

Program Review

**B.B.A. in Marketing**

**Elizabeth McDowell Lewis College of Business**

**October 2007**



**MARSHALL UNIVERSITY**

# Program Review

Marshall University  
2002-2007

Date: October 2007

Program: Marketing  
Degree and Title

Date of Last Review: Program 2002; Annual 2006

## 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 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. 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. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or
5. Discontinuation of the program (Procedures outlined in HEPC Administrative Bulletin 23).

**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: *Deanna Meder, Ph.D.* Signature of person preparing the report: 11/1/07 Date:  
3 Recommendation: *Cheryl W. Lewis* Signature of Program Chair: 11/1/07 Date:  
3 Recommendation: *David Uschler* Signature of Academic Dean: 11/1/07 Date:  
\_\_\_\_\_  
Recommendation: \_\_\_\_\_ Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) Date: \_\_\_\_\_  
\_\_\_\_\_  
Recommendation: \_\_\_\_\_ Signature of President, Faculty Senate/ Chair, Graduate Council: Date: \_\_\_\_\_  
\_\_\_\_\_  
Recommendation: \_\_\_\_\_ Signature of the Provost and Senior Vice President for Academic Affairs: Date: \_\_\_\_\_  
\_\_\_\_\_  
Recommendation: \_\_\_\_\_ Signature of the President: Date: \_\_\_\_\_

# College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

## Recommendation:

This program is recommended for resource development.

## Rationale:

(If you recommend a program for further development identify all areas for specific development; if you recommend a program as a *program of excellence* address all criteria listed in HEPC Series 11)

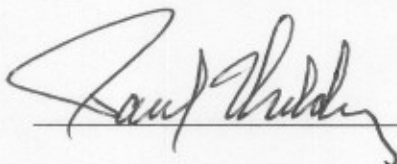
The marketing program serves both as a major for business students and courses in marketing are also used in other majors at Marshall University. Student demand in both areas has shown growth over the past five years, and it is expected that this trend in demand will continue. In addition many of the ideas embodied in the strategic plan of the university will require the development of marketing plans and market assessments for their

Implementation, so the university in addition to the LCOB has a vested interest in maintaining and increasing the intellectual capital to support these endeavors.

At present about 1 2/3 to 2 1/3 FTE faculty positions are filled by term (non-PhD.) faculty. In addition, core courses in marketing are taught on-line by marketing faculty, which is a *de facto* overload. Both considerations suggest that additional faculty resources are needed in this area. As is the case throughout the LCOB faculty salaries lag those of peers by between 15% to 20%. Upgraded (multi-media) classrooms used for presentation of course material would also be an important addition to this area.

The marketing program also features experiential or action learning as a planned and integral part of its curriculum. This type of educational approach is very desirable in a business school because it encourages application of basic principles. While desirable, this type of instruction is very faculty (labor) intensive, and in the long run calls for care in scheduling in order that this approach can be sustained.

Signature of the Dean:



Date: 10/31/07

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**Attachments: AACSB Confirmation of Accreditation Extension  
AACSB Fifth Year Maintenance Report (2001-2005)  
AACSB 2006-2007 Annual Maintenance Report**

**Marshall University**  
**Program Review**  
**2002-2007**

**Program:** BBA Marketing

**College:** Elizabeth McDowell Lewis College of Business

**Date of Last Review:** Program: 2002; Annual: 2006

## **I PROGRAM DESCRIPTION**

The purpose of the B.B.A. in Marketing is to enable Marketing graduates to become successful marketing professionals who add value to the organization, the field, and the community. To that end, the Marketing degree program builds upon the Pre-Business courses and the LCOB core by offering required and elective courses that cover the marketing functional areas (e.g. promotion, distribution), as well as complementary courses (e.g. Market Research, Consumer Behavior) and specialized courses (e.g. Internet Marketing, Business to Business Marketing). Students who graduate with a B.B.A. in Marketing understand marketing and its role within the total organization. Marketing students also graduate with the analytical, technical, and communication skills necessary to compete successfully in the global market.

Marketing is among the most popular majors at Marshall University and Marketing courses are in high demand among business majors and non-business majors alike. Three of the last five years, Marketing was recognized as one of the top university degree programs by degrees conferred (source: IR). Marketing course enrollments have steadily increased, and that trend has continued in Fall 2007 (source: mubert). Total enrollment in Marketing courses for the review period was 9332 students (raw data obtained from IR). The detailed enrollment figures are explained in III B3-B5 on pages 14-16 and in Appendices IV, V, and VI.

The demand for Marketing can be attributed to two factors. First, the attraction of the discipline itself is extremely positive. Marketing is viewed as a critical part of any successful business and as an exciting field of study leading to a variety of job opportunities, promotions, and impressive salaries. Second, the six full-time Marketing faculty are extremely dedicated to their profession. Four of the six have received outstanding teaching/faculty awards from student organizations, the LCOB, Marshall University, and professional organizations. Four of the six are, or have been, advisors to student organizations.

The B.B.A. in Marketing degree program is housed within the Division of Management and Marketing in the Elizabeth McDowell Lewis College of Business (LCOB). Students awarded the B.B.A. in Marketing must earn a minimum of 128 semester hours, including: a) 27 hours of Marketing courses, b) 33 hours of related business courses, and c) 68 hours of general studies/electives.

## II ACCREDITATION INFORMATION

Provide the following information about the program's accreditation status:

**A** Name and description of the accreditation organization:

The Association to Advance Collegiate Schools of Business International (AACSB) was founded in 1916 and is the premier accrediting body for colleges and schools of business worldwide. Mission-linked accreditation standards and the peer review process were put forward in 1991 and revised in 2003.

**B** Most recent year program accredited: (include a copy of the letter conferring accreditation.)

2007 – Letter attached

**C** Accreditation status: (regular, probationary, unaccredited, other)

Regular

**D** Attach a copy of the accreditation organization's report to the University if different from B.

NA

**E** If program deficiencies were noted, attach the report to the accrediting agency outlining the deficiencies and corrective action taken or proposed.

No deficiencies were noted.

**F** Provide 1 copy of the most recent self-study report for final submission to the Board of Governors. (This copy will be returned.)

AACSB Fifth Year Maintenance Report (2001-2005) and AACSB Annual Maintenance Report (2006-2007) attached

## III PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with University/College Mission

**A** ADEQUACY Provide a narrative summary for each of the following in addition to the requested appendices.

## **1 Curriculum:**

Students seeking a degree in the LCOB must first complete the pre-business courses. For a B.B.A. in Marketing, students must complete 18 hours of required marketing courses, 12 hours of marketing elective courses, and 6 hours of related field courses in addition to 33 hours of business core courses. (See Appendix 1)

The Marketing curriculum has changed in order to keep abreast of business trends and the changing macroenvironment, as well as to cope with the elimination of a full-time tenure track marketing position. Since the 1997-2002 Marketing Program Review, the marketing faculty had to carefully examine the marketing curriculum. It became impossible to continue certain courses while at the same time add more current and relevant course offerings for our students. Courses such as Business-to-Business Marketing, Internet Marketing, and Services Marketing were added, while others were suspended. MKT 349, previously suspended, was offered in Fall 2006 and Spring 2007 as a courtesy by the Rahall Transportation Institute for our students and theirs. (Please also see III 5 c.)

Significant features: 1) All Marketing courses incorporate experiential learning (e.g. simulations, service learning, sales presentations). Students learn by doing which adds a hands-on practical dimension to the curriculum. 2) All marketing courses incorporate various pedagogical techniques to encourage global and ethical awareness. 3) All Marketing courses utilize original and/or secondary research so students learn to obtain and analyze data to make business decisions.

## **2 Faculty: Please see Appendix II Faculty Data Sheets**

The marketing courses that comprise the B.B.A. in Marketing Degree Program are the responsibility of six full-time faculty. All are doctorally qualified. Of the six, four are tenured full professors, one is a tenured associate professor, and one is a non-tenured assistant professor. In addition to the above, one full-time temporary Management person (Mr. Jamey Halleck) and one full-time temporary Management Information Systems person (Mr. Bryan Little) teach a combined 10 to 14 Marketing courses each academic year. Mr. E. David Cartwright teaches MKT 349 Principles of Domestic Transportation (2006-2007) as a courtesy of the Rahall Transportation Institute. Typically another one to three courses are taught off-campus each academic year by part-time faculty.

Marketing faculty engage in faculty development opportunities on campus and in the local area, as well as at virtual and live conferences. Faculty keep up-to-date on current literature and regularly incorporate new classroom techniques. Information obtained at conferences is shared with colleagues.

An active interest in continuous improvement and a desire to help students reach their full potential has resulted in numerous teaching awards for the Marketing faculty. Two were Pickens-Queen Teaching Award finalists in their careers at Marshall and a

third was a Pickens-Queen Award winner. In addition, four of the six have received outstanding teaching/faculty awards from student organizations, the LCOB, and professional organizations. Four are, or have been, advisors to student organizations.

As mentioned in II-A-1, the faculty in the Marketing Degree Program incorporate experiential learning techniques in all of the Marketing courses. Examples include, but are not limited to:

MKT 231 – Sales presentations

MKT 341 – Live cases: students develop/implement a promotion plan for a client (e.g. Marketing Marshall, the city of Point Pleasant, WV)

MKT 371 – In-depth foreign country business analysis and report; simulations

MKT 442 – Original market research: from questionnaire design to report writing

MKT 465 – Develop a marketing plan

The success of these hands-on techniques and the demand for Marketing courses is due to the knowledgeable, creative, and dedicated Marketing faculty. Students gain content knowledge as well as the skills necessary to be successful in a highly competitive global market (e.g. critical thinking, team work, time management).

The six full-time members of the Marketing faculty are extremely active in the university, the profession, and the community. Within the university, Marketing faculty take active roles in committee work at all levels and most have held leadership positions within those. Two faculty members have taught abroad as part of Marshall University's association with other universities. With regard to the profession, Marketing faculty are active in various marketing associations (e.g. American Marketing Association, Society for Marketing Advances) and each person has served as a conference session chairperson, discussant, and/or reviewer. Four of the faculty review manuscripts for academic journals. In addition, the six full-time faculty have produced an impressive number of intellectual contributions in the 5-year program review period:

Refereed journal articles	24
Refereed journal article equivalents (e.g. grants, published cases)	13
Published conference proceedings	25
Presentations at regional, national, and international conferences	32

Finally, members of the Marketing faculty are active within the local business community serving as consultants and advisors, and in the local general community in leadership positions with their places of worship, their children's schools, community athletic leagues, Girl Scouts, and the arts.

**3      Students: NOTE: If your program is accredited, refer to the appropriate page numbers in your accreditation report.**

The LCOB is accredited but no specific reference to Marketing

**a.      Entrance Standards:**

Regular admission is granted by the university. A student may declare himself/herself a business major (pre-business status), but the student may apply for full admission to Marketing only after 1) completion of two years of general education requirements, and 2) completion of the pre-business courses. Applications for business majors are processed by the LCOB Advisors in the Dean's Office.

**b. Entrance Abilities:**

There are no separate admission procedures to the LCOB. Admission to Marshall University constitutes admission to the LCOB for incoming freshman and transfer students from other higher education institutions. With regard to standardized tests and high school GPA, MU requires incoming freshman to have 1) a composite score of at least 19 on the ACT or a combined score of at least 910 on the SAT, and 2) an overall GPA of at least 2.0. Current MU students transferring to the LCOB from another college must have at least a 2.0 GPA. Average standardized test scores and high school GPAs for the 2002-2007 review period are:

<b>Student Classification</b>	<b>Average Composite ACT</b>	<b>Average Composite SAT</b>	<b>Average High School GPA</b>
MKT New Freshmen	22	NA	NA
MKT New Transfers	21.7	975	3.52
Pre-Business New Freshmen	22.1	1019.4	3.32
Pre-Business New Transfers	21	963.58	3.48

Source: MU Office of Institutional Research – Undergraduate Entry Abilities by Major

**c. Exit Abilities:**

Marketing graduates for the 2002-2007 Program Review Period had an average GPA of 2.92 with a range of 2.83 to 3.01. No licensure exams or certification tests are necessary for graduation or the career path.

**4 Resources: NOTE: If your program is accredited, refer to the appropriate page numbers in your accreditation report.**

The LCOB is accredited but there is no specific reference to Marketing in the report. Funding is determined by the state and is then distributed by upper administration at Marshall University. Funds are allocated to each college, and they in turn distribute the appropriations to their respective divisions/departments.

With inadequate funding for the LCOB, maintenance of AACSB accreditation has, and will continue to be, a challenge. The LCOB has a 50% turnover rate. Each year the LCOB gets farther behind in faculty salaries compared to our benchmark universities and other AACSB accredited schools. Marketing salaries are 15% - 20%

behind other universities and last among our benchmark institutions. In recruiting efforts, we used to be able to sell the location and collegiality with our lower salary offers. That selling tactic ceased to be convincing several years ago as the salary gap became too wide. The market determines demand and, in turn, salaries.

Reducing or terminating the Marketing program would be a shortsighted strategic business decision. In fact, additional faculty lines should be added to the Marketing program. The reasons for adding faculty lines are:

**1.** Marketing courses are in high demand among business majors and non-business majors. Marketing course enrollments have increased steadily with most courses at or over enrollment limits.

**2.** Marketing courses are required or are specified electives for a number of majors across campus.

**3.** Marketing faculty and students provide a vital service to the LCOB, Marshall University, and the region. Faculty have served in leadership roles on numerous committees and have provided marketing expertise for several university projects (e.g. marketing Marshall products, marketing Marshall following the movie *We Are Marshall*, leading focus groups, planning and implementing research for the LCOB). Through class projects, students have served in a similar capacity. With faculty guidance, students have developed and presented deliverables (e.g. marketing plans, promotion plans, marketing research) for the city of Point Pleasant, Head Start, Women, Infant and Children's nutritional program (WIC), Boy Scouts, area businesses, We Are Marshall – Marketing Marshall, and several MU sports teams just to name a few.

**4.** With sufficient resources, the potential exists for cross-discipline alliances with other colleges. For example, Marketing could play an important role in helping biomedical researchers market their products/ideas and in teaching biomedical students how to market their products/ideas. Marketing could expand the current course offerings to join forces with the arts in teaching how to market a museum (this was a course live case years ago) or symphony or theater. Every organization, whether for-profit or not-for-profit, must be marketed in order to be successful. With additional faculty, Marketing could provide these courses to numerous majors across campus.

**5.** The Marketing program provides educational opportunities not found in many other programs (#3 above). Learning by doing, as provided by experiential exercises and service learning projects, results in better knowledge acquisition and better knowledge retention (e.g. Johnson 1996; Johnson & Johnson 1989; and McKeachie, Pintrich, Lin & Smith 1986). Experiential learning also promotes critical thinking and problem solving. In addition, students report they have greater confidence in themselves, and better communication, time management, organizational, and leadership skills as a result of experiential learning (e.g. Carver 1997; MU marketing students' end-of-project reflection papers).

6. The Marketing program has fewer full-time faculty (6) than our competitive benchmark university (WVU – 9), our aspirational university (Miami U of Ohio – 28), and several other benchmark universities (e.g. Ohio U – 11 includes one visiting professor, East Tennessee State – 7, East Carolina – 27).

7. Marketing students become marketing professionals. Some of the highest salaries in business are in the marketing profession and alumni donate to MU. A study published in the Wall Street Journal a few years ago stated that most persons in upper management positions, including VPs and CEOs, have marketing degrees. Eliminate the program, and you eliminate generous donations along with other benefits such as guest speakers, sources of jobs for graduating seniors, and political allies. Students who seek a marketing degree want a marketing degree, not a substitute, so they will go to a university with an active marketing program. Nurture the program, and you increase future rewards.

5 **Assessment Information:** NOTE: This section is a summary of your yearly assessment reports.

a **Summarize the principal goals of the assessment program.**

The principal goals of the Marketing Degree assessment program are:

- To ensure that graduates of the Marketing Program have acquired the necessary knowledge, technical, and professional skills to become successful marketing professionals
- To ensure that graduates of the Marketing Program consider the global perspective of marketing.
- To ensure that graduates of the Marketing Program consider the importance and impact of business ethics.
- To ensure that students have the analytical skills necessary to make educated and objective business decisions.
- To ensure that the Marketing Program is current and relevant to the needs of business.

b **In addition to the narrative, please see Chart I Assessment Summary.**

Student outcomes are determined by the faculty together with the Assurance of Learning Committee with input from students, faculty, AACSB, graduates, employers, and the marketplace. A variety of assessment tools are utilized and results contribute to changes/updates in the curriculum and pedagogical techniques.

c **Provide information on how assessment data are used to improve program quality. Include at least 3 specific examples drawn from the past 5 years.**

The faculty of the Marketing Degree Program utilizes input from a number of sources including, but not limited to, current students, graduates, administrators, LCOB academic advisors, employers, the LCOB Advisory Committee, the LCOB Assurance of Learning Committee, AACSB International, and marketing professional associations. Information is used to identify the strategic gap between current practices/outcomes and goals. Recommendations and/or original remedies by the Marketing faculty are then used to narrow or close the strategic gap.

Example 1: Feedback from students, advisors, employers, and marketing professional associations indicated a need to add courses to reflect marketing/business trends. Existing faculty could not cover both existing and new courses, so some courses were suspended and new courses were added.

<b>Courses Added</b>	<b>Courses Suspended</b>
MKT 349 Principles of Domestic Transportation (now taught as a courtesy of the Rahall Transportation Institute)	MKT 349 Principles of Domestic Transportation (Suspended Spring 2003 to Summer 2005)
MKT 375 Business to Business Marketing	MKT 414 Purchasing and Inventory Control
MKT 435 Internet Marketing	MKT 449 Transportation Law and Public Policy
MKT 445 Services Marketing	MKT 450 Carrier Management

Example 2: The LCOB Assurance of Learning Committee conducted a survey of current students concerning their knowledge of each of the 10 Integrative Themes (e.g. Multicultural, Environmental, Social, etc.) as outlined by AACSB. Pilot data were shared with the faculty and survey questions were modified. For example, one question in each of three areas (multicultural, social, and economic) tested too easy or too difficult. Each of these were examined by the Marketing faculty and modified to reflect better the intended assessment topic. Pilot data also generated discussion among faculty regarding the need for topic clarification and rubrics. For example, faculty discussed and clarified distinctions between the Information Systems and Technology integrated themes. The same was revisited for the integrated themes Global, Social, and Multicultural.

Example 3: Management and Marketing joined together to construct an in-basket exercise and it was administered during the 2006-2007 MU Assessment Day. The in-basket exercise was constructed to be as much like a real manager's in-basket contents as possible. Each letter, email, and memo asked the "manager" to draw upon his/her marketing or management knowledge to prioritize the issues and answer each. The results provided interesting information for faculty discussion. The exercise will be modified and used again with a larger sample. It is anticipated that results from the larger sample will be used for course modifications.

Example 4: Regarding graduates, feedback from employers, AACSB International, and marketing professional associations indicated a need for 1) more global awareness, and

2) better presentation skills for their careers as new-hires and as candidates for promotion. As a result, Marketing faculty increased the number of global cases, projects, and experiential exercises in their courses (e.g. MKT 231 Principles of Selling, MKT 340 Principles of Marketing, MKT 437 Consumer Behavior). Marketing faculty also added additional presentation opportunities to their courses with detailed feedback to students (e.g. MKT 341 Promotion Management, MKT 344 Retail Management, and MKT 445 Services Marketing).

**d Graduate and Employer Satisfaction:**

The Graduating Senior Survey. The Graduating Senior Survey Program and Department Questions were completed in 2005 by 73 Marketing seniors and in 2006 by 87 Marketing seniors. Reports for each year provided by Institutional Research and Planning show that:

1. Marketing seniors believe it is important that Marketing courses promote critical thinking and analytic skills, writing skills, and speaking skills. Reports for the same years indicate that graduating Marketing seniors were satisfied that the Marketing courses did promote those skills, with speaking skills rated as somewhat higher than the other skills in both importance and satisfaction.
2. Marketing seniors state that it is important that Marketing courses adequately prepare them for their planned career. Results show the seniors are satisfied with their preparation.
3. Marketing graduating seniors believe that Marketing courses should provide adequate experience and knowledge of computers. However, results for this question show they are somewhat less than satisfied.
4. Marketing seniors believe it is important that Marketing faculty are generally accessible and that faculty should seem interested in them as a student. Results indicate that Marketing faculty are accessible and show an interest in their students.

The Graduating Seniors Report for the College of Business Questions by CIP – Marketing for 2004 (N = 70), 2005 (N = 73), and 2006 (N = 87) indicate Marketing graduates are less than satisfied with the availability of courses within the LCOB. They are less than satisfied with the number of summer courses offered, also. Current staffing issues prevent more courses and sections from being offered to remedy the lack of course availability.

Employer Surveys. Employer survey data has not been received as of this date. However, internship supervisor feedback and employer anecdotal responses have been extremely positive. Internship supervisors consistently give Marketing majors high marks, and rate our interns as the highest among all others from other universities. A

major manufacturer of autos, for example, has recruited our majors as interns for the past three years. Each year our students rated as the corporation's top summer interns for the entire corporation. Employer anecdotal feedback reveals that our graduates are not as polished in their professional skills as their counterparts from more urban areas. However, employer feedback is extremely positive for our students' knowledge, work ethic, critical thinking skills, and motivation.

**e Attach the previous five years of summary reports provided by the Office of Assessment.**

Please see attached summary reports.

**6 Previous Reviews: Describe the last program review action (including committee recommendation) and indicate corrective actions (if necessary) since the last review.**

The committee recommendation from the 1997-2002 Program Review was continuance of the B.B.A. in Marketing at the current level of activity. Marketing had 7 full time faculty during the 1997-2002 review period, but is now operating with 6 full time faculty since one faculty line was eliminated as part of a general university budget reduction. Total class enrollments in Marketing have increased steadily over the past five years and that has continued into Fall 2007. Some courses are not offered due to staffing problems and courses which are offered are typically at or over enrollment limits. Average class size is significantly higher than that of other disciplines.

**7 Strengths/Weaknesses: Identify the strengths and weaknesses of the program. Describe program plans for removing the weaknesses.**

**The Marketing Program has several strengths:**

<b>Area</b>	<b>Strengths</b>
Faculty	- Doctorally qualified - Highly motivated to prepare students for marketing careers - Prolific researchers - Active in the profession, the university, and the tri-state communities
Courses	- Current – as much as present resources will allow - Designed for coverage of the AACSB 10 integrative themes - Designed for inclusion and practice of skills (e.g. critical thinking)
Students	- Good work ethic - Open to new ideas and learning techniques
Graduate assistants	- Knowledgeable - Good work ethic - Computer/technology savvy
Location	- Housed in Corbly Hall convenient to classrooms and labs
Technology	- Computers in offices - Some classrooms are wired and have equipment

**The Marketing Program also has several weaknesses:**

Area	Weaknesses
Faculty	<ul style="list-style-type: none"> <li>- One full time position was eliminated</li> <li>- Reliance on assistance from other discipline faculty lines</li> <li>- Reliance on part time instructors</li> </ul>
Courses	<ul style="list-style-type: none"> <li>- New courses to reflect changes in marketing or in specialized 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)</li> <li>- 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])</li> <li>- Majority of classes are at or above enrollment limits [source: mubert and IR] making it difficult to use some pedagogical; significantly higher class enrollments relative to other disciplines hurts morale</li> <li>- Some courses have been suspended due to staffing issues</li> </ul>
Location	<ul style="list-style-type: none"> <li>- Other programs/disciplines use space in Corbly Hall thereby severely restricting use of space by Marketing and the LCOB in general</li> <li>- 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)</li> <li>- Marketing has no place identity due to sharing Corbly Hall with other colleges</li> <li>- Classrooms are poorly heated/cooled (students sometimes feel faint in the heat and keep their coats on in class when it's cold outside)</li> </ul>
Technology	<ul style="list-style-type: none"> <li>- Need for 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)</li> <li>- Need for more equipped classrooms (computer, projector, &amp; CD player)</li> <li>- Better and timelier maintenance and upgrades of equipment (e.g. it took 9 weekdays to get a classroom computer repaired)</li> <li>- Lack of funding for software, data CDs, etc. (e.g. some VHS videos are 20+ years old, but current educational CDs cost \$89 to \$400+)</li> </ul>

Marketing requests additional resources. The enrollment in Marketing classes continues to grow and that trend is not expected to change 1) as Marketing focuses on the recruitment and retention of majors and 2) as marketing plays an increasingly important role for majors across campus. With additional resources, new bridges could be built (e.g. Marketing and Biotech, Marketing and Fine Arts), new courses could be

offered to make our curriculum more relevant to future graduates and more competitive with other institutions, and suspended courses could be revived.

**B**     **VIABILITY** Provide a narrative summary for each of the following items in addition to requested appendices.

Marketing courses are in high demand and Marketing is one of the most popular majors at Marshall University. Marketing course enrolment year totals increased each year from 2002-2006 with a total of 195 additional students (source: IR). That trend continues as Fall 2007 undergraduate enrollment is up again. Three of the last five years, Marketing was recognized as one of the top university degree programs by degrees conferred (source: IR). Consistently, Marketing is the second largest major by headcount in the LCOB, and among the highest in the university. The average major headcount for the review period was 191 (low = 159, high = 230) and the average FTE was 187.32 (low = 155.5, high = 223.7) (source: IR). Between 50% and 90.5% (Ave. = 73%) of Marketing courses each semester during the entire 5-year period were at or over enrollment limits of 30-40 students (sources: IR and mubert). This continues in Fall 2007 with 19 of 25 (76%) on-campus and online courses at or over enrollment limits (source: mubert). Average class size in Spring 2007 was 37.56. A total of 9332 students were enrolled in Marketing courses for the review period (raw data obtained from IR). Detailed enrollment figures are explained in III B3-B5 which follow, and in Appendices IV, V, and VI.

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

The Marketing Degree Program, as part of the LCOB, has a 2 + 2 agreement with both Ashland Community and Technical College and the Southern West Virginia Community College. In addition, some marketing students choose to participate in the student exchange agreement for business credit hours with the following:

China: Henan College

England: Anglia Polytechnic University and Buckinghamshire University

France: University of Lyon

Japan: Kansai Gaidai University and Tokyo Denki University

New Zealand: Auckland University of Technology

South Korea: Keimyung University and Kyungpook National University

**2**     **Off-Campus/Distance Delivery Classes:**

Principles of Marketing (MKT 340) and Principles of Domestic Transportation (MKT 349) have been offered off-campus in the past two years. Please see Appendix III.)

**3**     **Service Courses**

No Marketing courses are designed specifically as a service for other business majors and other colleges. Marketing, business, and non-business majors enroll in the same courses and sections. That being said, ten Marketing courses are required or elective for other LCOB degree programs and for several degree programs in the School of Education, the College of Information Technology and Engineering, the College of Science, and the W. Page Pitt School of Journalism & Mass Communication. Total student enrollment in Marketing service courses grew from 1599 in 2002-2003 to 1696 in 2005-2006. Total enrollment in Marketing service courses dropped in 2006-2007 due to the LCOB cap placed on online courses. Marketing faculty lines are inadequate and the vast majority of Marketing service courses are over enrollment limits. With additional faculty, more courses and sections (in-class and online) could be offered to meet the demand.

Please see Appendix IV for a list of courses and enrollments. Data were furnished by the Office of Program Review and Assessment and by the Office of Institutional Research.

#### **4 Program Course Enrollment:**

Program Course enrollments grew from 157 in 2002-2003 to 255 in 2005-2006. Please see Appendix V for a list of courses and enrollments. Data were furnished by the Office of Program Review and Assessment and Office of Institutional Research.

In order to be eligible for a B.B.A. in Marketing, candidates must complete at least 30 hours of Marketing courses. Five of the ten courses listed in Appendix IV are required courses for the degree in Marketing: MKT 231, MKT 340, MKT 371, MKT 437, and MKT 442. Program courses and enrollments are listed in Appendix V. Of these, MKT 465 is required for a B.B.A. in Marketing, the other courses are elective. Three courses are not listed since they were suspended due to staffing issues. They are MKT 414, MKT 449, and MKT 450.

#### **5 Program Enrollment: In addition to the narrative, please see Appendix VI. Data were furnished by the Office of Program Review and Assessment and Office of Institutional Research.**

In 2006-2007 there were 212 Marketing Program majors. This number increased from 159 majors in 2002-2003, and peaked in 2005-2006 at 230. The decline between 05-06 and 06-07 may be due to factors such as the LCOB cap on online courses and staffing issues. With only six full time faculty, the number of courses and sections is restricted and may be a deterrent to some students who might consider majoring in Marketing.

The LCOB is actively assessing perceptions and enrollment behaviors among several groups of students (e.g. current majors, former majors, graduates) in order to

improve recruitment and retention. The number of Marketing majors is expected to increase as the LCOB efforts complement the recruitment and retention efforts of the Marketing faculty.

## **6 Enrollment Projections:**

Demand for Marketing courses is expected to grow. The Bureau of Labor Statistics (BLS) projections show jobs in marketing and sales are expected to increase by 18-24%. Median salaries in these jobs currently range from \$63,000 to \$85,000 and will increase over the next several years (BLS). The National Association of Colleges and Employers ranks Marketing/Marketing Management in the top 10 starting salaries in each survey period since spring 2006. The attractive job market coupled with high median and starting salaries will attract more students to the major. Marketing will continue to be an important part of other majors across campus. In addition, Marshall University and the LCOB are currently assessing recruitment and retention efforts with the goal of increasing enrollment and seeing a higher percentage of students through degree completion. The college is conducting focus groups and surveys to assess student perceptions of the LCOB in order to modify our services and curriculum; thereby providing a better product to students. Also, faculty are beginning to play a bigger role in recruitment (e.g. college fairs, open houses). These actions will support and enhance the recruitment/retention efforts of the Marketing Program faculty.

Marketing, the LCOB, and the university will need to explore other market segments for significant growth to occur. The U.S. Census data projects WV's child, teen, and young adult populations will decline over the next 30 years. On the other hand, WV has an aging population (WV is second to Florida in percentage of the population over 65 years of age). Also, a recent study reported that a significant percentage of retired persons start a business; some for excitement and some for financial necessity. Possibilities may include: taking courses on the road and offering them in a week-long intensive format; programs and courses targeted to retired persons via non-traditional classroom formats; programs and courses designed for organizations/businesses who market products and or services to the older adult; increased development of online courses in existing programs and the development of new online programs to reach prospective students of all ages regardless of their location.

## **C NECESSITY**

### **1 Advisory Committee**

The LCOB Advisory Committee serves as an advisory group to the Marketing Program as part of the Division of Management & Marketing within the LCOB. The Division Head reports to the committee regarding the operations of the Marketing Program. They, in turn, provide feedback. This committee also serves as a liaison between the business community and the program keeping us up to date on trends, industry changes, noted problem areas, and the like. From time to time, presentations

are made to the committee as when the MKT 341 students presented their General Motors Marketing Internship findings to the group.

## **2 Graduates**

Graduates have been successful in finding employment in a variety of national, regional, and local profit and not-for-profit organizations. Most students use the services of the MU Placement Services in preparing their resumes, looking for notices of recruiters on campus, and the job/career fairs. The majority of our students choose to go into the job market upon graduation, but some choose to pursue a graduate degree. One student from this 5-year review period is pursuing a Ph.D. Several of our students are “success stories” as they were promoted quickly and moved into middle and upper marketing management positions.

Three limiting factors have an impact on job placement. First, the economic climate for business in the region is challenging. Second, the poor air travel service in the area makes travel difficult for recruiters from major corporations who wish to interview our students. Poor financial resources make it nearly impossible for our students to travel there. It is worth noting, however, that once a recruiter comes to MU, he/she usually returns because of high satisfaction rates with our students. Third, some of our students have strong ties to family in the state and choose not to consider employment that would take them elsewhere.

## **3 Job Placement**

No job placement problems exist for graduates willing to move from the immediate area. However, there is always room for improvement. Marketing plans to begin actively tracking its own graduates in order to build networking for new graduates and to monitor the job market. The plan includes contacting graduates or their families to obtain current contact information. Those contacted will be asked to contact others (privacy issues) and encourage them to get in touch with the Marketing Coordinator. New graduates will be asked for contact information, as well. The process will continue with successive graduating classes and a newsletter will contain a section for address updates, promotions, and job changes.

### **D CONSISTENCY WITH UNIVERSITY MISSION: Accredited. Please see pages 5-7 in the accreditation report.**

The Marketing Degree Program plays a vital role in fulfilling both the mission of Marshall University and of the Lewis College of Business. The Marketing Degree Program produces graduates who possess the knowledge and the skills necessary to be successful in a highly competitive global market. The Marketing faculty members take pride in their role as learning facilitators. Each works extremely hard in developing and utilizing innovative experiential learning techniques that contribute to the student's knowledge, skills, and confidence. Marketing courses contribute to the economic

development of the region through live cases, and our graduates become important participants in economic development through their careers and their service to the community.

Coverage of Marketing classes is dependent upon assistance from one Management faculty line and one Management Information Systems faculty line. Between 10 and 14 Marketing sections are taught by these two individuals each academic year.

Marketing courses are required or elective by other business disciplines, and also by a number of programs in the School of Education, the College of Information Technology and Engineering, the College of Science, and the W. Page Pitt School of Journalism & Mass Communication. Enrollment figures confirm the interest in marketing and the quality of the courses. Students in the Marketing Degree Program, in turn, take required and elective courses in the other business disciplines and in other programs across campus.

**Chart I Assessment Summary  
Marshall University  
Assessment of Student Outcomes: Component/Course/Program Level  
5 year summary 2002-2007**

**Component Area/Program/Discipline:** B.B.A. in Marketing

<b>Component / Course / Program Level</b>					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
1.Critical thinking	All MKT Courses	Supposition compared to facts through articles read and discussed, cases, simulations, and projects/research	Early semester and previous semester discussions and deliverables provide benchmarks for progress and improvement; instructor's manuals	Students complete the exercise and grades are assigned. In larger exercises (e.g. projects) faculty provide feedback to students at regular intervals allowing for revisions and grade improvement.	Faculty driven: 1. Critical thinking is included in all courses 2. Critical thinking approaches and exercises are varied across courses

2.Problem solving	MKT 341, MKT 344, MKT 371, MKT 437, MKT 442, MKT 445; MKT 465	Student teams conduct in-depth research and develop a complete plan or report with recommendations (e.g. promotion, marketing, entry into a foreign market, market analysis); simulations; student reflection papers	Early semester and previous semester deliverables provide benchmarks for progress and improvement; project/report format and grading criteria; instructor's manuals; feedback from clients and administrators	Feedback to students is provided at regular intervals leading to completion of the plan/report. Peer and client evaluations (where applicable) are part of the total evaluation process. Group and individual grades are assigned.	Faculty and student driven: 1. Experiential techniques are valuable course components for teaching problem solving. 2. The number and variety of experiential techniques has increased. 3. More industry and academic information will be gathered and shared regarding the use of electronic simulations.
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3. Personal selling and sales management skills	MKT 231, MKT 440	Students videotape mock sales presentations; cases; interviews with sales professionals; book reports	Established presentation, interviewing, and grading criteria; instructor's manuals; early semester and previous semester deliverables	Student teams and individual students are provided with detailed feedback. Grades are assigned.	Faculty and student driven: 1. More mock sales presentation opportunities will be added. 2. More sales book titles will be ordered and made available for students to read and report. 3. More guest speakers will be utilized. 4. A special topics class (MKT 480) on advanced selling will be offered.
4. Consumer research skills	MKT 437, MKT 442, MKT 445	Student teams conduct secondary and primary consumer research that includes question identification, survey development, data collection, data analysis, and report writing;	Established format and grading criteria; Institutional Review Board training and approval; Early semester and previous semester deliverables provide benchmarks for progress and improvement	Feedback to students is provided at regular intervals leading to completion of the research and report. Team and individual grades are assigned.	Faculty and student driven: 1. Primary and secondary research, including live cases, are valuable course components for teaching consumer research skills.

		<p>student reflection papers</p>			<p>2. Experiential research projects are used in each section of the listed courses each semester.  3. Drs. L. Alexander and D. Mader received a Pritchard grant in 2006-2007 to conduct a live consumer research project across multiple courses and multiple semesters. Feedback from students and the client were positive. Suggestions expressed by students in the reflection papers were discussed and, where possible, will be implemented in future semesters.</p>
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5.Effective communication	All MKT courses	Individual and group presentations; discussion; written assignments and projects/reports	Guidelines for effective presentation; guidelines for assignments and report writing	Oral presentations, written assignments, and reports are critiqued according to the established guidelines and individual/group grades are assigned	Faculty and student driven: 1. Practice improves oral and written communication skills. 2. Written assignments and/or reports are required in all MKT courses. 3. Discussion is encouraged in all MKT courses. 4. Oral presentations are required in most MKT courses
6. Knowledge integration and application	All MKT courses	Exams, discussion, case analyses, assignments, presentations, and individual or group projects	Exam keys, instructor's manuals, guidelines for assignments, presentations, and projects; guidelines for effective debate	Components are graded based upon relevant guidelines.	Faculty driven: 1. Multiple tools are used to assess knowledge integration and application.

<p>7. Global and ethical perspectives</p>	<p>All MKT courses</p>	<p>Articles, exams, discussion, case analyses, simulations, assignments, presentations, and individual or group projects</p>	<p>AACSB, AMA, other professional marketing associations, guidelines for effective debate exam keys, instructor's manuals, guidelines for assignments, presentations, and projects;</p>	<p>Multiple assessment tools are utilized across courses and semesters to ensure students expand their focus from local to global; Multiple assessment tools are utilized across courses and semesters to ensure students:  a) examine their own ethics, b) examine the ethics of others, and c) understand that organizations are comprised of individuals – i.e. organizations are neither ethical nor unethical, individuals are.</p>	<p>Faculty and association driven:  1. All MKT courses include multiple techniques/tools that encourage a global perspective.  2. All MKT courses include multiple techniques/tools that encourage examination of individual ethics.  3. All MKT courses include readings, videos, and/or exercises that demonstrate the impact of ethical/unethical behaviors.</p>
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## Appendices

**Appendix I**  
**Required/Elective Course Work in the Program**

Degree Program: B.B.A. Marketing Person responsible for the report: Deanna Mader, Ph.D.

Courses Required in Major (By Course Number and Title)	Total Req. Hrs	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
	18		12	Business Core Related Field	33 6
MKT 231 Principles of Selling MKT 340 Principles of Marketing MKT 371 International Marketing MKT 437 Consumer Behavior MKT 442 Market Research MKT 465 Marketing Management	3 3 3 3 3 3	MKT 341 Promotion Management MKT 344 Retail Management MKT 349 Principles of Domestic Transportation MKT 350 Business Logistics MKT 375 Business to Business Marketing MKT 435 Internet Marketing MKT 440 Sales Management MKT 445 Services Marketing	3 3 3 3 3 3 3 3 3 3	Business core courses in addition to MKT 340  and:  JMC 330 Fundamentals of Public Relations MGT 420 Operations Mgt.	33    3 3

Professional society that may have influenced the program offering and/or requirements: The American Marketing Association does not dictate program offerings and/or requirements, but as the major professional body of marketing, it has an indirect influence on program decisions.

**Appendix II**  
**Faculty Data Sheets**

## Appendix II Faculty Data Sheet (2002-2007)

Name: Elizabeth C. Alexander Rank: Associate Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Doctor of Philosophy Date Degree Received: 2000

Conferred by: University of Kentucky

Area of Specialization: Marketing

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_

Years of employment other than Marshall \_\_\_\_\_

Years of employment at Marshall 11

Years of employment in higher education \_\_\_\_\_

Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2006	MKT340-103	Principles of Marketing	35
	MKT442-101	Market Research	30
	MKT442-102	Market Research	32
	UNI101	New Student Seminar	9
Summer 2006	MKT511-402	Marketing and Management	27
Spring 2006	MKT442-201	Market Research	26
	MKT442-202	Market Research	35
	MKT445-201	Services Marketing	39
Fall 2005	MKT340-105	Principles of Marketing	33
	MKT442-101	Market Research	11
	MKT442-102	Market Research	36
	UNI101	New Student Seminar	14
Summer 2005	MKT511-402	Marketing and Management	29
Spring 2005	MKT442-201	Market Research	37
	MKT442-202	Market Research	38
	MKT445-201	Services Marketing	33

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain. MBA

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

### REFEREED JOURNAL ARTICLES

"Measures of Perceived Credibility of Blogs: Construct Validation by LISREL" with Uday Tate and Suneel Maheshwari, DIAS Technology Review – The International Journal for Business and IT, forthcoming in October-March 2007 issue.

"Cell Phone Use as a Service Barrier in the Retail Environment," Insights to a Changing World Journal, June 15, 2004.

"Managing Patient Confidentiality Issues in Rural American Hospitals: Dealing with HIPAA in Central Appalachia," with C. Braun and A. Vance, Ethics and Critical Thinking Journal, June 15, 2003.

"Consumer Reactions to Unethical Service Recovery," Journal of Business Ethics, 2002(32).

## REFEREED JOURNAL ARTICLE EQUIVALENTS

Awarded Pritchard Venture Fund Stipend Fall 2006 "A Multi-Course and Multi-Semester Team Approach for the Live Case" with Deanna Mader

## PROCEEDINGS

"Consumers and Blogs: An Exploratory Study Examining Consumer Blog Knowledge, Use, and Evaluation," with Uday Tate, Society for Marketing Advances, November 1-4, 2006, Nashville, TN.

"Does Personal Moral Philosophy Type Impact Evaluations of Unethical Service Recovery Strategies?" Atlantic Marketing Association Conference, September 27 – 30, 2006, Charleston, SC.

"The Best of All Learning Worlds: Incorporating Service Learning in a Cross-Course Case," with Deanna Mader, Atlantic Marketing Association Conference, September 27-30, 2006, Charleston, SC.

"Consumer Knowledge and Perception of Radio Frequency Identification (RFID)" with Chris Cassidy, Marketing Management Association (MBAA) Conference, March 15–17, 2006.

"College Student Consumers and Their Consumption of Gambling" with Bob BS. Brown, Marketing Management Association (MBAA) Conference, March 15-17, 2006, Chicago IL.

"Pictures Fixers, Inc." with Blaker Bolling, Stacie Locke, Justin Matthews and Chris Salinas, Southeast Case Research Association Proceedings, February 16-18, 2006.

"Consumer Use of the Internet for Medical and Pharmaceutical Purchasing and Information," Society for Marketing Advances Conference, Nov 2-6, 2004, St. Petersburg, FL.

"Consumer Behaviors and Concerns in Using Online Sources for Medical Information and Pharmaceuticals, with D. Mader and F. Mader, 3<sup>rd</sup> International Conference on Health Care Systems, Oct 14-17, 2004, Charleston, WV.

"Implications of Cell Phone Usage in the Retail Environment," Society for Marketing Advances Conference, Nov 4-8, 2003, New Orleans, LA.

### 4 Papers presented at state, regional, national, or international conferences.

"Gambling Behavior: Focusing on Students and Bingo Players," with D. Mader, Management and Marketing Division Research Forum, March 10, 2004.

"Consumer Use of Online Medical Services," with D. Mader and F. Mader, Management and Marketing Division Research Forum, April 16, 2004.

"If You Think Customer Service is Lousy....Then Get Off the Phone," Management and Marketing Division Research Forum, Sept 24, 2003.

"Blood Donors versus Non-Donors: Why Do Individuals Contribute Blood?," Management and Marketing Division Research Forum, Oct 25, 2002

"Moral Philosophy Types and Evaluations of Unethical Service," Management and Marketing Division Research Forum, March 22, 2002.

### 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

### 6 Externally funded research grants and contracts you received.

### 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

2003-04 LCOB Outstanding Non-tenured Faculty  
2003-04 Nominee Pickens-Queen Teacher Award  
2002 Delta Sigma Phi Semester Nominee

### 8 Community service as defined in the *Greenbook*.

Grant Reviewer for the March of Dimes, Fall 2003

Presented blood donation research results to Red Cross Blood Services Committee, Fall 2002

Date Created: March 6, 2002 (1:35PM); Date Revised November 1, 2007 (12:08PM)

2007 Marketing Program Review

Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 2555

Developed student retention survey for Holy Family School, Ashland KY 2003

Member Enrollment Committee, Holy Family School, Ashland KY

Coach Holy Family Academic Math Team, Fall 2002 to Fall 2005

Participate in various activities for Holy Family School, as coordinating fund-raising, grant seeking, and career day talks, Fall 1997 to present

Girl Scout Brownie/Junior Leader, Troop 1094, Summer 2004 to present

Cub Scout Pack 104 committee member and treasurer, Fall 2000 to Fall 2004

Calvary Episcopal church youth education volunteer, 2001 to present.

Calvary Episcopal Church Altar Guild Chairman, Summer 2006 to present

Led marketing research class projects for Huntington City Mission Spring 2001, American Red Cross Spring 2002, United Way Spring 2003, Sleepy Hollow Golf Club Fall 2004

## Appendix II Faculty Data Sheet (2002-2007)

Name: Bob S. Brown Rank: Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Doctor of Philosophy Date Degree Received: 1977

Conferred by: The American University

Area of Specialization: Marketing and Management

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_  
 Years of employment other than Marshall 13  
 Years of employment at Marshall 23  
 Years of employment in higher education \_\_\_\_\_  
 Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2006	MKT340-101	Principles of Marketing	35
	MKT340-102	Principles of Marketing	41
	MKT/MGT 511	Management/Marketing	27/25
Spring 2006	MKT340-201	Principles of Marketing	69
	MKT340-202	Principles of Marketing	34
	MKT/MGT 511	Management/Marketing	10/24
Fall 2005	MKT340-101	Principles of Marketing	36
	MKT340-102	Principles of Marketing	70
	MKT/MGT 511	Management/Marketing	30/25
Spring 2005	MKT340-201	Principles of Marketing	39
	MKT340-202	Principles of Marketing	34
	MKT/MGT 511	Management/Marketing	26/12

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain. MBA

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2 Activities that have enhanced your teaching and or research.
- 3 Discipline-related books/papers published (provide a full citation).

### REFEREED JOURNAL ARTICLES

"Analysis of Academic Dishonesty Practices: An Exploratory Study of MBAs at an International Institute of Management in India," *DIAS Technology Review—The International Journal for Business and IT*, forthcoming (Co-authored with Uday Tate, Avinash Waiker, and Suneel Maheshwari).

"An Investigation of Academic Dishonesty Among Business Students at Public and Private United States Universities," *International Journal Of Management*, Vol. 22, No. 2, 2005 (Co-authored with Peggy Choong).

"Changes in Academic Dishonesty among MIS Majors between 1999 and 2004," *Journal of Computing in Higher Education*, Vol. 18, No. 1 (Fall 2006) (Co-authored with Rick Weible).

"Academic Dishonesty Among Commerce Students at an Indian University," *International Journal of Business Disciplines*, 2004 (Co-authored with Ashish Chandra and Uday Tate).

"The Academic Ethics of Science Students at an Indian University," *Ethics and Critical Thinking Journal*, Vol. 2004, Issue 2 (Co-authored with Ashish Chandra and Uday Tate).

"A Comparison of Academic Dishonesty Among Business Students in a Public and Private Catholic University," *Journal of Research on Christian Education*, Vol. 12, No. 1, 2003 (Co-authored with Peggy Choong).

"Identifying the Salient Dimensions of Student Cheating and their Key Determinants in a Private University," *Journal of Business and Economics Research*, Vol. 1, No. 3 (Co-authored with P. Choong).

"The Academic Ethics of Students Majoring in Health Care Administration," *Insights to a Changing World Quarterly*, Vol. 2003, Issue 1, 2003 (Co-authored with C. Braun).

"A Cross-National Study of Academic Ethics in Principles of Economics: A Case Study of Oman and the United States," *International Journal of Business Disciplines*, Vol. 12, No. 2, 2002 (Co-authored with N. Al-Mawali).

"The Academic Ethics of Students in Principles of Economics," *International Business and Economics Research Journal*, Vol. 1, No. 1, 2002 (Co-authored with A. Wilkins).

"A Comparison of the Academic Ethics of Students in Six Undergraduate Business Concentrations," *Ethics and Critical Thinking Quarterly Journal*, Vol. 2002, Issue 2, 2002.

- 4 Papers presented at state, regional, national, or international conferences.
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6 Externally funded research grants and contracts you received.
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.  
Pickens-Queen Teaching Award
- 8 Community service as defined in the *Greenbook*.
  - 05-06 Musical performances at Woodlands retirement home and opening of new arts theatre in Huntington.
  - 04-05 Musical performances at Woodlands retirement home, Barboursville retirement home, Marshall University Jazz Mu-Tazz jazz festival, and fund raiser for a community center in Charleston's east end.
  - 03-04: Musical performance at Woodlands retirement home.
  - 02-03: Served as a judge at the Kanawha County Social Science Fair.  
Assisted bassist Joe Grubb with developing a marketing strategy for a musical device he had invented.

## Appendix II Faculty Data Sheet (2002-2007)

Name: Deanna R. D. Mader Rank: Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Doctor of Philosophy Date Degree Received: 1984

Conferred by: The University of Georgia

Area of Specialization: Marketing

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_  
 Years of employment other than Marshall 7  
 Years of employment at Marshall 15  
 Years of employment in higher education \_\_\_\_\_  
 Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2006	MKT340-108	Principles of Marketing online	70
	MKT341-101	Promotion Management	38
	MKT437-101	Consumer Behavior	30
	MKT437-102	Consumer Behavior	33
Summer 2006	MKT 340-401	Principles of Marketing online	41
	MKT 437-401	Consumer Behavior online	25
Spring 2006	MKT340-207	Principles of Marketing online	74
	MKT341-201	Promotion Management	12
	MKT341-202	Promotion Management	34
	MKT437-201	Consumer Behavior	37
Fall 2005	MKT340-106	Principles of Marketing online	81
	MKT341-101	Promotion Management	36
	MKT437-101	Consumer Behavior	29
	MKT437-102	Consumer Behavior	35
Summer 2005	MKT 340-401	Principles of Marketing online	56
	MKT 437-401	Consumer Behavior online	46
Spring 2005	MKT340-201	Principles of Marketing online	73
	MKT341-201	Promotion Management	36
	MKT341-202	Promotion Management	40
	MKT437-201	Consumer Behavior	36

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1. If your degree is not in your area of current assignment, please explain. MBA

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2. Activities that have enhanced your teaching and or research.

Attendance at seminars held on campus; Attendance at sessions held at conferences (special topic & paper sessions)

3. Discipline-related books/papers published (provide a full citation).

**REFEREED JOURNAL ARTICLES**

"Measuring Social Aspects in the Physician/Patient Relationship," *Health Marketing Quarterly*, 21, 3, 2004 (Co-authored with A. Hausman).

"Creating Time for Research at Marshall University," *Council on Undergraduate Research Quarterly*, June, 2004,

<http://www.cur.org/pdf/timevignettes.pdf>, pp. 81-82 (Co-authored with Chong Kim)

"Tobacco Counter-Marketing and Policy in a University Setting: The Use of Experiential Learning Projects to Bring About Change," *Journal of Business and Economics Research*, 1, 5, 2003 (Co-Authored with J. D. Harrah and J. M. See).

"Non-Threatening Diversity Training In Tension Inducing Environments: Combining the Prejudice and Behavioral Archetypes Model With Animated Films," *Insights to a Changing World Quarterly Journal*, December 15, 2002 (Co-authored with F. H. Mader and M. L. McInerney).

#### REFEREED JOURNAL ARTICLE EQUIVALENTS

Four Tobacco Control & Prevention grants targeting college students at Marshall University, 2006-2007 (Co-Investigator Amy Saunders), 2005-2006, 2004-2005, 2002-2003 (Co-Investigator Dr. J. D. Harrah), West Virginia Department of Health & Human Resources and West Virginia Bureau for Public Health – WV Division of Tobacco Prevention, combined total awards \$40,000.

"Give Them What We Make, Or Give Them What They Want?," In Charles W. Lamb, Joseph F. Hair, and Carl McDaniel (Eds.), **Getting Started with Great Ideas**. Cincinnati, Ohio: South-Western Publishing, 2006 (Co-Authored with F. H. Mader).

"A Multi-Course and Multi-Semester Team Approach for the Live Case," Pritchard Fund Faculty Instructional Award, 2006-2007, Grant Award - \$3500 (Co-investigator E. Alexander)

"Rituals and Customs in Consumer Behavior: The Wedding," in **Great Ideas in Teaching Marketing**, Cincinnati, Ohio: South-Western Publishing, 2002 (Co-authored with F. Mader)

#### PROCEEDINGS

"The Best of All Learning Worlds: Incorporating Service Learning in a Cross-Course Case," Atlantic Marketing Association 2006 Conference, September 27-30, 2006, Charleston, SC. (Co-authored with E. Alexander)

"Shawnee Hills," Fourteenth Annual Meeting of the Southeast Case Research Association, February 16-18, 2006, Myrtle Beach, SC. (Co-authored with W. Blaker Bolling and J. Hay)

"A Campaign to Improve Undergraduate Health: The Partnership Between Marketing and Family and Consumer Sciences," *2005 West Virginia Association of Family and Consumer Sciences Conference*, April 7-9, 2005, Davis, WV (Co-authored with S. Linnenkohl and F. Mader)

"The Impact of Sequential Peer-Led Tobacco Counter-Marketing Campaigns on Undergraduates in a University Setting," *Proceedings of the 2004 International Business & Economics Research Conference*, October, 2004, Las Vegas, Nevada

"Benefits to Self and Community: Undergraduate Perceptions Resulting from a Service Learning Tobacco Counter-Marketing Campaign," *2004 International College Teaching & Learning Conference*, October, 2004, Las Vegas, Nevada

#### 4. Papers presented at state, regional, national, or international conferences.

"Teaching Business Concepts to Physicians: What Skills Do They Need?," Twenty-seventh Annual Southern Industrial Relations and Human Resources Conference, October 26-28, 2006, Louisville, KY (Co-authored with M. McInerney)

"The Second Educational Purpose for Using the Live Case - Teaching Business Ethics," 2006 Academy of Business Education Conference, April 6-7, 2006, San Antonio, TX. (Co-authored with F. Mader)

"Lewis College of Business Faculty Showcase: MKT 340 and MKT 437 Online," Invited presentation as part of the MU Online series, November 10, 2005, Huntington, WV.

"Consumer Behaviors and Concerns in Using Online Sources for Medical Information and Pharmaceuticals," *Third International Conference on Healthcare Systems*, October 14-17, 2004, Charleston, WV. (Co-authored with E. Alexander and F. Mader)

"Carving Out Time for Research," Marshall University Research & Creative Activities Council, Huntington, WV, March 30, 2004.

"Gambling Behavior: Focusing on Students and Bingo Players," Marshall University Research Forum, Huntington, WV, March 11, 2004 (Co-Authored with L. Alexander).

"Roundtable Discussion on Ethnic Studies at Marshall: What Might an Ethnic Studies Program Look Like? How Can Individual Disciplines Contribute to an Ethnic Studies Program?," Invited participant in *Colloquium: Ethnic Studies in the University Curriculum*, November 14 -15, 2003, Huntington, WV.

"Benefits and Costs of Writing Grants," Division of Management & Marketing Research & Teaching Forum, Lewis College

of Business, Marshall University, February 12, 2003.

"Consumer Perceptions and Use of Online Shopping: We're Still Not Buying It," *Association of Collegiate Marketing Educators 2002 Conference*, March 6-9, 2002, St. Louis, MO (Co-authored with A. Hausman).

Exhibit : "Undergraduate Students as Change Agents through Campus Tobacco Prevention/Cessation Projects," *West Virginia Department of Health and Human Resources Putting Policy Into Practice Annual Conference*, September 9-10, 2002, Charleston, WV.

5. Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Attended teaching, assessment, and research seminars/workshops/paper sessions at MU and at conferences of all levels.

Professional organizations: American Marketing Association, Society for Marketing Advances, Atlantic Marketing Association, Academy of Business Education, Southeast Case Research Association

Panel participation: "Roundtable Discussion on Ethnic Studies at Marshall: What Might an Ethnic Studies Program Look Like? How Can Individual Disciplines Contribute to an Ethnic Studies Program?," Invited participant in *Colloquium: Ethnic Studies in the University Curriculum*, November 14 -15, 2003, Huntington, WV.

- 6 Externally funded research grants and contracts you received.

See 3 – Journal Article Equivalents above

- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

LCOB Alumni Outstanding Teaching Award 2006, shared with A. Chandra

Best Paper Award for "Benefits to Self and Community: Undergraduate Perceptions Resulting from a Service Learning Tobacco Counter-Marketing Campaign," *2004 International College Teaching & Learning Conference*, October, 2004, Las Vegas, Nevada

Lewis College of Business Outstanding Faculty Award 2003

Delta Sigma Pi Professor of the Year 2003

Phi Eta Sigma Fabulous Faculty Member 2002

Best Paper Award for "Tobacco Counter-Marketing and Policy in a University Setting: The Use of Experiential Learning Projects to Bring About Change," *International Business & Economics Research Conference*, Las Vegas, Nevada, October 2002.

Delta Sigma Pi Professor of the Semester Nominee 2000, 2001

- 8 Community service as defined in the *Greenbook*.

Committees: Womens' Studies Committee, Research & Creative Activities Committee, Marketing Marshall Committee, LCOB Promotion & Tenure Committee, LCOB Strategic Management Planning Committee, LCOB Faculty Charter Committee, LCOB Named Professorship Committee, Division of Management & Marketing - Marketing Coordinator, Marketing Program 5-Year Review Coordinator, Assist in recruiting for the LCOB and Marketing

WV American Lung Association Board, 2004 – 2006; Asthma Walk fundraiser and participant, 2004 & 2005

Co-Fundraiser for the Brian Paul Hope Fund, 2006

Sloan Semester Faculty Volunteer, 2006

"We Are...Women" all-day seminar, Saturday, April 16, 2005, VA Medical Center, Huntington, WV. as part of MKT 341

Volunteer: Cabell Midland High School, ASA summer softball, Barboursville Youth League, church

## Appendix II Faculty Data Sheet (2002-2007)

Name: Frederick Harry Mader Rank: Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Doctor of Philosophy Date Degree Received: 1988

Conferred by: University of Georgia

Area of Specialization: Marketing

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_

Years of employment other than Marshall 7

Years of employment at Marshall 15

Years of employment in higher education \_\_\_\_\_

Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2006	MKT231-101	Principles of Selling	40
	MKT231-102	Principles of Selling	42
	MKT350-101	Business Logistics	35
Summer 2006	MKT340-301	Principles of Marketing	20
Spring 2006	MKT231-201	Principles of Selling	40
	MKT231-202	Principles of Selling	39
	MKT350-201	Business Logistics	38
Fall 2005	MKT231-101	Principles of Selling	39
	MKT231-102	Principles of Selling	40
	MKT350-101	Business Logistics	37
Summer 2005	MKT 231-501	Principles of Selling	12
	MKT440-501	Sales Management	12
Spring 2005	MKT 340-204	Principles of Marketing Note: One course taught while Interim Division Head	37

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

### Refereed Journal Articles

"Non-Threatening Diversity Training in Tension Inducing Environments: Combining the Prejudice and Behavioral Archetypes Model with Animated Films," *Insights to a Changing World Journal*, Vol. 11, No. 4, 2002 (Co-authored with D. Mader).

"Transportation and Logistics Courses: Programs at American Colleges of Business," *Academy of Educational Leadership Journal*, Vol. 7, No. 1, 2003 (Co-authored with J. Abramson and C. Hollingshead).

### Journal Article Equivalent

Date Created: March 6, 2002 (1:35PM); Date Revised November 1, 2007 (12:08PM)

2007 Marketing Program Review

Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 2555

"Give Them What We Make, Or Give Them What They Want?," in Charles W. Lamb, Joseph F. Hair, and Carl McDaniel (Eds.), **Getting Started with Great Ideas**. Cincinnati, Ohio: South-Western Publishing, 2006 (Co-authored with D. Mader).

"Rituals and Customs in Consumer Behavior: The Wedding," in **Great Ideas in Teaching Marketing**, Cincinnati, Ohio: South-Western Publishing, 2002 (Co-authored with D. Mader).

#### **Proceedings**

"Modern Medical, Inc.: Expansion in an Environment of Low Employee Morale," *Proceedings of the Fourteenth Annual Meeting of the Southeast Case Research Association*, February, 2006, Myrtle Beach, South Carolina (Co-authored with W. Bolling, and L. Smith).

"Transportation and Logistics Courses/Programs at American Colleges of Business," *Proceedings of the Academy of Marketing Studies*, Vol. 7, April, 2002, Nashville, Tennessee (Co-authored with J. Abramson and C. Hollingshead).

"The Availability of Transportation and Logistics Courses and Majors at Colleges of Business in the United States," *Proceedings of the Annual Meeting of the Association of Collegiate Marketing Educators*, March, 2002, St. Louis, Missouri (Co-authored with J. Abramson and C. Hollingshead).

#### 4 Papers presented at state, regional, national, or international conferences.

"A Campaign to Improve Undergraduate Health: The Partnership Between Marketing and Family and Consumer Sciences," WV Association of Family and Consumer Sciences Conference, April 2005 (Co-authored with D. Mader and S. Linnenkohl).

"Consumer Behavior and Concerns in Using Online Sources for Medical Information and Pharmaceuticals," Third International Conference on Healthcare Systems, October 2004, Charleston, WV (Co-authored with L. Alexander and D. Mader).

#### 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Attended teaching, assessment, and research seminars/workshops/paper sessions at MU and at conferences of all levels.

Professional organizations: American Marketing Association, Society for Marketing Advances, Atlantic Marketing Association, Academy of Business Education, Southeast Case Research Association

#### 6 Externally funded research grants and contracts you received.

#### 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

#### 8 Community service as defined in the *Greenbook*.

LCOB Executive Committee

Pickens-Queen Award Committee

Multicultural Degree Program Committee

Assist in recruiting for the LCOB and Marketing

Volunteer: Barboursville Youth Softball Coach; American Lung Association Asthma Walk 2004, 2005, church

## Appendix II Faculty Data Sheet (2002-2007)

Name: \_\_\_\_\_ **Rex E. McClure** \_\_\_\_\_ Rank: \_\_\_\_\_ **Assistant Professor** \_\_\_\_\_

Status (Check one): Full-time  Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_ Current MU Faculty:  yes  no

Highest Degree Earned:  **Doctor of Philosophy** \_\_\_\_\_ Date Degree Received: \_\_\_\_\_ 2007 \_\_\_\_\_

Conferred by: \_\_\_\_\_ Southern Illinois University-Carbondale \_\_\_\_\_

Area of Specialization: \_\_\_\_\_ Marketing \_\_\_\_\_

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_  
 Years of employment other than Marshall \_\_\_\_\_  
 Years of employment at Marshall \_\_\_\_\_ 2 \_\_\_\_\_  
 Years of employment in higher education \_\_\_\_\_  
 Years in service at Marshall during this period of review \_\_\_\_\_ 2 \_\_\_\_\_

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2006	MKT 440-101	Sales Management	31
	MKT 465-101	Marketing Management	23
	MKT 465-102	Marketing Management	5
Spring 2006	MKT440-201	Sales Management	33
	MKT 465-201	Marketing Management	25
	MKT 465-202	Marketing Management	14
Fall 2005	MKT440-101	Sales Management	35
	MKT465-101	Marketing Management	23
	MKT465-102	Marketing Management	24
Spring 2005	Note: Not on faculty prior to Fall 2005		

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain. MBA

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

### PROCEEDINGS

"Market Orientation across Corporate Cultures: Integrating Organizational Psychology into Marketing Effectiveness", Academy of Marketing Theory and Practice, Spring 2006, Hilton Head, SC

"The Effect of Accounting Scandals on Consumers' Brand Attitudes", Academy of Marketing Theory and Practice, Spring 2005, Jekyll Island, GA (Co-authored with Hemant Patwardan)

4 Papers presented at state, regional, national, or international conferences.

"The Effect of Message Framing on Product Choice and Skepticism," Marketing Science INFORMS, Spring 2005, Atlanta GA (Emory University), (Co-authored with Siva K. Balasubramanian)

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

- 6 Externally funded research grants and contracts you received.
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8 Community service as defined in the *Greenbook*.

## Appendix II Faculty Data Sheet (2002-2007)

Name: Uday S. Tate Rank: Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned:  Doctor of Business Administration Date Degree Received: 1983  
Conferred by: University of Tennessee

Area of Specialization: Marketing

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_  
Years of employment other than Marshall \_\_\_\_\_  
Years of employment at Marshall 7  
Years of employment in higher education \_\_\_\_\_  
Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2006	MKT371-101	International Marketing	35
	MKT371-102	International Marketing	38
	MKT371-103	International Marketing online	68
Summer 2006	MKT682-131	Advanced Marketing Management	30
	MKT371-401	International Marketing online	39
	MKT435-401	Internet Marketing online	23
Spring 2006	MKT682-501	Advanced Marketing Management	52
	MKT371-201	International Marketing	24
	MKT371-202	International Marketing	35
Fall 2005	MKT371-203	International Marketing online	59
	MKT682-201	Advanced Marketing Management	31
	MKT371-101	International Marketing	34
Summer 2005	MKT371-102	International Marketing	35
	MKT371-103	International Marketing online	50
	MKT682-101	Advanced Marketing Management	29
Spring 2005	MKT371-401	International Marketing online	36
	MKT435-401	Internet Marketing online	47
	MKT651	Special Topic: Global Marketing	37
	MKT682-501	Advanced Marketing Management	49
	MKT371-201	International Marketing	29
	MKT371-202	International Marketing	35
	MKT371-201	International Marketing online	36
	MKT682-201	Advanced Marketing Management	22

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

### Refereed journal

"Analysis of Academically Dishonest Practices: An Exploratory Study of MBAs at an Institute of Management in India," accepted for publication in **DIAS Technology Review-The International Journal for Business and IT**, in the forthcoming issue of October 2006-February 2007. Co-authors: Bob Brown, Suneel Maheshwari, and Avi Waikar.

Date Created: March 6, 2002 (1:35PM); Date Revised November 1, 2007 (12:08PM)

2007 Marketing Program Review

Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 2555

"Measures of Perceived Credibility of Blogs: Construct Validation by LISREL," accepted for publication in the forthcoming issue of **DIAS Technology Review-The International Journal for Business and IT**, October 2006-February 2007. Co-authors: Liz Alexander and Suneel Maheshwari.

#### **Journal Equivalent**

"Consumers and Blogs: An Exploratory Study Examining Consumer Blog Knowledge, Use, and Evaluation," published an abstract in the Proceedings-Advances in Marketing of Society for Marketing Advances, November 1-4, 2006. Co-authored with Liz Alexander.

"Relationship Among Factors Influencing Small and Micro Business Preferences Regarding Internet Service Design," published in an abstract in the Proceedings of American Society of Business and Behavioral Sciences, 13<sup>th</sup> Meeting, Las Vegas, Nevada, February 23-25, 2006. Co-authors, A. Waikar et. al.

"Jabo Supply Company: Marketing Audit—A Valuable Tool—A Case Synopsis," in the Proceedings of Southeast Case Research Association, February 16-18, 2006. Co-authored with W. Blaker Bolling and others.

#### **Proceedings**

"Differences in Leadership Among Small Business Owners: USA Versus India," with Suneel Maheshwari and Teresa Daniel.

"Segmentation Analysis of Blog Users: Demographic and Usage Patterns," with Liz Alexander.

4 Papers presented at state, regional, national, or international conferences.

Gave a presentation on Medical Tourism in India for faculty and Staff at Delhi Institute of Advanced Studies, Delhi, India, July 28-29, 2006.

Gave a presentation on Services Marketing, Consumer Behavior, and Internet Marketing to MBA students, faculty and staff at International Institute for Advanced Study-Dharwad, India (An affiliate of Marshall University), July 10-14, 2006.

Gave a presentation on "Role of Strategic Marketing in India," at Bharatiya Vidya Bhavan's Executive MBA Program, June 19, 2006.

"Consumers and Blogs: An Exploratory Study Examining Consumer Blog Knowledge, Use, and Evaluation," presented at Society for Marketing Advances, November 1-4, 2006. Presented by Liz Alexander.

"Relationship Among Factors Influencing Small and Micro Business Preferences Regarding Internet Service Design," published in an abstract in the Proceedings of American Society of Business and Behavioral Sciences, 13<sup>th</sup> Meeting, Las Vegas, Nevada, February 23-25, 2006. Presented by A. Waikar, Southeastern Louisiana University.

"Jabo Supply Company: Marketing Audit—A Valuable Tool," at Southeast Case Research Association, February 16-18, 2006. Presented by W. Blaker Bolling.

"Medical Tourism in India: Myth or Reality?" (co-authored with Avinash Waikar) has been accepted for publication in the proceedings at the 2006 Business & Health Administration Association (BHAA) Conference in the National & Global Health Policy Track.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

A Grant Proposal accepted by WV State and USDA, June 16, 2006--\$6,000. With Liz Alexander.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*.

LCOB EMBA Director  
Undergraduate Curriculum Committee  
Faculty Senate

**Appendix II-A**  
**Not Applicable**

## Appendix III Off-Campus Classes

### BBA, Marketing

(Note: List courses offered at locations other than the Huntington Campus, South Charleston Campus, or Satellite Campuses.) Please include the courses offered in the past 2 years.

Year	Location	Courses Offered	Enrollment
Spring 2007	Teays Valley Regional	MKT 340	15
Fall 2005	Hurricane	MKT 340	7
Fall 2005	Martinsburg Technical Base	MKT 349	10

**Appendix IV  
Service Courses  
BBA, Marketing**

Course Number	Course Name	Year 1 <u>2006-2007</u>			Year 2 <u>2005-2006</u>			Year 3 <u>2004-2005</u>			Year 4 <u>2003-2004</u>			Year 5 <u>2002-2003</u>		
		Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
MKT 231	Principles of Selling	0	82	76	12	79	80	23	87	81	0	79	77	0	78	89
MKT 340	Principles of Marketing	20	213	224	22	218	247	0	246	201	0	192	269	51	260	252
MKT 340E	Principles of Marketing	41	70	53	56	81	74	44	68	73	56	76	64	45	62	61
MKT 341	Promotion Management	0	38	74	0	36	46	0	40	76	0	35	67	0	41	75
MKT 344	Retail Management	0	41	0	15	37	0	0	37	42	0	36	39	0	40	36
MKT 349	Principles of Domestic Transportation	0	33	17	0	10	0	0	0	0	0	0	0	0	11	0
MKT 350	Business Logistics	0	35	26	0	37	38	0	44	0	0	40	40	0	40	39
MKT 371	International Marketing	0	73	72	0	69	59	0	68	64	0	69	75	29	76	80
MKT 371E	International Marketing	39	68	53	36	50	59	53	51	36	50	0	61	0	0	0
MKT 437	Consumer Behavior	0	63	37	0	64	37	0	76	36	0	70	35	24	66	35
MKT 437E	Consumer Behavior	25	0	0	46	0	0	0	0	0	0	0	0	0	0	0
MKT 440	Sales Management	0	31	30	12	35	33	13	37	41	0	39	0	0	0	30
MKT 442	Market Research	0	62	66	0	47	61	0	74	75	0	40	72	0	40	39
MKT Totals by Semester		125	809	728	199	763	734	133	828	725	106	676	799	149	714	736
MKT Academic Year Totals		1662			1696			1686			1581			1599		

**Appendix V  
Program Course Enrollment  
BBA, Marketing**

Course Number	Course Name	Required/ Elective	Year 1 2006-2007			Year 2 2005-2006			Year 3 2004-2005			Year 4 2003-2004			Year 5 2002-2003		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
MKT 375	Business to Business Marketing	Elective	0	40	40	0	37	35	0	36	0	0	40	33	-	-	-
MKT 435	Internet Marketing	Elective	0	0	0	0	0	0	0	0	12	-	-	-	-	-	-
MKT 435E	Internet Marketing	Elective	30	0	0	47	0	0	30	-	-	-	-	-	-	-	-
MKT 445	Services Marketing	Elective	0	0	34	0	0	39	0	0	33	0	0	38	-	-	-
MKT 465	Marketing Management	Required	0	32	41	0	47	39	0	65	51	0	30	64	NA	31	40
MKT 480-483	Special Topics	Elective	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	32	33
MKT 485-488	Independent Study	Elective	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	1
MKT 490	Internship	Elective	6	2	7	4	5	4	3	2	7	2	3	7	7	5	7
MKT Totals by Semester			36	74	122	49	89	117	33	104	109	2	74	142	7	69	81
MKT Academic Year Totals			232			255			246			218			157		

Note: MKT 414, MKT 449, and MKT 450 were suspended during this 5-year reporting period and so are not listed.

(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)

\* Indicate all courses other than the service courses here. 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

**Appendix VI  
Program Enrollment  
BBA, Marketing**

<b>Students</b>	<b>Year 1 2006-2007</b>	<b>Year 2 2005-2006</b>	<b>Year 3 2004-2005</b>	<b>Year 4 2003-2004</b>	<b>Year 5 2002-2003</b>
New Students Admitted	5	4	5	3	3
Principal Majors Enrolled	212	230	171	183	159
(Option A:)					
(Option B:)					
(Option C:), etc.					
Second Majors Enrolled*	2	4	2	9	7
Other Areas of Emphasis (i.e., education specialization majors)					
Minors**	30	24	18	23	28
<b>Grand Total of Students Enrolled (The majority are Jrs &amp; Srs)</b>	249	262	196	218	197
<b>Graduates of the program</b>	81 Majors 30 Minors	92 Majors 24 Minors	77 Majors 18 Minors	78 Majors 23 Minors	78 Majors 28 Minors

**Sources: IR and mubert**

\*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.

\*\*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.

**PROGRAM ASSESSMENT PLAN 2003**  
**BBA IN MARKETING (MKT)**

1. Establish Program Goals:

- (1) Student Academic Achievement
  - A. Students need a 2.0 GPA to be admitted
  - B. Students need an 890 point combination of verbal and quantitative ACT scores to be admitted
  - C. Students must have an academic Plan of Study approved by the LCOB
  - D. Students must maintain a 2.0 or C average to graduate
  - E. Students must pass two capstone courses, MKT 465 and MGT 460.
  
- (2) Faculty Development
  - A. Faculty must be admitted into the University Undergraduate College to teach in the program
  - B. Faculty must be admitted into the LCOB Undergraduate School of Business to teach in the program
  - C. Faculty should possess an appropriate doctoral degree or MBA to teach in the program
  - D. Faculty must have 10 or more Intellectual Contributions during the last 5 years to be hired to teach in the program
  - E. Faculty must have 2 or more refereed journal articles during the last 5 years to be hired to teach in the program
  
- (3) Curriculum Development
  - A. The LCOB Academic Advisor monitors all program catalog copy
  - B. The program has a Division Head who reviews program content annually
  - C. The program is supervised by the Dean of the Undergraduate School of Business
  - D. The Lewis College of Business Undergraduate Committee reviews all major course changes
  - E. The University Undergraduate Council reviews all major course changes

2. Define Learning Outcomes:

- (1) Student Outcomes and Student Competency (See **Chart I**)
  - A. Students must demonstrate an ability to reason and discuss issues at the undergraduate level  
(Competency: Students must have critical thinking skills)
  - B. Students must gain knowledge in several specific areas of marketing  
(Competency: Students must gain knowledge in sales management, organizational behavior, marketing research methods, and consumer behavior)
  - C. Students must be able to communicate effectively  
(Competency: Students must have enhanced abilities to write and use presentation software)
  - D. Students must be able to integrate business policy and strategy knowledge and to apply professional expertise within a compatible moral value framework  
(Competency: Students must be able to see and comprehend holistic, global and ethical perspectives)

- E. Students must become acquainted with research methodology  
(Competency: Understanding of the scientific method and the decision making process)

(2) Faculty Outcomes

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

(3) Curriculum Outcomes

- A. The LCOB GSM Academic Advisor makes sure that the catalog includes all recent course changes
- B. The program Coordinator attends conferences about state-of-the-art health care practices
- C. The Director of the GSM implements suggested curriculum changes by health care practitioners
- D. The Lewis College of Business Undergraduate Committee reviews all major course changes
- E. The University Undergraduate Council reviews all major course changes

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

### 3. Identify Measuring Instruments

(1) Programmatic Instruments

- A. Input is received bi-annually from members of the LCOB Advisory Board
- B. Feedback is obtained bi-annually from the LCOB Advisory Board
- C. AACSB International requires annual updates and 7 year reviews
- D. LCOB students have a Student Council which meets on a regular basis with the Dean to give him/her input and feedback about the college curriculum and instruction
- E. The Marshall University Office of Instructional Research periodically surveys graduate student satisfaction (most recently in 1996 and 2000)
- F. Each functional business area (accounting, finance, management, marketing, economics and management information systems) has its own Advisory Board which gives curriculum and employer feedback to the business divisions
- G. The Marshall University Career Services Office also conducts Employer Satisfaction surveys although the focus is on undergraduate students (an increasing number of whom are going straight on now to our business masters programs without a time delay)
- H. Student professional societies, honoraries and fraternities also provide business professors and administrators with both informal program and course feedback and input frequently but not regularly

(2) Course Related Instruments (See **Chart I**)

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

4. Review Process

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

5 & 6. Collect/Analyze/Interpret Data

- A. The MBA Director, GSM Academic Advisor, and LCOB Associate Dean continuously utilize program feedback information received
- B. Minor changes in course syllabi and catalog copy are made continuously
- C. Major changes are reviewed by the LCOB Undergraduate Committee on an as-needed basis
- D. Major changes are reviewed by the LCOB Executive Committee when presented
- E. The LCOB Dean reviews all major curriculum changes when needed
- F. The Marshall University Undergraduate Council reviews all major instructional program changes

7. Evidence of Changes (Examples)

- A. Comprehensive, two integrative capstone courses MKT 465 and MGT 460.
- B. All upper MKT courses require students to contact a real business and perform and critical analysis of the business and/or problems the business might be having and offering possible solutions.
- C. Global importance of marketing problem solving is stressed and implications dealt with in almost all upper level MKT courses
- D. Moral and ethical implications relating to marketing decisions is stressed and implications dealt with in almost all upper level MKT courses
- E. More research publications in global academic conferences and publications

**Chart I - Assessment Summary: BBA in Marketing (MKT) 2003 Annual Update**

<b>Component / Course / Program Level</b>					
<b>Student Outcome and Student Competency</b>	<b>Person or Office Responsible</b>	<b>Assessment Tool or Approach</b>	<b>Standards/Benchmarks</b>	<b>Results/Analysis</b>	<b>Action Taken</b>
1 Reasoning and discussion	Tate MKT 465	Analysis of a strategic business problem in marketing	Group developed solution to strategic business problem	Student groups discuss their solutions with the class	Groups are given a grade on their presentations and reports
2. Critical thinking	Alexander MKT 442	Examination of scope and importance of market and distribution research	Group developed quantitative and qualitative analysis of market problem	Student groups discuss their analysis and solution	Groups are given a grade on their presentations and reports
3. Sales Management Skills	Staff MKT 440	Exploration of the duties of a sales manager	Group develops solutions to case studies and presents solutions to class	Student groups discuss their analysis and solution	Groups are given a grade on their presentations and reports
4. Consumer Behavior	Mader MKT 437	On-site objective study and analysis of a real organization	Group prepares presentation and report analyzing the organization	Student groups discuss their experiences and present final report to class	Groups are given a grade on their presentations and reports
5. Effective Communication	All MKT Professors	Group oral presentations and written term papers	Toastmasters format and English grammar text	Assessment of speeches and written statements	Oral and written comments given intended for improvement in future similar events
6. Enhanced reading and writing	All MKT Professors	Oral presentations and written term papers	Toastmasters format and English grammar text	Assessment of speeches and written statements	Oral and written comments given intended for improvement in future similar events
7. Knowledge integration and moral values	All MKT Professors	Class material and discussions integrate knowledge and moral discussions	Capstone course address not only technological, but also synthesis of acquired knowledge and moral implications of system development	Group discussions include elements of knowledge synthesis and ethical implications	Professor guides discussions to include knowledge synthesis and ethical implications
8. Global and ethical Perspectives	All MKT Professors	Case analyses include multinational cases and ethical implications	Curriculum wide acknowledgement of global and ethical considerations	Case analyses include elements of knowledge synthesis and ethical perspectives	Professor guides discussions to include knowledge synthesis and ethical perspectives

**PROGRAM ASSESSMENT PLAN 2004**  
**BBA IN MARKETING (MKT)**

1. Establish Program Goals:

(1) Student Academic Achievement

- A. Students need a 2.0 GPA to be admitted
- B. Students need an 890 point combination of verbal and quantitative ACT scores to be admitted
- C. Students must have an academic Plan of Study approved by the LCOB
- D. Students must maintain a 2.0 or C average to graduate
- E. Students must pass two capstone courses, MKT 465 and MGT 460.

(2) Faculty Development

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

(3) Curriculum Development

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

2. Define Learning Outcomes:

(1) Student Outcomes and Student Competency (See **Chart I**)

- A. Students must demonstrate an ability to reason and discuss issues at the undergraduate level  
(Competency: Students must have critical thinking skills)
- B. Students must gain knowledge in several specific areas of marketing

(Competency: Students must gain knowledge in sales management, organizational behavior, marketing research methods, and consumer behavior)

- C. Students must be able to communicate effectively  
(Competency: Students must have enhanced abilities to write and use presentation software)
- D. Students must be able to integrate business policy and strategy knowledge and to apply professional expertise within a compatible moral value framework  
(Competency: Students must be able to see and comprehend holistic, global and ethical perspectives)

- E. Students must become acquainted with research methodology  
(Competency: Understanding of the scientific method and the decision making process)

(2) Faculty Outcomes

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

(3) Curriculum Outcomes

- A. The LCOB GSM Academic Advisor makes sure that the catalog includes all recent course changes
- B. The program Coordinator attends conferences about state-of-the-art health care practices
- C. The Director of the GSM implements suggested curriculum changes by health care practitioners
- D. The Lewis College of Business Undergraduate Committee reviews all major course changes
- E. The University Undergraduate Council reviews all major course changes

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

3. Identify Measuring Instruments

(1) Programmatic Instruments

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

but not regularly

(2) Course Related Instruments (See **Chart I**)

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

4. Review Process

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

5 & 6. Collect/Analyze/Interpret Data

- A. The MBA Director, GSM Academic Advisor, and LCOB Associate Dean continuously utilize program feedback information received
- B. Minor changes in course syllabi and catalog copy are made continuously
- C. Major changes are reviewed by the LCOB Undergraduate Committee on an as-needed basis
- D. Major changes are reviewed by the LCOB Executive Committee when presented
- E. The LCOB Dean reviews all major curriculum changes when needed
- F. The Marshall University Undergraduate Council reviews all major instructional program changes

7. Evidence of Changes (Examples)

- A. Comprehensive, two integrative capstone courses MKT 465 and MGT 460.
- B. All upper MKT courses require students to contact a real business and perform and critical analysis of the business and/or problems the business might be having and offering possible solutions.
- C. Global importance of marketing problem solving is stressed and implications dealt with in almost all upper level MKT courses
- D. Moral and ethical implications relating to marketing decisions is stressed and implications dealt with in almost all upper level MKT courses
- E. More research publications in global academic conferences and publications

**Chart I - Assessment Summary: BBA in Marketing (MKT) 2004 Annual Update**

<b>Student Outcome and Student Competency</b>	<b>Person or Office Responsible</b>	<b>Assessment Tool or Approach</b>	<b>Standards/Benchmarks</b>	<b>Results/Analysis</b>	<b>Action Taken</b>
1 Reasoning and discussion	Tate MKT 465	Analysis of a strategic business problem in marketing	Group developed solution to strategic business problem	Student groups discuss their solutions with the class	Groups are given a grade on their presentations and reports
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4. Consumer Behavior	Mader MKT 437	On-site objective study and analysis of a real organization	Group prepares presentation and report analyzing the organization	Student groups discuss their experiences and present final report to class	Groups are given a grade on their presentations and reports
5. Effective Communication	All MKT Professors	Group oral presentations and written term papers	Toastmasters format and English grammar text	Assessment of speeches and written statements	Oral and written comments given intended for improvement in future similar events
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7. Knowledge integration and moral values	All MKT Professors	Class material and discussions integrate knowledge and moral discussions	Capstone course address not only technological, but also synthesis of acquired knowledge and moral implications of system development	Group discussions include elements of knowledge synthesis and ethical implications	Professor guides discussions to include knowledge synthesis and ethical implications
8. Global and ethical Perspectives	All MKT Professors	Case analyses include multinational cases and ethical implications	Curriculum wide acknowledgement of global and ethical considerations	Case analyses include elements of knowledge synthesis and ethical perspectives	Professor guides discussions to include knowledge synthesis and ethical perspectives



**PROGRAM ASSESSMENT REPORT 2004-2005**  
**BBA IN MARKETING (MKT)**

1. Define Learning Outcomes:

Student Outcomes and Student Competency (See **Chart I**)

- A. Students must demonstrate an ability to reason and discuss issues at the undergraduate level  
(Competency: Students must have critical thinking skills)
- B. Students must gain knowledge in several specific areas of marketing  
(Competency: Students must gain knowledge in sales management, organizational behavior, marketing research methods, and consumer behavior)
- C. Students must be able to communicate effectively  
(Competency: Students must have enhanced abilities to write and use presentation software)
- D. Students must be able to integrate business policy and strategy knowledge and to apply professional expertise within a compatible moral value framework  
(Competency: Students must be able to see and comprehend holistic, global and ethical perspectives)
- E. Students must become acquainted with research methodology  
(Competency: Understanding of the scientific method and the decision making process)

2. Identify Measuring Instruments

(1) Programmatic Instruments

- A. Input is received bi-annually from members of the LCOB Advisory Board
- B. Feedback is obtained bi-annually from the LCOB Advisory Board
- C. AACSB International requires annual updates and 7 year reviews
- D. LCOB students have a Student Council which meets on a regular basis with the Dean to give him/her input and feedback about the college curriculum and instruction
- E. The Marshall University Office of Instructional Research periodically surveys graduate student satisfaction (most recently in 1996 and 2000)
- F. Each functional business division (management, marketing and management information systems) uses the Ad Hoc Committee of the Lewis College of Business as Advisory Board which gives curriculum and employer feedback to the business divisions
- G. The Marshall University Career Services Office also conducts Employer Satisfaction surveys although the focus is on undergraduate students (an increasing number of whom are going straight on now to our business masters programs without a time delay)
- H. Student professional societies, honoraries and fraternities also provide business professors and administrators with both informal program and course feedback and input frequently but not regularly

(2) Programmatic Instruments – Plan for 2005 - 2006

Each degree coordinator plans to make 50 questions from all required course including the principles course by the end of this semester. Each coordinator would send an email to

request faculty help. If one teaches a required course, he/she may submit a certain number of questions from the course by the coordinator's request. We plan to have a pilot pre test through a principles course at the second week of spring semester by giving some bonus point to our students. The details of gathering the test questions and the pilot test will be coordinated by the coordinators.

(3) Course Related Instruments (See **Chart I**)

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

3. Review Process

- A. Program measurements are continuous as shown above in 3.(1)A-H
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- C. Marshall University Academic Affairs requires an annual Program Assessment Plan update
- D. Marshall University Academic Affairs requires a Comprehensive Five Year Program review
- E. The LCOB Faculty Handbook requires continuous review and monitoring of faculty classroom activities including classroom visits in faculty promotion and tenure cases
- F. AACSB International requires annual updates and 5 year reviews

4& 5. Collect/Analyze/Interpret Data

- A. The MBA Director, GSM Academic Advisor, and LCOB Associate Dean continuously utilize program feedback information received
- B. Minor changes in course syllabi and catalog copy are made continuously
- C. Major changes are reviewed by the LCOB Undergraduate Committee on an as-needed basis
- D. Major changes are reviewed by the LCOB Executive Committee when presented
- E. The LCOB Dean reviews all major curriculum changes when needed
- F. The Marshall University Undergraduate Council reviews all major instructional program changes

6. Evidence of Changes (Examples)

- A. Comprehensive, two integrative capstone courses MKT 465 and MGT 460.
- B. All upper MKT courses require students to contact a real business and perform and critical analysis of the business and/or problems the business might be having and offering possible solutions.
- C. Global importance of marketing problem solving is stressed and implications dealt with in almost all upper level MKT courses
- D. Moral and ethical implications relating to marketing decisions is stressed and implications dealt with in almost all upper level MKT courses
- E. More research publications in global academic conferences and publications

## Chart I - Assessment Summary: 2004-2005 Annual Update

**Component Area/Program/Discipline: BBA in Marketing (MKT)**

<b>Component / Course / Program Level</b>					
<b>Student Outcome and Student Competency</b>	<b>Person or Office Responsible</b>	<b>Assessment Tool or Approach</b>	<b>Standards/Benchmarks</b>	<b>Results/Analysis</b>	<b>Action Taken</b>
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# PROGRAM ASSESSMENT REPORT 2005-2006

## BBA IN MARKETING (MKT)

### Introduction

Marketing is part of the Division of Management and Marketing in the Lewis College of Business and has 206 majors. All six full-time marketing faculty are terminally qualified.

### I. Assessment Activities

#### Program Goal

Marketing offers a variety of courses designed to prepare students for careers in an ever changing world environment. The role of marketing in any organization, whether profit or not-for-profit, is to obtain and keep customers (or donors, etc.) by determining and satisfying their needs and wants in a diverse and competitive market. As such, the goal for the Marketing program and individual courses is to provide a solid knowledge foundation, and teach/encourage communication, critical thinking, and problem solving skills.

#### 1. Define Learning Outcomes:

Student Outcomes and Student Competency (See **Chart I**)

- A. Students must demonstrate a working knowledge of the marketing mix elements: product, price, promotion, and distribution.
- B. Students must demonstrate an ability to reason and discuss issues at the undergraduate level (Competency: Students must have critical thinking skills)
- B. Students must gain knowledge in several specific areas of marketing (Competency: Students must gain knowledge in sales management, marketing strategy, marketing research methods, and consumer behavior)
- C. Students must be able to communicate effectively (Competency: Students must have enhanced abilities to write and use presentation software)
- D. Students must be able to integrate business policy and strategy knowledge and to apply professional expertise within a compatible moral value framework (Competency: Students must be able to see and comprehend holistic, global and ethical perspectives)
- E. Students must become acquainted with research methodology (Competency: Understanding of the scientific method and the decision making process)

#### 2. Identify Measuring Instruments

- (1) Programmatic Instruments
  - A. Feedback for core competencies (including Principles of Marketing) is received from the LCOB Assurance of Learning Committee
  - B. Input is received bi-annually from members of the LCOB Advisory Board
  - C. Feedback is obtained bi-annually from the LCOB Advisory Board
  - D. The Association to Advance Collegiate Schools of Business International (AACSB International)

requires annual updates and 5 year reviews

E. The Dean of the LCOB has a Student Advisory Board which meets on a regular basis to give him input and feedback about the college curriculum and instruction

F. The Marshall University Office of Instructional Research periodically surveys and reports the satisfaction of graduates (most recently 2002-2003)

G. Marketing, and the other functional business areas (management and management information systems) uses the Ad Hoc Committee of the Lewis College of Business Advisory Board to generate curriculum and employer feedback

H. The Marshall University Career Services Office conducts Employer Satisfaction surveys. In recent years, this process has been somewhat delayed as an increasing number of our graduates pursue a graduate degree prior to career employment.

I. Internship directors and/or mentors provide informal and formal feedback regarding our interns' performance.

J. Student professional organizations (e.g. MU American Marketing Association) provide program and course feedback on an informal basis.

(2) Assessment Test: New initiative during 2005-2006

The management coordinator, Dr. McInerney, piloted a 50-item Management-specific test during January 2006. The questions on the test represented all Management required courses and were prepared by the Management faculty. The test was given to one section of Principles of Management.

Marketing planned to follow the same procedure. It was believed, the process would provide feedback and a good starting point for marketing-specific testing since no national test exists. Problems arose, however, and in the beginning of fall 2006, the LCOB Assurance of Learning (AOL) Committee objected to using the discipline-specific test due to two reasons: 1) It may not be consistent with the college wide assessment test, and 2) Some faculty feared the test would be used as an evaluation tool. The three coordinators of the Division and the Division Head decided not to revisit the discussion of the discipline-specific test until the Peer Review Team of AACSB International made their visit.

(3) Course Related Instruments (See **Chart I**)

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

3. Review Process: (On Going)

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

F. AACSB International requires annual updates and 5 year reviews

4& 5. Collect/Analyze/Interpret Data: (On Going)

- A. The MBA Director, GSM Academic Advisor, and LCOB Associate Dean continuously utilize program feedback information received
- B. Minor changes in course syllabi and catalog copy are made continuously
- C. Major changes are reviewed by the LCOB Undergraduate Committee on an as-needed basis
- D. Major changes are reviewed by the LCOB Executive Committee when presented
- E. The LCOB Dean reviews all major curriculum changes when needed
- F. The Marshall University Undergraduate Council reviews all major instructional program changes

6. Examples of Evidence of Changes: (On going)

- A. Comprehensive, two integrative capstone courses MKT 465 and MGT 460.
- B. All upper MKT courses require students to contact a real business and perform critical analysis of the business and/or problems the business might be having and offering possible solutions.
- C. Global importance of marketing problem solving is stressed and implications dealt with in almost all upper level MKT courses
- D. Moral and ethical implications relating to marketing decisions is stressed and implications dealt with in almost all upper level MKT courses
- E. More research publications in global academic conferences and publications
- F. More internship opportunities have been made available to marketing students.
- G. Marketing students have successfully competed for national internship positions (e.g. Hyundai, Houston Astros)
- H. Formal and informal feedback about our marketing interns from internship directors and/or mentors has been extremely positive (e.g. Hyundai – four top interns in the nation).
- I. The number of marketing majors is steadily increasing.

**III. Plans for current year: 2006-2007**

After the Peer Review Team visitation for AACSB accreditation, The Division of Management and Marketing plans to meet with The Lewis College of Business Assurance Of Learning (AOL) Committee to convince them to allow us to continue the implementation of the major Assessment test for all three degree programs; with their approval. We could collect the data during spring 2007 and the data could be very useful when we have our next five year program review during the 2007-2008 academic years.

#### **IV. Assistance Needed**

Since it is difficult to use a nationally-based test due to the limited funds we have, we need To rely on the data generated internally. We need the Lewis College of Business, AOL Committee and the Dean of the LCOB help us to implement the major assessment test. It would also be of great help if the Lewis College of Business and Marshall Institutional Research Center could provide any assessment related data to our division.

#### **V. Lesson Learned**

- 1 It is not easy to implement any new assessment test due to some of the faculty's misunderstanding of the instrument.
- 2 We should prepare the Annual Report well before the deadline. It should be an on-going activity throughout the academic year.

## Chart I - Assessment Summary: BBA in Marketing (MKT) 2005-2006

<b>Component / Course / Program Level</b>					
<b>Student Outcome and Student Competency</b>	<b>Person or Office Responsible</b>	<b>Assessment Tool or Approach</b>	<b>Standards/Benchmarks</b>	<b>Results/Analysis</b>	<b>Action Taken</b>
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January 12, 2007

Paul J. Uselding, Dean  
Lewis College of Business  
107 Corbly Hall  
Marshall University  
One John Marshall Drive  
Huntington, WV 25755-2300

Dear Dean Uselding:

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<sup>1</sup> offered by Marshall University is concurred with by the Maintenance of Accreditation Committee and ratified by the Board of Directors. Congratulations to you, President Kopp, Provost Denman, the faculty, the students, the staff, and all supporters of the business programs at Marshall University.

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

1. The faculty is high quality, energetic, and collegial. As a whole, a high percentage of faculty are full-time, participating, academically qualified, and research active.
2. The new dean has greatly improved funding available for faculty development.
3. The College has an excellent undergraduate advising system.
4. The College launched the Resource Office for Innovation and Entrepreneurship (ROIE). This is an interdisciplinary program for encouraging new ventures and providing incentive to a business plan competition supported by the Tri-State business community.
5. The College developed an executive program utilizing young professionals from the region to serve as role models/mentors to enhance the overall student learning environment and career opportunities.

Additionally, in the interest of continuous improvement, the development of annual maintenance reports provides your school an ongoing opportunity to discuss progress on and updates to the action items within your school's strategic plan. These annual progress updates are to be retained at your school until 60 days prior to your next on-site review. As identified within the peer review team report, the following items are suggested for incorporation into your ongoing strategic planning initiatives:

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<sup>1</sup> See Attachment A: Scope of Accreditation

1. The revised assurance of learning plan has been well developed. The school must show continuous implementation in conformance with the plan in each of its annual maintenance reports.
2. The source and amount of funds needed to continually implement the strategic plan should be highlighted in each annual maintenance report. Particular attention should be paid to all academic and other non-state-funded initiatives proposed in the current strategic plan.

Marshall University has achieved accreditation for six additional years. The next on-site maintenance review occurs in the fifth year, 2011-12. A timeline specific to your visit year is attached<sup>2</sup>. Please refer to the [Maintenance of Accreditation Handbook](#) for more information regarding the processes for maintenance of accreditation. The handbook is evolving and will be updated frequently 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.

Sincerely,

A handwritten signature in black ink, appearing to read "Arthur Kraft". The signature is written in a cursive, flowing style.

Arthur Kraft, Chair  
Board of Directors

c: Stephen Kopp, President  
Sarah Denman, Provost  
Peer Review Team  
    Dannie Harrison, Team Chair  
    Berkwood Farmer, Business Member  
    Frederick Niswander, Business Member  
Richard Cosier, Chair, Maintenance of Accreditation Committee  
    Jack Trifts, MAC Liaison  
    Sueann Ambron, MAC Reader

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<sup>2</sup> See Attachment B: Timeline

SCOPE OF ACCREDITATION  
Maintenance of Accreditation December 2006

**Name of Institution:** Marshall University

**Name of Business Academic Unit:** Lewis College of Business

**List of Degree Programs Reviewed:**

Bachelor of Business Administration	Accounting
Bachelor of Business Administration*	Economics
Bachelor of Business Administration	Finance
Bachelor of Business Administration**	Management
Bachelor of Business Administration	Management Information Systems
Bachelor of Business Administration	Marketing
Masters of Business Administration***	
MS-Healthcare Administration	
MS-Industrial and Employee Relations (HRM as of August '06)	

\*Also includes the BBA in International Economics

\*\*Also includes the BBA in Healthcare Management

\*\*\*Includes the India MBA and EMBA

## MAINTENANCE OF ACCREDITATION TIMELINE - Visit 2011-2012

<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>
<ul style="list-style-type: none"> <li>Review and Refine Strategic Management Plan</li> </ul>	<ul style="list-style-type: none"> <li>Review and Refine Strategic Management Plan</li> </ul>	<ul style="list-style-type: none"> <li>Review and Refine Strategic Management Plan</li> </ul>	<ul style="list-style-type: none"> <li>Review and Refine Strategic Management Plan</li> </ul>	<ul style="list-style-type: none"> <li>Review and Refine Strategic Management Plan</li> </ul>
<ul style="list-style-type: none"> <li>Prepare Annual Maintenance Report for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Annual Maintenance Report for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Annual Maintenance Report for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Annual Maintenance Report for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Annual Maintenance Report for prior academic year</li> </ul>
<ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> </ul>
		<ul style="list-style-type: none"> <li>July 1 - Submit Maintenance Review Application with signed cover letter requesting maintenance review and preferred visit dates.</li> </ul>	<ul style="list-style-type: none"> <li>Accreditation Coordinating Committee rules on exclusions and the scope of the accreditation visit</li> </ul>	<ul style="list-style-type: none"> <li>Submit Fifth Year Maintenance Report and the five year collection of Annual Maintenance Reports</li> </ul>
		<ul style="list-style-type: none"> <li>Submit List of Degree Programs including Catalogs</li> </ul>	<ul style="list-style-type: none"> <li>Work with AACSB to select Peer Review Team from peer and aspirant groups</li> </ul>	<ul style="list-style-type: none"> <li>Submit Policies for Faculty Management, including Non-Tenure Track Faculty</li> </ul>
		<ul style="list-style-type: none"> <li>Submit request for exclusion of degree programs including justification for the request</li> </ul>	<ul style="list-style-type: none"> <li>Work with AACSB to set the visit date</li> </ul>	<ul style="list-style-type: none"> <li>Submit Executive Summary including effective practices</li> </ul>
		<ul style="list-style-type: none"> <li>Submit List of Comparison Groups (Peer, Competitive, and Aspirant)</li> </ul> <p><i>Previous four items to be submitted together.</i></p>		<ul style="list-style-type: none"> <li>Accreditation Statistical Reports will be distributed to applicant and team members by AACSB</li> </ul>
				<ul style="list-style-type: none"> <li>Work with Peer Review Team to prepare the Visit Schedule</li> </ul>
				<ul style="list-style-type: none"> <li>Peer Review Team Visit</li> </ul>

**III. MARSHALL UNIVERSITY**  
**ELIZABETH MCDOWELL LEWIS COLLEGE OF BUSINESS**  
**AACSB INTERNATIONAL ACCREDITATION**  
**FIFTH YEAR MAINTENANCE REPORT (2001-2005)**

**Submitted by:**

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**MARSHALL UNIVERSITY FIFTH YEAR MAINTENANCE REPORT (2001-2005)**

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## **1. Situational Analysis**

### **A. Recent History of Mission**

#### The 2001-2005 Statement

As the college prepared for its re-accreditation, its Vision and Mission Statements were revisited. While the Vision Statement has remained the same, the Mission Statement became more general and followed by a full set of Goals which clarified how the Mission was to be implemented. The Mission Statement read:

*“The Mission of the LCOB is to be a leading regional institution for the education of business students. The college is committed to an overall balance among teaching, scholarly activity, and service. The LCOB is dedicated to graduating individuals who possess the communication, critical thinking and problem solving skills necessary to meet district needs and the demands of a global environment. The Lewis College of Business is a vital intellectual resource to the people of West Virginia and the surrounding area. The LCOB and the university will provide the people, programs, knowledge, skill, and technology essential to meet the needs of the state and region. The Lewis College of Business promotes mutual respect, profession development, ethical conduct, freedom of inquiry and expression, and multiculturalism. The LCOB faculty, staff and administrators affirm and endorse both the Marshall University Creed and the Marshall University Statement of Profession Ethics for All Employees.”*

The Goals then provided the specifics for “Achieving Teaching Excellence” in the areas of Instruction, Students, and Faculty. In addition, there were Goals for “Outreach and Economic

Development” which stressed outside stakeholder input, visibility, outside funding, applied research and entrepreneurship. The new Mission Statement and Goals focused on an expanded role of the LCOB in providing new and innovative programs and greater involvement outside the confines of the two campuses.

With a new President, the university then went through a process of revising its university Vision and Mission. As a consequence, the LCOB Vision and Mission were shortened, generalized and tied into the revised university Vision and Mission Statements which can be found on both the university and LCOB websites. Page 15 of the companion 2006-2007 Annual Maintenance Report document presents the current LCOB Vision and Mission Statements.

### **B. LCOB Competitive Advantages**

The main competitive advantage of Marshall University is that it offers relatively very high quality degrees at very low cost – especially at the graduate level. The quality/cost comparison is so advantageous that some out-of-state students can attend Marshall at less than their in-state expenses for higher education alternatives in their home states.

In terms of in-state competitive advantages, Marshall University is one of only two universities in the State of West Virginia which has obtained AACSB International accreditation of both its undergraduate and graduate programs.

In an effort to make LCOB faculty more aware of AACSB accreditation issues and in helping to keep LCOB faculty members informed of continuous improvement efforts within the college, the Dean’s Office last year prepared a short listing of “AACSB Frequently Asked Questions (FAQs).” Item number 3 on this listing included: “What are the LCOB strengths and weaknesses?” - to which the following table was provided as a response answer:

<u>Strengths</u>	<u>Weaknesses</u>
High Percentage of full-time faculty instruction (95%+)	Faculty salaries
High Percentage of <b>Participating</b> faculty (91%)	Staff support
High Percentage of <b>Academically Qualified</b> faculty (83%)	Facilities and infrastructure
High Percentage of <b>Academically Qualified</b> plus <b>Professionally Qualified</b> faculty (93%)	Aging faculty
High Average Number of total IC/PC (17.36) for the period 2001-2005	Faculty turnover
Excellent undergraduate advising system	On campus recreational alternatives

### C. LCOB Challenges

The following four areas are the major challenges facing the LCOB in the future:

- Maintaining and increasing undergraduate enrollments
- Attracting and retaining terminally qualified faculty members
- Paying competitive faculty and staff salaries
- Obtaining separate AACSB International accounting accreditation

The State of West Virginia is losing population and the number of high school graduates continues to decline. The LCOB has decreased in size about 100 students a year for the last

three years and Marshall University has an organizational plan and strategy in place to maintain its full-time student base. Total enrollments have not suffered too badly because of more part-time students, more electronic enrollees, and a solid graduate student base.

The economy of the State of West Virginia is coal based and fairly stable. However, the portion of state revenues going to higher education continues to creep downward in terms of percentage dollars. More efforts are being made to attract out-of-state and international students to help solve revenue problems. Also, greater efforts are being directed to research, grantsmanship, entrepreneurial efforts, cooperative economic development arrangements, and third party educational delivery contracts with external agencies.

The shortage of terminally qualified business faculty members is a major national problem. Using higher ratios over time, of Supporting to Participating, and, Professionally Qualified to Academically Qualified faculty members, will partially solve this problem. Low state wages can be somewhat offset at least for faculty members by providing summer and intercession teaching opportunities with third party vendors which presently is taking place in the Executive MBA, India MBA, and CAMC (Charleston Area Medical Center) MS in Health Care Administration graduate business degree programs. The Center for Business and Economic Research (CBER) also provides faculty members with other compensation enhancement opportunities. Having greater economic support from the community and Advisory Board members is also helping to alleviate revenue shortages. For example, the Division of Accounting and Legal Environment has an Advisory Board which has committed to supply all forthcoming fees needed to seek and obtain separate accounting accreditation. This effort is being organized around a Glenn Hall

Challenge Endowment to be directed by the Division Head in support of pursuing separate AACSB International accounting accreditation.

An initiative began by new LCOB Dean Paul Uselding last year was the implementation of a Pritchard Venture Fund Program to aid faculty recruitment, retention and development. The main intent of the Pritchard Venture Fund Program is to support faculty teaching and research projects which are Mission aligned. In its first year, seven awards were given. Each award is worth \$2,500 in salary stipend plus another \$1,000 in professionally related expenses or activities. The long run plan is to support ten Pritchard grants each year.

#### **D. Degree Opportunities**

Significant changes at the undergraduate level include:

- Entrepreneurship Minor. This program is on the books and may be developed into a major depending on faculty staffing and deployment.
- International Student Exchanges. See section 2.C. Globalization in the 2006-2007 Annual Maintenance Report for details.
- Professional Sales. The marketing faculty are working on the development of a professional sales program with an emphasis on medical pharmaceuticals.
- Certified Financial Planner (CFP). A CFP program has been planned to bridge the gap between undergraduate and graduate business finance course work.

- International Business and Global Studies Major. Planning for this new interdisciplinary curriculum offering has begun and is part of the LCOB Strategic Plan for New Degree Programs.

Technically, there are no new degree programs at the graduate level with the LCOB during the last five years. However, there have been some alterations and expansions of various graduate business programs as explained below.

- MS in Human Resource Management. The MS in Industrial and Employee Relations (IER) has been phased out and converted into a MS in Human Resource Management beginning in 2005-2006. This process did not involve an academic program proposal since it was largely just a retitling of an existing degree.
- India MBA. The LCOB has been offering its regular MBA program in Bangalore for two years. Although no separate degree proposal was required, the Higher Learning Commission North Central Association (HLC/NCA) requested both a Report about the program plus the Chair of the Review Team (Dr. Nancy Talburt, Vice Provost for Academic Affairs at the University of Arkansas, Fayetteville) made a special visit to Bangalore for examination purposes in January 2006 prior to the full Huntington on campus team review in April 2006. The India MBA Program passed the review with flying colors and laudatory remarks. The India MBA Program Report is available in the LCOB Dean's Office Conference Room. The beginning of the report contains the official very positive comments from the HLC/NCA review team.
- DMPNA. The Doctor of Management Practice in Nurse Anesthesia was an Intent to Plan in 2004-2005 and a New Program Proposal in 2005-2006, and has passed all levels of Marshall University approval. The Higher Learning Commission (HLC) North Central

Association (NCA) also requested a separate DMPNA proposal for review from Marshall University during its April 2006 visit to campus. The DMPNA was closely reviewed and then highly endorsed by the HLC/NCA. Recently, plans for implementing the DMPNA for students has been delayed a year in order to give the CAMC (Charleston Area Medical Center) SNA (School of Nurse Anesthesia) more time to plan a smooth transition from the MS in HCA to the DMPNA. Classes for the DMPNA within the GSM are now scheduled to begin in the summer of 2009. A separate notebook is available in the LCOB Dean's Office Conference Room on the DMPNA program. The very favorable HLC/NCA recent review comments are contained at the front of this DMPNA notebook.

## E. Number of Degree Program Graduates

### Undergraduate Enrollment by Major

Major	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Pre-Business	1,083	940	886	812	535
Accounting	121	150	146	151	187
Economics	26	22	26	31	29
Finance	61	63	65	80	84
Management	201	227	239	226	325
MIS	132	147	126	90	86
Marketing	116	159	183	171	230
<b>Total Headcount</b>	1,739	1,709	1,672	1,562	1,476

Enrollment data obtained from Marshall University Institutional Research

Enrollment data show that external transfer students coming to the Lewis College of Business increased from fall 2004 to fall 2005, in spite of an overall undergraduate enrollment drop.

The LCOB typically obtains most internal transfers from the College of Liberal Arts and the College of Science.

The LCOB loses the most students internally to the College of Education and the College of Liberal Arts.

The drop in Pre-Business students reflects a planned attempt to get students to declare a business major earlier in their academic careers.

**Graduate Programs and Enrollments**

<b>Program</b>	<b>Marshall University Date of Inception</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>
MBA	1968	148	169	164	134	153
EMBA	1998	13	8	8	12	12
India MBA	2004	0	0	0	26	58
3 + 2	1998	1	1	2	2	8
Foundations	1997	275	181	147	155	158
Certificate	2002	0	0	1	1	5
IER	1998*	57	75	71	64	65
HRM	2005	0	0	0	1	11
HCA	1998**	50	61	61	48	61
CAMC	1998***	49	48	51	52	57
<b>Total Headcount</b>		593	543	505	495	588

Enrollment data obtained from Marshall University Graduate School of Management files. Includes data from Marshall University Institutional Research plus third-party contract numbers.



\* Program initiated at the WVU Kanawha Valley Graduate Center in 1972.

\*\* Program initiated at the West Virginia College of Graduate Studies (COGS) in 1984.

\*\*\* Program initiated at the West Virginia College of Graduate Studies (COGS) in 1995. COGS merged with Marshall University in 1997.

## 2. Vision and Mission Statements

The history of the LCOB Vision and Mission Statements has previously been reported in Section 1. A. **History of Mission** within this Fifth Year Maintenance Report. In addition, the companion MU LCOB 2006-2007 AACSB Annual Maintenance Report presented the latest LCOB Vision and Mission Statements on page 15. These statements are repeated below because of their importance but without further explanation.

	<p style="text-align: center;"><b><u>Vision Statement</u></b></p> <p><i>The Vision of the LCOB is to ensure that our students are successful in business careers.</i></p>	
<p style="text-align: center;"><b><u>Mission Statement</u></b></p> <p><i>The Mission of the LCOB 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 LCOB 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.</i></p>		

### **3. Strategic Management Planning Process**

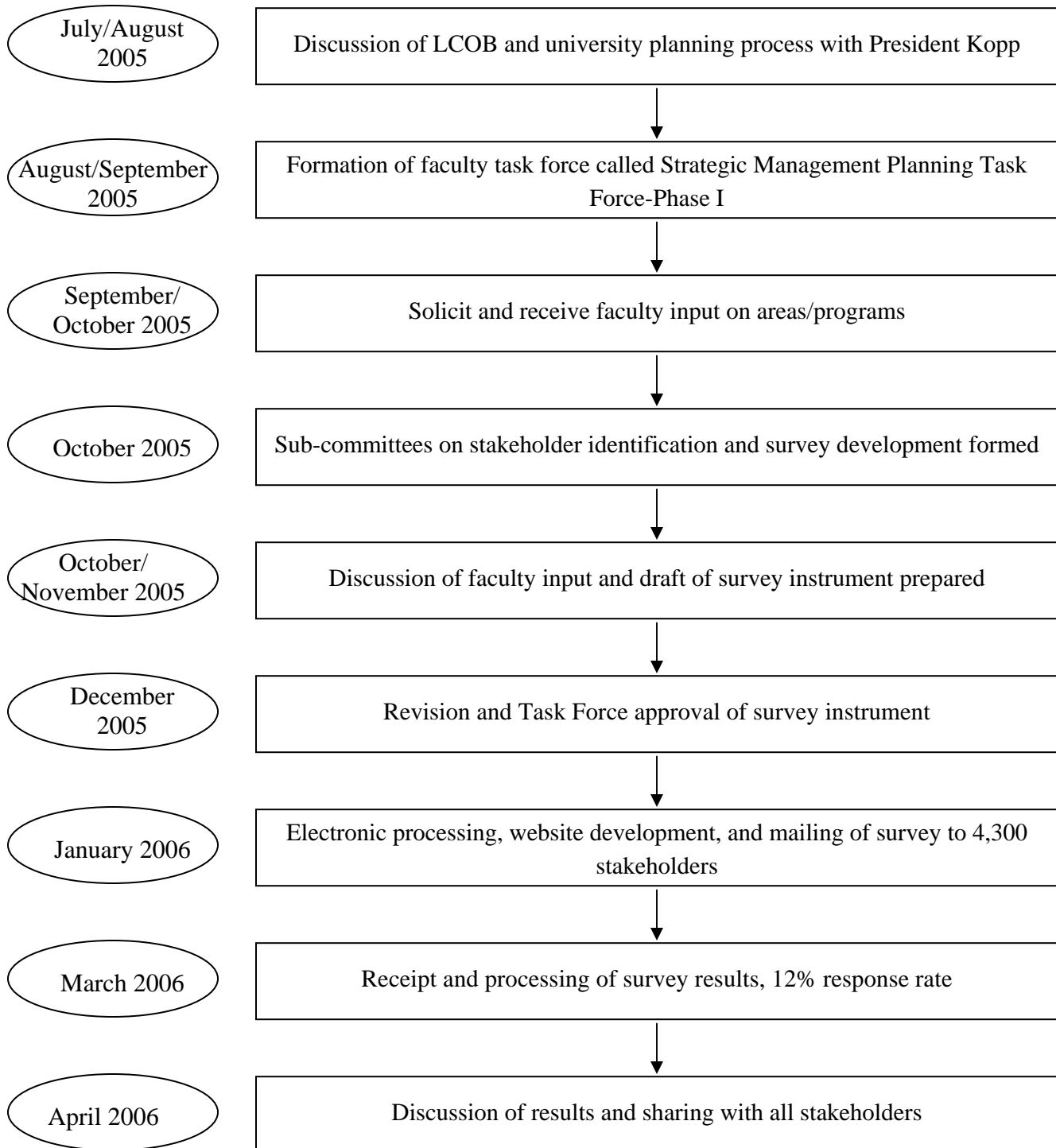
The strategic planning process was altered in early fall 2005. The process itself consists of two distinct parts. The first part which is now completed involves the utilization of faculty input and guidance to delineate the main themes and activities that might be incorporated into the strategic plan. These elements were derived from suggestions from all the LCOB faculty. They number approximately a dozen and range from a global and international business program to increased emphasis on entrepreneurship and management in the context of medical fields, to name a few. A parallel effort has identified approximately 4,300 individual stakeholders, in about two dozen categories such as alumni of the college, business community members, high school counselors, etc. Each stakeholder received an invitation to participate in a survey which was contained on a website. The response rate to the survey was 12.5%. The responses of our stakeholders have been ‘data mined’ and presented for consideration. Stakeholder responses guided the prioritizing of individual elements.

The second phase of the strategic planning process is outlined in the flowchart on page 16. The drafting committee consisted of 17 representatives from the stakeholder groups. The statement of Principles and Priorities was approved by this committee and formed the basis (rubric) for organizing the strategic plan which, in turn, utilized the survey data developed in Phase I. Once the strategic plan was developed by the committee, a set of financial strategies was developed and approved. At present, all of these documents are considered as proposals or drafts, shared with the Provost in early August and waiting approval.

The strategic plan of the LCOB is constructed and developed to be consistent with the current and prospective financial and human resources available to it over the next 3-5 years. Priority will be accorded to implementation so that the plan is consistent with the likely resources available for its attainment. Through this means we will strive for a consistent and mutually reinforcing relationship between the financial and programmatic strategies of the college.

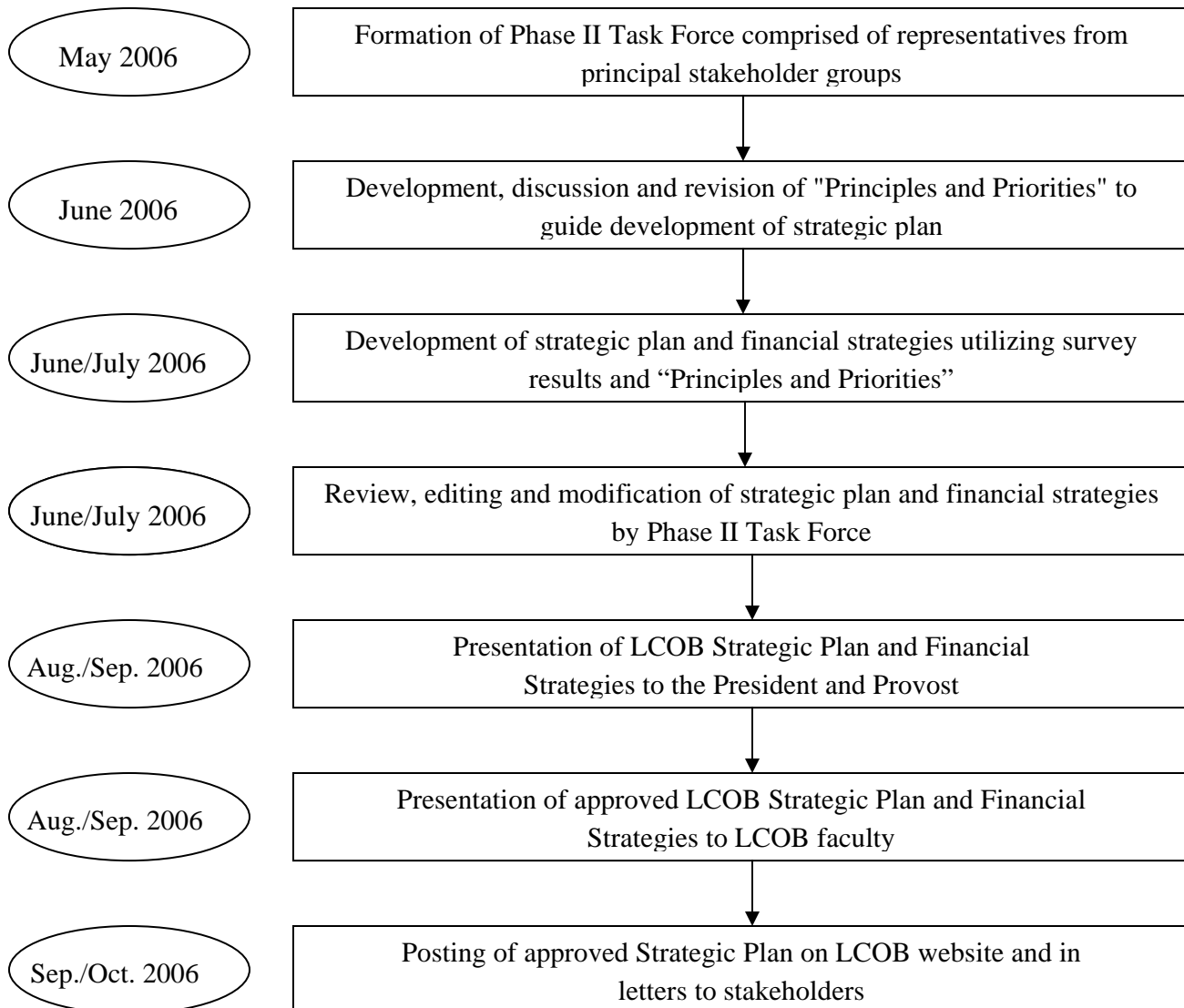
In previous years, the five year strategic plan for the LCOB was reviewed annually at the fall faculty retreat. This changed two years ago when Assurance of Learning became the main focus of the fall faculty retreat. Also, the college's new Dean, Paul Uselding, wanted to expand the stakeholder base of strategic planning with the LCOB and he, with an advisory faculty task force, developed the Strategic Planning Process model diagramed below which has now completed Phase I and is nearing completion of Phase II.

## STRATEGIC PLANNING PROCESS IN THE LCOB, 2005-06 (Phase I)



**End of Phase I and start of Phase II: Development of strategic plan and financial strategies**

## STRATEGIC PLANNING PROCESS IN THE LCOB, 2005-06 (Phase II)



Specific elements, activities, timeline, responsibilities and metrics for the LCOB Strategic Plan will be presented in Section 5 Financial Strategies of this Fifth Year Maintenance Report. The reason for this is because it is more appropriate and logical to discuss Financial Strategies together with Strategic Planning activities, so they will be presented together.

#### **4. Assessment Tools and Procedures**

As stated in the companion 2006-2007 Annual Maintenance Report on page 3: “The main focus of 2006-2007 has been and will continue to be on implementing our greatly enhanced Assurance of Learning (AOL) Program.” Pages 3-7 of the Annual Report explained what the LCOB is doing in terms of AOL both at the undergraduate and graduate levels. In this Fifth Year Maintenance Report, the administration of the LCOB AOL Program will be briefly explained, and a general overview with appropriate diagrams will be provided. All components of the AOL Program flow from the LCOB Mission Statement.

The LCOB AOL Program is administered jointly by the AOL Committee and the Graduate Committee. The AOL Committee coordinates Undergraduate-level AOL efforts; the Graduate Committee coordinates AOL efforts across the Graduate-level degree programs. The AOL Committee prior to fall 2005 was called the Assessment Committee.

Interim Dean Dr. Chong Kim established the AOL Committee as an ad hoc, appointed committee in the summer of 2004; the committee began formal operations in the fall of 2004. Dr. Harlan Smith (Economics) serves as Chair. Each undergraduate discipline, plus the Undergraduate Program (BBA) Capstone Course, is represented on the committee as follows: Dr. Marie Archambault (Accounting), Dr. Jackie Agesa (Economics), Dr. Dallas Brozik (Finance), Dr. Kurt Olmosk (Management), Dr. Uday Tate (Marketing), Dr. Dale Shao (MIS), and Dr. Chris Cassidy (BBA Capstone Course). Dr. Charles Braun (Chair, Curriculum

Committee) and Dr. Lorraine Anderson (Associate Dean for Undergraduate Studies) also serve on the AOL Committee.

The Graduate Committee is a standing, elected committee. Dr. Suneel Maheshwari (Accounting) was elected Chair at the start of fall 2005. The other elected members of the committee are Dr. Richard Agesa (Economics), Dr. Chandra Akkihal (Economics; India MBA), and Dr. Katherine Karl (Management; Human Resource Management). Dean Paul Uselding appointed two *ex officio* members to this committee during spring 2006: Dr. Uday Tate (Marketing; EMBA), and Dr. Roger Adkins (Economics). Dr. Andrew Sikula appointed Dr. Ashish Chandra to the committee during summer 2006, to represent the Health Care Administration program. Dr. Lenny Deutsch, Dean of the Marshall University Graduate College, and Dr. Andrew Sikula, Sr., Director of the LCOB Graduate School of Management, also serve as *ex officio* members of this committee.

Drs. Smith and Maheshwari work together to coordinate the college's overall AOL program, and they report to Dr. Sikula, Associate Dean for Graduate Programs and Director of the LCOB Graduate School of Management. Dr. Sikula reports to Dean Paul Uselding.

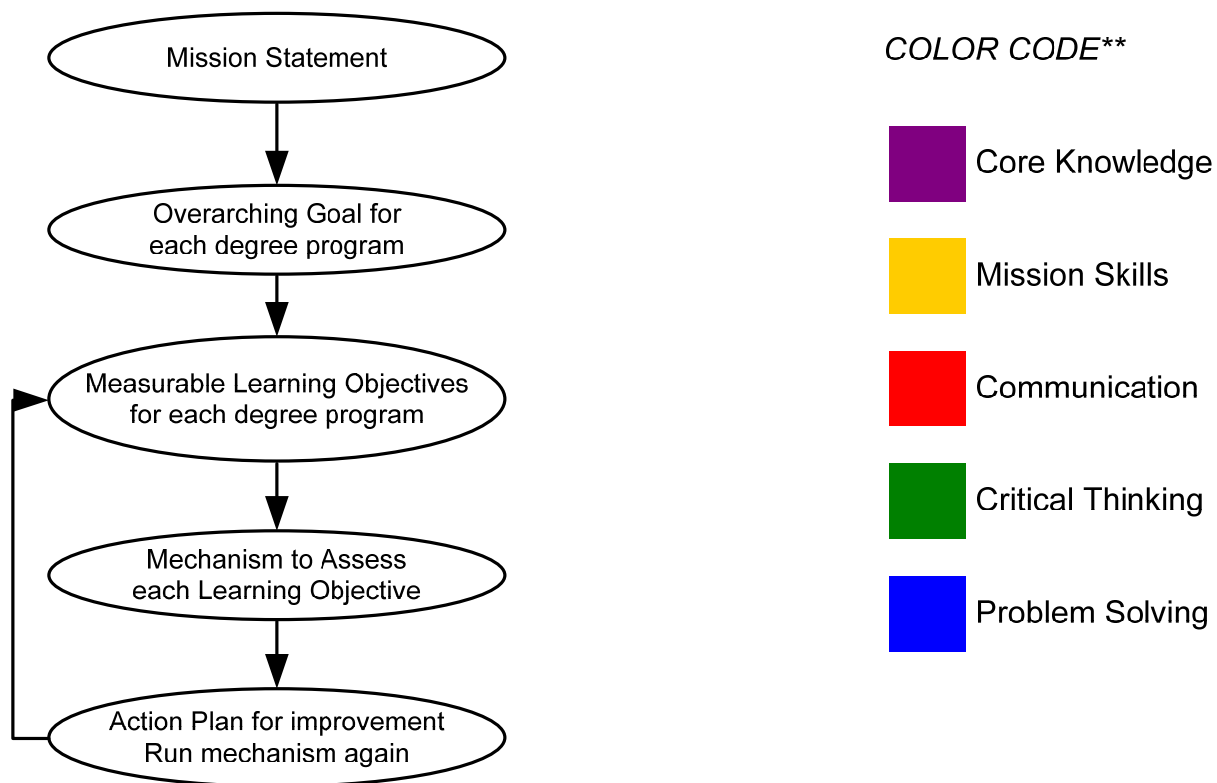
# Summary of The LCOB Assurance of Learning (AOL) Program

## CONTENTS\*

1. GENERAL OVERVIEW AND COLOR CODE
2. UNDERGRADUATE AOL PROGRAM
3. MBA AOL PROGRAM
4. EXAMPLE 1: THE FIRST CYCLE OF THE GRADUATE WRITING ASSESSMENT MECHANISM
5. EXAMPLE 2: THE FIRST CYCLE OF THE UNDERGRADUATE WRITING ASSESSMENT MECHANISM

\* More information on the AOL Program is contained in the AOL Section 1. A. of the 2006-2007 Annual Maintenance Report and in the LCOB AOL Notebook, available on-site in November 2006. Reported here is the AOL Program as of August 16, 2006. Changes made at the LCOB Fall Faculty Retreat will be shown in the AOL Notebook available to the AACSB PRT members in November when they visit campus.

## General Overview And Color Code



\*\* To show the relationships between *Core Knowledge*, *Mission Skills*, and the LCOB Mission Statement, the tables on the next two pages are color coded. In case your electronic versions of these tables do not appear in color or if your printer did not produce color copies, please see the hard copy sent to you by surface mail. Core Knowledge is defined, in the BBA and MBA programs, by a set of Integrative Themes chosen by the faculty for each program. These Themes, representing Core Knowledge, are shown in **purple**. The color **gold** indicates Mission Skills which are comprised of communication (written and oral shown in **red**), critical thinking (**green**) and problem solving (**blue**).

## UNDERGRADUATE AOL PROGRAM \*

Overarching Goal of the BBA Program: To equip students with the **knowledge** and **skills** they will need to enter the world of business and meet the challenges they will face throughout their careers.

Assessment Cycle	(I) Development Phase			(II) Measurement Phase		(III) Continuous Improvement – Closing the Loop		
<b>1) Core Knowledge: Ten Integrative Themes</b>	<b>Working Definition of each Theme</b>	<b>Develop Measure</b>	<b>Refine Learning Objectives</b>	<b>Gather Data</b>	<b>Review Data</b>	<b>Action Plan</b>	<b>Implement Changes</b>	<b>Re-gather Data</b>
1. Economic 2. Environmental 3. Ethical 4. Global 5. Information Systems 6. Legal & Regulatory 7. Multicultural 8. Political 9. Social 10. Technological	Full Faculty – 1998 to Present	Full Faculty – 2005	Full Faculty – 2006	BBA Capstone Final Exam – Every semester (begin 2005)	AOL Comm. – Every semester Full Faculty – Fall Retreat	Full Faculty – Fall Retreat	AOL Comm. – Spring semester	BBA Capstone Final Exam – Every semester

Assessment Cycle	(I) Development Phase		(II) Measurement Phase		(III) Continuous Improvement – Closing the Loop		
<b>Mission Skills</b>	<b>Develop Learning Objectives</b>	<b>Develop Measure</b>	<b>Gather Data</b>	<b>Review Data</b>	<b>Action Plan</b>	<b>Implement Changes</b>	<b>Re-gather Data</b>
<b>Written communication</b>	AOL Comm. – Summer 2006 Full Faculty – Fall 2006	AOL Comm., MU Writing Across the Curriculum Director – Summer & Fall 2006	Designated classes Fall 2006	AOL Comm. – Spring 2007 Full Faculty – Fall 2007	Full Faculty – Fall 2007	AOL Comm., Full Faculty – Spring 2008	2008 – 2009
<b>Problem solving</b>	Full Faculty – Fall 2006	Accounting Faculty – Fall 2006	Accounting 216 Final Exam – Every semester (2006)	AOL Comm. – Every semester Full Faculty – yearly	Full Faculty – Fall Retreat	AOL Comm., Accounting Faculty – Spring semester	Accounting 216 Final Exam – Every semester
<b>Oral communication</b>	Full Faculty – Fall 2006	Full Faculty – Fall 2007	Designated classes 2007 – 2008	AOL Comm., Full Faculty – Fall 2008	Full Faculty – Fall 2008	AOL Comm., Full Faculty – Spring 2009	2009 – 2010
<b>Critical thinking</b>	Full Faculty – Fall 2006	Full Faculty – Fall 2007	Designated classes 2007 – 2008	AOL Comm., Full Faculty – Fall 2008	Full Faculty – Fall 2008	AOL Comm., Full Faculty – Spring 2009	2009 – 2010

\* As of August 16, 2006.

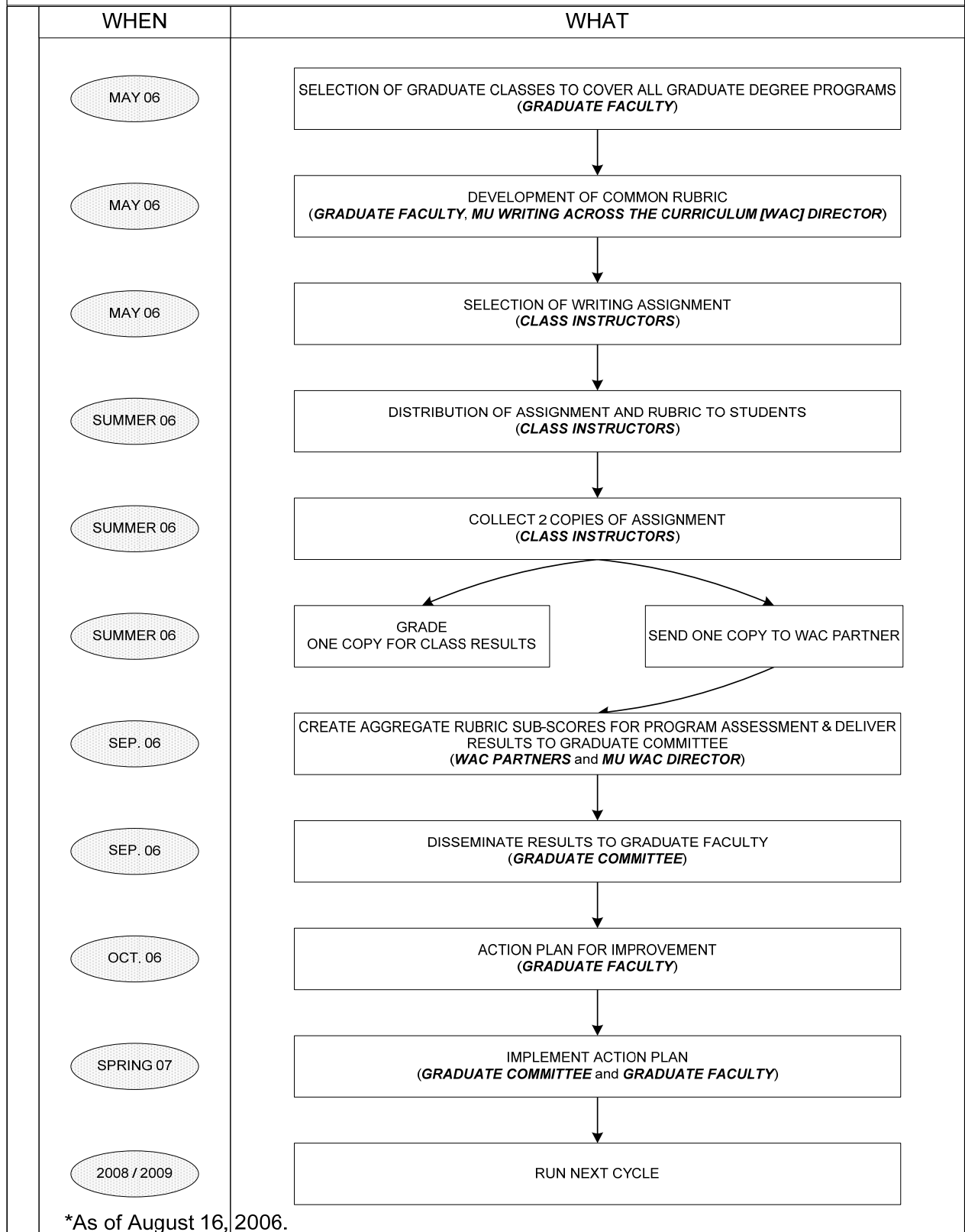
## MBA AOL PROGRAM \*

Overarching Goal of the MBA Program: To facilitate the attainment of skills and knowledge required to achieve the strategic goals of organizations in competitive global markets.

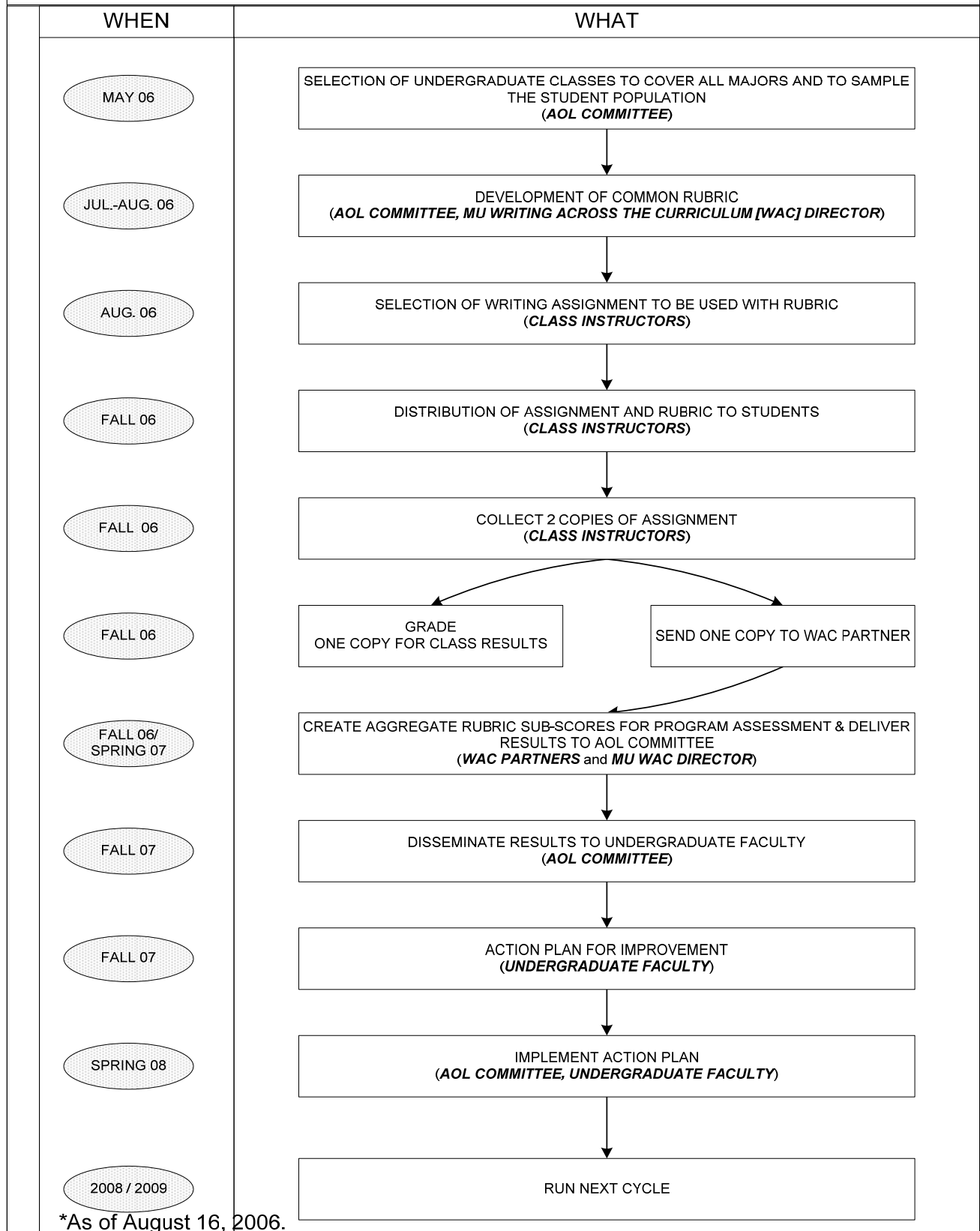
Assessment Cycle for Core Knowledge Integrative Themes and Mission Skills	(I) Development Phase		(II) Measurement Phase		(III) Continuous Improvement – Closing the Loop		
	Develop Learning Objectives	Develop Measure	Gather Data	Review Data	Action Plan	Implement Changes	Re-gather Data
Written communication	Full Faculty – Fall 2006	Graduate Faculty – Summer 2006	Designated classes – Summer 2006	Graduate Comm., Full Faculty – Fall 2006	Full Faculty – Fall 2006	Graduate Comm., Full Faculty – Spring 2007	2008 – 2009
Oral communication	Full Faculty – Fall 2006	Full Faculty – Fall 2007	Designated classes – 2007 – 2008	Graduate Comm., Full Faculty – Fall 2008	Full Faculty – Fall 2008	Graduate Comm., Full Faculty – Spring 2009	2009 – 2010
Research	Full Faculty – Fall 2006	Full Faculty – Fall 2007	Designated classes – 2007 – 2008	Graduate Comm., Full Faculty – Fall 2008	Full Faculty – Fall 2008	Graduate Comm., Full Faculty – Spring 2009	2009 – 2010
Problem Solving and Critical Thinking	Full Faculty – Fall 2006	Full Faculty – Fall 2010	Designated classes – 2010 – 2011	Graduate Comm., Full Faculty – Fall 2011	Full Faculty – Fall 2011	Graduate Comm., Full Faculty – Spring 2012	2012 – 2013
Economic, Social & Political	Full Faculty – Fall 2006	Full Faculty – Fall 2008	Designated classes – 2008 – 2009	Graduate Comm., Full Faculty – Fall 2009	Full Faculty – Fall 2009	Graduate Comm., Full Faculty – Spring 2010	2010 – 2011
Ethical & Environmental	Full Faculty – Fall 2006	Full Faculty – Fall 2008	Designated classes – 2008 – 2009	Graduate Comm., Full Faculty – Fall 2009	Full Faculty – Fall 2009	Graduate Comm., Full Faculty – Spring 2010	2010 – 2011
Global & Multicultural	Full Faculty – Fall 2006	Full Faculty – Fall 2009	Designated classes – 2009 – 2010	Graduate Comm., Full Faculty – Fall 2010	Full Faculty – Fall 2010	Graduate Comm., Full Faculty – Spring 2011	2011 – 2012
Leadership & Planning and Strategy	Full Faculty – Fall 2006	Full Faculty – Fall 2009	Designated classes – 2009 – 2010	Graduate Comm., Full Faculty – Fall 2010	Full Faculty – Fall 2010	Graduate Comm., Full Faculty – Spring 2011	2011 – 2012
Political, Legal & Regulatory	Full Faculty – Fall 2006	Full Faculty – Fall 2010	Designated classes – 2010 – 2011	Graduate Comm., Full Faculty – Fall 2011	Full Faculty – Fall 2011	Graduate Comm., Full Faculty – Spring 2012	2012 – 2013
Technological & Information Systems	Full Faculty – Fall 2006	Full Faculty – Fall 2010	Designated classes – 2010 – 2011	Graduate Comm., Full Faculty – Fall 2011	Full Faculty – Fall 2011	Graduate Comm., Full Faculty – Spring 2012	2012 – 2013

\* As of August 16, 2006.

## EXAMPLE 1: GRADUATE WRITING ASSESSMENT MECHANISM\*



## EXAMPLE 2: UNDERGRADUATE WRITING ASSESSMENT MECHANISM\*



\*As of August 16, 2006.

## **5. Financial Strategies**

In light of the secular trend (nationwide) for the share of the total operating budget of public universities represented by state appropriations to decline, as it has over the past several decades, the LCOB must seek to offset the reduction in its historical source of revenue/funding by relying more on the combination of gift, grant, contract and earned income.

For the LCOB, specifically, this will mean an increased reliance on earned money in the form of revenue generating programs in addition to the traditional academic programs offered at attractive prices to residents and non-residents alike. In addition, we recognize the increasingly important role of gift income from both annual and endowment campaigns.

We will continue to depend upon state appropriations for traditional programming as this is an important and reasonably stable source for supporting faculty positions; but we recognize the importance of developing new and additional sources to support essential changes needed to meet the requirements of our dynamic marketplace and to serve our stakeholders well. This change in financial strategy will entail a concomitant change in the way we operate and the appropriate structure for implementing the means of sustaining our programs.

In brief, we must become more market oriented and sensitive to the needs and willingness of our stakeholders to provide the resources necessary to sustain our enterprise. The key for the success of this strategy is to provide value to our customers in each program and activity we undertake. Even as a business school set within the operating framework of a public institution, we will find it increasingly necessary to be responsible, in a financial sense, for ensuring our own growth and

development. These changes will, hopefully, be gradual and evolutionary in nature; but it is vital that we recognize their importance and act upon them now.

It was mentioned at the end of Section 3 Strategic Management Planning Process of this Fifth Year Maintenance Report that specific elements, activities, timelines, responsibilities and metrics of the LCOB Strategic Plan would be presented along with the LCOB Financial Strategies. This information is now displayed in tabular form. What follows are: (1) LCOB strategic planning Principles and Priorities; (2) the LCOB Strategic Plan; and (3) a Financial Strategies Table identifying activities, start dates, first year and continuing annual costs or revenues, and sources of funds.

## STRATEGIC MANAGEMENT PLAN-LCOB (As of July 28, 2006)

### PRINCIPLES AND PRIORITIES

#### *Resources*

The financial resources of the LCOB are comprised of three sources: *earned revenues* (India MBA, EMBA, CFP, CAMC MS in HCA and other certificate and training programs), *state appropriations* and *gift income* including annual giving and endowment earnings. Emphasis will be given to earned revenues and gift income. Accordingly, the number of internal and external partnerships will be increased.

#### *Programs*

Future managers will require understanding of international and global business practices as well as knowledge of information technology. These changes in our external environment necessitate emphasis on cross-disciplinary programs.

#### *Students*

Emphasis will be placed on educating our students to be successful in business with appropriate attention to action learning and encouragement of life-long career development that will enhance their ability to adapt to a changing global economy.

#### *Faculty*

In support of program needs, faculty and staff development will be encouraged so as to support the strategic objectives of the college.

**Strategic Plan (As of July 28, 2006)**  
**Lewis College of Business**  
**(2006-2007)**

<b>Strategic Element Focus Activity</b>	<b>Activity Start Date, Timeline</b>	<b>Parties Responsible for Activity</b>	<b>Progress Measures/Metrics</b>
<b>I. Programs</b>			
<b>Enhance Existing Curricula</b>			
Review/revise accounting curriculum, prepare for accounting accreditation	F05, F10	Accounting Division Head, accounting faculty	Precandidacy, S07; Accounting Accreditation, F10
Revise business core to include Management Information Systems (MIS) and career development	S06, F08	LCOB faculty, Associate Dean-Under Graduate (UG)	Curriculum Plan, F07; Faculty Approval, F08
Emphasize action learning in more Lewis College of Business (LCOB) courses	F06, ongoing	LCOB faculty, Dean	2-3 courses, F06; 5-6 courses, F07; etc.
<b>New Degree Programs</b>			
Create international business program	F06, F08	Dean, Division Heads, LCOB faculty	Curriculum Plan, F07; LCOB/College of Liberal Arts (COLA) adoption, F08
Design and implement an entrepreneurship major	S07, F08	Dean, Division Heads, LCOB faculty	Curriculum Plan, F07; LCOB/College of Liberal Arts (COLA) adoption, F08
Design and implement the Doctor of Management Practice in Nurse Anesthesia (DMPNA) program	F05, F09	Associate Dean-Graduate (G)	Continue CAMC SNA planning; Seek COA guidance; First GSM students, S09
<b>New Non-Degree Programs</b>			
Plan and implement the Certified Financial Planner (CFP) program;	S06, S07	Finance & Economics (F&E) Division Head, F& E faculty, Dean	Trial Classes, S06; First Cohort, S07

Plan and implement other specialized, revenue producing programs as warranted - e.g. healthcare, management training, etc.	S07, ongoing	Dean, LCOB faculty	1 additional beyond CFP, F07
<b>Improve Assessment</b>			
Extend Assurance of Learning (AOL) to all graduate programs	S06, S09	Dean, Associate Deans, AOL Committee, Graduate Committee (GC)	Number of graduate programs in AOL cycle
Broaden LCOB faculty participation via seminar attendance; Invite external experts for campus seminars	F06, ongoing	AOL Committee, Curriculum Committee (CC), GC, AOL Center Director, Dean & Associate Deans	Number of faculty attending external seminars; Number of campus seminars each year
Partner with campus programs at Marshall University (MU)	F06, ongoing	AOL Center Director, Dean & Associate Deans	Number of campus partnerships (e.g. International Business, Interdisciplinary Center for Entrepreneurship and Innovations [ICEI], etc.)
<b>II. Students</b>			
<b>Recruitment</b>			
Participate in MU Campus events and plans-UG	F05, ongoing	Associate Dean-UG, Advising Coordinator	Number of campus recruiting events per year
Ads, personal selling, relationship marketing; Executive MBA (EMBA), India MBA, Health Care Administration (HCA), and Doctor of Management Practice in Nurse Anesthesia (DMPNA)	F05, ongoing	Associate Dean-G, Program Directors	Enrollment growth in revenue programs, base year 2005-06
<b>Career Development/Professionalism</b>			
Design and implement a professional development course(s) for core;	S06, F08	Associate Dean-UG, LCOB faculty	Curriculum design completed, F07; LCOB faculty adoption, F08

Maintain Executive in Residence (EIR) program	F05, ongoing	Associate Dean-UG, LCOB faculty	Number of EIR per year
Implement Executive in the Classroom (EIC) program	S06, F08	Associate Dean-UG, LCOB faculty	Number of EIC per year; Number of student participants in non-classroom activities per year
<b>Classrooms and Equipment</b>			
Upgrade computer and media equipment; Develop several executive style classrooms	F05, ongoing	Dean, Division Heads, IT specialist	1-2 Classroom upgrades, F07; 1-2 Executive style classrooms, S08
<b>Placement</b>			
Increase internship opportunities for LCOB students	S06, F09	Associate Dean-UG, Division Heads, Career Center Director	Increase number of internships to 200+
Evaluate and deploy career coaching software-UG and G	F06, F07	Dean, Associate Deans, Career Center Director	Number of students; Number of firms utilizing career software
<b>III. Faculty</b>			
<b>Recruitment</b>			
Acquire faculty to support existing and planned programs	S06, ongoing	Dean, Division Heads	Number of faculty recruited
<b>Faculty Development/Research Opportunities</b>			
Support faculty research and development	F05, ongoing	Dean, Faculty Development Committee (FDC)	Number of LCOB faculty awarded grants
Develop program for maintaining and enhancing qualifications of Professionally Qualified (PQ) faculty	F06, F07	Dean, Division Heads	Plan developed and distributed to LCOB faculty, S07; Number of non-academically qualified faculty participants, F07

<b>Economic Development</b>			
Encourage participation in Regional Economic Development (RED); Partner with existing RED agencies	S06, ongoing	Dean, Division Heads, Center for Business & Economic Research (CBER) Director, area Economic Development agency Directors	Number of grants, papers, etc. by LCOB faculty per year
<b>Retention</b>			
Improve faculty compensation through 9-month salary supplementation; Summer and on-line teaching, revenue program teaching, etc.	F05, ongoing	Dean, Division Heads	Number of salary supplements created per year
<b>IV. Specialized Centers</b>			
Create Interdisciplinary Center for Entrepreneurship and Innovation (ICEI)	S06, F07	Dean, LCOB and MU faculty	Creation of ICEI
Create Center for International Business Programs (CIBP)	S07, S08	Dean, Center Director, LCOB and MU faculty	Creation of CIBP
Create Center for Assurance of Learning (CAOL)	S07, S08	Dean, AOL Committee	Creation of CAOL

As of July 28, 2006.

**AACSB International  
Financial Strategies Table (As of July 28, 2006)**

<b>Marshall University Lewis College of Business Financial Support for Strategic Action Items</b>				
<b>Activity</b>	<b>Start Date</b>	<b>First Year Cost or Revenue</b>	<b>Continuing Annual Cost or Revenue</b>	<b>Source or Disposition of Funds</b>
<i>FACULTY:</i>				
Replacement Faculty Increments (Accounting/Finance/MIS)	S06	\$ 80,000	\$ 80,000	Endowment Income, Annual Gifts, Revenue Programs, MU
Development & Research	F05	\$ 35,000	\$ 35,000	Endowment, Annual Gifts
Regional Economic Development (RED)	S06	\$ 0 Use of Faculty & Administrative Time	\$ 0 Use of Faculty & Administrative Time	NA (see ICEI)
Retention	F05	\$ 100,000	\$ 150,000	Endowment Income, Annual Gifts, Revenue Programs
<i>STUDENTS:</i>				
Recruitment	F05	\$ 0 Use of Faculty & Administrative Time	\$ 0 Use of Faculty & Administrative Time	NA
Career Development/ Professionalism	S07	\$ 0 Use of Faculty & Administrative Time	\$ 0 Use of Faculty & Administrative Time	NA
Placement	F06	\$ 60,000 (see CBCD below)	\$ 90,000 (see CBCD below)	(see CBCD), Annual Gifts, Placement Fees, Program Fees, Endowments
<i>PROGRAMS:</i>				
Enhance Existing Curricula	F06	\$ 0 Use of Faculty & Administrative Time	\$ 0 Use of Faculty & Administrative Time	NA
New Degree Programs	S07	(see Specialized Centers), Use of Faculty & Administrative Time	\$ 75,000	Business Community, Revenue Programs, MU, Program Fees

New Non-Degree Programs	S06	Net Positive \$ 10,000	Net Positive \$ 50,000	Program/Instructional Fees
Improve Assesement	S06	\$ 70,000 (included in AOL center)	\$ 70,000 (included in AOL center)	Revenue Programs, Program Fees, MU
<i>SPECIALIZED CENTERS:</i>				
Interdisciplinary Center for Entrepreneurship and Innovation (ICEI)	S06	\$ 90,000	\$ 90,000	Business Community, Revenue Programs, MU, Program Fees
Global/International Business Center (CIBP)	S07	\$ 60,000	\$ 60,000	Business Community, Revenue Programs, MU, Program Fees
Assurance of Learning Center (CAOL)	S07	\$ 100,000	\$ 100,000	Business Community, Revenue Programs, MU, Program Fees
Center of Business Career Development (CBCD)	S07	\$ 60,000	\$ 90,000	Annual Gifts, Placement Fees, Program Fees
<i>OTHER:</i>				
Space Rental	S07	\$ 15,000	\$ 15,000	Revenue Programs

As of July 28, 2006.

## **6. New Degree Programs**

There are no new degree programs within the LCOB during 2001-2005. However, several title changes and expansions of existing programs did occur as previously discussed in Section 1. D. of this Fifth Year Maintenance Report under the heading of **Degree Opportunities**. To save on time and space, this information will not be repeated again here.

## **7. Tables**

The following tables will now sequentially be presented in the order identified below:

- A. Table I: Summary of Faculty Sufficiency in Discipline and School**
- B. Table II: Summary of Faculty Qualification, Intellectual Contributions and Professional Responsibilities**
- C. Table IIA: Calculations Relative to Deployment of Qualified Faculty**
- D. Table IIB: Yearly Record of Intellectual Contributions by Discipline and Faculty Member**
- E. Table IIC: LCOB Graduate School of Management (GSM) Faculty Membership**

**A. TABLE I: SUMMARY OF FACULTY SUFFICIENCY  
IN DISCIPLINE AND SCHOOL  
Fall 2005  
(RE: Standard 9 - Using Courses)**

For LCOB - Participating if: (1) full-time at MU; (2) serves on committees; (3) has voting rights; and (4) expected future LCOB employment. For LCOB -Supporting if: a professor does not meet one or more of the 4 Participating criteria.				
Name	Faculty Participating or Supporting (P or S)	Instruction Number of Courses (3 credit hours each)  Amount of Teaching if Participating	Instruction Number of Courses (3 credit hours each)  Amount of Teaching if Supporting	Instruction Number of Courses (3 credit hours each) P/(P+S)  Sub-disciplines >60% Total school > 75%
<b>ACCOUNTING</b>				
<i>Professor</i>				
Saunders, Gary	P	3		
Wenzel, Loren	P	1		
<i>Associate Professor</i>				
Archambault, Jeffrey	P	3		
Archambault, Marie	P	3		
Conrad, Bruce	P	3		
Forget, Robert	P	4		
Maheshwari, Suneel	P	3		
Price, Jean	P	3		
<i>Assistant Professor</i>				
Luchs, Christopher	P	3		
Stivason, Chuck	P	3		
<b>Total Accounting</b>	<b>10</b>	<b>29</b>	<b>0</b>	<b>100%</b>
<b>LEGAL ENVIRONMENT</b>				
<i>Professor</i>				
Kent, Calvin	P	1		
Stone, Joe	P	4		
<i>Associate Professor</i>				
Berry, Woodrow	P	4		
Capehart, Robin	P	3		
<b>Total LE</b>	<b>4</b>	<b>12</b>	<b>0</b>	<b>100%</b>

**A. TABLE I: SUMMARY OF FACULTY SUFFICIENCY  
IN DISCIPLINE AND SCHOOL  
Fall 2005  
(RE: Standard 9 - Using Courses)**

Name	Faculty Participating or Supporting (P or S)	Instruction Number of Courses (3 credit hours each) Amount of Teaching if Participating	Instruction Number of Courses (3 credit hours each) Amount of Teaching if Supporting	Instruction Number of Courses (3 credit hours each) P/(P+S) Sub-disciplines >60% Total school > 75%
<b>ECONOMICS</b>				
<i>Professor</i>				
Adkins, Roger	P	3		
Akkihah, Ramchandra	P	3		
Brookshire, Mike	P	2		
Smith, Harlan	P	3		
Uselding, Paul	P	0		
Zapalska, Alina	P	3		
<i>Associate Professor</i>				
Agesa, Jacqueline	P	3		
Agesa, Richard	P	3		
Kontos, Nick	S		4	
Newsome, Michael	P	3		
Wilkins, Allen	P	3		
<i>Assistant Professor</i>				
Hamilton, Paul	P	2		
<b>Total Economics</b>	<b>12</b>	<b>28</b>	<b>4</b>	<b>88%</b>
<b>FINANCE</b>				
<i>Professor</i>				
Brozik, Dallas	P	3		
Shao, Lawrence	P	1		
<i>Assistant Professor</i>				
Shi, Jian	P	3		
Zhang, Shaorong	P	3		
<i>Instructor</i>				
Denning, Scott	S		4	
<b>Total Finance</b>	<b>5</b>	<b>10</b>	<b>4</b>	<b>71%</b>

**A. TABLE I: SUMMARY OF FACULTY SUFFICIENCY  
IN DISCIPLINE AND SCHOOL  
Fall 2005  
(RE: Standard 9 - Using Courses)**

Name	Faculty Participating or Supporting (P or S)	Instruction Number of Courses (3 credit hours each) Amount of Teaching if Participating	Instruction Number of Courses (3 credit hours each) Amount of Teaching if Supporting	Instruction Number of Courses (3 credit hours each) P/(P+S) Sub-disciplines >60% Total school > 75%
<b>MANAGEMENT</b>				
<i>Professor</i>				
Bolling, Blaker	P	3		
Kim, Chong	P	1		
McInerney, Marjorie	P	3		
Sikula, Andrew	P	1		
<i>Associate Professor</i>				
Anderson, Lorraine	P	1		
Braun, Charles	P	3		
Karl, Katherine	P	3		
Olmosk, Kurt	P	3		
<i>Assistant Professor</i>				
Cassidy, Chris	P	3		
<i>Instructor</i>				
Belville, Lance	P	4		
<b>Total Management</b>	<b>10</b>	<b>25</b>	<b>0</b>	<b>100%</b>
<b>QUANTITATIVE ANALYSIS</b>				
<i>Professor</i>				
Emmett, Dennis	P	3		
<i>Associate Professor</i>				
Ha, Daesung	P	3		
<i>Assistant Professor</i>				
Subedi, Deepak	P	3		
<b>Total QA</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>100%</b>

**A. TABLE I: SUMMARY OF FACULTY SUFFICIENCY  
IN DISCIPLINE AND SCHOOL  
Fall 2005  
(RE: Standard 9 - Using Courses)**

Name	Faculty Participating or Supporting (P or S)	Instruction Number of Courses (3 credit hours each) Amount of Teaching if Participating	Instruction Number of Courses (3 credit hours each) Amount of Teaching if Supporting	Instruction Number of Courses (3 credit hours each) P/(P+S) Sub-disciplines >60% Total school > 75%
<b>HEALTH CARE</b>				
<i>Professor</i>				
Rutsohn, Phil	P	3		
<i>Associate Professor</i>				
Chandra, Ashish	P	3		
<b>Total Health Care</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>100%</b>
<b>MGT INFO SYSTEMS</b>				
<i>Associate Professor</i>				
Shao, Dale	P	3		
Weible, Rick	P	3		
<i>Assistant Professor</i>				
Tomblin, Shane	P	3		
<i>Instructor</i>				
Koo, Chulmo	S		3	
<b>Total MIS</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>75%</b>
<b>MARKETING</b>				
<i>Professor</i>				
Brown, Bob	P	3		
Mader, Deanna	P	3		
Mader, Frederick	P	3		
Tate, Uday	P	3		
<i>Associate Professor</i>				
Alexander, Elizabeth	P	3		

**A. TABLE I: SUMMARY OF FACULTY SUFFICIENCY  
IN DISCIPLINE AND SCHOOL  
Fall 2005  
(RE: Standard 9 - Using Courses)**

<b>Name</b>	<b>Faculty Participating or Supporting (P or S)</b>	<b>Instruction Number of Courses (3 credit hours each) Amount of Teaching if Participating</b>	<b>Instruction Number of Courses (3 credit hours each) Amount of Teaching if Supporting</b>	<b>Instruction Number of Courses (3 credit hours each) P/(P+S) Sub-disciplines &gt;60% Total school &gt; 75%</b>
<i>Instructor</i>				
Little, Bryan	S		4	
Halleck, Jamey	S		4	
McClure, Rex	P	3		
<b>Total Marketing</b>	<b>8</b>	<b>18</b>	<b>8</b>	<b>69%</b>
<b>Overall Total for School</b>	<b>58 (P=53, S=5)</b>	<b>146 of 165</b>	<b>19 of 165</b>	<b>146 of 165</b>
<b>Overall Total for School</b>	<b>% of Faculty P=91%; S=9%</b>	<b>% of Instruction P=88%</b>	<b>% of Instruction S=12%</b>	<b>88%</b>

**B. TABLE II: SUMMARY OF FACULTY QUALIFICATION, INTELLECTUAL CONTRIBUTIONS AND PROFESSIONAL RESPONSIBILITIES**

**Fall 2005**

**(RE: Standards 2 and 10)**

Name	Highest Degree & Year	Date of First Appt. to School	% of Time Dedicated to the School's Mission	Acad. Qualified	Prof. Qualified	Other	Number of IC/PC Contributions during the last 5 years						Normal Professional Responsibilities
							Learning & Pedagogical Scholarship		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
<b>ACCOUNTING</b>													
<i>Professor</i>													
Saunders, Gary	DBA - 1977	8/27/1990	100	Yes			2	2	10	16	0	0	UG/GR
Wenzel, Loren	DBA - 1990	8/17/2000	100	Yes			1	2	3	4	0	0	UG/GR/ADM
<i>Associate Professor</i>													
Archambault, Jeffrey	PhD - 1992	8/17/2001	100	Yes			0	1	2	4	2	3	UG/GR
Archambault, Marie	PhD - 1992	8/17/2001	100	Yes			0	2	2	4	2	3	UG/GR
Conrad, Bruce	MBA - 1973	8/16/1984	100		Yes		0	0	0	0	1	11	UG
Forget, Robert	MBA - 1989	8/16/1990	100			Yes	0	0	0	0	0	0	UG
Maheshwari, Suneel	PhD - 1998	8/17/1998	100	Yes			1	7	14	30	1	12	UG/GR
Price, Jean	PhD - 1992	8/26/2002	100	Yes			0	3	3	4	2	1	UG/GR
<i>Assistant Professor</i>													
Luchs, Christopher *	PhD - 2003	8/26/2002	100	Yes			1	5	1	6	0	0	UG/GR
Stivason, Chuck	PhD - 1998	8/17/2004	100	Yes			0	4	2	2	0	0	UG
<b>Academic Discipline Total</b>							<b>5</b>	<b>26</b>	<b>37</b>	<b>70</b>	<b>8</b>	<b>30</b>	
<b>Average IC/PC (Total ÷ 10)</b>							<b>0.50</b>	<b>2.60</b>	<b>3.70</b>	<b>7.00</b>	<b>0.80</b>	<b>3.00</b>	
<b>LEGAL ENVIRONMENT</b>													
<i>Professor</i>													
Kent, Calvin	PhD - 1967	6/1/1993	50	Yes			1	2	1	4	2	8	UG/GR
Stone, Joe	JD - 1970	8/17/1971	100	Yes			0	0	1	0	1	0	UG
<i>Associate Professor</i>													
Berry, Woodrow	JD / LLM - 1976	9/1/1987	100		Yes		0	1	0	0	1	0	UG
Capehart, Robin	JD/LLM - 1978	8/17/2000	100	Yes			0	0	3	19	0	0	UG/GR
<b>Academic Discipline Total</b>							<b>1</b>	<b>3</b>	<b>5</b>	<b>23</b>	<b>4</b>	<b>8</b>	
<b>Average IC/PC (Total ÷ 4)</b>							<b>0.25</b>	<b>0.75</b>	<b>1.25</b>	<b>5.75</b>	<b>1.00</b>	<b>2.00</b>	

**B. TABLE II: SUMMARY OF FACULTY QUALIFICATION, INTELLECTUAL CONTRIBUTIONS AND PROFESSIONAL RESPONSIBILITIES**

**Fall 2005**

**(RE: Standards 2 and 10)**

Name	Highest Degree & Year	Date of First Appt. to School	% of Time Dedicated to the School's Mission	Acad. Qualified	Prof. Qualified	Other	Number of IC/PC Contributions during the last 5 years						Normal Professional Responsibilities
							Learning & Pedagogical Scholarship		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
<b>ECONOMICS</b>													
<i>Professor</i>													
Adkins, Roger	PhD - 1981	8/16/1981	100	Yes			0	9	2	3	0	0	UG
Akkihah, Ramchandra	PhD - 1969	9/1/1968	100	Yes			0	0	4	2	0	5	UG/GR
Brookshire, Mike	PhD - 1975	8/1/1976	67	Yes			0	0	5	11	0	5	UG/GR
Smith, Harlan	PhD - 1989	8/26/1991	100	Yes			1	8	1	0	1	0	UG/GR
Uselding, Paul	PhD - 1970	7/1/2005	100		Yes		0	0	0	0	0	2	ADM
Zapalska, Alina	PhD - 1991	8/26/1991	100	Yes			27	26	12	12	0	0	UG/GR
<i>Associate Professor</i>													
Agesa, Jacqueline	PhD - 1996	8/17/2000	100	Yes			0	0	10	10	0	0	UG/GR
Agesa, Richard	PhD - 1996	8/17/2000	100	Yes			0	0	7	6	0	0	UG/GR
Kontos, Nick (T)	MA - 1958	8/17/2003	100			Yes	0	0	0	0	0	0	UG
Newsome, Michael	PhD - 1997	8/17/1998	100	Yes			1	7	3	0	0	2	UG/GR
Wilkins, Allen	PhD - 1985	9/1/1985	100		Yes		0	4	1	0	0	0	UG
<i>Assistant Professor</i>													
Hamilton, Paul *	PhD - 2002	8/17/2005	67	Yes			0	0	0	1	0	1	UG
<b>Academic Discipline Total</b>							<b>29</b>	<b>54</b>	<b>45</b>	<b>45</b>	<b>1</b>	<b>15</b>	
<b>Average IC/PC (Total ÷ 12)</b>							<b>2.42</b>	<b>4.50</b>	<b>3.75</b>	<b>3.75</b>	<b>0.08</b>	<b>1.25</b>	
<b>FINANCE</b>													
<i>Professor</i>													
Brozik, Dallas	PhD - 1984	9/1/1987	100	Yes			10	12	1	4	2	0	UG/GR
Shao, Lawrence	PhD - 1989	8/17/2000	100	Yes			2	2	4	12	3	8	UG/GR/ADM
<i>Assistant Professor</i>													
Shi, Jian *	PhD - 2004	8/17/2004	100	Yes			0	0	1	7	0	0	UG/GR
Zhang, Shaorong *	PhD - 2004	8/17/2004	100	Yes			0	0	2	1	0	0	UG/GR
<i>Instructor</i>													
Denning, Scott (T)	MBA - 1984	8/26/2002	100			Yes	0	0	0	0	0	0	UG
<b>Academic Discipline Total</b>							<b>12</b>	<b>14</b>	<b>8</b>	<b>24</b>	<b>5</b>	<b>8</b>	
<b>Average IC/PC (Total ÷ 5)</b>							<b>2.40</b>	<b>2.80</b>	<b>1.60</b>	<b>4.80</b>	<b>1.00</b>	<b>1.60</b>	

**B. TABLE II: SUMMARY OF FACULTY QUALIFICATION, INTELLECTUAL CONTRIBUTIONS AND PROFESSIONAL RESPONSIBILITIES**

**Fall 2005**

**(RE: Standards 2 and 10)**

Name	Highest Degree & Year	Date of First Appt. to School	% of Time Dedicated to the School's Mission	Acad. Qualified	Prof. Qualified	Other	Number of IC/PC Contributions during the last 5 years						Normal Professional Responsibilities
							Learning & Pedagogical Scholarship		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
<b>MANAGEMENT</b>													
<i>Professor</i>													
Bolling, Blaker	DBA - 1979	8/1/1985	100	Yes			0	9	2	1	0	2	UG/GR
Kim, Chong	PhD - 1976	6/13/1977	100	Yes			1	3	2	5	9	3	UG/GR/ADM
McInerney, Marjorie	PhD - 1983	9/1/1986	100	Yes			0	1	0	0	7	3	UG/GR
Sikula, Andrew	PhD - 1970	8/17/1999	100	Yes			1	15	9	8	13	17	UG/GR/ADM
<i>Associate Professor</i>													
Anderson, Lorraine *	EdD - 2000	8/17/2001	100	Yes			2	0	2	24	1	5	UG/GR/ADM
Braun, Charles	PhD - 1994	8/29/1994	100	Yes			0	0	2	14	0	0	UG
Karl, Katherine	PhD - 1991	8/17/2003	100	Yes			0	1	7	17	0	0	UG/GR
Olmosk, Kurt	PhD - 1970	8/5/1983	100	Yes			0	3	3	4	0	1	UG/GR
<i>Assistant Professor</i>													
Cassidy, Chris	PhD - 2002	8/17/2004	100	Yes			3	5	1	7	0	0	UG/GR
<i>Instructor</i>													
Belville, Lance (T)	MBA - 1982	8/17/2000	100		Yes		0	0	0	1	0	0	UG
<b>Academic Discipline Total</b>							<b>7</b>	<b>37</b>	<b>28</b>	<b>81</b>	<b>30</b>	<b>31</b>	
<b>Average IC/PC (Total ÷ 10)</b>							<b>0.70</b>	<b>3.70</b>	<b>2.80</b>	<b>8.10</b>	<b>3.00</b>	<b>3.10</b>	
<b>QUANTITATIVE ANALYSIS</b>													
<i>Professor</i>													
Emmett, Dennis	DBA - 1978	8/15/1976	100	Yes			1	1	6	13	0	0	UG/GR
<i>Associate Professor</i>													
Ha, Daesung	PhD - 1991	8/27/1990	100	Yes			0	0	2	4	0	0	UG
<i>Assistant Professor</i>													
Subedi, Deepak *	PhD - 2004	8/17/2004	100	Yes			0	0	1	10	0	0	UG/GR
<b>Academic Discipline Total</b>							<b>1</b>	<b>1</b>	<b>9</b>	<b>27</b>	<b>0</b>	<b>0</b>	
<b>Average IC/PC (Total ÷ 3)</b>							<b>0.33</b>	<b>0.33</b>	<b>3.00</b>	<b>9.00</b>	<b>0.00</b>	<b>0.00</b>	

**B. TABLE II: SUMMARY OF FACULTY QUALIFICATION, INTELLECTUAL CONTRIBUTIONS AND PROFESSIONAL RESPONSIBILITIES**

**Fall 2005**

**(RE: Standards 2 and 10)**

Name	Highest Degree & Year	Date of First Appt. to School	% of Time Dedicated to the School's Mission	Acad. Qualified	Prof. Qualified	Other	Number of IC/PC Contributions during the last 5 years						Normal Professional Responsibilities
							Learning & Pedagogical Scholarship		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
<b>HEALTH CARE</b>													
<i>Professor</i>													
Rutsohn, Phil	DrPH - 1976	8/16/1997	100	Yes			0	0	4	2	0	13	UG/GR
<i>Associate Professor</i>													
Chandra, Ashish	PhD - 1996	8/17/2000	100	Yes			4	10	11	51	8	30	UG/GR
<b>Academic Discipline Total</b>							<b>4</b>	<b>10</b>	<b>15</b>	<b>53</b>	<b>8</b>	<b>43</b>	
<b>Average IC/PC (Total ÷ 2)</b>							<b>2.00</b>	<b>5.00</b>	<b>7.50</b>	<b>26.50</b>	<b>4.00</b>	<b>21.50</b>	
<b>MGT INFO SYSTEMS</b>													
<i>Associate Professor</i>													
Shao, Dale	PhD - 1989	8/17/2001	100	Yes			2	3	2	4	3	6	UG/GR
Weible, Rick	DBA - 1993	8/30/1993	100	Yes			1	4	0	1	0	10	UG
<i>Assistant Professor</i>													
Tomblin, Shane *	DBA - 2005	8/31/1991	100	Yes			0	1	1	4	0	3	UG/GR
<i>Instructor</i>													
Koo, Chulmo * (T)	PhD - 2003	8/17/2004	100	Yes			0	0	4	6	0	0	UG
<b>Academic Discipline Total</b>							<b>3</b>	<b>8</b>	<b>7</b>	<b>15</b>	<b>3</b>	<b>19</b>	
<b>Average IC/PC (Total ÷ 4)</b>							<b>0.75</b>	<b>2.00</b>	<b>1.75</b>	<b>3.75</b>	<b>0.75</b>	<b>4.75</b>	
<b>MARKETING</b>													
<i>Professor</i>													
Brown, Bob	PhD - 1977	8/16/1981	100	Yes			9	1	0	0	0	0	UG/GR
Mader, Deanna	PhD - 1984	8/26/1991	100	Yes			2	7	2	4	1	11	UG/GR
Mader, Frederick	PhD - 1988	8/26/1991	100	Yes			1	4	0	0	1	4	UG/GR
Tate, Uday	DBA - 1983	8/17/2001	100	Yes			0	1	5	14	0	0	UG/GR

**B. TABLE II: SUMMARY OF FACULTY QUALIFICATION, INTELLECTUAL CONTRIBUTIONS AND PROFESSIONAL RESPONSIBILITIES**

**Fall 2005**

**(RE: Standards 2 and 10)**

Name	Highest Degree & Year	Date of First Appt. to School	% of Time Dedicated to the School's Mission	Acad. Qualified	Prof. Qualified	Other	Number of IC/PC Contributions during the last 5 years						Normal Professional Responsibilities
							Learning & Pedagogical Scholarship		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
<i>Associate Professor</i>													
Alexander, Elizabeth	PhD - 2000	9/1/1997	100	Yes			0	2	3	12	0	0	UG/GR
<i>Instructor</i>													
Halleck, Jamey (T)	MBA - 2000	8/17/2001	100			Yes	0	0	0	0	0	0	UG
Little, Bryan (T)	MBA - 1994	8/26/2002	100		Yes		0	0	0	0	0	0	UG
McClure, Rex ** (T)	MBA - 1998	8/17/2002	100	Yes			0	0	0	3	0	0	UG
<b>Academic Discipline Total</b>							<b>12</b>	<b>15</b>	<b>10</b>	<b>33</b>	<b>2</b>	<b>15</b>	
<b>Average IC/PC (Total ÷ 8)</b>							<b>1.50</b>	<b>1.88</b>	<b>1.25</b>	<b>4.13</b>	<b>0.25</b>	<b>1.88</b>	
<b>College Total</b>							<b>74</b>	<b>168</b>	<b>164</b>	<b>371</b>	<b>61</b>	<b>169</b>	
<i>Average IC/PC (Total ÷ 58)</i>							1.28	2.90	2.83	6.40	1.05	2.91	

TABLE NOTES:

- (T) - Full time temporary, total of 7 professors.
- \* - New PhD. Five years of GSM qualifications immediately following receipt of doctorate regardless of IC/PC count, total of 8 professors.
- \*\* - ABD (all but dissertation). Three years of GSM qualification while ABD regardless of IC/PC count. Must currently be ABD. Total of 1 professor.

(2) book chapters; (3) grants/awards; and (4) IDEA/CBER (Institute for the Development of Entrepreneurial Advances/Center for Business and Economic Research) business plans.

ADDITIONAL NOTE:

The LCOB historically uses very few part-time adjunct professors. In Fall 2005, the following 4 professors taught the indicated 5 courses. Degrees are noted next to the names. Robert Alexander (PhD) MGT 460; Amy Anastasia (MBA) ECN 250 and ECN 253; Valerie Jacobs (MS in MGT) MGT 422; and Terry Polen (MBA) MGT 422. The 5 courses translate into 1.25 equivalent faculty positions. These part-time adjunct professors were used to replace the .50 Kent, .33 Brookshire and .33 Hamilton (total of 1.16) positions. These 3 professors do economic academic research work for the Marshall University Center for Business and Economic Research.

## C. TABLE IIA: CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY

Fall 2005

(RE: Standard 10)

For LCOB, AQ if: (1) doctoral degree; and (2) two or more peer reviewed journal articles within the last 5 years; or (3) doctorate received within the last 5 years; or (4) ABD (all but dissertation) within the last 3 years.

For LCOB, PQ if: (1) masters' degree; and (2) professionally active within the last 5 years.

Name	Faculty Qualification (Academic-AQ, Professional-PQ, Other-O)	AQ Faculty-% of Time Devoted to Mission	PQ Faculty-% of Time Devoted to Mission	Other Faculty-% of Time Devoted to Mission	AQ/AQ+PQ+O ≥50% AQ + PQ /AQ+PQ+O ≥ 90%  Qualification Ratios Per Standard 10
<b>ACCOUNTING</b>					
<i>Professor</i>					
Saunders, Gary	AQ	100			
Wenzel, Loren	AQ	100			
<i>Associate Professor</i>					
Archambault, Jeffrey	AQ	100			
Archambault, Marie	AQ	100			
Conrad, Bruce	PQ		100		
Forget, Robert	O			100	
Maheshwari, Suneel	AQ	100			
Price, Jean	AQ	100			
<i>Assistant Professor</i>					
Luchs, Christopher	AQ	100			
Stivason, Chuck	AQ	100			
<b>Total Accounting</b>	<b>10</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>80% 90%</b>
<b>LEGAL ENVIRONMENT</b>					
<i>Professor</i>					
Kent, Calvin	AQ	50			
Stone, Joe	AQ	100			
<i>Associate Professor</i>					
Berry, Woodrow	PQ		100		
Capehart, Robin	AQ	100			
<b>Total LE</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>75% 100%</b>
<b>ECONOMICS</b>					
<i>Professor</i>					
Adkins, Roger	AQ	100			
Akkihah, Ramchandra	AQ	100			

**C. TABLE IIA: CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY**

**Fall 2005**

**(RE: Standard 10)**

<b>Name</b>	<b>Faculty Qualification (Academic-AQ, Professional-PQ, Other-O)</b>	<b>AQ Faculty-% of Time Devoted to Mission</b>	<b>PQ Faculty-% of Time Devoted to Mission</b>	<b>Other Faculty-% of Time Devoted to Mission</b>	<b>AQ/AQ+PQ+O ≥50% AQ + PQ /AQ+PQ+O≥ 90%  Qualification Ratios Per Standard 10</b>
Brookshire, Mike	AQ	67			
Smith, Harlan	AQ	100			
Uselding, Paul	PQ		100		
Zapalska, Alina	AQ	100			
<i>Associate Professor</i>					
Agesa, Jacqueline	AQ	100			
Agesa, Richard	AQ	100			
Kontos, Nick	O			100	
Newsome, Michael	AQ	100			
Wilkins, Allen	PQ		100		
<i>Assistant Professor</i>					
Hamilton, Paul	AQ	67			
<b>Total Economics</b>	<b>12</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>75% 92%</b>
<b>FINANCE</b>					
<i>Professor</i>					
Brozik, Dallas	AQ	100			
Shao, Lawrence	AQ	100			
<i>Assistant Professor</i>					
Shi, Jian	AQ	100			
Zhang, Shaorong	AQ	100			
<i>Instructor</i>					
Denning, Scott	O			100	
<b>Total Finance</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>80% 80%</b>
<b>MANAGEMENT</b>					
<i>Professor</i>					
Bolling, Blaker	AQ	100			
Kim, Chong	AQ	100			
McInerney, Marjorie	AQ	100			

**C. TABLE IIA: CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY**

**Fall 2005**

**(RE: Standard 10)**

Name	Faculty Qualification (Academic-AQ, Professional-PQ, Other-O)	AQ Faculty-% of Time Devoted to Mission	PQ Faculty-% of Time Devoted to Mission	Other Faculty-% of Time Devoted to Mission	AQ/AQ+PQ+O ≥50% AQ + PQ /AQ+PQ+O≥ 90%
					Qualification Ratios Per Standard 10
Sikula, Andrew	AQ	100			
<i>Associate Professor</i>					
Anderson, Lorraine	AQ	100			
Braun, Charles	AQ	100			
Karl, Katherine	AQ	100			
Olmosk, Kurt	AQ	100			
<i>Assistant Professor</i>					
Cassidy, Chris	AQ	100			
<i>Instructor</i>					
Belville, Lance	PQ		100		
<b>Total Management</b>	<b>10</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>90%</b> <b>100%</b>
<b>QUANTITATIVE ANALYSIS</b>					
<i>Professor</i>					
Emmett, Dennis	AQ	100			
<i>Associate Professor</i>					
Ha, Daesung	AQ	100			
<i>Assistant Professor</i>					
Subedi, Deepak	AQ	100			
<b>Total QA</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>100%</b> <b>100%</b>
<b>HEALTH CARE</b>					
<i>Professor</i>					
Rutsohn, Phil	AQ	100			
<i>Associate Professor</i>					
Chandra, Ashish	AQ	100			
<b>Total Health Care</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>100%</b> <b>100%</b>
<b>MGT INFO SYSTEMS</b>					
<i>Associate Professor</i>					
Shao, Dale	AQ	100			

**C. TABLE IIA: CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY**

**Fall 2005**

**(RE: Standard 10)**

Name	Faculty Qualification (Academic-AQ, Professional-PQ, Other-O)	AQ Faculty-% of Time Devoted to Mission	PQ Faculty-% of Time Devoted to Mission	Other Faculty-% of Time Devoted to Mission	AQ/AQ+PQ+O ≥50%
					AQ + PQ /AQ+PQ+O≥ 90%
					Qualification Ratios Per Standard 10
Weible, Rick	AQ	100			
<i>Assistant Professor</i>					
Tomblin, Shane	AQ	100			
<i>Instructor</i>					
Koo, Chulmo	AQ	100			
<b>Total MIS</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>100%</b> <b>100%</b>
<b>MARKETING</b>					
<i>Professor</i>					
Brown, Bob	AQ	100			
Mader, Deanna	AQ	100			
Mader, Frederick	AQ	100			
Tate, Uday	AQ	100			
<i>Associate Professor</i>					
Alexander, Elizabeth	AQ	100			
<i>Instructor</i>					
Halleck, Jamey	O			100	
Little, Bryan	PQ		100		
McClure, Rex	AQ	100			
<b>Total Marketing</b>	<b>8</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>75%</b> <b>88%</b>
<b>College Total</b>	<b>58</b>	<b>48</b>	<b>6</b>	<b>4</b>	<b>83%</b> <b>93%</b>

**D. TABLE IIB: YEARLY RECORD OF INTELLECTUAL CONTRIBUTIONS  
BY DISCIPLINE AND FACULTY MEMBER**

**Fall 2005**

**(RE: STANDARDS 2 AND 10)**

Name	2001							2002							2003							2004							2005							2001-2005 Total											
	PRJ	OPP	OP	PPM	ERA	PC	PP	PRJ	OPP	OP	PPM	ERA	PC	PP	PRJ	OPP	OP	PPM	ERA	PC	PP	PRJ	OPP	OP	PPM	ERA	PC	PP	PRJ	OPP	OP	PPM	ERA	PC	PP	PRJ	OPP	OP	PPM	ERA	PC	PP	PRJ	OIC			
<b>ACCOUNTING</b>																																															
<i>Professor</i>																																															
Saunders, Gary*		3						1	4	1					4	2						3	7							4	1	1						12	19								
Wenzel, Loren*	1	3						2	1						1								1								1							4	6								
<i>Associate Professor</i>																																															
Archambault, Jeffrey*		2						1	3						2	2														1	1							4	8								
Archambault, Marie*		1						1	3						2	2									1					1	2							4	9								
Conrad, Bruce								1	1							3							1	1							1	2	2					1	11								
Forget, Robert																																						0	0								
Maheshwari, Suneel*	4	3	7				1	4	5	3					2	7	6			1	5	3	3					5	1	2	3						16	49									
Price, Jean*		1						1					1		1	2					2	4							1								5	8									
<i>Assistant Professor</i>																																															
Luchs, Christopher*														1		2						2	7								2							2	11								
Stivason, Chuck																							2							2	3							2	6								
<b>Total</b>	<b>5</b>	<b>13</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>11</b>	<b>17</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>12</b>	<b>20</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>12</b>	<b>25</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>13</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>	<b>127</b>									
<b>LEGAL ENVIRONMENT</b>																																															
<i>Professor</i>																																															
Kent, Calvin *	2	4	1					1	5							1	1					1			2													4	14								
Stone, Joe								1							1																							2	0								
<i>Associate Professor</i>																																															
Bery, Woodrow									1						1																							1	1								
Capehart, Robin*	1	5	1					1	4						1	5							2								2							3	19								
<b>Total</b>	<b>3</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>34</b>									
<b>ECONOMICS</b>																																															
<i>Professor</i>																																															
Adkins, Roger			1					2	3	1						3				1		1								2							2	12									
Akkihal, Ramchandra*	1							1	2													2		5														4	7								
Brookshire, Mike *		2							3						2	5	3					2	2							1	1							5	16								
Smith, Harlan *								1	1	2										1									2		3					1	3	8									
Uselding, Paul									1							1																						0	2								
Zapalska, Alina *	4		5					9	24	3	5			2	10		2			5	1	5	1				1										39	38									
<i>Associate Professor</i>																																															
Agesa, Jacqueline *	2	4						1	3	2							1					2	1							3		1						10	10								
Agesa, Richard *	2	3						1	1	1					1							1	1							2								7	6								
Kontos, Nick																																						0	0								
Newsome, Michael *	1	1	1						1							2						2	2							1	2							4	9								
Wilkins, Allen		3						1	1																													1	4								
<i>Assistant Professor</i>																																															
Hamilton, Paul *																															1	1						0	2								
<b>Total</b>	<b>10</b>	<b>13</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>33</b>	<b>19</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>13</b>	<b>11</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>10</b>	<b>12</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>9</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>75</b>	<b>114</b>									
<b>FINANCE</b>																																															
<i>Professor</i>																																															
Brozik, Dallas *	1		1					2	4	5	2				2					2	3						1		3	1					2		13	16									
Shao, Lawrence *	1	6						1	2	3	1			2	4	3	2					1	1						1	1	1	1				1		9	22								
<i>Assistant Professor</i>																																															
Shi, Jian *																1							3							1	3							1	7								
Zhang, Shaorong *																							1							2								2	1								
<i>Instructor</i>																																															
Denning, Scott																																						0	0								
<b>Total</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>6</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>25</b>	<b>46</b>									



**D. TABLE IIB: YEARLY RECORD OF INTELLECTUAL CONTRIBUTIONS  
BY DISCIPLINE AND FACULTY MEMBER**

**Fall 2005**

**(RE: STANDARDS 2 AND 10)**

Name	2001							2002							2003							2004							2005							2001-2005 Total								
	PRJ	OPP	OP	PPM	ERA	PC	PP	PRJ	OPP	OP	PPM	ERA	PC	PP	PRJ	OPP	OP	PPM	ERA	PC	PP	PRJ	OPP	OP	PPM	ERA	PC	PP	PRJ	OPP	OP	PPM	ERA	PC	PP	PRJ	OPP	OP	PPM	ERA	PC	PP	PRJ	OIC
<i>Instructor</i>																																												
Halleck, Jamey																																											0	0
Little, Bryan																																											0	0
McClure, Rex *																																					1						0	1
<b>Total</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>24</b>	<b>61</b>							
<b>College Total</b>	<b>44</b>	<b>59</b>	<b>36</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>63</b>	<b>79</b>	<b>79</b>	<b>26</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>40</b>	<b>62</b>	<b>59</b>	<b>32</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>41</b>	<b>54</b>	<b>63</b>	<b>20</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>48</b>	<b>60</b>	<b>51</b>	<b>35</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>37</b>	<b>299</b>	<b>707</b>							

\*Designates LCOB GSM faculty (42 of 58 or 72%)

PRJ = Peer Reviewed Journal articles      PPM = Papers Presented at Meetings, not published  
ERA = Editor Review Articles              PC = Published Cases  
PP = Published Proceedings                OP = Other Publications - including books, handbooks, instruction manuals, etc.  
OPP = Other Professional Presentations    OIC = Other Intellectual Contributions  
\* = Graduate Faculty

**E. Table IIC: GRADUATE SCHOOL OF MANAGEMENT (GSM)  
FACULTY MEMBERSHIP  
Fall 2005  
(RE: Standards 2 and 10)**

To be a GSM qualified, a professor needs three or more PRJs (or equivalents) and a total of eight or more IC/PC contributions (PRJ + OIC) during the last five years. LCOB PRJ equivalents are defined as: (1) books; (2) book chapters; (3) grants/awards; and (4) IDEA/CBER (Institute for the Development of Entrepreneurial Advances/Center for Business and Economic Research) business plans. If a professor has only three PRJs or equivalents, not more than one may be an equivalent.

<b>Faculty</b>	<b>Discipline</b>	<b>Rank</b>
Saunders, Gary	Accounting	Professor
Wenzel, Loren	Accounting	Professor
Archambault, Jeffrey	Accounting	Associate Professor
Archambault, Marie	Accounting	Associate Professor
Maheshwari, Suneel	Accounting	Associate Professor
Price, Jean	Accounting	Associate Professor
Luchs, Christopher	Accounting	Assistant Professor
Stivason, Charles	Accounting	Assistant Professor
Kent, Calvin	Legal Environment	Professor
Capehart, Robin	Legal Environment	Associate Professor
Akkihah, Ramchandra	Economics	Professor
Brookshire, Mike	Economics	Professor
Smith, Harlan	Economics	Professor
Zapalska, Alina	Economics	Professor
Agesa, Jacqueline	Economics	Associate Professor
Agesa, Richard	Economics	Associate Professor
Newsome, Michael	Economics	Associate Professor
Hamilton, Paul	Economics	Assistant Professor
Adkins, Roger	Economics	Professor
Brozik, Dallas	Finance	Professor
Shao, Lawrence	Finance	Professor
Shi, Jian	Finance	Assistant Professor
Zhang, Shaorong	Finance	Assistant Professor
Bolling, Blaker	Management	Professor
Braun, Charles	Management	Associate Professor
Kim, Chong	Management	Professor
McInerney, Marjorie	Management	Professor
Sikula, Andrew	Management	Professor
Anderson, Lorraine	Management	Associate Professor
Karl, Katherine	Management	Associate Professor

**E. Table IIC: GRADUATE SCHOOL OF MANAGEMENT (GSM)  
FACULTY MEMBERSHIP  
Fall 2005  
(RE: Standards 2 and 10)**

<b>Faculty</b>	<b>Discipline</b>	<b>Rank</b>
Olmosk, Kurt	Management	Associate Professor
Cassidy, Chris	Management	Assistant Professor
Emmett, Dennis	Qualitative Analysis	Professor
Subedi, Deepak	Qualitative Analysis	Assistant Professor
Rutsohn, Phil	Health Care	Professor
Chandra, Ashish	Health Care	Associate Professor
Shao, Dale	Management Information Systems	Associate Professor
Tomblin, Shane	Management Information Systems	Assistant Professor
Koo, Chulmo	Management Information Systems	Instructor
Brown, Bob	Marketing	Professor
Mader, Deanna	Marketing	Professor
Mader, Frederick	Marketing	Professor
Tate, Uday	Marketing	Professor
Alexander, Elizabeth	Marketing	Associate Professor
McClure, Rex	Marketing	Instructor

45 of 58 or 78% of LCOB faculty are GSM qualified.

## **8. Listing of Notebooks Available in the LCOB Dean's Office Conference Room**

- A. AACSB Maintenance of Accreditation Application and Annual Maintenance Reports, 2003-2006
- B. LCOB Advisory Board Minutes, 2001-2006
- C. LCOB Executive Committee Minutes, 2001-2006
- D. Minutes of LCOB Accreditation Maintenance Committee Meetings, 2003-2006
- E. Minutes of the LCOB Assessment (Assurance of Learning) Committee Meetings, 2003-2006
- F. Minutes of LCOB Graduate Committee Meetings, 2001-2006
- G. Minutes of the LCOB Undergraduate Curriculum Committee Minutes, 2001-2006
- H. Minutes of LCOB Faculty Development Committee Meetings, 2001-2006
- I. 58 Individual LCOB Faculty Intellectual/Portfolio Contributions Notebooks
- J. Nine Program Review and Assessment Notebooks
  - (1) Accounting BBA, 2001-2005
  - (2) Economics BBA, 2001-2005
  - (3) Finance BBA, 2001-2005
  - (4) Management BBA, 2001-2005
  - (5) Management Information Systems, 2001-2005
  - (6) Marketing BBA, 2001-2005
  - (7) Health Care Administration MS, 2001-2005
  - (8) Industrial and Employee Relations/Human Resource Management MS, 2001-2005
  - (9) Master of Business Administration MBA, 2001-2005
- K. LCOB Assurance of Learning (AOL) Notebook
- L. Economic Development Notebook
- M. LCOB Faculty Handbook
- N. India MBA Program Report, 2005
- O. Doctor of Management Practice in Nurse Anesthesia (DMPNA) Proposal, 2006

**IV. MARSHALL UNIVERSITY**  
**ELIZABETH MCDOWELL LEWIS COLLEGE OF BUSINESS**  
**AACSB INTERNATIONAL ACCREDITATION**  
**2006-2007 ANNUAL MAINTENANCE REPORT**

**Submitted by:**

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**MARSHALL UNIVERSITY 2006-2007 ANNUAL MAINTENANCE REPORT**

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## **1. Progress Update**

### **A. Assurance of Learning**

#### **(1) Undergraduate**

Before 2004, the LCOB followed the standards of the AACSB and concentrated on outcomes assessment. Marshall University has an Office of Program Review and Assessment as part of Academic Affairs and they require each program to do a five year program review and annual assessment updates. These documents are on file in the LCOB Dean's Office Conference Room for inspection. The LCOB did not shift its focus from assessment to Assurance of Learning until fall, 2004, a year after the accreditation standards incorporated AOL. Curricular changes implemented at the undergraduate level pre 2004 included the introduction of computer aided instruction, e-courses (especially in the summer), and more of a focus on career development, action learning, and internships. Exit surveys were also performed by some of the academic disciplines, including finance and economics, as part of this outcomes assessment focus. In terms of graduate programs, the MBA program has periodically surveyed its graduates for assessment feedback in the regular, Executive and India MBA programs.

The main focus of 2006–2007 has been and will continue to be on implementing our greatly enhanced Assurance of Learning (AOL) Program. Undergraduate-level AOL efforts flow from the LCOB Mission Statement, and from the Overarching Goal of the BBA Program: *“To equip students with the knowledge and skills they will need to enter the world of business and meet the challenges they will face throughout their careers.”*

More specifically, the BBA-level AOL Program consists of 5 Cycles:

Cycle #1: Student mastery of the “Core Knowledge” they will need to enter the world of business. The key features of this cycle are:

1. Faculty Ownership & Participation: The faculty has defined this “Core Knowledge” in terms of 10 Integrative Themes that are woven through the BBA Core Curriculum (the courses that all undergraduates must complete, regardless of major). All LCOB faculty members have participated, and continue to participate, in identifying and defining the Integrative Themes, creating the Assessment Measure (the Integrative Theme Exam--a Multiple-Choice Test on the Integrative Themes), and closing the loop to generate continuous improvement.
2. Student Participation: All students must take the BBA Program Capstone Course (Strategic Management) to graduate. During 2005/06, multiple sections of the Capstone Course administered the *Integrative Theme Exam* as their Final Exam, counting for 10% of the course grade. Beginning in 2006/07, we expect every section of the Capstone Course, every semester, to use the *Integrative Theme Exam* as its Final Exam. All graduating BBA students, therefore, will participate in this cycle.
3. Learning Objective: The student will demonstrate the “Core Knowledge” required to understand the environment within which business operates.
4. Performance Standard: Our current goal is to have at least 80% of graduating BBA students score 70% or higher on the *Integrative Theme Exam*.

Cycle #2: Assessment of Writing Skills. The key features of this cycle are:

1. A Partnership between LCOB Instructors and the University's Writing Across the Curriculum (WAC) Program: The Director of the University WAC Program works with the AOL Committee to design a common-core Writing Skills Assessment Rubric, which is used in all courses participating in the Writing Skills Assessment exercise. The WAC Director also assigns non-LCOB WAC-Certified faculty members to work with LCOB instructors who participate in the Writing Skills Assessment exercise. The WAC Partners facilitate the development of Assignment Rubrics and use the common-core Writing Skills Assessment Rubric (along with the student papers designated for the Writing Skills Assessment exercise) to generate a set of Aggregate Rubric Sub-Scores that can be used for program-wide assessment purposes.
2. Sampling: The AOL Committee selects a set of classes to participate in this cycle in order to cover all majors and sample the undergraduate student population.
3. Time Frame: The first run of this cycle will take place during fall 2006, as illustrated by Example 2 in the AOL Section of the main Fifth Year Maintenance Report. This cycle will then be run every other year, starting in 2008/09.

Cycle #3: Assessment of Problem-Solving Skills. The key features of this cycle are:

1. Faculty Participation: The Accounting faculty will design a *Problem-Solving Module* and embed it in the common Final Exam that will be given in all sections of Accounting 216 (the second semester of the two-term Accounting sequence in the BBA Core Curriculum), starting fall 2006.

2. Student Participation: All students who complete the BBA degree program will participate in this cycle.
3. Closing the Loop: Each semester's *Problem-Solving Module* results will initially be disseminated to the Accounting faculty and the AOL Committee. Once a year, the previous year's results will be disseminated to the entire LCOB faculty. These results will be used to improve the delivery of problem-solving in Accounting 216 and the amount of problem-solving required in upper-level BBA courses.
4. Time Frame: Ongoing, semester by semester, starting fall 2006.

Cycle #4: Assessment of Student Oral Presentation Skills. The key features of this cycle are:

1. A Partnership between LCOB Instructors and the University's Department of Communication Studies: The Department of Communication Studies has designed an Oral Presentation Skills Assessment Mechanism for its program. The LCOB will partner with Communication Studies faculty to adapt this Mechanism for use in the Capstone Courses taught in each major program of study.
2. Facilitator: Dr. Robert Edmunds (Director of the MU Office of Program Review & Assessment 1995-2006; Professor of Communication Studies)
3. Time Frame: This cycle will be run every other year, beginning in 2007/08.

Cycle #5: Assessment of Critical Thinking Skills. The key features of this cycle are:

1. Time Frame: This cycle will be run every other year, beginning in 2007/08.
2. Starting Point: Marshall University's *Center for Teaching Excellence fall 2006 Faculty Workshop* on August 16, 2006. Title: "Teaching for Critical Thinking." Presenter: Dr. William Roberson, University of Texas at El Paso. Dr. Roger Adkins (Economics;

Graduate Committee) will represent the LCOB at this session. During 2007, Dr. Adkins will make a presentation to the LCOB faculty on Critical Thinking. On the basis of this presentation, Dr. Adkins and the AOL Committee will develop an appropriate AOL Mechanism.

## **(2) Graduate**

In August 2005, Dean Paul Uselding asked the Graduate Committee to design a graduate-level AOL Program. Drs. Chris Cassidy and Suneel Maheshwari co-wrote the first draft. Committee members provided suggestions, meeting by meeting, to improve the draft. Inputs were also received during spring and summer 2006 from Dean Linda Garceau (ETSU), Dean Dan Harrison (PRT), and Karen Tarnoff (AACSB Assessment Trainer). The current version of the graduate-level AOL Program is included in the main body of the Fifth Year Maintenance Report.

Based upon the current LCOB Mission Statement, the focus of our first Assessment Cycle is Written Communications. We expect to complete this cycle by early fall 2006. The key features are:

1. A Partnership between the Graduate Faculty and the University's Writing Across the Curriculum (WAC) Program: The Director of the University WAC Program has worked with the Graduate Committee and other graduate faculty to design a complete Rubric for assessing graduate-level writing skills. The WAC Director has also assigned two non-LCOB WAC-Certified faculty members to use the Rubric to generate a set of Aggregate Rubric Sub-Scores that can be used for program-wide assessment purposes.

2. Sampling: The Graduate Committee, along with some graduate faculty, selected a set of summer classes to cover all graduate degree programs (MBA, India MBA, HRM, and HCA).
3. Time Frame: The first run of this cycle will be completed during fall 2006. This cycle will then be run every other year, starting in 2008/09.

Currently we are planning to run additional cycles that will cover all Mission-related skills and knowledge, according to the timetable specified in the Fifth Year Maintenance Report.

### **(3) LCOB Faculty Retreat, August 17-18, 2006**

The discussion of AOL materials thus far was the state of AOL affairs within the LCOB as of August 16, 2006. On August 17-18, 2006, the entire LCOB faculty met for its fall retreat and the focus was on AOL for two days. A copy of the 2006 LCOB Fall Faculty Retreat Agenda is contained as part XII of this notebook. Some changes, adjustments and speeding up of AOL activities occurred. Significant progress on program goals and objectives was made. Complete details are noted in the AOL Notebook in the LCOB Dean's Office Conference Room. In short and in summary, the LCOB faculty working both in academic discipline subgroups and collectively approved the following program goals and objectives.

## LCOB Mission Statement

The Mission of the LCOB is to be a leading state institution for the education of business students, and a contribution to the region's economic development. The College is committed to an overall balance among teaching, scholarly activity, and services. The LCOB 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.

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<b>Program:</b>	<b>Overarching Goal</b>	<b>Learning Objectives</b>
BBA	To equip students with the knowledge and skills they will need to enter the world of business and meet the challenges they will face throughout their careers.	<ol style="list-style-type: none"><li>1. General Core Knowledge: The student will acquire the general/core knowledge required to understand the environment within which business operates.</li><li>2. Written Communications: The student will be able to communicate effectively in writing within a business environment.</li><li>3. Oral Communications: The student will be able to communicate orally in an effective and professional manner.</li><li>4. Problem-Solving &amp; Critical Thinking: The student will be able to identify a problem, develop alternative solutions, and choose a course of action.</li></ol>
MBA	To facilitate the attainment of skills and knowledge required to achieve the strategic goals of organizations in competitive global markets.	<ol style="list-style-type: none"><li>1. Managerial Knowledge: The students will demonstrate a broad managerial knowledge required to understand and function in the environment within which organizations operate.</li><li>2. Written Communications: The students will be able to communicate effectively in writing.</li><li>3. Oral Communications: The students will be able to organize and deliver an effective oral presentation.</li><li>4. Problem-Solving/Decision Making: The students will be able to apply a variety of quantitative and qualitative techniques to make business decisions.</li></ol>

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HRM	To facilitate student development of the professional skills needed for a successful career in the HRM function including critical areas such as staffing, training and development, compensation and benefits, labor relations, employment law and organizational effectiveness.	<ol style="list-style-type: none"> <li>1. Oral Communication Competency: The student will be able to research, organize and deliver an effective oral presentation in a professional manner.</li> <li>2. Written Communication Competency: The student will be able to communicate effectively, in writing, to peers and supervisors in an organizational environment.</li> <li>3. Problem-Solving and Critical Thinking: The student will be able to apply critical thinking and problem solving skills to address human resources issues faced by organizations.</li> <li>4. Discipline-Specific Knowledge Competency: The student will demonstrate the knowledge required to obtain a position in HRM including: job analysis, human resource planning, recruitment, selection, training and development, compensation and benefits, labor relations and employment law.</li> </ol>
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HCA	To prepare students for careers in the management of healthcare related organizations.	<ol style="list-style-type: none"> <li>1. Ethical: Students will develop the ability to recognize ethical dilemmas and to state the principles and values for resolving them.</li> <li>2. Leadership/Planning: Students will develop the ability to set goals, to identify the steps to achieve them, and to energize themselves and others to pursue these chosen goals.</li> <li>3. Teamwork: Students will develop the ability to identify areas of joint responsibility and to create mutual commitment to the completion of tasks.</li> <li>4. Decision-Making/Problem-Solving: Students will develop the ability to generate alternatives and to define effective criteria for making choices.</li> <li>5. Technology/MIS: Students will develop the ability to recognize key areas where the application of electronics and automation will lead to improved efficiency and effectiveness.</li> </ol>
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## **B. Economic Development**

The Lewis College of Business has a proud tradition of economic research and development activities. Marshall University has a Center for Business and Economic Research (CBER) that involves faculty from the LCOB who participate in the preparation of studies which are used in the State's economic development effort. These range from feasibility studies for new or expanded businesses, cost-benefit analysis of public policy, economic impact studies of industrial location, surveys on a wide variety of questions, and background papers.

From a humble beginning in the fall of 1993 when Dr. Greg Davis was granted 1/3 release time to be the first director with a part time secretary, until the fall of 2006 with former LCOB Dean Cal Kent serving as Director with a full time staff of six and a part time or shared staff of 15, almost 300 studies and reports have been issued. The preparation of these reports has involved 21 separate faculty members of the LCOB as either principal investigators or research associates. Currently both the Director and the Director of Economic Development Research are members of the LCOB faculty and teach in its programs.

CBER is self supporting receiving grants and contracts from governmental entities, foundations and business. Among its more significant activities are the following.

- Tax Research.
- Transportation Research.
- Education Research.
- Energy Research.

- Survey Research.

A separate notebook on the Economic Development activities of LCOB faculty members is available in the LCOB Dean's Office Conference Room. The Economic Development Notebook contains both individual statements from LCOB faculty members and a compilation of CBER projects performed by LCOB faculty members during the last five years.

### **C. Accounting and Legal Environment Curricula**

The Division of Accounting and Legal Environment (A&LE) has revamped many of its undergraduate accounting courses with considerable input from its Board of Advisors. More material about ethics and the impact of Sarbanes–Oxley is especially now evident in the curriculum. At the graduate level, an old MBA program with an Accounting Emphasis has been updated and reinstated to meet the state 150 hours educational requirement. The A&LE division is embedding AOL measures into its curriculum, and long run plans include the seeking of separate AACSB accounting accreditation. Also, some undergraduate accounting courses are being taught for the first time at the Marshall University South Charleston Graduate College campus.

### **D. Finance and Economics Curricula**

The Division of Finance and Economics has responsibility for the finance and economics component of the College's undergraduate and graduate (MBA) programs. The undergraduate finance curriculum presently includes the introductory finance course (FIN 323 Principles of

Finance) which is required for all students in the College, plus additional advanced finance and economics courses. Students may acquire a major in finance by completing three additional required finance courses plus any three of sixteen finance, economics and accounting elective courses offered.

The division recommended some changes in the finance curriculum starting in the 2006-2007 academic year. Six new financial planning courses have been added and the division recommended that two courses be dropped (Financial Markets and Institutions, and, Futures and Options). Much of the material in the Money Markets and Capital Formation course has been superseded by the Financial Markets and Institutions course. The financial planning courses were added since they are common courses offered at many of our peer schools. They also form the basis for a new CFP (Certified Financial Planner) certificate program which is being developed.

The undergraduate economics curriculum presently includes the introductory economics courses (ECN 250 Principles of Microeconomics and ECN 253 Principles of Macroeconomics) which are required for all students in the College, plus eight additional advanced economics courses. Students may acquire a major in economics by completing five additional required economics courses plus any three of ten economics and finance elective courses offered.

### **E. Management, Marketing, and Management Information Systems Curricula**

Most of the undergraduate curricula for Management, Marketing, and Management Information Systems (MIS) remains the same. However, MIS 290 has become a LCOB core course required

by all LCOB students except accounting majors effective in the fall, 2006. Due to this change, we may have to enlarge the number of sections of MIS 290 and re-adjust other teaching schedules among MIS professors.

We have not offered many transportation and logistics courses since Dr. Hollingshead left Marshall. Professor E Cartwright, who is working for the Nick J. Rahall Appalachian Transportation Institute, will teach Marketing 349 (Principles of Domestic Transportation) this fall. CBER is looking for a transportation economist who may also teach a couple transportation courses for our marketing program this coming academic year.

In terms of personnel changes, Dr. Chulmo Koo worked for the division as a full-time temporary for two years as a MIS instructor. We have now successfully recruited Dr. Sharath Sasidharan as a tenure track assistant professor beginning this fall. Mr. Rex McClure worked last academic year as a temporary instructor since he did not finish his dissertation. Since he has now completed his doctoral degree, a contract has been drawn for him as a tenure track assistant marketing professor starting this fall.

The freshman, sophomore, and junior level courses, MIS 207, MIS 257, MIS 290, MIS 310, MIS 340, MIS 350, were made more hands-on, plus the quality and the reality of the projects they worked on was also greatly improved. MIS 470 Business Systems Development Project and the capstone MIS course, MIS 475 Strategic MIS, are the last two courses we plan to revitalize during the coming year.

MIS enrollment has increased significantly in our freshmen, sophomore, and junior level classes this past year. Enrollments in the senior level classes (MIS 470 and MIS 475) are expected to follow the pattern of the lower level courses and increase significantly after this year.

Other changes affecting the MIS area include the fact that all majors, except the accounting majors, in the LCOB are now required to take the introductory MIS class. We are developing a 2 plus 2 undergraduate MIS degree for technical students from community college. We are also developing health administration oriented IS classes.

The MIS area has five tenure track faculty positions. One of the positions is staffed by a temporary instructor who is teaching one MIS course and several marketing courses. Now that the MIS area is growing again, this position should be replaced by a full-time MIS tenure track professor. We hope to fill this position the fall 2007–spring 2008 academic year.

## **F. Ethics and Diversity**

During the 2004–2005 academic year, the LCOB Graduate Committee put two new required courses into the MBA curriculum to replace the two elective courses. The courses were in ethics and entrepreneurship. However, in 2005–2006, the Graduate Committee reversed itself (due to a reconstituted membership and changed curriculum preferences) and went back to 10 required and 2 elective courses to institute flexibility and some degree of specialization for MBA students. Ethics is now a preferred elective course offered every semester. The undergraduate

accounting curriculum and the Master of Science in Human Resource Management degrees still possess a mandatory business ethics course as does the forthcoming DMPNA (Doctor of Management Practice in Nurse Anesthesia) program.

Diversity is contained and demonstrated in the AOL themes especially in Environmental, Global, Multicultural and Social. Diversity of thinking and ideas is stressed instead of merely ethnic diversity which is evident in faculty composition and especially in the student India MBA program. As reported in the AACSB 2005–2006 MU LCOB Business School Questionnaire (BSQ), 9 of 58 LCOB faculty members are female, 9 of 58 are Asian or Pacific Islander, and 3 are Black. LCOB minority faculty are 26% of total LCOB faculty. At the undergraduate level, 43% of the students are female and 57% are male. Asian or Pacific Islander students are 1% and Black students are 6% respectively. At the master's level, 6% of students are Asian or Pacific Islander, 5% are Black, and a total of 17% are minorities. These ethnicity figures are lower than actual minority race data because students today often will not report their ancestry (4% of undergraduates and 19% of graduates are “unknown” race/ethnicity). Female students are 59% of LCOB graduate students. The data reported above does not include the India MBA program which is 40% female.

## **2. Priority Update**

### **A. Vision and Mission Statement Adjustments**

The current Vision and Mission Statements for the Marshall University Lewis College of Business are shown below:



### **Vision Statement**

*The Vision of the LCOB is to ensure that our students are successful in business careers.*



### **Mission Statement**

*The Mission of the LCOB 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 LCOB 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.*

These statements have not changed much in recent years. The Vision Statement has been revised some to become more pragmatic and customer focused. Also, the phrase Tri State has replaced “district” as a regional indicator and identifier in the Mission Statement.

## **B. Broadened Strategic Planning Process**

Upon arrival on campus, new LCOB Dean Paul Uselding set in motion a broadened business college strategic planning process. Elements within and some of the changes to Strategic Management Planning Task Force activities are indicated below. The progress of and the results to this broadened strategic planning process are covered in the Fifth Year Maintenance Report.

For 2006-07, an ad hoc committee of LCOB faculty has been appointed with the idea that this committee become a standing committee of the college. There was some carry over in membership from the 2005-06 faculty committee which created the stakeholder survey. The charge to this committee includes the following:

1. Periodically survey the stakeholders to determine if the strategic plan of the college adequately reflects the interests of the stakeholders.
2. Monitor the implementation of items contained in the current strategic plan, and use this information in conjunction with that obtained from the stakeholders to recommend modifications in the plan.
3. In alternate years, or as needed, devise processes and procedures for gathering stakeholder input on the Mission Statement of the LCOB.
4. In co-operation with the dean of the college, insure that any modifications in the Mission of the LCOB or the strategic plan are aligned with the plans of the university.

After the review cycle for either the strategic management plan or the Mission Statement has been completed, the revised document(s) will be posted on the website of the LCOB and distributed to the LCOB faculty with the current date and any modifications indicated in ***bold italics***.

### **C. Globalization**

Globalization has been a core knowledge and integrative theme within the Marshall University Lewis College of Business for decades. How the “global” or globalization theme is part and

parcel of the Assurance of Learning program is indicated in the Fifth Year Maintenance Report accompanying document. Globalization is the word to capture the international dimension of LCOB activities. Other LCOB integrative themes which also directly encompass the globalization concept include Environmental, Multicultural and Social. Indirectly, the integrative themes of Economic, Ethical, Regulatory, Political and Technological also involve international activities.

The LCOB has ties to several other universities across the globe. Agreements at the undergraduate level to exchange students and/or faculty have been negotiated and implemented with the following colleges and universities.

- Auckland University of Technology, New Zealand
- Buckinghamshire College, England
- Henen College, China
- Konkuk University, South Korea
- Kyungpook National University, Korea
- Lyon University, France

At the graduate level, we have also an India MBA program where the entire course work for an MBA degree is taught by LCOB faculty traveling to Bangalore, India to teach cohorts of some 50 students. These courses are mainly taught during intersessions and summer months for extra pay by LCOB faculty members. We also have family and academic connections to the Delhi Institute for Advanced Studies (DIAS) where select LCOB faculty members present short seminars.