Program Review
Marshall University

Date: October 15, 2012

Program: Bachelor of Business Administration (BBA) in International Business

Date of Last Review: Academic Year 2007-2008

Recommendation
Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation
Code #:  
1. Continuation of the program at the current level of activity, or
2. Continuation of the program at a reduced level of activity or with corrective action: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. Progress report due by November 1 next academic year; or
3. Continuation of the program with identification of the program for resource development: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. Progress report due by November 1 next academic year; or
4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or
5. Discontinuation of the program

Rationale for Recommendation: (Deans, please submit the rationales as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

1. Harlan M. Smith
   Recommendation: Signature of person preparing the report:
   Date: 9/17/2012

1. Harlan M. Smith II
   Recommendation: Signature of Program Chair:
   Date: 9/17/2012

1. Deanna Mader
   Recommendation: Signature of Academic Dean:
   Date: 10/19/2012

1. Andrew M. Burck
   Recommendation: Signature of Chair, Academic Planning Committee (Baccalaureate pgms only)
   Date: 11/7/2012

1. Eldon Lauer
   Recommendation: Signature of President, Faculty Senate/Chair, Graduate Council:
   Date: 1/3/2013

1. [Signature]
   Recommendation: Signature of Provost and Senior Vice President for Academic Affairs:
   Date: 3/17/13

1. [Signature]
   Recommendation: Signature of the President:
   Date: 4/24/13

1. [Signature]
   Recommendation: Signature of Chair, Board of Governors:
   Date:
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation: Continuation of the program at the current level of activity

Rationale:
(If you recommend a program for resource development identify all areas for specific development)

Continuation of AACSB International accreditation awarded January 2012

The College of Business is proud to say the BBA in International Business is thriving. Beginning in academic year 2009-2010 with 18 principal majors and three second majors, the degree program witnessed an increase in the number of principal majors to 40 and second majors to 7 in just three years (academic year 2011-2012). Needless to say, the degree program plan of study, which includes a foreign language, fills a void in international business higher education, and the faculty who developed it and now teach in the program are to be commended. Certainly the global economy in which we all live requires a degree offering such as this.

Since the BBA in International Business is in its infancy, the number of responses from graduates is low. However, feedback is largely positive and contains helpful suggestions to make the program even stronger. Graduates report, overall, the degree prepared them well for their careers or graduate/professional school. Weaknesses identified include the need for more finance instruction and the need for more assistance for international students. The faculty also recognizes the need for faculty lines with primary assignment to the International Business degree.

An additional outcome of the BBA in International Business is the cooperation which has developed across colleges. Working with Modern Languages has proven to be beneficial and rewarding to faculty and students, alike. It is hoped that additional bridges can be built to further enhance international business education.

__Deanna Mader_________________________            _October 15, 2012_______
Signature of the Dean                                                                     Date
MARSHALL UNIVERSITY
Program Review

For purposes of program review, the academic year will begin in summer and end in spring.

Program: **BBA in International Business**

College: **College of Business**

Date of Last Review: **Academic Year 2007 - 2008**

I. Accreditation Information

1. Name of Accrediting Organization

The Association to Advance Collegiate Schools of Business – International (AACSBI). The AACSBI was founded in 1916 and is the premier accrediting body for colleges and schools of business worldwide. Accreditation is Mission-linked, and managed through a rigorous peer review process.

The standards maintained by AACSBI can be summarized in two key statistics:

1. Only between 25% and 33% of all schools of business, worldwide, have earned AACSBI accreditation.
2. During the 12 months leading up to our latest accreditation visit (November 2011), roughly 25% of the accredited schools that were up for re-accreditation were placed on probation, most often for deficiencies in the Outcomes Assessment program.

2. Date of Most Recent Self-Study and Accreditation Visit

The college’s most recent accreditation visit took place November 6-8, 2011. The Peer Review Team (PRT) consisted of four individuals, led by an experienced Chair who had been a member of the PRT during our last accreditation visit (Fall 2006).

During its visit the PRT evaluated the College of Business’ performance in terms of Strategic Planning, Faculty Sufficiency & Qualifications, and Outcomes Assessment (AOL, or Assurance of Learning), over the five-year period ending in Spring 2011.

3. Accreditation Status: (regular, probationary, etc.)

Regular

4. Accrediting Organization’s Report: (This should include the most recent action taken by the program’s accrediting body. Also, provide any significant findings from your most recent self-study and accreditation visit. If weaknesses or deficiencies were noted, please explain how these are being addressed.)
After its November 2011 visit, the PRT recommended to the AACSBI Board that the college remain fully accredited, with no deficiencies that would necessitate probation. In December 2011 the AACSBI’s Maintenance of Accreditation Committee concurred with this recommendation, and this recommendation was officially ratified by the AACSBI Board of Directors in January 2012. The College of Business as a whole, which means all degree programs housed within, has earned full accreditation for another five-year period. Our next accreditation visit is scheduled for academic year 2016-17.

Attached, in Appendix X, you will find the official accreditation letter received by the college in January 2012, which summarizes the findings of the PRT and reports the AACSBI Board’s final decision.

One area that the PRT and AACSBI urged the college to focus on heavily, across all programs, during the upcoming five-year accreditation cycle is Outcomes Assessment (i.e., AOL). Since 2004 the AACSBI has made Outcomes Assessment a priority in the accreditation and reaccreditation processes. Deficiencies in Outcomes Assessment, in fact, are currently the number one reason why accredited schools get placed on probation. The fact that we earned full accreditation means that our Outcomes Assessment programs meet current AACSBI standards. But, as the PRT noted, our BBA-level assessment programs are not as mature as AASCBI would like. As you will see in the Assessment Information Section of this Program Review, the International Business program, being relatively new, has just begun developing its assessment plans and procedures over the past two years—and is now ready to implement a complete program during 2012-13. To finalize this program and to develop concrete plans for improving this program over time, we made heavy use of the university-wide HLC Open Pathways Demonstration Project. Full details, again, are provided in the Assessment Information Section of this review.

II. Adequacy of the Program

5. Curriculum: (Summarize degree requirements and provide commentary on significant features of the curriculum. In Appendix I, list required courses, elective courses, and total hours required.)

All students currently pursuing the BBA in International Business (IB) must complete 120 hours of coursework. One required component of this program, of course, is the 34-hour University General Education (Core I and Core II) Curriculum. The College of Business also requires students to complete the 36-hour BBA Core Curriculum (which includes two economics courses and one finance course required in the major), along with ENG 204 (Writing for the Workplace), a CMM Elective, and an International Business Elective. IB Majors also complete 18 hours of work in Related Fields: 9 hours of a Foreign Language, 6 hours of MU International Studies Electives, and MKT 371 (International Marketing). Full details are provided in Appendix I.

6. Faculty: (Summarize significant points relating to faculty teaching courses within the major—percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, faculty development efforts, books & journal articles, papers & attendance at state, regional and national professional organization meetings).
The IB Program is housed in the Division of Finance & Economics. The full-time divisional faculty who teach in, and manage, the IB program are well-regarded instructors, accomplished scholars in their respective fields, and committed to service at the college and university levels. For example, the 12 full-time faculty who taught in the IB program during the program review period have earned, over the course of their careers, a total of 21 college-level and 3 university-level awards for teaching, service, and research. Two current members of the IB teaching faculty have been named the College of Business Outstanding Teacher of the Year (with one person winning the award twice). Four current faculty have been honored as the college’s Outstanding Non-Tenured Professor of the Year (one earning the award twice). Four current IB faculty have earned, in different years, the college’s Outstanding Researcher of the Year. Two current faculty members have received the College of Business Outstanding Service Award (with one person winning the award twice). And two faculty are currently being recognized with a Named Professorship, the Kermit E. McGinnis Distinguished Professorship of Business. Finally, two current members of the IB teaching faculty have been elected to Beta Gamma Sigma (the official academic honor society of the AACSB and hence of the college) by the student members.

At the university level, one current faculty member won the Distinguished Artists & Scholars Award for 2010-11 and another was named the 2000-01 recipient of the prestigious Charles E. Hedrick Outstanding Faculty Award.

During the program review period the IB teaching faculty compiled an extensive record of service at the college and university levels. For example, one faculty member served as the College of Business AOL (Assurance of Learning, or Assessment) Director, and played a key role in our college’s reaccreditation exercise during 2010-11. Another faculty member served the college as Chair of the Promotion & Tenure Committee. IB teaching faculty also served as advisors to three major student organizations: Delta Sigma Pi (a professional business fraternity), Beta Gamma Sigma, and Beta Alpha Psi (a professional business fraternity for Accounting, Finance, and MIS). At the university level our faculty served, for example, on Faculty Senate, the Personnel Committee, and the Honors Council. And one faculty member has just completed a term of service as Chair of the Academic Planning Committee.

Collectively, the divisional faculty who teach in the IB program have always considered research an important part of their jobs. The table at the top of the next page, which presents the cumulative scholarly work of the full-time faculty during the review period, reflects this focus. The numbers of publications and other achievements are noteworthy given the limited resources of time and financial support available to the faculty.
7. **Students:**

   a. **Entrance Standards:** (Describe the admission standards and procedures employed for making the admission decision.)

      The College has no separate admission requirements for entry into any of its programs. Admission to the University constitutes admission to the College of Business, hence into the BBA program in International Business.

   b. **Entrance and Exit Abilities of past five years of graduates:** (Use Appendices III and IV to list the entrance abilities (ACT, SAT, high school GPA, undergraduate GPA for graduate programs, etc). Then, list the same students’ exit abilities: College GPA, licensure exam results, etc.)

      Our graduates’ entrance abilities are reported in Appendix III, using data obtained from Institutional Research. Our graduates’ exit abilities are shown in Appendix IV. Overall, the 16 IB Program Graduates during the program review period had an average GPA of 3.25, with a range of 2.37 to 3.86.

8. **Assessment Information:**

   a. **Summary Information [see also Appendix V]:**

      1. The College-Wide Undergraduate Student Learning Outcomes

         In accord with the dictates of the AACSBI (the COB’s accrediting body), in the Fall of 2006 the faculty of the COB established a set of four Program Learning Outcomes that apply to all undergraduate (BBA-level) degree programs—including International Business (IB), which was established as a degree program in September 2008. These college-wide Program Learning Outcomes are:
#1: **Oral Communications**: The student will be able to communicate orally in an effective and professional manner.

- To assess this general Outcome we focus on the students’ attainment of five Measurable Objectives:
  
  1. **Topic & Organization**: Given purpose, time constraints, and audience, the student will deliver a well-organized, focused presentation moving logically from an introduction to a coherent conclusion.
  2. **Audience Appropriateness & Grammar**: The student will use grammatically correct language that is clear and appropriate for the audience.
  3. **Vocal Quality, Body Language, Eye Contact**: The student will enhance his/her delivery with the appropriate use of his/her voice as well as nonverbal communication.
  4. **Communication Aids**: The student will choose communication aids that enhance the message.
  5. **Personal Appearance**: Given the audience and topic, the student will dress professionally as defined by the instructor.

- **The Assessment Instrument**: The *BBA Oral Communications Rubric*, which was developed by COB faculty in consultation with members of the Communication Studies faculty.

# 2: **Written Communications**: The student will be able to communicate effectively in writing within a business environment.

- To assess this general Outcome we focus on the students’ attainment of four Measurable Objectives:
  
  1. **Purpose**: The student’s writing will clearly indicate its purpose.
  2. **Tone**: The student will adopt a level of formality, including language choice and usage that is appropriate for the intended audience.
  3. **Organization**: The student will write in a logical, coherent fashion so that the reader can always follow the line of reasoning.
  4. **Grammar & Mechanics**: The student will demonstrate correct use of punctuation, spelling, and English grammar.

- **The Assessment Instrument**: The *BBA Written Communications Rubric*, which was developed by COB faculty in consultation with Marshall’s Director of Writing Across the Curriculum.

#3: **Problem Solving & Critical Thinking**: The student will develop the thought processes necessary to use logic, information, and assumptions to successfully solve problems.

- To assess this general Outcome we focus on the students’ attainment of three Measurable Objectives:
  
  1. **Logic**: The student will be able to use inductive and deductive reasoning to identify appropriate conclusions based on available evidence.
  2. **Information**: The student will be able to identify relevant evidence and assess its credibility in relation to a given situation.
  3. **Assumptions**: The student will be able to differentiate between facts and conjecture relative to a given situation.
• The Assessment Instrument: A nationally known standardized test: the *Cornell Critical Thinking Test*.

#4: **General/Core Knowledge**: The student will acquire the general or core knowledge required to understand the environment within which business operates.

• To assess this general Outcome we focus on the students’ attainment of ten Measurable Objectives, which we specify in the following way: *By the end of the BBA Core Curriculum, the student will be aware of, and understand the impact on business of, the following features of the world within which business operates:*

1. The operations of a market *economy*;
2. The physical and biological *environment*;
3. The *ethics* of decision-making in the private and public sectors;
4. The *global economic context*;
5. The application of *Information Systems* and information management;
6. The fundamental concepts, principles and rules of *law* that apply to business transactions and the laws, statutes, and *regulations* affecting commercial operations and behavior;
7. The *multiculturalism* and the multiple dimensions of *diversity* that characterize people around the world today;
8. The *political* institutions of the country, and the processes by which political and policy decisions are made;
9. The *social* environment and the importance of cultural norms, group dynamics, behavioral change, and human resource management for business activity;
10. The nature, pace, and pattern of *technological* progress and technological innovation.

• The Assessment Instrument: The *BBA Core Knowledge Exam*, which is written by the COB faculty—including all Economics faculty—who teach in the BBA Core Curriculum.

2. During the Program Review period, the faculty of the COB completed two assessment cycles for **Oral Communications**, **Written Communications**, and **Problem-Solving & Critical Thinking**. One assessment cycle was completed for the **General/Core Knowledge** Learning Outcome.

#1: **Oral Communications** Assessment at the BBA level:

A. Cycle 1, Calendar Year 2010

1. The Assessment Sample: 108 upper-division students, including International Business majors.
2. The Student Achievement Benchmark: 75% of the sample will score Proficient or Excellent on each Measurable Objective.
3. Results: The Benchmark was not met for any Objective. Students had the most trouble with Objectives 3 and 4 (*Vocal Quality, Body Language, Eye Contact; Communication Aids*). Performance was also relatively weak on Objective 1 (*Topic & Organization*). Performance was best on *Personal Appearance*, but the faculty were disappointed with student attire.
4. The key actions taken to improve student performance, by the IB teaching faculty, are reported in Appendix V.
B. Cycle 2, Calendar Year 2011

1. The Assessment Sample: 73 upper-division students, including International Business majors and those enrolled in the IB Capstone Course.
2. The Student Achievement Benchmark: 75% of the sample will score Proficient or Excellent on each Measurable Objective.
3. Results: Student performance on all Measurable Objectives improved significantly. The Benchmark was met for Objectives 1, 2, 4, and 5. Performance was best on Objective 4 (Communication Aids). Performance was weakest on Objective 3 (Vocal Quality, Body Language, Eye Contact). The rubric score for Vocal Quality was unchanged from Cycle 1; Body Language and Eye Contact improved sharply but remained below the Proficient level. Across the full sample and over all Objectives, the students scored (on average) at the Proficient level.
4. Students in the Spring 2011 IB Capstone performed significantly better than the non-IB majors in the sample.
   a) The Benchmark for every Objective was met, and overall the IB students scored at the Excellent level. Their relative strengths were in Objectives 1 (Topic & Organization), 2 (Audience Appropriateness & Grammar), and 5 (Personal Appearance). In relative terms, our students were weakest on the Vocal Quality component of Objective 3 (Vocal Quality, Body Language, Eye Contact), but Eye Contact and Body Language were areas of strength.
   b) Across all our BBA-level students, regardless of major, Vocal Quality is definitely an area of relative weakness.
5. The key actions taken to improve student performance, by the IB teaching faculty, are reported in Appendix V.

# 2: Written Communications Assessment at the BBA level:

A. Cycle 1 in the COB was run from Fall 2006 – Spring 2009. Since the assessment sample was collected prior to the establishment of the IB Degree Program the scoring results, the analysis, and the actions taken to improve student learning in the COB were not influenced by IB student performance. The details of Cycle 1, therefore, are not included in this report.

B. Cycle 2, Fall 2009 – Spring 2011

1. The Assessment Sample was collected during academic year 2009-10. It consisted of 173 upper-division students, including IB majors.
2. The Student Achievement Benchmark: 75% of the sample will score Proficient or Excellent on each Measurable Objective.
3. Results: The COB faculty reviewed the data at the Assessment Day Writing Workshop in April 2011. The Benchmark was not met for any Objective, and student performance was broadly similar to that recorded in Cycle 1. Performance on Objectives 3 and 4 (Organization and Grammar & Mechanics) improved, but our students continued to struggle with these aspects of writing: 54% of the students scored at the Proficient level or above on Organization; 58% of the students scored at the Proficient level or above on Grammar & Mechanics. Students performed best on Tone, with 70.5% of the students scoring at the Proficient level or above. Overall, across all four Objectives in the aggregate, student performance was nearly identical to that in Cycle 1: slightly below the Proficient level.
4. The key curricular actions taken to improve student performance, by the COB and the IB teaching faculty, are reported in Appendix V.
#3: **Problem Solving & Critical Thinking** Assessment at the BBA level:

A. Cycle 1, Spring 2009 – Spring 2010

1. The Assessment Sample: 317 seniors (from all COB degree programs, including IB majors) who took the BBA Program Capstone course (required of all undergraduates) from Spring 2009 through Spring 2010.
2. The Assessment Instrument: the Cornell Critical Thinking Test **Level Z**.
3. Results: The COB faculty reviewed the data at the Assessment Day Critical Thinking Assessment Workshop in April 2010. Our students performed well below national User Norms for seniors, slightly below a national sample of juniors & seniors, and roughly on a par with entry-level undergraduates. The instructors of the BBA Program Capstone Course observed that students generally stopped putting forth effort partway through the test. They concluded that the difficulty of the test led students to disengage from it. The faculty of the COB concluded, therefore, that the Level Z test did not provide us with useful, actionable data on our students’ Problem-Solving & Critical Thinking abilities.
4. The key action taken to improve our ability to identify and track student Problem-Solving & Critical Thinking skills is reported in Appendix V.

B. Cycle 2, Summer 2010 – Fall 2011

1. The Assessment Sample: 225 seniors (from all COB degree programs, including IB majors) who took the BBA Program Capstone Course (required of all undergraduates) during Summer 2010, Fall 2010, and Spring 2011.
2. The Assessment Instrument: the Cornell Critical Thinking Test **Level X**.
3. The Student Achievement Benchmark: The relevant National User Norms (for samples of students at undergraduate levels similar to those in our sample) for the Level X test.
4. Results: Overall, our students performed at a level in between the lower-division undergraduate User Norm and the graduate-student User Norm. This makes sense, given that we administer the Level X test in the BBA Program Capstone. Our students performed relatively well on Objective 1 (**Logic**), but were relatively weak on Objectives 2 and 3 (**Information; Assumptions**). In sum, our students showed weakness with respect to “information literacy”: the ability to employ observation and assumptions to evaluate the credibility and usefulness of information.
5. The key actions taken to improve student performance, by the COB faculty, are reported in Appendix V.

#4: **General/Core Knowledge** Assessment at the BBA level: December 2006 – Spring 2010

1. The Assessment Sample: 463 seniors (from all COB degree programs) who took the BBA Program Capstone Course (required of all undergraduates) from Fall 2006 through Summer 2009. Starting in Fall 2008 IB majors were included in this sample.
2. The Assessment Instrument: the Core Knowledge Exam.
3. The Student Achievement Benchmark: The median score on the Exam will be at least 70%.
4. Results: The Benchmark was not met; the median score on the Exam was only 62%.
5. The key curricular actions taken by the IB teaching faculty, to improve student performance on the Economics and Finance components of the Core Knowledge Exam, are reported in Appendix V.
3. Additional IB-Specific Assessment Activities Undertaken During Academic Years 2010-11 and 2011-12

#1: Oral Communications Assessment

A. Spring 2011

1. The IB teaching faculty made student attainment of the college-wide Oral Communications Learning Outcome an explicit Course Learning Outcome in the first offering of our new IB Capstone—which took the form of an Independent Study class (FIN 485) during Spring 2011. The students in this course completed a month-long course module on public speaking, directed by the senior member of the IB teaching faculty. This module concluded with the students delivering their final group presentation twice, to two different upper-level International Economics classes (ECN 340I and ECN 420I), both of which are required in the IB Major. Both presentations were recorded, and then scored by the IB teaching faculty with the BBA Oral Communications Rubric. After the first presentation the instructor of the public speaking module reviewed the recording with the students and discussed ways in which the students could improve their presentation skills.

2. Overall, our IB majors performed significantly better than the BBA student sample collected and scored at the same time. The Student Achievement Benchmark for every Objective was met, and overall the IB students scored at the Excellent level. Their relative strengths were in Objectives 1 (Topic & Organization), 2 (Audience Appropriateness & Grammar), and 5 (Personal Appearance). In relative terms, our students were weakest on the Vocal Quality component of Objective 3 (Vocal Quality, Body Language, Eye Contact), but Eye Contact and Body Language were areas of strength.

B. Spring 2012: During the first offering of the new IB Capstone Course (FIN 475) in Spring 2012, we recorded all the student presentations. IB teaching faculty scored these presentations during Summer 2012 with the BBA Oral Communications Rubric. The scoring results will be distributed to the IB teaching faculty in Fall 2012, and used to refine our oral presentation assignments in 2012-13.

#2: Written Communications Assessment

A. In the Spring 2011 Capstone the students had to complete multiple writing assignments throughout the first 10 weeks of the semester, under the direction of a WAC-certified member of the IB teaching faculty. After an initial set of five short essays that were graded as “writing to learn” exercises, the students had to do a longer paper that was graded as a polished piece of writing. This longer paper was assessed during Summer 2011 by IB teaching faculty, using the BBA Written Communications Rubric.

B. Student performance on this assignment, overall, was well above the Proficient level but not quite Excellent. The Student Achievement Benchmark for each Objective was met. The students’ relative strengths were in Objectives 1 and 3 (Purpose and Organization), whereas performance on Grammar & Mechanics was relatively weakest.

b. Other Learning and Service Activities: N/A

c. Plans for Program Improvement: (Based on assessment data, provide a detailed plan for program improvement. The plan must include a timeline.)
A. The International Business Assessment Program is not yet fully developed. We currently rely heavily on the BBA-level assessment program run by the COB (which includes all majors, not just IB, in its samples). And we have just begun to make use of the new IB Capstone for program-level assessment of communication skills. Remember, however, that our first official offering of the IB Capstone was in Spring 2012, so we are truly in the beginning stages of program development. Our goals over the coming five years, therefore, are to solidify the new IB curriculum and to create an IB-program specific assessment program. We will pursue these goals in the context of the university-wide HLC Open Pathways Demonstration Project, which represents one component of the university’s journey towards reaccreditation by North Central/HLC.

B. The HLC Open Pathways Demonstration Project, we have discovered, provides us with the tools we need to improve our understanding of what we want our students to learn and why, and to create a more coherent, complete, within-IB assessment program. To date we have met the university-wide deadlines for Project Activities 1 and 2, and are preparing to implement the program-wide assessment plan we developed for Activity 2. Developing this plan has forced us to think through the connections between our required upper-level courses, how each course fits into the overall plan for the major in terms of Course Learning Outcomes, and how we can most fruitfully expose our majors to Program Learning Outcomes before they take the Capstone. In the process we have come to a better understanding of how and where we want to focus student learning in the IB major. The Open Pathways Project has, therefore, served as the catalyst for a re-examination of our program. The result will be a tighter, more coherent, more focused program—which will benefit our students.

C. The Structure of the IB Program Assessment Plan for 2012-13:

1. The Program Learning Outcomes are:
   - **Oral Communications**: The student will be able to communicate orally in an effective and professional manner.
   - **Written Communications**: The student will be able to communicate effectively in writing within a business environment.
   - **Discipline-Specific Knowledge & Problem-Solving**: The student will demonstrate knowledge of financial, economic, and business conditions outside of the USA.
   - **Teamwork**: The student will function effectively as a member of a team, and contribute productively to completing group projects.

2. In Spring 2013 we will assess all four Outcomes in the IB Capstone (FIN 475, International Business Strategies). Starting in 2013-14, we will implement a rotation plan for the Capstone, so that we assess two of the four every other year. Beginning in 2013-14, therefore, we will assess all four Program Learning Outcomes once, in the Capstone, every two years.

3. The other required courses in our upper-level curriculum are Global Macroeconomic Issues (ECN 340), International Trade (ECN 420), and International Financial Management (FIN 440). We will use each course, during 2012-13, as a second assessment point for at least one of our Program Learning Outcomes; across all three courses we will assess student attainment of all four Program Learning Outcomes. Doing this will give us more assessment data to work with, along with a better feel for our students’ abilities and how they are being developed in the major. This process will, moreover, create explicit connections between our required upper-level courses that students will be able to observe and make use of as they develop their financial analysis skills. Below are the Program Learning Outcomes we will assess in our required upper-level curriculum, and when, during 2012-13:
A. Global Macroeconomic Issues (ECN 340), Fall 2012:

- **Discipline-Specific Knowledge**: Problem-Solving Exercises
- **Teamwork**: Group Project

Students have traditionally worked on an individual basis in ECN 340. We will retain a focus on individual problem-solving activities, but include a new Group Project assignment as well. As they tackle this project, they will learn what we expect of them in terms of teamwork skills. They will encounter the Peer-Critique Rubric for the first time and begin learning how to apply it to identify what makes for a good teammate and to help their peers learn about their individual strengths and weaknesses as teammates.

B. International Trade (ECN 420), Fall 2012:

- **Discipline-Specific Knowledge**: Problem-Solving Exercises
- **Written Communications**: Individual written summary and analysis of work done on the Group Project
- **Teamwork**: Group Project

Students will get more practice solving problems in the international economic context. This course will also include a new Group Project, which will help the students develop their teamwork skills just as in ECN 340I.

Written Communications will now be a Course Learning Outcome in ECN 420I. Students will tackle this assignment individually, as one component of the Group Project. Their papers will be scored using the established BBA Written Communications Rubric; the information we gather on our students’ strengths and weaknesses will help us design more appropriate and effective writing assignments in the Capstone.

C. International Financial Management (FIN 440): Fall 2012 & Spring 2013:

- **Oral Communications**: Short, organized student presentations on assigned topics, graded using the BBA Oral Communications Rubric.

D. We will also begin follow-up studies on our graduates to learn what they think, as alumni of our program, about our curriculum and the value of the educational experience they received as IB Majors. More specifically, we will survey our graduates once per year, starting in the Summer of 2013. This will be done via the online survey software package Surveymonkey. We will use this information, along with the course-embedded assessment plans laid out in Part C above, to improve our program and offerings as necessary.

E. Finally, we are now targeting our tenure-track hiring, in the Division of Finance & Economics, towards the needs of the IB program. For example, we have already hired two tenure-track faculty in Economics, who will join us in Fall 2012. They are both specialists (as teachers and researchers) in International Economics: one specializes in Global Macroeconomic Issues and the other in International Trade. Together these hires will manage and supervise the International Economics sequence at the heart of the required IB curriculum. We also hired a new tenure-track faculty member in Finance for Fall 2012, who specializes (as a teacher and researcher) in International Financial Management. We want and expect these three hires to take joint ownership of the required pre-Capstone IB curriculum in the coming years. This will benefit the program, and our students, immensely.
We also need to hire a specialist in the field of International Business. This can be someone with formal training in either economics or finance. Currently we do not have an opening to fill for 2012-13. When we attempt to fill our next opening, right now we expect to pursue someone who can contribute, explicitly, to the IB program.

d. Graduate Satisfaction: (Provide evidence and results of follow-up studies to indicate graduate satisfaction with the effectiveness of the educational experience they received in your program. Indicate the number of individuals surveyed or contacted and the number of respondents.)

In the spring of 2012, we were able to run the IB Program Capstone Course (FIN 475, International Business Strategies) for the first time. Twelve students took the course; six of them graduated this May and the others will graduate in December 2012. Although nine students graduated from the IB program between May 2009 and May 2011, the students in the Spring 2012 Capstone Course represent the first true IB Program Graduating Class.

Accordingly, the instructor asked the students to answer the following question on the Final Exam: “What would you do to improve the IB curriculum?” Below we provide a summary of the students’ comments, using direct quotes. The students, as you can see, highlight some current areas of strength and weakness, and offer specific suggestions for improvement. Note that for several of these students English is their second language.

Strengths

#1: “After the course of this semester, I believe that the Business Plan project should be kept for the IB capstone class. It really takes a long time and needs full effort from students, but after I finish it I realize I learn a lot. I also enjoy listening to other proposals that, as an investor, I may not think of in my project. There are many mistakes in our plans, but when I try to pick them up I can remember those for a long time, so if I do anything similar like this I will not make the same mistake which will help me very much. This is a project which can put the knowledge into practice and it makes it more clear for me about how to use the knowledge I learned from other courses. It also gives me more confidence on almost everything. The only problem is about the financial analysis part, if we can do some review about the basic idea, it may help the people whose major is not Finance. Although, I have the finance class, there are many detailed numbers that I cannot make reasonable for a small business.”

#2: “I have thoroughly enjoyed the IB Program at Marshall. I transferred to Marshall before my junior year, and switched my major from Biology to IB. I came into the program knowing nothing about it, and certainly not knowing that it was the first time the program had been offered. I chose IB because I thought that it sounded interesting and something that I could do for the rest of my life. I have truly enjoyed all my classes, and have really learned a lot in my time at Marshall.”

#3: “The IB Program is the newest addition to Marshall University’s College of Business. The program was designed to meet student interest related to the rapid globalization of which our generation is so familiar. The IB program is relatively undemanding in course load and overlaps with a lot of the previously offered International electives. What sets this program apart is the language and educational experience requirement. The students who are pursuing this major are frequently foreign students or those with study abroad experience. These students are practical enough to look at the ever shrinking world and pursue majors that help them persevere.”
Weaknesses and Suggestions for Improvement

#1: “Most students entering the IB Program at Marshall are already somewhat culturally experienced. But I think that learning more about cultures and societies around the world will definitely help students become even more culturally diverse. Being culturally diverse is a must have trait as an IB Student. This trait gives us the ability to communicate and relate to multiple cultures around the world. IB students at Marshall are required to take 9 hours of a foreign language. In addition to this, I think that students should be required to take more sociology courses and definitely more geography courses so they can become more knowledgeable about different cultures, how other societies behave, and physical locations of specific countries.”

#2: “Some thoughts on improving FIN 475 the capstone course. It is a great course that is offered to business majors. Marshall just needs to implement a few more concepts into the course structure. One of the first thoughts I had was getting a textbook that discussed some of the main topics and objectives in international business today. That textbook would help the students get a better understanding of international business; help them grasp the concepts of international business in the world today. In this capstone course they will also discuss how business is dealt with in all the different countries, talk about that countries’ customs and proper business etiquette. These things are very important business aspects to know especially with IB majors. The students need to learn more about the main objectives in international business along with the correct business etiquette in every country.”

#3: “Advice for Marshall to do a better job in helping international students. For the international students who come to another country for the first time, they will experience culture shock somehow. MU could help the newcomers by having a club for international students or simply a meeting. The international students who had experienced culture shock could be invited to the meeting and talk about it, and they can help the newcomers learn more American customs. This is important because one custom that seems common and normal may be regarded as weird and rude, and some American customs may be strange for foreigners.”

#4: “It may be better if we increase some group work because doing business needs the collaboration among people. Some projects like import and export need more than two sides. I want to make this class like a big game class. For example, if a two people team, a person can make a plan for import and another person can do the export. There will be some interaction and collaboration if they want to make the whole business line work. Also, both of them need to offer each other some financial analysis to let them see whether those costs or revenues are worth it or not.”

#5: “I believe that the IB Program needs more exposure on campus and not solely in the College of Business. This program should be promoted elsewhere on campus, especially in areas of international interest. I think that the program should target International Affairs majors in the College of Liberal Arts. The COB already has experience working and sharing classes with COLA from its economics major and others. The IB program could be promoted to these international affairs students through the profitability and practicality of an additional business based degree.”

#6: “As for the IB program overall, I really think you should stress the importance of studying abroad. That, in itself, is the best experience a person could ask for. You not only learn about yourself but you learn about different cultures and what is acceptable or not acceptable and we know that is important when it comes to doing business.”

#7: “One major problem I have faced as an IB student at Marshall is my lack of finance skills. The program requires only two finance classes before the actual capstone. From my experiences in my capstone class and my export management class, both classes wanted the students to know many detailed
financial statements, which we have not learned in our previous finance classes. As much as I dislike finance, without this essential financial statement knowledge, we will not be able to manage our money in the future as business people.”

Conclusions

Our first true graduating class in IB has enjoyed the experience. They have learned a lot in the program, and have no regrets about their choice of major. But they can see that the program is still a work in progress, and have offered thoughtful, constructive, useful suggestions for improvement.

We agree that the lack of formal finance training in the IB curriculum revealed itself, in the Spring 2012 Capstone, as a weakness. Too many of our students, too much of the time, struggled due to lack of training in financial analysis. Accordingly, after reading these comments the IB teaching faculty are beginning to discuss including FIN 343 (Intermediate Financial Management) in the IB curriculum—and making FIN 343 a prerequisite for the Capstone.

The IB students see great potential in reaching out across campus, beyond the COB, to make connections with other programs. We have already established a working relationship with the Modern Languages program, which we and the College of Liberal Arts hope will lead to a stream of students earning a dual degree—the BBA in IB and the BA in Modern Languages—over time. From what our students say, it would be good for us to connect with the BA in International Affairs as well. We will begin pursuing this possibility during 2012-13.

The feedback we received from our IB Capstone students in May 2012 has been very much appreciated. Over the coming five-year period, we will build on this initial feedback to establish a more formal “exit evaluation” instrument for future IB students to complete at the end of the program.

e. Attach the previous five years of evaluations of your assessment reports provided by the Office of Assessment.

Letters from the Office of Assessment are included in Appendix IX.

9. Previous Reviews: State the last program review action by the Marshall University Board of Governors.

This is the first review of the BBA in International Business, which was approved as a degree program in September 2008.

10. Identify weaknesses and deficiencies noted in the last program review and provide information regarding the status of improvements implemented or accomplished.

As noted in item 9, this is the program’s first review.

11. Current Strengths/Weaknesses: (Identify the strengths and weaknesses of the program. Describe program plans for removing the weaknesses.)

The two notable strengths of the program are its faculty and the curriculum. As discussed above in Section II (Adequacy of the Program) on pp. 5-7, the IB teaching faculty are well-regarded
instructors, accomplished scholars in their respective fields, and committed to service at the
college and university levels. The 12 faculty who served fulltime during the program review
period have earned, over the course of their careers, a total of 21 college-level and 3 university-
level awards for teaching, service, and research.

Our faculty are also recognized by student groups, on a regular basis, for their care and concern
for students. Delta Sigma Pi, a professional business fraternity at Marshall, honored two of the IB
teaching faculty for meritorious service to students and the program at its Spring 2012 Banquet &
Awards Ceremony. Phi Eta Sigma, a national freshman academic honor society, has recognized
several of our faculty as “Fabulous Faculty Members” over the years, and one current member of
the IB teaching faculty has been inducted by the Phi Eta Sigma students as an honorary member.
The students of Beta Gamma Sigma, the official academic honor society of the AACSB and
hence of the College of Business, have honored three members of our faculty over the years, by
inducting them as members of the society. Finally, one of our IB teaching faculty members
currently serves as Faculty Advisor to Beta Alpha Psi (a professional business fraternity for
Accounting, Finance, and MIS), and another has served as Faculty Advisor to Beta Gamma
Sigma since 2003.

The curriculum, as managed by the faculty, seeks to prepare students for careers in today’s
increasingly globalized economy. The upper-level curriculum builds upon the BBA Core
Curriculum in three specific ways—each of which sets it apart from all other degree programs in
the College of Business. First, students must take a wide range of officially-designated
“International Studies” courses. Three of these courses (ECN 340, Global Macroeconomic
Issues; ECN 420, International Trade, and FIN 440, International Financial Management) are
core requirements all IB majors must complete. Students must also take a related-field
International Studies course (MKT 371, International Marketing). And to complete the IB major
an additional nine hours of International Studies courses must be taken—six of which can be
taken outside the College of Business. (See Appendix I for full details.) In no other College of
Business degree program, and indeed in very few degree programs across the MU campus, are
students exposed so intensively to international studies in the classroom.

Second, IB majors must fulfill a Foreign Language Requirement by taking three sequential
courses in a foreign language of their choice. This makes the IB program unique in the College
of Business, for no other degree program requires any foreign language study.

Third, IB students must complete the Experiential Education Requirement. To do this they can
participate in a university-approved Study Abroad program, complete a faculty-led Study/Travel
course that takes them overseas, or do an internship with a business that has significant
international operations. This requirement is another unique feature, within the college, of the IB
program. And our majors have taken advantage of it: some have traveled to Denmark, Spain,
Brazil, Ireland, and/or China to fulfill the requirement; others have completed internships at
businesses such as Special Metals (in the Export Marketing Department), WV Steel, and Toyota
Motor Manufacturing of WV (the engine plant in Putnam County).

We were concerned, at first, that since the Foreign Language and Experiential Education
Requirements are unique to the college, College of Business students would shy away from the
IB major. We have been proven incorrect, as shown in Appendix VII and as discussed in the
Program Enrollment section later in this review. Enrollment in the IB program has been rising
sharply, ever since it was established in Fall 2008: By the end of the program’s second year of
existence 21 students were majoring in IB, and by 2011-12 that number had more than doubled,
to 49. And 7 new freshmen have declared IB as their major for the fall of 2012. This program is proving very popular; indeed, even more popular than we expected.

Another strength of the IB program involves the partnerships we have developed with the wider university community. The internship option discussed above has enabled us to develop a strong relationship with University Career Services. And we are now working with the College of Liberal Arts (COLA) to make it possible for students in COLA’s Modern Languages programs to earn a BBA in International Business at the same time. We and COLA are now promoting this dual-degree opportunity heavily. By the spring of 2012 three students were in the dual-degree program, and for the fall of 2012 two additional COLA students, earning BA’s in Political Science and Psychology, respectively, are pursuing a BBA in International Business. Strengthening our working relationship with COLA, and developing the Modern Languages-IB dual-degree program further, are two of our major goals over the coming five years.

The major weakness of the program is the lack of faculty designated primarily for the IB program. By running this degree program out of the Division of Finance & Economics, with divisional faculty (and with no new faculty line(s) dedicated to IB), we have had to ask our faculty to split their working time (and to stretch their course-preparation time) across the three programs we manage in our Division (Economics, Finance, and International Business) and across our Service Courses (as highlighted in the Viability section later in this review and summarized in Appendix VI). One result is that we have been able to offer two of our required upper-level courses—ECN 420 (International Trade) and FIN 475 (International Business Strategies, the IB Capstone)—only once per year. This has forced our majors, especially those who would like to graduate in December, to struggle with curriculum planning. We have worked carefully with the professional academic advisors in the College of Business Dean’s Office to help our students navigate our curriculum offerings successfully. But students and faculty alike are frustrated with a situation that often does not permit students to map out courses of study in ways that meet all their needs.

We decided to target three of our tenure-track faculty searches last year, two in Economics and one in Finance, towards those who can teach our Service courses and also the required IB courses. We were successful in this effort: starting this fall we have three new hires who will teach ECN 340 (Global Macroeconomic Issues), ECN 420 (International Trade), and FIN 440 (International Financial Management) on a regular basis, so that each course will now be offered every semester. Our new hire in Finance also has the training and experience to step into the IB Capstone Course, which he may do as early as Spring 2013. We consider ourselves very lucky to have these new faculty members joining us this fall, and believe that their presence will solidify the IB program curriculum for years to come.

We expect one of our current economics faculty members to retire within a year or two. We have already begun to target our request for a replacement towards the IB program. Indeed, we have already begun discussions with the Dean of the College of Liberal Arts on how we can make the best use of this position to promote the IB program as well as the BA program in Economics that liberal arts students are able to pursue. We look forward to this opportunity.

A final weakness for the IB program and all programs in the COB in general is that other non-COB programs/disciplines use space in Corbly Hall, thereby giving no place identity to individual programs in the COB.
III. Viability of the Program: (Provide a narrative summary in each of the following sections in addition to the appendices.)

1. Articulation Agreements: (Describe program specific articulation agreements with other institutions for delivery of this program.)

No such agreements exist.

2. Off-Campus Classes: (Describe/Summarize off-campus (other than the Huntington, or South Charleston campuses) courses offered. Include locations, courses, and enrollments, in Appendix VI.)

Three of our program’s 200-level required courses—Principles of Microeconomics (ECN 250), Principles of Macroeconomics (ECN 253), and Principles of Finance (FIN 323)—are offered yearly at Marshall’s Teays Valley Regional Center (TVRC) and/or the Mid-Ohio Valley Center (MOVC). Total enrollments have been very modest: 148 students took ECN 250, and 76 took ECN 253, at TVRC and MOVC during the program review period. From Fall 2009 through Spring 2012 an additional 82 students took FIN 323 at TVRC. These enrollments represent only 5.2% of the total enrollment in these classes (5,834 students) during the review period. The vast majority of students who take these courses do so on the Huntington campus. More details on these offerings can be found in Appendix VI.

3. Online Courses: (Describe/Summarize online courses offered. Include courses and enrollments in Appendix VI.)

The Division began offering ECN 250 online, every semester, starting in Spring 2011. To date, 165 students have taken the course. ECN 253 has been offered online throughout the review period; to date 399 students have completed this course. And the online version of FIN 323 was taken by 216 students during Summer 2007 through Summer 2009. As noted in section 2 above, over 5,800 students completed these courses during the review period. Clearly, the vast majority of them took the class on the Huntington campus, via the traditional F2F delivery method. Full details on our online offerings can be found in Appendix VI.

4. Service Courses: (Describe/Summarize departmental courses that are required for students in other majors and support programs outside the major. Include enrollment data for these courses in Appendix VI.)

Service work dominates our faculty’s instructional time and effort. Nearly 100% of the students we taught since the IB Major opened for enrollment in Fall 2008 (i.e., 5,563 students out of 5,579 in total), were enrolled in our service courses. The specific service courses we teach are as follows:

1. Principles of Microeconomics (ECN 250) and Principles of Macroeconomics (ECN 253) are required of all students in the College of Business regardless of major. Students in programs outside the College of Business are also required to take one or both of these courses. For example, International Affairs, Political Science and Secondary Education (i.e., 5-Adult Social Science) require students to take coursework in economics, typically ECN 250 and 253. Total enrollment in these two courses, from Fall 2008 through Spring 2012, equaled 3,466 students, almost all of whom were majoring in something other than IB.
2. ECN 340 (Global Macroeconomic Issues), ECN 420 (International Trade), and FIN 440 (International Financial Management) are required in the IB major, but are also designated as “International Studies” courses in the university curriculum. As such, they satisfy the university’s International Studies requirement as well as the International Studies requirement placed on students in the College of Business. A total of 1,004 students took these courses from Fall 2008 through Spring 2012, the vast majority of whom were not IB majors.

3. FIN 323 (Principles of Finance) is required of all students in the College of Business regardless of major. From Fall 2008 through Spring 2012, a total of 1,093 students took this course.

5. **Program Course Enrollment:** (Describe/Summarize program area courses taken by students who are majors and include enrollment by semester for the past 5 years. Indicate required or elective courses. The purpose of this section is to indicate the availability and relative strength of the program area courses. Include all students enrolled in the courses, whether majors or not. Include enrollment data for these courses in Appendix VI.)

As shown in Appendix VI, total Program Course Enrollment from Fall 2008 (when the IB program opened for enrollment) through Spring 2012 was 5,579 students. On average, nearly 1,400 students per year took our IB courses during the first four years of the program’s existence. These students come from all over campus, not just from the College of Business, and most of them are not IB majors.

Most of our courses are offered on the Huntington campus: 4,742 students (85% of the total), took our courses the traditional F2F way, in Corbly Hall.

6. **Program Enrollment:** (Summarize data indicating the number of new students admitted, number of principal majors enrolled from your college, number of second majors, the number of students enrolled as majors from other colleges (i.e., College of Education specialization majors), the number of minors, and the number of graduates for the program for each of the past five years.)

Appendix VII, as supplied by the Office of Institutional Research, provides a summary of this information. As shown, 16 students graduated with a BBA in IB during the review period: Two in the spring of 2009, four in 2010-11, and 10 this past year. Enrollment in the IB program has been rising sharply, too: By the end of the program’s second year of existence 21 students were majoring in IB, and by 2011-12 that number had more than doubled, to 49. And 7 new freshmen have declared IB as their major for the fall of 2012. This program is proving very popular.

As noted earlier in this review, we are working with the College of Liberal Arts to promote a dual-degree program, enabling students earning a BA in Modern Languages to earn a BBA in International Business at the same time. By the spring of 2012 three students were taking advantage of this opportunity, and for the fall of 2012 two additional College of Liberal Arts students, earning BA’s in Political Science and Psychology, respectively, are pursuing a BBA in International Business. We plan to continue working with the College of Liberal Arts, and with the advising staff of the College of Business, to raise the profile of this dual-degree opportunity.
Coupling the intensive study of a foreign language with a degree in International Business, for example, will make graduates of both colleges more competitive in today’s globalized economy.

Double-majors within the College of Business are also proving popular: in the fall of 2012 eleven of our majors are pursuing a second major within the College of Business, with Economics the choice of five of those students.

Below, in Figure 1 (courtesy of the university’s Office of Assessment) we present the trend lines for total enrollment in the major and program graduates:

![Figure 1. Trend Line for Total Enrollment and Program Graduates: BBA in International Business](image_url)

**IV. Necessity of the Program:** Provide a narrative summary for each of the following items in addition to requested appendices.

1. **Advisory Committee:** Identify whether the program has an Advisory Committee, and, if so, briefly indicate the role and impact of the Committee.

The IB Program does not have its own Advisory Committee at present. There is a college-wide Advisory Board, which works with our Dean and with individual programs within the college, as requested, to enhance the educational experience offered to College of Business students. For example, in recent years members of the Advisory Board, members of the business community, and alumni have spoken to the Economics Capstone class on how to make the most of their education, and on how to make the transition from school to the world of work and career successfully. These Guest Speakers have enjoyed interacting with our students, and are happy to serve as contact people for follow-up discussion on career and job opportunities. Over the next five years, we will explore ways in which we can adapt this type of Guest Speaker program to the upper-level IB curriculum.
2. **Graduates:** (Provide information on graduates in terms of places of employment, starting salary ranges (where appropriate and known), number employed in field of specialization, and/or acceptance into baccalaureate or graduate programs. (NOTE: Do not identify students by name.) Include this information in Appendix VIII.)

This summer, in the wake of graduating our first true cohort of IB majors in the spring, we launched our first-ever effort to track down our graduates and learn what they are doing. The results are shown in Appendix VIII. While we did not make contact with half of our (16 total) graduates, we were pleased that we could gather at least some information on the other eight. As you can see, from the data we collected it appears that our IB graduates are mostly employed outside of their field and/or attending graduate school. Given that most of our graduates are only months removed from receiving their undergraduate degrees, and the rest only a year or two beyond graduation, these results do not surprise us. Our graduates are just beginning to make the transition from school to the world of work and career.

To be more specific, we can report that three of our 2011 graduates are now in graduate school: one is attending the University of Louisville Law School, one is enrolled in Marshall’s Master of Science in Health Care Administration, and one is pursuing an MBA at Marshall. The latter two students are also interns on campus, one in the office of Human Resources and one serving students in the H.E.L.P. program.

Our single 2010 graduate remains in WV, and is a self-employed entrepreneur and business owner in Teays Valley.

The student who earned the Outstanding Graduating Senior in International Business Award for Spring 2012 plans to pursue an MBA overseas, somewhere in Europe, within a year or two.

3. **Job Placement:** (If the job placement rate reported above is low, can a course of action be identified that would improve this situation? Provide a summary of procedures utilized by the institution to help place program graduates in jobs or additional educational programs. Include activities supported by both the student’s academic department as well as the institution’s placement office. This summary should include the institution’s procedures and program organization for continuing contact and follow-up with graduates.)

The limited data we have been able to collect on our graduates does not alarm us, in terms of their employability and/or future career options. Most are just beginning to prepare for their long-term future, via graduate school or initial post-graduation employment activities designed to build experience and enhance their resumes. None, as yet, have sought us out to discuss particular fears and concerns they have about job options and career choices.

One way we can develop a database on our students, and implement follow-up surveys of our graduates in coming years, is to construct a more formal “exit evaluation” instrument that our graduating IB students will complete at the end of the IB Capstone course. We hope to have a complete instrument in use by 2013-14.

This past summer we learned a lot about how to survey our graduates in the Economics and Finance programs. We will use these lessons, and the aforementioned exit evaluation instrument
in the IB Capstone, to develop an online survey of our graduates that we will administer on a
regular basis over the coming five year period.

Finally, we are very happy with the services provided to our students by the university’s office of
Career Services. We will continue to urge our students to make working with this office a
priority as they move into the upper-level IB curriculum, and will work with Career Services to
identify internship and full-time job opportunities for our students.

V. RESOURCE DEVELOPMENT: N/A
### Appendix I
**Required/Elective Course Work in the Program**

Degree Program: BBA, International Business  
Person responsible for the report: Harlan Smith, Ph.D.

<table>
<thead>
<tr>
<th>Courses Required in Major</th>
<th>Total Req. Hrs.</th>
<th>Elective Credit Required by the Major</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN 250 Principles of Microeconomics</td>
<td>3</td>
<td>Experiential Education: Fulfilled via one of the following: a) Approved Study Abroad Program</td>
<td>3</td>
<td>Business Core (not inc. 250, 253, and 323)</td>
<td>27</td>
</tr>
<tr>
<td>ECN 253 Principles of Macroeconomics</td>
<td>3</td>
<td></td>
<td></td>
<td>Other College Requirements (not inc. 440)</td>
<td>6</td>
</tr>
<tr>
<td>ECN 340 Global Macroeconomic Issues</td>
<td>3</td>
<td></td>
<td></td>
<td>Related Fields</td>
<td>18</td>
</tr>
<tr>
<td>ECN 420 International Trade</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIN 323 Principles of Finance</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIN 440 International Finance</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIN 475 International Business Strategies (C)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional society that may have influenced the program offering and/or requirements: N/A
Appendix IIa
Teaching Assistant Data Sheet

<table>
<thead>
<tr>
<th>GTA Name</th>
<th>Course No.</th>
<th>Course Name</th>
<th>Year 1 2007-2008</th>
<th>Year 2 2008-2009</th>
<th>Year 3 2009-2010</th>
<th>Year 4 2010-2011</th>
<th>Year 5 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(e.g. 101)</td>
<td></td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
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<td>Fa</td>
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<tr>
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<td></td>
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<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
</tr>
</tbody>
</table>

Complete graduate teaching assistant’s name; course number and course name taught; indicate enrollment in the semesters taught.

*Expand table as needed.*

**NOTE:** No Graduate-student Teaching Assistants were used during the program review period. In general, none are ever used.
Appendix III  
Students’ Entrance Abilities for Past Five Years of Graduates: BBA in International Business

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean High School GPA</th>
<th>Mean ACT</th>
<th>Mean SAT Verbal</th>
<th>Mean SAT Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 – 2008</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>2</td>
<td>3.11</td>
<td>19.0 (n = 1)</td>
<td>650.00 (n = 1)</td>
<td>780.00 (n = 1)</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>4</td>
<td>3.36 (n = 3)</td>
<td>23.0 (n = 3)</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>10</td>
<td>3.66</td>
<td>21.83 (n = 6)</td>
<td>510.00 (n = 1)</td>
<td>600.00 (n = 1)</td>
</tr>
</tbody>
</table>

*Data obtained from Institutional Research.*
# Appendix IV

Exit Abilities for Past Five Years of Graduates: BBA in International Business

<table>
<thead>
<tr>
<th>Year</th>
<th>$N$</th>
<th>Mean GPA</th>
<th>Licensure Exam Results</th>
<th>Certification Test Results</th>
<th>Other Standardized Exam Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 – 2008</td>
<td>0</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>2</td>
<td>3.26</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>0</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>4</td>
<td>3.45</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2011 - 2012</td>
<td>10</td>
<td>3.18</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Data obtained from Institutional Research.*
Appendix V
Assessment Summary
Marshall University
Assessment of the Program’s Student Learning Outcomes
5-year summary

Component Area/Program/Discipline: BBA in International Business

Program Level

<table>
<thead>
<tr>
<th>Program’s Student Learning Outcomes</th>
<th>Assessment Measures (Tools)</th>
<th>Standards/ Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken to improve the program</th>
</tr>
</thead>
</table>
| Oral Communications                | The BBA Oral Communications Rubric | 75% of the students will score Proficient or Excellent on each of the five Measurable Objectives highlighted in the Rubric | A. BBA Assessment Cycle 1 (Calendar 2010): Benchmark not met for any Objective. Performance best on Objective 5 (Personal Appearance); Performance weakest on Objectives 3 and 4 (Vocal Quality, Body Language, Eye Contact and Communication Aids). Performance also relatively weak on Objective 1 (Topic & Organization). See the Narrative section of this Review.  
B. BBA Assessment Cycle 2 (Calendar 2011):  
(1) Significant improvement in the BBA Sample: Benchmarks met for Objectives 1, 2, 4, 5. Performance best on Objective 4 (Communication Aids); Performance weakest on Objective 3 (Vocal Quality, Body Language, Eye Contact) — improvement over Cycle 1, but still below Proficient. Personal Appearance (Objective 5) also relatively weak.  
(2) Students in the Spring 2011 IB Capstone performed significantly better than the non-IB majors in the sample. a) The Benchmark for every Objective was met, and overall the IB students scored at the Excellent level. Their relative strengths were in Objectives 1 (Topic & Organization), 2 (Audience Appropriateness & Grammar), and 5 (Personal Appearance). In relative terms, our students were weakest on the Vocal Quality component of Objective 3 (Vocal Quality, Body Language, Eye Contact), but Eye Contact and Body Language were areas of strength.  
b) Across all our BBA-level students, regardless of major, Vocal Quality is definitely a weak point. | A. In the Fall 2010 offering of Economics 460I (an IB elective) the final oral presentation was elevated in importance:  
(1) It became the final component of the course;  
(2) Its value in the course grade, and the length of the presentation, were increased significantly;  
(3) The points awarded for the Introduction, the Conclusion, and Delivery/Communication Aids were increased significantly;  
(4) The Cycle 1 BBA-level results were reviewed with the class prior to the presentations.  
B. In the Spring 2011 IB Capstone offering (FIN 485):  
(1) Oral Communications Skills was made an explicit Course Learning Outcome;  
(2) A month-long module on public speaking was included in the course, during which the students underwent intensive training in public speaking under the direction of the senior member of the IB teaching faculty;  
(3) The students gave their final group oral presentation twice, to student audiences in two required upper-level IB courses—ECN 340I and ECN 420I. Both presentations were recorded. After the first, the instructor reviewed the recording with the students and discussed ways to improve their presentation skills.  
C. In the Spring 2012 IB Capstone Course (FIN 470):  
(1) Students gave multiple presentations, throughout the course.  
(2) Their final presentations were recorded, and scored during the Summer of 2012 with the BBA Oral Communications Rubric. The scoring results will be distributed to the IB teaching faculty in Fall 2012, and used to refine our oral presentation assignments in 2012-13. |
A. For BBA Assessment Cycle 1 we implemented the Cornell Level Z test. The BBA Sample performed, overall, below the relevant national User Norms. The faculty concluded, based on observations of the students taking the test, that most students stopped putting forth effort partway through the test. We concluded that the Level Z test did not provide an accurate test of our students' abilities, and hence did not give us useful, actionable data on our students' Problem-Solving & Critical Thinking skills. See Narrative.

B. For BBA Assessment Cycle 2 we implemented the Cornell Level X test. The BBA sample performed in line with national User Norms: our sample of seniors scored in between the lower-division undergraduate User Norm and the graduate-student User Norm. Our students performed relatively well on Objective 1 (Logic), but were relatively weak on Objectives 2 and 3 (Information and Assumptions). This means that our students are not strong in "information literacy" (the ability to employ observation and assumptions to evaluate the credibility and usefulness of information). See Narrative.

A. (1) The COB AOL Committee (Assurance of Learning, or Assessment) worked with the instructor of English 204 (ENG 204: Writing for the Workplace) to redesign the syllabus for Fall 2011. The instructor also chose a different book, focused in a more direct and user-friendly way on the business writing our students must learn to do. (2) Starting Fall 2011, the English Department agreed to staff four sections of ENG 204 per semester. Starting in Spring 2012 the Registrar restricted enrollment to COB students only.

B. The COB AOL Committee worked with the English Department on the redesign of ENG 102 (the second semester of MU's 6-hour English Composition requirement). ENG 102 is becoming ENG 201 starting Fall 2012, and our goal was to help the English Department create sections of this new course specifically for COB students, targeting the kinds of writing our students need to do in the COB curriculum. The new ENG 201 course will not substitute for Writing for the Workplace, but rather serve as a required lead-in to ENG 204.

C. In the Spring 2012 IB Capstone Course each student had to write a major paper. The instructor emphasized style and format, and provided a set of explicit guidelines to be followed. Grammar & Mechanics were emphasized as well, and receive special attention in the grading scheme.
For the BBA student sample the Benchmark was not met; the median score on the Exam was only 62%. The COB faculty agreed to revisit the Exam, and their respective Core Courses, to address areas of weakness. The Economics faculty met in two groups, those teaching ECN 250 and those teaching ECN 253, to review the question-by-question results for these courses.

A. (1) During Spring 2010 the Economics faculty agreed to modify the Course Alignment Matrix (a.k.a. Course Learning Outcome Matrix) for both ECN 250 and 253—required courses in the IB major. These new matrix agreements took effect in Fall 2010. In modifying these matrices, among other changes the faculty added an Outcome in ECN 253 on linkages between economic growth and international trading activity, to help students learn more about the workings of the global economy. (2) The Economics faculty also maintained the heavy emphasis placed on helping students develop an understanding of the Global Economic Context within which business is conducted, by reaffirming the “Primary” emphasis placed on this Outcome on the ECN 250 and 253 Course Alignment Matrices.

B. FIN 323 (Principles of Finance) is required of IB majors, and is one of the two explicit course prerequisites for the IB Capstone. During 2009-2010 the Finance faculty reviewed the results for the FIN 323 questions on the Core Knowledge Exam, the FIN 323 Course Alignment Matrix, and the FIN 323 question bank used to help generate different versions of the Core Knowledge Exam. The faculty agreed to:
(1) Leave the current Course Alignment Matrix for FIN 323 in place;
(2) add a question on Ethics in financial management to the question bank, given the importance of ethical issues for business managers in today’s world;
(3) add a question on the use of technology in the financial sector, given the increasing importance, and use of, technological tools in the financial sector;
(4) delete one legal & regulatory question, since another department in the COB focuses explicitly on these issues.
(5) add a set of questions on the Finance-specific topic of Capital Budgeting to the question bank.
## Appendix VI

### Program Course Enrollment: BBA in International Business

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required/Elective/Service</th>
<th>Delivery Method</th>
<th>Location</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN 250-Td</td>
<td>Principles of Microeconomics</td>
<td>R + S</td>
<td>Td</td>
<td>HTN</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
</tr>
<tr>
<td>ECN 250-O</td>
<td>Principles of Microeconomics</td>
<td>R + S</td>
<td>O</td>
<td>WEB</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
</tr>
<tr>
<td>ECN 253-Td</td>
<td>Principles of Macroeconomics</td>
<td>R + S</td>
<td>Td</td>
<td>HTN</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
</tr>
<tr>
<td>ECN 253-O</td>
<td>Principles of Macroeconomics</td>
<td>R + S</td>
<td>O</td>
<td>WEB</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
</tr>
<tr>
<td>ECN 253-OC</td>
<td>Principles of Macroeconomics</td>
<td>R + S</td>
<td>Td</td>
<td>TVRC, MOVC</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
</tr>
<tr>
<td>ECN 340 (I)</td>
<td>Global Macroeconomic Issues</td>
<td>R + S</td>
<td>Td</td>
<td>HTN</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
</tr>
<tr>
<td>ECN 420 (I)</td>
<td>International Trade</td>
<td>R + S</td>
<td>Td</td>
<td>HTN</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
</tr>
<tr>
<td>FIN 323-Td</td>
<td>Principles of Finance</td>
<td>R + S</td>
<td>Td</td>
<td>HTN</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
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<tr>
<td>FIN 323-O</td>
<td>Principles of Finance</td>
<td>R + S</td>
<td>O</td>
<td>WEB</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
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<tr>
<td>FIN 323-OC</td>
<td>Principles of Finance</td>
<td>R + S</td>
<td>Td</td>
<td>TVRC</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
</tr>
<tr>
<td>FIN 440 (I)</td>
<td>International Financial Management</td>
<td>R + S</td>
<td>Td</td>
<td>HTN</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
</tr>
<tr>
<td>FIN 475</td>
<td>International Business Strategies (C)</td>
<td>R</td>
<td>Td</td>
<td>HTN</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
</tr>
<tr>
<td>FIN 485</td>
<td>Independent Study for IB Majors only</td>
<td>R (sub for Capstone prior to FIN 475 approval)</td>
<td>Td</td>
<td>HTN</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
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</table>

**TOTAL ENROLLMENT**

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>Totals</th>
</tr>
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<tr>
<td></td>
<td>1263</td>
<td>1401</td>
<td>1450</td>
<td>1412</td>
<td>1363</td>
<td>6889</td>
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</tbody>
</table>
TOTAL STUDENTS ENROLLED 2007-2012: 6889

TOTAL STUDENTS ENROLLED SINCE FALL 2008 (WHEN IB MAJOR ENROLLMENT BEGAN): 5579

Required = R; Elective = E; Service = S. Please indicate all that apply
(e.g., E+S if the course is both an elective and a service course).
Delivery Method: Traditional = Td; Online = O; Hybrid = H
Location: HTN, SC, MOVC, TVRC, WEB
### Appendix VII

**Program Enrollment: BBA in International Business**

<table>
<thead>
<tr>
<th>Students</th>
<th>Year 1 2007-2008</th>
<th>Year 2 2008-2009</th>
<th>Year 3 2009-2010</th>
<th>Year 4 2010-2011</th>
<th>Year 5 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Majors Enrolled AOE: International Economics</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
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<tr>
<td>Principal Majors Enrolled No Area of Emphasis</td>
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<td></td>
<td>18</td>
<td>27</td>
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<tr>
<td>Second Majors Enrolled*</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Third Majors Enrolled:**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minors***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total of Students Enrolled in the Program</td>
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<td>21</td>
<td>32</td>
<td>49</td>
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</tr>
<tr>
<td>Graduates of the program</td>
<td>2</td>
<td></td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**On occasion you may have a student enrolled in your program who is declaring your program as a 3rd major.

***An official Minor in International Business does not exist.
**Appendix VIII**

Job and Graduate School Placement Rates: BBA in International Business

<table>
<thead>
<tr>
<th>Year</th>
<th># of Graduates employed in major field</th>
<th># of Graduates employed in related fields</th>
<th># of Graduates employed outside field</th>
<th># of Graduates accepted to Graduate Programs</th>
<th># of Graduates not accounted for**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2010</td>
<td>1</td>
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<tr>
<td>2011</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Four-year total*</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>8**</td>
</tr>
</tbody>
</table>

*Our first graduates were in May 2009.

**During the Program Review period some of our graduates were accepted to Graduate Programs, completed those Graduate Programs, and are now Employed. These graduates are recorded twice in this table: once as being “accepted to Graduate Programs” and once as “employed.”
Appendix IX
Assessment Letters

Dr. Harlan Smith, Chair
Finance and Economics
College of Business

Dear Harlan:

The University Assessment Committee and I have completed our evaluation of the BBA in International Business's assessment of student learning. This letter will provide general comments and suggestions for improvement. I have included the scoring rubric we used to evaluate your assessment report in a separate document.

Although I know that your program's learning outcomes address higher levels of cognition, it's not always easy to discern this from the way they are written, e.g. "Students will acquire the general core of knowledge??" "Students will be exposed to???" I recommend that these goals be rewritten to state what students will do to show they have acquired knowledge and have been exposed to the world outside the US. Also, remember that knowledge is at the lowest level of the cognitive hierarchy. It's what students do with the knowledge that's important.

Comparing the IB students' assessment results with those of all students pursuing a BBA degree was a good idea, especially since you have so few students in the International Business degree program. As you did with your other degree programs, you did a nice job analyzing data with rubrics to help inform improvement. I had difficulty using the rubric we use to assess assessment programs, however, because you did not appear to use "complementary" assessments for each outcome that allowed progress to be gauged over time.

During the coming academic year, it will be important that you follow the plan you developed as part of the first two activities of the Open Pathways Demonstration Project. The project's steering committee will provide more feedback regarding next steps in that project at summer's end. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Chong Kim, Dean, COB
Dr. Harlan Smith, Division Head
Finance and Economics
LCOB

Dear Harlan,

This letter will document that the Office of Assessment did not receive an annual assessment report for the BBA in International Business for the academic year 2009–2010 (report was due to your Dean on December 1, 2010 and to the Office of Assessment on December 15, 2010).

During the academic year 2011–2012, I plan to meet with all programs to assist with further development of assessment plans and look forward to meeting with you. I will be in touch at the end of the summer about scheduling. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Chong Kim, Dean, LCOB
January 24, 2012

Chong W. Kim
Dean
Marshall University
Lewis College of Business
One John Marshall Drive, 107 Corbly Hall
Huntington, WV 25755-2300
UNITED STATES

Via email: kim@marshall.edu

Dear Dean Kim,

It is my pleasure to inform you that the peer review team recommendation to extend maintenance of accreditation for the undergraduate and master’s degree programs in business offered by Marshall University is concurred with by the Maintenance of Accreditation Committee and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of the school.

One purpose of peer review is to stimulate further continuous improvement of quality programs. As noted in the team report, the school is to be commended on the following strengths and effective practices:

1. The College’s Business Advisory Board plays a critically significant role in advancing the quality of the College and its outreach into the business community as well as Marshall University as a whole.

2. The College is commended for its effective recruitment and retention of students. University administration has made this a top strategic initiative and the College has added a new position of Director of Recruitment and Retention.

3. The College provides vital business, community and economic development outreach to the service region through a wide variety of course/degree based opportunities. Examples include: the College’s effective economic development outreach such as the Toyota/International Business program Problem-Solving partnership; live cases in marketing and entrepreneurship program with the medical center; and, the MS in Health Care Administration Internships with Cabell-Huntington Hospital.
4. The College’s Hall of Fame Dinner Fundraiser each spring is a significant source of external funds and increases community prestige for the College as well as the University as a whole.

5. In discussions with business faculty and the College Business Advisory Board the PRT learned that the College Dean has been effective in increasing the linkage between the College and the business community.

6. The College’s students laud the small class size, close association with faculty in learning and service as well as the faculty’s dedication to student success.

Additionally, in the interest of continuous improvement, Marshall University should closely monitor the following item and incorporate it into ongoing strategic planning initiatives:

1. The PRT was concerned that the Fifth Year Report did not adequately tell the story of the overall quality. The entire report was not well organized and lacked management and key faculty supervision and leadership. Even though an Executive Summary is no longer required by AACSB, the addition of a clear summary would have added an effective beginning to the entire maintenance report. All five parts of the Situational Analysis were entirely too brief and required PRT members to spend much time obtaining additional information. The report did not contain a table showing financial support for the College strategic action items for the next three years (report did contain discussion points).

2. The College should continue to use and mature its AoL program and more effectively demonstrate widespread faculty involvement and ownership in all aspects of the program and its implementation and assessment. It should ensure that results from the analysis of goals/objectives for each assessment cycle are more exact and have clear links to continuous improvements. Additionally, the College should be more consistent in developing AoL methodologies and processes used for all degree programs. (Standards 16-19: Assurance of Learning)

3. In the spirit of continuous improvement, the College should review and strengthen its process used to classify faculty intellectual contributions as basic, applied and pedagogical research. The Digital Measures system should be carefully implemented to ensure faculty intellectual data are correctly entered in Table 2-1. (Standard 2: Intellectual Contributions)

4. In the spirit of continuous improvement, the College should review and strengthen its maintenance of qualification definitions for AQ faculty, particularly related to the overall quality of peer-reviewed journals. The College should have sufficient AQ faculty resources prior to starting any new degree programs. (Standard 10: Faculty Qualifications)
Marshall University has achieved accreditation for five additional years. The next on-site maintenance review occurs in the fifth year, 2016-2017. A timeline specific to your visit year is attached. Please note that your Maintenance Review Application will be due on July 1st, 2014. You will be expected to provide an update on progress in addressing the concerns stated above in addition to other relevant information for initiation of the next maintenance review.

Please refer to the **Maintenance of Accreditation Handbook** for more information regarding the processes for maintenance of accreditation. The handbook is updated periodically to provide the most current process improvements. Please monitor the website to make certain that you have the most current version.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the maintenance of accreditation process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,

Jan Williams, Chair
Board of Directors

cc: Peer Review Team
Berkwood M. Farmer,
Business Team Chair George
W. Krull Jr., Accounting Team
Chair Henry Lowenstein,
Business Team Member Gary
D. Burkette, Accounting Team
Member