

ECO400: A Model of Course-Based Undergraduate Research

SIMON CONDLIFFE
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”**
- **Richard H. Beem Jr. “Residential Mortgage Delinquency Rates: The Determinants of Default”**
- **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



CONFERENCE PRESENTATIONS



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**”