanghai Normal University started to take upper-level economics courses as part of the 2+2 program in international economics. More recently, the department has added additional students from Woongji Tax and Accounting College in South Korea.

Graduates in all emphasis areas of economics are required to take ECON 4980 Research Methods. Students are required to ‘Doing Economics’ by coming up with a research questions, conduct a literature search, devise a method to answer their research question, discuss their results and present the entire project to a group of students and professors. In the most recent academic year, 43 students graduated, all having successfully completed this highly individualized class.

#### 4. MBA Courses taught by economics department faculty

	F 08	Sp 09	Su 09	F 09	Sp 10	Su 10	F 10	Sp 11	Su 11	F 11	Sp 12	Su 12
6040	18				24			33			21	17
6410	34	48		32	23		36	29		33	38	
6420			3						7			
6720					7			3			11	
6050	17			21			23			21		
6051		20		21			28			20		

A constant (or temporarily decreased because of budget cuts) number of full-time faculty continue to support increased enrollments in general education courses, business foundations courses, departmental major courses and MBA courses. This is achieved mostly through larger class sizes and faculty overload teaching (especially MBA courses that are not counted in the institutional research data in Appendix A), and to a lesser degree through increased adjunct teaching. AACSB accreditation requirements limit the economics department in the number of course sections taught by adjunct faculty to no more than 25%. In the last years, the department was constrained by this ratio, limiting popular class offerings in the summer, for example. A further constraint on offering adjunct taught classes is posed by the Continuing Education (CE) funding model. This funding model is not well understood and seems to be changing. While CE seems to have a departmental budget for adjunct teaching, this budget is not clearly communicated. At times this budget seems to be a hard budget whereas during other semesters the budget seems to be soft. Unfortunately, during the current academic year, when the economics department has to absorb three VSIP retirements while at the same time

maintaining accreditation mandated adjunct teaching ratios, CE suggested capping classes to stay within a hard budget or to make a departmental decision to reduce adjunct pay. This suggests insufficient planning for a central administration initiated VSIP program and adjunct and overload pay model. Departments should not be asked to take back compensation decisions that were made at the faculty senate level. Budgets should be more clearly communicated before courses are scheduled and students have registered.

## **C2. Curriculum Map**

Core Courses in Department/Program	Department/Program Learning Outcomes							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	AI Gen Ed	SS Gen Ed	
QUAN 2600 Business Statistics I		I						
QUAN 3610 Business Statistics II	E	E						
ECON SS1010 Economics as a Social Science							I,E, A	
ECON AI 1740 Economic History of the United States						I, E, A		
ECON 2899 Economics Foundations and Admissions Assessment		A	A	A				
ECON 2010 Principles of Microeconomics			I		I			
ECON 2020 Principles of Macroeconomics				I				
ECON 3110/3120 International Trade and Intl. Finance			U	U	E			
ECON 4010 Intermediate Microeconomic Theory			E					
ECON 4020 Intermediate Macroeconomic Theory				E				
ECON 4980 Research Methods	E, A	E, A	A, U	A, U	A, U			

*Note<sup>a</sup>*: I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively;

## **C3. Curriculum Changes**

- The economics department incorporates a new zero credit course ECON 2899 or BSAD 2899 Economics Foundations and Admission Assessment as a pre-requisite for ECON 4010 Intermediate Microeconomics and ECON 4020 Intermediate Macroeconomics. This

course checks whether GPA requirements for foundations courses are met and students are required to write an GSBE admissions essay and to complete an assessment test related to foundation courses.

- Department faculty were instrumental in proposing new MBA courses in the area of sustainability. These courses comprise a new emphasis area in the MBA program.
- During the academic year 2008-09, changes in the economics minor program were approved by the faculty senate. Changes in the economics minor program are based on the learning objective to provide students with a broad and well-rounded understanding of economic behavior and economic aspects of society. To achieve this objective the new program deemphasizes course work in quantitative methods and increases course work in microeconomics, macroeconomics and economic subject fields.
- Pre-requisites for QUAN 3610 Business Statistics, a course required by all GSBE majors, have been reduced. Pre-requisites on QUAN 3610 have been inconsistent with the program of study for general economics majors. Specifically QUAN 3610 required ACCT 2010 and IST 2010 which are not part of the program of study in general economics. This inconsistency has been removed based on input from all QUAN 3610 instructors.
- Change in course fee structure: Based on the high rate of failing course grades in the business statistics courses, the economics department implemented a course fee of \$15 for both statistics classes in order to equip and staff a dedicated computer lab where students could work on assignments with the help of a tutor. During the last academic year, the course fee was restructured to include QUAN 2400 Business Calculus. Students are now assessed a course fee of \$10 for all three quantitative methods courses required by the GSBE. This change is revenue neutral for students (if they pass all courses the first time), but gives wider access to the computer lab.
- The department has developed an online version for ECON 2010 Principles of Microeconomics. This class is extremely popular with high waitlist numbers.
- In order to provide a wider array of social science elective courses for the increased number of international economics majors, the structure of elective courses for this major has been changed and the number of electives provided by the College of Social and Behavioral Sciences expanded to reflect current course offerings.

## D. Student Learning Outcomes and Assessment

### D1. Measureable Learning Outcomes - Departmental

At the end of their study at WSU,

1. Economics majors will be numerically literate, and possess strong written and oral communication skills.
2. All Economics majors should be able to use statistical methods for problem solving (e.g., hypothesis testing, regression analysis).
3. All Economics majors should be able to use the concepts of supply and demand to analyze current economic issues.
4. All Economics majors should be able to use the aggregate demand/aggregate supply framework.
5. All Economics majors should be able to identify the benefits and costs of a global economy

<b>Learning Outcome</b>	1. <b>Economics majors will be numerically literate, and possess strong written and oral communication skills.</b> <u>Objective A.</u> Demonstrate good research writing skills. <u>Objective B.</u> Prepare, present and communicate effectively a research oral report.			
<b>Standard</b>	<b>Objective A</b> Competency: Score of at least 3/6 on the writing rubric (A). <b>Objective B</b> Score above 70% for the oral presentation grade.			
<b>Methods of Measure</b>	<b>Objective A:</b> Research Project ECON 4980 – Overall Writing evaluation in grading rubric <b>Objective B:</b> Research presentation Econ 4980			
<b>Objective A. Demonstrate good research writing skills.</b>				
	<b>Assurance of Learning Cycle</b>	<b>Data Collection</b>	<b>Interpretation of results</b>	<b>Closing the Loop</b>
<b>Cycle 1</b>	Fall 2008- Sp 2009	Fall 2008 (N=16)	Pass rate= 81.25%	Students continue to struggle completing the class in a timely fashion. Indirect assessment tools, such the economics graduate survey indicate that students would like more guidance in interpreting result.
<b>Cycle 2</b>	Fall 2009- Sp 2010	Fall 2009 (N=9)	Pass rate= 77.77%	The economics department will start to directly measure learning outcomes by applying a grading rubric to the final research paper and the oral presentation in order to better pinpoint specific areas where students struggle
<b>Cycle 3</b>	Fall 2010-Sp 2011	Fall 2010 (N=8)	Pass rate = 87.5%  At least competent=100% of all students who passed or 87.5% of all students enrolled. Total score <b>5/6</b> .	Starting fall 2010, ECON 4980 instructors applied a grading rubric to determine <i>competency levels</i> for various elements pertaining to learning outcomes 1 and 2. Fall 2010 student were a strong cohort of motivated students with high competency levels. A one-credit course ECON 4800 was offered in preparation for ECON 4980 during fall 2010 – in anticipation of a new group of international students.

		Spring 2011 (N=25)	<p>Number of enrollment increased significantly from the previous semester due to students from the 2+2 program.</p> <p>Pass rate = 85%</p> <p>At least competent=85%. Total score:<b>3.45/6</b></p>	<p>Despite a preparatory ECON 4800 course, students performed worse as measured by the overall rubric grade. Compared to Fall 2010, the quality of writing score only showed 35% of all students competent. A second area of weakness was the discussion/conclusion section where only 69% of students achieved competency. This data is partly a reflection of students for whom English is a second language. Students should be able to practice language skills and interpretation of statistical results before getting to research methods.</p>
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<b>Cycle 4</b>	Fall 2011- Sp 2012	Fall 2011 (N=5)	<p>Pass rate = 80%</p> <p>At least competent = 80% Score: <b>3.39/6</b></p> <p><b>Pre and Post results given offering of 4800:</b></p> <p>81.8% success rate to over 87% with Econ 4800.</p>	<p>Assessment findings were communicated to all economics faculty as well as all adjunct QUAN 2600/3610 instructors during a meeting early Fall 2011. QUAN 3610 instructors were encouraged to assign projects that require written analysis. QUAN 2600 instructors were encouraged to cover more material in order to give QUAN 3610 instructors more time for writing and analysis in applying multiple regression.</p> <p>Continue to offer ECON 4800 and think about developing a formal pre-req for ECON 4980.</p> <p>Targeted student advising moved to encourage taking the one-credit ECON 4800 course (i.e. all econ majors receive e-mail from dept. chair before registration.)</p>
		Spring 2012 (N= 32)	<p>Pass rate = 88%</p> <p>At least competent =81.25%</p> <p>Score 3.6/6</p>	<p>Continue to use grading rubric.</p> <p>Continue to use advising an opportunity to encourage taking of ECON 4800.</p> <p>Continue to offer ECON 4800</p>
<b>Next Step:</b> Continue to use a grading rubric to directly measure performance in specific traits pertaining to learning outcome 1. Also continue to offer ECON 4800.				

<b>Objective B. Prepare, present and communicate effectively a research oral report.</b>				
	<b>Assurance of Learning Cycle</b>	<b>Data Collection</b>	<b>Interpretation of results</b>	<b>Closing the Loop</b>
<b>Cycle 1</b>	Fall 2010 - Spring 2011	<p>Spring 2011 Graded oral present. in ECON 4980</p> <p>Avg. grade:78.67%</p> <p>19/25=76% of all students competent</p>	<p>This data gathering cycle establishes a baseline for further evaluation.</p> <p>Note: Over the history of this course, faculty have actively attended student presentations.</p>	<p>All sections of 4980 need to use an oral presentation rubric for grading. Encourage junior economics majors who will have to enroll in ECON 4980 during the next semester to attend the oral presentations and to critically evaluate the presentations. This will be part of all ECON 4800 classes taught.</p> <p>Instructors have developed understanding of expectations and standards for oral presentations. Fall 2012, instructors will use a rubric (in development) based on these expectations. The rubric will assess the following traits:</p>

			Faculty have seen improvements in presentations and as such have a baseline understanding of expectations.	<ol style="list-style-type: none"> <li>1. Style (i.e., professional, research format, did not read from cards -- spoke to the audience)</li> <li>2. Voice (i.e., spoke clearly and loudly and with confidence)</li> <li>3. Slides (i.e., clear, focused, clean, appropriate amount of information, etc.)</li> <li>4. Ability and knowledge to answer questions</li> </ol>
<b>Next Steps:</b> Develop rubric to assess oral communication.				

<b>Learning Outcome</b>	2. <b>All Economics majors should be able to use statistical methods for problem solving (e.g., hypothesis testing, regression analysis).</b>			
<b>Standard</b>	Competency: Score of at least 3/6 on the writing rubric			
<b>Methods of Measure</b>	Research Project ECON 4980 Overall Methods evaluation in grading rubric			
<b>Outcome 2</b>				
	<b>Assurance of Learning Cycle</b>	<b>Data Collection</b>	<b>Interpretation of results</b>	<b>Closing the Loop</b>
<b>Cycle 1</b>	Fall 2008- Sp 2009	Fall 2008 (N=16)	Average score = 81.25%	Majority of all students continues to choose statistical methods in order to complete their research paper. ECON 4980 remains an appropriate assessment point.
<b>Cycle 2</b>	Fall 2009- Sp 2010	Fall 2009 (N=9)	Pass rate= 77.77%	The economics department will start to directly measure learning outcomes by applying a grading rubric to the final research paper and the oral presentation in order to better pinpoint specific areas where students struggle.
<b>Cycle 3</b>	Fall 2010-Sp 2011	Fall 2010 (N=8)	Pass rate = 87.5% At least competent=100% of all students who passed or 87.5% of all students enrolled. Total score <b>5/6</b> .	Starting fall 2010, ECON 4980 instructors applied a grading rubric to determine <i>competency levels</i> for various elements pertaining to learning outcomes 1 and 2. Fall 2010 student were a strong cohort of motivated students with high competency levels. A one-credit course ECON 4800 was offered in preparation for ECON 4980 during fall 2010 – in anticipation of a new group of international students.
		Sp 2011 (N=25)	Number of enrollment increased from the previous semester due to students from the 2+2 program. Pass rate = 85%  At least competent=85%. Total score: <b>3.45/6</b>	Despite a preparatory ECON 4800 course, students performed worse as measured by the overall rubric grade. An area of weakness was the discussion/conclusion section where only 69% of students achieved competency. This section requires strong understanding of statistical methods. Students should be able to practice interpretation of statistical results before getting to research methods. Coordination with statistics instructors planned.
<b>Cycle 3 (cont.)</b>	Fall 2011- Sp 2012	Fall 2011 (N=5)	Pass rate = 80%  At least competent = 80%.  Score <b>3.39/6</b> .	Assessment findings were communicated to all economics faculty as well as all adjunct QUAN 2600/3610 instructors during a meeting early Fall 2011. QUAN 3610 instructors were encouraged to assign projects that require written analysis. QUAN 2600 instructors were encouraged to cover more material in order to give Bus. Stat II instructors more time for writing and analysis in applying multiple regression.
		Spring 2012 (N= 32)	Pass rate = 88%  At least competent =81.25%  Score 3.8/6	ECON 4980 instructors focused more strongly on discussing results in class and encouraged students to rewrite their conclusion section in one-on-one mentoring meetings. Will closely monitor traits 4 and 5 in writing rubric, Methods and Discussion, respectively.
<b>Next Step:</b> Use a project rubric (traits 4 and 5) to directly measure specific learning outcome. Continue to offer ECON 4800 and focus on statistical methods/empirical research in ECON 4800.				

<b>Learning Outcome</b>	3. <b>All Economics majors should be able to use the concepts of supply and demand to analyze current economic issues.</b>			
<b>Standard</b>	Performance above the national average of the post-test norm for TUCE (Micro = 42.57% - test based on principles material.)			
<b>Methods of Measure</b>	Test of Understanding College Economics (TUCE) – administered in ECON 4980			
<b>Learning Outcome 3</b>				
	<b>Assurance of Learning Cycle</b>	<b>Data Collection</b>	<b>Interpretation of Results</b>	<b>Closing the Loop</b>
<b>Cycle 1</b>	Fall 2008	Fall 2008 (N=16)	Score: Micro: 67.07%	Scores are above the Post-test norm for TUCE which provides confirmation of learning.
<b>Cycle 2</b>	Fall 2009	Fall 2009 (N=8)	Score: Micro: 75.42%	Scores are above the Post-test norm for TUCE which provides confirmation of learning.
<b>Cycle 3</b>	Fall 2010	Fall 2010 (N=7)	Score: Micro: 74.29%	Scores are above the Post-test norm for TUCE which provides confirmation of learning.
<b>Cycle 4</b>	Spring 2011	Sp 2011 (N=13)	Score: Micro: 53.1%  Pass rates are markedly lower in Spring 2011. The majority of students who took this test are non-native English speakers and have taken the principles course in micro- and macroeconomics at another university.	Based on departmental discussions of the assessment data, the instructor of the intermediate microeconomics course decided to pre test (TUCE) in ECON 4010. Average during Fall 2011 score: 50.6% . No distinct pattern with respect to international transfer students compared to domestic students emerged.
<b>Cycle 5</b>	Spring 2012	Spring 2012 (N = 29)	Score:  Micro: 58% Increase in sample size.  S & D questions: 60.7%	Data will be shared at the beginning of semester department meeting to discuss possible responses and identify specific weaknesses. Outcomes are still above the national post-test norm and there is improvement compared to the pre-test given in ECON 4010 for a very similar group of students. To improve student understanding of S&D, ECON 4010 instructor is making changes to how S&D content is delivered and how course time to S&D problems is dedicated. ECON 4010 instructor has created videos of this material and will place on CANVAS. Students can view as often as like. Also the instructor has added a current event reading with a discussion question that pertains to S&D. The instructor will spend class working S&D problems rather than lecturing. Then we can do a post-test in 4010.
<b>Next Steps:</b> Assess Cycle 5 with instructional changes implemented during Fall 2012.				

<b>Outcome 4</b>	4. <b>All Economics majors should be able to use the aggregate demand/aggregate supply framework.</b>			
<b>Standard</b>	Performance above the national average of the post-test norm for TUCE (Macro = 47.3% - test based on principles material)			
<b>Methods of Measure</b>	Test of Understanding College Economics (TUCE) administered in ECON 4980			
<b>Learning Outcome 4</b>				
	<b>Assurance of Learning Cycle</b>	<b>Data Collection</b>	<b>Interpretation of results</b>	<b>Closing the Loop</b>
<b>Cycle 1</b>	Fall 2008	Fall 2008 (N=16)	Average Score: Macro:74.08%	Pass rates are above the Post-test norm for TUCE which provides confirmation of learning
<b>Cycle 2</b>	Fall 2009	Fall 2009 (N=8)	Average Score: Macro:74.17%	Pass rates are above the Post-test norm for TUCE which provides confirmation of learning
<b>Cycle 3</b>	Fall 2010	Fall 2010 (N=5)	Average Score: Macro:76.67%	Pass rates are above the Post-test norm for TUCE which provides confirmation of learning
<b>Cycle 4</b>	Spring 2011	Spring 2011 (N=12)	Average Score: Macro:57.5%	Scores are markedly lower in Spring 2011. The majority of students who took this test are non-native English speakers and have taken the principles course in micro and macroeconomics at another university. Results were shared with Intermediate Macro-economics instructors.
<b>Cycle 5</b>	Spring 2012	Spring 2012 (N= 29)	Score: Macro: 60% AS & AD questions: 55.6%	Results will be shared with departmental faculty at the beginning of Fall 2012. To improve student understanding of AS and AD, ECON 4020 instructor will invest more course time to AS & AD problems.
<b>Next Steps:</b> Assess Cycle 5 with instructional changes implemented during Fall 2012.				

<b>Outcome 5</b>	5. <b>All Economics majors should be able to identify the benefits and costs of a global economy.</b>			
<b>Standard</b>	70% achievement on the subset of global economy questions embedded in the TUCE			
<b>Methods of Measure</b>	Test of Understanding College Economics (TUCE) – Global economy questions (6/60) on both micro and macro TUCE – administered in ECON 4980			
<b>Outcome 3</b>				
	<b>Assurance of Learning Cycle</b>	<b>Data Collection</b>	<b>Interpretation of Results</b>	<b>Closing the Loop</b>
<b>Cycle 1</b>	Fall 2009 (N=8)	Fall 2009 Six open economy TUCE questions	Average score: 83.5%	Proficiency at the 70% level or above is interpreted as achieving the learning outcome. However, the assessment tool is narrow and the department had difficulties to establish another assessment point for this learning outcome.
<b>Cycle 2</b>	Fall 2010	Fall 2010 N = 7	Average score: 86.1 %	The score presents confirmation of learning, albeit on a narrow set of questions.
<b>Cycle 3</b>	Spring 2011	Spring 2011 (N=13)	Average score: 60%	Student proficiency on global issues fell along with scores in all areas. Since the majority of students focus on international economics in at least two upper-level course, this outcome is disappointing. The department will closely watch

				future data.
<b>Cycle 4</b>	Fall 2011 - Spring 2012	Fall 2011 (N=4) Sp 12 (N = 29)	Fall 2011: Average score 75% Spring 2012: average score 64.3%	The sub-score on international topics is higher than on the tests in micro- and macroeconomics, but does not consistently exceed the standard of 70%. Faculty discussion scheduled for Fall 2012. Items for discussion: 1. Appropriate baseline for evaluation, 2. TUCE or alternative way to test the global economy learning outcome. 3. Discussion of materials covered in upper-level economics classes as they pertain to learning outcome of the costs and benefits of a global economy.
<b>Next Steps:</b> Faculty discussion scheduled Fall 2012. Faculty will discuss course content in international courses and establish baseline understanding and assessment methods.				

Actions based on Direct Assessment Results:

- The econ department continues to offer a one-credit course ECON 4800 in preparation for ECON 4980 during spring and fall semesters. The high pass rate in ECON 4980 during the following semesters (along with increased instructor inputs) indicates that this model should continue.
- The econ department continues with direct assessment of the completed research papers and oral presentations in ECON 4980.
- The econ department continues to offer ECON 4010 and 4020 (required intermediate theory courses) twice each year. This is possible because of increased numbers of major students. This scheduling change addresses concerns voiced in the exit surveys. All students now have more flexibility in completing their degree.
- Faculty reviewed assessment results from the previous year at the beginning of year department meeting.
- The economics department closely monitors incoming student transcripts to flag any changes in curriculum at the home universities of the 2+2 international economics students. The lower performance on the TUCE tests by graduating economics seniors in the last two years warrants this inquiry into whether the admission criteria for the 2+2 students meet faculty expectations.
- Streamlining of advising and transfer articulation that flags international students who have not completed pre-requisites that were agreed upon within the 2+2 agreements with international universities. Early transfer articulation also enables better enforcement of pre-requisites once students start taking classes at Weber State.

The economics department complements direct assessment with graduating senior exit surveys that contain a number of open-ended questions.

## D2. General Education Courses and Learning Outcomes:

With ECON SS1010, ECON SS1100, ECON SS2010 and ECON SS2020, the economics department offers four courses that are part of the general education breadth requirement in social science. The department offers one course ECON AI1740 that fulfills the American Institutions general education requirement. All of these courses underwent successful university review during the last academic year. Department faculty have started to gather assessment data that is tied to the general education learning outcomes for the social science breadth area. Faculty agreed on a set of common questions embedded in exams to evaluate whether students had achieved the university wide learning outcome. For some courses, ECON 2010 and ECON 1010, data was gathered for two semesters. For ECON 2020, data was gathered during the spring semester. The table below states achievement rates. The specific test questions are available from the annual departmental assessment report 2010-11.

<b>Outcome:</b>	<b>Describe a social science approach to studying and understanding human behavior.</b>		
	Fall 2011	Spring 2012	Action/Discussion
ECON 1010	N = 101  Q1 81% correct N = 42  Q2 55% correct	N = 53  Q1* 90% correct	Questions are not comparable across sections and semesters. Results are very sensitive to wording of questions.
ECON 2010 (n= 208)	N=208  Q1 95% correct  Q2 98%  Q3 71%	N = 110  Q1 95%  Q2 97%  Q3 65%	Evaluate test question as to level of difficulty and ability to discriminate students of different ability.
ECON 2020	n/a	N = 182 Q1 75% corr. Q2 79% (N = 85)	
<b>Outcome:</b>	<b>Describe basic assumptions about humans and their behaviors from a social science perspective.</b>		
ECON 1010	N = 42 Q1 96% correct	N = 53 Q1 96% correct	
ECON 2010 (n= 208)	N = 208  Q4 89% correct  Q5 99%  Q6 96%	N = 110  Q4 78%  Q5 99%  Q6 91%	
ECON 2020	n/a	n/a	
<b>Outcome:</b>	<b>Apply a social science perspective to a particular issue and identify factors impacting change (past and present).</b>		

ECON 1010	N = 101 Q1 78% correct N = 42 Q1* 85%	N = 53 Q1 81%	*Section questions differ.
ECON 2010	N = 208 Q7 76% correct Q8 80% Q9 66%	N = 110 Q7 75% correct Q8 75% Q9 65%	
ECON 2020			
<b>Outcome:</b>	<b>Explain the basic elements and operation of a sociocultural system.</b>		
ECON 2020	n/a	N=182 Q1 52% correct Q2 43%	Instructors used common questions, but different numbers of detractors, making comparison across sections more difficult. Q1 is a question on applying AD/AS, also a learning outcome targeted for econ majors. The result of 52% of correct answers suggests that instructors need to increase practice and application of AD/AS in ECON 2020.

<b>ECON AI 1740 N = 37 Spring 2012</b>		
<i>Objective 1:</i> The significant political, economic, and social changes in American history.		
Q1	74% correct	
Q2	74%	
Q3	86%	
Discussion: One theme of American Economic history is the evolving relationship between market capitalism and the government. Students are exposed to the idea that some changes appear durable (antitrust law), some are ill-conceived and transitory (Prohibition) while others are fundamental (the Employment Act of 1946)		
<i>Objective 2:</i> The major principles of American civilization, including the concepts of popular sovereignty, liberty, and equality.		
Q1	83%	
Q2	60%	
Discussion: The Protestant Reformation, followed by the Scottish Enlightenment, greatly expanded the concept of individuality, reasoned and rational decisions, and personal responsibility. Among the influential concepts of this period were the social contract (e.g. the U.S. Constitution) and the efficiency of market capitalism.		
<i>Objective 3:</i> The institutions and practices of the government provided for in the United States Constitution.		
Q1	94%	
Q2	49%	
Q3	71%	
Discussion: Most modern economic historians view the U.S. Constitution as a political document, full of the compromise necessary to bring the 13 colonies into a political union. Since the emphasis in American Economic history is economics, typically not a great deal of time is spent on the Constitution. Given that, students are exposed to the concepts that there are very specific economic powers given to the Federal Government by the Constitution (e.g. the interstate commerce clause) and also very broad economic powers (e.g. the general welfare clause).		
<i>Objective 4:</i> The basic workings and evolution of a market economy in the United States.		
Q1	86%	
Q2	94%	

Q3	66%	
Q4	86%	
Q5	23 %	
Q6	43%	
<p>Discussion: The primary question that concerns most economic historians is: What propels economic growth? The pragmatic implications of the answer are obvious. While Adam Smith emphasized the profit motives of the self-interested producer to accumulate physical capital (market capitalism) as a driver of economic growth, many modern economic historians now also emphasize the structure of a society's economic institutions (incentives for productivity, innovation, etc.). To understand the structure of the institutions of a modern market economy, students must also be aware that self-interested actions can also generate undesirable consequences, of which, free riding and externalities are most visible and common.</p>		

Actions based on Gen ed assessment data:

- Faculty discussions regarding student achievement of general education learning outcomes center on appropriateness and coordination of embedding common exam questions. Data has not been used to make any changes.
- Faculty groups who teach the various general education classes will analyze assessment tools and results during fall 2012. Additional data will be collected in fall 2012 when faculty will refine assessment tools and explore whether data gathering can be moved to chi-tester.

## **E. Academic Advising**

### **E1. Advising Strategy and Process**

For most of the review period, major advising has been conducted by the department chair with the college advisor handling general education advising. This strategy worked well during the beginning of the review period when the department chair could easily advise each major. While the department follows the university in not requiring mandatory advising, de facto all majors met with the department chair at least once before being able to register for the capstone experience course ECON 4980. Registration for this course requires instructor approval and has been used to flag students for advising who had not initiated advising on their own.

The process of advising new majors has been refined by a college wide initiative to implement a zero credit assessment and admissions course ECON 2899/BSAD 2899 starting in 2008. This course requirement now systematically directs students to the college advisor for general education clearance during their last semester of completing business foundations course and resulted in earlier major advising for all students.

During the last three years, because of the 2+2 program, the number of majors and the complexity of advising have increased exponentially, resulting in advising taking up a substantial amount of time on part of department chair, department staff and the associate dean. Implementation of the 2 + 2 program required an understanding of the curriculum taught at the home universities of the international students and agreements to articulate appropriate parts of the curriculum with various academic units across the university (involving the college of arts and humanities, the college of social and behavioral science and the college of applied science and technology). While the associate dean worked on the general agreements with the partner universities, individual advising proved difficult because of the delay in transfer articulations for these students and the unexpected variance in student experiences, for example students might have switched majors at their home university or did not pass a national test that would articulate as fulfilling a general education requirement. Closer collaboration with the transfer articulation office and the international partner universities now makes complete student transcripts available quickly. Copies of these transcripts are kept within the economics department to aid in advising.

With the start of the current academic year the GSBE has adopted an advising model that moves ALL advising to a centralized advising office staffed by two college advisors and one support staff. The department chair closely works with the advising staff and has transitioned the more complex advising of international students to this office.

### **E2. Effectiveness of Advising**

Traditionally, without the 2+2 program students, 100% of all economics majors met with their major advisor and other faculty with expertise in their specific

emphasis area. This advising generally includes counseling about the various economics emphasis areas and the career paths, including graduate studies, linked to each area. Given the traditionally small number of majors and the completion of the capstone experience course, the economics department has been very 'high touch', delivering highly individualized advising of majors.

This approach proved simply too resource intensive with the increased number of majors and the economics department adopted regular group advising meetings with the international students. These advising meetings start with an introduction to the university requirements for general education before the students' first semester at WSU and continue before students register for their second semester. The economics department conducts major reviews for students one semester before graduation and then goes through a complicated graduation clearance process (because of the articulation involving various academic units) in the last semester.

Given the complexity of advising this student group, the fact that the majority of the first-generation students in the 2+2 program were able to graduate after four semesters at Weber State proves the advising model effective. Students pursuing other emphasis areas in economics benefitted from the more systematic approach to graduation clearance as well.

The new model of centralized advising cannot be evaluated for effectiveness yet.

### **E3. Past Changes and Future Recommendations**

The academic years 2009-10 and 2010-11 were extremely labor intensive with respect to advising for the department. Gaining a better understanding of the needs of the international students over time and an increase in peer advising by first-generation students started to decrease the advising load to some degree. A change in the advising model at the college level has made even more of an impact in changing departmental workload in this area. The college now employs two professional advisors plus support staff to handle all of the general education and major advising.

The department is cognizant of the benefits and potential cost of outsourcing academic advising. In the past, the economics department has used individualized advising to foster close student-faculty interactions necessary to recruit and retain majors. The department has an agreement with the college advisors that potential or new majors need to meet with department faculty. The department needs to monitor whether the new model best serves the program goals of more broadly recruiting majors for its programs.

### **E4. Career Advising**

Career advising is conducted via the long-time GSBE career advisor who is housed within the Wattis Building. The performance of the career advisor has been commended in college accreditation reports. However, the addition of many international students presents a new challenge for placement of these students in internships and employment. Exit interviews with international students indicate

that a negative experience relating to their economics major is the difficulty of being placed in an internship and/or job in the United States.

## **F. Faculty**

### **F1. Faculty Demographic Information**

Faculty consists of 9 full-time faculty members all with Ph.D.s (10 with the dean), including one faculty member on sabbatical leave at Cambridge University in the United Kingdom. She is temporarily replaced by a visiting assistant professor. Six faculty members are Full Professors, 1 is an associate professor and 3 are assistant professors. Of the 10 faculty members, 7 are tenured and 3 are untenured. Six faculty members are male and 4 are female. With respect to expertise, the department balances more quantitatively oriented economists with qualitative expertise and spans a number of field specializations with maybe environmental economics as the most common thread among an otherwise diverse faculty.

Due to one retirement under the VSIP program, the department has currently one position that is unfilled. With one other faculty member retiring at the end of this academic year, the department is searching for two new tenure-track faculty members for fall 2013. Successful hires for these two positions will bring departmental faculty back to full numbers, but the department loses the ability to teach 2 course sections because of the replacement of an instructor with a tenure-track faculty (who have a lower teaching load than instructors).

The economics department is also directly impacted by two VSIP retirements in the business administration department. Two of their supply-chain faculty taught a total of 7 sections of business statistics courses (QUAN 2600 and QUAN 3610). Given the strategic direction of the college and recent hires in BSAD, it is unlikely that the model of shared faculty between BSAD and economics will continue. The economics department will likely have to take over the teaching of all quantitative methods courses and was promised a new faculty line by the dean of the college (starting in fall 2014).

The economics department currently employs 6 adjunct faculty.

### **F2. Programmatic/Departmental Teaching Standards**

The economics department has a long-standing tradition of developing faculty who are teacher-scholars. This goal translates into departmental teaching standards of rigorous academic instruction that provides training for undergraduate students who are expected to complete a highly individualized senior capstone experience course. Faculty members are expected to be role models and mentors that are capable of building the knowledge, skills and passion required to conduct successful undergraduate research projects.

Specific college wide standards for teaching are outlined in a recently revised college tenure document and in the university wide PPM for promotion. These

standards allow some latitude in implementation. The economics department has consistently chosen the most stringent interpretation of these standards, often exceeding minimum requirements. For example, the economics department has conducted student evaluations of teaching for every class taught. Peer reviews of faculty candidates for tenure and promotion reviews consist of multiple classroom visits by members of the committee and result in detailed review letters to the candidates. All junior faculty are given the opportunity to attend pedagogy or teaching specific conferences early on, either to help them address problems flagged in review letters or to add to their arsenal of pedagogical tools.

### **F3. Faculty Qualifications**

All but one of the full-time faculty members currently meet the status of academically qualified faculty for accreditation purposes. Academic qualification is defined as a Ph.D. in economics and at least two peer-reviewed publications and some other intellectual contribution in the most recent 5 year period. Four of the 6 adjunct instructors are either academically or professionally qualified for AACSB accreditation purposes. All of the adjunct instructors have a minimum of a Masters Degree in the appropriate discipline. This puts the department in compliance with stringent AACSB accreditation requirements with regards to faculty qualification (as represented by the faculty qualifications table for the 5<sup>th</sup> year accreditation maintenance report for AACSB according to the 2007 model).

### **F4. Evidence of Effective Instruction**

A number of student successes indicate that the economics curriculum is rigorous and in line with national standards. In past years, economics majors have regularly participated in state and national PBL (Phi Beta Lambda) competitions and were ranked highly at both the state and national level in Microeconomics, Macroeconomics, Economic Analysis and Decision Making, and Statistical Analysis (placing 1<sup>st</sup> one year and 2<sup>nd</sup> in another). Each year at least one economics student has published his/her capstone experience project in the WSU publication ERGO. The economics department sponsored 5 students with 6 presentations at NCUR in March 2012. Two students' projects have been officially approved to be published in the NCUR proceedings.

Apart from these stand-out performances by economics majors, all graduating students have completed and presented a capstone project (the past 2 years, 30+ students each year), allowing the majority of economics graduates to be admitted to a graduate program in the areas of finance, law, economics, business administration or accounting.

Exit interviews of graduating seniors produced the following response to the question about a positive experience that relates to their major:

*"I believe the research opportunities w/ Dr. \*\*\* in Research Methods were great. Opportunities w/PBL & the support I received was appreciated.*

*Even though it was hard I enjoyed my research project and my Financial Economic project. I was able to study further into something I enjoyed and had a little background in.*

*Yes - I have learned so much from the econ department. I could not have asked for better professors - they are always willing to help and they make sure you are learning.*

*I've had many, but the dominant experience that has repeated itself many times is the willingness of all econ professors to help myself & other students. This sets this dept apart from the rest.*

*In general, I appreciate the openness of the faculty - their willingness to listen, help, guide, etc.*

*The faculty and students are very diverse. I have studied with people from China, Germany, Sierra Leone, Mexico, and other parts of the world. I've been a pupil to teachers from India, Africa and Germany. There's a good mix of male and female teachers. I've had priceless experiences in and out of class that have shaped my opinions and broadened my perspective.*

*My economics teachers were amazing. Faculty members are always willing to work with you and help out when necessary. I considered this a luxury of the Econ department as compared to other department I have heard of.*

*Being able to work closely with the economics professor was great, both in the class and as a member of the SEA.*

*Presenting at NCUR was one of the most positive experiences that I have had during my time at GSBE. It was an incredible experience to be a part of something like that and I am very grateful that Dr. \*\*\* pushed me to submit my abstract.*

*Every professor I have had has been a great educator. The Economics Department is one of a kind. Professors are friendly, communicate well, and strive for student success.*

*I do a research in my last year, spend a lot of time on it, and get many benefits from professor.*

*I have learned independent thinking, critical judgment, how to cooperate with others in a team, and build team spirit.*

*I've made some progress in working on an economic paper or project thanks to studies in this major. The course research methods helped me a lot on studying a topic by myself.*

*The best class I ever took was Econometrics. It was the hardest one too, though. I learned so much and \*\*\* really knew how to make me understand. This class gave me faith that I can survive a Master in Econ.”*

Student comments and assessment data also provide some insights into areas that should be improved. The department would like to produce graduates with better writing and communications skills which presents a particular challenge when the majority of students are not English native speakers. The department would also like to see better performance on the basic knowledge test administered to graduating seniors, as well as improved ability to link economic theory to specific projects.

From the student perspective, better support with respect to internships and employment emerge as the top priority and are commonly mentioned as a negative experience that relates to their major.

Periodically, the department chair collects comparative data for classes taught by adjuncts and by full-time faculty. Comparing average grades and pass rates (grades of C- or better) of courses, shows that adjunct taught classes have higher pass rates and higher average grades. This data has been shared with all faculty. Also, with respect to specific classes (particularly quantitatively oriented classes that are pre-requisites for upper level classes and more frequently taught by adjuncts), the department chair shares explicit expectations concerning coverage of material in order to ensure that students are adequately prepared for later course work.

### **F5. Mentoring Activities**

The economics department has experimented with various models of mentoring new full-time tenure track faculty. At times a specific faculty member has been assigned as a formal mentor. Mixed success with this model has the department rely on a more informal process of mentoring. This takes the form of conversations about teaching, exchange of teaching materials such as exams and discussions relating to publication requirements. On the college level, this mentoring process has recently been kick-started with a new faculty retreat for all new full-time faculty. This practice will continue given the large number of new hires expected within the college. Formal faculty development focused on scholarly activity is also conducted by the associate dean. Informal faculty development takes place by extensive research collaboration between senior and junior faculty member.

New adjunct faculty are generally mentored by the department chair. Initially their credentials are reviewed by the associate dean for accreditation compatibility. Typically all adjunct faculty teach one and no more than two courses per semester. Some adjuncts teach every semester, always lower level courses. Several times, the economics department has hired advanced Ph.D. students or recent Ph.D.s to teach

an upper-level course to replace faculty on leave or on reassignment. Temporary hiring of these adjuncts has helped increase the currency of the curriculum.

Where applicable, adjunct faculty are part of ad hoc committees that coordinate learning outcomes and course content for specific courses (as for the recent working group on teaching the business statistics sequence QUAN 2600 Business Statistics I and QUAN 3610 Business Statistics II). Occasionally the department chair visits adjunct faculty member classes and based on these observations and/or student evaluations of teaching makes a decision on whether to rehire adjunct faculty. Two adjuncts have not been rehired, one adjunct has been restricted to one course per semester and no summer teaching and one adjunct has been reassigned to another course where he is better able to connect to students.

### **F6. Diversity of Faculty**

Six full-time faculty are male, four are female. Three faculty grew up outside of the United States and received part of their education abroad in Bangladesh, Cameroon and Germany. Also, the economics department comprises faculty with diverse intellectual approaches, from heterodox, neoclassical to public choice economists.

### **F7. Ongoing Review and Professional Development**

Formal reviews follow the tenure and promotion policies specified in the PPM and the GSBE tenure document. The economics department chooses to implement a rigorous peer review that communicates the departmental value of teachers-scholars in the classroom. Intermediate tenure review have often triggered additional reviews (fourth and fifth year reviews not formally required) when areas of performance were judged to be insufficient. More recently the department chair has conducted formal annual reviews of every faculty member for merit pay decisions and input for post-tenure review decisions.

Faculty are given the regular opportunity to attend teaching conferences or workshops to hone skills or address deficiencies. Faculty are encouraged to present scholarly contributions at appropriate professional conferences and can be funded for more than one trip per academic year. Such trips may also include bringing co-authors to Weber State University. Virtually all faculty travel and present to one professional conference or workshop each year. Even visiting faculty are afforded these opportunities.

The GSBE has a formal process for faculty development assigned to the associate dean. In the event of deficient faculty reviews, generally in the area of scholarship, a formal faculty development plans needs to be created.

## F8. Faculty Productivity – Evidence of Effective Scholarship

**Appendix J: Table 2-1 (5<sup>th</sup> year Accreditation Report – excerpt)**

Faculty (Contract and Adjunct)	Portfolio of Intellectual Contributions										Types of Intellectual Contributions			
	Peer Reviewed Journals	Research Monographs	Books	Book Chapters	Peer Reviewed Proceedings	Peer Reviewed Presentations	Faculty Research Seminars	Non-Peer Reviewed Journals	Presentations at Professional Meetings	Book Reviews	Instructional Material	Learning and Pedagogical	Contributions to Practice	Discipline Based
<b>Economics</b>														
Ahmad, Nazneen	5					4				1			7	3
Ellis, Peter (adjunct)	3											1	1	1
Froerer, Deana (adjunct)														
Fuller, Dan				1	1			1					3	
Geide-Stevenson, Doris	2					2					2	3	3	
Goodwin, Robert (adjunct)						3							3	
Grijalva, Therese	7			1		2							9	1
Koford, Brandon	5					6		1					11	1
Mbaku, John	9		1	7				6					23	
Nowell, Cliff	6					2						2	5	1
Ogden, Monte (adjunct)														
Palmer, Clayton (adjunct)														
Parkhurst, Greg	3			2									5	
Rogers, Philip (adjunct)														
Steagall, Jeff (Dean)	8			1	1							3	7	
Stone, John						1							1	
Wrenn, Mary (on leave)	5					4								9
<b>Total Economics</b>	<b>53</b>		<b>1</b>	<b>12</b>	<b>2</b>	<b>24</b>		<b>8</b>		<b>1</b>	<b>2</b>	<b>9</b>	<b>78</b>	<b>16</b>

Over the last five years, the economics faculty produced 46% of all per-reviewed journal articles within the GSBE with many of these articles published in quality journals as defined by external journal ranking lists. The economics faculty (including the dean) has published an average of 4.5 journal articles per faculty over the 2007-2012 time periods. Appendix D provides a snapshot of recent publications by all tenured and tenure-track economics faculty.

- Some Faculty achievement highlights are:
- **Dr. Cliff Nowell** received the WSU Hinckley Fellow award in 2010
  - **Dr. Mary Wrenn** was named the Joan Robinson Research Fellowship in Heterodox Economics at Girton College at the University of Cambridge. She was

- granted leave of absence for the academic year 2011-2012 and sabbatical leave for 2012-2013.
- **Dr. John Mukum Mbaku** continues his appointment as Nonresident Senior Fellow at the Brookings Institution based in Washington, D.C. He is with the Africa Growth Initiative.
  - **Dr. John Mukum Mbaku** was named Presidential Distinguished Professor at Weber State University, April 2012.
  - The **International Economics 2+2 program** was awarded the Exemplary Collaboration Award for 2012.
  - **Dr. Brandon Koford** was awarded the Burkhead Award 2011 for the Best Article Published in *Public Budgeting & Finance* in 2010. Dr. Koford was also named a Smith Research Fellow at the John B. Goddard School of Business and Economics starting July 2012.
  - **Dr. Nazneen Ahmad's** paper "*Returns or Valuation? Foreign Equity Investment in the United States*" published in *Studies in Economics and Finance* has been chosen as a Highly Commended Award Winner at the Literati Network Awards for Excellence 2012.
  - **Dr. Therese Grijalva** was named a member of the "Green Pioneers" (four faculty members) at the Utah Green Business Awards

## **G. Support Staff, Administration, Facilities, Equipment, and Library**

### **G1. Adequacy of Staff**

The only staff member directly assigned to the economics department on an ongoing basis is the secretary who works under an 11 month contract. Given the recent changes in numbers and backgrounds of students, she has been instrumental in keeping a more extensive departmental filing system and in processing students during registration. The increased number of international transfer students necessitates a large number of overrides because the software systems used on the university level (BANNER and Cattracks) do not work with each other. For example, if a student completes MATH 1050 through an ACCUPlacer score, overrides are necessary for every class that requires MATH 1050 as a pre-requisite. Pre-requisites that are waived in Cattracks based on coursework out of country or based on test scores are not recognized by BANNER so that students constantly need overrides. The department secretary has managed to keep up with the increased demands on her job and indicated that increased staffing, e.g. with a work study student, is not required at this time.

The economics department hires a number of students for the hourly position of lab aide in the quantitative methods computer lab. This computer lab is funded through a \$10 course fees from QUAN 2600, QUAN 3610 and QUAN 2400 each. Lab aides are advanced economics majors with a strong quantitative

background. These lab aides have been very competent in offering about 20 hours of service for all business and economics students. Hours could only be expanded with higher course fees.

The economics department has also hired recent graduates from its program to help as tutor/graders in the last two years. The availability of a grader/tutor has helped in maintaining more labor-intensive course delivery models (written assignment and exams) while absorbing the larger class sizes. Funding through the international economics program and a fortuitous availability of recent graduates has made these hires possible.

Staff support seems generally adequate, but the availability of qualified employees to work as graders/tutors cannot be relied on regularly.

### **G2. Adequacy of Administrative Support**

Given the program changes, the economics department has required increased administrative support through university offices such as the International Student Center and the Transfer Articulation office. Personnel changes in both offices and imperfect processes to begin with, leave room for improvement in working with these offices.

Administrative support for the economics department is also required from the dean's office. Support with facility management and advising continues to be strong and has improved with the staffing increases via the new GSBE advising model. Given the leadership change in the dean's office, an energized pursuit of new strategic directions and multiple retirements, it is fair to say that the dean's office has in turn required more administrative support from the department of economics. While there is an increase in support from the dean's office, there is also a greater demand on administrative tasks. The net impact of these changes has been that faculty in the economics department spend significantly more time working on school-level assignments and less time engaged in scholarship and with their students.

### **G3. Adequacy of Facilities and Equipment**

The economics department does not have dedicated funds to replace faculty computers or update software on a regular basis. Nonetheless, no faculty computer is older than 5 years and replacements have taken place regularly through shared funding by the department and the dean's office. The economics department has been able to accommodate faculty requests for new technology and hopes to be able to continue this support. In terms of classroom technology, the dean's office has been very supportive in providing Smartboard technology. Especially newly hired faculty are not willing to forgo this type of classroom technology so that eventually every single classroom needs to be equipped with the correct technology. The dean's office has a technology committee that addresses these needs and the department has to rely on funding from the dean's office for faculty technology updates and continued classroom updates.

## **G4. Adequacy of Library Resources**

The library representative for the GSBE, Ed Hahn, has been very responsive to any requests by the economics department and library resources seem adequate.

## **H. Relationships with External Communities**

Dr. Mbaku has extensive external relationships with various organizations that foster economic development in Africa. He has been honored with the 2012 Topp's African-centered Scholars of the Decade Award. The award is given once every 10 years to 10 individuals who have built, nurtured and inspired communities of scholars to seriously investigate African issues. Dr. Wrenn has leadership positions in national professional organizations.

### **H1. Description of Role in External Communities**

#### **Dr. John Mukum Mbaku**

**TECHNICAL REPORTS**—Prepared for the African Development Bank and the Government of South Sudan 2011:

- (1) John Mukum Mbaku, *South Sudan: General Introduction* (87 pages)—I of IV
- (2) John Mukum Mbaku, *Independence and Transition to Democratic Governance in South Sudan: Seeking an Appropriate Model of Government* (90 pages)—II of IV
- (3) John Mukum Mbaku, *The Political Economy of Nile Governance: Lessons for South Sudan* (87 pages)—III of IV
- (4) John Mukum Mbaku, *The Challenge of Corruption Control in Africa: Lessons for South Sudan* (73 pages)—IV of IV

**PAPERS AND REPORTS PREPARED FOR THE BROOKINGS INSTITUTION**—can be found on the Brookings Institution website:

- (1) *Foresight Africa: The Continent's Priorities for 2012*—coauthored with several other scholars.
- (2) *The Future of the Democratic Republic of Congo*—podcast; can be found on the Brookings Institution website.
- (3) *What Next for Ivory Coast?* (with Mwangi S. Kimenyi)
- (4) *South Sudan: Avoiding State Failure* (with Mwangi S. Kimenyi)
- (6) *Elections and Violence in Nigeria: The Question of Citizenship in sub-Saharan Africa* (with Mwangi S. Kimenyi)
- (7) *Foresight Africa: The Continent's Greatest Challenges and Opportunities for 2011* (with several other scholars)

#### **External Service**

- (1) African Economic Research Consortium, Nairobi, Kenya, serving as Resource Person in the training of economists at the MA and Ph.D. level at African universities. This is a continuing commitment; Resource Persons meet twice a year (May/June & December) in Nairobi, Kenya with African students pursuing the MA and PhD in economics at African universities, as well as their supervisors, and mentor them, with particular attention to helping them develop research skills.
- (2) Working with the African Development Bank on the transition in South Sudan
- (3) Assisting the Government of Sudan, through the Brookings Institution, with various transition issues—I am scheduled to meet with the Vice President of Sudan, His Excellency Riek Machar, in New York City, on March 9, to discuss transition issues. I will be accompanied by the Director of the Africa Growth Initiative (AGI) at the Brookings Institutions and staff members from USAID, Juba, South Sudan.

**Dr. Mary Wrenn**

Secretary-treasurer of AFIT (Association for Institutional Thought) – Board Meeting  
Central responsibilities: planning/hosting of annual banquet, arranging/participating in annual board meeting.

## **H2. Summary of External Advisory Committee Minutes**

The economics department does not have a separate external advisory committee. The GSBE has a very active and involved Business Advisory Council.

## I. Results of Previous Program Reviews

Problem Identified in previous BOR review (2007)	Action that has been taken
In the previous program review, the economics department was asked about the low number of majors.	The department initiated partnerships with international universities that allow students to complete a 2+2 degree in economics (Shanghai Normal University, China) or continue their studies with a bachelor's degree from WSU (Woongji College of Tax and Accounting , Korea). In addition to increasing the numbers of economics majors, the presence of the students supports the GSBE goal of internationalizing the student experience for all WSU students.
Format and Assessment of the capstone experience course ECON 4980 Research Methods.	Students have the opportunity to take a one-credit hour course ECON 4800 to help them prepare for ECON 4980 Research Methods during their last semester. Student preparation and improved faculty expertise in teaching the class have resulted in increased and stable pass rates for the course. Improved assessment techniques have highlighted areas where students need to improve. Those areas (application of theory and writing) are emphasized in ECON 4800.
Travel funding to support faculty development with respect to scholarship.	Revenue sharing from the self-funded international economics program and an increase in the operational budget for the department for the last two years has helped to increase travel funding for all economics faculty and at the same time maintain operational expenses.

## J. Action Plan for Ongoing Assessment Based on Current Self Study Findings

### Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Assessment of the economic knowledge base of incoming transfer students, predominately through the 2+2 program.	Continuation of current assessment efforts and better use of assessment data available from ECON 2899. Discussion of a formal pre-test of transfer students.
Insufficient integration of domestic and international students that results partly from a low number of domestic economics major.	The department needs to explore alternative strategies to recruit majors. After a period of budget cuts and retrenchment because of retirements that could not be replaced, the economics department will devote more tenured and tenure track faculty to teaching in the 1000 level general education courses that have generated majors in the past (both SS and AI). The economics department will also explore development of an international economics and business major that integrates the international students more widely into courses taught by other departments within the GSBE.
Student weaknesses in writing and application of theory in Research Methods	Focus on Writing and Application of Theory in a preparatory 1 credit hour course taken before ECON 4980.

**Action Plan for Staff, Administration, or Budgetary Findings**

Problem Identified	Action to Be Taken
The need to partly reinvent university processes like transfer articulation, general advising, admissions and international student services on a department level in order to administer the 2+2 program adequately.	The economics department needs support from all levels of the university administration in streamlining processes and services for international students. Involving college advisors more closely in servicing international students is one very recent step in the right direction. Career advising for international students, including placement in internships, could likely be improved through more deliberate cultivation of employers who would benefit from this student population.
Insufficient resources to accommodate all business and economics students in quantitative methods courses in light of retirements of shared faculty in business administration.	The dean of the GSBE has promised the economics department a new faculty line starting fall 2014 (possibly earlier pending hiring in other departments of the GSBE).
Faculty resources are stretched thin as evidenced by overload teaching and administrative reassignments (ongoing for associate dean and temporary for GSBE AOL chair) and an increase in administrative tasks for senior faculty.	Maintaining departmental engagement in all four areas of instruction at the current level without overload requires an increase in the number of faculty. Without an increase in the number of faculty, the department will have to prioritize involvement in the four areas of instruction. Reduction in overload teaching will require discussions of compensation adjustments for faculty who have continually taught overload courses.
CE model for funding adjunct teaching	While constrained by accreditation requirements in the number of adjunct faculty that can be deployed, the department has relied on CE as a buffer to offer critical courses. Changes in CE strategies need to be communicated to the department before courses are schedule. Again, changes in budgeting on part of CE will result in the department having to prioritize involvement in the four areas of instruction.
The cost of delivering high impact learning with a growing number of majors.	The department plans to involve a larger number of faculty in teaching the labor intensive capstone experience course, but pending other resource decisions, will have to evaluate the feasibility of this model.

Non-communication between university wide software systems that necessitate manual overrides when pre-requisites are completed through alternative routes.	Integration of the software used for course registration with Cattracks.
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#### K. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Final Project rubric	LO 1 and LO 2	End of each semester in ECON 4980	Electronic copy housed with the department chair
TUCE results – Chi-Tester	LO 3, 4 and 5	Each semester at the end of ECON 4980	Electronic format, chi-tester
Completed Projects ECON 4980	LO 1 and 2	Canvas submission at the end of the semester	Canvas
General education results	Gen ed SS and AI outcomes	Various sections of SS and AI courses, some each semester	Faculty computers and a summary with the department chair and annual departmental assessment reports.

**APPENDICES: A: Student and Faculty Statistical Summary**

**Department of Economics**  
Student and Faculty Statistical Summary

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Student Credit Hours Total</b>	<b>7,155</b>	<b>7,010</b>	<b>7,455</b>	<b>8,892</b>	<b>8,909</b>	<b>9,425</b>
Economics	4,071	3,873	4,356	5,034	5,183	5,756
Quantitative	3,084	3,137	3,099	3,858	3,726	3669
<b>Student FTE Total</b>	<b>238.50</b>	<b>233.65</b>	<b>248.50</b>	<b>296.40</b>	<b>296.97</b>	<b>314.17</b>
<b>Student Majors</b>	<b>73</b>	<b>99</b>	<b>100</b>	<b>113</b>	<b>147</b>	<b>159</b>
Economics	68	91	94	106	140	154
Quantitative	5	7	6	7	7	5
<b>Program Graduates</b>						
Certificate	<b>3</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>
Bachelor Degree	<b>11</b>	<b>8</b>	<b>12</b>	<b>8</b>	<b>21</b>	<b>43</b>
Economics	9	5	10	3	20	42
Quantitative	2	3	2	5	1	1
<b>Student Demographic Profile</b>	<b>73</b>	<b>99</b>	<b>100</b>	<b>113</b>	<b>147</b>	<b>159</b>
Female	21	32	30	34	51	77
Male	52	67	70	79	96	82
<b>Faculty FTE Total</b>	<b>15.48</b>	<b>14</b>	<b>13.74</b>	<b>14.48</b>	<b>15.57</b>	<b>NA</b>
Adjunct FTE	4.49	4.61	4.15	4.33	5.42	NA
Contract FTE	10.99	9.39	9.59	10.15	10.15	NA
<b>Student/Faculty Ratio</b>	<b>15.41</b>	<b>16.69</b>	<b>18.09</b>	<b>20.47</b>	<b>19.07</b>	<b>NA</b>

|| \*Student majors include pre-professional programs |

Note: Data provided by Institutional Research

Note that this data does not count the economics department contributions to the MBA program. This comprises about six sections per year that are taught on an overload basis.

**Appendix B: Financial Analysis Summary**

<b>Department of Economics</b>					
<b>Cost</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
Direct Instructional Expenditures	1,001,697	1,068,119	875,223	869,678	1,126,371
Cost Per Student FTE	4,287	4,298	2,953	2,929	3,585
Cost per student FTE in 2007 dollars at CPI (July each year)	4,287	4,074	2,855	2,794	3,308

<b>Funding</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
Appropriated Fund	992,817	1,049,359	865,369	859,081	1,100,193
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	8,880	18,759	9,854	10,597	26,178
<b>Total</b>	<b>1,001,697</b>	<b>1,068,119</b>	<b>875,223</b>	<b>869,678</b>	<b>1,126,371</b>

07-08	08-09	09-10	10-11	11-12
FTE	FTE	FTE	FTE	FTE
233.65	248.50	296.40	296.97	314.17

Note: Data provided by Provost's Office

**Appendix C: Contract/Adjunct Faculty Profile**

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
<b>CONTRACT (2012)</b>							
Ahmad, Nazneen	Female	Asian	Assistant Prof.	tenure track	Ph.D.	7	Macro- and Financial Economics
Fuller, Dan	Male	White	Professor	tenured	Ph.D.	30	Industrial Organization/ Marketing
Geide-Stevenson, Doris	Female	White	Professor	tenured	Ph.D.	18	International Economics
Grijalva, Therese	Female	White	Professor	tenured	Ph.D.	12	Environmental Economics
Koford, Brandon	Male	White	Assistant Prof.	tenure track	Ph.D.	5	Public Economics
Mukum Mbaku, John	Male	Black	Professor	tenured	Ph.D.	25	Economic Development
Nowell, Cliff,	Male	White	Professor	tenured	Ph.D.	23	Environmental

Assoc. Dean							and Education economics
Parkhurst, Greg	Male	White	Visiting assistant professor	N/A/	Ph.D.	6	Environmental Economics
Steagall, Jeff	Male	White	Dean	tenured	Ph.D.	21	International Economics
Stone, John	Male	White	Assistant Professor	tenure track	Ph.D.	1	Economic Growth, Economics of Education
Wrenn, Mary (on leave)	Female	White	Assoc. Professor	tenured	Ph.D.	10	Heterodox Economics
<b>ADJUNCT (2012)</b>							
Ellis, Peter	Male	White	N/A	N/A	Ph.D.	40	Quantitative Methods
Froerer, Deana	Female	White	N/A	N/A	MBA	8	Introductory Economics
Goodwin, Robert	Male	White	N/A	N/A	MBA	10	Statistics
Ogden, Monte	Male	White	N/A	N/A	MS Ed.	40	U.S. Economic History
Palmer, Clayton	Male	White	N/A	N/A	MS Econ.	10	Statistics
Rogers, Phil	Male	White	N/A	N/A	MS Stats.	12	Statistics

**Appendix C: Staff Profile**

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Thomas, Elaine	Female	White	Secretary II	15 Years	Office Support

**APPENDIX D: Copies of all Degree Program Outlines - Curriculum**

## **Appendix E: Recent Selected Faculty Publications**

### **Dr. Nazneen Ahmad**

Returns or Valuation? Equity Investment in the United States, with Joseph French, *Studies in Economics and Finance*, 28(3), 2011, pp. 196-216.

Decomposing the Relationship between Human Capital and GDP: An Empirical Analysis of Bangladesh, with Joseph French, *The Journal of Developing Areas*, 44(2), 2011, pp 127-142.

Greed, Financial Innovation or Laxity of Regulation? A Close Look into the 2007-09 Financial Crisis and Stock Market Volatility, with M. Imtiaz Mazumder, *Studies in Economics and Finance*, 27(2), 2010, pp. 110-134.

### **Dr. Dan Fuller**

"Health Information Exchange: A Stakeholder/Network Analysis" with Debra Scammon, and Christie North, Association for Marketing and Health Care Research Proceedings, 2011

"Sport-Related Subculture as a Useful Basis of Market Segmentation: Insights for Ski Area Managers" with D. Scammon, E. Karniouchina, and T. Masters in Consumer Behavior Knowledge for Effective Sports and Event Marketing, A. Close and L. Kahle, eds., (Taylor and Francis, Boca Raton), 2010

### **Dr. Doris Geide-Stevenson**

"Experimental Estimates of Taxpayer Ethics", Review of Social Economy, Vol. 119, No.1, March 2011, p. 29 – 53. (with J. G. Eisenhauer and D. Ferro).

"Does Collecting and Grading Homework Assignments Impact Student Achievement in an Introductory Economics Course?", *Journal of Economics and Economic Education Research*, Volume 10, Number 3, 2009.

Instructor's Manual and Solutions Manual to accompany Money, Banking and Financial Markets by Laurence M. Ball. (with Jane S. Himarios), Worth Publishers, 2009 (ISBN 10:1-4292-0599-7).

### **Dr. Therese Grijalva**

"Trends in Co-authorship in Economics Since 1985" with Cliff Nowell. *Applied Economics* Jan. 2011.

"Species Preservation versus Development: An Experimental Investigation Under Uncertainty." *Ecological Economics* 70 (2011), 995-1005.

"Ranking Economics Departments in a Contested Discipline: A Bibliometric Approach to Quality Equality Among Theoretically Distinct Sub-Disciplines." Fred Lee, Therese Grijalva and Cliff Nowell. *American Journal of Economics and Sociology*, Forthcoming 2010.

"Ranking Economics Departments in a Contested Discipline: A Bibliometric Approach to Quality Equality Among Theoretically Distinct Sub-Disciplines." Fred Lee, Therese Grijalva and Cliff Nowell. *American Journal of Economics and Sociology*, Forthcoming 2010.

"A Guide to Graduate Study in Economics: Ranking Economics Departments by Fields of Expertise." Therese Grijalva and Cliff Nowell. *Southern Economic Journal*, 74(4), 2009.

**Dr. Brandon Koford**

“Conservative Dichotomous Choice Response in Active Policy Setting: The Case of University Parking”, (with C. Lipscombe), *Applied Economics Letters* 18, no. 1, p. 39 – 42, 2011.

“The Impact of Maternity Minimum Stay Mandates on Hospitalizations: An Extension.” (with A. Cseh), *International Advances in Economic Research* 16, no. 4, p. 395 – 409, 2010.

“Private Willingness to Pay in the Context of Public Budget Choices”, *Public Budgeting and Finance* 30, no. 2, p. 47 – 68, 2010.

“What Differences Do Certainty and Cheap Talk Make in Eliciting Willingness to Pay for Education?”, *Journal of Economics* 36, no. 1, p. 55 – 77, 2010.

**Dr. John Mbaku**

“The Public Right to Float Through Private Property in Utah: *Conatser v. Johnson*,” *Journal of Land, Resources & Environmental Law*, Vol. 29, No. 1 (2009).

John Mukum Mbaku, *Copyright and Democratization in Africa*, *INTERNATIONAL LAW & MANAGEMENT REVIEW*, VOL. (2011).

John Mukum Mbaku, Mwangi S. Kimenyi and Nelipher Moyo, *Reconstituting Africa’s Failed States: The Case of Somalia*, 77 *SOCIAL RESEARCH: AN INTERNATIONAL QUARTERLY* 1339 (2010).

John Mukum Mbaku, *The International Dimension of Africa’s Struggle Against Corruption*, 10 *ASPER REVIEW OF INTERNATIONAL BUSINESS AND TRADE LAW* 35 (2010).

**Dr. Clifford Nowell**

*Public Subsidies, Tuition, and Public Universities’ Choices of Undergraduate Acceptance and Retention Rates* with J. Kerkvliet, Forthcoming in *Education Economics*.

*Trends in Co-authorship in Economics since 1985*, with T. Grijalva, *Applied Economics*. January, 2011.

“Ranking Economics Departments in a Contested Discipline: A Bibliometric Approach to Quality Equality among Theoretically Distinct Sub-Disciplines, with F. Lee and T. Grijalva, *American Journal of Economics and Sociology*”, November 2010.

Assessing Faculty Performance Using Student Evaluations of Teaching in an Uncontrolled Setting, with L. Gale and B. Handley, *Assessment and Evaluation in Higher Education*. October, 2009.

**Dr. Gregory Parkhurst**

*Two Cheers and a Qualm for Behavioral Environmental Economics*, with J.F. Shogren and P. Banerjee, *Environmental and Resource Economics*, 2010.

*Experimental Economics & the Environment: Eliciting Values for Controversial Goods*, with J.F. Shogren and D. Hudson, *Agricultural and Resource Economics Review*, 2010.

### **Dr. Jeffrey Steagall**

Steagall, Jeffrey W., Timothy E. Jares and Andres Gallo. (2012) "Teaching Real-World Political Economy: Simulating a WTO Negotiation." *Journal of Teaching in International Business*. 23 (1). 46-58.

Coleman, B. Jay, Paul M. Mason, and Jeffrey W. Steagall. (forthcoming) "Does a Business Curriculum Develop or Filter Critical Thinking?" *American Journal of Business Education*. Edition, pages TBD]

Steagall, Jeffrey W., Jeffrey E. Michelman and Anne Sheridan Fugard (2011) "Sustaining an International MBA Program." *International Journal of Case Method Research & Application* XXIII (4). 297-310.

Loh, Chung-Ping, Jeffrey W. Steagall, Andres Gallo and Jeffrey E. Michelman (2011) "Valuing Short-Term Study Abroad." *Journal of Teaching in International Business*, 22. 1-17.

Mason, Paul M., B. Jay Coleman, Jeffrey W. Steagall and Andres A Gallo. (2011). "The Use of the ETS Major Field Test for Assurance of (Business Content) Learning: Assurance of Waste?" *Journal of Education for Business*. 86 (January). 71-77.

Rericha, Vaclav, Michelman, Jeffrey and Steagall, Jeffrey W. 2010, "The Accidental Entrepreneur," *International Journal of Case Method Research & Application*, XXII: 2, June. 103-112.

Coleman, B. Jay, Andres Gallo, Paul Mason, and Jeffrey Steagall (2010). "Voter Bias in the Associated Press College Football Poll," *Journal of Sports Economics* 11 (4). 397-417. **Note:** This research was featured by the *Wall Stree Journal*, *Newsday*, the *Florida Times-Union*, WOKV-AM (Jacksonville), WJCT-FM (Jacksonville), and was the subject of an interview by the *Cleveland Plain Dealer*.

Steagall, Jeffrey W., Chung-Ping Loh and Sarah Martin. 2009. "The Future of United States and Latin American Economic Relations." *Journal of Interdisciplinary Economics* 20 (1&2): 47-65.

### **Dr. Mary Wrenn**

The Economic Surplus as a Fund for Social Change and Postneoliberal Governance, *Forum for Social Economics*, 2011, Volume 40, Issue 1.

Appendix F: External Community Involvement Names and Organizations

Name	Organization
John Mbaku	African Economic Research Consortium, Kenya
	African Development Bank
	Government of Sudan
Mary Wrenn	Association for Institutional Thought
Doris Geide-Stevenson	Utah Council on Economic Education
Deana Froerer	Utah Council on Economic Education

Appendix F: External Community Involvement Financial Contributions

Organization	Amount	Type
		Grant
N/A College Level activity		Contract
		Donation