1. Establish Program Goals:

   (1) Student Academic Achievement
   A. Students need a 2.0 GPA
   B. Students need 900 points on the SAT and ACT score should be 19 be admitted
   C. Students must have an academic Plan of Study approved by the LCOB
   D. Students must maintain a 2.0 or C average to graduate
   E. Students must pass the eight courses and three elective courses in Economics

   (2) Faculty Development
   A. Faculty must be admitted into the University Undergraduate College to teach in the program
   B. Faculty must be admitted into the LCOB Undergraduate School of Business to teach in the program
   C. Faculty should possess an appropriate doctoral or MBA degree to teach in the program
   D. Faculty must have 10 or more Intellectual Contributions during the last 5 years to be hired to teach in the program
   E. Faculty must have 2 or more refereed journal articles during the last 5 years to be hired to teach in the program

   (3) Curriculum Development
   A. The LCOB Academic Advisor monitors all program catalog copy
   B. The program has a Division Head who reviews program content annually
   C. The program is supervised by the Dean of the Undergraduate School of Business
   D. The Lewis College of Business Undergraduate Committee reviews all major course changes
   E. The University Undergraduate Council reviews all major course changes

2. Define Learning Outcomes:

   (1) Student Outcomes and Student Competency (See Chart I)
   A. Students must demonstrate an ability to reason and discuss human resource management issues at the undergraduate level
      (Competency: Students must have critical thinking skills)
   B. Students must gain knowledge in several specific areas of financial management
      (Competency: Students must gain knowledge Microeconomics, Macroeconomics, Macro and Micro Analysis, and Workshops)
   C. Students must be able to communicate effectively
      (Competency: Students must have enhanced abilities to read and write)
   D. Students must be able to integrate business policy and strategy knowledge and to apply professional expertise within a compatible moral value framework
      (Competency: Students must be able to see and comprehend holistic, global and ethical perspectives)
E. Students must become acquainted with human resource economics and labor economics analysis
   (Competency: Understanding of the importance of economics in human resource decision-making)

(2) Faculty Outcomes
A. Faculty must meet University Undergraduate College admittance requirements
B. Faculty must meet LCOB Undergraduate School of Business admittance requirements
C. Faculty must possess an appropriate doctoral degree to teach in the program
D. Faculty must have at least 10 Intellectual Contributions during the last 5 years to teach in the program
E. Faculty must have at least 2 refereed journal articles during the last 5 years to teach in the program

(3) Curriculum Outcomes
A. The LCOB GSM Academic Advisor makes sure that the catalog includes all recent course changes
B. The program Coordinator attends conferences about state-of-the-art human resource management and employee relations practices
C. The Director of the GSM implements suggested curriculum changes by personnel and employee relations practitioners
D. The Lewis College of Business Undergraduate Committee reviews all major course changes
E. The University Undergraduate Council reviews all major course changes

Note: Faculty within the Lewis College of Business are required to maintain a Course Notebook for every class that they teach and this Course Notebook is updated every time the class is taught. The LCOB Faculty Handbook explains that this is done for AACSB International accreditation assurance. Additionally, each faculty member within the LCOB has an Intellectual Contributions Notebook which is updated each semester again for AACSB accreditation documentation purposes.

3. Identify Measuring Instruments

(1) Programmatic Instruments
A. Input is received bi-annually from members of the LCOB Advisory Board
B. Feedback is obtained bi-annually from LCOB Advisory Board
C. AACSB International requires annual updates and 7 year reviews
D. The LCOB Finance and Economics Division Head surveys all ECN 466 and ECN 467 capstone courses students every semester
E. LCOB students have a Student Council which meets on a regular basis with the Dean to give him/her input and feedback about the college curriculum and instruction
F. The Marshall University Office of Instructional Research periodically surveys graduate student satisfaction (most recently in 1996 and 2000)
G. Each functional business area (accounting, finance, management, marketing, economics and management information systems) has its own Advisory Board which gives curriculum and employer feedback to the business divisions
G. The Marshall University Career Services Office also conducts Employer Satisfaction surveys although the focus is on undergraduate students (an increasing number of whom are going straight on now to our business masters programs without a time delay)

H. Student professional societies, honoraries and fraternities also provide business professors and administrators with both informal program and course feedback and input frequently but not regularly

(2) Course Related Instruments (See Chart I)
   A. Course syllabi and Course Notebooks are updated each semester by faculty
   B. Student oral presentations are evaluated by faculty every semester
   C. Objective and/or essay examinations are graded by faculty every semester
   D. Written term papers, research projects and/or cases are assessed by faculty every semester
   E. Student course evaluations occur for all fall and spring semester courses
   F. Informal student focus group discussions occur occasionally among students and program administrators

4. Review Process
   A. Program measurements are continuous as shown above in 3.(1)A-H
   B. Course measurements are continuous as shown above in 3.(2)A-F
   C. Marshall University Academic Affairs requires an annual Program Assessment Plan update
   D. Marshall University Academic Affairs requires a Comprehensive Five Year Program review
   E. The LCOB Faculty Handbook requires continuous review and monitoring of faculty classroom activities including classroom visits in faculty promotion and tenure cases
   F. AACSB International requires annual updates and 7 year reviews

5 & 6. Collect/Analyze/Interpret Data
   A. The LCOB Associate Dean and Division Head continuously utilize program feedback information received
   B. Minor changes in course syllabi and catalog copy are made continuously
   C. Major changes are reviewed by the LCOB Undergraduate Committee on an as-needed basis
   D. Major changes are reviewed by the LCOB Executive Committee when presented
   E. The LCOB Dean reviews all major curriculum changes when needed
   F. The Marshall University Undergraduate Council reviews all major instructional program changes

7. Evidence of Changes (Examples)
   A. 1.(1)E. Comprehensive, integrative capstone courses ECN 466 and ECN 477 are evaluated each semester
   B. 2.(1)A. Critical thinking skills are developed by having students analyze economic strategy dilemmas in ECN 466 and ECN 467
   C. 2.(1)D. Students are required to write a credo term paper in ECN 466 and ECN 467 and to conduct both oral and written business analyses in ECN 466 and ECN 467 indicating economic policy and strategy knowledge integration with global matter
### Chart I - Assessment Summary: 2004 Annual Update

Component Area/Program/Discipline: Bachelor of Business Administration in Economics (BBA)

<table>
<thead>
<tr>
<th>Student Outcome and Student Competency</th>
<th>Person or Office Responsible</th>
<th>Assessment Tool or Approach</th>
<th>Standards/Benchmarks</th>
<th>Results/Analysis</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Reasoning and discussion</td>
<td>All Economics Faculty</td>
<td>Economical Management dilemmas</td>
<td>Applied Business Economical lessons</td>
<td>Students make oral presentations</td>
<td>Instructor grades presentations</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>All Economics Faculty</td>
<td>Economical Management dilemmas</td>
<td>Applied Business Economical lessons</td>
<td>Students make oral presentations</td>
<td>Instructor grades presentations</td>
</tr>
<tr>
<td>B. Principle Economic Analysis</td>
<td>All Economics Faculty</td>
<td>Examinations, quizzes, group projects</td>
<td>Instructor manuals, guides and test banks</td>
<td>Tests and projects are graded</td>
<td>Evaluation instruments returned to students for feedback</td>
</tr>
<tr>
<td>Money and Banking</td>
<td>All Economics Faculty</td>
<td>Examinations, quizzes, group projects</td>
<td>Instructor manuals, guides and test banks</td>
<td>Tests and projects are graded</td>
<td>Evaluation instruments returned to students for feedback</td>
</tr>
<tr>
<td>American Capitalism</td>
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<tr>
<td>Economic Development of the US</td>
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<tr>
<td>C. Effective communication</td>
<td>All Economics Faculty</td>
<td>Oral presentations and written term papers</td>
<td>Toastmasters format and English grammar text</td>
<td>Assessment of speeches and written statements</td>
<td>Oral and written comments given intended for improvement in future similar events</td>
</tr>
<tr>
<td>Enhanced reading and writing</td>
<td>All Economics Faculty</td>
<td>Oral presentations and written term papers</td>
<td>Toastmasters format and English grammar text</td>
<td>Assessment of speeches and written statements</td>
<td>Oral and written comments given intended for improvement in future similar events</td>
</tr>
<tr>
<td>D. Knowledge integration and moral values</td>
<td>All Economics Faculty</td>
<td>Credo in ECN 466 &amp; 467 Comprehensive, integrative case analysis</td>
<td>Guidelines and questions-to-be-answered provided to students</td>
<td>Credos and cases are compared to instructions</td>
<td>Professor grades credos and cases and gives results to students</td>
</tr>
<tr>
<td>Global and ethical perspectives</td>
<td>All Economics Faculty</td>
<td>ECN 340, 408, 420 Comprehensive exams</td>
<td>Guidelines and questions-to-be-answered provided to students</td>
<td>Credos and cases are compared to instructions</td>
<td>Professor grades credos and cases and gives results to students</td>
</tr>
<tr>
<td>E. Labor economics analysis</td>
<td>All Economics Faculty</td>
<td>Homework, internet research and data analysis</td>
<td>Landmark cases and examples</td>
<td>Write-ups measured against model protocols</td>
<td>Rewrites of faulty analysis</td>
</tr>
<tr>
<td>Economic analysis and decision making</td>
<td>All Economics Faculty</td>
<td>Homework, internet research and data analysis</td>
<td>Landmark cases and examples</td>
<td>Write-ups measured against model protocols</td>
<td>Rewrites of faulty analysis</td>
</tr>
</tbody>
</table>