

MEMO

TO: Scott Furlong, Dean, Liberal Arts and Sciences

CC: Clif Ganyard, Associate Provost, Academic Affairs; Economics Faculty

FROM: Kumar Kangayappan, Chair, Economics *Kumar Kangayappan*

DATE: February 22, 2016

SUBJECT: Economics Program Review

FEB 23 2016

Office of the
Dean of Liberal Arts and Sciences

Scott:

Enclosed please find the Economics Program Review document approved by the Executive Committee on February 19, 2016.

Attachments

- Addendum, Faculty Action on proposal to merge with the Cofrin School of Business
- Data tables from the Office of Institutional Research and Assessment
- Official Description and Requirements (from the catalog)
- Academic Affairs Council conclusions and recommendations
- Appendix I: Programmatic Assessment and Student Outcomes
- Appendix II: Economics Majors – Graduate Follow-up Survey: Classes of 2010, 2011, 2012, 2013, 2014: Data on Graduate Schools admission and job placement

ECONOMICS PROGRAM REVIEW

FEBRUARY 2016

NAME OF THE PROGRAM: ECONOMICS

NAME OF THE PROGRAM CHAIR: KUMAR KANGAYPPAN

DATE OF THE LAST PROGRAM REVIEW: SEPTEMBER 2010

DATE OF THE CURRENT SELF-STUDY REPORT APPROVED BY THE PROGRAM

EXECUTIVE COMMITTEE: FEBRUARY 19, 2016

SECTION A: Mission Statement and Program Description

Economics as a discipline is focused on the decision making processes of individual consumers, households, and business firms as to the allocation of scarce resources. For the individuals and households the objective is on maximizing the benefit (satisfaction) derived from the allocation of scarce resources (e.g, income). Alternatively the process can be viewed as the same entities aiming on minimizing the cost of attaining (intuitively) a given satisfaction. As for the business firms, irrespective of their size, the process can be viewed as one of allocating scarce resources at their disposal (land, labor, capital and technical know-how/entrepreneurial skill) to maximize output for a given amount of input(s). This phenomenon amounts to the same process of minimizing the cost of a given output(s).

At the macro level, the orientation is geared to studying the behavior of the economy in relation to sectoral analysis – domestic private sectors – consumer and business – and international. Topics encompassed under this rubric involve economic growth, national income, employment, inflation/deflation, international trade as well as fiscal components such as taxes and expenditures as policy tools. In addition other areas included in the macro domain are income distribution, poverty and sustainability.

At UW-Green Bay the Economics Program offers courses with the application of economic theory to real world empirical issues in the areas of environment, regional and urban development, resource management and government finance. In this context the program effectively complements the interdisciplinary degree programs in Community Sciences – i.e., Democracy and Justice Studies, Environmental Policy and Planning, Public Administration, and Urban and Regional Studies. The Economics Program also serves the needs of students in Business Administration, accounting, environmental science, nursing, actuarial studies, pre-

pharmacy and social work. The economics program has offered majors and minors in the field since 1984 and prior to that time an option in economics was often taken prior to the campus moving from only offering interdisciplinary degrees to adding some more traditional disciplinary majors and minors.

Viewed from a general perspective, like any other comprehensive university across the country, the Economics Program aims to provide a rigorous grounding in economic theory with an understanding of its applicability to real world problems in the public and private sectors. It should be stressed that the UW-Green Bay economics curriculum is fully in line with other economic programs in the United States.¹ The economics major consists of eight required courses: two introductory theory courses: ECON 202 and 203, two intermediate level theory courses in macro and microeconomics, a lower-level introductory statistics course, one basic calculus course, a history of economic thought course (unique to us) and a required course in quantitative economics. The eight required courses are followed by four electives to complete the major, a total of 12 lower and 24 upper-level credits. The UW-Green Bay economics program has required a quantitative methods course and a history of economic thought course for about twenty years. The latter is quite unique to undergraduate economics programs as a requirement, a fact of which we are proud.

The employability of our graduates hinges on their being solidly versed in theory and its application. A study using a 2011-12 U.S. Census sample reports that experienced workers 30 to 54 years of age who held only B.A. or B.S. in economics earned a median salary of \$83,000, which ranked highest among all social science majors (averaging \$67,000). Likewise, similarly experienced workers with an undergraduate “business economics” degree earned a median salary

¹ Allgood, S. et al (2015). “Research on Teaching Economics to Undergraduates,” *Journal of Economic Literature*, 53(2), 290-291.

of \$85,000, and this was the highest among 12 business majors (e.g. business finance, accounting, etc.). Moreover, a 2014 study found about two-thirds of the earnings premium for economics majors is from the type of jobs they perform and one-third comes from what they earn over other employees within that same job type.²

In the context of UW-Green Bay's overarching institutional goals, the Economics Program also supports the specific mission of the University by:

- a. Enriching environmentally-oriented social science and interdisciplinary course offerings with the dissemination of economics knowledge and its relevance for applied problem solving;
- b. Contributing to the University's general education program;
- c. Serving the needs of social science students in general and other campus programs, especially those in Business and Education;
- d. Serving our regional communities through formal courses, independent studies, and internships that link students to public, for profit, and not-for-profit organizations with research and other activities;
- e. Offering a Major and Minor in economics (with a minor able to be obtained online), an essential area for any comprehensive university and critical as we strive for greater campus recruitment and enrollment;
- f. Preparing students for employment in the private and public sectors;
- g. Leveraging our resources to prepare students for further studies at the graduate level in economics and other fields;

² Op. cit, p. 293.

- h. Working with the Office of Adult Access (OAA) to create greater frequency of course offerings and move our degree programs towards better serving older, place-bound students as they further their education for career enhancement; and
- i. Support the campus' graduate program in Environmental Science and Policy with one unique and three-cross-listed economics courses (ENV SCI & POL 713, ECON 602, ECON 453, AND ECON 412).

SECTION B: Student Learning Outcomes Assessment

Prior to fall 2012, the Economics Program had assessed student performance in the program in somewhat informal ways such as surveys and interviews of economics graduating students and survey data supplied by program graduates. In fall 2012, Provost Julia Wallace desired a more formal assessment process of academic programs and appointed Professor Angela Bauer to oversee this assessment process. Thomas Nessler, Chair of Economics at this time, requested to meet with Professor Bauer to learn the details of what was required. Professor Bauer requested that each program assess one of their learning goals each year and submit a short report of the assessment outcome to her to be posted on the Provost website. When Professor Bauer left UW-Green Bay, Professor Jennifer Mokren was appointed in her place and requested the same. For the academic years 2012-2013 and 2013-2014, the economics program submitted an assessment of learning in one of the key theoretical courses for economics majors, Intermediate Macroeconomic Theory. The details of this assessment are given below.

Student Learning Outcomes

The course involved in evaluating student learning outcomes was Intermediate Macroeconomic Theory (ECON 302). The academic years during which evaluation was administered were 2012-2013 and 2013-2014. Embedded assessment was applied to part III of the Final Exam in the spring of 2013 and 2014. Particular focus of the assessment was geared toward the use and interpretation of macroeconomic models to predict the behavior of the economy (See detailed information in Appendix I).

The rubric employed: a scale ranging from 0.0 to 4.0 when evaluating student responses with the following interpretation.

The following template was employed to assess the degree of comprehension as per the criteria specified.

- 4.0 The student was able to draw and label the economic model (graph) accurately and interpret the model
- 3.5 Very minor mistakes with respect to the above
- 3.0 Minor mistakes with respect to the above
- 2.0 Major mistakes with respect to the above
- 1.0 Very major mistakes with respect to the above

Student scores and the average are provided accompanying these in the Programmatic Assessment Report.

Findings from the results:

- A. It is recognized that one single course (Econ 302) for programmatic assessment does not tend to yield adequate breadth and depth of information needed to generate a viable set of results/insights from the exercise.
- B. There is a felt need to expand the slate of courses (upper level theory and electives) to generate fruitful data to improve the efficacy of the assessment process.
- C. Generating sustained time series data needs to be developed to systematically and incrementally refine the system over time.
- D. The lesson learned from these results point to the direction of having to up the level of rigor of the analytical/quantitative techniques employed in delivering the course materials.

Actions taken as a result of assessment:

Consistent methods for assessment across the entire program has not been accomplished. Our focus has been upon core courses, exams, and other less empirical assessments of student performance. Interactions with students about the program, job placement, and graduate admissions have also been more informal modes of assessment. At this point it is important to develop a time series of sequential data as to performance levels and to assess the efficacy of the methods and criteria employed. This will enable the program to refine and fine tune the methods employed. The process will also contribute toward gaining insight as to the relative performance of different generations of students.

SECTION C: Program Accomplishments and Student Success

In the past years students were involved in the academic competition sponsored by Enactus (formerly Students In Free Enterprise or SIFE) and performed quite well at the regional and at the national level. In recent years activities have continued as regional projects but the group has not traveled to compete in competitions due to both time and financial constraints.

Faculty consistently provides access to relevant information about majors and minors during the campus' annual majors fairs. Economics program faculty also participates in the Campus Preview days and FOCUS Orientation Programs. The largest impact on the Economics Program occurred when the business program decided to discontinue its requirement that students have a minor. This impacted the Economics Program considerably since it was one of the more frequently chosen minors that sometimes turned into double majors for business students. Considerable effort is needed to enhance the number of majors and minors in the Economics program in order to offset the impacts of this change by the business department.

During the last five years, there have been some changes in the curricular area. The program discontinued the one credit Microeconomic Lab (ECON 207). A new course, Gender and Economic Justice (ECON 371) has been added as an elective. Two courses in the health care area, which were taught as experimental courses are in need of being made permanent. This action is vital as these courses will enhance the prospect of developing a health care emphasis. In the future, student recruitment requires program structure be considered a focal point.

In terms of the success of our economics graduates, two areas need highlighting. First, economics graduates have gone on to be gainfully employed in local, regional and national enterprises, the majority being within Wisconsin. The types of entities employing our graduates fall in the following domains: finance, insurance, transportation, manufacturing, retail,

governmental service, (U.S.D.A.) marketing, sales and taxation, to name a representative few. The salary range runs from a low of \$23,920 to a high of \$50,000 per year.

Second, many graduates have pursued graduate studies (M.S. and Ph.D.) at universities around the country, specifically, University of Wisconsin-Green Bay, University of Georgia, Cornell University, Marquette University, University of Wisconsin-Milwaukee and Madison, The Ohio State University, University of California – Santa Barbara, Texas A&M, and Troy University.

Complete and detailed information concerning the above is included in Appendix II.

Members of the Economics faculty have been active in scholarly activities. These include conference presentations and published research in scholarly journals. Yunsun Huh has recently had two journal publications: “The Effect of Home-Country Gender Status on the Labor Market Success of Immigrants” in the *Journal of Human Development and Capabilities* (August 2011) and “Gender Equality, Economic Development, and Labor Market Success of Asian Migrants” in the *Journal of Women and Economics* (December 2013). In addition, Yunsun’s paper submitted to *Feminist Economics* has been accepted for publication. These publications are of solid repute and of professional standing in their domains.

Yunsun Huh’s work in progress includes a paper under review at the *Journal of Labor Economics* and a second submitted to the *International Journal of Gender and Women’s Studies*. She has also presented at a variety of national and international (Korea) forums and has been very active gaining several grants here at UW-Green Bay.

For the past six years Tom Nesslein has served three years as Chair of the Economics Program and more recently, three years as Chair of the Urban and Regional Studies budgetary unit. During this time, scholarly activities include participation in an Interdisciplinary Reading

Group at UW-Green Bay since 2005. The group in general meets weekly throughout the year, including the semester break and summer, to discuss books and articles relating to the interface among economics, politics, ethics and environmental issues. Some examples of books discussed are: *Whole Earth Discipline* (Stewart Brand); *Plows, Plagues, and Petroleum* (W. Riddleman); *Six Degrees: Our Future on a Hotter Planet* (Mark Lynas); *Aftershock: The Next Economy and America's Future* (Robert E. Reich); *2052: A Global Forecast for the Next Forty Years* (Jorgen Randers); *Political Emotions: Why Love Matters for Justice* (Martha Nussbaum); *The Social Conquest of Earth* (Edward C. Wilson); *Capital in the Twenty-First Century* (Thomas Piketty); and *Degrees of Inequality* (Suzanne Mettler).

His additional scholarly activities involve participation and paper presentations in professional conferences held yearly by the Wisconsin Economic Association. In 2012 at the Midwest Economic Association meeting, he served as Chair of a session pertaining to “Land and Housing,” which is his main area of research and also presented a paper in this session. In recent years he has been collecting articles, books, and other reference materials in preparation for writing a book tentatively titled *Contemporary Urban Public Policy*. This book would be a textbook for upper-level undergraduate and graduate students in public policy, public administration, and urban planning programs. Most recently, in spring 2015 he was one of 27 individuals drawn from a nationwide pool invited to attend a week-long workshop on *Poverty and Inequality* sponsored and funded by the Institute for Research on Poverty, University of Wisconsin – Madison.

Kumar Kangayappan’s research is centered on India’s cultural, political and economic aspects, potentially leading up to a book on the future direction of the country. This is planned as

a sequel to his earlier work on India’s social and economic institutions, especially focusing on land ownership patterns dating back to centuries past.

John Stoll has published a few articles in recent years but has primarily been drawn into administrative activities as Chair of the Public and Environmental Affairs budgetary unit. Since the last review of the economics program he has served two terms as the President of the Wisconsin Economics Association (a total of 4 years) an entity for which he typically gives a presentation each year as part of the program selection process for each meeting. He has also had presentations at the Lakes Association, Midwest Economics Association, and a variety of non-disciplinary regional organizations. He is active in regional organizations relating to mental health and medical services for the homeless, business ethics, community development, and environmental affairs. At present he is working on several manuscripts in the areas of nonmarket valuation, welfare change theory, and public policy tools. He teaches general theory, environmental, and quantitative courses.

SECTION D: Program Enrollment Trends and Analysis

Total enrollment in the two lower-level courses (Economics 202 and 203) indicate 864 students in 2010 trending down to 708 in 2014. So were the data for the upper level courses indicating enrollment of 308 for 2010 and 242 for 2015, a downward trend.

Data indicate gender distribution for economics majors for the years specified below:

	Women	Men
2012-2013	8	9
2013-2014	2	11
2014-2015	1	16

As for the gender distribution, among the graduated majors we observe women accounted for 3 (23%) in 2010 and 2 (14%) in 2014 but given the small numbers, the interpretation of this apparent trend is suspect.

In this context it should be noted that several studies have attempted to explain the relatively small proportion (about 30 percent) of women who choose to major in economics. A major literature review touching on this topic concludes that it is unclear what factors influence this proportion but there is good evidence on some factors that do not affect the proportion female, specifically, the number of female economic faculty, mathematics aptitude, or differences in mathematics training.³

As for the majors in Economics the number generally varied between 40-50 with the exception of some of the earlier years. Minors tended to fall around 100. However, between 2013 and 2015 there is a precipitous decline in both these categories. This downward trend can be overwhelmingly attributed to the change which occurred in the Business Administration Program. As mentioned previously, the business program dropped the requirement that students majoring in the program needed to have a minor. Many Business majors trended to have a minor in economics, a closely related and a complementary field. In addition, Business students would sometimes decide to complete double majors in Business and Economics after initial exposure to upper-level courses. Finally, some amount of the decline in economics is due to the general decline in enrollment at UW-Green Bay.

³ Op.cit. p. 292.

The table below provides data for the number of majors and minors in economics for the years specified.

Year	Majors	Minors
Fall 2013	47	119
Fall 2015	27	32
Spring 2016	25	25

The above data point to the stark fact that the Economics Program at UW-Green Bay is at a crossroad. A comprehensive university such as UW – Green Bay cannot develop an accredited business program, or many other majors, without an economics program. Economics is a key academic discipline. As a notable fact, economics is the only social/behavioral science for which a Nobel Prize is awarded. And economics is the largest major at many major colleges and universities in the United States. For example, economics is the largest major at Williams College and Amherst, the two liberal arts colleges rated number one and two with respect to quality in the United States. Moreover, economics is the largest major at the University of Wisconsin-Madison as well as the University of Michigan. The economics program is in need of change and greater support. It has shrunk in faculty numbers to less than half the number at the campus' founding while enrollment has tripled. St. Norbert College also located in Green Bay and developing its competitive business school has about one-third the enrollment of UW – Green Bay but more economists on its faculty. Without a viable, high-quality economics program, the reputation of UW-Green Bay within the Northeast Wisconsin community, especially the business community, as well as the UW System itself, will be severely impaired.

In order to remain a viable program, and preferably grow, the following recommendations are put forth:

- a. Provide resources to recruit at least two additional faculty (making a total of six.)
- b. Restructure upper-level elective courses into several more focused blocks of courses (e.g. public policy, health care, environment and resources, economics research, etc.)
- c. Develop closer ties to the Cofrin School of Business, possibility through greater integration or hiring of additional business economists (see attached addendum.)
- d. Develop greater emphasis and ability to teach in areas of quantitative methods, game theory, and behavioral economics (three core areas of economics that have developed in the past several decades and for which UW – Green Bay has little coverage anywhere in the university).

SECTION E: Program's Vision for Future Development

The goals for the Program in Economics can best be summarized as following

- a. Add at least two more faculty
- b. Arrest the decline in the number of majors and minors
- c. Enhance relationships and connections with the Cofrin School of Business, perhaps even considering a full merger of the program within the Cofrin School.
- d. Revise the academic program for the purpose of developing new areas of emphasis (e.g. Banking and Finance, Health Care, Managerial Economics, Resource Management and Sustainability). Note that we already have sufficient courses for creation of the latter emphasis but insufficient resources to offer all of them.

SECTION F: Summary and Concluding Statement

At the time of the last self-study report in 2010 we had five faculty in the unit. The current budget crisis led to the loss of one more leaving the Economics Program with four full-time faculty, two of whom also teach other areas and are involved in administration. This number compares unfavorably to the early 1990's when the program had six faculty members and the 1970's when there were nine. Although two members were within the business faculty they taught economics courses as well as business. The economics faculty also share responsibilities in Economics as well as interdisciplinary programs. This limits the number of courses in economics that can be mounted and time to interact with students outside of the classroom. Economics, not being a budgetary unit, does not directly have the ability to push for new faculty and that has affected the quality of the program over time.

Limited offerings and topical currency in Economics have in part contributed to the decline in majors and minors. Additionally, the declining numbers were especially noticeable after the Business Administration Program dropped its requirement that business majors have a minor. Since many business majors tended to minor in economics – a closely related field – the decline in double majors, and especially in minors, has been precipitous, drastically affecting enrollment in upper-level electives in economics.

Another trend of note is the increased online offerings of lower-level courses in economics (Econ 202 and 203) and some of the upper level courses. This change may have contributed to the decline in enrollment for on-campus, in-class courses. Two phenomena are noteworthy: Half of the upper level courses – theory as well as electives – now tend to have single digit enrollments. Formerly, these courses tended to enroll in double digits. Second, as a

result of these lower enrollments courses in Public Finance and Fiscal Policy, Urban and Regional Economics, International Economics, and Managerial Economics have had to be cancelled. Yet these are critical topical areas to which many students, not just economics, should be exposed. Less frequency means less visibility, and a downward spiral takes place that hurts program quality even more.

Taking into consideration the foregoing issues, the Economics Faculty, in their meeting held on November 23, 2015 took action approving the proposal to merge with the Cofrin School of Business (not unanimously). The detailed rationale for this proposal is provided in the document entitled “Status of Economics Program at UW-Green Bay: A Perspective and a Proposal.” This document is attached with this Program Review Report as a Special Addendum.



UNIVERSITY of WISCONSIN
GREEN BAY

ADDENDUM

Date: Monday, November 30, 2015

To: Greg Davis, Vice Chancellor and Interim Provost

From: Kumar Kangayappan, Chair, Economics

Dear Greg,

Economics faculty met on November 23, 2015, to address the current status of Economics Program in view of upcoming Program Review. The Economics faculty met to discuss the serious concerns regarding declining enrollments in some of the upper level economics courses and in addition the precipitous decline in economic majors and minors, especially during the last two years.

These phenomena pose an existential threat to the Program in Economics at UW-Green Bay. The contents of the discussion that ensued and the decision arrived at the meeting (minutes) based on the consideration of "Status of Economics Program at UW-Green Bay: A Perspective and A Proposal" are attached here for your serious and timely consideration.

CC: Chancellor Gary Miller
Dean Scott Furlong
Dean Sue Mattison
Secretary of the Faculty and Academic Staff
Economics Faculty

ECONOMICS FACULTY MEETING
November 23, 2015
Minutes

1. Meeting was called to order at 1:00 P.M.

Members present: Yunsun Huh, Kumar Kangayappan, Tom Nesslein, John Stoll

The Chair having provided prior to the meeting two documents (one by Kumar Kangayappan entitled “Status of Economics Program at UW-Green Bay: A Prospective and a Proposal” and another by Tom Nesslein entitled “Future of the Economics Program at UW-Green Bay”) narrated the key points included in the documents.

2. The Chair commented on the concern he had on addressing the issues relating to the upcoming Economics Program Review document to be prepared. He presented the difficult issues encountered toward the preparation of this document. He observed that the Program is facing declining enrollments in most classes across the board and especially in the upper level courses (more so since 2013) and precipitous decline in majors and minors. He expressed grave concerns as to the future of the Program and would welcome any assistance the members can provide. Meanwhile, he would put forward the following points for their consideration and counsel:

The critical issues highlighted and emphasized were:

- i. There has been a decline in Economics Majors and Minors. The trend has been very precipitous in the last two years.
 - ii. We have reached a critical stage for the Program in both of the above aspects since the inception of formal establishment of Majors and Minors since their inception in 1984
 - iii. We need a fresh approach to sustain and reinvigorate the Program
 - iv. The root causes identified are the following
 - a. School of Business dropping the requirement for a minor for Business graduates (contributing to the decline in Economics minors)
 - b. The advent of the internet courses (in part to meet the needs of Adult Degree students) (contributing to the decline in on-campus, in class enrollments)
3. Having provided the background the Chair presented the following proposals for consideration by the members.
 - i. It is worthwhile to consider Economics Program/Faculty merge with the Cofrin School of Business. Being part of it will contribute to the joint efforts to integrate curricular offerings and strengthen both the programs – especially Economics – in the process.
 - ii. Precedent also exists in comparable sized colleges and universities where Business and Economics Programs are housed together, for curricular and programmatic reasons. Around the country 50-60% are organized in this manner.

(OVER)

- iii. The Chair called for a motion to consider the issue of the merger of Economics Faculty with the Cofrin School of Business.

At this point John Stoll expressed the following issues that are of his concern.

- i. Given our academic structure at UW-Green Bay our Program in its entirety may not be able to consider moving to be part of another academic unit, in this case the Cofrin School of Business. Specific members may prefer and be able to move to another unit.
- ii. He would not personally prefer to move to Cofrin School of Business
- iii. He would not be able to support the proposal to move the Program/Faculty in Economics to Cofrin School of Business. Instead he would prefer the proposal to 'restructure' the Economics Program (in terms of curricular changes/courses to reinvigorate the Program).

Ensuing John Stoll's concerns and comments the Chair suggested that they must consider both the issues/proposals separately under two different motions.

Accordingly John Stoll made a motion that the faculty consider restructuring the Program. Tom Nesselin seconded.

A vote was taken.

Recorded results show: Yes: 2; No: 2 (Ballots enclosed). Motion failed.

A second motion proposing that the Economics Program/Faculty to merge with the Cofrin School of Business was made by Tom Nesselin; it was seconded by Kumar Kangayappan.

A vote was taken.

Recorded results show: Yes 3; Abstain: 1 (Ballots enclosed). Motion passed.

Ensuing the votes, John Stoll considered it appropriate to consolidate/coalesce the elements included in the documents provided by Kumar Kangayappan and Tom Nesselin into a single one which was accepted by the faculty. In line with that suggestion, the integrated document highlighting the urgency and need for Economics Program/Faculty merging with the Cofrin School of Business is enclosed herewith.

Attachment

**STATUS OF ECONOMICS PROGRAM
AT UW-GREEN BAY
A PERSPECTIVE AND A PROPOSAL**

Kumar Kangayappan

A PERSPECTIVE

1. HISTORY

Thirty years ago in October 1984, presented with an opportunity to establish “Disciplinary” Majors and Minors in various academic domains, we struggled internally among economists, to establish and over the years to sustain Major and Minor in Economics. It was against heavy odds this was accomplished.

2. Now, in 2015, as Chair of Economics Program, I am at a juncture to draft a document on the Program Review for Economics. The recent data available regarding our majors, minors, enrollments in upper level on-campus courses, attrition of faculty positions, and shared teaching responsibilities between interdisciplinary and disciplinary curricular units do not afford an encouraging picture. I am placed in the unenviable position of declaring that the future of the Economics Program looks extremely bleak without a well thought out change. A few statistics clearly make the point.

3. For many years, the number of Economics majors have ranged from some 40 to 50 and the number of minors have been more than 100. In just two years a drastic decline has occurred as shown below:

Year	Economics Majors	Economics Minors
F2013	47	119
F2015	27	32

The reason for the dramatic decrease in Economics minors is clear. Approximately two years ago, the Business Program eliminated the requirement that Business students choose a **minor**. Prior to this, a significant number of Business students, essentially those with an emphasis in finance, management, and marketing would choose a minor in Economics as a natural fit with their Business major. Now that a minor is no longer required, choosing a minor in a related and complementary area such as Economics is not chosen by the students. More importantly, and in general, the academic structure of UW-Green Bay has limited the enrollments in disciplinary programs, including Economics.

The Economics enrollment situation has become increasingly dire this Spring. Briefly, of the eight upper level Economics courses offered for Spring 2016, five currently have enrollments of less than five students. These included two required courses for majors: Intermediate Macroeconomic and Microeconomic Theory.

4. The above scenario is of grave concern especially with the looming prospect of undermining the viability of the Program, eventually the professional interests of current students and of generations of students in the coming years. Clearly there is an existential threat to the Program of Economics unless steps are taken now to avert it.

5. Specifically, it is worthwhile to examine the contributory factors leading up to the situation we are in. Historically, given the academic-institutional structure here at UW-Green Bay, faculty members were expected (required) to participate in teaching courses in interdisciplinary and disciplinary units. Accordingly one could see the necessity of meeting the needs of interdisciplinary and disciplinary majors and minors. It was therefore inevitable the faculty efforts were spread too thin by necessity between two domains. The spillover of this phenomenon was in effect felt via the periodicity of courses in both the domains.

Additionally, the advent of the online/internet courses via Adult Degree Program (obviously there is a growing demand for such offerings) tended to have an impact on lower and mostly upper level on-campus, in-class enrollments as well. Specific examples of low enrollments are in in-class upper level sections for Economics 302 (Intermediate Macro Theory), 303 (Intermediate Micro Theory) and 330 (Money and Banking). This may be in part due to online Economics offerings for some courses (if not all) and the decision by Business School—referred to earlier—to drop the requirement for a minor. There were also cases where some courses (e.g. Managerial Economics, International Economics, Public Finance and Fiscal Policy, and Urban and Regional Economics) had to be cancelled due to low (< 10) enrollments.

6. The aforementioned developments perforce have contributed to the crisis we now face that impels us to seek thoughtful efforts and solution to the issue at hand, that is, maintaining a viable and sound Economics Program at UW-Green Bay. It is vital to retain, nurture, strengthen and grow the program to serve generations of students to come and not deprive them of the opportunity to be educated in this field of vital importance.

A PROPOSAL

The foremost objective here is to preserve Economics as a viable program with credible and sustainable array of courses truly reflecting in turn the quality and strength of the program here at UW-Green Bay. It is inconceivable not to have a Program in Economics, given 6,700 plus strong enrollment at UW-Green Bay, located in Northeastern Wisconsin, one of the fastest growing regions in the state.

Moreover, it is crucial to note that Economics is a major field of study at most universities. Indeed, Economics is the largest major at elite universities and colleges such as Harvard, Yale, Chicago, Stanford, Amherst, Williams College, and so on. Also, it is the largest major at many major public universities including UW-Madison. To an important extent, this is due to the fact that the economic returns for graduates with B.A. or B.S. degree in Economics are very high. Recent data (2013) published by Georgetown University indicate that for professionals aged 25 to 59 with just a B.A. or B.S. in Economics the median annual income is \$76,000. Recent salary

data indicate that Business Economics is the second highest paid subfield within the Business curriculum. Economics provides also the best preparation for a large range of graduate programs such as Business (MBA), Public Administration (MPA) and law school.

The basic reason that professionals with just a B.A. or B.S. in Economics do so well is that the graduates gain analytical and quantitative skills as well as detailed knowledge of the behavior of the business firms, consumers and the economy. It provides them with a very strong foundation to succeed in various managerial positions in both the private and public sectors.

Clearly, it is imperative that the Economics Program at UW-Green Bay is worth preserving. In our view, the building blocks would include the following:

- A. Full integration of the Economics Program and faculty as part of Austin E. Cofrin School of Business. Such an integration would facilitate internally working with the Business faculty to reinstate Economics to the proper place in the Business School's curriculum structure. Such a process would lead to mutually strengthen the respective programs. **It should be stressed here that a crucial aspect of this process is to reconfigure the Economics major in such a way so that students can major more readily in both Business and Economics and consequently greatly enhancing their employment prospects upon entering the job market.**
- B. We can seek the potential for curricular integration of Economics with the Business Program to achieve effective melding the existing curricular offerings in the School of Business to the benefit of both the programs.
- C. Open up new avenues of course offerings in the growing fields such as Health Care Economics, Policy, Finance and Management. This will be more readily facilitated if the Economics Program were to be merged with the Cofrin School of Business. To meet these growing needs we already have faculty (Tom Nessler and Kumar Kangayappan have significant teaching experience in these fields). There is likely to be a growing demand for graduates in these fields. Northeast Wisconsin centered in Green Bay and Fox Valley communities being vibrant both in population growth and industrial/service sectors would likely serve as a draw for our graduates trained in these fields.

Of note is the fact that Green Bay is emerging as a regional medical center with four hospitals. Added to these are the Brown County Mental Health Center and Veterans Outpatient Clinic. It is also the home of one of the branches of Medical College of Wisconsin. Lastly there are major health insurance companies located here as well. All of these offer employment opportunities for our graduates in the healthcare field.

- D. With the Economics Program faculty joining the Cofrin School of Business, opportunities could be sought to share teaching responsibilities between the two academic areas as common expertise and skills among the faculty interface. With the potential of adding more faculty the merger would facilitate the Economics

faculty being able to offer graduate courses in the Cofrin School of Business. **One important area in this regard is that the Economics faculty could lend support to the Cofrin School's expanding graduate programs.**

- E. Finally, integrating the Economics Program with the Austin E. Cofrin School of Business would help raise the overall quality of the Business School as well as the Economics Program. Recent data indicate that more than half of public universities have their Economics Program integrated with the Business School.¹

¹ S. Allgood et. al., "Research on Teaching Economics to Undergraduates," *Journal of Economics Literature*, 2015, 53(2), p. 290.

Academic Plan: Economics

Institutional Research - Run date: 20FEB2015

	Fall Headcounts						
	2008	2009	2010	2011	2012	2013	2014
Declared Majors, end of term	37	46	46	49	44	46	44
Declared Minors, end of term	74	86	87	78	116	117	75

	Fall Declared Majors - Characteristics													
	2008		2009		2010		2011		2012		2013		2014	
Female	16	43%	15	33%	12	26%	13	27%	12	27%	8	17%	9	20%
Minority	3	8%	2	4%	5	11%	1	2%	2	5%	3	7%	5	11%
Age 26 or older	4	11%	2	4%	6	13%	5	10%	3	7%	1	2%	1	2%
Location of HS: Brown County	14	38%	10	22%	10	22%	11	22%	11	25%	18	39%	10	23%
Location of HS: Wisconsin	37	100%	40	87%	37	80%	42	86%	39	89%	43	93%	41	93%
Attending Full Time	32	86%	37	80%	41	89%	41	84%	41	93%	42	91%	40	91%
Freshmen	1	3%	2	4%	0	0%	0	0%	2	5%	2	4%	1	2%
Sophomores	5	14%	4	9%	5	11%	10	20%	10	23%	4	9%	6	14%
Juniors	12	32%	17	37%	13	28%	15	31%	10	23%	20	43%	11	25%
Seniors	19	51%	23	50%	28	61%	24	49%	22	50%	20	43%	26	59%

	Fall Declared Majors - Characteristics						
	2008	2009	2010	2011	2012	2013	2014
Average HS Cumulative G.P.A.	3.22	3.18	3.07	3.17	3.17	3.17	3.22
Average ACT Composite Score	22.4	22.4	22.3	21.9	23.0	23.3	24.5
Average ACT Reading Score	22.3	22.2	22.1	21.3	22.7	22.6	24.3
Average ACT English Score	21.3	21.2	20.6	20.2	21.5	21.6	23.6
Average ACT Math Score	23.4	23.2	23.2	23.5	24.2	24.5	25.0
Average ACT Science Score	22.6	23.1	23.2	22.9	23.2	23.9	24.9

Academic Plan: Economics

Institutional Research - Run date: 20FEB2015

	Fall Declared Majors - Characteristics						
	2008	2009	2010	2011	2012	2013	2014
Percent started as Freshmen	65%	48%	46%	45%	50%	41%	45%
Percent started as Transfers	35%	52%	54%	55%	50%	59%	55%
Percent with prior AA degree	5%	9%	9%	8%	5%	4%	9%
Percent with prior BA degree	5%	4%	2%	4%	5%	0%	2%

	Calendar Year Headcounts						
	2008	2009	2010	2011	2012	2013	2014
Graduated Majors (May, Aug. & Dec.)	10	7	13	17	20	16	14
Graduated Minors (May, Aug. & Dec.)	27	23	32	37	36	48	44

	Characteristics of Graduated Majors													
	2008		2009		2010		2011		2012		2013		2014	
Graduates who are... Women	0	0%	7	100%	3	23%	4	24%	8	40%	3	19%	2	14%
... Students of Color	2	20%	0	0%	0	0%	3	18%	2	10%	0	0%	1	7%
... Over 26 Years Old	1	10%	1	14%	3	23%	5	29%	4	20%	3	19%	2	14%
Graduates earning Degree Honors	2	20%	2	29%	3	23%	2	12%	8	40%	5	31%	1	7%

	Characteristics of Graduated Majors						
	2008	2009	2010	2011	2012	2013	2014
Average Credits Completed Anywhere	127	134	131	133	138	134	131
Average Credits Completed at UWGB	113	115	103	117	109	104	121
Average Cum GPA for Graduates	2.89	3.21	3.08	2.89	3.09	3.11	2.87

Academic Subject: ECON

Institutional Research - Run date: 20FEB2015

			Headcount Enrollments, Credit-bearing Activities						
			2008	2009	2010	2011	2012	2013	2014
Lectures	1-Lower	1-Spring	458	317	351	243	173	335	295
		2-Summer	71	80	69	47	14	33	37
		3-Fall	503	511	444	455	471	393	376
		All	1032	908	864	745	658	761	708
	2-Upper	1-Spring	140	188	152	176	174	175	120
		2-Summer	31	22	26	25	36	31	29
		3-Fall	138	159	130	135	146	127	100
		All	309	369	308	336	356	333	249
	All		1341	1277	1172	1081	1014	1094	957
	IST/FEX	1-Lower	1-Spring
2-Summer			.	.	.	.	.	.	.
3-Fall			.	.	.	.	.	.	.
All			.	.	.	.	.	.	.
2-Upper		1-Spring	3	6	4	1	1	1	2
		2-Summer	1	.	.	.	.	.	.
		3-Fall	2	2	4	.	1	1	1
		All	6	8	8	1	2	2	3
All		6	8	8	1	2	2	3	
All		1347	1285	1180	1082	1016	1096	960	

Academic Subject: ECON

Institutional Research - Run date: 20FEB2015

			Student Credit Hours, Credit-bearing Activities						
			2008	2009	2010	2011	2012	2013	2014
Lectures	1-Lower	1-Spring	1304	901	1023	701	519	1005	885
		2-Summer	213	240	207	141	42	99	111
		3-Fall	1449	1491	1302	1327	1413	1179	1128
		All	2966	2632	2532	2169	1974	2283	2124
	2-Upper	1-Spring	414	564	456	528	522	525	360
		2-Summer	93	66	78	75	108	93	87
		3-Fall	410	477	390	405	438	381	300
		All	917	1107	924	1008	1068	999	747
	All	All	3883	3739	3456	3177	3042	3282	2871
	IST/FEX	1-Lower	1-Spring
2-Summer			.	.	.	.	.	.	.
3-Fall			.	.	.	.	.	.	.
All			.	.	.	.	.	.	.
2-Upper		1-Spring	6	12	8	3	3	3	10
		2-Summer	1	.	.	.	.	.	.
		3-Fall	2	4	12	.	3	3	3
		All	9	16	20	3	6	6	13
All	All	9	16	20	3	6	6	13	

Academic Subject: **ECON**

Institutional Research - Run date: 20FEB2015

			Lectures and Lab/Discussion Sections (#)						
			2008	2009	2010	2011	2012	2013	2014
Lectures	1-Lower	1-Spring	7	6	5	4	2	3	3
		2-Summer	2	2	2	1	1	1	2
		3-Fall	8	7	6	6	5	5	5
		All	17	15	13	11	8	9	10
2-Upper	1-Spring	1-Spring	10	11	10	10	8	9	9
		2-Summer	1	1	1	1	1	1	1
		3-Fall	10	8	8	8	7	9	6
		All	21	20	19	19	16	19	16
All			38	35	32	30	24	28	26
All			38	35	32	30	24	28	26

Academic Subject: *ECON*

Institutional Research - Run date: 20FEB2015

			Average Section Size of Lectures						
			2008	2009	2010	2011	2012	2013	2014
Lectures	1-Lower	1-Spring	65.4	52.8	70.2	60.8	86.5	111.7	98.3
		2-Summer	35.5	40.0	34.5	47.0	14.0	33.0	18.5
		3-Fall	62.9	73.0	74.0	75.8	94.2	78.6	75.2
		All	60.7	60.5	66.5	67.7	82.3	84.6	70.8
	2-Upper	1-Spring	14.0	17.1	15.2	17.6	21.8	19.4	13.3
		2-Summer	31.0	22.0	26.0	25.0	36.0	31.0	29.0
		3-Fall	13.8	19.9	16.3	16.9	20.9	14.1	16.7
		All	14.7	18.5	16.2	17.7	22.3	17.5	15.6
	All		35.3	36.5	36.6	36.0	42.3	39.1	36.8

	Unique Lecture Courses Delivered in Past Four Years						
	2008	2009	2010	2011	2012	2013	2014
1-Lower	2	2	2	2	2	2	2
2-Upper	18	18	19	19	17	19	18

	General Education as a Percent of all Credits in Lectures						
	2008	2009	2010	2011	2012	2013	2014
1-Lower	98%	98%	99%	98%	100%	100%	100%
2-Upper	8%	6%	0%	15%	15%	14%	14%

Budgetary Unit: URS

Institutional Research - Run date: 20FEB2015

	Instructional Staff Headcounts and FTEs						
	2008	2009	2010	2011	2012	2013	2014
Full Professors (FT)	3	3	3	2	2	2	2
Associate Professors (FT)	2	2	2	2	2	2	2
Assistant Professors (FT)	0	1	1	1	2	2	1
Instructors and Lecturers (FT)	0	0	0	0	0	0	.
Total Full-time Instructional Staff	5	6	6	5	6	6	5
Part-time Instructional Staff	3	0	2	2	.	.	.
FTE of Part-time Faculty	0.4	0.0	0.3	0.4	.	.	.
Total Instructional FTE	5.4	6.0	6.3	5.4	.	.	.

	Student Credit Hours per Faculty FTE						
	2008	2009	2010	2011	2012	2013	2014
SCH per Full-time Faculty FTE	369	468	326	359	.	.	.
SCH per Part-time Faculty FTE	1195	.	450	1314	.	.	.
SCH per Faculty FTE	436	468	332	419	.	.	.

Academic Plan: Economics

Institutional Research - Run date: 20FEB2015

	Fall Headcounts						
	2008	2009	2010	2011	2012	2013	2014
Declared Majors, end of term	37	46	46	49	44	46	44
Declared Minors, end of term	74	86	87	78	116	117	75

Fall Declared Majors - Characteristics														
	2008		2009		2010		2011		2012		2013		2014	
	Female	16	43%	15	33%	12	26%	13	27%	12	27%	8	17%	9	20%
Minority	3	8%	2	4%	5	11%	1	2%	2	5%	3	7%	5	11%
Age 26 or older	4	11%	2	4%	6	13%	5	10%	3	7%	1	2%	1	2%
Location of HS: Brown County	14	38%	10	22%	10	22%	11	22%	11	25%	18	39%	10	23%
Location of HS: Wisconsin	37	100%	40	87%	37	80%	42	86%	39	89%	43	93%	41	93%
Attending Full Time	32	86%	37	80%	41	89%	41	84%	41	93%	42	91%	40	91%
Freshmen	1	3%	2	4%	0	0%	0	0%	2	5%	2	4%	1	2%
Sophomores	5	14%	4	9%	5	11%	10	20%	10	23%	4	9%	6	14%
Juniors	12	32%	17	37%	13	28%	15	31%	10	23%	20	43%	11	25%
Seniors	19	51%	23	50%	28	61%	24	49%	22	50%	20	43%	26	59%

	Fall Declared Majors - Characteristics						
	2008	2009	2010	2011	2012	2013	2014
Average HS Cumulative G.P.A.	3.22	3.18	3.07	3.17	3.17	3.17	3.22
Average ACT Composite Score	22.4	22.4	22.3	21.9	23.0	23.3	24.5
Average ACT Reading Score	22.3	22.2	22.1	21.3	22.7	22.6	24.3
Average ACT English Score	21.3	21.2	20.6	20.2	21.5	21.6	23.6
Average ACT Math Score	23.4	23.2	23.2	23.5	24.2	24.5	25.0
Average ACT Science Score	22.6	23.1	23.2	22.9	23.2	23.9	24.9

Academic Plan: Economics

Institutional Research - Run date: 20FEB2015

	Fall Declared Majors - Characteristics						
	2008	2009	2010	2011	2012	2013	2014
Percent started as Freshmen	65%	48%	46%	45%	50%	41%	45%
Percent started as Transfers	35%	52%	54%	55%	50%	59%	55%
Percent with prior AA degree	5%	9%	9%	8%	5%	4%	9%
Percent with prior BA degree	5%	4%	2%	4%	5%	0%	2%

	Calendar Year Headcounts						
	2008	2009	2010	2011	2012	2013	2014
Graduated Majors (May, Aug. & Dec.)	10	7	13	17	20	16	14
Graduated Minors (May, Aug. & Dec.)	27	23	32	37	36	48	44

Characteristics of Graduated Majors														
	2008		2009		2010		2011		2012		2013		2014	
	Graduates who are... Women	0	0%	7	100%	3	23%	4	24%	8	40%	3	19%	2	14%
... Students of Color	2	20%	0	0%	0	0%	3	18%	2	10%	0	0%	1	7%
... Over 26 Years Old	1	10%	1	14%	3	23%	5	29%	4	20%	3	19%	2	14%
Graduates earning Degree Honors	2	20%	2	29%	3	23%	2	12%	8	40%	5	31%	1	7%

	Characteristics of Graduated Majors						
	2008	2009	2010	2011	2012	2013	2014
Average Credits Completed Anywhere	127	134	131	133	138	134	131
Average Credits Completed at UWGB	113	115	103	117	109	104	121
Average Cum GPA for Graduates	2.89	3.21	3.08	2.89	3.09	3.11	2.87

Budgetary Unit: URS

Institutional Research - Run date: 20FEB2015

	Instructional Staff Headcounts and FTEs						
	2008	2009	2010	2011	2012	2013	2014
Full Professors (FT)	3	3	3	2	2	2	2
Associate Professors (FT)	2	2	2	2	2	2	2
Assistant Professors (FT)	0	1	1	1	2	2	1
Instructors and Lecturers (FT)	0	0	0	0	0	0	.
Total Full-time Instructional Staff	5	6	6	5	6	6	5
Part-time Instructional Staff	3	0	2	2	.	.	.
FTE of Part-time Faculty	0.4	0.0	0.3	0.4	.	.	.
Total Instructional FTE	5.4	6.0	6.3	5.4	.	.	.

Academic Subject: ECON

Institutional Research - Run date: 20FEB2015

		Headcount Enrollments, Credit-bearing Activities							
		2008	2009	2010	2011	2012	2013	2014	
Lectures	1-Lower			351	243	173	335	295	
	1-Spring	458	317	69	47	14	33	37	
	2-Summer	71	80						
	3-Fall	503	511	444	455	471	393	376	
	All	1032	908	864	745	658	761	708	
	2-Upper	140	188	152	176	174	175	120	
	1-Spring	31	22	26	25	36	31	29	
	2-Summer	138	159	130	135	146	127	100	
	3-Fall	309	369	308	336	356	333	249	
	All	1341	1277	1172	1081	1014	1094	957	
IST/FEX	1-Lower								
	1-Spring								
	2-Summer								
	3-Fall								

		Headcount Enrollments, Credit-bearing Activities						
		2008	2009	2010	2011	2012	2013	2014
2-Upper	All	.	.	.	.	.	.	.
	1-Spring	3	6	4	1	1	1	2
	2-Summer	1	.	.	.	.	.	.
	3-Fall	2	2	4	.	1	1	1
	All	6	8	8	1	2	2	3
All	6	8	8	1	2	2	2	3
All	1347	1285	1180	1082	1016	1096	960	

Academic Subject: ECON

Institutional Research - Run date: 20FEB2015

		Student Credit Hours, Credit-bearing Activities								
		2008	2009	2010	2011	2012	2013	2014		
Lectures	1-Lower	1304	901	1023	701	519	1005	885		
	1-Spring									
	2-Summer	213	240	207	141	42	99	111		
	3-Fall	1449	1491	1302	1327	1413	1179	1128		
	All	2966	2632	2532	2169	1974	2283	2124		
	2-Upper	414	564	456	528	522	525	360		
	2-Summer	93	66	78	75	108	93	87		
	3-Fall	410	477	390	405	438	381	300		
	All	917	1107	924	1008	1068	999	747		
	All	3883	3739	3456	3177	3042	3282	2871		
IST/FEX	1-Lower	.	.	.	.	.	.	.
	1-Spring									
	2-Summer	.	.	.	.	.	.	.
	3-Fall	.	.	.	.	.	.	.

		Student Credit Hours, Credit-bearing Activities						
		2008	2009	2010	2011	2012	2013	2014
2-Upper	All							
	1-Spring	6	12	8	3	3	3	10
	2-Summer	1						
	3-Fall	2	4	12		3	3	3
	All	9	16	20	3	6	6	13
All	9	16	20	3	6	6	13	

Academic Subject: ECON

Institutional Research - Run date: 20FEB2015

		Lectures and Lab/Discussion Sections (#)						
		2008	2009	2010	2011	2012	2013	2014
Lectures	1-Lower	7	6	5	4	2	3	3
	1-Spring							
	2-Summer	2	2	2	1	1	1	2
	3-Fall	8	7	6	6	5	5	5
	All	17	15	13	11	8	9	10
2-Upper	1-Spring	10	11	10	10	8	9	9
	2-Summer	1	1	1	1	1	1	1
	3-Fall	10	8	8	8	7	9	6
	All	21	20	19	19	16	19	16
	All	38	35	32	30	24	28	26
	All	38	35	32	30	24	28	26

Academic Subject: ECON

Institutional Research - Run date: 20FEB2015

		Average Section Size of Lectures									
		2008	2009	2010	2011	2012	2013	2014			
Lectures	1-Lower	65.4	52.8	70.2	60.8	86.5	111.7	98.3			
	1-Spring	65.4	52.8	70.2	60.8	86.5	111.7	98.3			
	2-Summer	35.5	40.0	34.5	47.0	14.0	33.0	18.5			
	3-Fall	62.9	73.0	74.0	75.8	94.2	78.6	75.2			
	All	60.7	60.5	66.5	67.7	82.3	84.6	70.8			
2-Upper	1-Spring	14.0	17.1	15.2	17.6	21.8	19.4	13.3			
	2-Summer	31.0	22.0	26.0	25.0	36.0	31.0	29.0			
	3-Fall	13.8	19.9	16.3	16.9	20.9	14.1	16.7			
	All	14.7	18.5	16.2	17.7	22.3	17.5	15.6			
	All	35.3	36.5	36.6	36.0	42.3	39.1	36.8			

Unique Lecture Courses Delivered in Past Four Years							
	2008	2009	2010	2011	2012	2013	2014
1-Lower	2	2	2	2	2	2	2
2-Upper	18	18	19	19	17	19	18

General Education as a Percent of all Credits in Lectures

	2008	2009	2010	2011	2012	2013	2014
1-Lower	98%	98%	99%	98%	100%	100%	100%
2-Upper	8%	6%	0%	15%	15%	14%	14%

	Student Credit Hours per Faculty FTE						
	2008	2009	2010	2011	2012	2013	2014
SCH per Full-time Faculty FTE	369	468	326	359	.	.	.
SCH per Part-time Faculty FTE	1195	.	450	1314	.	.	.
SCH per Faculty FTE	436	468	332	419	.	.	.

Alumni Survey: 2010, 2011, 2012, 2013 & 2014

	Survey year	Graduation Year	Economics	UWGB Overall
Graduates:	2010	2006-2007	5	1148
	2011	2007-2008	10	1162
	2012	2008-2009	9	1133
	2013	2009-2010	13	1295
	2014	2010-2011	13	1309
Response Rate*	2010-2014		4/50 (8%)	874/6047 (14%)

* Note: % response misses double-majors who chose to report on their other major.

Table 1. Preparation & Importance <ul style="list-style-type: none"> ▪ Preparation by UWGB (5-pt. scale; 5 = excellent) ▪ Importance to current job or graduate program (5-pt. scale; 5 = very important) 	Unit of Analysis	2010-2014					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	ECON	4	0	3.0	4	75%	4.0
	UWGB	682	59%	3.6	664	76%	4.2
Problem-solving skills.	ECON	4	0	3.0	4	75%	4.0
	UWGB	682	61%	3.7	659	78%	4.3
Understanding biology and the physical sciences.	ECON	4	0	2.5	3	0	1.7
	UWGB	652	45%	3.4	629	31%	2.7
Understanding the impact of science and technology.	ECON	4	0	2.5	4	25%	2.5
	UWGB	656	47%	3.4	646	43%	3.2
Understanding social, political, geographic, and economic structures.	ECON	4	75%	4.0	4	75%	4.3
	UWGB	667	56%	3.6	654	53%	3.5
Understanding the impact of social institutions and values.	ECON	4	0	2.5	3	0	2.0
	UWGB	670	60%	3.7	650	56%	3.6
Understanding the significance of major events in Western civilization.	ECON	4	25%	3.0	3	0	1.7
	UWGB	659	51%	3.5	626	31%	2.8
Understanding a range of literature.	ECON	4	0	2.5	3	0	1.3
	UWGB	657	48%	3.4	632	33%	2.8
Understanding the role of the humanities in identifying and clarifying individual and social values.	ECON	4	0	2.8	4	25%	2.5
	UWGB	661	52%	3.5	634	41%	3.1
Understanding at least one Fine Art, including its nature and function(s).	ECON	4	0	2.5	3	0	1.3
	UWGB	662	55%	3.5	622	29%	2.7
Understanding contemporary global issues.	ECON	4	50%	3.3	4	75%	4.0
	UWGB	663	51%	3.5	640	50%	3.4
Understanding the causes and effects of stereotyping and racism.	ECON	4	25%	2.8	3	0	1.3
	UWGB	663	57%	3.6	642	51%	3.4
Written communication skills.	ECON	4	75%	3.5	4	75%	4.3
	UWGB	675	69%	3.9	653	78%	4.2

Table 1. Preparation & Importance

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2010-2014					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Public speaking and presentation skills.	ECON	4	50%	3.5	4	75%	4.0
	UWGB	671	55%	3.6	656	72%	4.1
Reading skills.	ECON	4	0	2.8	4	75%	4.5
	UWGB	673	63%	3.8	654	76%	4.2
Listening skills.	ECON	4	25%	2.8	4	50%	3.5
	UWGB	669	64%	3.8	656	79%	4.3
Leadership and management skills.	ECON	4	50%	3.5	4	75%	3.8
	UWGB	673	59%	3.6	652	78%	4.2

Table 2. Educational experiences
(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
My educational experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.	ECON	4	75%	4.0
	UWGB	869	91%	4.3
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	ECON	4	75%	3.3
	UWGB	857	52%	3.4
Students at UW-Green Bay are encouraged to become involved in community affairs.	ECON	4	100%	4.3
	UWGB	853	59%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	ECON	4	100%	4.3
	UWGB	867	87%	4.2
The interdisciplinary, problem-focused education provided by UW-Green Bay gives its graduates an advantage when they are seeking employment or applying to graduate school.	ECON	4	0	2.8
	UWGB	859	77%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	ECON	4	50%	3.5
	UWGB	868	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	ECON	4	50%	3.5
	UWGB	861	73%	3.9
I would recommend UW-Green Bay to co-worker, friend, or family member.	ECON	4	100%	4.5
	UWGB	870	90%	4.4
The General Education requirements at UWGB were a valuable component of my education.	ECON	4	50%	3.3
	UWGB	833	57%	3.5
UWGB cares about its graduates.	ECON	4	75%	3.8
	UWGB	837	62%	3.7
I feel connected to UWGB.	ECON	4	75%	3.8
	UWGB	856	45%	3.3

Table 3. "If you could start college over"	Unit of Analysis	n	UW-Green Bay		Another college		No bachelor's degree anywhere
			Same major	Different major	Same major	Different major	
2010–2014 percent	ECON	4	100%	0	0	0	0
	UWGB	869	65%	22%	7%	5%	1%

Table 4. Rating the MAJOR (Scale: A = 4, B = 3, etc.)	Unit of Analysis	2010–2014			
		n	A or B	C or D	mean
Quality of teaching.	ECON	4	75%	25%	3.0
	UWGB	872	95%	5%	3.6
Knowledge and expertise of the faculty.	ECON	4	100%	0	3.3
	UWGB	870	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	ECON	4	75%	25%	3.5
	UWGB	869	91%	8%	3.6
Importance and relevance of courses to professional and academic goals.	ECON	4	75%	25%	3.3
	UWGB	863	89%	10%	3.4
Advising by faculty (e.g., accuracy of information).	ECON	4	50%	50%	2.8
	UWGB	851	87%	12%	3.4
Availability of faculty (e.g., during office hours).	ECON	4	75%	25%	3.3
	UWGB	849	93%	7%	3.5
Overall grade for the major (not a sum of the above).	ECON	4	100%	0	3.3
	UWGB	863	94%	5%	3.5

Table 5. Highest degree planned	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2010-2014 percent	ECON	4	25%	50%	0	0	25%
	UWGB	869	38%	45%	1%	5%	11%

Table 6. Graduate/professional study plans	Unit of Analysis	n	Already graduated	Currently enrolled	Accepted, not enrolled	Rejected	Have not applied
2010-2014 percent	ECON	3	33%	33%	0	0	33%
	UWGB	562	23%	22%	4%	3%	48%

	ECON (n = 4)	UWGB (n = 870)
Employed full-time (33 or more hours/week)	75%	78%
Employed part-time	0	11%
Unemployed, seeking work	0	5%
Unemployed, not seeking work	0	2%
Student, not seeking work	25%	4%

	Unit of Analysis	n	Very satisfied or satisfied	mean
2010-2014 percentage	ECON	3	100%	4.7
	UWGB	771	73%	3.9

	ECON (n = 3)	UWGB (n = 762)
High school or less	0	19%
Certificate	0	2%
Associate's degree	33%	13%
Bachelor's degree	67%	57%
Graduate degree	0	8%

	ECON (n = 3)	UWGB (n = 770)
Very related	33%	49%
Somewhat related	67%	31%
Not at all related	0	19%

	ECON (n = 3)	UWGB (n = 745)
Under \$20,000	0	12%
\$20,000 to \$25,999	0	11%
\$26,000 to \$29,999	0	9%
\$30,000 to \$35,999	33%	20%
\$36,000 to \$39,999	33%	13%
\$40,000 to \$49,999	33%	15%
\$50,000 or more	0	20%

Employers, Locations, and Job Titles

Wisconsin			
		Wisconsin	
	Milwaukee	Wisconsin	Credit Analyst
Georgie Pacific	Green Bay	Wisconsin	Rebate Analyst

Graduating Senior Survey: 2010, 2011, 2012, 2013 & 2014

	Graduation Year	Economics	UWGB Overall
Graduates:	2010	11	1106
	2011	15	1185
	2012	13	1293
	2013	12	1229
	2014	13	1233
Response Rate*	2010-2014	21/64 (33%)	2841/6046 (47%)

* Note: % response misses double-majors who choose to report on their other major.

Table 1: Rating the MAJOR (A = 4, B = 3.0, etc.)	Unit of Analysis	2010-2014						
		N	mean	A	B	C	D	F
Clarity of major requirements	ECON	21	3.5	57%	38%	0	5%	0
	UWGB	2836	3.5	58%	34%	6%	1%	1%
Reasonableness of major requirements	ECON	21	3.4	52%	33%	14%	0	0
	UWGB	2831	3.5	56%	36%	6%	1%	<1%
Variety of courses available in your major	ECON	21	2.3	5%	43%	38%	9%	5%
	UWGB	2821	3.0	35%	42%	17%	5%	1%
Frequency of course offerings in your major	ECON	21	2.3	5%	33%	48%	14%	0
	UWGB	2819	2.7	22%	41%	26%	8%	3%
Times courses were offered	ECON	21	2.6	14%	43%	29%	14%	0
	UWGB	2769	2.9	28%	41%	22%	6%	2%
Quality of internship, practicum, or field experience	ECON	7	2.7	29%	29%	28%	14%	0
	UWGB	1609	3.3	57%	28%	10%	3%	2%
Quality of teaching by faculty in your major	ECON	21	2.7	10%	62%	19%	9%	0
	UWGB	2817	3.4	52%	38%	8%	1%	<1%
Knowledge and expertise of the faculty in your major	ECON	21	3.3	38%	57%	5%	0	0
	UWGB	2834	3.6	69%	27%	3%	<1%	<1%
Faculty encouragement of your educational goals	ECON	21	2.5	14%	38%	33%	10%	5%
	UWGB	2800	3.4	56%	30%	11%	2%	1%
Overall quality of advising received from the faculty in your major	ECON	18	2.8	22%	44%	22%	11%	0
	UWGB	2706	3.2	53%	25%	12%	5%	4%
Availability of your major advisor for advising	ECON	18	3.1	39%	33%	22%	6%	0
	UWGB	2693	3.3	60%	24%	9%	4%	3%
Ability of your advisor to answer university questions	ECON	19	3.0	26%	58%	5%	5%	5%
	UWGB	2649	3.4	63%	22%	9%	4%	3%
Ability of your advisor to answer career questions	ECON	16	2.5	6%	56%	25%	6%	6%
	UWGB	2376	3.2	52%	28%	13%	4%	3%
In-class faculty-student interaction	ECON	20	2.8	20%	40%	35%	5%	0
	UWGB	2657	3.1	44%	30%	13%	12%	<1%
Overall grade for your major (<u>not</u> an average of the above)	ECON	21	2.7	10%	62%	19%	9%	0
	UWGB	2801	3.4	49%	42%	8%	1%	<1%

Table 2. Job related to major while completing degree?

	Unit of Analysis	n	Full-time		Part-time		No
			Paid	Non-paid	Paid	Non-paid	
2010-2014 percent	ECON	21	0	0	38%	0	62%
	UWGB	2827	15%	<1%	33%	6%	46%

Table 3. "If you could start college over"

	Unit of Analysis	n	UW-Green Bay		Another college		No BA degree
			Same major	Different major	Same major	Different major	
2010-2014 percent	ECON	21	48%	24%	28%	0	0
	UWGB	2824	68%	13%	13%	5%	1%

Table 4. Plans regarding graduate/professional study

	Unit of Analysis	n	Already admitted	Have applied	Plan to eventually attend	NA/have not applied yet
2010-2014 percent	ECON	13	0	0	69%	31%
	UWGB	2161	8%	12%	63%	17%

Table 5. Highest degree planned

	Unit of Analysis	n	Bachelor's	Master's	Specialist's	Professional	Doctoral
2010-2014 percent	ECON	21	48%	38%	0	0	14%
	UWGB	2827	32%	49%	2%	5%	12%

Table 6. General Education preparation

Current proficiency vs. Contribution of Gen Ed to current proficiency
(3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Critical analysis skills.	ECON	19	68%	2.7	20	30%	2.1
	UWGB	2661	64%	2.6	2591	33%	2.2
Problem-solving skills.	ECON	19	68%	2.7	20	25%	2.2
	UWGB	2658	70%	2.7	2583	34%	2.2
Understanding biology and the physical sciences.	ECON	19	16%	2.0	19	16%	1.8
	UWGB	2580	27%	2.0	2460	26%	2.0
Understanding the impact of science and technology.	ECON	19	53%	2.4	19	21%	2.0
	UWGB	2591	36%	2.2	2483	27%	2.0
Understanding social, political, geographic, and economic structures.	ECON	19	79%	2.8	20	50%	2.2
	UWGB	2606	35%	2.2	2532	30%	2.1
Understanding the impact of social institutions and values.	ECON	19	53%	2.5	21	33%	2.1
	UWGB	2622	50%	2.4	2541	38%	2.2

Table 6. General Education preparation

Current proficiency vs. Contribution of Gen Ed to current proficiency
(3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Understanding the significance of major events in Western civilization.	ECON	19	47%	2.4	21	29%	2.0
	UWGB	2593	33%	2.2	2505	32%	2.1
Understanding the role of the humanities in identifying and clarifying values.	ECON	19	42%	2.4	20	30%	2.2
	UWGB	2616	39%	2.3	2537	35%	2.2
Understanding at least one Fine Art.	ECON	19	47%	2.4	20	20%	1.8
	UWGB	2597	39%	2.2	2498	34%	2.1
Understanding contemporary global issues.	ECON	19	63%	2.6	21	38%	2.1
	UWGB	2605	34%	2.2	2505	27%	2.0
Understanding the causes and effects of stereotyping and racism.	ECON	18	78%	2.8	19	42%	2.2
	UWGB	2625	61%	2.6	2539	41%	2.2
Written communication skills	ECON	19	68%	2.7	20	30%	2.1
	UWGB	2637	67%	2.6	2573	44%	2.3
Public speaking and presentation skills	ECON	19	47%	2.5	21	19%	1.8
	UWGB	2612	45%	2.3	2498	30%	2.1
Computer skills	ECON	19	68%	2.7	20	25%	1.9
	UWGB	2620	55%	2.5	2483	29%	2.0

Table 7. Educational experiences
(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2010-2014		
		n	Strongly Agree or Agree	mean
Because of my educational experiences at UW-Green Bay, I have learned to view learning as a lifelong process.	ECON	21	86%	4.1
	UWGB	2749	90%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	ECON	21	48%	3.1
	UWGB	2643	46%	3.3
The UW-Green Bay educational experience encourages students to become involved in community affairs.	ECON	20	30%	3.1
	UWGB	2634	58%	3.6
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	ECON	21	48%	3.5
	UWGB	2746	82%	4.1
My education at UW-Green Bay has given me a "competitive edge" over graduates from other institutions.	ECON	19	32%	2.9
	UWGB	2629	64%	3.8
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	ECON	21	43%	3.3
	UWGB	2710	75%	4.0
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	ECON	21	43%	3.1
	UWGB	2730	72%	3.9
I would recommend UW-Green Bay to a friend, co-worker, or family member.	ECON	20	50%	3.5
	UWGB	2742	83%	4.2

Table 7. Educational experiences
(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2010-2014		
		n	Strongly Agree or Agree	mean
There is a strong commitment to racial harmony on this campus.	ECON	19	37%	3.4
	UWGB	2444	59%	3.7
The faculty and staff of UWGB are committed to gender equity.	ECON	19	79%	3.9
	UWGB	2545	77%	4.1
This institution shows concern for students as individuals.	ECON	20	55%	3.7
	UWGB	2689	75%	4.0
The General Education requirements at UWGB were a valuable component of my education.	ECON	20	20%	2.7
	UWGB	2606	50%	3.3

Table 8. Activities while at UW-Green Bay

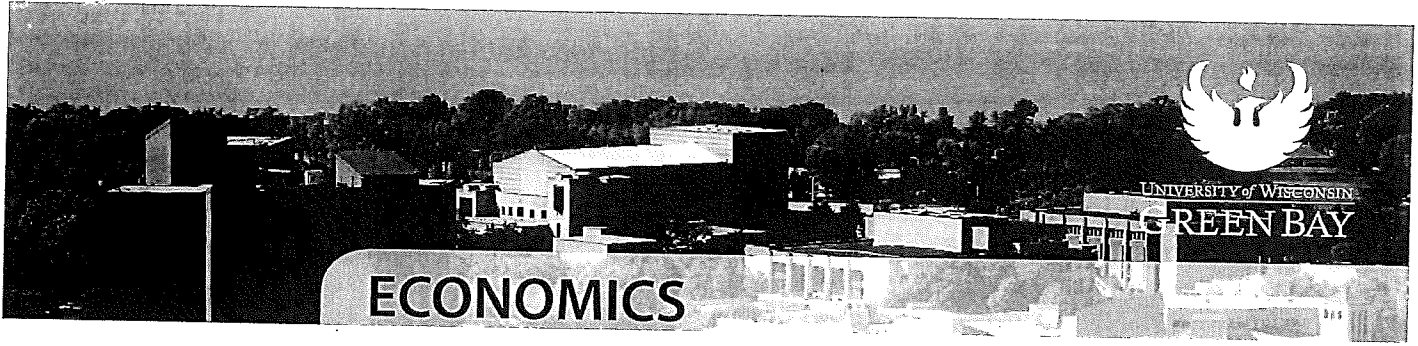
	Unit of Analysis	n	Independent study	Student org	Internship	Professional organization	Community service	Worked with a faculty member	Study group	Study abroad
2010-2014 percent	ECON	21	10%	19%	52%	29%	43%	24%	22%	5%
	UWGB	2834	25%	48%	55%	22%	58%	23%	56%	14%

Table 9. Rating services and resources
(A = 4, B = 3, etc.)

	Unit of Analysis	2010-2014		
		n	A or B	mean
Library services (hours, staff, facilities)	ECON	19	95%	3.5
	UWGB	2373	91%	3.4
Library collection (books, online databases)	ECON	17	94%	3.5
	UWGB	2295	91%	3.4
Admission Office	ECON	16	88%	3.3
	UWGB	2220	92%	3.4
Financial Aid Office	ECON	15	87%	3.3
	UWGB	2104	88%	3.3
Bursar's Office	ECON	20	90%	3.3
	UWGB	2602	87%	3.3
Career Services	ECON	16	75%	3.2
	UWGB	1561	85%	3.3
Academic Advising Office	ECON	17	71%	2.7
	UWGB	2237	76%	3.1
Student Health Services	ECON	9	89%	3.6
	UWGB	1372	87%	3.4

Table 9. Rating services and resources
(A = 4, B = 3, etc.)

	Unit of Analysis	2010-2014		
		n	A or B	mean
Registrar's Office	ECON	19	89%	3.3
	UWGB	2272	92%	3.5
Writing Center	ECON	9	78%	2.9
	UWGB	951	85%	3.3
University Union	ECON	18	83%	3.1
	UWGB	2266	89%	3.4
Student Life	ECON	11	82%	3.2
	UWGB	1351	83%	3.2
Counseling Center	ECON	3	67%	3.3
	UWGB	534	80%	3.2
Computer Facilities (labs, hardware, software)	ECON	19	95%	3.5
	UWGB	2361	95%	3.6
Computer Services (hours, staff, training)	ECON	18	95%	3.5
	UWGB	2135	92%	3.5
Kress Events Center	ECON	16	100%	3.8
	UWGB	1896	96%	3.7
Dining Services	ECON	16	50%	2.5
	UWGB	1733	57%	2.6
American Intercultural Center	ECON	3	67%	3.0
	UWGB	365	87%	3.3
International Office	ECON	3	67%	3.0
	UWGB	374	82%	3.1
Residence Life	ECON	6	50%	2.8
	UWGB	1136	75%	2.9
Bookstore	ECON	21	67%	2.7
	UWGB	2703	79%	3.1



BUSINESSES AND INSTITUTIONS EMPLOYING ECONOMICS MAJORS

- **Business** — Industry, Transportation, Health, Labor, and Private Firms
- **Government** — Agriculture, Business, Finance, Labor, Transportation, Urban Economics, and International Trade
- **Economics and Market Research** — Market Research Firms, Consumer Goods Manufacturing Firms, Business Firms, and Consulting Firms
- **Banking and Finance** — Commercial Banks, Regional Banks, and Savings and Loan Associations
- **Insurance** — Insurance Firms, Local, Regional and Home Offices
- **Securities** — National and Regional Brokerage Firms, Discount Brokerage Houses, Commercial Banks, and Insurance Companies
- **Consulting** — Management Consulting Firms and Independent Consulting Firms
- **Teaching** — Secondary Public and Private Schools, Colleges and Universities

OVERVIEW

Economics is everywhere!

The modern economy is a highly complex system of economic, political, and social institutions. Through the systematic study of Economics, students will better understand this complex system of markets, enterprises (private, government, and not-for-profit), unions, and many other economic and political interest groups that influence the economy and the role of government.

Economics also focuses on the allocation and distribution of scarce resources while studying organizations and institutions that influence resource allocation. Thus, students in the program gain insight into relevant economic issues including: national income, employment, prices, economic growth, government regulation, poverty, environmental degradation, and sustainable economic systems.

ECONOMICS MAJORS ENTER HIGHLY PAID OCCUPATIONS

Economics students not only gain detailed knowledge of the complex U.S. economy, but even more importantly, learn essential and rigorous analytical and quantitative skills that can be applied in a broad range of employments. These skills are highly rewarded in the labor market. Highly paid occupations are overwhelmingly occupations requiring managerial and/or quantitative and technical skills. Economics majors tend to have highly successful careers as managers in business, finance, banking, and government sectors.

Salary data from the 2011-2012 U.S. Census indicate that workers between ages 30-54 who held only a Bachelor's degree in Economics earned a median salary of \$83,000, which ranked highest among all social science majors (averaging \$67,000). Likewise, similarly experienced workers with an undergraduate degree in business economics earned a median salary of \$85,000, which was ranked highest among 12 business majors.

Moreover, a significant proportion of economics majors at some point enter graduate programs in Economics, Business Administration (MBA), Public Administration (MPA), and law school. Salary data from a 2011 study by Georgetown University indicate that economics majors earning a graduate degree receive a 50% boost in their salaries. Consequently, it is not surprising that economics is the largest major at leading American universities such as Harvard, Chicago, Stanford, and the University of Wisconsin - Madison.

PURSUE A DOUBLE MAJOR

Given the difficult dynamic job market of the future, recent research suggests that today's students should consider a double major with another major linked to broad critical thinking and analytical skills. It also shows that Economics is generally the best double major for students interested in business, public policy, public administration, or a law career. Consequently, Economics is a highly valuable complement to UW-Green Bay's interdisciplinary social science programs such as Business Administration, Urban and Regional Studies, Environmental Policy and Planning, and Democracy and Justice Studies.

CHOOSE AN INTERDISCIPLINARY MINOR

Many students pair their Economics major with a minor in computer science, business administration, social science, environmental science, or the humanities.

For more information on the Economics program, admission requirements and course descriptions, please visit our website at www.uwgb.edu/economics/.

WHY UW-GREEN BAY?

FOUR GOOD REASONS TO CHOOSE UW-GREEN BAY

Connect with Internationally Recognized Faculty

Develop personal relationships with world-renowned educators who are known for their excellence in teaching and who will motivate you to succeed personally and academically.

Become a Problem Solver

Study across various academic areas that will allow you to address real-world problems from multiple perspectives and will be valuable to you in your future career or graduate studies. In fact, 97% of our students are employed, in graduate school, or serve in the military within six months of graduation!

Be Transformed

Take advantage of opportunities to apply and expand your academic knowledge in professional settings through internships, independent studies, study abroad, undergraduate research and leadership in campus organizations.

Belong to a Welcoming, Friendly Campus Community

Share our beautiful and safe campus with about 6,900 other students from diverse backgrounds. Your college experience starts with a welcoming environment where you will be supported by and develop relationships with faculty, staff and students that will last a lifetime and benefit you throughout your career.



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Economics - Requirements for the Major

Supporting Courses, 13-15 credits required

- ECON 202 Macro Economic Analysis, 3 credits
- ECON 203 Micro Economic Analysis, 3 credits
- ~~ECON 207 Micro Economics Laboratory, 1 credit~~

One of these:

- BUS ADM 215 Introduction to Business Statistics, 3 credits
- COMM SCI 205 Social Science Statistics, 4 credits
- MATH 260 Introductory Statistics, 4 credits

One of these:

- MATH 201 Calculus for the Management and Social Sciences, 3 credits
- MATH 202 Calculus and Analytic Geometry I, 4 credits

Upper-Level Courses, 24 credits

- ECON 302 Intermediate Macro Economic Theory, 3 credits
- ECON 303 Intermediate Micro Economic Theory, 3 credits
- ECON 307 History of Economic Thought, 3 credits
- ECON 310 Introduction to Quantitative Analysis and Econometrics, 3 credits

Electives, four of these (no more than 3 with BUS ADM designation):

- BUS ADM 347 Financial Markets and Institutions, 3 credits
- BUS ADM 442 Principles of Investment, 3 credits
- BUS ADM 445 International Financial Management, 3 credits
- BUS ADM 446 Advanced Corporation Finance, 3 credits
- BUS ADM 447 Advanced Investments, 3 credits
- BUS ADM 450 Bank Administration, 3 credits
- ECON 304 Contemporary Labor Markets, 3 credits
- ECON 305 Natural Resources Economic Policy, 3 credits
- ECON 308 Business Cycles, 3 credits
- ECON 309 Urban and Regional Economics, 3 credits
- ECON 330 Money and Banking, 3 credits
- ECON 340 Economics of Land Use, 3 credits
- ECON 402 Environmental and Resource Economics, 3 credits
- ECON 403 International Trade, 3 credits
- ECON 406 Economics of Globalization, 3 credits
- ECON 409 Public Finance and Fiscal Policy, 3 credits
- *ECON 371 Gender and Economic Justice*

- ECON 412 Economics of Sustainability, 3 credits
- ECON 453 Cost-Benefit Analysis, 3 credits
- ECON 485 Managerial Economics, 3 credits

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Economics - Requirements for the Minor

Supporting Courses, 9-10 credits required

- ECON 202 Macro Economic Analysis, 3 credits
- ECON 203 Micro Economic Analysis, 3 credits

One of these:

- BUS ADM 215 Introduction to Business Statistics, 3 credits
- COMM SCI 205 Social Science Statistics, 4 credits
- MATH 201 Calculus for the Management and Social Sciences, 3 credits
- MATH 260 Introductory Statistics, 4 credits

Upper-Level Courses, 12 credits

One of these:

- ECON 302 Intermediate Macro Economic Theory, 3 credits
- ECON 303 Intermediate Micro Economic Theory, 3 credits

Electives, 9 credits (no more than 1 with BUS ADM designation):

- Choose 300-400-level courses from the upper-level course listings in the major.



APPENDIX I

PROGRAMMATIC ASSESSMENT

Economics

Assessment Reporting 2013-2014

The assessment for this semester focused on the ability of students to state, use, and interpret the core models of macroeconomic theory in the course ECON 302: Intermediate Macroeconomic Theory.

Embedded assessment was applied to Part III of the ECON 302 Final Exam, spring 2014 which focused entirely on the use and interpretation of macroeconomic models to predict the behavior of the economy.

Rubric employed: A scale ranging from 0.0 to 4.0 was used when evaluating student responses with the following interpretation.

- 4.0 The student was able to draw and label the economic model (graph) correctly and interpret the model without error.
- 3.5 Very minor mistakes with respect to the above.
- 3.0 Minor mistakes with respect to the above.
- 2.0 Major mistakes with respect to the above.
- 1.0 Very major mistakes with respect to the above.

Student Scores

#1 1.9

#2 0.9

#3 2.4

#4 1.7

#5 1.3

#6 3.9

#7 3.5

#8 4.0

#9 2.8

#10 2.1

#11 2.9

#12 1.9

Average score: 2.43

A score of 2.75 is considered proficient or above. Four out of 12 students (33%) met this standard. This is a small improvement from the evaluation of this class last spring (2013) where only 20% of students met the standard.

The basic response to last year's results was to substitute weekly homework assignments for 20 minute in-class quizzes. Given the improvement, the basic response is to continue with homework assignments but to substantially increase the quantity. Learning how to use and interpret economic models requires substantial time-on-task.

PROGRAMMATIC ASSESSMENT

ECONOMICS

Assessment Reporting 2012-2013

The assessment of this year focused on the ability of students to state, use, and interpret the core models of macroeconomic theory in the course ECON 302: Intermediate Macroeconomic Theory.

Embedded assessment was applied to Part III of the ECON 302 Final Exam, spring 2013 which focused entirely on the use and interpretation of macroeconomic models to predict the behavior of the economy.

Rubric employed: A scale ranging from 1.0 to 4.0 was used when evaluating student responses with the following interpretation.

- 4.0 The student was able to draw and label the economic model (graph) correctly and interpret the model with error.
- 3.5 Very minor mistakes with respect to the above.
- 3.0 Minor mistakes with respect to the above.
- 2.0 Major mistakes with respect to the above.
- Very major mistakes with respect to the above.

Student Scores:

#1 3.25

#2 1.25

#3 3.00

#4 3.75

#5 2.75

#6 2.00

#7 2.75

APPENDIX II

Economics Majors – Graduate Follow-Up Survey, Class of 2010

Number of Graduates: 14 Number Employed: 10
 Number of Respondents: 11 Number Attending Graduate School: 1
 Number of Full-Time Salaries Reported: 3 Salary Range: \$23,920-\$50,000 Average Salary: \$32,960

Names of Graduate/Professional Programs Reported:

- University of Georgia, Agricultural and Applied Economics
- University of Wisconsin – Green Bay, Masters in Environmental Science & Policy
(Respondent listed "Employed" as primary status)

Below is a sampling of employers and position titles as reported by respondents:
 An asterisk (*) has been placed next to employers who hired more than one graduate.

EMPLOYER	LOCATION(S)	TITLE(S)
Bank First	Green Bay, WI	Credit Analyst
City of Green Bay Park and Recreation Department	Green Bay, WI	<i>Not specified</i>
Family Dollar Store	Green Bay, WI	Cashier
Georgia Pacific Corporation	Parchment, MI	Human Resources Associate
HSA Bank	Sheboygan, WI	Operations Clerk II
KI	Green Bay, WI	Forklift Operator
Kohl's Department Stores	Eden Prairie, MN	Operations Area Supervisor
Red Robin	Green Bay, WI	Server and Certified Designated Trainer
UW SHWEC (Solid and Hazardous Waste Education Center)	Sturgeon Bay, WI	Pollution Prevention Intern

Economics Majors – Graduate Follow-Up Survey, Class of 2011

Number of Graduates: 16

Number Employed: 9

Number of Respondents: 13

Number Attending Graduate School: 1

Number Not Seeking Employment: 1

Number of Full-Time Salaries Reported: 2

Average Salary: \$43,500

Names of Graduate/Professional Programs Reported:

- Cornell University, Masters in Public Administration

Below is a sampling of employers and position titles as reported by respondents.

An asterisk (*) has been placed next to employers who hired more than one graduate.

EMPLOYER	LOCATION(S)	TITLE(S)
Bank Mutual	Green Bay	Teller
JP Morgan Chase	Madison, WI	Personal Banker
Kirby	Green Bay, WI	Sales Manager
NetPeak Energy LLC	Green Bay, WI	Marketing Associate
Schneider National*	Green Bay, WI	Customer Service Representative, Pricing Analyst
WalMart	Sheboygan, WI	Assistant Manager

Economics Majors – Graduate Follow-Up Survey, Class of 2012

Number of Graduates: 16
 Number Employed: 13

Number of Respondents: 13
 Number Attending Graduate School: 0
 Number of Full-Time Salaries Reported: 7
 Salary Range: \$28,080 - \$50,000
 Average Salary: \$37,949

Below is a sampling of employers and position titles as reported by respondents.
 An asterisk (*) has been placed next to employers who hired more than one graduate.

EMPLOYER	LOCATION(S)	TITLE(S)
ACUITY	Sheboygan, WI	Business Systems Analyst - Commercial Lines
Ameriprise Financial	Appleton, WI	Financial Advisor
Ameriprise Home & Auto Insurance	De Pere, WI	Sales
Associated Bank	Green Bay, WI	Corporate Trainee
Citizens Community Federal	Appleton, WI	Personal Banker
Fox Communities Credit Union	WI	Teller
Koehne Accounting & Tax Solutions	Green Bay, WI	Accountant
Merrill Lynch	Green Bay, WI	Financial Advisor Trainee
Roehl Transport	Marshfield, WI	Pricing and Sales Support Specialist
Schneider National	Green Bay, WI	Inside Sales Account Executive
Schwabe North America	Green Bay, WI	Financial Analyst
U.S. Department of Agriculture	East Lansing, MI	Survey Statistician

Economics Majors – Graduate Follow-Up Survey, Class of 2013

Number of Graduates: 17

Number Employed: 13

Is Position Related to Major? 8 of 8 = Yes

Employed prior to Graduation? 5 of 10

Found Employment within 3 Months of Graduation: 4 of 5

Number of Responses: 15

Number Attending Graduate School: 4 (2 are also Employed)

Names of Graduate/Professional Schools Reported and Number, if >1:

- Marquette University
- Troy University
- University of Wisconsin - Green Bay
- University of Wisconsin - Milwaukee

Below is a sampling of reported employers and position titles.

An asterisk (*) has been placed next to employers who hired more than one graduate.

EMPLOYER	LOCATION(S)	TITLE(S)
Associated Bank	Oshkosh, WI	Assistant Branch Manager
Check N Go	Detroit, MI	Customer Service Representative
Investors Community Bank	Manitowoc, WI	Credit Analyst - Agricultural Banking Division
JC Penney	Appleton, WI	Replenishment/Visual
Lamp Recyclers, Inc.	Green Bay, WI	Account Manager
Life Time Fitness	Green Bay, WI	Member Engagement Advisor
Pitney Bowes	Neenah, WI	Account Manager
Schneider National	Green Bay, WI	Pricing Analyst
Target Stores	Minneapolis, MN	Executive Team Leader
The College of Menominee Nation	Keshena, WI	Mentor/ITTS Assistant
University of Wisconsin - Green Bay	Green Bay, WI	University Services Associate –Phoenix Bookstore
Wells Fargo	Dothan, AL	Personal Banker

Economics Majors – Graduate Follow-Up Survey, Class of 2014

Number of Graduates: 15
 Number Employed: 6
 Is Position Related to Major? 2 of 4 = Yes
 Employed prior to Graduation? 2 of 5
 Found Employment within 3 Months after Graduation: 3 of 3
 Number of Responses: 8
 Number Attending Graduate School: 2

Names of Graduate/Professional Schools Reported and Number, if >1:

- Liberty University
- University of Wisconsin - Whitewater

Below is a sampling of reported employers and position titles.

An asterisk (*) has been placed next to employers who hired more than one graduate.

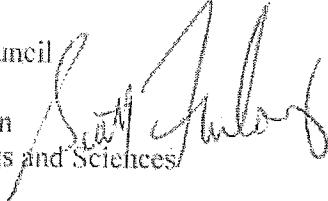
EMPLOYER	LOCATION(S)	TITLE(S)
BenefitFocus	Charleston, SC	EDI Integration Analyst
Greater Green Bay YMCA	Green Bay, WI	After School Program Director
Jimmy John's Corporate Office	Champaign, IL	Guerilla Marketing Specialist
Metro Market	Brookfield, WI	Lead Produce
PDQ Car Wash	Green Bay, WI	Customer Service Associate
Sentry Insurance	Stevens Point, WI	Statistics Analyst



UNIVERSITY of WISCONSIN
GREEN BAY

MEMORANDUM

TO: Christine Style, (C)
Academic Affairs Council

FROM: Scott R. Furlong, Dean
College of Liberal Arts and Sciences 

DATE: September 2, 2010

SUBJECT: Request for Recommendation of Economics Self-Study Report

Attached, for AAC review, is the Academic Program Review Self-Study Report for Economics.

I am also sending a copy of the report to Associate Provost Timothy Sewall. He will provide the AAC with his evaluation of the assessment plan of the unit.

I look forward to receiving the AAC's recommendation regarding this report.

Thank you.

cc: Timothy Sewall, Associate Provost for Academic Affairs (w/attachment)
John Stoll, Chair, Economics (w/o attachment)

:tt

Connecting learning to life

College of Liberal Arts and Sciences, Theatre Hall 355
University of Wisconsin Green Bay, 2420 Nicolet Drive, Green Bay, Wisconsin 54311-5001
Phone: 920-465-2356 • Fax: 920-465-2716 • www.uwgb.edu/lasdean/

To: Dean Scott Furlong

From: Steve Dutch, chair of the Academic Affairs Council

Date: December 17, 2010

Re: Academic Affairs Council Review of the Economics Program

Introduction:

The AAC received and reviewed the Economics Program report in the fall of 2010. The document was written and submitted by the department Chair, Professor John Stoll. After reviewing the report, AAC members invited Professors Stole and Kangayappan to answer questions and to elaborate on the current state and future position of their program.

The mission statement and program objectives of Economics include "...focus on the allocation and distribution of scarce resources. As a social science, economics is fundamentally about people; their needs, wants and behavior, and the institutions they construct. As a discipline focusing on scarcity, economics includes the study of organizations and institutions that influence resource allocation. The foci of economists include business, government, households, product and services markets, and the markets for resources (e.g., land, labor, capital, and entrepreneurial abilities)."

Specifically the economics program mission encompasses:

1. Enriching environmentally-oriented social science and interdisciplinary course offerings with economics, which strongly support and complement the mission of the University of Wisconsin-Green Bay;
2. Contributing to the university's general education program;
3. Serving the needs of social science students in general and programs in business and education in particular;
4. Serving regional communities by, for example, offering Extended Degree (now Adult Degree Program) courses and involving students in regional studies through class and faculty research projects;
5. Offering a major and minor in economics;
6. Preparing students for employment in the private and public sectors; and
7. Assisting students in the economics program for further studies at the graduate level in economics and other fields.

Program Accomplishments:

The Economics program has made progress in adding “a set of courses from the business program that is able to count within the Economics major.” Consequently, more business majors are adding the major in Economics as well. The general curriculum has been revised. Some courses have been inactivated and others renamed in an attempt to remain current with economic trends. The course “Economics of Globalization has been added to the curriculum and two experimental courses in the area of health care economics and health care issues have been offered with the intent that these would move toward being a permanent addition to the program.”

The Economics Program is working with the Adult Degree Program to ensure a consistent offering of introductory courses as well as upper level courses in the major. “Three courses are also offered at least once a year as completely internet delivery formats (ECONOMICS 203, ECONOMICS 307, and ECONOMICS 453). In the future, if the intermediate theory courses (ECONOMICS 302 and ECONOMICS 330) were offered in alternative delivery format, adult degree students would be able to earn a minor in economics.” Overall, Economics now offers about 50% of its courses online.

“The Economics faculty continues to support the campus Students in Free Enterprise (SIFE) team, a team that is in its 12th year of existence and that has attended regional and in some cases national competitions every year of its existence. Two endowed scholarships funds have been initiated and soon awards will start to be made from them.”

The Economics faculty have been recognized for their significant contributions to the university. “Professor Ismail Shariff was named to the Philip J. and Elizabeth B. Hendrickson Professorship for Business and Professor John Stoll was named to the Austin E. Cofrin Professorship in Management. These awards recognize the scholarship accomplishments of their holders and attest to the overall quality of faculty in the Economics program at UW-Green Bay.”

Program Strengths and Weaknesses:

Strengths

The Economics faculty has had some success in bringing contract research dollars to the university. Future prospects look good. Seed money from the administration would facilitate this process.

Economics hopes to secure more financial resources from the administration “to develop an accredited program in Business Administration.” The addition of more majors and minors would facilitate this program advance. The program is also planning to garner “external support for research that could utilize undergraduate students in hands-on economics work.

This latter item would also create more program interest and a stronger group of graduating students. Improved placement of students will have a (positive) feedback on program recruitment and quality.”

The department is one of the campus leaders in alternative course presentations. The latest prospect under consideration is to offer Economics 330 online. The course in this format would provide support for the online Business major if all goes well.

Weaknesses

Although the Economics program is a viable entity at this time, the future quality of the program will depend on a number corrections, additions, and enhancements.

Part of the problem stems from the fact that Economics answers to three budgetary units: Urban and Regional Studies, Social Change and Development, and Business. Requests to replace retiring faculty in the future must be made in the best interests of Economics. According to the Chair, the UWGB Economics program is “flat” in comparison with the same major offered on other UW campuses. Flat was used to describe the lack of growth in the major as well as the ability to address contemporary areas of Economics. New faculty must be able to continue the major by maintaining the strong standard courses plus adding more courses in new areas that are not taught by resident faculty. In the long-run, the Economics program would be best served through a separate and independent budget, a single administrative point of contact responsible for the entire program or, at the very least, close coordination among Urban and Regional Studies, Social Change and Development, and Business to ensure that the needs of the Economics program are not shortchanged in hiring and course scheduling.

A weakness in student advising surfaced during the interview. Education students who emphasize Economics seldom see an Economics advisor. In an attempt to rectify the situation, future Education majors taking Economics courses will be asked to identify themselves and their intentions to seek the Economics Teaching Certificate. In addition, the Chairs of Education and Economics will meet to discuss more effective ways to mesh their respective programs to coordinate education experiences for students and to guarantee that their “graduates are appropriately trained.”

The core curriculum has been criticized from within the department and consequently is under reconstruction. The Economics faculty is working diligently to restructure existing courses and prerequisites to meet the current needs of students. The plan includes a “gradual reorientation of courses as retirements take place...over the coming five years.” The unit hopes to increase their expertise in Game Theory and to “strengthen quantitative content of courses” through new faculty hires.

When asked about the number of credits needed for graduation and the availability of advanced courses, the Chair replied “Credits were increased from 21 to 24 in the 1990’s...” He also stated that the unit would readdress whether additional courses should be added to upper level requirements.

Another weakness that surfaced related to assessment. By their own admission “assessing the achievement of student learning outcomes is currently inadequate. At present, there is no formal assessment.” To remedy this problem, the faculty is evaluating the merits of an embedded assessment during four courses taken at different levels of the major. They also plan to implement a formal exit interview with the majors and a survey interview with graduating minors.

Conclusions and Recommendations:

The current Economics faculty is to be commended for sustaining a quality program in light of reduced faculty and resources. However, more can be done by faculty and administration to insure a vibrant, modern program for the future.

In order for the Economics program at UWGB to remain strong and meet the needs of students in the upcoming decade, the faculty must work with the administration to provide a solid core of courses plus new offerings that meet contemporary needs of majors and minors in the program. The mission of UW-Green Bay to contribute to the regional economy can only be met by the full commitment and participation of the university administration. Current economic doldrums can be countered, in part, by a robust Economics Program at the university level.

The AAC recommends a more formal and reliable method to assess student performance. This would validate the Economics program’s attempt to better the local and state economy.

The AAC also supports the program’s intention to increase their “involvement with the campus Focus program, and development of additional emphases that are complimentary with other academic programs in the social sciences, e.g., public administration, psychology, social change and development, urban and regional studies. An additional but unused opportunity is to better connect with regional high schools and career counselors at these facilities.”

Finally, the ACC concurs with the goals planned by the Economics Program to improve their position within the next seven years. They include:

1. Attraction of a greater number of majors while maintaining and improving student academic quality
2. Strengthening the quantitative content of courses and abilities of students

3. Examine and develop a clear set of course prerequisites that differentiates senior level (400 numbered) courses from junior level (300 numbered) courses.
4. Consider the development of a program CORE for all majors with a more structured subsequent course choice by creating two or more emphasis areas within the program, e.g., financial markets and investment, economic policy analysis, quantitative methods and game theory, etc.
5. Assessing learning outcomes in a more formal manner
6. Strengthening the relationship with other academic programs in several thematic areas
 - a. Public policy analysis;
 - b. Regional economics
 - c. Environmental sustainability
 - d. Health care
 - e. Business, finance, investment, and banking
7. Strengthening its placement of graduates into regional businesses and national graduate schools;
8. Develop more coordination with UW-Green Bay's Education program for assisting students who desire to receive certification for teaching economics at the secondary (high school) level. In the past 20 years this coordination has been essentially nonexistent.

Questions from the AAC and responses by the Economics program are attached as an appendix.

Cc: AAC members (Steven Dutch, Christine Style, Mimi Kubsch, Woo Jeon, Dennis Lorenz)

Prof. John Stoll, Chair Economics

SOFAS

Appendix: Economics Program Responses to AAC Questions

Advising

1. You say you need more coordination of advising between education students and economics advisers. How will you provide this? Existing Faculty?

Propose that education students have economics program sign-off on paperwork if they plan to seek economics teaching certification.

2. How will you develop coordination between the economics program and the Education Program?

Will invite education program chairperson or education faculty involved with requirements to certify economics teachers as participants in a meeting with the Economics Program faculty to discuss ways to more effectively guarantee that graduates are appropriately trained. It is important that the Economics Faculty be aware of teaching requirements and also which students are seeking to be certified for this purpose. It may even be feasible to modify Economics Program requirements in a way to better serve the interests of these students.

Program Growth

1. How will you attract a greater number of majors?

Better promotion of potential for double major in business, further involvement with the campus Focus program, and development of additional emphases that are complementary with other academic programs in the social sciences, e.g., public administration, psychology, social change and development, urban and regional studies. An additional but unused opportunity is to better connect with regional high schools and career counselors at these facilities.

2. Have you formally requested any faculty increase for the Economics Program?

Yes, proposals have been submitted to the Dean of Liberal Arts and Sciences several times by the Public and Environmental Affairs unit in the past 5 years. Every program review since 1992 and also in the CAPE 1 and CAPE 2 processes have also had requests from the Economics Program for additional faculty. The net result is that we have two less economists than were on the faculty in 1992.

3. Is the presently listed faculty position in Economics an new hire or a replacement for a retiring faculty member?

A replacement position for Larry Smith who retired in past December 2009.

Program Quality/ Program Needs

1. You say the program has room for improvement in several core theory areas and in the development of quantitative understanding and application tools. How will you improve the program with existing faculty (not relying on a future hire)?

Restructuring of existing courses and prerequisites. Gradual reorientation

of courses as retirements take place (in addition to the current replacement position) over the coming 5 years.

2. You identified that mathematical methods for economics, introductory econometrics, and game theory are weak areas. How will you strengthen these areas?

Game theory and econometric expertise is something we hope to obtain with more currently trained replacement faculty. We are not a specialized enough campus to orient a position entirely to these areas but recent Phd's typically have some coursework in these areas and would be able to teach first exposure courses in these areas. Mathematical and statistical skills can be better developed using the existing ECONOMICS 310 course and adding a second course for majors more specifically to focus upon econometrics (using ECONOMICS 310 and/or upper level mathematics courses) as a prerequisite.

3. You identified the need for intermediate theory courses to be prerequisite to problem-based courses. What are your plans to remedy this – How will it affect general education?

Changing prerequisites for 400 level courses to include appropriate 300 level courses should have minimal, if any, impact upon the general education program. Some of the 300 level courses in the Economics Program are topic oriented on problems such as health care, labor, and the environment and require only intro micro and macro theory (ECONOMICS 202 and ECONOMICS 203) which are already general education course. These courses could be more heavily used by the general education program than currently done.

4. A prerequisite at the upper division level creates a serious problem for a bottleneck if the prerequisite courses cannot satisfy all prospective students. Do you have plans to deal with this issue?

Main prerequisites for the upper division (400) level courses would be ECONOMICS 302 and ECONOMICS 303. These courses are both currently offered every semester and have room for additional enrollment. This should not create a bottleneck.

5. Do you have concrete plans to offer Economics 301 and Economics 330 online?

ECONOMICS 301 is not currently an active course, it was formerly an Extended Degree course and is not utilized anymore. ECONOMICS 330 has not yet been offered online but the potential is there to consider this. The Adult Degree program is currently proposing this and we will work with them to get it accomplished as it would offer support for the online business major they offer.

6. Are faculty "on-board" willing to strengthen quantitative content of courses and abilities of students?

Yes, the faculty are "generally" supportive of this endeavor and certainly of the view that it is necessary. Again, as a new economist is brought on board and retirements occur, this is expected to occur and will be part of

the candidate evaluation process.

7. How close are you to developing a program CORE along with areas of emphasis?

A CORE program is already in place and appears to be a functional as well as somewhat unique one compared to many programs. Areas of emphasis have been discussed but not enacted. This will be an agenda item for greater delineation and implementation over the current year.

8. The Economics major seems light on the number of credits needed for graduation compared to other disciplinary programs, especially at the supporting course level . Have you considered increasing the credits required?

Credits were increased from 21 to 24 in the 1990's at the same time as the CORE was established. It is time to readdress whether an additional one or two courses (3-6) credits should be added to the program's upper level requirements. This will be a natural item of discussion as efforts to delineate emphasis areas are addressed over the remainder of the academic year.

Program Assessment

1. What is your plan for assessing learning outcomes in a more formal manner?

Beyond exit interviews and embedded assessment from the CORE courses, there are not plans. As these are implemented, their usefulness will lead to discussions of whether additional formal assessment is needed. The embedded assessment plan will be discussed during the current semester and hopefully put in place by the faculty during the Spring of 2011. Exit interviews will be conducted during the current semester with graduating majors.

2. How will you strengthen placement of graduates?

This is an area for further work and is largely done by personal contacts at the moment and reliance on the campus Placement Office. More is needed but administrative support is not available for a coordinated effort. The AAC has recognized an area that the program faculty needs to put on its agenda to address and develop an action plan.

3. Why has it been nine years since the previous AAC review?

Quite honestly, economists are trained to study incentives and payoffs. The economics program history on our campus has demonstrated little if any payoff from conducting program reviews, despite what was felt to be well reasoned arguments, recommendations, and even the use of external consultants for the economics program. Taking action to move on the review request was not given priority with everyone having plenty on their plate already. The incentives changed with new campus administration and a perception that the review would make a difference.

Outreach and Coordination with other programs on campus

1. How will you strengthen the relationship with other academic programs in several thematic areas?

In the process of developing emphasis areas, it is anticipated that courses from programs other than economics will be included. This will require consultation and discussion with Business Administration, Urban and Regional Studies, Social Change and Development, Nursing, Social Work, and Psychology. In addition, we have been trying to promote more courses to other programs that may have an interest. We have also had discussion with the Nursing Program chair, for example, regarding the teaching of an online health care issues/economics course in the future.

2. How will you secure more financial resources from upper administration to support the economics program?

By arguing our case better and demonstrating the importance of economics to the development of an accredited program in Business Administration. Also, by growing the number of majors and minors needing courses in Economics. Finally, by becoming a more integral part of the degree programs of other academic units on campus. Beyond this, there is also a belief that economists are capable of garnering external support for research that could utilize undergraduate students in hands-on economics work. This latter item would also create more program interest and a stronger group of graduating students. Improved placement of students will have a feedback on program recruitment and quality.

Please complete the table below. Add any other faculty who teach courses for the Economics major / minor. This helps the AAC have a better understanding of your current and actual FTE / faculty resources.

Faculty listed on UWGB Economics website	Faculty appointment status	# of courses in load that are specifically for the Economics program per year	Has Advising responsibilities for Economics students Is there a reassignment for advising?
Kumar Kangayappan	Full time, tenured	6 (+ one adult degree)	Yes, no
Ismail Shariff	Full time, tenured	6-7	Yes, no
John Stoll (chair)	Full time, tenured	6 (+ chair reassignment)	Yes, no
Thomas Nessler	Full time, tenured	6	Yes, no
New Hire (?)	Full time, tenure track	Not sure	Yes, no