

FY2008 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Economics and Finance Fort Hays State University

I. DEPARTMENTAL OVERVIEW

The Department of Economics and Finance offers outstanding undergraduate and graduate instruction in the economics and finance disciplines. Except for one professor, who is currently completing the Ph.D., all departmental faculty members that teach upper-division courses are doctoral-qualified. Currently, the degree and major offered by the department is a B.B.A. in Finance. Concentrations available within that major include banking, financial planning, and economics. Students can also complete the traditional finance major without a concentration. The department requested approval for a new major in International Business and Economics this year and will begin offering that major in the fall of 2008.

The banking program welcomed thirteen students from Beijing Normal University – Zhuhai into its program last fall. These students will attend FHSU for two years to complete their B.B.A. in Finance with a banking concentration. More students are expected to enter into this 2+2 program next fall.

The financial planning program is registered with the Certified Financial Planner Board of Standards Inc. (CFP Board). Students who complete this major meet the CFP Board's education requirements that will allow them to take the CFP Certification Examination. The College of Business and Leadership is the only business school in the State of Kansas that offers an undergraduate degree program in financial planning.

While the economics concentration in finance is relatively new, it is expected that there will be increased interest in this area for students interested in careers involving critical evaluation and statistical analysis.

A. Departmental Mission and Vision StatementsMission:

The mission of the Department of Economics and Finance is to support the missions of the College of Business and Leadership and Fort Hays State University by: (1) providing quality instruction to students to prepare them for successful careers; (2) engaging in scholarly activity to maintain academic currency and to advance knowledge in fields of specialization of departmental faculty; and (3) providing service to the university and greater community.

Vision:

The Department of Economics and Finance aspires to:

- uphold high standards of academic performance
- respect students and provide them with quality education
- promote employment opportunities for students
- maintain a collegial work environment
- interact with the greater community
- sustain continuous improvement and innovation.

B. Departmental Goals, Objectives, and Strategic Priorities

Goals and objectives for the 2007-2008 academic year:

1. Internationalization of the curriculum;
2. Participate in the academic audit process; and
3. Focus on research efforts of faculty in line with AACSB accreditation standards.

Strategic Priorities for the 2007-2008 academic year:

1. Submit proposal for new major in International Business and Economics to the Board of Regents;
2. Continue involvement with the AACSB accreditation process for the College of Business and Leadership; and
3. Prepare course objectives for all economics and finance courses.

II. DEPARTMENTAL HIGHLIGHTS

A. Department Productivity and Distinctive Accomplishments

The following are a few highlights of departmental accomplishments:

- Three financial planning students competed in the finals of the Ameriprise Financial Planning Invitation national competition in Minneapolis earning a third place finish and \$1,000 in scholarship money for FHSU.
- Dr. Carl Parker received the FHSU Faculty Research Award.
- Ms. Emily Breit received the College of Business and Leadership Outstanding Teacher Award from the College of Business and Leadership Student Advisory Council.
- Dr. Kathleen Arano was awarded a 2008 Summer Research Award.
- Dr. Kathleen Arano, Dr. Carl Parker, and Dr. Rory Terry will have an article in an upcoming issue of *Economic Inquiry*.
- Dr. Kathleen Arano and Dr. Carl Parker will have an article in an upcoming issue of *Journal of Economics*.
- Dr. Kathleen Arano will have an article in an upcoming issue of *Journal of Socio-Economics*.
- Dr. Carl Parker and Dr. Tom Johansen co-authored the *Fort Hays State University Economic Impact Study, FY 2007*.
- Dr. Carl Parker and Dr. Tom Johansen had an article published in the *Journal of Business and Leadership*.
- Dr. Dosse Toulaboe had an article published in the *Journal of Financial and Economic Practice*.
- Dr. Kathleen Arano had an article published in *Energy Economics*.
- Dr. Kathleen Arano presented papers at the Missouri Valley Economic Association Annual Meeting and at the Western Economic Association Annual Meeting.
- Dr. Dosse Toulaboe presented a paper at the Midwest Economic Association Annual Meeting.
- Dr. Kathleen Arano and Ms. Emily Breit presented a paper at the College of Business and Leadership Research Seminar.
- Dr. Dosse Toulaboe presented a paper at the College of Business and Leadership Research Seminar.

B. Department Performance Indicators

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Freshmen	9	9	14	11	6
Transfer Students	7	8	13	10	24
Majors					
Undergraduate					
First Majors	85	78	97	98	106
Second Majors	9	10	9	8	9
Graduate majors	N/A	N/A	N/A	N/A	N/A
MLS students	N/A	N/A	N/A	N/A	N/A
Major Retention		65.82%	67.56%	69.89%	67.01%
Student Credit Hour					
Undergraduate	4349	4938	6828	6402	5865
Graduate	222	129	183	57	195
Faculty					
Tenured or Tenure-track Faculty (Headcount)	6	6	7	7	7
Non Tenure-Track Faculty (Headcount)	0	1	1 (Fall only)	0	0
Other Faculty					
FTE/Semester	0.75/F03 1.25/S04	1.25/F04 1.00/S05	3.00/F05 1.00/S06	4.50/F06 1.00/S07	3.75/F07 1.25/S08
Headcount	5	5	7	8	7
Sections Taught	8	9	16	22	20
Degrees					
Undergraduate degrees					
Finance	6	10	11	7	9
Finance (Banking)	8	2	2	11	14
Finance (Economics)	N/A	N/A	N/A	N/A	1
Finance (Financial Planning)	11	10	4	8	11
Total Undergraduate	25	22	17	26	35
Graduate degrees	N/A	N/A	N/A	N/A	N/A
MLS degrees	N/A	N/A	N/A	N/A	N/A

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Scholarly Activity (See Section IV for documentation requirement)					
Number of books, book chapters, and refereed articles published	1	1	3	1	3
Percent of faculty publishing refereed books, chapters, or articles	17%	14%	71%	29%	57%
Number of non-refereed articles and presentations	5	5	6	1	5
Percent of faculty publishing non-refereed articles or presentations	67%	43%	71%	14%	71%
Number of scholarly performances and other creative activities	0	0	0	0	0
Percent of faculty in scholarly performances or other creative activities	0%	0%	0%	0%	0%
Total number of external grant applications submitted/percent of faculty submitting	0	0	0	1 (14%)	1 (14%)
Total number of funded external grants/percent of faculty funded	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Service Activity					
Percent of faculty meeting acceptable standard of service activity [NOTE: this percent includes faculty meeting exceptional standard of service activity.]	100%	100%	100%	100%	100%
Percent of faculty meeting exceptional standard of service activity	50%	50%	50%	83%	83%
Assurance of Student Learning [NOTE: Each department should pick at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]					
Direct Outcome 1 Percent of students passing the Senior Seminar class with a grade of "A" or "B"	100%	100%	100%	100%	100%
Indirect Indicator 1 Satisfaction with major as measured by the Senior Survey (score is out of 5)	3.94	3.62	3.89	3.55	4.02

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Other Department Key Performance Indicators (up to 3 additional measures, optional) [NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]					
Outcome/Indicator 1 Financial Planning curriculum registered with the Certified Financial Planner Board of Standards	Yes	Yes	Yes	Yes	Yes
Outcome/Indicator 2 Financial Planning team qualifies to compete at the national level in the Ameriprise Financial Planning Invitational	Yes	Yes	Yes	Yes	Yes
Outcome/Indicator 3 Percent of faculty integrating laptops into their course delivery				67%	83%
Outcome/Indicator 4 Percent of faculty engaged in research activities				100%	100%
Outcome/Indicator 5 Percent of faculty participating in the Academic Audit process				100%	100%
Number of Faculty Visiting Foreign Campuses	XX	XX	XX	XX	0
Number of Students (majors) Participating in Study Abroad and Exchange Programming	XX	XX	XX	XX	0

C. Department Quality Initiatives and Results

“Quality Improvement” in the Department of Economics and Finance is a multifaceted process. First is delivery of outcomes, such as number of refereed journal articles, that involves a planned research agenda by each faculty member, and administrative assistance in providing required resources including time (scheduling of courses, reassigned time, and summer research). Each faculty member is actively involved in at least one research project with the objective of submitting a paper for review in a refereed journal. Currently, three papers have already been accepted for publication in the coming academic year and five papers are still under review by refereed journals..

Second is improvement in course instruction and assessment. Our basic objective is to improve learner outcomes in terms of knowledge learned related to the course topic. Individual faculty and faculty teams develop learning objectives for each course, reflecting similar content to comparable courses taught at other universities and new content appropriate to a changing job

market demand. The process includes appropriate delivery methods for the course material, and finally student learning assessment related to course objectives. The assessment results are used to determine any needed adjustments in learning objectives (increased/decreased emphasis) and needed changes in methods of delivery of material.

Third is improvement in professional services offered by faculty. This does not seem to be a problem in terms of quantity and sometimes becomes a problem of too large a time commitment. Faculty members serve on important committees at the college and university level. Increased service is associated with committee work on the AACSB accreditation process. Faculty members also participate in a variety of departmental initiatives and programs, such as being a program director or course coordinator. Each faculty member is serving on at least one AACSB accreditation committee in addition to one or more departmental, college, and university committees.

FY2008 Quality Initiatives	Results
Internationalization of the curriculum	<p>The department had 13 students from Beijing Normal University-Zhuhai in the 2+2 Program this year working on a B.B.A. in finance with a concentration in banking. Several meetings with these students were held to get feedback from them so we can improve the orientation process for future students in the program.</p> <p>The department began to promote the new B.B.A. in International Business and Economics major that recently received final approval by the Board of Regents for offering in Fall of 2008.</p> <p>The department offered an International Economics course in the spring semester. It had not been offered since spring of 1997. This class is required for the International Business and Economics majors and also for students in the MBA program who want to specialize in International Business.</p>
Participate in the Academic Audit	The chair and faculty reviewed all processes that are part of the academic audit. All courses taught by full-time economics and finance faculty have been evaluated. The Academic Audit Results section of the Annual Report gives a discussion of the academic audit process used and the results obtained.
Focus on research efforts of faculty in line with AACSB accreditation standards	Each faculty member is actively involved in at least one research project with the objective of submitting a paper for review to a refereed journal. Currently, three papers have been accepted for publication and should be published soon and five papers are under review by refereed journals.

FY2009 Quality Initiatives	Responsible Party, Resources, and Plan
Internationalization of the curriculum	<p>The department will welcome additional students from Beijing Normal University-Zhuhai in the 2+2 Program this fall. They will be working on a B.B.A. in finance with a concentration in banking. From the feedback obtained from the students who entered the program last year, the orientation process for these students should be better.</p> <p>The department will continue to promote the new B.B.A. in International Business and Economics major.</p>

Participate in the Academic Audit	The department will continue the academic audit process and look at ways of improving departmental course delivery.
Focus on research efforts of faculty in line with AACSB accreditation standards	Faculty members will be held accountable to maintain a research agenda that will meet the standards set forth by AACSB. The expected research agenda for each faculty member is outlined in the Annual Statement of Responsibilities that is signed by the faculty member and chair.
Evaluation of Virtual College course offerings for revision and/or expansion	The department will evaluate its Virtual College course offerings to determine if any changes need to be made to current on-line courses. The department will also make decisions in regard to expanding on-line course offerings.

D. Institutional Quality Results

FY2008 University Initiatives	Department Activities/Results
Improve undergraduate student's writing abilities	The Senior Seminar class requires a comprehensive paper; and there are writing assignments in other classes as appropriate. As noted in the Assurance of Student Learning section, 100% of the students in Senior Seminar earned an "A" or "B" in the class. Faculty also have students submit papers to the Writing Center for analysis before they are handed in for class assignments.
Develop mobile computing teaching and learning environment	The department was involved in the laptop initiative program and continues to integrate laptop technology in the classroom using Tablet PCs. E-books, computer-based course activities, and Blackboard course sites are used in both on-campus and virtual classes.
Internationalize the campus and curriculum	<p>The department welcomed 13 transfer students from Beijing Normal University-Zhuhai into the B.B.A. in Finance (Banking Concentration) program this fall in a new 2+2 program. The interaction between these Chinese students and domestic students is valuable in the learning experience of all students.</p> <p>The department received approval to offer a new major, B.B.A. in International Business and Economics.</p> <p>The department continues to participate in the BGS program with China universities by providing the Managerial Finance course.</p> <p>The department submitted a grant to the U.S. Department of Education, Business and International Education Program.</p>
Strategically manage new enrollment opportunities	<p>Thirteen students from BNU-Zhuhai in China are on the FHSU campus as part of a 2+2 program.</p> <p>One of our faculty members, Emily Breit, gave a presentation at the Business Career Fair for gifted high school students hosted by the Northwest Kansas Educational Service Center.</p>
Improve student learner outcomes in computing	There has been development of significant computer application skills in most economics and finance courses including the use of Blackboard, Excel, PowerPoint, and e-mail communication with students. All finance majors are required to take a second statistics class that gives them exposure to advanced statistical software (SPSS). Specialized software for financial planning was also used in some upper-division classes, and banking simulation software was used in the Senior Seminar for banking concentration majors.

III. FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

The department holds a strategic planning retreat each semester to establish goals, priorities, and expected outcomes.

Current Strengths	Current Needs
<p>Quality of faculty – six of seven full-time faculty members have a Ph.D. in either economics or finance. The seventh faculty member is A.B.D. in finance and is expected to complete her dissertation next year. All full-time faculty are actively engaged in research activities.</p> <p>Our financial planning majors have competed at the national level every year for the past eight years placing first, first, third, fifth, fourth, fourth, third, and third respectively, even though most of their competition came from Division I schools.</p>	<p>Additional OOE allocation to fund travel by faculty members to professional meetings to present papers.</p> <p>Additional graduate assistants to assist with faculty research activities.</p>
Future Opportunities	Future Threats
<p>We will increase our number of majors with the students coming to FHSU as part of the BNU-Zhuhai 2+2 program and with the addition of the International Business and Economics major.</p> <p>With the addition of the accounting faculty in our department, the synergy between accounting and finance can be enhanced and students will be better served.</p>	<p>Faculty workloads are close to capacity in terms of in-load plus over-load assignments. Hiring new part-time adjuncts at university wage rates will be practically impossible.</p>

B. Opportunities for Improvement

The Department of Economics and Finance seeks continual improvement in terms of both efficiency and quality, subject to resource constraints. The department has sought to provide new educational opportunities for our students by adding specialized concentrations within the finance major and adjusting curriculum to the changing demands associated with related careers. The new major in International Business and Economics was established to respond to a changing and evolving global market. The department hopes to also provide a cross-cultural opportunity between domestic students and Chinese students who transfer to FHSU as part of a 2+2 program in the finance major with a concentration in banking. Team work and networking among students will be an emphasis supported by the department.

There are opportunities for improvement after the restructuring of the College of Business and Leadership and the addition of accounting faculty in the Department of Economics and Finance. The delivery methods for the beginning level accounting classes will be evaluated for possible changes that will better serve our business students.

The departmental faculty members are responsible as individuals, and as a group, for the achievements related to continuing quality improvements. As individuals, each faculty member has developed a research agenda and has at least one project currently in progress. Faculty continue to seek better methods of delivering course content that responds to the changing requirements of the discipline. Our goal is to prepare a student to be competitive in their subject area knowledge with any other student educated at other universities.

[NOTE: Long-term OFIs are meant to be resource-intensive changes requiring permanent or one-time resources that can favorably impact the department over the long-term.]

Long-Term Strategic Initiatives	Resources Required	Expected Result
Hire an adjunct to teach Personal Tax Planning every fall semester.	\$4,500	Delivery of course essential to the financial planning program.

IV. SUPPORTING MATERIALS

- A. Appendix A – Department Degree Program Affinity Diagram**

- B. Appendix B – Department Staffing Plan**

- C. Appendix C – Bibliography of Departmental Scholarly Activity**

- D. Appendix D – Department Program Assessment Results – Senior Survey**

- E. Appendix E – Other Departmental Information**

Appendix A

Department Degree Program Affinity Diagrams

for

Finance Major

Finance Major (Banking Concentration)

Finance Major (Financial Planning Concentration)

Finance Major (Economics Concentration)

Department of Economics and Finance
Affinity Diagram for B.B.A. in Finance Program

Characteristics of B.B.A. in Finance Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p><u>Knowledgeable</u> Graduates know the functions of financial managers in corporate governance and financial service firms. They are familiar with modern financial instruments, markets and techniques.</p> <p><u>Skillful</u> Graduates can prepare and use financial forecasts, analyze and prepare financial statements, perform capital budgeting, and use discounting, present value, and future value techniques.</p> <p><u>Articulate</u> Graduates can present financial problems and solutions clearly using written, spoken and electronic media.</p> <p><u>Analytical</u> Graduates can apply economic analysis to financial decisions that face business firms.</p> <p><u>Global Thinkers</u> Graduates are aware of the international aspects of financial management.</p>	<p>To learn and practice financial management techniques: the learner will be able to recommend appropriate financial plans for large and small business firms.</p> <p>To be able to use the tools of financial analysis: the learner will be able to use logical and statistical methods to identify/analyze financial problems and opportunities.</p> <p>To be able to make appropriate investment decisions using technical investment analysis.</p> <p>To manage international risk: the learner will be familiar with the management of currency, sovereign and other international risk factors in the context of a firm's total value-at-risk.</p>	<p><u>Business Core</u> Financial Accounting Managerial Accounting Business Law I Business Communication Management Principles Marketing Principles Managerial Finance Production and Operations Management Business Policy</p> <p><u>Finance Major</u> Fundamentals of Investments Quantitative Methods Senior Seminar Advanced Corporate Finance Money and Banking Financial Institutions Finance Electives by advisement</p> <p><u>Required General Education Courses</u> Elements of Statistics Calculus Methods Principles of Economics: Micro Principles of Economics: Macro</p>	<ol style="list-style-type: none"> 1. Instructor evaluation of assignments, case studies, simulations, research papers, presentations, examinations and formal course work. 2. Annual survey of all graduating seniors. Survey results used to refine curriculum and individual courses. 3. Comparison of finance curriculum to that of other Economics and Finance departments. 	<ol style="list-style-type: none"> 1. Formal student assessment conducted across courses related to subject matter content. 2. Senior survey results evaluated and no program changes were recommended based on survey. 3. The B.B.A. in Finance without a concentration maintains the flexibility to tailor the finance coursework to the career interest of the student. 	<ol style="list-style-type: none"> 1. Beginning Fall 2005, all finance majors must have a minimum GPA of 2.5 for all courses in the signed major, with no grade lower than a "C" for these major core courses. 2. Course design and student assessment processes are underway starting with Principles of Economics and Managerial Finance. 3. Modification of Senior Survey is under consideration.

Department of Economics and Finance
Affinity Diagram for B.B.A. in Finance (Banking Concentration) Program

Characteristics of B.B.A. in Finance (Banking Concentration) Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p><u>Knowledgeable</u> Graduates know the functions of financial managers in corporate governance and financial service firms. They are familiar with modern financial instruments, markets and techniques.</p> <p><u>Skillful</u> Graduates can prepare and use financial forecasts, analyze and prepare financial statements, perform capital budgeting, and use discounting, present value, and future value techniques.</p> <p><u>Articulate</u> Graduates can present financial problems and solutions clearly using written, spoken and electronic media.</p> <p><u>Analytical</u> Graduates can apply economic analysis to financial decisions that face the commercial banking and financial services industry.</p> <p><u>Global Thinkers</u> Graduates are aware of the international aspects of financial management.</p>	<p>To learn and practice financial management techniques: the learner will be able to recommend appropriate financial plans for commercial banks and financial service firms.</p> <p>To be able to use the tools of financial analysis: the learner will be able to use logical and statistical methods to identify/analyze financial problems and opportunities.</p> <p>To be able to make appropriate investment decisions using technical investment analysis.</p> <p>To manage international risk: the learner will be familiar with the management of currency, sovereign and other international risk factors in the context of a firm's total value-at-risk.</p>	<p><u>Business Core</u> Financial Accounting Managerial Accounting Business Law I Business Communication Management Principles Marketing Principles Managerial Finance Production/Operations Mgt Business Policy</p> <p><u>Finance Major</u> Fundamentals of Investments Quantitative Methods Real Estate Finance Senior Seminar Money and Banking Financial Institutions Bank Management Financial Statement Analysis Banking Emphasis Electives</p> <p><u>Required General Education Courses</u> Elements of Statistics Calculus Methods Prin. of Economics: Micro Prin. of Economics: Macro</p>	<ol style="list-style-type: none"> 1. Instructor evaluation of assignments, case studies, simulations, research papers, presentations, examinations and formal course work. 2. Annual survey of all graduating seniors. Survey results used to refine curriculum and individual courses. 3. Comparison of finance curriculum to that of other Economics and Finance departments. 	<ol style="list-style-type: none"> 1. Formal student assessment conducted across courses related to subject matter content. 2. Senior survey results evaluated and no program changes were recommended based on survey. 3. The banking concentration curriculum is under review at the program level. 4. Specific courses continue to be evaluated relative to comparable courses at other universities. Evidence from syllabi support that comparability is being achieved. 	<ol style="list-style-type: none"> 1. Beginning Fall 2005, all finance majors must have a minimum GPA of 2.5 for all courses in the signed major, with no grade lower than a "C" for these major core courses. 2. Course design and student assessment processes are underway starting with Principles of Economics and Managerial Finance. 3. Added a course on Financial Statement Analysis, taught by the AIS Department, to the curriculum. 4. Modification of Senior Survey is under consideration.

Department of Economics and Finance
Affinity Diagram for B.B.A. in Finance (Financial Planning Concentration) Program

Characteristics of B.B.A. in Finance (Financial Planning Concentration) Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p><u>Knowledgeable</u> Graduates know the functions of financial managers in corporate governance and financial service firms. They are familiar with modern financial instruments, markets and techniques. They have studied the required financial planning topics specified by the CFP Board of Standards.</p> <p><u>Skillful</u> Graduates can prepare comprehensive financial plans and focused plans including: investment plans, estate management plans, retirement plans, insurance plans, and personal income tax plans that are appropriate for the needs, risk choices and resources of clients.</p> <p><u>Articulate</u> Graduates can present financial problems and solutions clearly using written, spoken and electronic media.</p> <p><u>Analytical</u> Graduates can apply economic analysis to financial decisions that affect risk and return outcomes.</p>	<p>To learn and practice financial planning techniques: the learner will be able to recommend appropriate financial plans for a wide variety of scenarios.</p> <p>To be able to use the tools of financial analysis: the learner will be able to use logical and statistical methods to identify/analyze financial problems and opportunities.</p> <p>To be able to make appropriate investment decisions subject to specified goals and objectives using different evaluation techniques.</p> <p>To be able to effectively integrate the areas of financial planning (investment planning, insurance planning, tax planning, retirement planning, and estate planning) into a comprehensive financial plan designed to achieve client financial goals.</p>	<p><u>Business Core</u> Financial Accounting Managerial Accounting Business Law I Business Communication Management Principles Marketing Principles Managerial Finance Production/Operations Mgt Business Policy</p> <p><u>Finance Major</u> Fundamentals of Investments Quantitative Methods Personal Financial Planning Senior Seminar Advanced Corporate Finance Options and Futures Markets Investment Theories Risk Management Financial Institutions Estate Planning Retirement/Benefit Planning Income Tax Procedure Financial Planning Elective</p> <p><u>Required General Education Courses</u> Elements of Statistics Calculus Methods Prin. of Economics: Micro Prin. of Economics: Macro</p>	<ol style="list-style-type: none"> 1. Instructor Evaluation of assignments, case studies, simulations, research papers, presentations, examinations and formal course work. 2. Successful completion of integrative capstone course: ECFI 456, Senior Seminar. 3. Annual survey of all graduating seniors. Survey results used to refine curriculum and individual courses. 4. Comparison of finance curriculum to that of other Economics and Finance departments. 5. Comparison of financial planning curriculum and course content to the CFP Board of Standards model curriculum. 	<ol style="list-style-type: none"> 1. Formal student assessment conducted across courses related to subject matter content. 2. Senior survey results evaluated and no program changes were recommended based on survey. 3. The financial planning concentration curriculum is registered with the CFP® Board of Standards and is evaluated every five years. 4. Specific courses continue to be evaluated relative to comparable courses at other universities. Evidence from syllabi support that comparability is being achieved. 	<ol style="list-style-type: none"> 1. Beginning Fall 2005, all finance majors must have a minimum GPA of 2.5 for all courses in the signed major, with no grade lower than a "C" for these major core courses. 2. Course design and student assessment processes are underway starting with Principles of Economics and Managerial Finance. 3. Modification of Senior Survey is under consideration.

Department of Economics and Finance
Affinity Diagram for B.B.A. in Finance (Economics Concentration) Program

Characteristics of B.B.A. in Finance Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p><u>Knowledgeable</u> Graduates will have a basic understanding of core financial concepts and an understanding of fundamental economic models and their application to business and the broader global community.</p> <p><u>Skillful</u> Graduates will be able to prepare and interpret financial forecasts, analyze financial statements, understand capital budgeting, and be proficient in application of time value of money techniques. Graduates will understand basic economic models associated with both macro- and micro-economics as applied to monetary economics, managerial decisions, international trade and finance, and labor markets. Graduates will learn the value of application of economic and finance concepts to broader social and political issues.</p> <p><u>Articulate</u> Graduates can present economic and financial problem analysis and recommendations effectively using both written and oral communication formats.</p>	<p>Understand fundamental economic and financial theory.</p> <p>Instill the capacity for critical analysis about economic policies and problems.</p> <p>Develop analytical thinking skills and a basic understanding of quantitative economic research.</p> <p>Develop a basic descriptive knowledge of financial institutions and the U.S. and the world economy.</p> <p>Develop a fundamental understanding of economic globalization.</p>	<p><u>Business Core</u> Financial Accounting Managerial Accounting Business Law I Business Communication Management Principles Marketing Principles Managerial Finance Production and Operations Management Business Policy</p> <p><u>Finance Major</u> Fundamentals of Investments Quantitative Methods Advanced Corporate Finance Options and Futures Markets Money and Banking Financial Institutions International Finance Managerial Economics Labor Economics Senior Seminar Economics/Finance Electives by advisement</p> <p><u>Required General Education Courses</u> Elements of Statistics Calculus Methods Prin. of Economics: Micro Prin. of Economics: Macro Economic Ideas and Current Issues</p>	<ol style="list-style-type: none"> 1. Instructor evaluation of assignments, case studies, simulations, research papers, presentations, examinations and formal course work. 2. Annual survey of all graduating seniors. Survey results used to refine curriculum and individual courses. 3. Comparison of economics/finance curriculum to that of other Economics and Finance departments. 4. Successful completion of integrative capstone course: ECFI 456 Senior Seminar. 		

Characteristics of B.B.A. in Finance Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p data-bbox="113 289 430 422"><u>Analytical</u> Graduates can apply basic economic and statistical analysis to a variety of economic and finance issues.</p> <p data-bbox="113 454 430 587"><u>Global Thinkers</u> Graduates will have a basic knowledge of the theory and practice of international trade and finance.</p>					

Appendix B

Department Staffing Plan

College of Business and Leadership
 Department Staffing Plan (FY 2009)*
 Department of Economics and Finance

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Current Department Needs	Faculty Member	Current Faculty Expertise	Birthdate	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline/ Rank	% Above (Below) Nat'l Average	Peer Average For Discipline/ Rank	% Above (Below) Peer Average
Economics Principles Economic Issues Statistics Business Research	K. Arano	Economics Economic Issues Statistics/Research	1977	1.0	Assistant 2004 Professor	Ph.D.	Tenure-Track	\$67,434	\$77,300	(12.76%)	Data not available	Data not available
Managerial Finance Financial Institutions Bank Management Economics Principles	E. Breit	Finance Banking Economics	1973	1.0	Instructor 2005	A.B.D.	Tenure-Track	\$73,805	\$90,600	(18.54%)	Data not available	Data not available
Income Tax Advanced Tax Governmental Acct. Intermediate Acct.	C. Gnizak	Income Tax Advanced Tax Governmental Acct. Intermediate Acct.	1955	1.0	Associate 2006 Professor	Ph.D.	Tenured	\$83,504	\$107,000	(21.96%)	Data not available	Data not available
Financial Accounting Governmental Acct. Forensics Accounting Accounting Theory	J. Heronemus	Financial Accounting Governmental Acct. Forensics Acct. Accounting Theory	1971	1.0	Instructor 2007	MBA	Temporary	\$45,000	\$60,300	(25.37%)	Data not available	Data not available
Managerial Finance Financial Planning Options and Futures Investments	T. Johansen	Finance Financial Planning Options/Futures Investments	1958	1.0	Associate 2000 Professor	Ph.D.	Tenured	\$90,986	\$113,000	(19.48%)	Data not available	Data not available
Acct. Info. Systems Managerial Acct. Adv. Managerial Acct.	W. Jordan	Acct. Info. Systems Managerial Acct. Adv. Managerial Acct	1951	1.0	Assistant 1998 Professor	Ph.D.	Tenured	\$80,366	\$106,000	(24.18%)	Data not available	Data not available
Economics Principles Labor Economics	C. Parker	Economics Labor Issues	1942	0.25 (0.50 Admin and 0.25 Director of Empl. Rel.)	Professor 1980 and Chair 2000	Ph.D.	Tenured	\$114,031	\$142,100	(19.75%)	Data not available	Data not available
Financial Accounting Managerial Acct. Cost Accounting	J. Rumpel	Financial Accounting Managerial Acct. Cost Accounting	1939	1.0	Assistant 1981 Professor	MBA, CPA	Tenured	\$63,653	\$60,300	5.56%	Data not available	Data not available
Personal Finance Managerial Finance Corporate Finance Risk Management Retirement Planning Real Estate Finance	R. Terry	Finance Personal Finance Insurance Retirement Planning Real Estate	1950	1.0	Associate 2002 Professor	Ph.D.	Tenured	\$86,546	\$113,000	(23.41%)	Data not available	Data not available
Economics Principles International Econ. Managerial Econ. Economic Issues	D. Toulaboe	Economics International Econ. Managerial Econ. Economic Issues	1961	1.0	Associate 2005 Professor	Ph.D.	Tenured	\$70,085	\$83,000	(15.56%)	Data not available	Data not available
Accounting Theory Auditing Advanced Theory CPA Problems	A. Young	Accounting Theory Advanced Auditing Advanced Theory CPA Problems	1955	1.0	Assistant 2006 Professor	Ph.D.	Tenure-Track	\$74,224	\$106,000	(29.98%)	Data not available	Data not available
Economics Principles Statistics Monetary Economics	Vacant			1.0			Tenure-Track		\$71,000		Data not available	Data not available
Auditing Consolidations Cost Accounting Intermediate Acct.	Vacant			1.0			Tenure-Track		\$118,000		Data not available	Data not available

*Accounting faculty were not a part of the department in FY 2008, but will join the department beginning FY 2009.

Diversity Ratio = 5/11

Tenure Density = 7/11

June 30, 2008

Appendix C

Bibliography of Department Scholarly Activity

Publications:

Kathleen Arano – “An Ex-Post Welfare Analysis of Natural Gas Regulation in the Industrial Sector,” Energy Economics, Vol. 30, No. 3, 2008.

Carl Parker and Tom Johansen – “Fort Hays State University Economic Impact Study, FY 2007,” Spring 2008.

Carl Parker and Tom Johansen – “Cost-Benefit Model for Substance Abuse Treatment Programs,” Journal of Business and Leadership, Vol. 3, No. 1, 2007.

Dosse Toulaboe Zafar U. Ahmed, and Syed Aziz Anwar – “The Asian Crisis: How Overvalued was the Thai Baht?,” Journal of Financial and Economic Practice, Vol. 7, No. 2, Spring 2007.

Presentations:

Kathleen Arano and Emily Breit – “Determinants of Loan Interest Rates: Evidence from the Survey of Small Business Finances,” College of Business and Leadership Research Seminar, April 25, 2008.

Dosse Toulaboe – “Foreign Direct Investment and Economic Growth in Developing Countries,” Midwest Economics Association Annual Meeting, Chicago, March 14-16, 2008. (Co-authored with Rory Terry and Tom Johansen)

Dosse Toulaboe – “Inflation and Output Under Fixed and Floating Exchange Rate Regimes,” College of Business and Leadership Research Seminar, February 8, 2008.

Kathleen Arano – “Gender Based Risk Aversion and Retirement Asset Allocation,” Missouri Valley Economic Association Annual Meeting, Kansas City, October 2007. (Co-authored with Dr. Carl Parker and Dr. Rory Terry)

Research Agendas and Working Papers:Kathleen Arano

- Currently revising and about to resubmit the article, “How Does Employment Affect Academic Performance among College Students?” to *The Journal of Economics* (with Carl Parker)
- Waiting on the result of the initial submission of the article, “Gender Based Risk Aversion and Retirement Asset Allocation” to *Economic Inquiry* (with Carl Parker and Rory Terry)
- Finalizing the model and writing up results for the paper “City-Gate – Residential Price Convergence in Natural Gas Markets”
- Working on a project entitled “Factors Affecting Phased Retirement” with Carl Parker and Owen Parker using survey data from Kansas Board of Regents faculty
- Will work on a paper about the impact of a major economic downturn upon faculty retirement decisions using the same faculty data with Carl Parker and Bill Rickman
- Will revise and finalize a paper about credit granted (approval/denial and the amount if approved) by financial institutions to small businesses using data from Survey of Small Business Finances with Emily Breit and 2 students from the banking emphasis in finance (Mallory Padilla and Lori Carroll)

Emily Breit

- Continuing to work on dissertation. Currently compiling the literature review, finalizing data collection, and beginning to evaluate preliminary results.
- Gathering data to examine the MBA program at FHSU. Will try to determine factors of success and if certain variables are predictors of a candidate’s success in the program (success is measured by graduate GPA).
- Collecting data for a paper with Mohsen Modarres and Mary Martin regarding analyzing the impact change in CEO has on abnormal returns. Will then analyze the characteristics/variables, which are driving the abnormal returns.
- Will revise and finalize a paper about credit granted (approval/denial and the amount if approved) by financial institutions to small businesses using data from Survey of Small Business Finances with Kathleen Arano and 2 students from the banking emphasis in finance (Mallory Padilla and Lori Carroll)

Ralph Gamble

- A method of imputing the expected future contributions of time and money of children to parents. This line is to exemplify a recent discovery in an economic loss case. Audience is forensic economists.
- A further examination of the stability of price elasticity of demand. This line further investigates an attribute of demand functions; their first derivative of elasticity with respect to price and/or quantity, tentatively termed "super-elasticity." Super-elasticity of demand bears on tax and tariff revenues, and on gains and losses from trade and exchange. Audience is general economics profession.
- Estimation of supply of wind energy generated electricity without subsidies. This line examines the shut-down prices for wind generated electrical production, including cost of varying base-load generation output of coal and nuclear fired facilities. Audience is energy economists.

Tom Johansen

- Expansion of the Economic Impact of FHSU article
- Investigating foreign direct investment in developing countries
- Continuation of an investigation of arbitrage with Berkshire Hathaway A vs. B (I am currently in the data gathering stage.)

Carl Parker

- Waiting on the result of the initial submission of the article, "Gender Based Risk Aversion and Retirement Asset Allocation" to *Economic Inquiry* (with Kathleen Arano and Rory Terry)
- Currently revising and about to resubmit the article, "How Does Employment Affect Academic Performance among College Students?" to *The Journal of Economics* (with Kathleen Arano)
- The Influence of Adverse Market Performance Upon Faculty Retirement Behavior (with Kathleen Arano and Bill Rickman)
- Estimating the Economic Impact of FHSU (with Tom Johansen)
- Phased Retirement: Factors Affecting Faculty Decisions
- Cost Benefit Analysis: Johnson County Therapeutic Community (revising article with Bill Rickman)

Rory Terry

- “Foreign Direct Investment and Economic Growth in Developing Countries,” working paper with Dosse Toulaboe and Tom Johansen to be presented at the Midwest Economics Association Annual Meeting in March 2008
- “A Re-Evaluation of Event Study Methodology,” a working paper with Mounther Barakat. This paper was presented at the International Financial Management Association Meeting in Salt Lake City, Utah and was submitted to the *Review of Financial and Quantitative Accounting*. The paper was returned with recommended changes that will be addressed. Meanwhile, the paper has been accepted for presentation at the 2008 Southwest Finance Association Meeting to be held in March 2008 in Houston, Texas
- “Excise Taxes and the Stability of Elasticity,” a working paper with Ralph Gamble. This paper was submitted to the Journal of Economic Education and returned for revision. Major modifications have been made and it will now be submitted to the International Review of Economic Education.
- “Gender Based Risk Aversion and Retirement Asset Allocation,” a working paper with Carl Parker and Kathleen Arano. This paper was submitted to *Economic Inquiry* in January 2008 and is under review.
- “An Investor Sell Problem: Maximizing the Probability of Achieving the Greatest Return,” a working paper with Kathleen Arano. This paper needs additional work and will be looked at again this summer.

Dosse Toulaboe

- Fixed or Floating Exchange Rate Regimes: Does It Matter for Inflation
- Foreign Direct Investment and Economic Growth
- Exchange Rate Uncertainty and Trade Flows: Evidence from U.S. Industry Data
- The Effects of NAFTA on U.S.-Mexican Trade and Output

Appendix D

Department Program Assessment Results

**Survey of Graduating Majors
Senior Survey Results**

SENIOR SURVEY RESULTS (SPRING 2002-SPRING 2008)

	Combined Average	FY 2008 Average	FY 2007 Average	FY 2006 Average	FY 2005 Average	FY 2004 Average	FY 2003 Average	FY 2002 Average
CHOICE OF MAJOR (5 strongly agree to 1 strongly disagree)								
I chose my major because . . .	Max of 5	Max of 5	Max of 5	Max of 5	Max of 5	Max of 5	Max of 5	Max of 5
1. I was interested in the subject matter.	4.60	4.55	4.75	4.50	4.44	4.53	4.78	4.67
2. jobs are available in this field.	4.40	4.31	4.38	4.50	4.56	4.32	4.39	4.42
3. it will allow me to make a meaningful contribution to society.	3.98	4.00	4.00	4.17	4.00	4.21	3.70	3.92
4. I was advised to take this major by family.	2.47	2.66	2.50	2.75	2.00	2.58	2.48	2.25
5. I had some familiarity with this subject.	3.62	3.52	3.94	3.33	3.44	3.72	3.61	3.83
6. a professor influenced (or encouraged) me to take this major.	2.74	2.72	2.80	2.58	2.61	2.95	2.61	3.00
7. this field offers highly respected career positions.	4.47	4.38	4.63	4.75	4.44	4.47	4.48	4.17
8. salaries are high in this field.	4.28	4.04	4.56	4.50	4.33	4.21	4.35	4.17
9. I have friends majoring or working in this field.	3.19	3.38	3.13	2.83	2.89	3.53	3.26	3.00
10. it was challenging.	4.05	3.97	4.31	4.17	4.11	4.16	3.78	4.00
11. I enjoyed my early courses in this major.	3.98	3.97	3.81	4.17	3.83	3.89	4.00	4.42
Which reason from the list above (or other reason) most influenced your choice of major?	most frequent=1	most frequent=1	most frequent=1	most frequent=1	most frequent=1	most frequent=1	most frequent=1	most frequent=1
SATISFACTION WITH MAJOR (5 strongly agree to 1 strongly disagree)								
I am satisfied . . .	Max of 5	Max of 5	Max of 5	Max of 5	Max of 5	Max of 5	Max of 5	Max of 5
1. with the teaching ability of faculty in the department.	3.70	3.90	3.50	3.58	3.28	3.70	3.87	3.92
2. with the professional expertise of departmental faculty.	3.92	4.07	3.63	4.17	3.67	3.95	3.91	4.08
3. with opportunities for interaction with departmental faculty.	4.05	4.03	3.75	4.08	3.83	4.35	4.26	3.83
4. with faculty advising in the department.	3.92	4.17	3.69	4.08	3.67	3.80	3.96	4.00
5. with the availability of required courses in my major.	3.90	4.00	3.63	3.75	4.00	4.10	3.83	3.83
6. with feedback from instructors about my academic progress.	3.68	3.93	3.13	3.67	3.28	3.75	3.91	3.92
Overall Average	3.86	4.02	3.55	3.89	3.62	3.94	3.96	3.93
FACULTY CONTRIBUTION (4 excellent to 1 poor)								
Please evaluate how well faculty members in the ECFI Department do each of the following:	Max of 4	Max of 4	Max of 4	Max of 4	Max of 4	Max of 4	Max of 4	Max of 4
1. Set high expectations for you to learn.	3.05	3.00	3.06	2.92	2.78	3.25	3.26	3.00
2. Encourage you to be an actively involved learner.	2.96	2.93	2.69	2.83	2.83	3.10	3.13	3.17
3. Encourage student-faculty interaction, in and out of the classroom.	2.88	2.76	2.69	2.83	2.83	2.95	3.13	2.92
4. Give you frequent and prompt feedback.	2.63	2.83	2.31	2.58	2.39	2.65	2.83	2.58
5. Encourage you to devote sufficient time and energy to your coursework.	2.93	2.93	2.94	3.00	2.78	2.95	3.00	2.92
6. Care about your academic success and welfare.	2.98	3.03	2.81	3.17	2.67	3.20	3.00	3.00
Overall Average	2.91	2.91	2.75	2.89	2.71	3.02	3.06	2.93
QUALITY OF INSTRUCTION (4 excellent to 1 poor)								
All things considered, how would you evaluate the quality of instruction:	Max of 4	Max of 4	Max of 4	Max of 4	Max of 4	Max of 4	Max of 4	Max of 4
1. in the University General Education Program for courses taken at FHSU.	2.75	2.96	2.63	2.67	2.89	2.65	2.61	2.75
2. in the College of Business and Leadership Business Core courses taken at FHSU.	3.07	3.10	2.81	3.17	3.06	3.05	3.13	3.17
3. in the Economics and Finance Major courses taken at FHSU.	3.18	3.21	2.81	3.17	2.94	3.30	3.39	3.42
HELP OUTSIDE THE CLASSROOM (4 excellent to 1 poor)								
Based on your last two years at FHSU, how would you evaluate each of the following?	Max of 4	Max of 4	Max of 4	Max of 4	Max of 4	Max of 4	Max of 4	Max of 4
1. Academic Advising in Your Major								
a. Access to advisor	3.30	3.41	3.13	3.42	3.28	3.33	3.39	3.00
b. Sufficient time with advisor	3.20	3.24	2.81	3.50	3.17	3.21	3.35	3.08
c. Accurate information about degree requirements and course sequencing	3.29	3.24	2.94	3.50	3.11	3.32	3.52	3.50
d. Knowledge of campus policies and procedures	3.17	3.10	2.88	3.33	3.19	3.32	3.14	3.33
e. Academic advising services overall	3.23	3.28	2.88	3.33	3.17	3.37	3.36	3.08
2. Class Scheduling								
a. Time of day classes were scheduled	3.05	3.17	3.06	3.42	3.06	2.75	2.95	3.08
b. Days of the week classes were scheduled	3.13	3.28	3.13	3.42	3.11	2.85	3.10	3.00
c. Scheduling conflicts were resolved easily	3.14	3.59	2.94	3.33	3.13	2.63	3.14	3.00
d. Class scheduling overall	3.12	3.31	3.06	3.33	3.22	2.80	3.14	2.92

SENIOR SURVEY RESULTS (SPRING 2002-SPRING 2008)

	Sample Size
	130
What is your major?	
Finance - Banking Concentration	28.46%
Finance - Economics Concentration	0.77%
Finance - Financial Planning Concentration	41.54%
Finance	29.23%
Accounting	11.54%
Organizational Leadership	1.54%
Agribusiness	1.54%
Political Science	0.77%
What was initial student level at FHSU?	
Incoming Freshman	70.00%
Transfer	30.00%
Typical course load per semester last two years?	
9 or fewer hours	0.77%
10-12 hours	13.85%
13-15 hours	64.62%
16-18 hours	20.00%
19 or more hours	0.77%
Study hours per week outside of class?	
	9.40
Virtual College Classes?	
No	23.85%
Yes, would recommend	57.69%
Yes, would not recommend	18.46%
Expected GPA in major?	
	3.24
Expected overall GPA?	
	3.30
Participation in internships?	
No	69.23%
Yes, for credit	11.54%
Yes, not for credit	18.46%
Gender?	
Male	53.08%
Female	46.92%
Marital Status?	
Married	18.46%
Not married	81.54%
Childcare responsibilities?	
No	89.23%
Yes	10.77%
Currently commuting?	
No	93.08%
Yes	6.92%
Number of miles	10
How many semesters	7
Work hours per week?	
	25.24
Monthly living expenses?	
	623.28

Appendix E

Other Departmental Information

Dr. Carl Parker received the FHSU Faculty Research Award for 2007.

Mrs. Emily Breit received the College of Business and Leadership Outstanding Teacher Award for 2007-2008 from the College of Business and Leadership Student Advisory Council.

Dr. Kathleen Arano was awarded a 2008 Summer Research Award to work on research entitled “The Effect of an Adverse Economic Shock on Retirement Decision.”

The department’s financial planning team returned to the finals of the Ameriprise Financial Planning Invitational national competition in Minneapolis in April placing third in the nation.

The department submitted a grant to the U.S. Department of Education for funding under the Business and International Education (BIE) program.

The department received approval from the Board of Regents to offer a B.B.A. major in International Business and Economics beginning Fall 2008.