

UNIVERSITY OF WEST GEORGIA
ANNUAL REPORT TEMPLATE (ACADEMIC)
FY 2010 (July 1, 2009 to June 30, 2010)

DEPARTMENT OF _____ Economics _____
Name of Department Chair _____ David J. Boldt _____
Name of Person Completing Report _____ David J. Boldt _____

DEPARTMENTAL MISSION & ASSESSMENT

1. Departmental Mission & Goals

The primary mission of the Economics Department is to:

- provide a personalized and high quality undergraduate education in economics with a choice of business (B.B.A.), liberal arts or secondary education certification (B.S.), or international economics (B.A.)
- closely work with undergraduate economics majors in helping these students gain valuable research, technological, and other career enhancing skills and help in the placement of these students in graduate school or entry level positions
- conduct academic research by presenting papers at conferences and by publishing in peer review journals
- work closely with the Honors College to enhance the quality of the Honors experience at UWG
- conduct service activities including data analysis and presentations on the West Georgia economy
- teach service courses in economics and business statistics for all business majors
- participate in the Richards College of Business MBA program
- participate in College of Business and university international studies programs
- enhance the economic literacy of K-12 teachers and students through activities of the Center for Economic Education
- aid in the recruiting and retention of undergraduate students.

Departmental Goals [*Align with institutional goals in 5 below*]

1) **Economics Graduates.** Students completing the baccalaureate program with a major in Economics (B.B.A., B.S., B.A.) will be able to demonstrate a satisfactory understanding of economic theory and its application and will be adequately prepared for the job market and/or graduate school. **(SPG1)**

2) **Economics Majors, Graduates, and Enrollment in Major Courses.** The Economics Department will recruit majors, effectively advise majors, and schedule classes in such a way to help economics majors graduate in a timely manner. **(SPG7, SPG8)**

3) **Undergraduate Research and Internships.** Economics majors will be engaged in research and will be given opportunities to participate in internship experiences. **(SPG1)**

4) **Departmental Committee Activity.**
Department committees will effectively function during 2009-10. **(SPG1)**

5) **Faculty and Staff Development.** Economics faculty and staff will be actively engaged in development activities. **(SPG6)**

6) **Research, Publication and Professional Leadership.** Economics faculty will be actively engaged in research, publication, and other professional activities. (SPG1, SPG6)

7) **Center for Business and Economic Research (CBER) Activities/Economic Forecast Breakfast.** The Economics Department will conduct an annual forecast breakfast in October 2009 and will be engaged in other regional economic activities. (SPG12)

8) **Economic Education.** The Center for Economic Education will conduct workshops for teachers, attract financial support, and provide other services to support economic education in the West Georgia area. (SPG12)

9) **Teaching Effectiveness.** Economics faculty will strive to maintain excellence in the classroom and to promote student learning. (SPG1)

10) **Honors College** The Department of Economics will continue to utilize its resources to support the Honors College at UWG. (SPG2)

11) **Student Awareness of the Global Economy.** The department faculty will support activities which promote greater student awareness of the global economy. (SPG1)

12) **Distance Education.** The Department of Economics will continue to utilize its resources to support distance education initiatives of the RCOB and UWG. (SPG1, SPG3, SPG12)

13) **Student Engagement.** The Economics Department will help foster greater student participation in the activities of the department, the RCOB and in the entire university. (SPG2, SPG5)

14) **Graduate Programs** The Department of Economics will continue to utilize its resources to support the MBA degree program offered by the RCOB. (SPG3)

Further details about departmental goals and the assessment of these goals are available at www.westga.edu/~econ/goals2009-10.html.

2. Assessment Summary: Results of Student Learning Outcome Goals Addressed This Academic Year

A detailed listing of student learning goals (by degree program) as well as the assessment results are provided at the department's website (www.westga.edu/~econ/lg_assessments.htm). The section that follows provides a summary of the department's assessment of these learning goals.

Graduates of each economics program (B.B.A, B.S. and B.A.) must satisfy all the requirements set out for that particular degree. Students must satisfy the college core requirements, Area F requirements, and the major course requirements. One-hundred percent of all graduates have completed these requirements. Learning goals 1-6 apply to all B.B.A. economics majors. Assessment results for these learning goals are posted (password protected) on the Richards College of Business website (<http://www.westga.edu/~busn>). These six learning goals are assessed by selecting a learning objective embedded in a core course and collecting data on an assignment that measures a student's ability to satisfy the learning objective. All Area F and upper division business courses have common learning objectives across sections. The assessment results are reviewed at the departmental level and by the College Undergraduate Programs Committee. Course improvements are recommended with the intention of improving student learning.

All economics majors are required to satisfactorily complete a computer applications course (CISM 2201).

Learning Goal 3 requires that students “acquire basic skills in information and business technology.” A specific learning objective for this course is that students “effectively use a word processing program, a spreadsheet program, a database management program and develop a simple presentation using a presentation software program.” The most recent assessment results (Fall 2009) for this course show that 53% of students “exceeded expectations,” 41% “met expectations,” while 6% “did not meet expectations.”

All economics majors must make a presentation on an economics research project as part of the senior seminar Class (ECON 4484). This provides an additional assessment of learning goal 1 for all economics majors nearing graduation. A summary of the assessment of oral communication skills for majors in each degree program is provided below. As the table illustrates, 7 economics students “exceeded expectations” while 3 students were rated “below expectations.” The remaining 16 “met expectations.”

Oral Presentation Assessment of Economics Majors: Summarized by Degree Program (2009-2010)

Degree Program Majors	Exceeds Expectations	Meets Expectations	Below Expectations
B.S. Economics	3	8	2
B.S. W/Sec. Ed. Cert.	1	1	0
B.B.A. Economics	3	1	0
B.A. Int. Econ Affairs	0	6	1

In addition to individual course assessment, the primary tool for assessing learning goals 7-11 is a written assessment exam given and graded by a committee of faculty members in the Economics Department. The assessment exam counts 10% of the grade in the senior seminar course (ECON 4484). Questions on the exam match up with each of these learning goals. The first table below summarizes the results of the department's assessment exam for the most recent 8 years. The written examination assesses student comprehension of basic economics, macroeconomic policy, microeconomics, and international economics. These examinations are graded by three economics faculty. Each student is assigned a grade of “High Pass,” “Pass,” “Low Pass,” or “Fail” for each question answered as well as for the overall exam. The students are then assigned an overall grade based on the grades assigned by the three faculty members. Seven students taking the test during Spring 2010 earned a score “High Pass” while three students “failed” the assessment exam. Seventeen students received a grade of “Pass” or “Low Pass.” The second table summarizes the Spring 2010 results by degree program. As the table below indicates, all BBA Economics and BS Economics with Secondary Certification majors scored a grade of “pass” or better on the department’s written assessment examination.

Essay Assessment Examination Results: All Economics Majors

	High Pass	Pass	Low Pass	Fail
Spring 2010	7	12	5	3
Spring 2009	6	6	7	3
Spring 2008	4	12	5	1
Spring 2007	7	16	5	1
Spring 2006	5	7	4	0
Spring 2005	4	13	6	1
Spring 2004	5	19	2	2
Spring 2003	4	13	3	0

Essay Assessment Examination Results: By Degree Program (2010)

Degree Program Majors	High Pass	Pass	Low Pass	Fail
B.S. Economics	2	5	3	3
B.B.A. Economics	2	2	0	0
B.A. Int. Econ Affairs	2	4	2	0
B.S. W/Sec. Ed. Cert.	1	1	0	0

This year the department added a new assessment tool, a 15 questions multiple choice instrument developed by department faculty. This instrument was designed to assess UWG economics major's knowledge of four areas: principles of microeconomics, principles of macroeconomics, basic business statistics, and basic international economics concepts. These areas are specifically addressed in learning goals 7-12. The first table below reports student performance on the overall assessment instrument (by degree program). The second table below reports results on the four areas assessed.

Multiple Choice Assessment Examination Results: By Degree Program (2010)

Degree Program Majors	Exceeds Expectations (14 or more correct)	Meets Expectations (10-13 correct)	Below Expectations (fewer than 10 questions correct)
B.S. Economics	1	11	1
B.B.A. Economics	1	3	1
B.A. Int. Econ Affairs	0	6	1
B.S. W/Sec. Ed. Cert.	1	1	0

Multiple Choice Assessment Examination Results: By Topic (2010)

Topic Area	Students Exceeding Expectations	Students Meeting Expectations	Students Below Expectations
Principles of Macroeconomics	10	17	0
Principles of Microeconomics	9	16	2
Basic Business Statistics	5	21	1
International Economic Concepts	23	3	1

B.S. Economics students who are seeking Secondary Education Certification must satisfy the same major course requirements as a regular B.S. Economics majors as well as the various requirements of the UWG Teacher Education Program. Teacher education admission requirements include a 2.5 GPA, the successful completion of three introductory education courses, and the satisfactory completion of a basic skills test (GACE). Retention in the program requires the maintenance of a satisfactory GPA as well as the successful completion of all field experiences. In addition to completing all degree and field experience requirements, Economics with Secondary Ed. Certification majors must achieve a satisfactory score on the GACE Economics test. The high admission and retention requirements associated with this degree help explain the

high level of performance of the B.S. Economics with Secondary Certification majors.

Departmental Assessment (Student Exit Survey)

Twenty-seven graduating (or soon to be graduating seniors) filled out a departmental evaluation as part of the required senior seminar class (ECON 4484) during 2009-10. A brief summary of the responses follows:

- The departmental evaluations completed by economics majors suggest a high level of satisfaction with the economics program at UWG. The most common strengths listed by students were the quality of the economics teachers, the close contact between faculty and students, and the overall quality of the curriculum including the wide variety of courses offered.
- The two most frequently mentioned areas for improvement were the desire for more departmental assistance in helping find a job after graduation and a desire for additional upper division class offerings. More than one student expressed a desire for an econometrics class and for better preparation for the intermediate microeconomics class. Other improvements were suggested by students but none appeared more than once.
- Based on the exit survey results, about 37% of students in the senior seminar class plan on attending graduate school immediately or in the next year or two, another 29.5% think they may enter graduate school in the not too distant future, and another 29.5% indicated that they were uncertain about attending graduate school or that they might attend graduate school in the distant future. Only one student (4% of the sample) indicated that he/she had “no” plans to attend graduate school in the future. By far, the most frequently mentioned graduate school of interest was business (MBA). The other frequently mentioned graduate programs of interest were economics, law, and public policy/political science.

3. Changes/Improvements Made as a Result of Assessment

The assessment results and the exit evaluations are reviewed by the economics faculty prior to each fall semester and are discussed at the first faculty meeting of each fall semester. Listed below are examples of how the department has utilized the assessment results with the goal of improving student learning.

- In past assessments, students have indicated that a strong positive of the Economics Department is the high quality of the faculty. Students have made a number of positive comments about the teaching quality of the faculty and the willingness of the faculty to work individually with students. The department’s newest tenure track faculty member began her position at UWG in August 2007. As an indication of the success of the department’s search for excellent teachers, this new faculty member proceeded to achieve the highest summary student evaluation of teaching score of any economics faculty member during the 2009-10.
- During 2005-06, no economics students participated in “Big Night” or other research presentation forums. Beginning Fall 2006, the department began offering a research methods class (ECON 3460, Forecasting) on a consistent basis. The offering of this course (as well as other factors) have contributed to an expanded interest in undergraduate research. In 2009-10, five undergraduate RCOB students participated in research presentations under the direction of economics faculty.
- The department reviews the exit evaluations of graduating seniors. One of the greatest weaknesses of the department (based on the Spring 2009 survey) was the lack of internship opportunities for students. The chair of the economics department has been “making the case” with the Dean for college support to help expand the number of internship opportunities for RCOB students. Beginning Spring 2010, one of the RCOB advisors was assigned the duty of helping to develop more internship opportunities for RCOB students.

- The department faculty will be asked to seriously review the economics curriculum during 2010-11. One areas of concern (based on a review of the 2009-10 assessment results) is the relatively poorer student performance on the microeconomics assessments. Students also mentioned the challenging nature of the intermediate microeconomics course in the exit survey. Possible curriculum options for improving the performance of students in area of microeconomics will be reviewed during Fall 2010.
- Feedback from the last assessment of CISM 2201 (required of all economics majors) resulted in the following: 1) addition of video tutorials to increase the rigor of the course, 2) revision of course learning objectives to make them easier to access, and 3) addition of Adobe Acrobat exercises to the course.

STRATEGIC PLAN UPDATES

The Strategic Plan (2010-2015) is designed to shape the University of West Georgia for the next five years in such a way as to place it as a **destination university**, particularly among peer universities in the state of Georgia and among those universities in the nation granting doctoral degrees in programs that balance liberal arts education with professional preparation.

4. What are your targeted expectations by 2015 for the strategic plan?

The Richards College of Business will be completing the revision of its strategic plan during Fall 2010. The Department of Economics will be completing its strategic plan during Spring 2011. Specific departmental input will be provided in next year's annual report.

5. Identify the strategic plan goals pursued by your department during this academic year:

No.	Institutional Strategic Plan Goals (SPG) (2010-15)	Check the SPG pursued	Indicate your Departmental Initiatives that correspond to applicable institutional SPG
i	Every undergraduate academic program will demonstrate a distinctive blending of liberal arts education, professional competencies, and experiential learning, preparing students to be ethically responsible and civically engaged professionals in the global economy of the 21 st century.	yes	B.S., BBA and B.A. degrees; undergraduate research initiatives; internships for students; active faculty research agenda; international courses/programs; online courses
ii	Every undergraduate student will be advised to take advantage of one of multiple available learning communities. Learning communities that are available to students will include communities organized by living arrangement, by year in program, by other co-curricular associations – Honors Program, Advanced Academy, Band, Athletics, Debate, or program in the major.	yes	Offering ECON 2105 and 2106 as honors courses; offering independent honors credit for upper division economics courses; active economics club and economics honor society (ODE)
iii	The University will endeavor to increase enrollment in and graduation from graduate programs, including doctoral programs, that have as their mark a practical professional purpose, experiential learning opportunities, and an intellectual program informed by a foundation of liberal education.	yes	Offering required and elective courses in support of MBA programs (on-campus and at the Newnan Center); independent study course offerings of graduate economics courses for teachers
iv	The University will maintain an environment that is safe and conducive to learning.		
v	The University community will provide a balanced variety of cultural, recreational, leisure, and informal education programming opportunities for faculty, staff, and students that enhance the quality of campus life.	yes	Economics-related field trips for students; faculty/student social events
vi	All units will strive to improve the compensation and working environment of faculty and staff in order to recruit and retain the best individuals.	yes	Both staff and faculty are provided funding to participate in development activities; purchases of software and hardware to

			support teaching and research
vii	The University will endeavor to increase our overall enrollment to 14,500 by the year 2015.	yes	Utilization of VPAA funded core instructor position to increase course offerings
viii	With our enrollment growth, West Georgia will remain committed to the following targets of academic quality: faculty-student ratio of 18 to 1; average class size of 29; full-time to part-time faculty ratio of 4.4 to 1.	yes	Careful management of upper division economics offerings to maintain an appropriate enrollment balance; utilization of full-time lecturers to keep down class size in introductory courses
ix	West Georgia will develop several new facilities to improve quality along with meeting capacity demands due to enrollment growth		
x	Capital Campaign: The Development Office will prepare for a capital campaign to assist in meeting the long-term needs of the University of West Georgia.		
xi	Communication and Marketing: The Office of University Communications and Marketing (UCM) will internally and externally promote the missions and goals of the strategic plan. This will be achieved by aligning the institution's integrated marketing plan (advertising, visual identity standards, web presence, media relations, etc.) with the strategic plan.		
xii	Community Relations: The University will engage the local community educationally, culturally and recreationally.	yes	Establishment of the Center for Business and Economic Research; annual economic forecast breakfast; quarterly update on West Georgia economy; economic expertise provided to local media; Center for Economic Education activities including workshops for teachers

6. How did you measure successes/failures toward your expected goal(s)? What metrics are being used?

For each of the department's goals, we have established "measureable" standards. A variety of metrics are utilized including student performance on the department's economics content examination (high pass, pass, low pass or fail); student performance on an oral presentation (exceed, meet or below expectations); numerical measures of numbers of majors, graduates and class size; number of students participating in activities such as honor societies or research; research output of faculty; number of workshops or other development activities undertaken by the staff assistant; total attendance at departmental events such as the annual forecast breakfast; and yes/no responses (the planned activity/task was completed or not).

7. Describe some notable achievements toward selected goal(s) during this academic year.

- 1) Record number of economics graduates in 2009-10 (27)
- 2) Five economics students made significant research presentations during 2009-10
- 3) Successful Economics Forecast Breakfast (October 2009)
- 4) Publication of West Georgia Regional Update (beginning January 2010)
- 5) Success in pursuit of grants to support of Center for Business and Economic Research and the Center for Economic Education
- 6) Success in offering all business core economics courses (2105,2106, 3402, 3406) online at least once per year during 2009-10
- 7) Success in attracting a large donation to the Michael Raper Memorial Scholarship
- 8) Offered a health economics/policy course in the department for the first time during Spring 2010

8. What resources could have helped you achieve or exceed your goals for the year? How would you have used them to facilitate/improve the work of your department?

Additional faculty would allow the department to offer courses requested by students (additional microeconomics, econometrics). Right now, we are limited in the number of upper division economics courses we can offer due to the need to teach business core and other courses.

The department would like specifically to add an economist with a specialization in health care economics. Resources have not been available to hire such a specialist.

DEPARTMENTAL ACHIEVEMENTS		
Place NA if not applicable or 0 if zero for the year.		
9	Percent of Students passing licensing, certification, or other accreditation examinations related to their chosen field	NA
10	Proportion of graduating students going on to graduate or professional schools	67% (within a couple of years)
11	Number of nationally recognized programs	BBA Economics degree program is accredited by AACSB; BS Economics (with secondary ed. certification) is accredited by NCATE.
12	Number of Endowed Chairs and Full Professors	none
13	Types of licensure (<i>please list</i>)	
	NA	
14	How does the department prepare students for licensure?	
	NA	
15	Other notable achievements by the department	
	<p>Research and Professional Activities--- Economics faculty were credited with 11 peer reviewed publications since 1/1/ 2009. Since 1/1/2009, seven of the full time faculty (or 70%) had publications in peer-reviewed journals. A total of 18 papers were presented by full-time department faculty at academic conferences during 2009-10. Mary Kassis received the RCOB “Excellence in Research” award in 2009. Three faculty, B. Dutt, H. Patron and W.J. Smith, had multiple peer-reviewed publications in 2009-10. In addition, economics faculty were also active as conference attendees, grant recipients, discussants, book/article reviewers, and in submitting manuscripts to academic journals.</p> <p>Economic Education Activities--- As evidenced by the many activities of the UWG Center for Economic Education (CEE), department faculty provided considerable services to K-12 social studies teachers in the region. Leland Gustafson coordinates the Center’s efforts. Activities of the center are funded by grants from the Georgia Council on Economic Education (GCEE) and by a one-course release provided to the Director of Center. This past year, approximately \$14,576 of support was provided by the GCEE in direct or indirect support of the UWG CEE activities. Activities of the center director include conducting workshops (7 workshops in 2009-10), distributing economic education materials, service on the Georgia Professional Standards Commission for high school economics, meeting with West Georgia school district curriculum directors, and attending the GCEE and the Council for Economic Education annual meetings. Also, Hilde Patron is helping prepare the NCATE report for the department (B.S. Economics with Secondary Certification).</p>	

Economics Graduates and Majors--- The recently released Five-Year Program Enrollment Report (IRP) show some very positive trends for economics. For the five year period (2004-05 to 2008-09), an average of 20.4 degrees have been awarded in economics (for 2009-10, 27 economics degrees were awarded). According to this report, the number of majors has also risen sharply from 81 in 2004-05 to 130 in 2008-09. In a separate report released by the VPAA, all economics degree programs have seen a higher than average growth in the number of majors over this same five year period.

Undergraduate Research---Four undergraduate economics students were involved in significant research this past year: Harold Walbert (RCOB Big Night, AEF), Tania Celis (RCOB Big Night), Donna Marron (RCOB Big Night), and James Couch (RCOB Big Night). William J. Smith served as faculty advisor to all these students. James Couch's presentation on predicting Georgia's sales tax revenue was the winning presentation at the RCOB Big Night competition. William J. Smith and Hilde Patron were each awarded a "RCOB Faculty Sponsored Student Research Award" for work with undergraduates on research. Also, David Boldt chaired the undergraduate paper sessions at the Academy of Economics and Finance meeting held in February 2010.

Regional Economic Activities--- The Department of Economics successfully conducted its economic forecast breakfast in October 2009. More than 350 people attended and the event was supported by 12 sponsors/co-sponsors. Don Ratajczak (Morgan Keegan Economist) presented the national and state outlook. William J. Smith (UWG) presented the local economic outlook. During 2009-10, insights on the economy were provided on numerous occasions to the media. Economic presentations were made to a number of civic groups including the Carroll County Chamber of Commerce Board, the Douglas County COC Power Luncheon, the Carrollton Great Decisions Group, and the Douglas County Rotary Club. During 2009-10, a \$10,000 grant from the Mary Franklin Foundation was obtained to support the activities of the Center for Business and Economic Research (CBER). The CBER began publication of a quarterly update on the West Georgia Economy in January 2010.

Evidence of Excellence in Teaching---Economics faculty achieved extraordinary success in teaching as measured by student evaluations, faculty development activities, teaching awards and pedagogical research. Seven of the ten time faculty (not part time or limited-term) had 85% or more of students agree/strongly agree on excellence in teaching factors (median of all evaluations). Adrian Austin was selected and received a grant to attend a NSF funded teaching innovations workshop during June 2009. Hilde Patron received the RCOB Excellence in Teaching Award in 2009. The department offered two completely online courses for the first time in 2009-10, ECON 2106 and 3406. Six faculty in the department (Austin, Boldt, Kassis, Lopez, Patron and Smith) have had peer-reviewed "economics pedagogy" articles published in recent years. In the exit surveys gathered at the end of the spring semester, the most frequently mentioned strength of the Economics Department by students was the high quality of instruction.

Receptions---The Economics Department sponsored two significant receptions this past year. The first event (held on April 9, 2010) honored the family of Professor Michael D. Raper. Donations from the family have helped increase the size of the Michael D. Raper Memorial Scholarship. A total of \$4,000 will be awarded to economics majors from this scholarship fund during 2010-2011. About 30 people attended this reception. The department also sponsored a reception in honor of Congressman Phil Gingrey. Dr. Gingrey came and spoke in the ECON 6485 class on March 31, 2010 on health care reform. About 50 people attended this reception.

BB&T Grant---Two economics faculty, Adrian Austin and William J. Smith, developed the class syllabi as part of the successful grant application to establish the BB&T Center for Ethics and Free Enterprise in the RCOB. Both faculty will be attending the Objectivist Conference in Summer 2010. The undergraduate course (ECON 4485 Ethical Foundations of Capitalism) will be taught by Adrian Austin for the first time during Fall 2010.

STUDENT ACHIEVEMENTS

Place NA if not applicable or 0 if zero for the year.

16	Total Published Research Papers	0
17	Total Presentations	7
18	Total Internships	5
19	Total Co-ops	0
20	Total Scholarships	11 (includes RCOB, Department and Study Abroad). Other scholarships include Goizueta, Francis Wood Wilson, Hispanic Scholarship Fund, Kappa Sigma, Chi Phi Trust and Lambda Delta Memorial
21	Total Fellowships	0
22	Total Students engaged in Funded Research	1
23	Total Students receiving National Awards and/or National Recognition	1 (PIKSI Program, Penn St.)
24	Total Students inducted into Academic Honor Societies	16 (Beta Gamma and ODE)
25	Total Student Programs (debate, cheerleaders, athletic teams) receiving national recognition	NA

26 Other notable achievements by students

- Two economics majors (H. Walbert, Tania Celis) graduated from the Honors College during 2009-10.
- Armando Ramos participated in an exchange program at Johannes Kepler University in Austria during the Spring 2010 semester.
- At the Honors Day Convocation in Spring 2010, Harold Walbert and Donna Marron were each awarded the Thomas Herndon Award (outstanding economics students for 2009-10).
- Donna Marron was awarded the John J. Pershing Award for Scholarship at the Honors Day Convocation. In addition, she was inducted into the National Society of Collegiate Scholars and Phi Kappa Phi.
- Six economics students were recognized as Ingram Scholars during 2009-10 (D. Beaver, S. Campbell, J. Couch, D. Marron, J. Seachrist and H. Walbert).
- James Couch was inducted into Beta Gamma Sigma during the Spring 2010 semester.
- Fifteen (15) economics majors were inducted into the Economics Honor Society (Omicron Delta Epsilon) during 2009-10.
- Tania Celis was accepted into the Philosophy in an Inclusive Key Summer Institute (PIKSI) program to be held at Penn State University during Summer 2010. This is a highly competitive program (25% acceptance rate). Transportation, room and board, and a small stipend is provided to participants of this program. During her time at West Georgia, Ms. Celis was also a Goizueta Scholar and a Francis Wood Wilson Foundation Scholar.
- Harold Walbert was accepted into the Johns Hopkins economics masters program. A number of other economics majors have applied to graduate programs or plan on attending graduate school in the near future.

FACULTY/STAFF PRODUCTIVITY

Place NA if not applicable or 0 if zero for the year.

Total Number of Faculty: Full-Time _____ Part-time _____

TEACHING

27	Total New Course Developments	6
28	Total Faculty Teaching Honors Courses	2 (Boldt, Murphy)
29	Total Faculty Traveling Abroad for Teaching Purposes	3 (Boldt, Kassis, Schaniel)
30	Total Number of Faculty Involved in Academic Advisement	10 (with 2 having extensive responsibilities)

RESEARCH/PRODUCTIVITY		
31	Total Books and Monographs	0
32	Total Book Chapters	0
33	Total Peer Review Articles	11
34	Total Other Shorter Works	0
35	Total Paper Presentations	21
36	Total Other Presentation	17
37	Total In-House Publications	4 (WG Outlook-3 authors; WG Region Update)
38	Total Juried Exhibits/Performances	0
39	Total Other Exhibits/Performances	0
40	Total Positions Held in Journal Editing/Review	8
41	Total Faculty involved in Notable Continuing Education Efforts	3 (Boldt, Gustafson, Smith)
42	Total Faculty traveling Abroad for Research Purposes	0
PUBLIC SERVICE		
43	Total Participants in Honors Organizations	10
44	Total Offices held in Professional Organizations	10
45	Total Advisors of Student Organizations	5
46	Total Participants in Cooperative Consulting Efforts	2 (Patron, Smith)
47	Total System-wide/UWG Committee Activities	77
48	Total Participants in Public Service Activities	8
49	Other notable achievements by faculty	
	<p>See 15 above for a listing of departmental achievements. The section below highlights some faculty accomplishments in teaching.</p> <ul style="list-style-type: none"> • Adrian Austin utilizes various learning “games” in his introductory and intermediate level microeconomics courses. In ECON 3406, Dr. Austin uses Mgt. Scientist and Excel for assignments. • David Boldt utilized clickers in his ECON 2105 class during Fall 2009. Numerous guest speakers presented insights on various topics in the economics seminar class (ECON 4484) during Spring 2010. Each student made an oral presentation in the class summarizing results of a research project. • Swarna Dutt utilizes case studies and current economics articles to support his lectures in ECON 2105 (Principles of Macroeconomics) and ECON 4450 (International Trade). • Mary Kassis taught ECON 2105 completely online during Fall 2009. In addition, she integrated writing assignments, active learning exercises, readings on current issues, APLIA, clickers, and other innovations in her courses. • Salvador Lopez taught an online ECON 3406 (Stat II) course for the first time in Spring 2010. Innovations in his courses include the use of videos, APLIA, and class participation exercises. • James Murphy has structured his introductory microeconomics courses (ECON 2106) to facilitate “active learning.” In addition to testing, classroom simulations/experiments, and formal problem sets, students complete in-class assignments either individually or in small groups. In ECON 6450, Dr. Murphy incorporates numerous in-class and out-of-class problems sets and exercises. • During 2009-2010, Hilde Patron taught three separate online courses (ECON 2105, 3402 and 4410). Dr. Patron was awarded the RCOB Excellence in Teaching Award in 2009. • In addition to tests, William Schaniel requires that students maintain a journal, make oral presentations, and complete a major research project in his upper division classes. • William Smith has his forecasting students (upper division and graduate) complete assignments using unique data collected from various sources. He has successfully encouraged a number of these students to develop a project for presentation at the RCOB “Big Night” competition. 	

GRANTS/AWARDS		
50	Total Proposals Submitted	11 (RCOB, GCEE, SRAP, John/Mary Franklin)
51	Total Proposals Funded	11
52	Total Amount Awarded	\$32,326
53	Total Grants Generated by Department	\$6,657 (2009 Forecast Bkt.)
54	Total Faculty receiving Grants	7
55	Total Fellowships Awarded	0
IMPORTANT: Please do not abbreviate. Please spell out all organization/program names.		
56	New Degree Programs or Deletions <i>(name of program and semester added/deleted)</i> No Changes in Degree Programs.	
57	New Departments or Other New Units; Also any Restructuring of These No Changes in Department structure.	
58	Accreditation or Similar Distinction or Renewal <i>(name of accrediting body and date department/program received accreditation)</i> BBA Economics degree is accredited by the Association to Advance Collegiate Schools of Business (AACSB). BS Economics degree (with Secondary Education Certification) is accredited by the National Council for Accreditation of Teacher Education (NCATE). UWG Center for Economic Education is a "certified affiliate" of the Council for Economic Education	
59	Additional Comments Concerning Your Department See 15 above.	
UPON COMPLETION		

Please email completed report to the **Dean of Your College** & to:

Institutional Research and Planning

Tara Pearson

tpearson@westga.edu

678-839-6449