Program Review

BBA in Marketing

College of Business

October 2012

MARSHALL UNIVERSITY
Program Review
Marshall University

Date: __October 1, 2012_________

Program: ___BBA in Marketing______________________________

Degree and Title

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

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 rationale 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.)

3
Recommendation: Signature of person preparing the report: ___________ 10/12/2012
Date: ___________

3
Recommendation: Signature of Program Chair: ___________ 10/12/2012
Date: ___________

3
Recommendation: Signature of Academic Dean: ___________ 10/15/2012
Date: ___________

3
Recommendation: Signature of Chair, Academic Planning Committee: (undergraduate programs only) ___________ 11/20/2012
Date: ___________

3
Recommendation: Signature of President, Faculty Senate/Chair, Graduate Council: ___________ 1/31/2013
Date: ___________

1
Recommendation: Signature of Provost and Senior Vice President for Academic Affairs: ___________ 4/24/13
Date: ___________

1
Recommendation: Signature of the President: ___________ 4/24/13
Date: ___________

1
Recommendation: Signature of Chair, Board of Governors: ___________ 4/24/13
Date: ___________
Recommendation: Continuation of the program with identification of the program for resource development

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

The BBA in Marketing is a strong degree, and as part of the College of Business, was awarded continuation of accreditation by AACSB International in January 2012. In 2008-2009, there were 135 principal marketing majors and a combined total of 141 principal majors, second majors, and minors. In 2011-2012, there were 184 principal majors and a combined total of 247. This growth trend is likely to continue due to recruitment and retention efforts, as well as excellent career opportunities. The Bureau of Labor Statistics Occupational Handbook indicates expected growth for many well-paying high-demand occupations in marketing. Demand for marketing courses will also continue to increase due to the increasing number of programs across campus utilizing marketing courses in their programs of study. Marketing faculty also teach in the COB graduate programs where, similarly, the enrollment trend is upward.

The request for resource development includes:

1. Additional resources to increase faculty salaries. Faculty salaries are significantly lower than they should be in many programs across campus. However, marketing salaries have reached a critical point in that they are non-competitive in attracting qualified applicants for vacant positions. The discipline, in all likelihood, is facing a failed search for the second year straight. To illustrate the severity of the problem, last year we could not hire a former MU marketing major who went on to earn his Ph.D. and whose family still lives in Huntington. He loves the area, loves Marshall, and wanted to return – until he was informed of the salary. With his present salary $25,000 higher as an Assistant Professor at one of our AACSB peer institutions, he stated he “could not afford the salary cut” to come here. The salary offered was too low for the other applicants, as well. As a result, reliance on adjuncts is at an all-time high doing a disservice to our students and placing our AACSB accreditation at risk. A risk intensified by the anticipated adoption of the proposed accreditation standards. Additional faculty lines are also needed and are being requested through the normal budgeting process.

2. Additional resources for research. The members of the marketing faculty experience restricted resources for software, database access, computer hardware, and materials acquisition. It is not unusual for faculty to use their own personal funds for research.

3. Additional space allocation. Full-time faculty and adjuncts alike are in need of office space. Storage space is also needed since all available space – former storage rooms and open space - has been made into offices. Nearly all space vacated by MCTC was allocated to English and the COHP.

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 Marketing**

College: **College of Business**

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

I. **Accreditation Information**

1. **Name of Accrediting Organization**  
   Association to Advance Collegiate Schools of Business (AACSB)

2. **Date of Most Recent Self-Study and Accreditation Visit**  
   November 6, 7, and 8, 2011

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

4. **Accrediting Organization's Report:**  
   Please see Appendix IX for the full text of the report

II. **CONSISTENCY WITH UNIVERSITY MISSION**

a. **COB Mission Statement**  
   The Mission of the College of Business is to be a leading state institution for the education of business students, and a contributor to the region’s economic development. The College is committed to an overall balance among teaching, scholarly activity, and service. The COB is dedicated to graduating individuals who possess the communication, critical thinking, and problem solving skills necessary to meet the Tri State area’s needs for the demands of the global marketplace.

b. **Support of the University’s Mission**  
   The Mission of COB and Marketing Degree Program is linked to the university mission and offers several points of agreement. Further, the COB Mission and has undergone reasonable reviews and revisions during the past years. The review process involves stakeholders (faculty, business students, university and College administrators, and individuals from the business community). The College has a highly engaged College Advisory Board that
provides timely external perspectives to the budget making process, strategic planning process and financial support.

III. 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. The list of courses must provide specific course titles and numbers.

Upon completion of the BBA in Marketing degree, students will have fulfilled all of the university’s requirements for a bachelor’s degree including completion of the General Education curriculum, the core business courses (36 hours), the major courses (21 hours), marketing electives (12 hours), and free electives (12 hours).

Students who graduate with a B.B.A. in Marketing will develop the following skills:

- Critical thinking skills
- Oral and written communication skills
- Selling skills – product, price, promotion and distribution tools
- Market and distribution research
- Quantitative and qualitative analysis of market data
- Development, analysis, and modification of marketing plans and strategy
- Foreign marketing environments
- Consumer behavioral patterns
- Research skills

6. Faculty:

The table below shows the relative number of course sections taught by tenured/tenure track faculty vs. adjunct faculty. This table shows that in recent years the BBA in Marketing program has relied increasingly on adjuncts to handle the teaching load. While the total number of sections offered in spring and fall semesters has remained stable at approximately 27 (stability due to cap placed on the number of adjuncts that can be hired in a given semester), the number of sections taught by adjuncts now outnumbers the number of sections taught by tenure track faculty. The root cause of this trend is three-fold: 1) retirement of tenured faculty, 2) inability to hire qualified faculty due to noncompetitive salaries, and 3) increasing reassigned time for tenured faculty to fulfill administrative positions. It is unlikely that the vacancy created by the retirement will be filled for fall 2013, and the trend toward awarding reassigned time may be difficult, if not impossible, to reverse as marketing faculty have moved into administrative positions. An additional factor in the present situation is the fact that a marketing tenure-track position lost years ago has never been replaced even though majors and service demand have increased significantly.
7. **Assessment Information**: NOTE: This section is a summary of your yearly assessment reports.

a. **Provide summary information on the following elements. Please include this information in Appendix IV.**

- **Your Program’s Student Learning Outcomes**
  
  The BBA in Marketing program has four overarching learning outcomes. Subsumed under each outcome are a number of learning goals which can be addressed at specific points in the curriculum:

  1. **Core Knowledge**: The student will acquire the general/core knowledge required to understand the environment within which business operates.
  2. **Written Communications**: The student will be able to communicate effectively in writing within a business environment.
  3. **Oral Communications**: The student will be able to communicate orally in an effective and professional manner.
  4. **Problem-Solving & Critical Thinking**: The student will develop the thought processes necessary to use logic, information and assumptions to successfully solve problems.
LEARNING GOALS

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

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

3. Oral Communications: The student will be able to communicate orally in an effective and professional manner.

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

LEARNING OBJECTIVES AND ASSESSMENT

1. General/Core Knowledge: Economy; Environment; Ethics; Global; Information Systems; Legal & Regulatory; Multiculturalism & Diversity; Political; Social; Technological*

   Assessment Instrument: The Core Knowledge Exam, administered in the BBA Capstone

2. Written Communications: Purpose; Tone; Organization; Grammar & Mechanics*

   Assessment Instrument: The BBA Written Communications Rubric

3. Oral Communications: Topic & Organization; Audience Appropriateness & Grammar; Vocal Quality; Body Language; Eye Contact*

   Assessment Instrument: The BBA Oral Communication Rubric

4. Problem-Solving & Critical Thinking: Logic; Information; Assumptions*

   Assessment Instrument: The Cornell Critical Thinking Test, administered in the BBA Capstone

*For more information, see the BBA AOL Notebooks or visit the BBA Tab at the link to the AOL Program website, which can be found at www.marshall.edu/lcob

The assessment measures used to assess student performance on these outcomes

THE BBA “GENERAL/CORE KNOWLEDGE” LEARNING GOAL ASSESSMENT INFORMATION SHEET

“The student will acquire the general/core knowledge required to understand the environment within which business operates.”

1. When was this goal formalized? Fall 2006
2. By whom? By a consensus vote of the BBA teaching faculty
THE TEN MEASURABLE LEARNING OBJECTIVES

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 (e.g., ethnic, racial, social, religious, cultural, and sexual) 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

1. When were these Learning Objectives established? Spring 2004
2. By whom? The BBA teaching faculty
3. These Objectives have been refined since 2004 by the LCOB AOL Task Force, the Accreditation Maintenance Committee, and the BBA teaching faculty

THE ASSESSMENT CYCLE TIMELINE & HISTORY

1. Loop 1: Fall 2005-Fall 2006
   A. Student Sample: Collected during Fall 2005 and Spring 2006 in six sections of Management 460. N = 133, 57% of the Management 460 population.
   B. Summary of Results: The Student Achievement Benchmark was not met: the median score across this sample was 66%. The mean score was 67.5%, and the range was 35% - 87.5%.
C. Faculty Review of the Data: Fall 2006. The faculty teaching each BBA Core Course reviewed and discussed (1) the aggregate sample results and descriptive statistics for the exam as a whole, and (2) the results for the questions they wrote for their particular BBA Core Course(s).

D. The Key Changes to be implemented by the Faculty for Loop 2. Each group of Core Course Teaching Faculty will modify the weights attached to each Learning Objective in its course, and modify the course-specific subject matter for each Learning Objective that it wants the students to learn in the course. Each Group of Core Course Teaching Faculty will then revise its Core Knowledge Exam Test Bank questions accordingly. The AOL Task Force will use the individual Core Course Test Banks to construct a new Core Knowledge Exam, which will be administered at the start of Loop 2, in December 2006.

2. Loop 2: December 2006 – Spring 2010
   A. Student Sample: Collected from Fall 2006 through Summer 2009, in multiple sections of Management 460. N = 463, 69.6% of the Management 460 population.
   B. Summary of Results: The Student Achievement Benchmark was not met: the median score across this sample was lower than in Loop 1, at 62.08%. The mean score was 62.5%, and the range was 17.5% - 97.5%.
   C. Faculty Review of the Data: Fall 2009/Spring 2010. Each Group of Core Course Teaching Faculty reviewed and discussed (1) the aggregate sample results and descriptive statistics for the exam as a whole, and (2) the results for the questions they wrote for their particular BBA Core Course(s).
   D. The Key Changes to be implemented by the Faculty for Loop 3. Each group of Core Course Teaching Faculty will modify the weights attached to each Learning Objective in its course, and modify the course-specific subject matter for each Learning Objective that it wants the students to learn in the course. Each group of Core Course Teaching Faculty will then revise its Core Knowledge Exam Test Bank questions accordingly. The AOL Core Knowledge Subcommittee will use the individual Core Course Test Banks to construct a new Core Knowledge Exam, which will be administered at the start of Loop 3, in December 2010.
   E. Important Process Improvement for Loop 3. Effective December 2010 the Core Knowledge Exam will be administered on-line. This will allow for randomization of questions, different versions of the exam for different students, and the use of all the questions in the Test Bank.

2. Loop 3: December 2010 – Spring 2013. Exam data will be collected from December 2010 through Summer 2012, and the faculty will review the data during 2012/13.

THE BBA-LEVEL “WRITTEN COMMUNICATIONS” ASSESSMENT INFORMATION SHEET

“The student will be able to communicate effectively in writing within a business environment.”

1. When was this goal established? Fall 2006
2. By whom? By a consensus vote of the BBA teaching faculty

THE FOUR MEASURABLE LEARNING OBJECTIVES

1. Purpose: The student’s writing will clearly indicate its purpose. Benchmark: 75% of students will score Proficient or Exemplary.
2. **Tone**: The student will adopt a level of formality, including language choice and usage that is appropriate for the intended audience. **Benchmark**: 75% of students will score Proficient or Exemplary.

3. **Organization**: The student will write in a logical, coherent fashion so that the reader can always follow the line of reasoning. **Benchmark**: 75% of students will score Proficient or Exemplary.

4. **Grammar & Mechanics**: The student will demonstrate correct use of punctuation, spelling, and English grammar. **Benchmark**: 75% of students will score Proficient or Exemplary.

1. When were these Learning Objectives established? Summer 2006
2. By whom? The LCOB AOL Task Force, in consultation with Dr. Shirley Lumpkin, MU’s Director of Writing Across the Curriculum (WAC).
3. Refinements were made in 2010/11 by the LCOB AOL Task Force, in consultation with Dr. Mary Beth Reynolds, MU’s Director of Assessment & Program Review.

THE ASSESSMENT INSTRUMENT: THE BBA WRITTEN COMMUNICATIONS RUBRIC

1. When first developed? Summer 2006
2. By whom? The LCOB AOL Task Force, in consultation with Shirley Lumpkin. Our college’s Graduate-level Written Communications Rubric served as the initial template.
3. Refinements were made in Fall 2009 by the LCOB AOL Task Force, in consultation with Shirley Lumpkin and the Accounting faculty, in light of our experiences with the Rubric during Loop 1.

ASSESSMENT CYCLE TIMELINE & HISTORY

1. **Loop 1**: Fall 2006 through Spring 2009
   A. **The Student Sample**: Collected during Fall 2006 and Spring 2007 in Economics 342, Economics 460, Accounting 499, Management 423, and Management 460 (BBA Program Capstone). N = 78; all upper-division students, mostly Seniors.
   B. **The Assessors**: Harlan Smith (Economics; AOL Task Force); Chris Cassidy (Management 460; AOL Task Force); Rex McClure (Marketing; AOL Task Force); Shirley Lumpkin; Karen McComas (Communication Disorders; WAC Steering Committee member). Each paper in the sample was scored by at least two readers.
   C. **Faculty Review of the Data**: BBA Writing Assessment Workshop, April 2009. Facilitators: Shirley Lumpkin and Harlan Smith. The faculty participants reviewed and discussed the Rubric, the aggregate sample results, and the scores for the individual papers. Our students scored best on Objectives 1 and 2, and were relatively weak on Objectives 3 and 4. Overall, our students scored below the Proficient level. We discussed how to improve our students’ writing via different types of assignments, providing proper feedback, peer-review, the use of multiple drafts, and revise-and-resubmit exercises. Dr. Lumpkin highlighted two of the best papers in the sample to illustrate the importance of Assignment Design and the Assignment Sheet. In general, a wide-ranging discussion of ways to improve student writing took place. The Minutes of this Workshop are in the BBA Writing Assessment Notebook.
   D. **The Key Changes to be implemented by the Faculty for Loop 2**: (1) The suggestions for refining the Rubric, which were offered at the April 2009 Writing Assessment Workshop, will be reviewed and implemented as necessary by the AOL Task Force. (2) The LCOB faculty will work with the English Department on the design, structure, and content of a new business writing course, to be taught by the English Department. The course will be titled “Writing for the Workplace,” and will be taught at the
The LCOB and the Department of English will work together, on the basis of our needs and the Loop 1 assessment results, to design a course that will target our students’ weaknesses and introduce them to the kinds of writing done in the BBA curriculum and the business world. During the course-development phase three Workshop participants (Dick Drass, Management 460), Jeff Archambault (Accounting), and Michael Newsome (Economics) will serve as consultants to the English faculty, Harlan Smith will represent the AOL Task Force, and Shirley Lumpkin will serve as an advisor.

2. **Loop 2**: Fall 2009 through Spring 2011
   B. **The Assessors**: Harlan Smith; Chris Cassidy; Jackie & Richard Agesa (Economics); Allen Wilkins (Economics); Dick Drass (Management 460); Chong Kim (Dean; Management).
   C. **Faculty Review of the Data**: BBA Writing Assessment Workshop, April 2011. Facilitators: Shirley Lumpkin, Harlan Smith, and Jeanne Hubbard—the instructor of *Writing for the Workplace*. Harlan and Shirley led the group (20 faculty, plus the LCOB Dean & Associate Dean) in a review of the Rubric and the aggregate sample statistics, and in a comparison of the Loop 2 and Loop 1 results. The Loop 2 data corroborate our students’ difficulties attaining Objectives 3 and 4. Jeanne Hubbard then led the group in a discussion of Writing for the Workplace. She distributed a two-page summary of the course structure and assignments, plus an example of an Assignment Sheet. Jeanne worked closely with Dick Drass, and made use of our BBA Writing Rubric and the Loop 1 assessment results, to design the Fall 2010 version of the class. Jeanne uses the BBA Writing Rubric, suitably augmented for each assignment, to grade her students’ work. We then had a period of lively open discussion on how the course could be modified to incorporate different types of assignments and learning activities. Shirley Lumpkin noted that we in the LCOB could adapt some of Jeanne’s assignments for our own courses, to reinforce the messages we’re sending the students about the writing they will have to do in the business world. The result will be a two-way feedback loop: LCOB faculty will help Jeanne design the right course for our students, and Jeanne’s course can help us design better writing assignments for our students. The Minutes of this Workshop, along with the 2010/11 and Fall 2011 Course Syllabi, are in the BBA Writing Assessment Notebook.
   D. **The Key Changes to be implemented by the Faculty for Loop 3**: To be incorporated into the Fall 2011 version of *Writing for the Workplace*.

3. **Loop 3**: Fall 2011 through Fall 2013
   A. Implement the new Syllabus in *Writing for the Workplace*, starting Fall 2011.
   B. Work with the English Department on the redesign of English 102—the second semester of the 6 hour English Composition sequence required of all MU students—to create sections of English 102 specifically for LCOB students. Harlan Smith has already met with an English Graduate Assistant, representing the English Composition Committee, to begin planning out this new course. This course, to be first offered in Fall 2012, will be built upon (1) our Learning Goal and Learning Objectives, and (2) our Loop 1 and Loop 2 assessment results. The Minutes of this meeting are in the BBA Writing Assessment Notebook.
   C. Measure student performance on each Learning Objective in *Writing for the Workplace*, in the redesigned English 102 course, and in selected LCOB courses during Fall 2011 – Spring 2013.
   D. Spring 2013 BBA Writing Assessment Workshop: Discuss the structure, design, and outcomes to date of *Writing for the Workplace* and the redesigned English 102 course.
   E. Generate the aggregate sample results during Summer 2013.
   F. Faculty review of the data: Fall 2013.
THE BBA-LEVEL “ORAL COMMUNICATIONS” ASSESSMENT INFORMATION SHEET

“The student will be able to communicate orally in an effective and professional manner”

1. When was this goal established? Fall 2006
2. By whom? By a consensus vote of the BBA teaching faculty

THE FIVE MEASURABLE LEARNING 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 or her delivery with the appropriate use of 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.

   1. These Learning Objectives were established in Fall 2009 by the LCOB AOL Task Force, in consultation with (a) MU’s Chair of Communication Studies, and (b) the Accounting faculty.
   2. **Assessment Instrument**: The BBA Oral Communications Rubric—developed in Fall 2009 and finalized in early Spring 2010.
   3. **Student Achievement Benchmark**: 75% of the student sample will score Proficient or Exemplary on each Measurable Learning Objective.

ASSESSMENT CYCLE TIMELINE & HISTORY

1. **Loop 1**: Spring 2010 through Fall 2010
   A. **The Student Sample**: Collected during Spring 2010 in Management 460 (the BBA Program Capstone), Marketing 465, and Marketing 480. N = 108; all upper-division students, mostly seniors.
   B. **The Assessors**: Harlan Smith (LCOB AOL Director), Allen Wilkins (Associate Professor of Economics), Lindsay Calhoun (Assistant Professor of Communication Studies), Sarah Craiger (Graduate Assistant and Instructor, Communication Studies)
   C. **Key Observations of the Communication Studies Assessors**
      1. The majority of presentations lacked an effective Introduction and/or Conclusion. The LCOB faculty should emphasize the importance of introducing and concluding a presentation properly. Grading schemes should reflect this.
2. Lack of consistency and clarity, in assignment instructions, as to appropriate attire. Instructors should establish clear and explicit guidelines for attire, and incorporate these guidelines in their grading schemes.

D. **Faculty Review of the Data:** Fall 2010, during a series of division-level meetings. None of the Benchmarks were met. Our students had the most trouble with Learning Objectives 3 and 4. Performance was also relatively weak on Objective 1. Student performance was best on Personal Appearance, but faculty were unhappy with student attire and concluded that we had allowed dress standards to slip too far.

E. **The Key Changes to be implemented by the Faculty for Loop 2:**

<table>
<thead>
<tr>
<th>Course(s)/Program(s)</th>
<th>Change(s) to be Implemented during 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBA Program</td>
<td>The BBA Oral Communications Rubric will be posted on the college’s AOL Website, for use by all faculty.</td>
</tr>
<tr>
<td>Economics 466 (Capstone), Spring 2011</td>
<td>The faculty agreed to record all final student presentations and grade them using the BBA Rubric. The students will be given the Rubric in the Syllabus. Practice presentations of work in progress will be recorded; the students will watch their own presentations and score themselves with the Rubric. The Instructor and the students will discuss the revealed weaknesses and how to overcome them.</td>
</tr>
<tr>
<td>Economics 460 (Writing Intensive; all Majors), Fall 2010</td>
<td>The final oral presentation will be elevated in importance: (1) It will become the final component of the course; (2) Its value will be increased from 40 points (Fall 2009) to 60 points; (3) The length will be increased from 15 minutes (Fall 2009) to 24 minutes; (4) The points available for the Introduction &amp; Conclusion, and for Delivery (including use of Communication Aids) will be raised significantly; (5) The Loop 1 data will be reviewed with the class, in detail, before the presentations.</td>
</tr>
<tr>
<td>Management 460 (BBA Program Capstone), Spring 2011</td>
<td>One of the two course Instructors will spend a class session reviewing the Loop 1 data and discussing the proper protocol for professional presentations, prior to the final oral presentations.</td>
</tr>
<tr>
<td>400-level Marketing Classes, 2010/11</td>
<td>One of the Instructors will spend class-time reviewing the Loop 1 data, and focusing student attention on (1) Eye Contact &amp; Body Language (by eliminating the use of notes), and (2) Communication Aids (by emphasizing the use of Communication Aids as enhancements that must be integrated fully into any presentation).</td>
</tr>
<tr>
<td>400-level Finance Classes, Spring 2011</td>
<td>During the Fall 2010 data-review session for Finance faculty, participants agreed on the following, to take effect starting in Spring 2011: (1) instructors should emphasize proper attire, and the need for a coherent Introduction and Conclusion, in assignment sheets; (2) Every 400-level class should require at least one oral presentation; (3) The BBA Rubric should be incorporated into the presentation assignment sheet.</td>
</tr>
</tbody>
</table>

2. **Loop 2:** Spring 2011 through Fall 2011

A. **The Student Sample:** Collected at the end of Spring 2011 in Management 460, Economics 466, and Finance 485 (Capstone for International Business majors). N = 73; all seniors.

B. **The Assessors:** Harlan Smith (LCOB AOL Director); Barbara Tarter (Assoc. Professor, Communication Studies)

C. **Summary of Results**
1. Student performance on all Learning Objectives improved significantly. The Benchmarks for Objectives 1, 2, 4, and 5 were met. Student performance was best on Objective 4: Communication Aids.

2. Student performance remained weakest on Objective 3: Vocal Quality, Body Language, Eye Contact. The Rubric score for Vocal Quality was unchanged from Loop 1; Eye Contact & Body Language, while improving sharply, remained below the Proficient level.

D. Faculty Review of the Data: The October 28, 2011 LCOB Capstone Instructors Meeting.

E. The Key Changes to be implemented by the Faculty for Loop 3: TBD at the October 28, 2011 Capstone Instructors Meeting, to take effect in Nov/Dec 2011 and/or Spring 2012.

3. Loop 3: Spring 2012 through Fall 2012
   A. Gather Data at the end of Spring 2012, in the BBA Capstone Course and in a selection of other upper-level classes.
   B. Score the sample and generate the Rubric Results: Summer 2012
   C. Review Data: the BBA teaching faculty, during Fall 2012
   D. Close the Loop: Fall 2012 (with changes to take effect in Spring 2013)

THE BBA “PROBLEM-SOLVING & CRITICAL THINKING” ASSESSMENT INFORMATION SHEET

“The student will develop the thought processes necessary to use logic, information, and assumptions to successfully solve problems.”

1. When was this goal established? Fall 2006
2. By whom? By a consensus vote of the BBA teaching faculty
3. Revised Spring 2011, by the LCOB AOL Task Force

THE THREE MEASURABLE LEARNING OBJECTIVES

1. Logic: The student will be able to use inductive and deductive reasoning to identify appropriate conclusions based on available evidence. Assessment Method: Student performance on Section I (Questions 3-25) and Section III (Questions 52-65) of the Cornell Level X Critical Thinking Test.

2. Information: The student will be able to identify relevant evidence and assess its credibility in relation to a given situation. Assessment Method: Student performance on Section II (Questions 27-50) of the Cornell Level X Critical Thinking Test.

3. Assumptions: The student will be able to differentiate between facts and conjecture relative to a given situation. Assessment Method: Student performance on Section IV (Questions 67-76) of the Cornell Level X Critical Thinking Test.

1. When were these specific Learning Objectives established? Spring 2011
2. By whom? The LCOB AOL Task Force
ASSESSMENT CYCLE TIMELINE & HISTORY

1. **Loop 1**: Spring 2009 through Spring 2010
   A. **Assessment Instrument**: The Cornell Critical Thinking Test *Level Z*
   C. **Faculty Review of the Data**: BBA Critical Thinking Assessment Workshop, April 2010. Comparison of our results with national User Norms showed that our students scored well below Undergraduate Seniors, slightly below a sample of Juniors & Seniors, and were roughly even with samples of entry-level college students. The instructors of MGT 460 noted that on the basis of their observations the Level Z Test was so difficult that the students stopped putting forth effort partway through. As a result, we do not believe that the Level Z test provided us with useful, actionable data on our students’ CT skills.
   D. **The Key Change to be implemented by the Faculty in Loop 2**: Effective Summer 2010, the LCOB will adopt a less-taxing version of the Cornell Test—*Level X*—with the aim of maintaining the students’ engagement with the assessment instrument, in hopes of getting more useful data.

2. **Loop 2**: Summer 2010 through Fall 2011
   A. **Assessment Instrument**: The Cornell Critical Thinking Test *Level X*
   B. **Student Sample**: Collected during Summer 2010, Fall 2010, and Spring 2011 in multiple sections of MGT 460. N = 225; all seniors.
   C. **Faculty Review of the Data**:
      1. **BBA Critical Thinking Assessment Workshop, April 2011.** Comparison of our results with national User Norms showed that our students scored slightly better than those in the three most relevant samples of undergraduates (which contained mostly freshmen). The faculty concluded that the Level X test generated useful and actionable data, which can tell us in which CT dimension(s) our students are relatively strong and where they are relatively weak. The faculty also reviewed the MU sample of CLA (Collegiate Learning Assessment) test results for 2007-10, to compare the results for the LCOB student sample with the university-wide student sample (minus the LCOB students). This gave us a sense of how our students perform on this well-known CT assessment instrument, relative to the university student body as a whole. The key lesson learned: we need to focus more attention on analytical writing skills in the curriculum. This will be addressed in our Writing Skills Assessment program. Finally, the faculty learned about the new university-wide program to develop student CT Skills in the core curriculum. The new First Year Seminar that all incoming freshmen must take has been designated as the introductory course in this program.
      2. **BBA Critical Thinking Assessment Workshop, October 2011.** In our review of the Loop 2 data, from the administration of the Cornell Critical Thinking Test Level X, we concluded the following:
         a) Overall, our students perform at a level in-between lower-division undergrads and graduate students (using national norms provided in the Cornell Test Administrator’s Manual). Given that the Cornell Test is administered in our BBA Capstone Course, this result makes sense.
b) Our students perform relatively well on the Logic objective: “The student will be able to use inductive and deductive reasoning to identify appropriate conclusions based on available evidence.”

c) Our students have weaknesses with respect to Information Literacy: the ability to employ observation and assumptions to evaluate the credibility and usefulness of information. In terms of our Measurable Learning Objectives, our students have the most trouble with Objectives 2 and 3: Information and Assumptions.

D. The Key Changes to be implemented by the Faculty in Loop 3:

(1) During the summer of 2011, the AOL Task Force will create a first draft of a User’s Guide to Teaching and Assessing CT Skills, so that faculty will know what dimensions of CT are being assessed via the Cornell Test, can learn more about how the university addresses student CT skills in the new core curriculum, and can learn from each other how to teach CT skills—via a set of “best practices” assignment examples. The Guide will be ready for dissemination during Fall 2011. In constructing this Guide, we agreed to make use of input from faculty across all disciplines in the college, and from faculty not on the AOL Task Force. The AOL Task Force will track this faculty input as a measure of faculty participation in our CT Skills Assessment effort, with the goal being to increase faculty participation over time, loop by loop.

(2) The faculty agreed that we will continue to benchmark our students’ performance on the Level X Test by comparing our overall sample mean with the relevant national User Norms (as reported by the company managing the Cornell CT Tests).

(3) We will use the Loop 2 data to create baseline scores for our three CT Learning Objectives (Logic, Information, Assumptions). We will measure student performance during Loops 3 and following against these baseline scores.

(4) During the October 2011 CT Assessment Workshop, individual faculty agreed to implement specific Problem-Solving & CT-based assignments in their courses for Spring 2012. These agreements can be found in the BBA Problem-Solving & CT AOL Notebook.

3. Loop 3: Fall 2011 through Spring 2013

B. Assessment Instrument: The Cornell Critical Thinking Test Level X.
C. Student Sample: Collected during Fall 2011 and Fall 2012 in multiple sections of MGT 460.
D. Measuring student performance: Track performance on each Learning Objective against the baseline scores generated in Loop 2; Refine our benchmarking against national User Norms by highlighting the percentile distribution of scores, not just the sample means.

b. Other Learning and Service Activities: Provide a summary of learning and service activities not covered explicitly in Section a.

Several marketing faculty incorporate experiential learning/service activities in their courses (e.g. Principles of Marketing, Consumer Behavior, Retailing, Marketing Research, International Marketing, Promotion Management). Student teams in these courses engage in developing promotion plans, promotion materials, marketing plans, and/or develop/implement/analyze surveys for area organizations (e.g. Boys & Girls
Clubs of Huntington, Hospice of Huntington). Others utilize simulations to provide hands-on experiences for students to help prepare them for their careers. Whether actual or simulated, the experiences enable marketing graduates to leave MU with confidence and specific employer-desired skill sets.

c. Plans for Program Improvement: Based on assessment data, provide a detailed plan for program improvement. The plan must include a timeline.

The BBA AOL Program Schedule
for the 5-Year period November 2011 – November 2016

1. The General/Core Knowledge Learning Goal
   A. Current Loop (3): Fall 2010—Spring 2013
      1. Data collected Fall 2010, Spring 2011, Spring 2012
      2. Data Prepared for Faculty Review: Summer 2012
      3. Faculty Review Data & Close the Loop: 2012/13
   B. Loop 4: 2013/4—Fall 2015
      1. Data collected during 2013/4 and 2014/5
      2. Faculty Review Data & Close the Loop: Fall 2015

2. The Written Communications Learning Goal
   A. Loop 3: Fall 2011–Fall 2013
      1. Collect Data during Fall 2011–Spring 2013
      2. Assessment Day Workshop April 2013: Review and discuss the Writing for the Workplace course and the new English 201 Gen Ed course for all LCOB students
      3. Generate aggregate sample results: Summer 2013
      4. Faculty Review the Data: Fall 2013
   B. Loop 4: Spring 2014–Spring 2016
      1. Collect data in Spring 2014 in MGT 460 (BBA Capstone), ECN Capstone, and others
      2. Generate aggregate sample results: Summer 2014
      3. Faculty Review the Data: Fall 2014
      4. Close the Loop: BBA Capstone Instructors AOL Meeting, Fall 2014

3. The Oral Communications Learning Goal
   A. Loop 3: Calendar Year 2012
      1. Collect data in Spring 2012 in MGT 460 (BBA Capstone), ECN Capstone, and others
      2. Generate aggregate sample results: Summer 2012
      3. Faculty Review the Data: Fall 2012
      4. Close the Loop: BBA Capstone Instructors AOL Meeting, Fall 2012
   B. Loop 4: Calendar Year 2014
      1. Collect data in Spring 2014 in MGT 460 (BBA Capstone), ECN Capstone, and others
      2. Generate aggregate sample results: Summer 2014
      3. Faculty Review the Data: Fall 2014
      4. Close the Loop: BBA Capstone Instructors AOL Meeting, Fall 2014

4. The Problem-Solving & Critical Thinking Learning Goal
   A. Loop 3: Fall 2011-Spring 2013
      2. Collect data in MGT 460 in Fall 2011 and Fall 2012
3. Generate aggregate sample results: Spring 2013
4. Faculty Review Data & Close the Loop: Spring 2013, at the Assessment Day CT Assessment Workshop

B. Loop 4: Fall 2013-Spring 2015
2. Collect data in MGT 460 in Fall 2013 and Fall 2014
3. Generate aggregate sample results: Spring 2015
4. Faculty Review Data & Close the Loop: Spring 2015, at the Assessment Day CT Assessment Workshop

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

At this time, the College of Business does conduct formal and comprehensive surveys of our graduates. However, anecdotal evidence from both our graduates and their employers have identified strengths and weaknesses of our graduates. Their comments suggest that our graduates have an adequate knowledge base within their discipline to perform in the workplace. They have also identified that our graduates need improved communication skills, both oral and written.

e. Attach the previous five years of evaluations of your assessment reports provided by the Office of Assessment. Letters from the Assessment Office are included in Appendix VIII.

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

At its meeting of April 23, 2008, the Marshall University Board of Governors recommended that the BBA in Marketing continue at its current level of activity.

9. Identify weaknesses and deficiencies noted in the last program review and provide information regarding the status of improvements implemented or accomplished. (Weaknesses and deficiencies noted in the last program review will be provided to you by the Office of Assessment).

In its review, submitted in academic year 2007 – 2008, the BBA in Marketing identified the following weaknesses:
<table>
<thead>
<tr>
<th>Area</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>- One full time position was eliminated.</td>
</tr>
<tr>
<td></td>
<td>- Reliance on assistance from other discipline faculty lines</td>
</tr>
<tr>
<td></td>
<td>- Reliance on part time instructors</td>
</tr>
<tr>
<td>Courses</td>
<td>- New courses to reflect changes in marketing or in specialize areas cannot be offered due to staffing issues (e.g. Health Care Marketing offered twice several years ago as a special topics course cannot be offered due to staffing issues)</td>
</tr>
<tr>
<td></td>
<td>- Scheduling difficulties due to deployment of faculty for core and required courses (students state not enough courses/sections offered relative to other disciplines [source: graduating senior survey]; overload wait lists [source: students and advisors]; inability to shift faculty to graduate courses [source: Marketing Coordinator])</td>
</tr>
<tr>
<td></td>
<td>- Majority of classes are at or above enrollment limits [source: MUBert and IR] making it difficult to use some pedagogical techniques; higher class enrollments relative to other disciplines hurts morale</td>
</tr>
<tr>
<td></td>
<td>- Some courses have been suspended due to staffing issues.</td>
</tr>
<tr>
<td>Location</td>
<td>- Other programs/disciplines use space in Corbly Hall, thereby severely restricting use of space by Marketing and the LCOB in general.</td>
</tr>
<tr>
<td></td>
<td>- There is literally nowhere to put equipment or supplies, therefore faculty are inhibited in seeking grants or other funding that would result in obtaining equipment and/or supplies (one faculty person has not applied for a grant renewal due to the lack of space).</td>
</tr>
<tr>
<td></td>
<td>- Marketing has no place identity due to sharing Corbly Hall with other colleges.</td>
</tr>
<tr>
<td></td>
<td>- Classrooms are poorly heated/cooled (students sometimes feel faint in the heat and keep their coats on in class when it’s cold outside).</td>
</tr>
<tr>
<td>Technology</td>
<td>- Need more computer classrooms/labs to allow courses outside of Management Information Systems and Accounting to incorporate live computer use by individual students (e.g. MKT 442 Marketing Research would be greatly enhanced if computers were available to each student).</td>
</tr>
<tr>
<td></td>
<td>- Need for more equipped classrooms (computer, projector, and CD player).</td>
</tr>
<tr>
<td></td>
<td>- Better and timelier maintenance and upgrades of equipment (e.g. some VHS videos are 20+ years old, but current educational CDs cost $89 to $400+).</td>
</tr>
</tbody>
</table>
Status of Improvements:
- The Marketing degree program still relies heavily on adjuncts and other term faculty to help absorb the teaching load.
- Although the program has a number of courses listed in the catalog, a great many cannot be taught due to staffing issues.
- Several classrooms in Corbly Hall have received extensive upgrades to equipment which allow for a variety of technology driven delivery systems to be utilized.
- Office space in Corbly Hall remains a problem. Adjunct instructors do not have office space, nor do faculty visiting from South Charleston.
- Classroom heating and cooling remains a problem. Temperatures tend toward the extreme, at times close to 90 degrees, and at times close to 60 degrees. This presents an additional challenge for students.

10. Current Strengths/Weaknesses: Identify the strengths and weaknesses of the program. Describe program plans for removing the weaknesses.
• **Strengths:**
  - Faculty – The faculty of the Marketing Degree program are dedicated to the education of students, advancement of knowledge, and committed to the university and the community.
  - Students – The students are eager learners and excited about their futures. They engage in their coursework and demonstrate honest involvement in the education process.
  - Facilities Improvements – Several classrooms have received technology upgrades which enhance the learning experience.
• **Weaknesses:**
  - Faculty staffing – We are currently in the process of hiring a new faculty member, but this additional faculty member is replacing a retired faculty member. In order to offer a full range of courses, taught by degreed faculty, we need to secure the funding for two additional faculty lines.
  - Classroom Facilities – Several classrooms still lack up-to-date technology. Aesthetically, most of the classrooms appear to be unchanged for the last 40 years. These are poor selling-points for new faculty and students.
  - Office Facilities – A chronic lack of office space has forced faculty to use GA’s desks
  - Lack of contact with graduates – We have no means to maintain contact with our graduates after they have moved into their careers. This is problematic for several reasons. First, in terms of program improvement, we have little feedback on the strengths and weaknesses for our graduates. Second, in terms of development, this is an untapped resource. Finally, for purposes of reporting, this paucity of information leaves questions unanswerable regarding the successes of our programs.
IV. Viability of the Program: Provide a narrative summary in each of the following sections in addition to the appendices.

1. 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 VI, which supports this section, will be supplied to you by the Office of Assessment, in conjunction with the Office of Institutional Research).

In the period covered by this report, total number of enrollments in marketing course has increased from 1650 to 1705, which represents a 3.33 percent increase. The total number of enrollments has varied year-to-year. Enrollments were at their lowest point in 2008-09, at 1539; and at their highest in the most recent year. Overall, the number of majors has increased from 170 to 184 (8.24 percent), and number of minors has increased from zero to 32 (newly developed program).

2. The Office of Assessment will provide trend lines for total number of students enrolled in the program and number of graduates (Figure 1) for the period of the review.

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

1. 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 VII.

In the period covered by this report, 308 BBA in Marketing degrees had been granted. Of these graduates, 183 could be located. Among the 125 that could be located, 62 (approximately 50 percent) were employed in jobs directly related to marketing; 35 (28 percent) were employed in related fields; 11 (9 percent) were employed outside the field; and 17 (14 percent) were enrolled in graduate programs.

2. 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.

Because we lack a comprehensive graduate tracking system, our data lacks thoroughness and it is difficult to make broad conclusions about our placement rate, or what can be considered an acceptable placement rate. Given that the graduates we could track have a 78 percent placement in marketing or a related field, we have appear to have some level of success in placement. To bolster placement, the College of Business has a JobTrax kiosk in our lobby area, and faculty regularly embed employment strategies in appropriate parts of our courses. Additionally, we have a weekly College news brief and Facebook posts that highlight opportunities.

V. RESOURCE DEVELOPMENT (If applicable)

Please prepare the following materials: 1) Program vision and mission statements with a strategic plan to achieve the program’s vision and mission, and 2) a specification of the resources needed to accomplish the program’s vision, with an evidence-based rationale as why these resources are needed and how they will help the program to accomplish its vision. The mission and vision statements, strategic plan, and needed resources with evidence-based rationale must be included in the program review when submitted. Additionally, the chair and dean must make an additional presentation to either the Academic Planning Committee or to the Graduate Council before final votes are taken.

1) The vision and mission statements for the BBA in Marketing are the same as for the entire College of Business.

Vision – The vision of the College of Business is to ensure that our students are successful in business careers.

Mission – The mission of the College of Business is to be a leading state institution for the education of business students, and a contributor to the region’s economic development. The College is committed to an overall balance among teaching, scholarly activity, and service. The COB is dedicated to graduating individuals who possess the communication, critical thinking, and problem solving skills necessary to meet the Tri-State area’s needs for the demands of the global marketplace.

Strategic Plan – The College of Business Strategic Plan is being revised by the COB’s Strategic Planning Committee. The revision, to be reviewed and voted on by the COB faculty, will include both strategic and tactical components. All degree programs, including Management, will fall under the COB Strategic Plan.
The vision and mission statements will remain the same as in the current Strategic Plan, but Shared Values will be added to include: Student Success, Spirit of Inquiry, Community Interaction, Continuous Improvement, Inclusiveness, Ethical Behavior, and Respect and Civility.

New (proposed) COB Strategic Plan Goals include: Academic Success, Scholarly and Creativity Activities, Academic Service, Community Service, and Faculty Development

2) The BBA in Marketing is a strong degree. The number of principal majors, second majors, and minors in Marketing has increased over the past four years, as have the number of programs across campus utilizing marketing courses in their programs of study. Adding to the growth of Marketing at MU and at other universities is the increasing demand for marketing graduates to fill well-paying marketing occupations, as well as the increasing public awareness of the role and importance marketing plays in the success of businesses.

The request for resource development includes:

1. Additional resources for increased faculty salaries. Faculty salaries are significantly lower than they should be in many programs across campus. This problem is not unique to marketing. However, marketing salaries have reached a critical point in that they are non-competitive in attracting qualified applicants for vacant positions. The discipline, in all likelihood, is facing a failed search for the second year straight. To illustrate the severity of the problem, last year marketing was unable to hire a former MU marketing major who went on to earn his Ph.D. and whose family still lives in Huntington. He loves the area, loves Marshall, and wanted to return – until he was informed of the salary. With his present salary $25,000 higher as an Assistant Professor at one of our AACSB peer institutions, he stated he “could not afford the salary cut” to come here. The salary offered was too low for the other applicants, as well. As a result, reliance on adjuncts is at an all-time high doing a disservice to our students and placing our AACSB accreditation at risk. This risk will be intensified with the anticipated adoption of the newly proposed AACSB accreditation standards. The heavy reliance on adjuncts is exacerbated by the loss of (and not replaced) faculty lines several years ago after budget cuts, and three marketing faculty assigned to administrative positions in the past two years. Additional faculty lines are being requested through the normal budgeting process.

2. Additional resources for research. The members of the marketing faculty experience restricted resources for software, database access, computer hardware, and materials acquisition. It is not unusual for faculty to use their own personal funds for research. The expectations for consistent quality conference presentations and blind refereed journal publications is high in the College of
Business, and placing undue financial burdens on faculty is unfair and adds to the difficulty in hiring.

3. Additional space allocation. Full-time faculty and adjuncts alike are in need of office space. Some adjuncts have been forced to use GA desks. Storage space is also needed since all available space – former storage rooms and open space - has been made into offices. Nearly all space vacated by MCTC was allocated to English and the COHP.
Appendix I

Required/Elective Course Work in the Program: BBA in Marketing

Degree Program: BBA in Marketing  Person responsible for the report: Rex McClure

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>Spring Semester</td>
<td>Spring Semester</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>MIS200 Bus Computer Applications</td>
<td>3 hours</td>
<td>3 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Composition: ENG101 English Composition I (or equivalent)</td>
<td>3 hours</td>
<td>3 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>FYS 100: FYS100 First Year Seminar</td>
<td>3 hours</td>
<td>3 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Social Science: PSY201 General Psychology</td>
<td>3 hours</td>
<td>3 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Mathematics: MTH 130 (3 hrs) or MTH 127 (5 hrs)</td>
<td>3-5 hours</td>
<td>3 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Recommended Hours:</strong> 15/17 hours</td>
<td><strong>Recommended Hours:</strong> 15 hours</td>
<td><strong>Recommended Hours:</strong> 15 hours</td>
<td><strong>Recommended Hours:</strong> 15 hours</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td><strong>Year Three</strong></td>
<td><strong>Year Four</strong></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td>Fall Semester</td>
<td></td>
</tr>
<tr>
<td>ACC216 Principles of Accounting</td>
<td>3 hours</td>
<td>MGT240 Principles of Marketing</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECN253 Principles Macroeconomics</td>
<td>3 hours</td>
<td>MGT240 Principles of Marketing</td>
<td>3 hours</td>
</tr>
<tr>
<td>Composition: ENG201 Advanced Composition</td>
<td>3 hours</td>
<td>MGT240 Principles of Marketing</td>
<td>3 hours</td>
</tr>
<tr>
<td>Phys or Nat Science</td>
<td>3 hours</td>
<td>MGT240 Principles of Marketing</td>
<td>3 hours</td>
</tr>
<tr>
<td>CMW Studies Elective</td>
<td>3 hours</td>
<td>Health Care Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Recommended Hours:</strong> 16 hours</td>
<td><strong>Recommended Hours:</strong> 15 hours</td>
<td><strong>Recommended Hours:</strong> 15 hours</td>
<td><strong>Recommended Hours:</strong> 15 hours</td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td><strong>Year Four</strong></td>
<td><strong>Recommended Hours:</strong> 15/17 hours</td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td>Fall Semester</td>
<td><strong>Recommended Hours:</strong> 15/17 hours</td>
</tr>
<tr>
<td>FIN333 Principles of Finance</td>
<td>3 hours</td>
<td>MGT420 Principles of Marketing</td>
<td><strong>Recommended Hours:</strong> 15/17 hours</td>
</tr>
<tr>
<td>MGT350 Health Care Management</td>
<td>3 hours</td>
<td>MGT420 Principles of Marketing</td>
<td><strong>Recommended Hours:</strong> 15/17 hours</td>
</tr>
<tr>
<td>MIS200 Prin Management Info Systems</td>
<td>3 hours</td>
<td>MGT420 Principles of Marketing</td>
<td><strong>Recommended Hours:</strong> 15/17 hours</td>
</tr>
<tr>
<td>MGT340 Principles of Marketing</td>
<td>3 hours</td>
<td>MGT420 Principles of Marketing</td>
<td><strong>Recommended Hours:</strong> 15/17 hours</td>
</tr>
<tr>
<td><strong>Recommended Hours:</strong> 12 hours</td>
<td><strong>Recommended Hours:</strong> 15 hours</td>
<td><strong>Recommended Hours:</strong> 15/17 hours</td>
<td><strong>Recommended Hours:</strong> 15/17 hours</td>
</tr>
<tr>
<td><strong>Year Four</strong></td>
<td></td>
<td><strong>Recommended Hours:</strong> 15/17 hours</td>
<td><strong>Recommended Hours:</strong> 15/17 hours</td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT420 Operations Management</td>
<td>3 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT422 Organizational Behavior</td>
<td>3 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT471 Prac Health Care Mgt I</td>
<td>4 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT472 Prac Health Care Mgt II</td>
<td>4 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>1.3 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recommended Hours:</strong> 15/17 hours</td>
<td><strong>Recommended Hours:</strong> 15/17 hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Requirements:

- Minimum Number of Hours to Graduate: 120
- Minimum GPA to Graduate: 2.0 Overall, 2.0 Marshall, 2.0 Major

Other:
The total number of free electives required depends on the number of hours the student completes in math (130 or 127), and if the student double-counts any requirements.

Professional society that may have influenced the program offering and/or requirements:
## Appendix II
Students’ Entrance Abilities for Past Five Years of Graduates: BBA in Marketing

<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>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 – 2009</td>
<td>67</td>
<td>3.27</td>
<td>20.18 (n = 54)</td>
<td>453.96 (n = 19)</td>
<td>491.02 (n = 19)</td>
<td>2008 – 2009</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>64</td>
<td>3.28</td>
<td>20.12 (n = 54)</td>
<td>465.97 (n = 20)</td>
<td>498.48 (n = 20)</td>
<td>2009 – 2010</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>47</td>
<td>3.37</td>
<td>21.43 (n = 42)</td>
<td>534.40 (n = 9)</td>
<td>552.20 (n = 9)</td>
<td>2010 – 2011</td>
</tr>
<tr>
<td>2011 - 2012</td>
<td>57</td>
<td>3.34</td>
<td>20.11 (n = 49)</td>
<td>482.73 (n = 22)</td>
<td>483.18 (n = 22)</td>
<td>2011 - 2012</td>
</tr>
</tbody>
</table>

Expand table as needed.
Appendix III
Exit Abilities for Past Five Years of Graduates: BBA in Marketing

<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>73</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>67</td>
<td>2.91</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>64</td>
<td>2.93</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>47</td>
<td>2.95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011 - 2012</td>
<td>57</td>
<td>2.94</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Expand table as needed.
Appendix IV  
Assessment Summary  
Marshall University  
Assessment of the Program’s Student Learning Outcomes  
5 year summary

Component Area/Program/Discipline: BBA in Marketing

<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>
| Core Knowledge                      | Exam compiled by COB faculty. This exam assesses knowledge in all areas of business. | The median score on the exam will be 70% or higher. | AY 2005-2006: 66%  
AY 2006-2010: 62.5% | A central problem with this assessment was that it was administered in the BBA capstone. Future assessments will be in the form of a written exam which examines discipline specific knowledge in a context more relevant to the marketing degree. |
<table>
<thead>
<tr>
<th>Written Communication</th>
<th>A rubric developed by the COB faculty in conjunction with the English Department.</th>
<th>75% of the students will score Proficient or Exemplary in the areas of Purpose, Tone, Organization, and Grammar.</th>
<th>AY 2006-2009: Students scored best in Purpose and Tone, weakest in Organization and Grammar. Overall, did not meet the benchmark. AY 2009-2011: Students met the benchmark for Purpose and Tone, but missed for Organization and Grammar.</th>
<th>Starting in Fall 2011, Writing for the Workplace (offered through the English Dept.) introduced students to more rigorous writing standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>A rubric developed by the COB faculty.</td>
<td>75% of the students will score Proficient or Exemplary in the areas of Topic &amp; Organization, Audience Appropriateness &amp; Grammar, Delivery &amp; Eye Contact, Communication Aids, and Personal Appearance.</td>
<td>Sp2010-Fall2010: The areas of Organization, Eye Contact and Personal Appearance fell below the benchmark. Sp 2011-Fall2011: All benchmarks except Delivery &amp; Eye Contact, but scores had improved.</td>
<td>Faculty in all degree programs within the COB addressed the need to improve oral communications skills using a variety of methods (eliminating the use of note cards, practice presentations, specific instructions, sharing the rubric).</td>
</tr>
<tr>
<td>Problem Solving and Critical Thinking</td>
<td>Sp2009-Sp2010: Cornell Critical Thinking Test Level Z. Su 2010-Fall2011: Cornell Critical Thinking Test Level X.</td>
<td>Students will score on par with national norms.</td>
<td>Sp2009-Sp2010: Students scored will below national norms and showed sign of disengaging from the test about one third of the way through. Su2010-Fall2011: Students scored slightly better than national norms</td>
<td>First, we needed to improve our instrument, which prompted the change from Level Z to Level Z tests. During Assessment Day 2010, faculty were asked to share ways in which critical thinking could be integrated into their courses, and to share these practices.</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Name</td>
<td>Required/Elective/Service</td>
<td>Delivery Method</td>
<td>Location</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------</td>
<td>---------------------------</td>
<td>-----------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>MKT 231</td>
<td>Principles of Selling</td>
<td>R, T</td>
<td>Huntington</td>
<td>72 65</td>
</tr>
<tr>
<td>MKT 341</td>
<td>Promotion Management</td>
<td>R, T</td>
<td>Huntington</td>
<td>37 62</td>
</tr>
<tr>
<td>MKT 344</td>
<td>Retail Management</td>
<td>E, T, O</td>
<td>Huntington</td>
<td>41 32</td>
</tr>
<tr>
<td>MKT 349</td>
<td>Prin Domestic Transport</td>
<td>E, T</td>
<td>Huntington</td>
<td>31 15</td>
</tr>
<tr>
<td>MKT 350</td>
<td>Business Logistics</td>
<td>R, T</td>
<td>Huntington, MTB</td>
<td>7 25</td>
</tr>
<tr>
<td>MKT 371</td>
<td>International Marketing</td>
<td>R, T, O</td>
<td>Huntington</td>
<td>14 121 110</td>
</tr>
<tr>
<td>MKT 375</td>
<td>Business to Business Mktg</td>
<td>E, T</td>
<td>Huntington</td>
<td>35 31</td>
</tr>
<tr>
<td>MKT 435</td>
<td>Internet Marketing</td>
<td>E, O</td>
<td>Huntington</td>
<td>37 42</td>
</tr>
<tr>
<td>MKT 437</td>
<td>Consumer Behavior</td>
<td>R, T, O</td>
<td>Huntington</td>
<td>46 70 30</td>
</tr>
<tr>
<td>MKT 440</td>
<td>Sales Management</td>
<td>E, T</td>
<td>Huntington</td>
<td>27 24 14</td>
</tr>
<tr>
<td>MKT 442</td>
<td>Market Research</td>
<td>R, T</td>
<td>Huntington</td>
<td>59 54</td>
</tr>
<tr>
<td>MKT 445</td>
<td>Services Marketing</td>
<td>E, T</td>
<td>Huntington</td>
<td>37 31 29 14 31 28</td>
</tr>
<tr>
<td>MKT 465</td>
<td>Marketing Management</td>
<td>R, T</td>
<td>Huntington</td>
<td>32 43</td>
</tr>
<tr>
<td>MKT 480</td>
<td>Special Topics</td>
<td>E, T</td>
<td>Huntington</td>
<td>19 19</td>
</tr>
<tr>
<td>MKT 490</td>
<td>Internship</td>
<td>E, T</td>
<td>Huntington</td>
<td>3 2 3</td>
</tr>
<tr>
<td>Totals by Semester</td>
<td></td>
<td></td>
<td></td>
<td>124 810 716</td>
</tr>
<tr>
<td>Total for Acad Year</td>
<td></td>
<td></td>
<td></td>
<td>1650 1537</td>
</tr>
</tbody>
</table>
Indicate all program and service courses. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the number of independent study students enrolled, but **DO NOT** include individual names or the titles of the independent studies. Please use the following codes:

**Required/Elective:** 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:** Huntington, South Charleston, Point Pleasant, etc.

*Expand table as needed.*
## Appendix VI

### Program Enrollment: BBA in Marketing

<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</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Area of Emphasis</td>
<td>170</td>
<td>135</td>
<td>172</td>
<td>182</td>
<td>184</td>
</tr>
<tr>
<td>Principal Majors Enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Logistics</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Majors Enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Education: 9 - Adult</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Majors Enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Majors Enrolled*</td>
<td>6</td>
<td>5</td>
<td>12</td>
<td>20</td>
<td>31</td>
</tr>
<tr>
<td>Third Majors Enrolled:**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Areas of Emphasis (i.e., education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>specialization majors)</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</td>
<td>178</td>
<td>141</td>
<td>202</td>
<td>222</td>
<td>247</td>
</tr>
<tr>
<td>Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates of the program</td>
<td>73</td>
<td>67</td>
<td>64</td>
<td>47</td>
<td>57</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.

***If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.
Figure 1. Trend Line for Total Enrollment and Program Graduates: BBA in Marketing
Appendix VII
Job and Graduate School Placement Rates: BBA in Marketing

The College of Business does not collect data from our graduates at this time. Future efforts should be made to strengthen ties with our graduates.

<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>2007 – 2008</td>
<td>11</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>44</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>13</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>22</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>2011 - 2012</td>
<td>10</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td>34</td>
</tr>
<tr>
<td>Five –Year Total</td>
<td>62</td>
<td>35</td>
<td>11</td>
<td>17</td>
<td>183</td>
</tr>
</tbody>
</table>
Appendix VIII

Office of Assessment & Program Review

June 20, 2012

Dr. Margie Mcdermey, Chair
Management and Marketing
College of Business

Dear Margie:

The University Assessment Committee and I have completed our evaluation of the BBA in Marketing'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???" I recommend that these goals be rewritten to state what students will do to show they have acquired knowledge. Also, remember that knowledge is at the lowest level of the cognitive hierarchy. It's what students do with the knowledge that's important.

You have done a nice job developing rubrics, which allow you to report your data in such a way that you can identify relative strengths and weaknesses and make plans to improve the program accordingly.

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
June 7, 2011

Dr. Charles K. Braun, Division Head
Management, Marketing, and MIS
LCOB

Dear Charles,

This letter will document that the Office of Assessment did not receive an annual assessment report for the BBA in Marketing 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
Dr. Harlan Smith, AOL Coordinator, LCOB
Dear Charles,

The University Assessment Committee and I have completed our evaluation of the BBA in Marketing's assessment of student learning. This letter will provide my general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports is attached, I will not include numerical ratings in this letter. The reason for this is that we used the attached rubric is still relatively new and, as you will see, it raises the bar for what is considered excellent assessment. However, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this rubric.

Learning outcomes for knowledge domains are not written in measurable terms, i.e., “Student will acquire knowledge.” It would be helpful to say what students will do to show you they have acquired knowledge. Better yet, it would be preferable to have students do something with that knowledge that demonstrates higher orders of thinking. Can they use their knowledge to evaluate, design, develop, compare, and contrast, etc.? Doing this is likely to result in assessment of application of knowledge, rather than of knowledge itself. I would recommend assessing application of core knowledge at one point earlier than the capstone. It appears that writing and oral communication will be assessed at more than one place in the curriculum.

The critical thinking test you are using in the capstone is a good idea. I think you could easily incorporate critical thinking exercises into assessment of your discipline specific knowledge objective. So, rather than writing that objective as “Students will acquire knowledge,” how about “Students will use knowledge of marketing principles to create a marketing plan, to solve marketing problems, etc.” These types of objectives will help to more clearly define appropriate assessment measures.

Please see the attached rubric. 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, LC08
Dr. Harlan Smith, AOL Director, LCOB
Dr. Katherine Karl, Division Head
Management and Marketing
LCOB

Dear Katherine:

The University Assessment Committee and I have completed our evaluation of the BBA in Marketing’s assessment of student learning. This letter will provide my general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports is attached, I will not include numerical ratings in this letter. The reason for this is that we used the attached rubric for the first time this year and, as you will see, it has changed considerably from the ones used in previous years. It raises the bar for what is considered excellent assessment considerably and, since it was not shared with programs before this assessment cycle, I’m not comfortable using it to give programs a formal rating this year. However, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this new rubric.

You have made a nice start with your assessment plan and I’m sure this initial planning will bear fruit in the near future. I would encourage you to develop a curriculum map to determine where (and how often) each outcome is being assessed throughout the Marketing curriculum. For example, you plan to assess core knowledge in the capstone final exam, but I’m sure this knowledge also is assessed in various courses throughout the curriculum. Capturing these complementary assessments at different points throughout the curriculum, would help you to gauge student learning over time. Also, you will be assessing written and oral communication using various types of class projects and presentations. I assume that students will write and speak about one of the topics listed in the core knowledge domain. Perhaps your assessment rubrics could include a category for assessment of the student’s depth and breadth of understanding of that specific topic area. The same is true of critical thinking: students will be thinking critically and solving problems using some content.

Having said all of this, I want to emphasize that it is important to identify more than one assessment measure for each outcome. These could be multiple papers (in various classes), a combination of specific test questions and projects/presentations, etc. You could also supplement your direct measures of student learning with indirect measures in the form of information from student satisfaction surveys or focus groups, which would give you information on students’ perceptions of their knowledge, writing ability, etc.

Once again, you now have a good foundation on which to build! Please see the attached rubric and letter to Deans, Chairs, and Faculty detailing general suggestions for an effective assessment program. If you have questions or concerns, please let me know.

One John Marshall Drive ● Huntington, West Virginia 25704-2003 ● Tel 304/696-1206 ● Fax 304/696-2261
A State University of West Virginia ● An Affirmative Action/Equal Opportunity Employer
Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Chong Kim, Interim Dean, LCOB
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.
3. 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:

a. 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
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