

WSU Five-Year Program Review
Self-Study

Cover Page

Department/Program: Economics

Semester Submitted: Fall 2017

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Brief Introductory Statement

The Department of Economics 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 the 2+2 program, international students transfer to Weber State after two years of study at their home university and earn degrees from both institutions.

Adjusting to the high numbers of international students in our classrooms as a result of the 2+2 program in international economics has been challenging because of the increased complexity of student backgrounds. Moving forward the program will face challenges as leadership and attitudes towards 2+2 programs change at partner universities. Changing attitudes at partner schools have meant that the number of international students has been cut dramatically. The recent hire of an International Economics Liaison is designed assist in all aspects of the 2 + 2 program, including recruiting. The department has also been working to increase domestic majors and recently their numbers reached a five year high.

As evidenced by the recently revised mission statement, the department believes in high-impact teaching. High-impact teaching in the department takes the form of undergraduate research. The department has a four semester-hour senior project course sequence in which students complete an in-depth research paper. Evidence for student success in this area includes a high proportion of student publications in the university's undergraduate research journal, *ERGO*. Additionally, at least two of our faculty members have received awards from the Office of Undergraduate Research for their outstanding mentoring of students.

Over the past five years, the department has undergone significant personnel changes. Due to faculty leaving the department for retirement or other reasons, we have hired a total of ten new faculty members with seven of those in the department now. Two of the seven are currently in their first year, three are in their third year, and two are in their fourth year. In 2016, the department chair changed. The previous department chair, Dr. Doris Geide-Stevenson, became chair of Faculty Senate. Dr. Brandon Koford is now serving in his second year as chair.

To motivate and guide change in the future, the department revised its mission statement and created a vision statement during Fall Semester 2017. Before the end of the semester, the department will also have created a strategic plan designed to execute the department vision.

Finally, the department is considering how to best move forward with a growing interest in experimental economics in the department. The department has at least five faculty members pursuing research projects using experimental methods. In addition, the department has access to a mixed-use experimental lab. Faculty members also wrote and received a grant for tablet computers and the creation of a mobile experimental lab. In addition to faculty interest, students often use experimental methods in

their capstone research projects. The experimental lab is consistent with our mission and vision of providing students with a high impact, engaging, and experiential economic education

Standard A - Mission Statement

The Department of Economics supports the [mission](#) of the Goddard School of Business and Economics (GSBE) as well as the [mission](#) of the university

Department Mission and Vision

Mission

The Department of Economics promotes an academic community where students and faculty are partners in learning and research. Through high-impact teaching, we provide our students with economic knowledge and skills to solve social, business, and financial challenges and be contributing members of society.

Vision

Our vision is for the Department of Economics to be recognized as the regional leader in

- providing students with an engaging and experiential economics education
- graduating students who successfully apply their knowledge of markets, incentives, and the global economy to become leaders in the workplace, the community, and/or graduate school.

Actions to meet to Vision and Mission Objectives:

- Foster a collegial department consisting of faculty with wide variety of economic expertise and perspectives
- Secure effective support services and advising for students
- Engage with the community in economic conversations and provide economic expertise
- Provide high quality, relevant, global, and timely educational experiences
- Promote engaged and experiential teaching practices
- Maintain high academic standards
- Encourage faculty to actively engage in research and policy discussions

Strategic plan is in development and on target for completion during fall 2017.

Standard B - Curriculum

Instruction in the department covers four areas. First, the department teaches university general education courses. Courses in this area include ECON 1010 – Economics as a Social Science, ECON 1100 – Environmental Issues and Economic Policy, ECON 1740 – Economic History of the United States, ECON 2010 – Principles of Microeconomics, and ECON 2020 – Principles of Macroeconomics. Second, the department serves GSBE through the teaching of Business Foundations courses. Department courses in this area include, ECON 2010, ECON 2020, and QUAN 2600 – Business Statistics I. While not part of Business Foundations, the department also teaches QUAN 3610 – Business Statistics II for all students in the college. Third, the department serves students in the department through major courses such as ECON 4010 – Intermediate Microeconomics, ECON 4020 – Intermediate Macroeconomics, and ECON 4980 – Research Methods. Fourth, faculty support the MBA program by teaching course in-load. MBA courses include MBA 6040 – Managerial Economics, MBA 6410 – Global Macroeconomic Conditions, and MBA 6440 – Strategic Leadership.

The department offers two business degrees and a social science degree with four emphases. The Business Economics and International Business Economics majors are structured similar to other business degrees in the college. Specifically, students complete Business Foundations, the Business Core, an international course, and a communications course. Students then focus on major required and elective courses. The social science degrees are (1) General Economics with a minor, (2) General Economics with a Legal Studies Emphasis, (3) General Economics with a Quantitative Economics Emphasis, and (4) General Economic with an International Economics Emphasis.

The department emphasizes undergraduate research through its four credit-hour senior seminar sequence. The sequence begins with ECON 4970 – Introduction to Research Methods followed by ECON 4980 – Research Methods. Students are required to develop a research question, perform a literature review, develop an empirical method to answer their question, write a formal paper, and present their results in a public forum. This class is required of all student in in the social science degrees. In response to the last program review, the department created an internship option for students in Business Economics and International Business Economics majors. Student in these majors can complete either Research Methods or an internship.

The department has undergone several curriculum changes since the last program review.

- The department created a new major, International Business Economics
- The department successfully created an Associate of Science Degree in Business and Economics. The degree provides a clear path towards any Bachelor of Science in business and economics, essentially functioning as a cost-effective advising tool for students who are considering a 4-year degree in GSBE. It also provides an alternative degree option for students who are unable to finish a 4-year degree. Previously, this option did not exist within GSBE.
- The department revised the Legal Studies Emphasis.
- The department revised the Economics Minor. The revision formally allowed students from any major to complete the Economic Minor.
- The department revised the Economics Teaching Minor. The state changed the requirements for teaching certification. The revision included a new course that satisfied state requirements.

- The department is working on making Public Finance an elective for finance majors.
- As a recommendation from the last program review, the department created an internship option for the Business Economics degree. The department now has two degrees with an internship option, Business Economics and International Business Economics.
- Currently the department is working on changing the emphases areas to their own degrees. The department believes this will be easier for students to understand and also easier to market.
- Based on exit surveys of our graduates, we are working towards offering more ECON electives. In the 2017-2018 academic year, the department will offer ECON 4520 – Public Finance, ECON 3400 – Labor Economics, and ECON 4810 – Environmental Issues and Economic Policy. These are courses that have been infrequently taught in the past or, as in the case of ECON 4810, new this year.

Curriculum Map

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
ECON 1010 Economics as a Social Science			I	I	
ECON 1100 Environmental Issues and Economic Policy			I		
ECON 2010 Principles of Microeconomics			E		
ECON 2020 Principles of Macroeconomics			E	E	
ECON 3110 International Trade			E		E
ECON 3120 International Finance and Monetary Systems				E	E
ECON 3200 Money and Banking				E	
ECON 3400 Labor Economics			E		
ECON 4010 Intermediate Microeconomic Theory			E		
ECON 4020 Intermediate Macroeconomic Theory				E	
ECON 4170 Economic Development					E
ECON 4550 Introduction to Econometrics	E	E			
ECON 4520 Public Finance					
ECON 4560 Mathematical Economics	E				
ECON 4810 Environmental Issues and Economic Policy			E		
ECON 4970 Introduction to Research Methods	E	E			
ECON 4980 Research Methods	E (A)	E (A)	A	A	A
QUAN 2400 Business Calculus	E				
QUAN 2600 Business Statistics I		E			
QUAN 3610 Business Statistics II		E			

Note^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed comprehensively; these are examples, departmental choice of letters/numbers may differ

Note^b: Rows and columns may be transposed as required to meet the needs of each individual department

Standard C - Student Learning Outcomes and Assessment

Measurable Learning Outcomes

At the end of their study at WSU, students in this program will

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.

Through its association with the university's general education program, the department is also involved in assessing general education learning outcomes. Those appear below. The department also participates in the Assurance of Learning process at the college level for AACSB accreditation. With respect to the college outcomes, the department is most involved with the Analytical and Critical Thinkers, Knowledge of Key Concepts, and Global Viewpoints learning outcomes. All of GSBE's Assurance of Learning Outcomes also appear below.

LEARNING OUTCOMES FOR GENERAL EDUCATION COURSES

American Institutions (AI) Core Requirement

MISSION

The mission of Weber State's American Institutions (AI) requirement is to adhere to the Utah State Code, specifically 53B-16-103(b) which reads: "A student shall demonstrate a reasonable understanding of the history, principles, form of government, and economic system of the United States prior to receiving a bachelor's degree or teaching credential." The overarching goal of this requirement is to have all students gain the basic knowledge necessary for informed and responsible citizenship.

OBJECTIVES

An American Institutions (AI) course will meet the following objectives.

Upon completing an AI course a student shall demonstrate a reasonable understanding of:

1. the significant political, economic, and social changes in American history.
2. the major principles of American civilization, including the concepts of popular sovereignty, liberty, and equality.
3. the institutions and practices of the government provided for in the United States Constitution.
4. the basic workings and evolution of a market economy in the United States.

Social Science Breadth Area Mission Statement

The mission of the Social Science general education area is twofold: 1. to provide students with a basic understanding of humans and their behavior within their environments; and 2. to empower students to contribute to society in their particular professions and as engaged citizens of their various communities.

Social Science General Education Student Learning Outcomes

Students completing a social science general education course will demonstrate their understanding of the following three outcomes:

Interactions between individuals and society

Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.

Application of concepts, theories, and methods

Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.

Diverse perspectives

Students will identify an argument about a social phenomenon and understand alternative explanations.

General Education Learning Outcomes (GELO)

GELO 1: Content Knowledge

This outcome addresses students' understanding of the worlds in which they live and disciplinary approaches for analyzing those worlds. The knowledge is well defined in R470 and further refined by Core and Breadth area committees.

GELO 2: Intellectual Tools

This outcome focuses on students' use of and facility with skills necessary for them to construct knowledge, evaluate claims, solve problems, and communicate effectively.

GELO 3: Responsibility to Self and Others

This outcome highlights students' relationship with, obligations to, and sustainable stewardship of themselves, others, and the world to promote diversity, social justice, and personal and community well-being.

GELO 4: Connected & Applied Learning

This outcome emphasizes how students' learning in general education classes can be connected and applied in meaningful ways to new settings and complex problems.

GODDARD SCHOOL OF BUSINESS AND ECONOMICS LEARNING OUTCOMES

Analytical and Critical Thinkers

Students will be able to gather and organize relevant data and information to identify issues and problems to draw logical conclusions. Students will be able to:

1. Identify issues and problems
2. Gather and organize relevant data and information to analyze issues and problems
3. Draw logical conclusions through analysis and reasoning and posit viable alternative solutions

Ethically Aware

Students will be able to:

1. Systematically analyze ethical dilemmas that demonstrate advanced moral reasoning to find normative solutions
2. Understand key principles of business law and business ethics

Effective Communicators

Students will be able to demonstrate proficiency in oral and written communication skills in a professional environment. Students will be able to:

1. Effectively conduct oral presentations in a professional environment
2. Effectively convey ideas through written documents

Knowledge of Key Concepts

Students will be able to:

1. Demonstrate knowledge of key business disciplines.

Global Viewpoints

Students will be exposed to an international environment and will recognize and anticipate how sociocultural differences and political and economic forces shape institutions and business decisions. Students will be able to:

1. Recognize and anticipate how sociocultural differences shape institutions and business decisions.
2. Recognize and anticipate how political/economic forces shape institutions and business decisions

Five-year Assessment Summary

The department is heavily involved in assessment. We assess learning outcomes for the department, the college, and for the general education program. We assess frequently. Though not required from general education, we assess all general education courses each year. The upside of frequent and consistent assessment is that it helps to create a culture of improvement in the department. The downside is that, at times, it can feel like a tug-of-war between the many masters of assessment.

In 2011-2012, instructors changed the structure of ECON 4980 – Research Methods to focus student attention on the importance of using economic theory in devising and implementing research papers. The department continued to offer a one credit course to prepare students for Research Methods.

The major change for the 2012-2013 was making the one credit preparation course a requirement for students. The course was given an official number and name, ECON 4970 – Introduction to Research Methods. For General Education assessment, instructors in ECON 2020 and ECON 1740 created new tools for assessing the classes.

In 2014-2015, the department sought to improve the preparedness of senior economic majors with respect to their ability to devise and complete an independent research project. This concern was based on the low pass rate of the course in Fall 2013. The department identified a lower level of English proficiency in those students that did not pass the class compared to those that did pass. The department therefore began to enforce more strictly prerequisites for ECON 4980. Specifically, students were precluded from taking the course if they had not yet completed the English 2010 – Intermediate College Writing prerequisite.

In 2015 – 2016, the department sought to increase performance on the use of the statistical methods learning outcome. To do that the department has emphasized to students the importance of taking ECON 4550 – Introduction to Econometrics. Enrollment in the course has now stabilized to 10 – 15 students per semester offered. Assessment for General Education in ECON 2020 was changed to assessing throughout the semester rather than through questions embedded in the final. Assessment in ECON 1010 changed to a more comprehensive model. All exam questions were linked to a general education learning outcome.

For 2016-2017, the university's General Education program made a change that had significant impacts on the department. The program has mandated new requirements for teaching general education courses. Each course must now use a "Big Question" as a motivating theme throughout the course. All general education courses must also implement a "Signature Assignment." The labels "Big Question" and "Signature Assignment" will be used across general education courses, but instructors are to design how they will be implemented in their courses. The department has responded positively to these changes and is looking forward to seeing if they improve learning outcomes. In terms of the department's use of statistical methods learning outcome, a new project is being used in QUAN 3610. The focus of the project is for students to believe that they can leave the class having learned skills that will help them in the future. The project is also designed to improve learning outcomes associated with the Analytical and Critical Thinkers learning outcome for Assurance of Learning at the college level. Early indicators suggest that students like the new paradigm and are working hard to gain skills they can use in the future.

Standard D - Academic Advising

Advising Strategy and Process

In 2012, the department switched to a professional advising model in which three professional advisors serve all students in the Goddard School of Business and Economics. These advisors hold twenty orientation sessions per year, host "Meet the Advisor" events, and coordinate with local high schools and community colleges for recruiting. In addition, the advisors hold separate orientation sessions for incoming international students to the 2 + 2 International Economics Program. The advising office has also recently held meetings with all departments to better understand the content of departmental offerings. The role of faculty under a professional advising model is to be mentors. In general, faculty have open door policies with students and are happy to mentor students with respect to which degree would best suit their interests as well as the best preparation for their future interests.

Effectiveness of Advising

Last year there was a campus wide effort to assess advising. The assessment took the form of a survey of all students on campus. While the sample size of completed surveys for students within GSBE was small, results were positive overall. To obtain more information about advising effectiveness, the department added a question of this nature to the semesterly exit survey.

Past Changes and Future Recommendations

The biggest change within advising is the hiring of a third fulltime advisor. In addition to offering students more time slots to meet with advisors, the change offered greater opportunities for advisors to focus on specific areas. For example, with the additional resources, one advisor is able to focus on recruitment and another advisor has a focus on study abroad.

Standard E - Faculty

Faculty Demographic Information

Faculty Demographic Information

Male	Female	Tenure-Track	Tenured	U.S.	International
9	4	7	6	8	5
69%	31%	54%	46%	62%	38%

The department currently has 13 full-time faculty members, all with PhDs (counting the dean of GSBE and the dean of International Programs, the number is 15). Four faculty members are full professors, two are associate professors, and seven are assistant professors.

The department employs nine adjuncts on a regular basis. These instructors typically assist with the QUAN classes (Business Statistics I, Business Statistics II, and Business Calculus), ECON 1740 – Economic History of the United States, and ECON 1010 – Economics as a Social Science.

Programmatic/Departmental Teaching Standards

As indicated in our mission and vision, the department believes in high-impact teaching and engaging our students. These goals translate into rigorous academic instruction that culminate in a senior capstone focused in undergraduate research or, for those focused on entering the workforce, an internship. We now have two degrees that have internships as options in the course of study: Business Economics and International Business Economics.

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 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.

Faculty Qualifications

All of the full-time faculty members currently meet the qualification requirements for AACSB accreditation purposes. AACSB has several qualification channels. Most of the faculty fit under the Scholarly Academic channel. To qualify under this channel, the faculty member must have received their PhD within the last five years or published at least two peer-reviewed journal articles and completed some other intellectual contribution such as a presentation at a conference in the most recent five year period. Five out of nine of the adjuncts we use also meet the stringent AACSB standards for their category: a master's degree in a related field and at least three learning activities related to the field.

Faculty & Staff (current academic year)

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	13		0
Number of faculty with Master's degrees			9
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	13		9

Evidence of Effective Instruction

i. Regular Faculty

Evidence for effective instruction is gathered in four primary ways. First, the department annually assesses the department learning outcomes. Second, the department annually assess courses with general education designation: ECON 1010 – Economics as a Social Science, ECON 1100 – Environmental Issues and Economic Policy (when offered), ECON 1740 – Economic History of the United States, ECON 2010 – Principles of Microeconomics, ECON 2020 – Principles of Macroeconomics. Third, the department is involved with the Assurance of Learning associated with AACSB accreditation at the college level. Finally, student evaluations of instruction are

administered each semester and are used to provide feedback to faculty. The department chair regularly discusses evaluations with department members. In addition, evaluations of instruction form part of the formal review processes in the second year, third year, sixth year, full professor, and post tenure reviews.

ii. Adjunct Faculty

Courses taught by adjuncts form part of the assessment process for the department and also for the Assurance of Learning committee. In addition, course evaluations for adjunct instructors are reviewed regularly. In this way, the collection of evidence for effective instruction is similar across adjunct and regular faculty.

Faculty Scholarship

The department prides itself on the teacher-scholar model. Select faculty publications from 2012 – 2017 appear below. Faculty are highly productive in the area of scholarship, despite the heavy service and teaching load. In the last five years, the department has published over 40 peer reviewed journal articles, given 31 presentations at academic conferences, and published numerous books and book chapters.

Dr. Nazneen Ahmad

Polarization on Economic Issues over Time – a Survey of Delegates to the National Conventions, with Doris Geide-Stevenson and Dan Fuller, *Journal of Economics and Economic Education Research*, 15(2), 2014, p. 81-100.

Evidence on the Linkages between Remittances and the Macro Economy, with Joseph French, *Journal of Economics*, 40(1), 2014, p. 31-46.

End of Double Taxation: is the policy better when announced?, with Wei Xiao, *Journal of Policy Modeling*, 35(6), 2013, p. 928-942.

Dr. Doris Geide-Stevenson

“Consensus among Economists – An Update” (with Dan Fuller), *Journal of Economic Education*, Volume 45(2), April 2014, 131-146.

“Polarization on Economic Issues over Time – a Survey of Delegates to the National Conventions” (with Nazneen Ahmad and Dan Fuller), *Journal of Economics and Economic Education Research*, Volume 15, Issue 2, May 2014.

Dr. Jennifer Gnagey

"The Impact of STEM Programming on Educational Outcomes: Inclusive STEM Schools in Ohio." Jennifer Gnagey and Stephane Lavertu. AERA Open (2016)

Dr. Matt Gnagey

Gnagey, M.K. and R. Tans. Forthcoming. "Property Price Determinants in Indonesia." Bulletin of Indonesian Economic Studies. (authorship equally shared).

Gnagey, M.K. and T. Grijalva. Forthcoming. "Spatial Impact of Mountain Trails on House Prices." The Annals of Regional Science.

Grijalva, Therese and Matthew Gnagey. "The Economics of Air Quality in Utah." In Crimmel, Hal, Weinbauer, Ingrid, and Ewert, Eric. Utah's Air Quality Issues: Problems and Solutions (forthcoming).

Fiksel, Joseph, Elena Irwin, and Matthew Gnagey. 2016. "Resilience Economics: A Systems Approach." In NIST Special Publication 1600: Economics of Community Disaster Resilience Workshop Proceedings.

Dr. Therese Grijalva

Chapters in Books

"The Economics of Air Quality in Utah." In *Utah's Air Quality Issues: Problems and Solutions*, Ed. Hal Crimmel, Ingrid Weinbauer, and Eric Ewert. Publication date scheduled 2018.

"University Economics Departments." In *Environmental and Natural Resource Economics: An Encyclopedia*, Ed. T. Haab and J. Whitehead. Greenwood/Praeger. Publication date April 30, 2014.

Journal Articles

"Loss Aversion in the Classroom: A Nudge Towards a Better Grade?" B. Koford, T. C. Grijalva, and G. Parkhurst. College Student Journal, Forthcoming.

"Convex Time Budgets and Individual Discount Rates in the Long Run." Therese C. Grijalva, Jayson Lusk, Rong Rong, and W. Douglass Shaw, Therese Grijalva, Jayson Lusk, and Rong Rong. Environmental and Resource Economics, Published online first April 5, 2017. DOI 10.1007/s10640-017-0149-0

"The Western Public Domain: Disposal, Land Quality, and the Fiscal Implications of a Transfer to States." P. M. Jakus, J. Stambro, J. Downen, M. Hogue, L. Pace, T. C. Grijalva. *Land Economics*, Forthcoming.

"A Guide to Graduate Study in Environmental, Resource and Agricultural Economics: Ranking Ph.D programs in Economics and Agricultural Economics." Therese C. Grijalva and Clifford. Nowell. *Agricultural and Resource Economics Review* 43: 209-226, 2014.

"Discounting the Distant Future: An Experimental Investigation." Therese C. Grijalva, Jayson L. Lusk, W. Douglass Shaw. *Environmental and Resource Economics* 59: 39-53, 2014.

Dr. Andrew Keinsley

Keinsley, A. (2016) Indexing the Income Tax Code, Monetary/Fiscal Interaction, and the Great Moderation, *European Economic Review*, 89, 1-20.

Dr. Brandon Koford

Grijalva, Therese, Brandon C. Koford, and Gregory Parkhurst. Forthcoming. "Loss Aversion in the Classroom: A Nudge towards a Better Grade?" *College Student Journal*.

Koford, Brandon C., Therese Grijalva, Gregory Parkhurst. 2017. "The Influence of Positive and Negative Framed Information Load: An Experimental Investigation." *Journal of Marketing Development and Competitiveness* 11, no. 3:67-79.

Cseh, Attila, Brandon C. Koford, Ryan T. Phelps. 2015. "Hospital Utilization and Universal Health Insurance Coverage: Evidence from the Massachusetts Health Care Reform Act." *Applied Health Economics and Health Policy* 3, no. 6 (December): 627-635.

Koford, Brandon C. and Attila Cseh. 2015. "Older Americans, Depression, and Labor Market Outcomes." *Eastern Economic Journal* 41, no. 1: 70-85.

Blomquist, Glenn C., Paul Coomes, Christopher Jepsen, Brandon C. Koford, and Kenneth Troske. 2014. "Estimating the Social Value of Higher Education: Willingness to Pay for Community and Technical Colleges." *Journal of Benefit-Cost Analysis* 5, no. 1.

Cseh, Attila, Luis Gonzalez, and Brandon C. Koford. 2013. "Fertility, Sibling Spacing, and Adolescent Exposure to Young Children" *Journal of Economics*, MVEA 39, no. 2: 35-55.

Cseh, Attila, Luis Gonzalez, and Brandon C. Koford. 2013. "Human Capital Development: The Case of Sibling Spacing." *Southwestern Journal of Economics* 10, no. 1: 46-63.

Koford, Brandon C., Glenn C. Blomquist, David M. Hardesty, and Kenneth R. Troske. 2012. "Estimating Consumer Willingness to Supply and Willingness to Pay for Curbside Recycling." *Land Economics* (November).

Dr. Alvaro La Parra-Perez

"Spain is Not Different. Institutional Development and the Army in the Second Spanish Republic and Civil War" *Revista Universitaria de Historia Militar*, 9(5), pp. 52-74, June 2016.

Dr. John M. Mbaku

Books

John Mukum Mbaku & Mwangi S. Kimenyi, *Governing the Nile River Basin: The Search for a New Legal Regime* (Washington, D.C.: The Brookings Institution Press, 2015).

Chapters in Books

John Mukum Mbaku, *Constitutionalism and the Origins of African Civil Conflicts*, in *Territoriality, Citizenship and Peacebuilding: Perspectives on Challenges to Peace in Africa* (Kelechi A. Kalu, Ufo O. Uzodike, David Kraybill & John Moolakkattu eds., London: Adonis & Abbey Publishers Ltd., 2013).

John Mukum Mbaku, *The Political Economy of U.S.-Africa Security Relations*, in *United States-Africa Security Relations: Terrorism, Regional Security and National Interests* (Kelechi A. Kalu & Pita Ogaba Agbese eds., New York: Routledge, 2014).

John Mukum Mbaku, *The State and Cameroon's Stalled Transition to Democratic Governance*, in *Reconstructing the Authoritarian State in Africa* (George Klay Kieh, Jr. & Pita Ogaba Agbese eds., London & New York: Routledge, 2014).

John Mukum Mbaku, *Fighting Poverty and Improving Human Development in Africa: Opportunities for U.S. Engagement*, in *U.S.-Africa Relations: From Clinton*

to Obama (Cassandra Rachel Veney ed., Lanham, MD & Plymouth, UK: Lexington Books).

John Mukum Mbaku, The Challenge of Corruption Control in Africa, in *Imagining the United States of Africa* (E. Ike Udogu ed., Lanham, MD & Plymouth, UK: Lexington Books, 2015).

Journal Articles

John Mukum Mbaku, International Law and the Fight against Bureaucratic Corruption in Africa, 33 *Arizona Journal of International and Comparative Law* 662 (2016).

John Mukum Mbaku, Judicial Independence, Constitutionalism and Governance in Cameroon: Lessons from French Constitutional Practice, 1 *European Journal of Comparative Law and Governance* (2014).

John Mukum Mbaku, The Rule of Law and Poverty Eradication in Africa, 13 *African and Asian Studies* 530 (2014).

John Mukum Mbaku, Evaluating Poverty Elimination: Boosting Entrepreneurship in Africa, 35 *Harvard International Review* 72 (2013).

John Mukum Mbaku, Providing a Foundation for Wealth Creation and Development in Africa: The Role of the Rule of Law, 38 *Brooklyn Journal of International Law* 959 (2013).

John Mukum Mbaku, What Should Africans Expect from Their Constitutions?, 41 *Denver Journal of International Law and Policy* 149 (2013).

John Mukum Mbaku & Zhuolin Yu, Information Communication Technologies, Transparency and Governance in China, 30 *International Journal on World Peace* 1 (2013).

John Mukum Mbaku, Enhancing Africa's Fight Against Corruption: The Role of International Law, 3 *The Global Business Law Review* 9 (2012).

Dr. Cliff Nowell

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The Role of Confidence in the Truthful Revelation of Private Values, with G. Parkhurst, *Agricultural and Resource Economics Review*, August, 2014.

Public Subsidies, Tuition, and Public Universities' Choices of Undergraduate Acceptance and Retention Rates in the USA, with J. Kerkvliet, *Education Economics*, December, 2014.

Dr. Sandeep Rangaraju

Where Do Jobs Go When Oil Prices Drop", (with Ana Mara Herrera and Mohamad B. Karaki), forthcoming *Energy Economics*.

Dr. Gavin Roberts

Mason, Charles F. and Gavin Roberts. Price elasticity of supply and productivity: An analysis of natural gas wells in Wyoming. *The Energy Journal*, forthcoming.

Dr. Jeff Steagall

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

Dr. Christopher Yench

Hall, Josh, Amanda Ross, and Christopher Yench. (2015) "The Political Economy of Subsidized Commercial Passenger Air Service," *Public Choice*, 165(1), 147-164.

Nowak, Adam, Amanda Ross, and Christopher Yench. (2017) "Small Business Borrowing and Peer-to-Peer Lending: Evidence from Lending Club," (forthcoming in *Contemporary Economic Policy*)

Mentoring Activities

The economics department has experimented with various models of mentoring new full-time tenure track faculty. At times, a specific faculty member is assigned as a formal mentor. Mixed success with this model has the department relying 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. Informal faculty development takes place by research collaboration between senior and junior faculty member.

The department chair generally mentors new adjunct faculty. Initially, the associate dean for accreditation compatibility reviews their credentials. Typically, all adjunct faculty teach one and no more than two courses per semester. Some adjuncts teach every semester. 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.

Diversity of Faculty

As indicated above, the faculty include four females and nine males. Five faculty members are from outside of the United States, representing the most diverse international faculty in the Goddard School.

Ongoing Review and Professional Development

Faculty in the Department of Economics undergo several stages of review throughout their career. Each year, every faculty member undergoes a review with the department chair. Tenure track faculty undergo an additional, more extensive review with the department chair in their second year. During the third year, tenure track faculty undergo a full and formal review by all committees associated with the tenure review process. In the sixth year, tenure track faculty undergo review for tenure and promotion. Once a faculty member receives tenure, they must undergo review every five years. This review can take the form of a review for promotion to full professor, a “performance compensation” review that allows full professors with more than five years of service in that rank an opportunity for a raise, or a post tenure review process that is defined by the Goddard School of Business and Economics.

Faculty development in teaching occurs through the university’s Teaching and Learning Forum. In addition, faculty are invited to attend one teaching conference, such as the Conference on Teaching and Research in Economic Education, each year. Professional development in research is encouraged through the support of attending up to two academic conferences per year.

Standard F – Program Support

Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

The department includes one administrative specialist and a recently hired (October 2017) international economics liaison. The department does not use work-study students to help with the department office workload.

The administrative specialist has undergone some recent changes in responsibility. The dean recommended a change in which all students in GSBE are to visit the advising office for assistance with registration concerns and overrides. This change created an opportunity for the administrative specialist to learn new skills. In order to assist the department with ongoing curriculum changes, the administrative specialist learned and implemented the university's new curriculum system called Curriculog.

The goal of the international economics liaison is to promote the international economics program. She will work on integrating domestic and international students, assist with non-academic issues, help to identify internship opportunities and potential scholarship donors, and assist with the program in general.

The department employs several tutors in the Quantitative Methods lab. The Quantitative Methods Lab is funded through a \$12 course fee in 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.

The economics department has also hired students and recent graduates from its program to help as tutor/graders for economics courses. 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.

i. Ongoing Staff Development

The administrative specialist has access the university's training catalog for professional staff. She has completed the Coach Certificate and attended numerous training sessions on campus systems such as Curriculog and Duo. In addition, the administrative specialist is pursuing a bachelor's degree at Weber State.

Adequacy of Administrative Support

The 2 + 2 program in the department has extended our use of administrative services at the university. We now work more with the International Student Center and Continuing Education to run various parts of the program.

The dean is generally supportive of the department. Travel money from the dean is sufficient to allow faculty to travel to at least one conference per year. From the revenue generated from the 2 + 2 program, the dean also gives the department a fixed dollar amount per faculty member. These funds are used at the discretion of the department, but are typically used to fund additional conference travel, support faculty research, support student research, and support department tutors. The department's share of the revenue equates to about seven percent when there are many international students and closer to 35 percent when there are few international students.

The department finds itself in a challenging position with respect to the strategic plan of the college. The current, though somewhat dated, strategic plan for the college emphasizes Supply Chain Management, Master of Taxation, Study Abroad, Entrepreneurship, and Sustainability over other programs. The Department of Economics is not one of the emphasized areas. While choices and tradeoffs between good options is inherent in strategic planning, it is challenging on many levels when there is an opportunity for the department to excel, but resources are directed elsewhere. The department recommends a college strategic plan that offers each department an opportunity to excel at its strengths.

Adequacy of Facilities and Equipment

The college has started a system in which faculty computers are replaced on a five-year basis. The economics department has been able to accommodate faculty requests for new technology and hopes to be able to continue this support through funds generated by the 2 + 2 program. In terms of classroom technology, the dean's office has worked to provide a consistent technology experience in each classroom. 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. At the university level, faculty can apply to the Academic Resources and Computing Committee for special technology needs in the classroom. One successful ARCC grant was for Stata licenses to use in ECON 4550 – Introduction to Econometrics and ECON 4980 – Research Methods. One issue moving forward is that the five-year replacement period appears to be too long. Faculty computers often break

down and run out of warranty before the end of the five-year replacement period. This leaves the department to find funds for new computer equipment.

Adequacy of Library Resources

The library meets the needs of our program. The librarian assigned to economics responds in a timely fashion with our requests. One recent addition to the library is the inclusion of the NBER Working Paper series. The faculty can now download the papers at no marginal cost.

Standard G - Relationships with External Communities

Description of Role in External Communities

Dr. John M. Mbaku

- Nonresident Senior Fellow, The Brookings Institution
- American Bar Association Liaison to the Society of International Economic Law
- Vice Chair, American Bar Association, International Law Section, Rule of Law Committee
- Co-Chair, Africa Committee, International Law Section, American Bar Association
- Co-Editor, The Clarion: The IHRC Journal of Human Rights
- Vice Chair, American Bar Association, International Rights Committee

Recent Consultancies

- The Kenyan Institute for Public Policy Research and Analysis (KIPPRA), Nairobi, Kenya
- African Economic Research Consortium (Nairobi), Nairobi, Kenya
- United Nations Economic Commission for Africa (UNECA), Addis Ababa, Ethiopia
- The African Development Bank (AfDB), Abidjan, Côte d'Ivoire.

Dr. Jenny Gnagey

- ECON 3400 - Labor Economics partnered with local non-profit Cottages of Hope (COH), which provides programs and services to help families achieve greater levels of financial stability. In order to help them benchmark their goal of helping families find work that pays a "livable wage," the class conducted research to calculate the income families of various sizes and

compositions in Ogden would need to earn to cover basic needs without relying on public assistance programs.

- Community leader for the resettlement of refugees in Ogden (paid summer 2016, volunteer fall 2016-present)
 - Helped resettle 65 Congolese refugees across 9 families in Ogden
 - Met with landlords, employers, Ogden mayor, city council, police chief, health service providers, and Department of Workforce Services staff to prepare for and undertake the resettlement of refugees in Ogden
 - Procured an official statement from Ogden City that the background screening undertaken in the US refugee admission process meets the Ogden Good Landlord Program requirements for a background check
 - Helped coordinate WSU provision of Refugee ESL classes via the WSU Community Education Center
 - Received \$15,000 in pilot funds from Continuing Education
 - Facilitated student involvement in the refugee resettlement effort
 - \$5,000 funding provided by the Center for the Study of Poverty and Inequality
 - Provides primary communication between Weber State and refugee families regarding ESL classes
 - Investigates future funding sources
 - Helped WSU Amnesty International Club organize panel discussion on refugee resettlement
 - Organized a refugee volunteer opportunity email list via WSU Amnesty International

Dr. Therese Grijalva

- Completed the report, “An Analysis of a Transfer of Federal Lands to the State of Utah” for the Public Lands Policy Coordination Office, Office of the Governor. Prepared in conjunction with the Bureau of Economic and Business Research (University of Utah), Paul M. Jakus (Utah State University), and Therese C. Grijalva (Weber State University). December 2014.
- Weber Pathways Board Member
- UDOT, Safe Neighborhood Access Plan team member for St. Joseph’s Catholic Elementary School
- Provided expertise for the following popular press articles:
 1. “Survey Shows Mounting Effort to Rally Opposition to Higher Solar Fees,” in the *Standard Examiner*, by Leia Larsen, Thursday, December 15, 2016.
 2. “Utah’s Fruit Way: Famous Farming District Giving Way to Development,” in the *Standard Examiner*, by Leia Larsen, Friday, June 10, 2016.
 3. “Managing Western Lands: Should the U.S. turn over federal lands to the states?” in *CQ Researcher* 26(16), by Barbara Manel. April 22, 2016, pages 361-384.

4. "The Risks and Rewards of Federal Land Transfer? The Numbers are Available" in *The Salt Lake Tribune*, by Robert H. Nelson, March 17, 2016. Robert H. Nelson is a professor in the School of Public Policy of the University of Maryland. He worked as an economic analyst in the Office of the Secretary of the Interior from 1975 to 1993 and holds a Ph.D. in economics.
5. "Playing to the Beat" in *WSU NEWS*, by Rachel Badali, March 2016, Volume 19 No. 4.
6. "Bundynomics" in *The New Yorker*, by James Surowiecki, January 25, 2016. (References a study I did with others from USU and the U of U.)
7. "Why the Government Owns So Much Land in the West" in *The New York Times*, by Quoc Trung Bui and Margot Sanger-Katz, January 5, 2016. (References a study I did with others from USU and the U of U.)

Dr. Michael Vaughan

- Director of the Center for the Study of Poverty and Inequality. Established a literacy program for drug offenders. Project LIFE (Literacy Instruction to Further Education) provides individualized tutoring to drug offenders with the goal of helping them complete their high school equivalency test (GED) and prepare for post-secondary education at WSU or at a Utah College of Applied Technology (ATC) institution.
- American Association of State Colleges and Universities – National Steering Committee member for the Economic Inequality Initiative.
- American Association of State Colleges and Universities, American Democracy Project, Board Member, Economic Inequality Initiative.
- Albion Laboratories and Albion International: Member, Board of Directors

Dr. Doris Geide-Stevenson

Interview for the 5pm news on KSL – SLC (NBC) on the recovery of the housing market, May 6, 2013.

<http://www.ksl.com/?nid=148&sid=25075959>

Dr. Brandon Koford

Interview for KSL News Radio on research regarding human depression and wages. November 18, 2013

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.

Template Version Date: April,
2016

Standard H – Program Summary
Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
Write a mission, vision, and strategic plan	The department has focused its efforts this semester in formalizing the mission, vision, and strategic plan.	The progress has been great! The department has written a mission and vision. The strategic plan is well underway with a meeting to discuss as a department to be held in November 2017.
Make available different paths through the curriculum to accommodate students who desire professional preparation.	A new major was created, International Business Economics, that has an internship as an option. The department also added an internship option to the Business Economics major.	In the last several years, students have been using the internship option.
Strategies to grow the number of domestic majors.	Many strategies across a range of activities have been taken. There is more awareness of recruitment in lower division classes. The department held an open house, attended Major Fest, sent recruiting emails to a broad range of students informing them about majors in economics, emailed students with only one class left to encourage them to finish.	In 2017 we had a total of 16 domestic graduates, the highest number since 2005.
Recognition of the department's 2+2 program as an important contribution to the college's strategic plan for internationalization	The department has discussed this item with the dean.	The department has lost a little ground here as the international emphasis in the strategic plan has shifted towards study abroad. However, there are plans to revisit the college's strategic plan next academic year.
Use funds generated by the 2+2 program to hire an instructor.	Hiring decisions are made based on needs in the college. No funds have been allocated to hire an additional instructor. The department is still	Although the department has not been able to hire an instructor, it has hired several tutors to assist in QUAN classes as well as the principles courses. In

	interested in hiring an instructor to teach and coordinate QUAN classes.	addition the economics tutors also assist with grading course assignments.
Implement a survey of graduating seniors to assess the quality of the program and program advising	The department now administers an exit survey to all graduating seniors. The survey contains questions on instruction, curriculum, mentorship, internships, career preparation plans, as well as open response questions about the department in general. In addition, the advising center has started a survey to assess advising effectiveness.	The implementation of the survey every semester is great progress for the department. Students seem content with advising. Greater progress can and is being made in the area of career services. The survey also provided support for the idea that majors want additional elective courses. The department has responded and is offering more regular or new electives.
Work more with career services and secure more internship possibility with students	Career services in the college is undergoing changes with the hiring of a new career adviser. In addition, the department has been more involved with Business and Industry Night, the night employers come to campus to recruit. The department has also created a service opportunity for a faculty member interested in jobs and internships. This person will work with employers and career services to enhance opportunities for our students.	The new career advisor is, among other things, implementing a software solution designed to get job announcements to more students. For the service opportunity, the faculty member started this semester and has already begun to work with career services.
More communication between the chair and faculty and staff.	The chair has implemented a weekly news email in which information relative to the department is shared.	Feedback regarding this type of news sharing has been positive.

Meet with adjuncts to ensure quality instruction.	In the last year, the chair has met with all adjunct professors. In addition, the chair reviews the evaluations of the adjunct faculty each semester.	More progress can be made to involve adjunct with the assessment process.
Computer lab space	Computer lab space has held constant in the department but has been reduced in the college. The college has responded to the reduction in physical computers with the creating of more virtual computers. These virtual computers enable students to login via the web and access key software for courses. Computer labs across campus seem to be sufficient for students. More and more, students use personal devices for computing. Surveys of students do not indicate that computing services are an issue.	The department recently replaced the computers in the Quantitative methods lab with current models. The funding for this purchase came through course fee in the courses with a QUAN prefix.
External Advisory Committee	The college has an active external advisory committee that meets every quarter. The department has not formed a separate committee.	No progress on an external advisory committee has been made.

Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Detailed items related to evidence of learning are captured in Appendix G and the Five Year Assessment Summary of this document. Other items are included in the table below.

Problem Identified	Action to Be Taken
Issue 1. The department needs to revisit learning outcomes and assessment strategies.	The department will meeting Spring 2018 to being the discussion of learning outcomes and assessment.
Issue 2. The department needs to revise and update course offerings to be consistent with peer and aspirant schools.	As part of the strategic planning process, a faculty member has already surveyed peer and aspirant schools and found our mix of class to be missing a few key courses. The department is scheduled to discuss this issue in greater detail November 14.

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
Issue 1. The department, and thus the college, relies heavily on adjunct instructors to teach the QUAN courses (Business Calculus, Business Statistics I, and Business Statistics II.	Recommend that an instructor be hired to teach an coordinate QUAN courses. This would help the department offer additional electives as well.

Issue 2. Over the last five years, the department has felt the heavy load of delivering high impact learning with a growing number of majors.	One ongoing discussion is to change the model for teaching ECON 4980 – Research Methods to one in which there is coordinator for the course, but students work with faculty across the department as mentors. An unfortunate solution may come in the form of a permanent reduction in international students. In the last academic year, the department has had its lowest number of international students since the start of the 2 + 2 international economics program.
Issue 3: Five-year replacement schedule for laptops is too long.	Discuss with the associate dean and the technology specialist. Suggest a 4 year replacement schedule.

Summary Information (as needed)
Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
ECON 4980 Rubric	LO1, LO2	In Canvas at the end of semester.	Canvas ECON 4980 class site
TUCE Micro and Macro Test Results	LO3, LO4, LO5	End of Spring semester in ECON 4980.	Electronic format in Chi-tester.
General Education outcomes for SS and AI	General Education's Social Science and American Institutions learning outcomes.	Embedded exam questions in various sections of all general education classes.	Individual faculty and department chair computers. G-mail account.

APPENDICES

Appendix A: Student and Faculty Statistical Summary

Economics	2012-13	2013-14	2014-15	2015-16	2016-17
Student Credit Hours Total ¹	9,226	9,124	8,988	9,407	8,685
Student FTE Total ²	307.50	304.10	299.60	313.60	289.5
Student Majors ³	155	157	180	171	166
other (2nd or 3rd majors)	18	15	23	35	27
Program Graduates ⁴					
Associate Degree					
Bachelor Degree	30	37	37	35	48
Student Demographic Profile ⁵					
Female	71	79	96	80	65
Male	84	78	84	91	101
Faculty FTE Total ⁶	15.44	17.29	14.01	14.42	n/a
Adjunct FTE	4.97	6.68	3.4	3.2	n/a
Contract FTE	10.47	10.61	10.61	11.22	n/a
Student/Faculty Ratio ⁷	19.92	17.59	21.38	21.75	

Note: Data provided by Institutional Effectiveness

¹Student Credit Hours Total represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads. ² Student FTE Total is the Student Credit Hours Total divided by 30. ³ Student Majors is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year. Only 1st majors count for official reporting. ⁴ Program Graduates includes only those students who completed all graduation requirements by end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year. ⁵ Student Demographic Profile is data retrieved from the Banner system. ⁶ Faculty FTE is the aggregate of contract and adjunct instructors during the fiscal year. Contract FTE includes instructional-related services done by "salaried" employees as part of their contractual commitments. Adjunct FTE includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis

campus, along with on-line and Continuing Education courses. ⁷ Student/Faculty Ratio is the Student FTE Total divided by the Faculty FTE Total.

Program Credit Hour requirements:

Program Credit Hour Requirements						
	Business Economics	International Business Economics	General Economics	Quantitative Economics	Legal Studies	International Economics
General Education	35	35	35	35	35	35
Required Support Courses	53	50				
Required Major Courses	10	13	15	47	37	30
Required Elective Courses	12	12	12	12	18	15
Electives	10	10	43	26	30	40
Minimum Minor Hours	NA	NA	15	NA	NA	NA
Total	120	120	120	120	120	120

Appendix B: Contract/Adjunct Faculty Profile

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Deana Froerer	Female	White	Adjunct	NA	MBA	13	Introductory Economics
Robert Goodwin	Male	White	Adjunct	NA	MBA	15	Quantitative Methods
Rick Jones	Male	White	Adjunct	NA	MS Economics	16	Economic History
Randall Kent	Male	White	Adjunct	NA	MS Mechanical Engineering	6	Quantitative Methods
Dennis Kunimura	Male		Adjunct	NA	MS Mathematics – Statistics	4	Quantitative Methods
David Neal	Male	White	Adjunct	NA	MS Statistics	20	Quantitative Methods
Mont Ogden	Male	White	Adjunct	NA	MS Secondary Education	45	Economic History
Michelle Rich	Female	White	Adjunct	NA	MBA	6	Quantitative Methods
Philip Rogers	Male	White	Adjunct	NA	MS Statistics	17	Quantitative Methods

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Rebecca Kamanski	Female	White	Administrative Specialist	2	Office Support
Isabel Patrao	Female	White	International Economics Liaison	Started October 23, 2017	International student support

Appendix D: Financial Analysis Summary (This information is provided by the Provost's Office)

Department of Economics					
Funding	12-13	13-14	14-15	15-16	16-17
Appropriated Fund	1,238,423	1,200,766	1,292,815	1,315,778	1,474,865
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	12,382	82,330	117,109	167,069	162,213
Total	1,250,805	1,283,096	1,409,924	1,482,847	1,637,078

Student FTE	307.5	304.1	299.6	313.6	289.5
Cost per FTE	\$4,068	\$4,219	\$4,706	\$4,728	\$5,655

Appendix E: External Community Involvement Names and Organizations

Name	Organization
John M. Mbaku	The Brookings Institution
	American Bar Association
	IHRC Journal of Human Rights
	The Kenyan Institute for Public Policy Research and Analysis
	African Economic Research Consortium
	United Nations Economic Commission for Africa
	The African Development Bank
Jenny Gnagey	Cottages of Hope
	City of Ogden
	Department of Workforce Services
Therese Grijlavla	Office of the Governor
	Weber Pathways
	Utah Department of Transportation
	Standard Examiner
	CQ Researcher
Michael Vaughan	Project Life
	American Association of State Colleges and Universities
	Albion Laboratories and Albion International

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Rimvydas Baltaduonis	Associate Professor of Economics, Co-Director of Gettysburg Lab for Experimental Economics	Gettysburg College
Cathy Carey	Professor and Chair, Department of Economics	Western Kentucky University
Chris Hoagstrom	Professor of Zoology	Weber State University

Appendix G: Evidence of Learning Courses within the Major

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Economics majors..	Direct and Indirect Measures*				
Learning Outcome 1: Numerically literate and communication skill.	Measure 1: Rubric to evaluate the final research paper in ECON 4980	Measure 1: 80% of all students will meet or exceed expectations (score of C or higher)	Measure 1: 89% of students met or exceeded expectations per rubric.	Measure 1: Students performed very well obtaining a three year high in this area.	Measure 1: No action necessary, though faculty will continue to offer writing assignments in their courses and encourage students to use peer review and the writing lab to improve numerical and communication skills.
Learning Outcome 2: Use of Statistical Methods	Measure 1: Evaluation of the use of methods in the final research paper in ECON 4980.	Measure 1: 80% of all students will score 80% or above on the methods section of the final paper.	Measure 1: 72 % of all students scored above 80% on the methods section for their final research paper.	Measure 1: Students were below threshold. Combining this result with Learning Outcome 1 suggests that students are doing better overall in the paper, but are struggling in the use of methods. Part of this below threshold result could be related to students' struggling to present results well.	Measure 1: Faculty will continue to focus on projects in QUAN 3610 and encourage students to take econometrics. In addition, faculty will make connections between methods and presentation of results in Research Methods.
Learning Outcome 3: Use concepts of demand and supply to analyze current economic issues	Measure 1: Standardized test to assess Principles of Microeconomics knowledge	Measure 1: The class average will be substantially above the national average.	Measure 1: The class average of 51.1% (79 th percentile) exceeded the normed national average of 42.6%. The score this year was between last year's high of 65.54% and	Measure 1: Students performed very well.	Measure 1: Continue to monitor the progress of students. Department is cautiously optimistic about the higher scores.

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Economics majors..	Direct and Indirect Measures*				
			lower scores in previous years.		
Learning Outcome 4 Use aggregate demand and supply to analyze current macroeconomic issues	Measure 1: Standardized test to assess Principles of Macroeconomics knowledge	Measure 1: The class average will be substantially above the national average.	Measure 1: The class average of 56.3% (74 th percentile) exceeded the normed national average of 47.3%. Scores came down from last year's high score.	Measure 1: Students performed well.	Measure 1: Continue to monitor the progress of students.
Learning Outcome 5: Identify costs and benefits of a global economy	Measure 1: Subset of international questions on the micro- and macroeconomics exam.	Measure 1: The class average will be substantially above the national average and will be higher than for the entire exam since most students take at least 2 upper-level courses that deal with international subject matter.	Measure 1: The average of 57.4 % is higher than two years ago, but lower than last year's high of 69.6%.	Measure 1: Students returned closer to the longer run trend on this learning objective. Students scored higher on these questions compared to the overall micro and macro exams.	Measure 1: Report success to faculty. Continue to discuss with faculty, new and old.

Evidence of Learning: General Education

For 2016-2017, the university's General Education program made a change that had significant impacts on the department. The program has mandated new requirements for teaching general education courses. Each course must now use a "Big Question" as a motivating theme throughout the course. All general education courses must also implement a "Signature Assignment." The labels "Big Question" and "Signature Assignment" will be used across general education courses, but instructors are still free to design how they will be implemented in their courses. The department has responded positively to this change and is looking forward to seeing if these changes improve learning outcomes.

Evidence of Learning: General Education, American Institution Courses
Course: **ECON 1740 Economic History of the United States**

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Students will have a reasonable understanding of the significant political, economic, and social changes in American history .		Measure 1: A weighted average of three essay questions over two semesters, n = 114	60% of students will correctly answer the question.	50% of students answered the question correctly	Scores in this area went down few percentage points compared to last year.	General Education at the university level is implementing Big Questions and Signature Assignments. Implementing these new features in this general education course will improve learning outcomes.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Students will have a reasonable understanding of the major principles of American civilization, including the concepts of popular sovereignty, liberty, and equality.		Measure 1: A weighted average of two multiple choice questions given in Fall and Spring Semesters, n = 55 student by question observations.	60% of students will correctly answer the questions.	71% of students answered the questions correctly.	Students successfully demonstrated a reasonable understanding in this area.	No specific action necessary.
Students will have a reasonable understanding of the institutions and practices of the government provided for in the United States Constitution.		Measure 1: Score on a multiple choice question given in Fall and Spring Semesters, n =31	60% of students will correctly answer the questions.	68% of students answered the question correctly.	Students met the threshold of reasonable understanding for this learning goal.	No specific action plan necessary.
Students will have a reasonable understanding of the basic workings and evolution of a market economy		Measure 1: Weighted average of three essay questions given in Fall and Spring Semesters, n = 104 student by question observations	60% of students will score 60% or above on the essay questions	61% of students scored 60% or above on the essay questions.	Students met the threshold of reasonable understanding for this learning goal.	No specific action plan necessary.

in the United States.						
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Evidence of Learning: General Education, Social Science Courses

Course: **ECON 1010 – Economics as a Social Science**

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Gen ED SS Outcome 1: “Interactions between individuals and society” Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.		Measure 1: There were a total of 2,517 person-by-question level observations administered over six exams in two semesters	Measure 1: 70% of students will correctly answer the questions.	On average, 70% of students answered correctly	Students demonstrate competence.	No specific action necessary.
Gen ED SS Outcome 2: “Application of concepts, theories, and methods”. Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.		Measure 1: There were a total of 5,131 person-by-question level observations over six exams in two semesters	Measure 1: 70% of students will correctly answer the questions.	On average, 67% of students answered correctly	Performance on this learning outcome is approximately ten percentage points lower than last year. Assessment in 1010 was completely redesigned last year and may have resulted in some of the changes seen in scores. Students are close to threshold.	General Education at the university level is implementing Big Questions and Signature Assignments. Implementing these new features in this general education course will improve learning outcomes.
Gen ED SS Outcome 3: “Diverse Perspectives” Students will identify an argument about a		Measure 1: There were a total of 2,922 person-by-question level	Measure 1: 70% of students will correctly answer the questions.	On average, 73% of students answered correctly	Students demonstrate competence.	No specific action necessary.

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
social phenomenon and understand alternative explanations.		observations over six exams in two semesters				

Evidence of Learning: General Education, Social Science Courses

Course: **ECON 2010 – Principles of Microeconomics**

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Gen ED SS Outcome 1: “Interactions between individuals and society” Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.		A set of three multiple choice questions over three instructors, four sections, and two semesters, n = 618 person-by-question observations	Measure 1: 70% of students will correctly answer the questions.	Overall 84% of the questions were answered correctly.	Students demonstrate competence	No specific action is necessary
Gen ED SS Outcome 2: “Application of concepts, theories, and methods”. Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.		A set of three multiple choice questions over three instructors, four sections, and two semesters, n = 618 person-by-question observations	Measure 1: 70% of students will correctly answer the questions.	Overall 66% of the questions were answered correctly.	This is a large and unexpected drop in the performance on this learning outcome.	General Education at the university level is implementing Big Questions and Signature Assignments. Implementing these new features in this general education course will improve learning outcomes.
Gen ED SS Outcome 3: “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand		A set of three multiple choice questions over three instructors, four sections, and two semesters, n =	Measure 1: 70% of students will correctly answer the questions.	Overall 87% of the questions were answered correctly	Students demonstrate competence	No specific action necessary.

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
alternative explanations.		618 person-by-question observations				

Evidence of Learning: General Education, Social Science Courses

Course: **ECON 2020 – Principles of Macroeconomics**

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Gen ED SS Outcome 1: “Interactions between individuals and society” Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.		Measure 1: A set of 2 multiple choice questions over 2 instructors, eight sections, and two semesters, n = 529	Measure 1: 70% of students will correctly answer the questions.	On average, 88% of students answered correctly	Students increase performance related to this learning outcome considerably compared to last year.	No specific action is necessary.
Gen ED SS Outcome 2: “Application of concepts, theories, and methods”. Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.		Measure 1: A set of 2 multiple choice questions over 2 instructors, eight sections, and two semesters, n = 536	Measure 1: 70% of students will correctly answer the questions.	On average, 61% of students answered correctly.	Scores dropped from last year’s 79%.	Faculty will spend more time in class reviewing and analyzing examples of global impacts on aggregate demand and also how changes in the exchange rate impact aggregate demand. In addition, more room will be given to global economy sections.

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Gen ED SS Outcome 3: “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.		Measure 1: A set of 2 multiple choice questions over 2 instructors, eight sections, and two semesters, n = 538	Measure 1: 70% of students will correctly answer the questions.	On average, 68% of students answered correctly.	Scores are a few percentage points lower than last year’s 71%.	Similar to learning outcome 2, faculty will spend more time in class review and analyzing social phenomenon related to the real wage and macroeconomics.