ECO400: A Model of Course-Based Undergraduate Research

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Economics and Finance
ECO400

• Economics Majors Only (capstone course)
• Provides the skills and tools required in business and economic research. Covers research ethics, hypothesis development, data collection, multivariate analysis, and regression. **Students will prepare a research paper that analyzes a current topic in economics.** Senior Economics majors only.
Break the Project into Deliverables to be less Daunting

• Annotated Bibliography
• Lightning Presentation
• Literature Review, Data and Methods
• Descriptive Statistics
• Model Results
• Presentation of Results
• Refined Model
• Final Paper
Topic is Vital

- For ideas, why not listen to Faculty discussing their research?
- Is there an important issue in your hometown? State?
- Is there an issue that you care about?
- What are your interests? Sports? Travel? Health?
Outcomes

• Conference presentations (Eastern Economics Association, Pennsylvania Economics Association, Ursinus College Undergraduate Economics Conference)
• Research Day presentations
• Published papers (undergraduate journals and faculty journals)
• West Chester Undergraduate Research Awards
Published papers (undergraduate journals)

- Paul Jaworski “Impact of the Affordable Care Act on the Net Income of United Health, Anthem, and Centene”

- Sydney Treiman “Retention Rates at West Chester University”

- Stephen Sposito “Crime Rates in the United States”


- Nicholas Fett “The Effect of Monetary Policy on Real Growth Cycles”

- Ines Quintana “A Study of the Cross-state Effects of Smoking Bans on Gaming Revenues: The Delaware / New Jersey Experience”
Research day fall 2017—ignite presentation 1st prize
Student testimonies

• “It’s an opportunity for students to grow both internally and professionally, and allows us to connect with individuals who are proud to be WCU graduates.”

• “Taking a chance and stepping out of your comfort zone is essential for academic, personal, and professional development. I feel quite fortunate to have had this opportunity.”

• “More students ought to be involved in research within the university because it broadens your skills while also increasing your marketability in the workforce.”
Student testimonies

• “Having an opportunity to go to Boston with Dr. Condliffe and Dr. Andrews, along with a number of my classmates was by far one of the best opportunities presented to me at West Chester in my four short years.”

• “I was honored to represent WCU. Everyone I told about this trip was jealous and fascinated that our school would be partaking in such an event. It is a perfect way to cap off a career in our business school. It is a great resume builder and story to tell as I delve into my career.”
Teacher-Scholar Model

• “Scholarly activity is valued in that it enhances the educational experience, enlivens the intellectual climate on campus, provides external funding to support the educational mission and provides opportunities for students, especially undergraduates to participate in scholarly research.”

• School of Business faculty can “Provide opportunities for students to develop their own research skills or agenda or to collaborate in faculty research resulting in reports, presentations, or other scholarly output”