



**Self-Study
for
IACBE
Accreditation**

Volume 1

**Self-Study
Year:
2011 – 2012**

**Submitted:
May 2013**

International Assembly for Collegiate Business Education (IACBE)

Name of Institution: Fitchburg State University

Chief Executive Officer's Name/Title: Robert V. Antonucci, Ed.D./President

Chief Academic Officer's Name/Title: Robin E. Bowen, Ed.D/
Vice President of Academic Affairs

Head of Academic Business Unit's Name/Title: Diane P. Caggiano, J.D./ Chair, Business
Administration Department

Academic Year Covered by Self-Study: 2011 – 2012

Date of Submission of Self-Study to IACBE: April 2013

Primary Contact During Accreditation Site Visit:

Name: Diane P. Caggiano
Chair, Business Administration Department,

Title: and Professor of Management

Street Address: 160 Pearl Street

City and State or Country, ZIP/Postal Code: Fitchburg, MA 01420

Phone (with Country Code if Outside of the U.S.): (978) 665- 3372

FAX (with Country Code if Outside of the U.S.): (978) 665-3081

E-Mail: dcaggiano@fitchburgstate.edu

TABLE OF CONTENTS

TABLE OF CONTENTS.....	3
LIST OF TABLES.....	5
BACKGROUND INFORMATION.....	6
ACCREDITATION PRINCIPLES.....	11
Principle 1: Outcomes Assessment.....	11
1.1 Outcomes Assessment.....	11
1.2 Summary Evaluation of Outcomes Assessment.....	68
Principle 2: Strategic Planning.....	71
2.1 Strategic Planning.....	71
2.2 Summary Evaluation of Strategic Planning.....	76
Principle 3: Curriculum.....	77
3.1 Program Design.....	77
3.2 Common Professional Component.....	84
3.3 General Knowledge and Skills.....	91
3.4 Breadth and Depth of Curriculum.....	98
3.5 Curriculum Review and Improvement.....	102
3.6 Master's Degree Curriculum.....	104
3.7 Doctoral Curriculum.....	107
3.8 Summary Evaluation of Curriculum.....	108
Principle 4: Faculty.....	110
4.1 Faculty Qualifications.....	110
4.2 Faculty Load.....	117
4.3 Program Coverage.....	120
4.4 Faculty Evaluation.....	121
4.5 Faculty Development.....	131
4.6 Faculty Policies.....	134
4.7 Summary Evaluation of Faculty.....	135
Principle 5: Scholarly and Professional Activities.....	136
5.1 Scholarly and Professional Activities.....	136
5.2 Summary Evaluation of Scholarly and Professional Activities.....	144
Principle 6: Resources.....	146
6.1 Financial Resources.....	146
6.2 Facilities.....	152
6.3 Learning Resources.....	154
6.4 Educational Technology and Support.....	161
6.5 Off-Campus Locations.....	163
6.6 Summary Evaluation of Resources.....	164
Principle 7: Internal and External Relationships.....	166
7.1 Internal Relationships.....	166
7.2 Admissions Processes.....	172
7.3 Business and Industry Linkages.....	185
7.4 External Cooperative Relationships.....	193
7.5 External Oversight.....	198
7.6 External Accountability.....	199

7.7 Summary Evaluation of Internal and External Relationships.....	202
Principle 8: International Business Education.....	203
8.1 International Business Education.....	203
8.2 Summary Evaluation of International Business Education.....	207
Principle 9: Educational Innovation.....	210
9.1 Educational Innovation.....	210
9.2 Summary Evaluation of Education Innovation.....	212

LIST OF TABLES

Enrollment and Degrees Conferred.....	9
Table 1: Summary of Common Professional Components (CPC) Activity Contact Hours: BSAD Core Curriculum (All Concentrations)	87
Table 1A: Summary of Common Professional Components (CPC) Activity Contact Hours: BSAD Accounting Concentration.....	88
Table 1B: Summary of Common Professional Components (CPC) Activity Contact Hours: BSAD Marketing Concentration.....	89
Table 1C: Summary of Common Professional Components (CPC) Activity Contact Hours: BSAD Finance Concentration.....	90
Table 1D: Summary of Common Professional Components (CPC) Activity Contact Hours: BSAD Management Concentration.....	90
Table 2: Undergraduate General Education Requirements.....	92
Table 3: Program Curriculum Composition.....	101
Table 4: Faculty Qualifications.....	112
Table 5(M): Teaching Load and Student Credit Hours Generated.....	114
Table 6(M): Faculty Coverage Summary.....	116
Table 7: Program Coverage.....	120
Table 8: Scholarly and Professional Activities of Full-Time Faculty.....	138
Table 9: Educational and General Expenditures.....	152
Table 10: Salary Ranges by Rank.....	152
Table 11: Office Facilities for Business Faculty.....	154
Table 12: Evaluation of Educational Facilities.....	154

BACKGROUND INFORMATION

1. Identify the name and title of each individual who participated in preparing the self-study.

Diane P. Caggiano, J.D., MBA, Chair, Business Administration Department
Joseph E. McAloon, MSPA, MBA Graduate Program Chair
Dr. Renee M. Scapparone, DBA, Assistant Professor of Marketing
Audrey S. Pereira, MSCIS, Assistant Professor of Computer Information Systems
Richard DesRoches, MBA, Assistant Professor of Accounting
Dr. Beverley A. Hollingsworth, Ph.D., Associate Professor of Accounting
Dr. Kwahng S. Kim, Ph.D., Associate Professor of Management
Francis D. Morrison, J.D., Assistant Professor of Law
Dr. James T. Noonan, Ph.D., Professor of Marketing
Gary Vostok, MBA, CPA, Assistant Professor of Accounting
Charles H. Wellens, MBA, Professor of Marketing
Dr. Louis Zivic, Ed.D., Professor of Marketing
Dr. Robin E. Bowen, Ed.D., Vice President of Academic Affairs
Dr. Paul I. Weizer, Ph.D., Associate Vice President of Academic Affairs
Anne Burrill, Administrative Assistant, Business Administration Department
Anthony Wilcox, Interim Director, Institutional Effectiveness and Research
Robert Foley, Director, Library
Catherine Canney, MEd, Dean, Graduate and Continuing Education
Brian Bercier, MA, Associate Dean, Graduate and Continuing Education
Jay D. Bry, MS, Chief Operating Officer
Steve Swartz, MBA, Chief Information Officer
Dr. Christopher Cratsley, Ph. D., Director of Assessment
Melissa Demerest, BS, Assistant Director of Budgeting

2. In one or two paragraphs, provide a brief history of the institution. If the history is stated in the institution's catalog, provide the page numbers for the relevant section.

Established in 1894 by an act of the Massachusetts Legislature, the State Normal School in Fitchburg opened in temporary quarters in the old high school building on Academy Street. Principal John G. Thompson, aided by a teaching staff of three, implemented a two-year teacher training program for women that had 46 participants. In December 1896, the school expanded into a new building, known as Thompson Hall, and set up the State School of Observation and Practice in city buildings on Day Street and Highland Avenue. In the next decade the school was a trendsetter for programs in education. The Edgerly School opened, originally as an eighth-grade model and practice school. In 1910, it became one of the first

junior high schools in the United States. The following year the school initiated the first practical arts teacher training course in the country for men.

In 1930, the State Normal School was authorized to offer a bachelor's degree in practical arts, and in 1932, when it became the State Teachers College at Fitchburg, four-year degrees were offered in all areas of education. Under the auspices of the State Division of University Extension, summer courses were first offered in 1915, marking the beginning of the University's commitment to Continuing Education programs. In 1935, the college was also authorized to establish graduate programs and in 1954 the first evening courses were offered. In 1960, the college changed its name and expanded its mission. The State College at Fitchburg diversified its programs to include degrees in disciplines other than education. In 1965, its name was officially changed to Fitchburg State College. On July 28, 2010, Gov. Deval L. Patrick signed legislation establishing a State University system in Massachusetts and the institution's current name – Fitchburg State University - was enacted.

Today we offer more than 68 undergraduate degrees in 14 academic departments, offering 35 majors, 36 master's degree programs, two Certificate of Advanced Graduate Study programs, four post Baccalaureate certificate programs, and nine graduate certificate programs. Enrollment is up to 3,750 full-time and 2,990 part-time students which include 1,080 matriculated graduate students. The campus has expanded from a single structure on High Street to 45 buildings on 278 acres of which 113 acres make up the main campus, becoming the educational center for the Montachusett region. The University proudly offers traditional and non-traditional programs to serve the educational needs of its students as undergraduate, graduate, and continuing education students.

The history of the University can be found on page 4 of the printed University catalog or at http://catalog.fitchburgstate.edu/content.php?catoid=12&navoid=782#History_of_the_University.

3. *In one or two paragraphs, provide a brief history of the academic business unit. If the history is stated in the institution's catalog, provide the page numbers for the relevant section.*

The Business Administration Department has maintained an important position in the overall offering of education programs at Fitchburg State University for more than 33 years since its inception in 1979. The Business Administration Department's overall contributions have been in the areas of service, community and education. This record has continued since the earliest days of the department's history. The department's mission continues to focus on preparing each Business Administration student to take a responsible position within the world of business, equipped with the knowledge of business theories, policies, and procedures. The curriculum is based in the liberal arts, coupled with professional courses and

a variety of practical business experiences, including the opportunity for experimental learning through internships, structured to give the participant an opportunity to apply the theory of the classroom to a specific work experience. In 2003, the Business Administration Department began offering online courses to accommodate the needs of those who wanted to pursue an undergraduate degree but was unable to do so in the traditional program offering. In 1998, the Master of Business Administration was launched in the traditional campus setting, by 2008, the University expanded the traditional campus setting by offering both early morning (6am) and evening courses. In addition the department began offering an online only MBA program in 2008, as well as hybrid classes, which combine on-campus and online class meetings for a course.

The Business Administration Department has educated thousands of students who have graduated and gone on to exceptional jobs and careers in many fields of business. These many successful students have made great contributions in the Commonwealth of Massachusetts as well as the surrounding regions.

- 4. List each business program included in the accreditation review, and identify all of the locations at which the programs are offered. These programs and locations must be the ones that were approved by the IACBE Board of Commissioners when the academic business unit was granted candidacy or applied for reaffirmation of accreditation. If these programs differ from the ones that appear in the institution's catalog for the self-study year, provide an explanation for this difference.***

The programs included in the accreditation review include the Bachelor of Science in Business Administration with specializations in Accounting, Marketing, Management and Finance; and the Master of Business Administration (MBA) with specialized tracks in Accounting, Human Resource Management, and Management. These programs are offered both on the Fitchburg State University campus, located at 160 Pearl Street, Fitchburg, Massachusetts and online.

- 5. Provide the following enrollment information:***
a. Total enrollment of the institution by headcount.

The total enrollment of Fitchburg State University by headcount for the academic year of 2011-2012 was 11,625. This total represents all graduate, undergraduate, matriculated, and non-matriculated students.

- b. For each of the programs listed in item 4 above, the total enrollment by headcount in each program (including each major, concentration, or emphasis), and the total enrollment by headcount in all programs combined. This information should be presented as shown in the sample table below.***

The total enrollments in the Bachelor of Science in Business Administration and the Master of Business Administration for the self-study year are provided in the table below. Also provided in the table below is the total enrollment for each concentration within the Bachelor of Science in Business Administration and the Master of Business Administration programs.

6. *For each of the program listed in item 4 above (including each major, concentration, or emphasis), provide the number of such degrees conferred during the self-study year and the previous two academic years. This information should be presented as shown in the sample table below.*

The total number of degrees conferred for the previous three years, and by concentration is provided in the table below.

Enrollment and Degrees Conferred

PROGRAM	HEADCOUNT ENROLLMENT (SELF-STUDY YEAR)	NUMBER OF DEGREES CONFERRED			
		SELF-STUDY YEAR	YEAR PRIOR TO SELF-STUDY YEAR	TWO YEARS PRIOR TO SELF-STUDY YEAR	
BACHELOR'S-LEVEL PROGRAMS					
Accounting		132	25	19	14
Marketing		100	23	21	30
Management		294	58	74	56
Finance		5	1	0	0
Undecided		5	2		0
TOTAL - UNDERGRADUATE		536	109	114	100
MASTER'S LEVEL PROGRAMS					
MBA - Accounting		70	13	6	5
MBA - H.R. Management		38	9	7	5
MBA - Management		183	29	48	49
TOTAL - GRADUATE		291	51	61	59
GRAND TOTAL		827	160	175	159

7. *Describe any situations present at your institution requiring a special understanding during the accreditation process.*

During the self-study year, Dr. Shirley A. Wagner, served as Associate Vice President of Academic Affairs and has since retired from Fitchburg State University. The University has a new Associate Vice President of Academic Affairs, Dr. Paul Weizer, who previously served at

the University as the Chairperson and Professor of Economics, History & Political Science since 2008.

ACCREDITATION PRINCIPLES

Principle 1: Outcomes Assessment

1.1 Outcomes Assessment

Excellence in business education is evaluated through the assessment of the academic business unit's mission and broad-based goals, student learning outcomes, and operational outcomes. This requires the academic business unit to have developed and fully implemented an outcomes assessment process. This process includes an outcomes assessment plan, the identification of necessary changes and improvements as result of implementing the plan, the integration of those changes into its strategic planning process, and the documentation of realized outcomes.

Self-Study Guidelines

- 1. Provide a copy of the academic business unit's outcomes assessment plan that encompasses each degree level as described above (this should be placed in the appendix of the self-study).*

The outcomes assessment plan for Fitchburg State University's Business Administration Department can be found in Appendix 1A. The direct and indirect measurement tools and their associated evaluation rubrics used for outcomes assessment are located in section V of the outcomes assessment plan.

- 2. Provide a statement of the academic business unit's mission and its broad-based student learning and operational goals.*

The business department prepares each student to take a responsible position within the world of business equipped with knowledge of business theories, policies, and procedures. The curriculum is based in the liberal arts, coupled with professional courses and a variety of practical business experiences including the opportunity for experiential learning, through internships, structured to give the participant an opportunity to apply the theory of the classroom to a specific work experience.

Broad-Based Goals

In order to realize its mission, Fitchburg State University's Business Administration Department pursues a set of broad-based student learning goals and operational goals.

Student Learning Goals

1. Our students will acquire the relevant disciplinary knowledge and competencies appropriate to their programs of study.

2. Our students will be able to demonstrate knowledge of the various environments in which business operates.
3. Our students will be able to demonstrate knowledge of appropriate decision-support tools and apply them to management decision making.
4. Our students will acquire effective business-related professional skills.

Operational Goals

1. The Business Administration Department will offer strong, comprehensive, and contemporary degree programs that successfully prepare students for academic and professional careers, graduate school, and professional advancement.
2. The Business Administration Department will provide a supportive learning environment that fosters student success and contributes to excellence in business education.
3. The Business Administration Department will attract and retain highly qualified faculty who are effective teachers and engaged in professional development activities.
3. ***Provide assessment data resulting from implementing your outcomes assessment plan (i.e., the data resulting from implementing the measurement tools identified in the academic business unit's outcomes assessment plan). The self-study must provide assessment results for each of the following areas:***
 - a. ***Intended student learning outcomes: Provide student learning data relating to the intended business-specific content outcomes and business-related professional skills outcomes in each business program included in the accreditation review. This information must include data relating to the extent of student achievement of the outcomes as determined by the performance targets/criteria identified by the academic business unit in its outcomes assessment plan.***

Core Bachelor of Science in Business Administration (BSBA) student learning outcomes are provided below. In addition, core learning specific to the BSBA with concentrations in Management, Marketing, and Accounting are provided. Finance was not assessed because the Finance concentration was under review for elimination.

Implementation of the outcomes assessment plan for the Master's in Business Administration (MBA) program began in the Fall 2012 semester. Therefore, results are not available for the self-study academic year (2011-2012). However, results are available for academic year 2012-2013, if requested.

Bachelor of Science in Business Administration Core Learning Outcomes

Intended Student Learning Outcomes

1. Students will be able to explain the major concepts in the functional areas of accounting, marketing, finance, and management.
2. Students will be able to evaluate the legal, social, and economic environments of business.
3. Students will be able to describe the global environment of business.
4. Students will be able to describe and explain the ethical obligations and responsibilities of business.
5. Students will be able to apply decision-support tools to business decision making.
6. Students will be able to construct and present effective oral and written forms of professional communications.
7. Students will be able to apply knowledge of business concepts and functions in an integrated manner.
8. Students will be able to explain the major concepts and practices in management information systems and demonstrate fluency in their use.

Assessment Measurement Tools for Intended Student Learning Outcomes

During the Fall 2011 and Spring 2012 semesters, individual course faculty members assessed student learning for the majority of BSBA core learning outcomes based on identified thresholds for student performance. Embedded assignments, exam questions, projects, pre-assessment tests and surveys, and post-assessment surveys were used to assess student learning outcomes related to the departmental learning outcomes. Below is a summary of the intended management student learning outcomes, data used to tell us the extent to which the outcome was met, threshold at which we considered our students successful in meeting the outcome for Fall 2011 and Spring 2012 assessment data.

Student learning outcome	Data that will tell us the extent to which this outcome is being met	Threshold at which we'll consider our students successful in meeting the outcome	Fall 2011 Assessment Data Results	Spring 2012 Assessment Data Results	Extent that outcome is met based on data and threshold
1. Students will be able to explain the major concepts in the functional areas of accounting, marketing, finance, and mgmt.	BSAD 3200: Strategic management project and presentation	BSAD 3200: Average class score on strategic management project and presentation 75% or higher	BSAD 3200: Average class score on strategic management project and presentation 82%	BSAD 3200: Average class score on strategic management project and presentation 82%	<u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 83% Thus, results exceeded expectations.

	<p>BSAD 3300: Overall situational marketing plan within term project</p> <p>BSAD 4890: End of semester paper</p>	<p>BSAD 3300: Average score on overall situational marketing plan within term project 75% or higher</p> <p>BSAD 4890: Average class score on end of semester paper 80% or higher</p>	<p>BSAD 3300: Average score on overall situational marketing plan within term project 85%</p>	<p>BSAD 3300: Average score on overall situational marketing plan within term project 82%</p>	<p><u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 82%</p> <p>Thus, results exceeded expectations.</p> <p>Note: (1) No indirect measures for this learning outcome were implemented. (2) No data for this learning outcome was collected in BSAD 4890.</p>
2. Students will be able to evaluate the legal, social, and economic environments of business	<p>BSAD 1700: General information technology literacy post-assessment results</p> <p>BSAD 3200: Research paper and final exam question</p> <p>BSAD 3300: Situational analysis section within term project</p>	<p>BSAD 1700: Average class score on General Information Technology post-assessment results 75% or higher</p> <p>BSAD 3200: Average class score on research paper and final exam 75% or higher</p> <p>BSAD 3300: Average class score on situational analysis section within term</p>	<p>BSAD 1700: Average class score on general information technology literacy post-assessment results 77% (note: pre-assessment was 8%)</p> <p>BSAD 3200: Average class score on research paper and final exam 84%</p> <p>BSAD 3300: Average class score on situational analysis section within</p>	<p>BSAD 1700: Average class score on general information technology literacy post-assessment results 76% (note: pre-assessment was 5%)</p> <p>BSAD 3200: Average class score on research paper and final exam 81%</p> <p>BSAD 3300: Average class score on situational analysis section within term</p>	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 82%</p> <p>Thus, results exceeded expectations.</p> <p><u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 79%</p> <p>Thus, results exceeded expectations.</p> <p>Note: (1) No indirect measures for</p>

	BSAD 3500: Final exam	project 75% or higher BSAD 3500: Average class score on final exam	term project 85%	project 82%	this learning outcome were implemented. (2) No data for this learning outcome was collected in BSAD 3500.
3. Students will be able to describe the global environment of business.	<p>BSAD 1700: Privacy and digital security subset of questions within general information literacy post-assessment results</p> <p>BSAD 3200: Research paper and final exam question</p> <p>BSAD 4890: Research paper</p>	<p>BSAD 1700: Average class score on privacy and digital security subset of questions within general information literacy post-assessment results 75% or higher</p> <p>BSAD 3200: Average class score on research paper and final exam 75% or higher</p> <p>BSAD 4890: Average class score on research paper 80% or higher</p>	<p>BSAD 1700: Average class score on privacy and digital security subset of questions within general information literacy post-assessment 66% (note: pre-assessment was 0%)</p> <p>BSAD 3200: Average class score on research paper and final exam 84%</p>	<p>BSAD 1700: Average class score on privacy and digital security subset of questions within general information literacy post-assessment 84% (note pre-assessment was 0%)</p> <p>BSAD 3200: Average class score on research paper and final exam 81%</p>	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 75%</p> <p>Thus, results met expectations.</p> <p><u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 82%</p> <p>Thus, results exceeded expectations.</p> <p>Note: (1) No indirect measures for this learning outcome were implemented. (2) No data for this learning outcome was collected in BSAD 4890.</p>

4. Students will be able to describe and explain the ethical obligations and responsibilities of business.	<p>BSAD 1700: Ethical issues and impact of computers on society subset of questions within general information technology literacy post-assessment results</p> <p>BSAD 4890: Research paper</p>	<p>BSAD 1700: Ethical issues and impact of computers on society subset of questions within general information technology literacy post-assessment results 75% or higher</p> <p>BSAD 4890: Average class score on research paper 80% or higher</p>	<p>BSAD 1700: Ethical issues and impact of computers on society subset of questions within general information technology literacy post-assessment 100% (note: pre-assessment was 21%)</p>	<p>BSAD 1700: Ethical issues and impact of computers on society subset of questions within general information technology literacy post-assessment 90% (note: pre-assessment was 9%)</p>	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 100%</p> <p>Thus, results exceeded expectations.</p> <p><u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 90%</p> <p>Thus, results exceeded expectations.</p> <p>Note: (1) No indirect measures for this learning outcome were implemented. (2) No data for this learning outcome was collected in BSAD 4890.</p>
5. Students will be able to apply decision-support tools to business decision making.	<p>BSAD 1700: Microsoft Office literacy post-assessment results</p>	<p>BSAD 1700: Average class score on Microsoft Office literacy post-assessment (direct and indirect) 75% or higher</p>	<p>BSAD 1700: Average class score on Microsoft Office literacy direct post-assessment 86%</p> <p>Note: pre-self-assessment was 66% and post-self-assessment N/A</p>	<p>BSAD 1700: Average class score on Microsoft Office literacy direct post-assessment 89%</p> <p>Average class score on Microsoft Office literacy indirect post-assessment</p>	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 82%</p> <p>Thus, results exceeded expectations.</p> <p><u>Spring 2012</u> Average class score on all</p>

				<p>93%</p> <p>Note: pre-assessment was 66%</p>	<p>direct measures for this learning outcome: 78%</p> <p>Thus, results exceeded expectations.</p> <p><u>Fall 2011</u> Average class score on all indirect measures for this learning outcome: N/A</p> <p>Thus, results exceeded expectations.</p> <p><u>Spring 2012</u> Average class score on all Indirect measures for this learning outcome: 93%</p> <p>Thus, results exceeded expectations.</p>
<p>6. Students will be able to construct and present effective oral and written forms of professional communications.</p>	<p>BSAD 1700: End of semester research project presentation</p> <p>BSAD 3200: Strategic management project and presentation, and research</p>	<p>BSAD 1700: Average class score on end of semester research project presentation 75% or higher</p> <p>BSAD 3200: Strategic management project and presentation, and research</p>	<p>BSAD 3200: Strategic management project and presentation, and research</p>	<p>BSAD 1700: Average class score on end of semester research project presentation 90%</p> <p>BSAD 3200: Strategic management project and presentation, and research</p>	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 82%</p> <p>Thus, results exceeded expectations.</p> <p><u>Spring 2012</u> Average class</p>

	<p>paper</p> <p>BSAD 3500: Individual Case Presentations</p> <p>BSAD 4890: Final presentation</p>	<p>paper 75% or higher</p> <p>BSAD 3500: Average class score on individual case presentations 75% or above</p> <p>BSAD 4890: Average score on final presentation 80% or higher</p>	paper 82%	paper 82%	<p>score on all direct measures for this learning outcome: 86%</p> <p>Thus, results exceeded expectations.</p> <p>Note: (1) No indirect measures for this learning outcome were implemented. (2) No data for this learning outcome was collected in BSAD 3500 and BSAD 4890.</p>
7. Students will be able to apply knowledge of business concepts and functions in an integrated manner.	BSAD 4890: Final presentation	BSAD 4890: Average score on final presentation 80% or higher			<p>Note: (1) No indirect measures for this learning outcome were implemented. (2) No data for this learning outcome was collected in BSAD 4890.</p>
8. Students will be able to explain the major concepts and practices in management information systems and demonstrate fluency in their use.	BSAD 1700: Microsoft Office literacy post-assessment results (direct and indirect)	BSAD 1700: Microsoft Office literacy post-assessment results (direct and indirect) 75% or higher	BSAD 1700: Microsoft Office literacy post-assessment direct results 86%	<p>BSAD 1700: Microsoft Office literacy post-assessment direct results 89%</p> <p>BSAD 1700: Microsoft Office literacy post-self-assessment results 93%</p>	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 85%</p> <p>Thus, results exceeded expectations.</p> <p><u>Spring 2012</u> Average class score on all direct</p>

	BSAD 1700: General information technology literacy post- assessment results	BSAD 1700: General information technology literacy post- assessment results 75% or higher	BSAD 1700: General information technology literacy direct post- assessment results 85%	BSAD 1700: General information technology literacy direct post- assessment results 84%	<p>measures for this learning outcome: 86%</p> <p>Thus, results exceeded expectations.</p> <p><u>Fall 2011</u> Average class score on all indirect measures for this learning outcome: N/A</p> <p>Thus, results exceeded expectations.</p> <p><u>Spring 2012</u> Average class score on all Indirect measures for this learning outcome: 93%</p> <p>Thus, results exceeded expectations.</p>
<u>Key</u> BSAD 1700: Intro to CIS BSAD 3200: Principles of Management BSAD 3300: Fundamentals of Marketing BSAD 3500: Business Law I BSAD 4890: Business Policy and Strategy					

Bachelor of Science in Business Administration with a Concentration in Management

Intended Student Learning Outcomes

1. Students will become familiar with the basic activities of managers in an organizational setting.
2. Students will understand the influences the behavioral sciences on management activities and the day-to-day performance of major business activities and functions.
3. Student will develop greater self-awareness and insight into personal strengths and challenges.
4. Students will consider, explore, and demonstrate the personal skill set/inventory necessary for the effective/successful performance of various managerial roles and career options.
5. Students will develop a greater awareness/impact of the various social, legal, political, economic, competitive, global and technological influences on business organizations.

Assessment Measurement Tools for Intended Student Learning Outcomes

During the Fall 2011 and Spring 2012 semesters, individual course faculty members assessed student learning for the majority of BSBA with a concentration in Management learning outcomes based on identified thresholds for student performance. Embedded assignments, exam questions, projects, pre-assessment tests and surveys, and post-assessment surveys were used to assess student learning outcomes related to the departmental learning outcomes. Below is a summary of the intended management student learning outcomes, data used to tell us the extent to which the outcome was met, threshold at which we considered our students successful in meeting the outcome, Fall 2011 assessment data, and Spring 2012 assessment data.

Fall 2011 and Spring 2012 Results from Implementing Direct and Indirect Measures of Student Learning

Student learning outcome	Data that will tell us the extent to which this outcome is being met	Threshold at which we'll consider our students successful in meeting the outcome	Fall 2011 Assessment Data Results	Spring 2012 Assessment Data Results	Extent that outcome is met based on data and threshold
1. To become familiar with the basic activities of managers in an organizational setting.	BSAD 3200: Strategic management project and presentation, and research paper	BSAD 3200: Average class score on strategic management project and presentations and research paper 75% or higher	BSAD 3200: Average class score on strategic management project and presentations and research paper 82%	BSAD 3200: Average class score on strategic management project and presentations and research paper 82%	<u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 85% Thus, results exceeded expectations.

	BSAD 4200: Team presentation and written assignments	BSAD 4200: Average class score on team presentation and written assignments 80% or higher	BSAD 4200: Average class score on team presentation 86% and written assignments 80% (combined average 83%)	BSAD 4200: Average class score on team presentation 88% and written assignments 82% (combined average 85%)	<u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 86% Thus, results exceeded expectations. Note: no indirect measures for this learning outcome were implemented.
	BSAD 4300: Term project	BSAD 4300: Average class score on term project 80% or higher	BSAD 4300: Average class score on real world interview and research 85%		
	BSAD 4950: Final paper and performance evaluations	BSAD 4950: Average class score on final paper and performance evaluations 80% or higher	BSAD 4950: Average class score on final paper 92% and performance evaluations 90% (combined average 91%)	BSAD 4950: Average class score on final paper 93% and performance evaluations 92% (combined average 92.5%)	
2. To understand the influences the behavioral sciences on management activities and the day-to-day performance of major business activities and functions.	BSAD 3200: Research paper	BSAD 3200: Average class score on research paper 75% or higher	BSAD 3200: Average class score on research paper 82%	BSAD 3200: Average class score on research paper 82%	<u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 83% Thus, results exceeded expectations. <u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 82% Thus, results exceeded

	BSAD 4300: Term project	BSAD 4300: Average class score on term project 80% or higher	BSAD 4300: Average class score on term project 85%		expectations. Note: (1) No indirect measures for this learning outcome were implemented. (2) No data for this learning outcome was collected in BSAD 4200.
3. To develop greater self-awareness and insight into personal strengths and challenges.	BSAD 4200: Comparison of pre self-assessment survey and post-self-assessment analysis paper BSAD 4950: Final paper	BSAD 4200: Average class increased score of 25% or higher BSAD 4950: Average class score on final paper 80% or higher	BSAD 4200: Average class score comparison of pre self-assessment survey (50%) and post-self-assessment analysis paper (85%) is 75% increase BSAD 4950: Average class score on final paper 92%	BSAD 4200: Average class score comparison of pre self-assessment survey (53%) and post-self-assessment analysis paper (88%) is 66% increase BSAD 4950: Average class score on final paper 93%	<u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 83% Thus, results exceeded expectations. <u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 82% Thus, results exceeded expectations. <u>Fall 2011</u> Average class increased score on indirect measure for this learning outcome: 92% Thus, results exceeded expectation.

					<p><u>Spring 2012</u> Average class score on indirect measure for this learning outcome: 93%</p> <p>Thus, results exceeded expectation.</p>
4. To consider, explore, and demonstrate the personal skill set/inventory necessary for the effective/successful performance of various managerial roles and career options.	<p>BSAD 1700: Microsoft Office literacy post-assessment results</p> <p>BSAD 3200: Assessment of communication skills during final semester presentation</p> <p>BSAD 4230: Three forecast development assignments that require the Naïve, Moving Average, and Multiple-Regression forecasting</p>	<p>BSAD 1700: Average class score on Microsoft Office literacy post-assessment 75% or higher</p> <p>BSAD 3200: Average class score on assessment of communication skills during final semester presentation 75% or higher</p> <p>BSAD 4230: Average class score on three forecast generation assignments that require Naïve, Moving Average, and Multiple-</p>	<p>BSAD 1700: Average class score on Microsoft Office literacy post-assessment 86% (note: pre-self-assessment was 66% and post-self-assessment is N/A)</p> <p>BSAD 3200: Average class score on assessment of communication skills during final semester presentation 82%</p> <p>BSAD 4230: Average class score on three forecast generation assignments that require Naïve, Moving Average, and</p>	<p>BSAD 1700: Average class score on Microsoft Office literacy post-assessment 89% (note: pre-self-assessment was 66% and post-self-assessment was 93%)</p> <p>BSAD 3200: Average class score on assessment of communication skills during final semester presentation 82%</p> <p>BSAD 4230: Average class score on three forecast generation assignments that require Naïve, Moving Average, and Multiple-</p>	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 87%</p> <p>Thus, results exceeded expectations.</p> <p><u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 88%</p> <p>Thus, results exceeded expectations.</p> <p><u>Spring 2012</u> Average class score on indirect measure for this learning outcome: 88%</p> <p>Thus, results exceeded expectation.</p>

	models	Regression models 75% or higher.	Multiple-Regression models 91% (note: pre-self-assessment was 42%)	Regression models 89% (note: pre-self-assessment was 40% and post-self-assessment was 84%; Also results are average of two class sections)	
	BSAD 4950: Final paper and performance evaluations	BSAD 4950: Average class score on final paper and performance evaluations 80% or higher	BSAD 4950: Average class score on final paper 92% and performance evaluations 90% (combined average 91%)	BSAD 4950: Average class score on final paper 93% and performance evaluations 92% (combined average 92.5%)	
5. To develop a greater awareness/i mpact of the various social, legal, political, economic, competitive, global and technologica l influences on business organization s.	BSAD 1700: General information technology literacy post-assessment results BSAD 3200: Research paper and final exam question BSAD 4300: Term project and final exam question	BSAD 1700: Average class score on general information technology post-assessment results 75% or higher BSAD 3200: Average class score on research paper and final exam 75% or higher BSAD 4300: Average class score on research paper and final exam question 80% or higher	BSAD 1700: Average class score on general information technology literacy post-assessment results 77% (note: pre-assessment was 8%) BSAD 3200: Average class score on research paper and final exam 84% BSAD 4300: Average class score on research paper and final exam question 85%	BSAD 1700: Average class score on general information technology literacy post-assessment results 76% (note: pre-assessment was 5%) BSAD 3200: Average class score on research paper and final exam 81%	<u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 82% Thus, results exceeded expectations. <u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 78% Thus, results exceeded expectations. Note: (1) No indirect measures for this learning outcome were implemented.

<u>Key</u> BSAD 1700: Intro to CIS BSAD 3200: Principles of Management BSAD 4200: Organizational Behavior & Theory BSAD 4230: Business Fluctuations & Forecasting BSAD 4300: Sales Mgmt BSAD 4950: Internship					
--	--	--	--	--	--

Bachelor of Science in Business Administration with a Concentration in Marketing

Intended Student Learning Outcomes

1. Students will understand the role of marketing as a fundamental social process and as an organizational policy process.
2. Students will understand fundamental marketing concepts, theories and principles in areas of marketing policy, of market and consumer behavior, of product, distribution, promotion and pricing decisions.
3. Students will be able to analyze the interaction of marketing and environmental forces – more specifically, understand the interaction of marketing decisions and practices with social, technological, economic, political and ecological forces; with competitive and consumer forces; and with organizational dynamics.
4. Students will understand the relationship between the marketing management and the individual consumption process.
5. Students will be able to demonstrate practical learning and intellectual growth.

Assessment Measurement Tools for Intended Student Learning Outcomes

During the Fall 2011 and Spring 2012 semesters, individual course faculty members assessed student learning for the majority of BSBA with a concentration in marketing learning outcomes based on identified thresholds for student performance. Embedded assignments, exam questions, projects, pre-assessment tests, post-assessment tests, pre-self-assessment surveys and post-self-assessment surveys were used to assess student learning outcomes related to the departmental learning outcomes. Below is a summary of the intended management student learning outcomes, data used to tell us the extent to which the outcome was met, threshold at which we considered our students successful in meeting the outcome for Fall 2011 and Spring 2012 assessment data.

Fall 2011 and Spring 2012 Results from Implementing Direct and Indirect Measures of Student Learning

Student learning outcome	Data that will tell us the extent to which this outcome is being met	Threshold at which we'll consider our students successful in meeting the outcome	Fall 2011 Assessment Data Results	Spring 2012 Assessment Data Results	Extent that outcome is met based on data and threshold
1. To understand the role of marketing as a fundamental social process and as an organizational policy process.	BSAD3300: Situational analysis section within term project	BSAD 3300: Average class score on situational analysis section within term project 75% or higher	BSAD 3300: Average class score on situational analysis section within term project 85%	BSAD 3300: Average class score on situational analysis section within term project 82%	<u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 85%
	BSAD 4310: Real world situational analysis section within term project	BSAD 4310: Average class score on real world situational analysis section within term project 80% or higher		BSAD 4310: Average class score on real world situational analysis section within term project 81%	Thus, results exceeded expectations. <u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 81%
	BSAD 4330: Situational analysis section within term project	BSAD 4330: Average class score on situational analysis section within term project 80% or higher	BSAD 4330: Average class score on situational analysis section within term project 85%		Thus, results exceeded expectations.
	BSAD 4340: Real world situational analysis section within term project and case study analysis homework assignment	BSAD 4340: Average class score on real world situational analysis section within term project and case study analysis homework		BSAD 4340: Average class score on real world situational analysis section within term project and case study analysis homework	Note: No indirect measures for this learning outcome were implemented.

		80% or higher		82%	
2. To understand fundamental marketing concepts, theories and principles in areas of marketing policy; of market and consumer behavior; of product, distribution, promotion and pricing decisions.	<p>BSAD 3300: Overall situational marketing plan within term project</p> <p>BSAD 4310: Overall real world marketing plan within term project</p> <p>BSAD 4330: Overall situational marketing plan within term project</p> <p>BSAD 4340: Overall real world marketing plan within term project</p> <p>BSAD 4950: Final paper and performance evaluations (if applicable internship)</p>	<p>BSAD 3300: Average class score on overall situational marketing plan within term project 75% or higher</p> <p>BSAD 4310: Average class score on overall real world marketing plan within term 80% or higher</p> <p>BSAD 4330: Average class score on overall situational marketing plan within term project 80% or higher</p> <p>BSAD 4340: Average class score on overall real world marketing plan within term 80% or higher</p> <p>BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)</p>	<p>BSAD 3300: Average class score on overall situational marketing plan within term project 85%</p> <p>BSAD 4330: Average class score on overall situational marketing plan within term project 85%</p>	<p>BSAD 3300: Average class score on overall situational marketing plan within term project 82%</p> <p>BSAD 4310: Average class score on overall real world marketing plan within term 81%</p> <p>BSAD 4340: Average class score on overall real world marketing plan within term 82%</p>	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 85%</p> <p>Thus, results exceeded expectations.</p> <p><u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 81%</p> <p>Thus, results exceeded expectations.</p> <p>Note: (1) No indirect measures for this learning outcome were implemented. (2) No data for this learning outcome was collected in BSAD 4950.</p>

3. To analyze the interaction of marketing and environmental forces - more specifically, understand the interaction of marketing decisions and practices with social, technological, economic, political and ecological forces; with competitive and consumer forces; and with organizational dynamics.	BSAD 1700: General information technology literacy post-assessment results	BSAD 1700: Average class score on General Information Technology post-assessment results 75% or higher	BSAD 1700: Average class score on general information technology literacy post-assessment results 77% (note: pre-assessment was 8%)	BSAD 1700: Average class score on general information technology literacy post-assessment results 76% (note: pre-assessment was 5%)	<u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 82% Thus, results exceeded expectations.
	BSAD 3300: Situational analysis section within term project	BSAD 3300: Average class score on situational analysis section within term project 75% or higher	BSAD 3300: Average class score on situational analysis section within term project 85%	BSAD 3300: Average class score on situational analysis section within term project 82%	<u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 80%
	BSAD 4310: Real world situational analysis within term project	BSAD 4310: Average class score on real world situational analysis within term project 80% or higher		BSAD 4310: Average class score on real world situational analysis within term project 81%	Thus, overall results met expectations, and results for classes < 4000 level exceeded expectations.
	BSAD 4330: Situational analysis section within term project	BSAD 4330: Average class score on situational analysis section within term project 80% or higher	BSAD 4330: Average class score on situational analysis section within term project 85%		Note: No indirect measures for this learning outcome were implemented.
	BSAD 4340: Real world situational analysis within term project and case study analysis assignment	BSAD 4340: Average class score on real world situational analysis within term project and case study analysis assignment 80% or higher		BSAD 4340: Average class score on real world situational analysis within term project and case study analysis assignment 82%	

4. To investigate the relationship between the marketing management and the individual consumption processes.					Note: No data for this learning outcome was collected.
5. To demonstrate practical learning and intellectual growth.	<p>BSAD 3300: Situational analysis and final exam question</p> <p>BSAD 4310: Real world situational analysis within term project and final exam</p> <p>BSAD 4330: Real world situational analysis within term project and final exam question</p> <p>BSAD 4340: Real world situational analysis within term project and final exam</p> <p>BSAD 4950: Final paper and performance evaluations (if</p>	<p>BSAD 3300: Average class score on situational analysis and final exam question 75% or higher</p> <p>BSAD 4310: Average class score on real world situational analysis within term project and final exam 80% or higher</p> <p>BSAD 4330: Real world situational analysis within term project and final exam question 80% or higher</p> <p>BSAD 4340: Average class score on real world situational analysis within term project and final exam 80% or higher</p> <p>BSAD 4950: Average class score on final paper and</p>	<p>BSAD3300: Average class score on situational analysis and final exam question 76%</p> <p>BSAD 4330: Real world situational analysis within term project and final exam question 79%</p>	<p>BSAD3300: Average class score on situational analysis and final exam question 78%</p> <p>BSAD 4310: Average class score on real world situational analysis within term project and final exam 80%</p> <p>BSAD 4340: Average class score on real world situational analysis within term project and final exam 80%</p>	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 77%</p> <p>Note: result for 4000 level class was 79%. Thus, this result was below 80% expectation.</p> <p>Result for 3000 level class was 76% which just met expectation of 75%.</p> <p><u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 79%</p> <p>Note: result for 4000 level class was 80%. Thus, this result met</p>

	applicable internship)	performance evaluations 80% or higher (if applicable internship)			80% expectation. Result for 3000 level class was 78% which met expectation of 75%. Note: (1) No indirect measures for this learning outcome were implemented. (2) No data for this learning outcome was collected in BSAD 4950.
<u>Key</u> BSAD 3300: Fundamentals of Marketing BSAD 4310: Retail Marketing BSAD 4330: Advertising BSAD 4340: Develop Marketing Strategies BSAD 4950: Internship					

Bachelor of Science in Business Administration with a Concentration in Accounting

Intended Student Learning Outcomes

1. Students will be able to recognize the role of ethics in accounting.
2. Students will be able to differentiate between job order cost systems and process cost systems.
3. Student will be able to understand the relationship between cost behavior and cost volume profit.

4. Students will be able to perform contribution margin analysis and prepare static and flexible budgets.
5. Students will be able to recognize relationships in standard costs and variances.
6. Students will be able to understand the relationships between costing methods and product pricing.
7. Students will be able to perform capital investment valuation analysis.
8. Students will be able to understand the role of ethics in financial reporting.
9. Students will be able to record business transactions using debits and credits.
10. Students will be able to understand GAAP – revenue recognition and the matching principle.
11. Students will be able to distinguish between inventory costing methods.
12. Students will be able to perform bank reconciliation as an internal control function.
13. Students will be able to perform valuation of accounts receivable.
14. Students will be able to differentiate between capital and revenue expenditures.
15. Students will be able to recognize contingent liabilities.

Assessment Measurement Tools for Intended Student Learning Outcomes

During the Fall 2011 and Spring 2012 semesters, individual course faculty members assessed student learning for the majority of Bachelor of Science in Business Administration with a concentration in Accounting learning outcomes based on identified thresholds for student performance. Embedded assignments, exam questions, projects, pre-assessment tests and surveys, and post-assessment surveys were used to assess student learning outcomes related to the departmental learning outcomes. Below is a summary of the intended management student learning outcomes, data used to tell us the extent to which the outcome was met, threshold at which we considered our students successful in meeting the outcome for Fall 2011 and Spring 2012 assessment data.

Fall 2011 and Spring 2012 Results from Implementing Direct and Indirect Measures of Student Learning

Student learning outcome	Data that will tell us the extent to which this outcome is being met	Threshold at which we'll consider our students successful in meeting the outcome	Fall 2011 Assessment Data Results	Spring 2012 Assessment Data Results	Extent that outcome is met based on data and threshold
1. To recognize the role of ethics in accounting.	BSAD 4140: Question identifying and providing solutions to remedy unethical behavior.	BSAD 4140: Average class score on question identifying and providing solutions to remedy unethical behavior 75%			Note: No data for this learning outcome was collected.

		or higher.			
2. To differentiate between job order cost systems and process cost systems.	<p>BSAD2020: First Exam, analysis of manufacturing cost accounts and preparation of cost of production reports.</p> <p>BSAD 4950: Final paper and performance evaluations (if applicable internship)</p>	<p>BSAD 2020: Average class score on first exam 75% or higher.</p> <p>BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)</p>	BSAD 2020: Average class score on first exam 70%	BSAD 2020: Average class score on first exam 78%	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 70%</p> <p>Expectation for this learning outcome was not met because this result, 70%, was below the 75% threshold for a 2000 level course.</p> <p><u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 78%</p> <p>Thus, results exceeded expectations.</p> <p>Note: (1) No indirect measures for this learning outcome were implemented. (2) No data for this learning outcome was collected in BSAD 4950.</p>

3. To understand the relationship between cost behavior and cost volume profit.	BSAD: 2020: Second examination.	BSAD 2020: Average class score on second exam 75% or higher.	BSAD 2020: Average class score on second exam 80%	BSAD 2020: Average class score on second exam 88%	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 80%</p> <p>Thus, results exceeded expectations.</p> <p><u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 88%</p> <p>Thus, results exceeded expectations.</p> <p>Note: No indirect measures for this learning outcome were implemented.</p>
4. To perform contribution margin analysis and prepare static and flexible budgets.	<p>BSAD 2020: Excel project and final exam</p> <p>BSAD 4950: Final paper and performance evaluations (if applicable internship)</p>	<p>BSAD 2020: Average class score on excel project and final exam 75% or higher</p> <p>BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable)</p>	BSAD 2020: Average class score on excel project 77% and final exam 76% . (Combined average 76.5%)	BSAD 2020: Average class score on excel project 80% and final exam 76% . (Combined average 78%)	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 76.5%</p> <p>Thus, results exceeded expectations.</p> <p><u>Spring 2012</u> Average class score on all direct measures for</p>

		internship)			<p>this learning outcome: 78%</p> <p>Thus, results exceeded expectations.</p> <p>Note: (1) No indirect measures for this learning outcome were implemented. (2) No data for this learning outcome was collected in BSAD 4950.</p>
5. To recognize relationships in standard costs and variances.	BSAD 4950: Final paper and performance evaluations (if applicable internship)	BSAD 4950: Final paper and performance evaluations (if applicable internship)			Note: No data for this learning outcome was collected.
6. To understand the relationships between costing methods and product pricing.	BSAD: 2020: Second examination.	BSAD 2020: Average class score on second exam 75% or higher.	BSAD 2020: Average class score on second exam 80%	BSAD 2020: Average class score on second exam 88%	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 80%</p> <p>Thus, results exceeded expectations.</p> <p><u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 88%</p> <p>Thus, results</p>

					exceeded expectations. Note: No indirect measures for this learning outcome were implemented.
7. To perform capital investment valuation analysis.	BSAD 3400: Exam questions	BSAD 3400: Exam questions			Note: No data for this learning outcome was collected.
8. To understand the role of ethics in financial reporting.	BSAD 4140: First Exam. Written analysis of ethical situations in auditing of financial statements.	BSAD 4140: Average class score on written ethics case questions on first exam 80% or higher	.		Note: No data for this learning outcome was collected.
9. To be able to record business transactions using debits and credits.	BSAD 2010: First Exam. BSAD 4950: Final paper and performance evaluations (if applicable internship)	BSAD 2010: Average class score on first exam 75% or higher BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)	BSAD 2010: Average class score on first exam 74%	BSAD 2010: Average class score on first exam 74%	<u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 74% Thus, results were below threshold to which we consider students successful (75%). <u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 74%

					<p>Thus, results were below threshold to which we consider students successful (75%).</p> <p>Note: (1) No indirect measures for this learning outcome were implemented. (2) No data for this learning outcome was collected in BSAD 4950.</p>
10. To understand GAAP - revenue recognition and the matching principle.	<p>BSAD 2010: First exam.</p> <p>SAD 3010: First and final exam questions. Prepare income statements converting from cash basis to accrual basis and accrual basis to cash basis. Final Exam; from given situations compute revenue by examining and applying learning and</p>	<p>BSAD 2010: Average class score on first exam 75% or higher</p> <p>BSAD 3010: Average class score on first and final exam questions 80% or higher.</p>	BSAD 2010: Average class score on first exam 74%	BSAD 2010: Average class score on first exam 74%	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 74%</p> <p>Thus, results were below threshold to which we consider students successful (75%).</p> <p><u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 74%</p> <p>Thus, results</p>

	<p>realization elements of revenue recognition methods.</p> <p>BSAD 4950: Final paper and performance evaluations (if applicable internship)</p>	<p>BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)</p>			<p>were below threshold to which we consider students successful (75%)</p> <p>Note: (1) No indirect measures for this learning outcome were implemented. (2) No data for this learning outcome was collected in BSAD 3010 and BSAD 4950.</p>
11. To distinguish between Inventory costing methods.	<p>BSAD 2010: Second exam questions.</p> <p>BSAD 3020: First exam question. Evaluation of inventory using FIFO, LIFO, Average Cost, and Dollar Value LIFO methods.</p> <p>BSAD 4950: Final paper and performance evaluations (if applicable internship)</p>	<p>BSAD 2010: Average class score on second exam questions 75% or higher.</p> <p>BSAD 3020: Average class score on first exam question 80% or higher.</p> <p>BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable)</p>	<p>BSAD 2010: Average class score on second exam questions 82%</p>	<p>BSAD 2010: Average class score on second exam questions 75%</p>	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 82%</p> <p>Thus, results exceeded expectations.</p> <p><u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 75%</p> <p>Thus, results exceeded expectations.</p> <p>Note: (1) No</p>

		internship)			indirect measures for this learning outcome were implemented. (2) No data for this learning outcome was collected in BSAD 3010 and 4950.
12. To be able to perform bank reconciliation as an internal control function.	<p>BSAD 2010: Second exam questions, prepare bank reconciliation with errors and journal entries.</p> <p>BSAD 3010: First and final exam questions. Reconcile bank and book balances with various bank and/or depositor errors, and journalizing reconciling entries to present corrected cash balance.</p> <p>BSAD 4950: Final paper and performance evaluations (if applicable internship)</p>	<p>BSAD 2010: Average class score on second exam questions 75% or higher.</p> <p>BSAD 3010: Average class score on first and final exam questions 80% or higher.</p> <p>BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)</p>	BSAD 2010: Average class score on second exam questions 82%	BSAD 2010: Average class score on second exam questions 75%	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 82%</p> <p>Thus, results exceeded expectations.</p> <p><u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 75%</p> <p>Thus, results exceeded expectations.</p> <p>Note: (1) No indirect measures for this learning outcome were implemented. (2) No data for this learning outcome was</p>

					collected in BSAD 3010 and 4950.
13. To perform valuation of accounts receivable.	<p>BSAD 2010: Second exam questions</p> <p>BSAD 3010: First and final exam questions. Calculate valuation of accounts receivable using methods of accounting for uncollectible accounts (1) Direct write-off method (2) Allowance method. Calculate transactions involving Sale of receivables (factoring) with or without recourse.</p> <p>BSAD 4950: Final paper and performance evaluations (if applicable)</p>	<p>BSAD 2010: Average class score on second exam questions 75% or higher.</p> <p>BSAD 3010: Average class score on first and final exam questions 80% or higher.</p> <p>BSAD 4950: Average class score on final paper and performance evaluations</p>	<p>BSAD 2010: Average class score on second exam questions 82%</p>	<p>BSAD 2010: Average class score on second exam questions 75%</p>	<p><u>Fall 2011</u> Average class score on all direct measures for this learning outcome: 82%</p> <p>Thus, results exceeded expectations.</p> <p><u>Spring 2012</u> Average class score on all direct measures for this learning outcome: 75%</p> <p>Thus, results exceeded expectations.</p> <p>Note: (1) No indirect measures for this learning outcome were implemented. (2) No data for this learning outcome was collected in BSAD 3010 and 4950.</p>

	internship)	80% or higher (if applicable internship)			
14. To differentiate between capital and revenue expenditures.	<p>BSAD 3020: First exam question. Prepare analysis of changes in land and building accounts for inclusion in balance sheet. Classification of acquisition and other costs. Prepare journal entries for capitalized interest and interest expense. Analysis of subsequent expenditures and required journal entries.</p> <p>BSAD 4950: Final paper and performance evaluations (if applicable internship)</p>	<p>BSAD 3020: Average class score on first exam question 80% or higher.</p> <p>BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)</p>			Note: No data for this learning outcome was collected.
15. To recognize contingent liabilities.	BSAD 3020: Second exam. Analysis of independent situations requiring written disclosures and journal entries of	BSAD 3020: Average class score on second exam question 80% or higher.			Note: No data for this learning outcome was collected.

	contingencies for financial statement purposes. BSAD 4950: Final paper and performance evaluations (if applicable internship)	BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)			
<u>Key</u> BSAD 2010: Intro to Financial Reporting BSAD 3010: Fin Reporting Theory & Practice BSAD 3020: Fin Reporting Theory & Practice II BSAD 4140: Auditing BSAD 4950: Internship					

2011 – 2012 Undergraduate Exit Survey and MBA Exit Survey (Indirect Measure)

The undergraduate exit survey and the MBA exit survey is administered each year to recent graduates.

A link to the undergraduate exit survey is emailed to recent graduates six months after graduation. Data from this survey is maintained by the Office of Institutional Effectiveness and Research. The undergraduate exit survey entire results can be found in Appendix 1B. The data used for this analysis was collected from 2009 – 2011, and there were only 69 respondents. Going forward, to increase sample size and data reliability, the University is planning to incorporate and analyze data collected by the National Student Clearinghouse (<http://www.studentclearinghouse.org/>).

The MBA data is collected at the time the student applies for graduation. Data from this survey is maintained by the Graduate and Continuing Education department. The entire results can be found in Appendix 1C. The data used for this analysis was collected from the 2011 – 2012 academic year, and there were 53 respondents. Like the undergraduate data collection process, going forward the University is planning to incorporate and analyze data collected by the National Student Clearinghouse.

The focus of the undergraduate indirect measures is on two questions. The first question is “How well do you feel that your educational program at Fitchburg State University prepared you for your chosen career?” The second question is “Please select the statement that best describes your current employment status.”

The focus of the MBA indirect measures is on two questions. The first question is “Rate the overall quality of instruction.” The second question is “Do you have a job offer or are you already employed in your field of study.”

Implementation of the Graduating MBA Focus Group survey began in the Spring 2013 semester. Therefore, results are not available for the self-study academic year (2011-2012). However, results are available for academic year 2012-2013, if requested.

Results

Undergraduates:

It was expected that at least 80% of respondents surveyed would indicate that upon completion of their degree they were either “adequately”, “well” or “very well” prepared for their chosen profession. The data revealed that 86% of BSBA graduates indicated that upon completion of their degree they were either “adequately”, “well” or “very well” prepared for their chosen profession. This indicates that this target was met.

It was expected that at least 80% of respondents surveyed would find work in their fields of study. While 90% of respondents indicated they were employed, only 43% of respondents indicated that they were employed in a field related to their major. This indicates that this target was not met.

Actions have been put in place to improve this outcome. For example, the department continues to encourage and is considering requiring internships. Internships may help students find work in their fields of study. This is because internship opportunities provide students with concrete examples of their work experiences that they can discuss with prospective employers. Internship experiences also allow students to network with potential employers. In addition, beginning in 2013, under faculty guidance, accounting students began serving as interns that provide free tax help to taxpayers who qualify for the IRS Volunteer Income Tax Assistance (VITA) program (<http://www.irs.gov/Individuals/Free-Tax-Return-Preparation-for-You-by-Volunteers>).

Also, the Accounting Club and Business Society attempt to bring in guest speakers that may provide job leads. This helps students build business professional networks and increases their awareness of current trends in the field of business (<http://www.fitchburgstate.edu/campus-life/get-involved/student-clubs-and-organizations/student-clubs-and-organizations-recognized-student-organizations/>).

In addition, students are encouraged to meet with the University’s Career Center staff. The Career Center provides a variety of programs and services to assist students in planning for

career decisions during and after Fitchburg State. Programs and services include: career counseling, graduate school advisement, career assessment/interest inventories and on-campus and off campus career events (<http://www.fitchburgstate.edu/academics/academic-support/academic-success-center/#2>).

MBA:

It was expected that at least 80% of respondents surveyed would indicate that the overall quality of the instruction was “excellent” or “very good.” 90% of respondents indicated that the overall quality of instruction was “excellent” or “very good.” This indicates that this target was met.

It was expected that at least 80% of respondents surveyed would indicate that upon completion of their degree that they had a job offer or they were already employed in their field of study. The data revealed that 70% of MBA graduates indicated that upon completion of their degree that they had a job offer or were already employed in their field of study. This indicates this target was not met.

To improve this outcome, MBA students are encouraged to meet with the University’s Career Center. The Career Center was established to help assist students with career decisions and find employment. Also, during the self-study year the Massachusetts unemployment rates were at an approximate average of 7% (<http://www.mass.gov/lwd/economic-data/labor-force/labor-forceunemployment-rates.html>).

- b. Operational effectiveness: Provide assessment data relating to the intended operational outcomes of the academic business unit. This information must include data relating to the extent of achievement of the outcomes as determined by the performance targets/criteria identified by the academic business unit in its outcomes assessment plan.*

Intended Operational Outcomes

Intended Operational Outcome #1:

Students accepted and enrolled in the business program will successfully complete the program within a reasonable time-frame.

Measures and Assessment Criteria

The Business Administration Department’s graduation rate will match or be better than the University’s graduation rate of goal of 53% within six years.

Results

Admission term data from the Office of Admission compared with graduation data from the Registrar's Office indicated that 42% of students with an original major in Business Administration graduated in their major within 6 years. 90% of MBA students graduated within 6 years.

This indicates that the target was exceeded for MBA students and not met for undergraduate students. However, data was not available to determine how many original Business Administration undergraduate students switched majors.

Actions have been put in place that may improve this learning outcome. For example, during the 2011-2012 academic year faculty and staff from Worcester State University and Fitchburg State University engaged in collaborative efforts aimed to strengthen each institution's educational goals and overall student success rates. This is because student at both universities share similar socio-economic characteristics (predominantly first-generation college, low-income students who tend to work part-time). The collaborative partnership between these two institutions focused on issues related to identifying, advising, tracking, retaining, and ultimately graduating at-risk students. The team shared best practices and meetings were organized around shared retention concerns, the development of campus-based strategies to address retention and advising issues, and the crucial role and input of several student-support offices on each campus in this process. See Appendix 1D for the 2011-2012 Vision Grant Retention and Advising Collaboration final report and recommendations.

All incoming freshman at Fitchburg State University completed the College Student Inventory Survey (CSI) from Noel Levitz. <https://www.noellevitz.com/student-retention-solutions/retention-management-system-plus/college-student-inventory>. The Retention Management Systems by Noel Levitz was the impetus to the Retention Specialist Project, to determine an effective and meaningful means to utilize the CSI data to facilitate student retention. This survey generates scores for each student that predict their dropout proneness and predicted academic difficulty. Since this program began, one faculty member from the business department was recruited and oriented to the CSI data and provided with detailed CSI reports on each of the at-risk students in their program. This data was supplemented by High School GPA, Accuplacer test and SAT scores for these students. The faculty member reached out to these students and scheduled face-to-face meetings to discuss their academic strengths and weaknesses and direct them to appropriate support services. Because this program is only in its second year, we will not see the full benefits for another two years.

Intended Operational Outcome #2:

Business student graduates will be prepared to take responsible positions within the world of business.

Measures and Assessment Criteria

At least 80% of recently graduated students will indicate that they feel “adequately,” “well,” or “very well” prepared to lead and their average GPA is 3.0 or over.

Results

GPA data obtained for the Registrar’s Office indicated that the average final GPA, for students that graduated in the 2012 academic year, was 2.89 for undergraduates and 3.78 for MBA students. This suggests this target was exceeded for MBA students and almost met for undergraduate students.

Additionally, on the undergraduate exit survey, 86% of respondents indicated that they felt “adequately,” “well,” or “very well” prepared to lead. This measure also indicates this target was met.

Although a question related to leadership was included on the MBA survey, no data was collected for this question. Data will be collected within future surveys after June 1, 2013.

Intended Operational Outcome #3:

Undergraduate business student graduates surveyed will pursue employment within the field of business or advanced degrees within a reasonable time-frame of graduation.

Measures and Assessment Criteria

At least 80% of undergraduate business student graduates surveyed will indicate that they are employed full-time or part-time in a business related field or are in graduate school.

Results

On the undergraduate exit survey, while 90% of respondents indicated they were employed, only 43% of respondents indicated that they were employed in a field related to their major. This indicates that this target was not met.

See results of undergraduate indirect measures for steps that have been taken to improve this outcome (page 42). Also, the undergraduate survey did not include a question regarding whether or not they had enrolled in graduate school. This question will be added to future surveys after June 1, 2013.

Intended Operational Outcome #4:

The Business Administration Department will be successful in contributing to the professional advancement of its MBA graduates.

Measures and Assessment Criteria

At least 80% of MBA exit survey respondents will indicate that the Business Administration Department contributed to their professional advancement.

Results

This question was not included on the MBA exit survey. It will be incorporated into future surveys after June 1, 2013.

Intended Operational Outcome #5:

Students will be satisfied with program content and the manner in which it is delivered.

Measures and Assessment Criteria

At least 80% of respondents indicated their satisfaction level with their academic experience at Fitchburg State was “satisfied” or “very satisfied.”

Results

On the undergraduate exit survey, 69% indicated that they were “satisfied” or “very satisfied” and 25% indicated they were both “satisfied and dissatisfied.” This indicates this target was met.

Additionally, the undergraduate survey did not include a question related to student satisfaction of online versus traditional courses. Future surveys will include this question after June 1, 2013.

Although a specific question on satisfaction was not included in the MBA survey, 90% of respondents indicated that the overall quality of instruction was “excellent” or “very good.” This indicates that this target was met.

Intended Operational Outcome #6:

Faculty members in the Business Administration Department will be highly qualified in their teaching disciplines.

Measures and Assessment Criteria

100% of the department’s full-time faculty members will be professionally qualified and 75% of the full-time faculty will hold doctoral degrees.

Results

100% of the department’s full-time faculty members are professionally qualified and 42% hold doctoral degrees.

This indicates this target was met was for professionally qualified full-time faculty members.

To eventually meet our goal that 75% of full-time faculty members will hold doctoral degrees, the department is requiring that future hires have doctoral degrees or be enrolled in doctoral programs. In addition, of the last three hires, one had already earned a doctoral degree and the other two are working towards obtaining their doctoral degrees.

c. Provide a summary of the changes and improvements that were needed based on the results from implementing the outcomes assessment plan.

In order to provide a complete picture of changes and improvements, plans of action, and realized outcomes within the Fitchburg State University Business Administration Department, information from the 2010-2011 academic year and 2011-2012 will be summarized.

2010-2011 to 2011-2012 Needed Changes and Improvements

Student Learning Outcome-Related Changes

Based on the results from implementing the outcomes assessment plan in 2010-2011, a total of five changes and improvements were addressed in the 2011-2012 academic year. These changes and improvements are summarized below.

General Change or Student Learning Outcome Specific	Data	Changes
General Change: We did not collect data related to the marketing and internship areas during the Fall 2010 and Spring 2011 semesters and, therefore, could not assess these areas and did not obtain a complete picture of our students.	NA	In the 2011-2012 academic year we made a focused effort to collect data from the marketing and internship areas as is evidenced in the data included in this self-assessment.
General Change: Refinement of learning outcomes/course mappings.	NA	In the 2011-2012 academic year we refined our learning outcome/course mappings. We undertook this task for two primary reasons. First, to add mapping references to courses and curricula previously not incorporated in the original mapping. Second, to modify a few mapping references to better reflect where learning outcome content is taught. The major change to this document was the incorporation of links between learning program outcomes and our internship program

General Change: Development of overall Outcomes Assessment Plan	NA	In the 2010-2011 academic year we had not yet developed an overall Outcomes Assessment Plan. We developed an initial plan during 2011-2012 academic year and continued to modify and reformat so it conformed to IACBE standards.
Student Learning Outcome Specific: Students will be able to explain the major concepts and practices in management information systems and demonstrate fluency in their use. (BSAD learning outcome)	During the Fall 2010 and Spring 2011 semester's faculty assessed this outcome using pre- and post-tests. Results of the assessment suggested that students did not demonstrate adequate information literacy proficiency. (The assessment focused on students' familiarity with Web site organization, how search engines work, and how to evaluate the accuracy of Web content.) The assessment results were: Fall 2010 - 77% and Spring 2011 - 73%.	Two changes resulted from analysis of this learning outcome's Fall 2010 and Spring 2011 assessment results. First, beginning in Fall 2011 an advanced online library research session conducted by a Fitchburg State Reference & Special Collections Librarian was added to the BSAD 1700 traditional course curriculum. Second, information literacy related questions were added to the pre- and post-self-assignments. Although results of this learning outcome's Fall 2011 assessment showed a slight improvement over the prior year (Fall 2011 78%) an additional session was devoted to this learning outcome during the Spring 2012 traditional BSAD 1700 course. This session occurred after the session conducted by the librarian and was devoted to reinforcing and practicing the techniques she discussed. Results of the Spring 2012 assessment of this learning outcome suggested that two sessions devoted to research resulted in a significant improvement in this learning outcome (Spring 2012 83%).
Student Learning Outcome Specific: Accounting Concentration Learning Outcomes 8 – 15 To understand the role of ethics in	During Fall 2010 and Spring 2011 faculty assessed these outcomes with data such as written cases and situations,	Based on the 2010-2011 assessment results, some faculty decided to increase the pace while covering material in BSAD 2010. This allowed

<p>financial reporting</p> <p>To be able to record business transactions using debits and credits</p> <p>To understand GAAP - revenue recognition and the matching principle</p> <p>To distinguish between inventory costing methods</p> <p>To be able to perform bank reconciliation as an internal control function</p> <p>To perform valuation of accounts receivable</p> <p>To differentiate between capital and revenue expenditures</p> <p>To recognize contingent liabilities</p>	<p>projects, and exams.</p> <p>Results of the assessment suggested that students demonstrated adequate proficiency in meeting these outcomes. The average results for these outcomes were 77% in both the Fall 2010 and Spring 2011 semesters. (See Appendix 1E for 2010-2011 specific outcome results and data collection methods.)</p>	<p>the faculty to cover the material more in-depth and to incorporate additional material.</p> <p>Results of the 2011-2012 assessment of these learning outcomes suggested that this approach was justified. This is because the assessment results are similar. The average results for these outcomes were 79% for Fall 2011 and 75% for Spring 2012.</p>
<p>Student Learning Outcome Specific</p> <p>Accounting Learning Outcomes 1 - 7</p> <p>To recognize the role of ethics in accounting</p> <p>To differentiate between job order cost systems and process cost systems</p> <p>To understand the relationship between cost behavior and cost volume profit</p> <p>To perform contribution margin analysis and prepare static flexible budgets</p> <p>To recognize relationships in standard costs and variances</p> <p>To understand the relationships between costing methods and product pricing</p> <p>To perform capital investment valuation analysis</p>	<p>During Fall 2010 and Spring 2011 faculty assessed these outcomes with data such as written cases and situations, projects, and exams.</p> <p>Results of the assessment suggested that students demonstrated adequate proficiency in meeting these outcomes. The average results for these outcomes were 83% in Fall 2010 and 80% in Spring 2011. (See Appendix 1E for specific 2010-2011 outcome results and data collection methods.)</p>	<p>Based on the 2010-2011 assessment results, some faculty decided to increase the pace while covering material in BSAD 2020. This allowed the faculty to cover the material more in-depth and to incorporate additional material.</p> <p>Results of the 2011-2012 assessment of these learning outcomes suggested that this approach was justified. This is because the assessment results are similar. The average results for these outcomes were 77% for Fall 2011 and 83% for Spring 2012.</p>

Operational Outcome-Related Changes

We did not assess operational outcomes during the 2010-2011 academic year.

2011 – 2012 to 2012 – 2013 Needed Changes and Improvements

Student Learning Outcome-Related Changes

Based on the results from implementing the outcomes assessment plan in 2011–2012, the following changes need to be addressed in the 2012-2013 academic year.

General Change or Student Learning Outcome Specific	Data	Planned/Potential Changes for 2012-2013
<p>General Change:</p> <p>In 2011 – 2012, we did not finalize nor assess learning outcomes specific to our MBA program.</p>	NA	<p>Finalize learning outcomes specific to the MBA program.</p> <p>Begin collecting data and assessing MBA learning outcomes.</p>
<p>General Change:</p> <p>In 2011 – 2012 we did not obtain assessment data for BSAD 4890 and BSAD 3500 which we previously determined as valuable touch points.</p>	NA	<p>Attempt to recruit additional undergraduate faculty members. In particular for BSAD 4890 and BSAD 3500.</p>
<p>General Change:</p> <p>The collection of direct learning outcome data, though complete, is a somewhat laborious process. This is because we collect data points from a large number of sources.</p>	NA	<p>Analyze and rank the major business program assessment tests.</p> <p>Consider piloting pre-program and post-program tests for Accounting majors.</p>
<p>Student Learning Outcome Specific Change:</p> <p>Students will be able to explain the major concepts and practices in management information systems and demonstrate fluency in their use. (Core BSAD learning outcome)</p>	<p>During the Fall 2011 and Spring 2012 semesters', faculty assessed this outcome using pre- and post-tests. However, it was decided that additional assessment mechanisms are needed to better understand students' information literacy competencies, there is a need to assess information literacy in more than one class, and additional literacy aids should be provided to students in both traditional and online classes.</p>	<p>Changes for the Fall 2012 and Spring 2013 academic years follow:</p> <ol style="list-style-type: none"> 1) "Imbed a librarian" in the online version of BSAD 1700. 2) Invite a librarian to BSAD 1700 to explain how to develop a research log (and provide example) and require students to develop a research log in conjunction with their end of semester research projects. Use this artifact as a tool to help assess information literacy. 3) Assess information literacy in at least one more class than BSAD 1700.
<p>Student Learning Outcome Specific Change:</p> <p>Accounting Learning Outcome</p>	<p>During Fall 2011 and Spring 2012 faculty assessed this learning</p>	<p>A suggested remedy for this conflict is that instructors teaching BSAD 2010 should</p>

<p>To be able to record business transactions using debits and credits</p>	<p>outcome with data such as first and final exam questions. The average class score for this outcome was 76% in Fall 2011 and 74% in Spring 2012. The outcome for this objective indicated that some students at the BSAD 2010 level who receive an introduction to the related concepts perform on an average below their counterparts at the BSAD 3010 level which is normal. This difference is mostly due to the student's prior association of the meaning of debits and credits in the business world such as what a debit in their bank account means, which is different from the application in Financial Accounting.</p> <p>Students sometimes have a difficult time switching the basic premise which hinders the learning process. This aspect of the course in BSAD 2010 is the foundation for all financial accounting courses. This conflict if not resolved at the BSAD 2010 level affects the student's ability to build a solid foundation in the basic concepts and their application of what is referred to as the accounting system which continues throughout financial accounting. Students that enter the BSAD 3010 course usually exhibit a similar deficiency in concepts and their application which is transferred from the prior course BSAD 2010. This</p>	<p>use the worksheet early in their courses to build students' familiarity and mastery of this accounting tool, and should also reinforce at the BSAD 3010 level.</p>
--	---	---

	<p>deficiency must be corrected in this course or the student will not have the skills necessary to perform beyond the BSAD 3010 level and in some cases have to abandon their dream of becoming an accountant.</p> <p>The use of a worksheet that is typical in accounting is not familiar to some students entering BSAD 3010, without a prior experience in using the worksheet, so it is at this level where they must first learn and apply the concepts which amounts to remedial work.</p>	
<p>Student Learning Outcome Specific Change: Accounting Learning Outcome To understand GAAP - revenue recognition and the matching principle</p>	<p>During Fall 2011 and Spring 2012 faculty assessed this learning outcome with data such as first and final exam questions. The average class score for this outcome was 76% in Fall 2011 and 79% in Spring 2012. An understanding of Generally Accepted Accounting Principles (GAAP) is a core concept and application that is introduced in BSAD 2010. It is reinforced in BSAD 3010, so students receive an additional opportunity to master this learning objective using advance concepts and application. Students' apply this concept throughout their financial accounting careers, and as such must comprehend this core concept. Although assessment data indicate that students meet the established criteria, their</p>	<p>Although assessment data indicated that students met the established criteria, their overall comprehension could reflect a higher score, which means that some instruction and reinforcement adjustment is needed to improve their performance.</p>

	overall comprehension could reflect a higher score, which means that some instruction and reinforcement adjustment is needed to improve their performance	
Student Learning Outcome Specific Change: Accounting Learning Outcome To recognize contingent liabilities	<p>During Fall 2011 and Spring 2012 faculty assessed this learning outcome with data such as first and final exam questions. The average class score for this outcome was 82% in Spring 2012. Although students receive a minimal introduction in BSAD 2010 to this subject matter, it is in the BSAD 3010 course that a thorough discussion and practical application takes place.</p> <p>Students' exhibit a tendency to discount chapter concepts compared to other more familiar ones.</p>	To achieve an improvement in performance in this learning objective, more time can be devoted to presentation of concepts and application and how students reinforce learning in homework assignments.

Operational Outcome-Related Changes

Operational Outcome	Data	Changes
Students accepted and enrolled in the business program will successfully complete the program within a reasonable time-frame.	Admission term data from the Office of Admission compared with graduation data from the Registrar's Office indicated that 42% of students with an original major in Business Administration graduated in their major within 6 years. 90% of	<p>Actions have been put in place that may improve this learning outcome for undergraduates. This includes the retention program between Worcester State and FSU.</p> <p>All incoming freshman at FSU completed the College Student Inventory Survey (CSI) from Noel Levitz that predicts dropout proneness and academic difficulty. Since this program began, one faculty member from the business department has begun working with at risk students. Because this program is only in its second year, we will not see the full benefits for another two years.</p>

	MBA students graduated with 6 years.	
Business student graduates will be prepared to take responsible positions within the world of business.	Although a question related to leadership was included on the MBA exit survey, no data was collected for this question.	Collect data for the leadership question on future MBA exit surveys.
BSAD student graduates will pursue employment within the field of business or advanced degrees within a reasonable time-frame of graduation.	On the undergraduate exit survey, while 90% of respondents indicated they were employed, only 43% indicated that they were employed in a field related to their major.	<p>Actions have been put in place to improve this outcome. For example, the department continues to encourage and is considering requiring internships. In addition, beginning in 2013, under faculty guidance, accounting students began serving as interns that provide free tax help to taxpayers who qualify for the IRS Volunteer Income Tax Assistance (VITA) program (http://www.irs.gov/Individuals/Free-Tax-Return-Preparation-for-You-by-Volunteers).</p> <p>The Accounting Club and Business Society attempt to bring in guest speakers that may provide job leads (http://www.fitchburgstate.edu/campus-life/get-involved/student-clubs-and-organizations/student-clubs-and-organizations-recognized-student-organizations/).</p> <p>Students are encouraged to meet with the University's Career Center. The career center provides a variety of programs and services to assist students in planning for career decisions during and after Fitchburg State. Programs and services include: career counseling, graduate school advisement, career assessment/interest inventories and on-campus and off campus career events (http://www.fitchburgstate.edu/academics/academic-support/academic-success-center/#2).</p> <p>A question will be added to the undergraduate survey that addresses whether they have begun attending graduate school</p>

The Business Administration Department will be successful in contributing to the professional advancement of its MBA graduates.	A question related to this outcome was not included in the MBA exit survey.	Incorporate a question relating to this outcome on future MBA exit surveys.
Students will be satisfied with program content and the manner in which it is delivered.	The undergraduate did not include a question related to student satisfaction of online versus traditional courses.	Future surveys will include this question aimed at understanding undergraduates' perceptions of their satisfaction of online versus traditional courses.
Faculty members in the Business Administration Department will be highly qualified in their teaching disciplines.	Only 42% of current qualified faculty holds doctoral degrees.	Faculty searches will focus on professional qualified candidates who hold doctoral degrees to fill open business department faculty positions.

d. Provide evidence that action plans were developed to make the identified changes and improvements, and provide a summary of the plans.

The process for developing action plans based on assessment results involve in-person and email discussions between faculty members involved in the assessment process. In addition, assessment activities are reviewed with our Business Administration Department Advisory Board members. Between the 2010-2011 academic year, faculty discussions took place during the last two weeks of May 2011. Between the 2011-2012 academic year, faculty discussions took place during the last two weeks of May 2012. Based on these discussions, the department's assessment coordinator in conjunction with the department chair compiled the plan and forwarded it, along with a summary of the years' results and actions, to the Fitchburg State University Vice President of Academic Affairs (see Appendix 1F). Additionally, the Business Administration Department's Advisory Board met on March 5, 2012 (see Appendix 1G for meeting minutes.)

The action plans specifically associated with the 2011-2012 assessment results and the self-study year are displayed in the table below.

Summary Table of Action Plans 2011-2012 to 2012-2013			
General or Specific Student Learning Outcome or Operational Outcome Change or Improvement	Action Plan	Responsible Party	Timeline
<p>General Student Learning Outcome:</p> <p>Finalize learning outcomes specific to the MBA program.</p> <p>Coordinate with MBA faculty and begin collecting data and assessing MBA learning outcomes.</p>	<p>Finalize MBA learning outcomes, assessment measures, and threshold to deem successful.</p> <p>Begin assessing MBA program and attempt to recruit additional faculty.</p>	<p>J. McAloon A. Pereira</p> <p>J. McAloon</p>	<p>Early Fall 2012</p> <p>Fall 2012 and Spring 2013</p>
<p>General Student Learning Outcome:</p> <p>Attempt to increase undergraduate faculty participation and obtain input for courses not assessed during AY 2011-2012 previously determined as valuable touch points. (BSAD 4890 and BSAD 3500)</p>	<p>Attempt to recruit additional undergraduate faculty members for assessment purposes. In particular for BSAD 4890 and BSAD 3500.</p>	<p>D. Caggiano A. Pereira</p>	<p>Fall 2012 and Spring 2013</p>
<p>General Student Learning Outcome:</p> <p>Analyze and rank the major</p>	<p>Analyze and rank the major business</p>	<p>D. Caggiano</p>	<p>Summer</p>

business program assessment tests. Consider piloting pre-program and post-program tests for Accounting majors.	program assessment tests. Discuss piloting options with Accounting faculty members and obtain their input. Review with Business Administration Department Advisory Board members.	A. Pereira D. Caggiano D. Caggiano A. Pereira	2012 Fall 2012 Spring 2013
Student Specific Learning Outcome: “Imbed a librarian” in the online version of BSAD 1700.	Work with librarian to develop and load tools to BSAD 1700 online Blackboard sites.	A. Pereira	Summer, 2012
Student Specific Learning Outcome: Invite a librarian BSAD 1700 to explain how to develop a research log (and provide example) and require students to develop a research log in conjunction with their end of semester research projects. Use this artifact as a tool to help assess information literacy.	Coordinate with librarian, modify class schedule to accommodate extra visit. Upload example research log to course Blackboard site. Assess information literacy artifact.	A. Pereira	Summer and Fall 2012
Student Specific Learning Outcome: Assess information literacy in at least one more class than BSAD 1700.	Recruit non-BSAD 1700 faculty to collect and assess information literacy data.	D. Caggiano A. Pereira	Spring 2013

<p>Student Specific Learning Outcome:</p> <p>Instructors teaching BSAD 2010 should consider using a worksheet early in their courses to build students' familiarity and mastery of this accounting tool, and should also reinforce at the BSAD 3010 level.</p>	<p>Consider and, if deemed useful, incorporate a worksheet early in BSAD 2010 to build students' familiarity and mastery of this accounting tool, and reinforce in BSAD 3010.</p>	<p>B. Hollingsworth R. Desroches</p>	<p>Fall 2012 and Spring 2013</p>
<p>Student Specific Learning Outcome:</p> <p>To better understand GAAP - revenue recognition and the matching principle, instructors should consider adjustments to improve student performance.</p>	<p>Consider and, if deemed useful, make adjustments when teaching GAAP – revenue recognition.</p>	<p>B. Hollingsworth R. Desroches</p>	<p>Fall 2012 and Spring 2013</p>
<p>Student Specific Learning Outcome:</p> <p>To recognize contingent liabilities, instructors should consider devoting more time to presentation of concepts and application and how students reinforce learning in homework assignments.</p>	<p>Consider and, if deemed useful, devote more time to presentation of concepts and application and how students reinforce learning in homework assignments.</p>	<p>B. Hollingsworth R. Desroches</p>	<p>Fall 2012 and Spring 2013</p>

<p>Operational Learning Outcome:</p> <p>Students accepted and enrolled in the business program will successfully complete the program within a reasonable time-frame.</p>	<p>Continue to participate in retention program for at risk students.</p>	<p>R. Desroches</p>	<p>Fall 2012 and Spring 2013</p>
<p>Operational Learning Outcomes:</p> <p>Business student graduates will be prepared to take responsible positions within the world of business.</p>	<p>Collect data for the leadership question on future MBA exit surveys. Contact Christopher Cratsley, Director of Assessment, and request data be collected for this question.</p>	<p>A. Pereira</p>	<p>Fall 2012</p>
<p>Operational Learning Outcomes:</p> <p>Business student graduates will be prepared to take responsible positions within the world of business.</p>	<p>Collect data for the leadership question on future MBA exit surveys. Contact Christopher Cratsley, Director of Assessment, and request data be collected for this question.</p>	<p>A. Pereira</p>	<p>Fall 2012</p>
<p>Operational Learning Outcomes:</p> <p>BSAD student graduates will pursue employment within the field of business or advanced degrees within a reasonable time-</p>	<p>Setup and manage VITA student internships. http://www.irs.gov/Individuals/Free-Tax-Return-Preparation-for-You-by-Volunteers). <p>Continue to encourage internships.</p> </p>	<p>R. Desroches</p> <p>D. Caggiano</p>	<p>Spring 2013</p> <p>Fall 2012 and Spring 2013</p>

frame of graduation.	<p>The Accounting Club and Business Society attempt to bring in guest speakers that may provide job leads (http://www.fitchburgstate.edu/campus-life/get-involved/student-clubs-and-organizations/student-clubs-and-organizations-recognized-student-organizations/).</p> <p>Encouraged students to meet with the University's Career Center.</p> <p>Collect data on whether undergraduate graduates are attending graduate school. Contact Christopher Cratsley, Director of Assessment, and request data be collected for this question.</p>	<p>R. Desroches R. Scapparone</p> <p>All faculty members</p> <p>A. Pereira</p>	<p>Fall 2012 and Spring 2013</p> <p>Fall 2012 and Spring 2013</p> <p>Spring 2013</p>
<p>Operational Learning Outcome:</p> <p>The Business Administration Department will be successful in contributing to the professional advancement of its MBA graduates.</p>	<p>Incorporate a question relating to this outcome on future MBA exit surveys. Contact Christopher Cratsley, Director of Assessment, and request data be collected for this question.</p>	<p>A. Pereira</p>	<p>Fall 2012</p>
<p>Operational Learning Outcome:</p> <p>Faculty members in the Business Administration Department will be highly qualified in their teaching disciplines.</p>	<p>Focus faculty searches on professional qualified candidates who hold doctoral degrees to fill open business department faculty positions.</p>	<p>Search team</p>	<p>Spring 2013</p>

- e. Describe the ways in which the action plans were integrated into the strategic planning processes of the academic business unit and the institution. If applicable, describe the ways in which the academic business unit's action plans were connected to the institutional budgeting process.*

Institution

For each academic year, the Business Administration Department's (BSAD) assessment coordinator submits an outcomes assessment report to the Fitchburg State University Director of Assessment and the Academic Affairs office by the end of May. This report summarizes our department's assessment activities during the past academic year, the most important thing(s) we learned from our assessment of the past academic year, and how knowing this benefits our program. More specifically, we describe the changes we proposed as a result of using the data/evidence and which we enacted based on either this year's or prior year's data. Finally, we detail our top assessment priorities for the next academic year.

Business Unit

The BSAD assessment coordinator and the BSAD chair ensure that the department's strategic plan is in alignment with action plan items. For example, in February 2012 the assessment coordinator and department chair verified the strategic plan to confirm the assessment plan supported the strategy.

In addition, the BSAD Advisory Board met during the Spring 2012 semester. Our Advisory Board is comprised of business leaders with specializations that cover key business areas. During this meeting, the Advisory Board members were provided with an overview of the department's recent assessment activities as well as our preliminary assessment results for Fall 2011. (See Appendix 1G for the Spring 2012 Business Department Advisory Board meeting summary.)

Budgeting Process Connection

The BSAD's action plans did not involve changes to the budget. Therefore, the plans were not connected to the institutional budgeting process.

- f. Provide a summary of the realized outcomes that resulted from the execution of the action plans.*

The realized outcomes from 2010-2011 to 2011-2012 and from 2011-2012 to 2012-2013 are summarized in the tables below. All items in the 2010-2011 were developed, implemented, and completed in the 2011-2012 year. Items in the 2011-2012 to 2012-2013 summary tables are developed, implemented, or completed. If an item has not been completed, a note has been added to indicate when we will expect to see the realized outcomes associated with that particular action plan.

Summary Table of Realized Outcomes 2010-2011 to 2011-2012		
Change or Improvement	Plan(s) of Action	Realized Outcomes
General Student Learning Outcome Change: Collect data from the marketing and internship areas.	Expand assessment to include marketing and internship components.	The department began collecting marketing and internship components as

		is evidenced in the data included in this self-assessment.
General Student Learning Outcome Change: Refine learning outcomes/course mappings	Review and update, where necessary, learning outcomes and course mappings.	Learning outcomes and course mappings were updated.
General Student Learning Outcome Change: Develop an overall Outcomes Assessment Plan	Develop an overall Outcomes Assessment Plan.	An overall Outcomes Assessment Plan was developed.
Specific Student Learning Outcome Change: Students will be able to explain the major concepts and practices in management information systems and demonstrate fluency in their use. (BSAD core learning outcome)	Because average class score, in Introduction to Computer Information Systems, on post-assessment test questions related to Web site organization, how search engines work, and how to evaluate the accuracy of Web content was 77% (Fall, 2010) and 73% (Spring, 2011) were low a Fitchburg State librarian will be asked to conduct one hands-on session, during each course, that covers these information literacy skills. At the conclusion of the Fall 2011 and Spring 2012 semesters, post-test results will be analyzed to determine if students obtain greater achievement in these areas.	Beginning in Fall 2011 an advanced online library research session conducted by a Fitchburg State Reference & Special Collections Librarian was added to the BSAD 1700 traditional course curriculum. In addition, information literacy related questions were added to the pre- and post-self-assignments. Although results of this learning outcome's Fall 2011 assessment showed a slight improvement over the prior year (Fall 2011 78%) an additional session was devoted to this learning outcome during the Spring 2012 traditional BSAD 1700 course. This session occurred after the session conducted by the librarian and was devoted to reinforcing and practicing the techniques she discussed. Results of the Spring 2012 assessment of this learning outcome suggested that two sessions devoted to

		research resulted in a significant improvement in this learning outcome (Spring 2012 83%).
Specific Student Learning Outcome: Accounting Concentration Learning Outcomes 8 – 15	Some faculty decided to increase the pace while covering material in BSAD 2010.	Some faculty increased the pace while covering material in BSAD 2010.
Specific Student Learning Outcome: Accounting Concentration Learning Outcomes 1 – 7	Some faculty decided to increase the pace while covering material in BSAD 2020.	Some faculty increased the pace while covering material in BSAD 2020.

Summary Table of Realized Outcomes 2011-2012 to 2012-2013		
Change or Improvement	Plan(s) of Action	Realized Outcomes
General Student Learning Outcome Change: Finalize learning outcomes specific to the MBA program. Begin collecting data and assessing MBA learning outcomes.	Finalize MBA learning outcomes and begin collecting assessment data	MBA learning outcomes were finalized as evidenced in this self-study. During Fall 2012, the MBA Chair began collecting MBA assessment data that will be incorporated in the year-end report.
General Student Learning Outcome Change: Attempt to recruit additional undergraduate faculty members for assessment purposes. In particular for BSAD 4890 and BSAD 3500.	Recruitment of additional faculty members for assessment purposes. In particular for BSAD 4890 and BSAD 3500.	Previous faculty members continued assessment of learning outcomes during 2012-2013 academic year: Two additional faculty members were recruited to assess learning outcomes during the 2012-2013

		academic year. This included a faculty member who will collect data for BSAD 3500.
<p>General Student Learning Outcome Change:</p> <p>Analyze and rank the major business program assessment tests.</p> <p>Consider piloting pre-program and post-program tests for Accounting majors.</p>	<p>Analyze and rank the major business program assessment tests. Review with faculty and Advisory Board.</p> <p>Discuss the piloting of major assessment of Accounting program with Accounting faculty and Advisory Board.</p>	<p>Analysis conducted during Summer 2012 (see Appendix 1H Business Program Assessment Test Comparisons Summary and Appendix 1I Business Program Assessment Test Comparisons Spreadsheet) and provided to department chair. Department chair conducted review with Accounting faculty and reviewed with Business Department Advisory Board in during the Spring 2013 meeting. (See Appendix 1G of Spring 2013 Business Department Advisory Board Meeting Summary.)</p>
<p>Specific Student Learning Outcome:</p> <p>“Imbed a librarian” in the online version of BSAD 1700.</p>	<p>Work with librarian to develop and load tools to BSAD 1700 online Blackboard sites.</p>	<p>”Librarian imbedded” in three (all) sections of BSAD 1700 online during Fall 2012 and Spring 2013 semesters.</p>
<p>Specific Student Learning Outcome:</p> <p>Invite a librarian to BSAD 1700 to explain how to develop a research log (and provide example) and require students to develop a research log in conjunction with their end of semester research projects. Use this artifact as a tool to help assess information literacy.</p>	<p>Coordinate with librarian, modify class schedule to accommodate extra visit.</p> <p>Upload example research log to course Blackboard site.</p> <p>Assess information literacy artifact.</p>	<p>Class schedules for all BSAD 1700 traditional courses were modified to incorporate an additional visit by librarian during Fall 2012 and Spring 2013 semesters.</p> <p>Librarian conducted session that included search strategy, research log development, and proper citation formatting.</p>

		Information literacy artifacts assessed. Results will be assessed at the end of Spring 2013.
<p>Specific Student Learning Outcome:</p> <p>Assess information literacy in at least one more class than BSAD 1700.</p>	Recruit non-BSAD 1700 faculty to collect and assess information literacy data.	A research audit log assignment was incorporated into the Spring 2013 semester of BSAD 4230. The research audit log along with the research project will be assessed.
<p>Specific Student Learning Outcome:</p> <p>Instructors teaching BSAD 2010 should consider using a worksheet early in their courses to build students' familiarity and mastery of this accounting tool, and should also reinforce at the BSAD 3010 level.</p>	Consider and, if deemed useful, incorporate a worksheet early in BSAD 2010 to build students' familiarity and mastery of this accounting tool, and reinforce in BSAD 3010.	In some cases, worksheets are being incorporated in BSAD 2010 and reinforced in BSAD 3010.
<p>Specific Student Learning Outcome:</p> <p>To better understand GAAP - revenue recognition and the matching principle, instructors should consider adjustments to improve student performance.</p>	Consider and, if deemed useful, make adjustments when teaching GAAP – revenue recognition.	Some adjustments are being made when teaching GAAP – revenue recognition – in BSAD 2010 and BSAD 4140.
<p>Specific Student Learning Outcome:</p> <p>To recognize contingent liabilities, instructors should consider devoting more time to presentation of concepts and application and how students reinforce learning in homework assignments.</p>	<p>Specific Student Learning Outcome:</p> <p>Consider and, if deemed useful, devote more time to presentation of concepts and application and how students reinforce learning in homework assignments.</p>	In some cases, more time is being devoted to presentation of concepts and application and how students reinforce learning in homework assignments.

<p>Operational Learning Outcome:</p> <p>Students accepted and enrolled in the business program will successfully complete the program within a reasonable time-frame.</p>	<p>Continue to participate in retention program for at risk students.</p>	<p>R. Desroches continued to work with at risk students through the retention program.</p>
<p>Operational Learning Outcomes:</p> <p>Business student graduates will be prepared to take responsible positions within the world of business.</p>	<p>Collect data for the leadership question on future MBA exit surveys.</p>	<p>A request was made through Christopher Cratsley, Director of Assessment, to collect data for this question.</p>
<p>Operational Learning Outcomes:</p> <p>Business student graduates will be prepared to take responsible positions within the world of business.</p>	<p>Collect data for the leadership question on future MBA exit surveys. Contact Christopher Cratsley, Director of Assessment, and request data be collected for this question.</p>	<p>A request was made through Christopher Cratsley, Director of Assessment, to collect data for this question.</p>
<p>Operational Learning Outcomes:</p> <p>BSAD student graduates will pursue employment within the field of business or advanced degrees within a reasonable time-frame of graduation.</p>	<p>Setup and manage VITA student internships.</p> <p>Continue to encourage internships.</p> <p>The Accounting Club and Business Society attempt to bring in guest speakers that may provide job leads</p> <p>Encourage students to meet with the University's Career Center.</p> <p>Collect data on whether undergraduate graduates are attending graduate school. Contact Christopher</p>	<p>R. Desroches setup and managed the Spring 2013 VITA program.</p> <p>A request was made through Christopher Cratsley, Director of Assessment, to collect data on whether undergraduates graduates were attending graduate school</p> <p>Faculty advisors encourage students to meet with the Career Center as needed.</p>

	Cratsley, Director of Assessment, and request data be collected for this question.	
<p>Operational Learning Outcome:</p> <p>The Business Administration Department will be successful in contributing to the professional advancement of its MBA graduates.</p>	Incorporate a question relating to this outcome on future MBA exit surveys.	A request was made through Christopher Cratsley, Director of Assessment, to collect data for this question.
<p>Operational Learning Outcome:</p> <p>Students will be satisfied with program content and the manner in which it is delivered.</p>	Incorporate a question aimed at understanding undergraduates' perceptions of their satisfaction of online versus traditional courses. Contact Chris Cratsley and request data be collected for this question.	A request was made through Christopher Cratsley, Director of Assessment, to collect data on undergraduate perceptions of online versus traditional courses.
<p>Operational Learning Outcome:</p> <p>Faculty members in the Business Administration Department will be highly qualified in their teaching disciplines.</p>	Focus faculty searches on doctorally qualified candidates to fill open business department faculty positions.	Current faculty searchers are focused on doctorally qualified candidates.

1.2 Summary Evaluation of Outcomes Assessment

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its outcomes assessment process in supporting excellence in business education.

Provide a summary evaluation of the academic business unit's outcomes assessment process. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its outcomes assessment process in supporting excellence in business education, and provide a narrative assessment of the extent to which the academic business unit is accomplishing its mission and broad-based goals.*

The Business Administration Department aims to accomplish both our mission and broad-based goals. Therefore, we designed our Outcomes Assessment Plan in a manner that allows us to continually measure our progress towards achievement of these goals. Accordingly, our broad-based student learning goals encompass our intended student learning outcomes as described in section II of our Outcomes Assessment Plan (see Appendix A), and our broad-based operational goals encompass our intended operational outcomes as described section III of our Outcomes Assessment Plan (see Appendix A). As a result, our Outcomes Assessment Plan helps support excellence in business education. Additionally, our strategic planning process supports our outcomes assessment activities.

- 2. Identify any changes and improvements needed in the academic business unit's outcomes assessment process.*

Based on the results of the 2011-2012 outcomes assessment process the following changes or improvements are needed:

1. Finalize learning outcomes specific to the MBA program.
2. Begin collecting and assessing MBA learning outcomes.
3. Attempt to recruit additional undergraduate faculty members for assessment purposes. In particular, recruit faculty to assess BSAD 4890 and BSAD 3500.
4. Analyze and rank the major business program assessment tests, and consider piloting pre-program and post-program tests for Accounting majors.
5. "Imbed a librarian" in the online version of BSAD 1700.
6. Invite a librarian to BSAD 1700 to explain how to develop a research log (and provide example) and require students to develop a research log in conjunction with their end of semester research projects. Use this artifact as a tool to help assess information literacy.
7. Assess information literacy in at least one more class than BSAD 1700.

8. Instructors teaching BSAD 2010 should consider using a worksheet early in their courses to build students' familiarity and mastery of this accounting tool, and should also reinforce at the BSAD 3010 level.
9. To better understand GAAP - revenue recognition and the matching principle, instructors should consider adjustments to improve student performance.
10. To recognize contingent liabilities, instructors should consider devoting more time to presentation of concepts and application and how students reinforce learning in homework assignments.
11. Collect additional indirect data to assess operational outcomes and increase graduating student response rates.
12. Provide support to students at risk for dropping out of program.
13. Provide support to students in searching for jobs post-graduation.
14. Seek doctorally qualified candidates to fill open business department faculty positions.

3. Describe proposed courses of action to make those changes and improvements.

The proposed courses of action to make the above mentioned changes and improvements include:

1. Finalize MBA learning outcomes, assessment measures, and thresholds to deem successful. Begin assessing MBA program learning outcomes and attempt to recruit additional MBA faculty.
2. Recruit additional undergraduate faculty members for assessment purposes (new hire as well as existing faculty). In particular for BSAD 4890 and BSAD 3500.
3. Analyze and rank the major business program assessment tests. Review with faculty and Advisory Board. Begin discussions with Accounting faculty in regards to piloting pre- and post-assessment tests with Accounting majors.
4. BSAD faculty to work with librarian to develop and load "embed a librarian" tools to BSAD 1700 online Blackboard sites.
5. BSAD faculty to coordinate with librarian, modify class schedule to accommodate extra librarian visit, develop and upload example research log to course Blackboard site, and assess information literacy artifact.
6. Recruit non-BSAD 1700 faculty to collect and assess information literacy data.
7. Consider and, if deemed useful, incorporate a worksheet early in BSAD 2010 to build students' familiarity and mastery of this accounting tool, and reinforce in BSAD 3010.
8. Consider and, if deemed useful, make adjustments when teaching GAAP – revenue recognition.
9. Consider and, if deemed useful, devote more time to presentation of concepts and application and how students reinforce learning in homework assignments.
10. Through Christopher Cratsley, Director of Assessment, request additional questions on undergraduate and graduate surveys to provide additional data for operational outcome assessments. Also, begin incorporation of National Student Clearinghouse data to better assess operational outcomes.
11. Provide support to students at risk to address and prevent program drop outs via the retention program.

12. Provide support to students in searching for jobs post-graduation via the following methods:
VITA program, encouragement of internships, Accounting Club and Business Society guest speakers which may lead to job leads, and encourage students to meet with the University's Career Center.
13. Focus faculty searches on doctorally qualified candidates to fill open business department faculty positions.

The faculty members of the Business Administration Department believe that implementation of the above courses of action will allow for improvements in our realized outcomes in the upcoming academic year.

Principle 2: Strategic Planning

Principle 2.1 Strategic Planning

Excellence in business education requires an effective strategic planning process that focuses the academic business unit's decision making toward defined goals, and provides strategic directions that guide it into the future. This requires the academic business unit to have developed and implemented a strategic planning process that is consistent with the process used by the institution and that is linked to the unit's outcomes assessment process. In addition, the academic business unit must have used the process for continuous improvement in its overall performance and its business programs.

1. Describe the academic business unit's strategic planning process. In this description:

- a. Explain the ways in which the academic business unit's mission is consistent with the mission of the institution, and the ways in which it focuses and directs the unit's decision making toward defined goals and objectives. In addition, discuss the ways in which the academic business unit and institutional strategic planning processes are consonant with each other.*

The Business Administration Department's mission statement is consistent with the mission of the University in the following ways:

Commitment to Excellence

Both Fitchburg State University and the Business Administration Department are committed to providing students' of diverse cultural and economic backgrounds an opportunity to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. Additionally, both the University and the Business Administration Department are committed to striving for excellence in academic programs and services through innovative teaching and professional practices.

Preparing Professionals

The University and the Business Administration Department are recognized for their excellence in teaching and learning, and for their commitment to transforming lives through education, and for their dedication to public service. The Business Administration curriculum has a strong base in the liberal arts, coupled with a variety of professional courses and the opportunity for practical business experiences including experiential learning through internships, structured to give the participant an opportunity to apply classroom theory to a specific work environment.

Planning for Changes in the External Environments

Over the next decade the Business Administration Department is positioned to continue to build upon its past successes in providing the training in business education that will help business students adapt to the many changes in the 21st century and become important members and leaders in the community. The University supports this vision by preparing students for a global society through curricular innovation and program development and by employing innovative uses of technology in the library and across campus to maximize student learning.

Dedicated Community Resource & to Building Relationships

Since its inception, the Business Administration Department has educated thousands of students who have graduated and gone on to exceptional jobs and careers in many areas of business. These successful students have made great contributions to the state of Massachusetts as well as the surrounding region. The department's overall contributions to the University have been in the areas of service to local business community, community involvement and the education and training of a well-qualified local work force. This supports the University's vision to build partnerships within the community to provide real-world opportunities for the students and collaborative solutions to community issues.

Instilling Ethical Values

Both the University and the Business Administration department focus on the academic integrity and honesty policies installed by the University. Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. A student who is in doubt regarding standards of academic integrity in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. A student's lack of understanding of the academic integrity policy is not a valid defense to a charge of academic dishonesty.

The missions of both the University and the Business Administration Department guide the strategic planning process. The core values, mission and vision for the University were approved by the All College Committee, the University President and final approval by the Board of Trustees on December 8, 2009 and are still upheld to this date. These can be found at <http://www.fitchburgstate.edu/about-us/university-mission-vision-and-values/>. This mission guided the development of the Business Administration Department's mission statement as reflected in the *Strategic Plan 2013-2018 - Business Administration Department – Fitchburg State University* as found in Appendix 2A

Additionally, the Business Administration Department supports the University's Anti-Violence Education (FAVE) program. In particular, during the self-study year, one Business Administration faculty member served as a FAVE instructor, and during the 2012-2013 academic year, two Business Administration faculty members served as FAVE instructors. FAVE is a campus-wide effort to prevent interpersonal and relationship violence, and sexual assault, at Fitchburg State and to support those affected by violence. A key component of FAVE is mandatory educational programming for incoming first-year and transfer students. The

educational program addresses the issues of interpersonal and relationship violence and sexual assault (<http://www.fitchburgstate.edu/campus-life/student-services/fitchburg-anti-violence-education/>).

Strategic Planning Process:

Since the revision of the last strategic plan in 2010, the Business Administration Department has continued to review and update departmental goals and overall objectives. The overall planning objective is for the department to develop a plan and detail potential operational and curriculum issues for improvement and implementation. The strategic planning process aims to insure that the Business Administration Department designs and implements strategies that provide a greater competitive market position with the use of new technology and the latest methods for teaching business practices. Further to evaluate the curriculum, its programs, courses and teaching techniques and to make recommendations for improvement and elimination of programs and courses no longer needed.

The strategic planning process allows for the department to explore new types of business education programs, goals, course components and methodologies that will enhance the overall business offering and appeal to future students. The process includes a review of all department procedures, scheduling, course coverage, curriculum, and to evaluate their impact on students' choices and enrollment. Additionally to make sure that all programs and course content are both rigorous and have sufficient content to insure the highest standards are achieved.

Finally, the strategic planning process requires a review of the levels of staffing within each business major concentration. If necessary, a hiring plan and timeline are devised to pursue additional terminally qualified individuals for faculty positions within the department.

In summation, the Business Administration Department's strategic planning process is as follows:

1. The University's strategic plan and mission guide the Business Administration Department's mission, goals and intended outcomes.
2. The overall objectives for the plan are established after a review of the outcomes assessments, internal departmental operations and financial budget reviews. Both short- and long-term goals are established by the department.
3. The process continues with a review of initiatives and issues to be advanced. This includes a review of the business program curriculum and program updates.
4. Department updates are included in the strategic planning process to assist the department with growth and learning. Such updates include the incorporation of assessment models into courses and learning objectives by faculty. Departmental collaboration is also reviewed in order to assist the University mission with community outreach programs.
5. In order for the department to address the needs of the students in a constantly changing environment, the strategic planning process will also review and consider the need to hire additional terminally qualified individuals and create a hiring timeline.

b. Describe the processes used by the academic business unit for developing action items for the enhancement and development of its resources, educational processes, and the academic quality of its business programs. Provide evidence of these improvements.

The process used to develop action items for the enhancement and development of resources, educational processes, and academic quality is a result of a compilation of input from faculty, students, and Board of Advisors. Once outcome(s) results are reported, a plan of action is determined. If the results of the assessment show that a change is needed in relation to either learning outcomes or operational issues the process would follow, depending on whether or not the change involves budgetary decision(s). If the change does not involve a budgetary decision, the change would start with faculty discussions, then the Board of Advisors, then possible review by the All University Curriculum Committee or Graduate Council (depending on course level). If the change involves additions and/or deletions to the University catalog, approval would be required by either All University Curriculum Committee or Graduate Council (depending on course level). If approved, the change is then implemented at the University and Business Department levels. For any changes involving budgetary decisions, final approval would be obtained from the Vice President for Academic Affairs, the President of the University, and [possibly] the Board of Trustees, and if approved, would be included in the next fiscal budget.

Evidence of improvements can be seen by reviewing the changes implemented since the prior strategic plan for 2010-2015, which was revised in January 2013-2018. For example, new assessment models have been created in regards to course and learning objectives and assignment assessment rubrics have been developed. Additionally, new course objectives and assessments have been created for individual departmental required core course, and more will be forthcoming. Pre-testing and post-testing of the course assessments has been recommended and has been undertaken in some cases. Learning outcomes for these courses have been developed. Data is being collected on an ongoing basis to determine the extent to which given outcomes are being met.

c. Describe the methods used by the academic business unit to monitor and evaluate its progress in accomplishing its goals and objectives.

The Business Administration Department Chairperson organizes the monitoring and evaluation of the progress toward accomplishing the department's goals and objectives. Concurrently, the Board of Advisors also monitors progress towards accomplishing set goals and objectives. Assessment data is gathered throughout the year, typically at the end of each semester. Since the current year's performance is directly related to the prior year's performance, the monitoring and evaluation of the department's progress towards the accomplishment of its goals and objectives is an ongoing process.

d. If applicable, describe the ways in which the academic business unit's strategic planning process is linked to the institutional budgeting process.

The Business Administration Department's strategic planning process is directly linked to the institutional budgeting process. This is prevalent as part of the department's strategic plan identifies the budgetary issues involved with the hiring plan. In order to ensure future success

with new programs, courses, majors developed by the Business Administration Department, the department must pursue the hiring of new terminally qualified faculty. Such changes involving budgetary decisions require final approval to be obtained from Vice President for Academic Affairs, the President of the University, and [possibly] the Board of Trustees and, if approved, would be included in the next fiscal year's budget.

e. Describe the ways in which various stakeholders of academic business unit's (e.g. faculty, staff, students, etc.) are involved and participate in its strategic planning process.

The various stakeholders involved in the strategic planning process for the Business Administration Department include faculty, upper administration (Assistant Vice President and Vice President for Academic Affairs), the students, and the community at large.

First, the department faculty members are involved in the strategic planning process by participating in the development and approval of goals and outcomes, the creation of the assessment rubrics, and the collection and interpretation of data from their specific courses.

Second, the upper administration involves both the Assistant Vice President and Vice President of Academic Affairs. Both levels review and provide input into the department's strategic planning process.

Third, the students, primarily alumni, are involved in the strategic planning process by submission of their feedback and evaluation on program offerings and assessment tools.

Finally, the input and needs of the community at large is also addressed in the department's strategic planning process. The Board of Advisors, which is comprised of faculty, alumni, and mostly business owners and civic leaders meet at least once a year to review, evaluate assessment tools and outcomes, as well as contribute to the development of the department's strategic plan. For example, at the March 2013 Advisory Board meeting, Veronica Zsolcsak, President of the Schawbel Corporation Consulting Division, volunteered her resources to conduct a project to determine if there is a niche area that the Business Administration Department can fill (see Appendix 1G).

2. Provide copies of the documents that are used in the academic business unit's strategic planning process (e.g., formal strategic plans, fully-integrated outcomes assessment/strategic plans, action plans, balanced scorecards, or other documents used in the planning process; these should be placed in the appendix of the self-study).

As part of the Business Administration Department's strategic planning process includes copies of the current strategic plan for 2013-2018 (see Appendix 2A), the previous strategic plan for 2010-2015 (see Appendix 2B), the Business Administration Department's Outcomes Assessment Plan (see Appendix 1A) and Student Learning Outcome Results for AY2010-2011 and AY2011-2012 (see Appendix 1E), and summaries of Advisory Board meetings (Appendix 1G).

2.2 Summary Evaluation of Strategic Planning

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contribution to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its strategic planning process in supporting excellence in business education.

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its strategic planning process in supporting excellence in business education.

The University and the Business Administration Department have a sound process for strategic planning that was developed for the consistency purpose for NEACS accreditation. The process is simple to follow and has thus far proven to be effective. The current strategic planning process, which includes outcomes assessment, of the Business Administration Department and the University is intentionally fluid.

2. Identify any changes and improvements needed in the academic business unit's strategic planning process.

The Business Administration Department's strategic planning process could be improved by increasing current as well as past student input. In particular, alumni are well represented on the Business Administration Department's Advisory Board. As such, they provide feedback and evaluate collected assessment data and curriculum. They also make recommendations that explore new types of business education programs, goals, course components and methodologies that will enhance the overall business offering and appeal to future students. However, there are no current student representatives on the department's Advisory Board.

3. Describe proposed courses of action to make those changes and improvements.

Going forward, at least one current student will be added to the Business Administration Department's Advisory Board. In addition, future business relations and opportunities in the community could be identified and developed as a result of their active involvement with the strategic planning process.

Principle 3: Curriculum

3.1 Program Design

Excellence in business education requires the design of each business program offered by the academic business and unit to be consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.

Self-Study Guidelines

- 1. Describe the curricular requirements for each business program in the accreditation review. If this information is included in the institution's catalog, provide the page numbers for the relevant sections.*

As stated in the University Catalog (<http://catalog.fitchburgstate.edu>), the curricular requirements for the Bachelor of Science in Business Administration (for a minimum of 120 total credit hours) are as follows:

Liberal Arts and Sciences Requirements – minimum 48 S.H.

Core Curriculum – 21 S.H.

Specializations for the Major:

Accounting – 42 S.H. includes Required Courses and Directed Advanced Electives (15 S.H.)

Finance (only offered at night) – 39 S.H. includes Required Courses and Additional Electives (15 S.H.)

Management (online option available through GCE) – 39 S.H. includes Required Courses and Additional Electives (15 S.H.)

Marketing - 39 S.H. includes Required Courses and Additional Electives (18 S.H.)

Free Electives – 4 S.H. In order for the student to meet the required 120 credit hours, the student may use these free electives to meet this requirement.

Requirements for the Minor in Business Administration consists of 18 credit hours including four required courses. These required courses include: BSAD 2010 Introduction to Financial Reporting, BSAD 3200 Principles of Management, BSAD 3300 Fundamentals of Marketing, and BSAD 3500 Business Law I.

As stated in the University Catalog (<http://catalog.fitchburgstate.edu>), the curricular requirements for the Master of Business Administration (MBA) for the total of 30 S.H. The MBA program is comprised of three course clusters, including 24 credits of a foundation level core and 30 credits from an advanced core and specialized tracks in the fields of accounting, human resources management and management. The Online MBA Program currently offers the Management and Human Resource Management tracks.

- 2. Identify and describe all of the methods that the academic business unit employs to deliver each business program included in the accreditation review. If online or hybrid delivery modes are used, describe the kinds and amount of student and faculty activity and effort are required.**

The University's Business Administration Department uses two methods to deliver business programs: the traditional day session system and the Graduate and Continuing Education system. The 2012-2013 undergraduate academic calendar for both methods may be reviewed in the following table:

2011 – 2012 Undergraduate Academic Calendar

Fall 2011	Winter 2012 (online only)	Spring 2012	Summer I 2012	Summer II 2012
9/1 – 12/22	12/28/12- 1/14	1/18 – 5/18	05/29 – 6/29	7/9 – 8/10

Traditional Day Session System

Fitchburg State University's undergraduate academic schedule is divided into two semesters (Fall and Spring), each semester is 15 weeks in duration. Classes are offered Monday through Friday for 75 minutes each day, with each class meeting two times per week, for a total of 2250 minutes of class contact for a 3 credit course. Traditional daytime students can enter a program at the beginning of any one of the five semesters offered throughout the academic year. Also students do not need to take the recommended 5 course load each Fall and Spring semester, the student can matriculate from the [intended] four year program by taking classes during the Winter and Summer sessions.

Distance Education

Graduate and Continuing Education (GCE) System

The Business Administration Department's development of distance learning courses provides equitable access to high-quality programs and services for people of varying cultural backgrounds living within our diverse community in North Central Massachusetts and beyond. Distance learning offerings, the majority of which are offered through Graduate and Continuing Education (GCE). The University hired a full-time Distance Education Coordinator in July 2007, who supports faculty and students and works with academic departments and Academic Affairs to promote quality assurance for online offerings. There has been a concurrent expansion in training for online instruction and related technologies. In addition to the training opportunities discussed previously, online students also have access to the campus resources through the student center link on the Distance Education website.

Fitchburg State University offers undergraduate course schedules during the same academic calendar as noted in Table 3.1. During the Fall and Spring semesters, courses are 15 weeks in duration and are offered Monday through Friday for one night per week meeting; each class

weekly meeting is for 150 minutes, for a total of 2250 minutes of class contact for a 3 credit course. Weekly classes are held in the evenings or online. All Winter and Summer session courses are offered as GCE courses and are held on campus and online. Also students are allowed to take the course load of their choice if enrolled as a GCE student and can enter into the program at the start of any one of the five semesters offered throughout the academic year.

Fitchburg State University offers master courses during the Fall and Spring semesters during the academic calendar year. Courses are offered during the day/evening hours, online and a combination thereof. The Online MBA Program employs a cohort group model and is accelerated (8 week semesters) and should be completed in a seventeen month time frame.

Methods of Program Delivery

Students in the Bachelor of Science in Business Administration can complete their program in either the Traditional Day Session System or through the Graduate and Continuing Education System. Also students in either System can complete the program through a combination of using both systems, taking courses both on-campus and online.

All new courses being offered must first be reviewed and accepted by the department's curriculum committee, the proposed course is presented to either the All University Committee (AUC) or Graduate Council and then to the President for final approval. The University requires that all programs and courses offered for concentrated time periods or via distance learning maintain and require the same academic outcomes and rigor as those offered during the more traditional time periods and modalities. All courses, regardless of location or delivery format, must meet the same requirements as campus-based courses in order to be delivered online. In addition to being reviewed and approved by department and/or program chairs, they must be reviewed and approved by the distance education coordinator and the appropriate dean. The developmental and approval process is detailed at:

<http://www.fitchburgstate.edu/academics/online-learning/distanceeducation-faculty-resources/>.

In October 2011, a change to the distance learning review process resulted as part of a faculty grievance resolution. The process before that time required a review by the Distance Education Coordinator prior to the first time offering of an online course as well as a post review after its first offering. The faculty union contended that this review was an "evaluation" and therefore violated the evaluation article of the DGCE Collective Bargaining Agreement. Going forward, the Distance Education Coordinator will need to secure permission from the faculty member for any prior or post review. Also, distance education students must meet the same entrance and retention criteria as those in our on-campus programs, and are afforded the same access to services and the library as on-campus students. Academic support can be accessed by students from a distance at www.fitchburgstate.edu/distance.

Faculty and Student Activity and Effort

All Business Administration Department professors are actively involved with students' activities and efforts pertaining to their academic and career planning, as they provide academic advising for 6 weeks during the Fall and Spring semesters. During the semester faculty monitor

all students' academic performance and are available to meet with students during the 3 hours of weekly scheduled office hours. In addition, faculty will also actively communicate and work with students using such tools as Blackboard, email and telephone.

With regards to student activity and effort, students are advised to carefully consider personal obligations (such as family, work or other life obligations) prior to committing to the time investment required for a full-time course load. For example, in addition to the 3 hours in each class for Traditional Day Session System, students should expect to spend a minimum of 6 to 10 hours per week per course working on such class-related activities as reading, studying, conducting research, performing group work, and completing assignments. Students are expected to purchase any required books, workbooks or study aids. Also students are required to meet with faculty/advisor twice during the Fall and Spring semesters.

3. State the number of contact hours required to earn one unit of academic credit for each business program. If using online or hybrid delivery modes – describe the way student contact hour and explain the ways in which the unit ensures that the quality of such programs is equivalent to that in more traditionally-delivered, face to face programs.

Integrity in the Award of Academic Credit

Fitchburg State University offers a wide variety of courses at the undergraduate and graduate levels, through day and GCE programs, including online courses and those offered through extended campus sites. A minimum of 120 semester credits is required for a bachelor's degree, and a master's degree requires a minimum of 30 credits. The Business Administration Department has always followed the University's use of the Carnegie definition of a credit hour. In fall 2011, a proposal was introduced to the AUC and Graduate Council to reaffirm that commitment in response to changes in federal law. The proposal called for the addition of the following definition of credit hour to the glossary in the catalog: "The University follows the Carnegie Unit for credit hour definition. Credit hour definition the University follows the Carnegie Unit for credit. Students are expected to spend a minimum of 45 hours of work for each credit. The most common breakdown for one credit is one hour of class instruction and two hours of homework for 15 weeks each semester. A three credit course demands nine hours each week. Credit hour definition applies to both undergraduate and graduate course work."

Course availability is published on the Seats Available Lists, which contains real-time information on course availability, course descriptions, course costs, faculty, days/times, and format of the course. Graduate and Continuing Education (GCE) courses are also advertised through the GCE Mini-Bulletin and in some cases via printed flyers and brochures. Graduate Continuing Education offers courses nights, weekends, on-line, and throughout the year. Summer sessions are each 5 weeks in length and winter session (offered online only) runs for 3 weeks between the fall and spring semesters. Evidence of integrity in awarding academic credit is present in several ways. Regardless of the method for course delivery or whether the courses are offered through the day division or GCE, all discipline-specific course offerings must be approved by the relevant department and program chairs, the appropriate academic dean, and must go through the governance process outlined above. Faculty must provide a syllabus each semester that conforms to the graduate or undergraduate course syllabus guidelines. At a

minimum, course syllabi must follow these guidelines to include faculty contact information, course description, objectives, requirements, evaluation/grading details, methodology, topical outline, course format, and reading/resource list. These guidelines may be found in the Fitchburg State University Faculty and Academic Handbook's Appendix 3A) Topics courses, which are created by faculty and approved by the department chair and the dean, may be offered at most twice without AUC or Graduate Council approval. The topics course option enables faculty and departments to create new courses and to test them in the classroom; many of these courses are subsequently brought through governance for inclusion in the University Catalog. Online courses are subject to an additional process of review by the appropriate department chair, program chair, and dean. The Distance Education Coordinator, in conjunction with chairs of the corresponding department, oversees these courses.

The evaluation of student learning in all courses also follows institution-wide policies that establish guidelines for awarding course grades. Each grade point and letter grade combination is linked to a specific percentile score on course assignments. These grading systems for undergraduate and graduate courses are published in the Catalog. For undergraduate courses, a 0.0 grade (0 credit) is awarded for any grade under a 1.0 (60-63 on a 100 point scale). For graduate courses, a 0.0 (0 credit) is awarded for any grade below a C (71-73 on a 100 point scale). Evaluation/grading for undergraduate courses must be compliant with the University's Grading Policy, as follows:

Undergraduate Grading Policy

Grades are awarded on a numerical scale as follows:

4.0	A	95 – 100
3.7	A-	92 – 94
3.5	A-/B+	89 – 91
3.3	B+	86 – 88
3.0	B	83 – 85
2.7	B-	80 – 82
2.5	B-/C+	77 – 79
2.3	C+	74 – 76
2.0	C	71 – 73
1.7	C-	69 – 70
1.5	C-/D+	67 – 68
1.3	D+	64 – 66
1.0	D	60 – 63
0.0	F	0 – 59
	IN	Incomplete
	IP	In Progress
	W	Withdrawn

http://catalog.fitchburgstate.edu/content.php?catoid=12&navoid=788&hl=Grading&returnto=search#Grading_Policy

Evaluations/grading graduate courses must be in compliance with the University's Grading System, as follows:

Graduate Grading System

4.0	95-100	A
3.7	92-94	A-
3.5	89-91	A-/B+
3.3	86-88	B+
3.0	83-85	B
2.7	80-82	B-
2.5	77-79	B-/C+
2.3	74-76	C+
2.0	71-73	C
0.0	0-70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

(http://catalog.fitchburgstate.edu/content.php?catoid=4&navoid=159&hl=Grading+Policy&returno=search#Grading_System)

4. State the number of semester hours, or quarter hours, of academic work that are required to earn an associate degree in a business field.

The Business Administration Department does not offer an Associate degree.

5. State the number of semester hours, or quarter hours, of academic work that are required to earn a bachelor's degree in a business field.

The total number of semester hours of academic work required to earn a bachelor's degree in Business Administration is 120 hours.

The University's undergraduate programs provide a four-year plan of study for majors. The plan outlines how students fulfill their LAS required courses while pursuing sequenced courses in the major which build both academic skills and content, culminating with advanced courses or a practicum. Each program of study is also summarized in the University Catalog. These documents allow a student to plan for future semesters and track course progression in their major. In addition, all students can view their University and major requirements on the online web-based degree evaluation, also known as Web4. All undergraduate students are required to complete a minimum of 33 semester hours in their major, as shown by the Catalog and by Banner degree audit records.

All business programs have a prerequisite course structure that ensures that students take courses sequentially to allow for the synthesis of material and development of skills. Results from undergraduate students completing the University's Graduating Student Survey indicate that, overall, alumni are satisfied with a number of aspects of their major program of study. The Department offers an undergraduate degree in three concentrations namely; accounting, management, and marketing and one minor. Business Administration Department students completing an undergraduate program are expected to choose a major course of study before the end of their sophomore year. The major consists of a minimum of 33 semester hours of coursework. Students must also complete a minimum of 48 semester hours of coursework to satisfy the requirements of the Liberal Arts and Sciences Program (LAS) and an overall minimum of 120 semester hours of coursework for graduation. Students must maintain a minimum GPA of 2.0 in their major and overall in order to complete any major and for graduation. The Business Administration Department has the second largest enrollment in the University with a combined total of 672 students (547 undergraduate and 125 graduate students) based on FY11 data.

A minimum of 120 semester credits is required for a bachelor's degree. Course availability is published on the University's seats available lists, which contains real-time information on course availability, course descriptions, course costs, faculty, days/times, and format of the course. Graduate and Continuing Education courses are also advertised through the GCE Mini-Bulletin and in some cases via printed flyers and brochures. Graduate Continuing Education offer courses nights, weekends, on-line, and throughout the year. Summer sessions are each 5 weeks in length and winter session (offered online only) runs for 3 weeks between the fall and spring semesters.

6. State the number of semester hours, or quarter hours, of academic work that are required to earn a master's degree in a business field.

The total number of semester hours of academic work required to earn a master's degree in Business Administration is 30 S.H. Further detail of the master's degree curriculum is provided in section 3.6 of the self-study.

7. State the number of semester hours, or quarter hours, of academic work that are required to earn a doctoral degree in a business field.

Fitchburg State University does not offer a doctoral degree in a business field.

3.2 Common Professional Component

Excellence in business education at the undergraduate level requires coverage of the key content areas of business. Thus, the Common Professional Component (CPC) topical areas, as outlined below, should be adequately covered within the content of undergraduate business programs.

- A. Accounting
- B. Marketing
- C. Finance
- D. Management
 - 1. Management Principles
 - 2. Organizational Behavior
 - 3. Human Resource Management
 - 4. Operations Management
- E. Economic/Social/Legal Environment
 - 1. Legal Environment of Business
 - 2. Economics
 - 3. Business Ethics
- F. Decision-Support Tools
 - 1. Information Systems
 - 2. Quantitative Methods/Statistics
- G. International/Global Dimensions of Business
- H. Integrative Experience, such as:
 - 1. Strategic Management/Business Policy
 - 2. Required Internship
 - 3. Capstone Experience (an experience that enables a student to demonstrate the capacity to synthesis and apply knowledge in an organizational context, such as a thesis, project, comprehensive examination or course, etc.)

1. Provide an Abbreviated Course Syllabus for each required course in bachelor's degree business core (these should be placed in the appendix of the self-study).

In accordance with the Common Professional Component (CPC) topical areas as identified by IACBE are covered in our required course offerings in the Bachelor of Science in Business Administration program. In order to identify which CPC topical areas are covered in our required course offerings an Abbreviated Course Syllabus was developed for each required course in the Bachelor of Science in Business Administration program by concentration. The Abbreviated Course Syllabi are located in Appendix 3B.

2. ***Provide a separate Table 1: Summary of Common Professional Component (CPC) Activity for each bachelor's-level program included in the accreditation review (including majors, concentrations, and emphases) that contains a different business core. This information in this table should be presented as shown in sample Table 1 in these guidelines (e.g. see Acct 214 with 45 contact hours under ACT A; this course also has 2 contact hours under OM D4 and 2 contact hours under IS F1). This information comes directly from the Recap section in the Abbreviated Course Syllabi.***

A separate table has been provided for the business core requirements as well as for each of the concentrations offered as part of the Bachelor of Science in Business Administration degree. These concentrated areas include: Accounting, Finance, Management, and Marketing (refer to 3.2.4 below).

3. ***For any bachelor's-level business programs included in the accreditation review that do not cover all of the CPC topical areas, provide a rationale for this variation in CPC coverage.***

The Bachelor of Science in Business Administration covers all of the CPC areas to some degree. The core business course requirements for the BSBA degree have contact hours for CPC topical area coverage range that from 13 to 107 hours. The lowest amount of CPC topical coverage is in the areas of Organizational Behavior at 13 hours and Human Resource Management at 16 hours. The areas have more topical hours spent in the Management concentration (discussed below in 3.2.4 and depicted in Table 1D). The majority of contact hours for CPC topical area coverage for the core business courses required in the BSBA degree include Accounting with 107 contact hours and Quantitative Management with 96 contact hours.

4. ***If your bachelor's-level programs contain majors, concentrations, or emphases that require additional courses beyond the business core, you may choose to obtain CPC credit for these courses by preparing a separate CPC table for each major, concentration, or emphasis.***

The Bachelor of Science in Business Administration degree program offers one of four concentrations. To some degree all CPC areas are covered within the requirements for each concentration. Students are required to take the core business requirements as described in section 3.2.4, Table 1.

For the Accounting concentration the lowest amount of CPC topical coverage is in the areas of Organizational Behavior at 5 hours and Human Resource Management [also] at 5 hours. The majority of contact hours for CPC topical area coverage are spent on the concentration topic of Accounting with 361 hours followed by Legal Environment of Business with 68 contact hours. Details of all concentration courses and CPC topical hours are depicted in section 3.2.4, Table 1A.

For the Marketing concentration the lowest amount of CPC topical coverage is in the areas of Quantitative Methods at 2 hours and Economics at 5 hours. The majority of contact hours for CPC topical area coverage are spent on the concentration topic of Marketing with 214 hours followed by the Integrative Experience (Capstone) with 71 contact hours, followed by

International/Global Dimensions of Business with 61 contact hours. Details of all concentration courses and CPC topical hours are depicted in section 3.2.4, Table 1B.

For the Finance concentration the lowest amount of CPC topical coverage is in the areas of Integrative Experience (Capstone) at 2 hours and followed by Ethics at 5 hours. The majority of contact hours for CPC topical area coverage are spent on the CPC topic of Operations Management with 50 hours followed by Human Resource Management with 49 contact hours, followed by Organizational Behavior with 44 contact hours. Details of all concentration courses and CPC topical hours are depicted in section 3.2.4, Table 1D.

For the Management concentration the lowest amount of CPC topical coverage is in the areas of Finance at 2 hours and followed by Integrative Experience (Capstone) at 6 hours. The majority of contact hours for CPC topical area coverage are spent on the CPC topic of Management with 90.5 hours followed by the Legal Environment of Business with 52 contact hours, followed by Economics with 48 contact hours. Details of all concentration courses and CPC topical hours are depicted in section 3.4.2, Table 1C.

Table 1: Summary of Common Professional Component (CPC) Activity (Contact Hours)

Bachelor of Science in Business Administration - Core Curriculum (All Concentrations)

CPC AREA	ACT	MKT	FIN	MGT	OB	HRM	OM	LAW	ECN	ETH	IS	QM	INTL	CAP	TOTALS
CORE COURSE	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
BSAD 1700		4		2			7			3	40		2		58
BSAD 2010	40		1	1			3	2		2	1		1	2	53
BSAD 2020	40	4	2	2	1	1	2			1	2	2		2	59
BSAD 3200				40	7	6	5	3	3	4	2	1	2		73
BSAD 3300		40		3	1		3	3	3	3	2	1	5	7	71
BSAD 3400	8	2	20	4	1	1	3	6	2	1	4	1	2	3	58
BSAD 3500	1	5		5		5		40							56
BSAD 4890	3	4	4	3	3	3	3	3	2	4	1.5	3	4	3	43.5
ECON 1100	6		9						40			4			59
ECON 1200	6		9					5	40			4			64
MATH 1800	1	3	3				3		3		1	40	1	2	57
MATH 2200	2		2						2			40			46
TOTALS	107	62	50	60	13	16	29	62	95	18	53.5	96	17	19	697.5

Table 1A: Summary of Common Professional Component (CPC) Activity (Contact Hours)

Bachelor of Science in Business Administration - Accounting Concentration

CPC AREA	ACT	MKT	FIN	MGT	OB	HRM	OM	LAW	ECN	ETH	IS	QM	INTL	CAP	TOTALS
CORE COURSES	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
BSAD 3010	40	1	3	1			2	2		1	2	2	4	2	60
BSAD 3020	40	1	3	1			2	2		1	2	2	4	2	60
BSAD 3120	40	2	2	1			2	2		2	2	2		2	57
BSAD 4010	40		4				4	4	4	2			4		62
BSAD 4110	40	1	2		1		2	2		2	1	1	15	2	69
BSAD 4120	40		2					4		1	2				49
BSAD 4140	40		2		4			4	2	10			4		66
BSAD 4500	1	5		5		5		40							56
One Elective															
BSAD 4100	40	2	4				4	4	4	2			4		64
BSAD 4130	40		2					4		1	2	2	1	2	54
BSAD 4160*															
TOTALS	361	12	24	8	5	5	16	68	10	22	11	9	36	10	597

*Not offered

Table 1B: Summary of Common Professional Component (CPC) Activity (Contact Hours)

Bachelor of Science in Business Administration - Marketing Concentration

CPC AREA	ACT	MKT	FIN	MGT	OB	HRM	OM	LAW	ECN	ETH	I	QM	INTL	CAP	TOTALS
CORE COURSES	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
BSAD 3310		40			6			1	1	3			2		53
BSAD 3320		12		2				4			3			22	43
BSAD 3330		20	.5	.5				5			1			20	47
BSAD 4880	.5	7		.5				7		2			23		40
3 Electives															
BSAD 3340*															
BSAD 3350*															
BSAD 4300		15	2	12	9	6		2		3	4		1	7	61
BSAD 4310		40	2	6	1	1	12	2	1		2	2		7	76
BSAD 4320	5	20	5	5	2	2	5	7	1	2	2		5	5	66
BSAD 4330		20		3	1	1	1	3	1	2			30		62
BSAD 4340		40		3				1	1	3				10	58
TOTALS	5.5	214	9.5	32	19	10	18	32	5	15	12	2	61	71	506

*Not offered

Table 1C: Summary of Common Professional Component (CPC) Activity (Contact Hours)

Bachelor of Science in Business Administration - Finance Concentration

CPC AREA	ACT	MKT	FIN	MGT	OB	HRM	OM	LAW	ECN	ETH	IS	QM	INTL	CAP	TOTALS
CORE COURSES	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
BSAD 3410	2	2	4	40	2		2	1	1	1	1	1		1	58
BSAD 3460	2	3	2	40	2		1	2	1	1	1	1		1	57
BSAD 4230	2	2		5	2	1	5	2	6	3	3	25	2		58
BSAD 4400*															
BSAD 4500	1	5		5		5		40							56
BSAD 4880	.5	7		.5				7			2		23		40
BSAD 5000*															
ECON 2400	6		9						40			4			59
TOTALS	13.5	19	15	90.5	6	6	8	52	48	5	7	31	25	2	328

*Not offered

Table 1D: Summary of Common Professional Component (CPC) Activity (Contact Hours)

Bachelor of Science in Business Administration - Management Concentration

CPC AREA	ACT	MKT	FIN	MGT	OB	HRM	OM	LAW	ECN	ETH	IS	QM	INTL	CAP	TOTALS
CORE COURSES	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
BSAD 3210		2	1	2	4	40	2	4	2	4		1	4		66
BSAD 3220	1		1	2			40	1	2	1	2	4	3		57
BSAD 4200				5	35	5		5		5		8	5		68
BSAD 4210	3	3	3	3	3	3	3	6	3	6	3	3	6	6	54
BSAD 4230	2	2		5	2	1	5	2	6	3	3	25	2		58
BSAD 4880	.5	7		.5				7			2		23		40
TOTALS	6.5	14	5	17.5	44	49	50	25	13	19	10	41	43	6	343

3.3 General Knowledge and Skills

Excellence in business education at the undergraduate level requires a broad educational background on which to base collegiate business studies. This requires business students to have the general knowledge and skills that will prepare them to understand and appreciate the broader historical, cultural, social, political, and economic contexts in which business takes place and to function effectively in an ever-changing global environment.

- 1. Provide the page numbers for the section in the institution's catalog that describes its general education requirements.*

In each degree program, Fitchburg State University requires the successful completion of a general education (Liberal Arts and Sciences) component at the collegiate level. Fitchburg State undergraduate students are required to fulfill 48 credit hours in humanities, natural sciences and mathematics, social sciences, religious studies, and communication. The general education requirements can be found in the online catalog at <http://catalog.fitchburgstate.edu> or on page 66 of the University's catalog.

The General Education requirements at Fitchburg State University (known as the Liberal Arts & Sciences (LAS) requirements) underwent a significant revision in 2006, replacing the previous program developed in 1980. The new requirements were approved by the All College Committee and the President; in 2008 and were implemented for all entering students and enrolled juniors or sophomores were allowed to choose the new program or remain in the old program. Of the 120 semester hours needed to graduate, candidates must complete a minimum of 48 hours to satisfy the requirements of the LAS program.

The curriculum defines five objectives, which embody the knowledge, skills, and dispositions of well-educated individuals: problem solving and synthesis, communication, citizenship, ethical reasoning, and the arts. To meet these objectives, students must take courses from three clusters: Science, Math and Technology; Citizenship and the World; and the Arts. Within these three clusters, students take at least one math course, a lab-science course, a health/fitness-related course, a history course, a human behavior course, an art or music course, a literature course, Writing I and Writing II, as well as an elective in each of the three clusters (a total of 36 credits) is required. In addition students can select from three options, each consisting of a minimum of 12 credits: Option A consisting of 6 credits of a foreign language and 6 LAS credits at or above the 2000 level; Option B consisting of 12 credits in a single LAS discipline outside of a student's first major, 6 of which must be at or above the 2000 level. Option C, which requires a rationale, consists of a 4-course/12-credit curriculum designed by the student and approved by the student's advisor, a department chair and the appropriate dean.

In addition, two courses from two different clusters must be designated Global Diversity, and one of these must also be Non-Western. The student must fulfill junior/senior level writing, computer literacy and speaking/listening requirements which are defined by their major. Further, the LAS revisions called for the creation of and support for Learning Communities to support students' integration of material across disciplines and enhance their sense of belonging to an academic community.

The LAS program provides a substantial and coherent introduction to the broad areas of human knowledge, while the required major ensures in-depth study in at least one disciplinary or interdisciplinary area. Because these combined requirements account for between 81 and 111 of the 120 semester hours of coursework required to graduate, students also have the opportunity to pursue knowledge and understanding through unrestricted electives. Students can track their progress in meeting the requirements for graduation in a variety of ways, including through the program requirements listed in the catalog, the sequence of courses provided in the 4-year plans of study, the individualized web based degree evaluation available online through the Web4 portal, and through regular, strongly recommended meetings with their academic advisors.

2. ***Provide Table 2: Undergraduate General Education Requirements. The information in this table should be presented as shown in sample Table 2 in these guidelines. The table should include both the number of credit hours in the institution's general education requirements and the percentage of the total number of credits required for graduation that is composed of general education credits. Table 2 should provide the required information for each business program at the associate and bachelor's level included in the accreditation review.***

For each concentration in the Bachelor of Science Business Administration program, a total of 48 general education credit hours are required. This equates to 40% of the total number of credits required for graduation, as reflected in Table 2.

Table 2: Undergraduate General Education Requirements

CREDIT HOURS PROGRAM	MINIMUM CREDIT HOURS IN GENERAL EDUCATION		CREDIT HOURS REQUIRED FOR GRADUATION
	Hrs	Pct	
BACHELOR-LEVEL PROGRAMS			
Business Administration	48	40%	120

3. ***Describe the remedial and developmental programs employed by the institution to assist undergraduate students in acquiring the basic skills (e.g., written composition and quantitative skills) necessary to be successful in their studies.***

The remedial and developmental programs employed by Fitchburg State University to assist undergraduate students in acquiring basic skills necessary to be successful in their studies are

made available at the Academic Success Center. The Academic Advising Center specializes in assisting undergraduate day students who:

- Have not declared a major
- Challenge courses via Life Experience Credit Award Program (LECAP)
- Are experiencing academic difficulty
- Are needing help in interpreting specific academic regulations
- Are pre-majors assigned to the Focus on the Future program

The center is staffed by two full-time administrators chosen for their specific expertise in assisting students to make the best possible use of their academic experience. The Academic Success Center provides the following programs specific to student success: Academic Advising Center, Mathematics Center, Placement Test Center, Tutor Center, and the Writing Center, Multicultural Student Services/ACCESS (in 2013 renamed Center for Diversity and Inclusion), Expanding Horizons, International Education Office, Disability Services, Career Center, and Counseling Services. A description of each of these programs follows.

Academic Advising Center

The Academic Advising Center specializes in assisting students with various academic concerns. The Advising Center provides services for students who have not declared their major, students who are experiencing academic difficulty, students in need of assistance with academic regulations, and students seeking credit for their life experience. The Academic Advising Center advises all pre-major students. The “Focus on the Future” program offers individualized academic advising services that assist pre-major students in their process of determining a major.

Mathematics Center

The Math Center offers peer tutors who specialize in one-on-one tutoring on a walk-in basis. Tutoring is available for Applied Statistics, Basic Math I & II, Business Calculus, Calculus I, II, III, IV, Discrete Math, Finite Math, Functions, Geometry, Linear Algebra, Math Thought, Pre-Calculus, and Probability and Statistics I. Peer tutors focus on effective learning strategies that develop students understanding and skill.

Quantitative Skills

The department of Mathematics offers two remedial courses for which credits are not counted toward graduation, to prepare them for a successful completion of math courses. Math 0100- Basic Math I which serves as a review of basic arithmetic skills and an introduction to elementary algebra.

Math 0200- Basic MATH II

This course serves as a continuation of Basic Math I. Concepts studied range from elementary algebra through quadratic equations.

All students must pass the Math placement examination or Math 0200 before they are permitted to take math courses with a higher course number. For students in the Business Administration Department the first level math course is Math 1250- Introduction to Functions.

Placement Test Center

The Placement Test Center administers the required placement tests in algebra, writing, reading comprehension and foreign languages for all new freshman and transfer students. The required assessment is designed to assist students entering a university to achieve their educational goals by determining the most appropriate academic placement in these critical skill areas. Students also receive advisement on the required beginning sequence of courses appropriate for them at Fitchburg State University.

Tutor Center

The Tutor Center mission is to increase students' academic achievement. Our goals are to enhance student's ability to learn, apply knowledge and to help students develop critical thinking skills. Students will become more self-confident and self-directed learners as a result of their tutorial relationship.

The Tutor Center's sixty-five peer tutors offer free individual peer tutoring, in over one hundred courses, representing nineteen majors serving freshman to seniors. On average 850 students each year use one or more of the twenty tutoring services available to assist them to develop their study habits, improve their understanding of topics and concepts, prepare for tests, and increase their grades.

The Tutors are Qualified: The Fitchburg State University Tutor Center has earned the prestigious College Reading and Learning Association (CRLA) International Tutor Program Certification status.

In addition to specific programs directed towards providing remedial instruction in mathematics, reading, and writing, the Tutor Center (<http://www.fitchburgstate.edu/academics/academic-support/tutor-center/>) provides assistance throughout the semester in a number of math courses including all of those required of the three business degree concentrations. During AY 2011/2012, 14 business-related courses had tutoring services available, 9 were used by students, and there were 227 requests for a tutor; a student may make multiple requests throughout the year. Statistics are compiled annually by the Tutor Center.

Writing Center

Individual Writing tutoring, a service of the Tutor Center, is available for all students at Fitchburg State University. Writing Peer Tutors work together with writers at all levels, in all stages of the writing process, and in all areas of study. The focus is on clear communication. All

writing tutoring begins with a discussion of the assignment or writing project. What happens next depends on where the student is in the writing process and what their needs are.

Remedial Courses in English

Fitchburg State University offers two remedial courses to help students in improving their writing skills, and two remedial courses in Reading Improvement, these credits do not count toward graduation.

ENGL 0100- Basic College Writing- I (3 credits) allows students to study the process of writing as well as sentence arrangement and punctuation patterns in Edited American English.

ENGL 1000- Writing Skills Workshop (1 credit) is an intensive study of basic writing. This course cannot be taken simultaneously with Basic College Writing ENGL 0100.

Remedial Courses in Reading

ENGL 1010- Reading Improvement I (1 credit 3 hrs.) is an individualized reading program tailored to meet the particular needs of each student. Students experiencing difficulty in understanding what they read engage in programs stressing comprehension skills. Students with good comprehension, but slow reading rates receive assistance in acquiring to at least double their speed. Additionally, all students are given instruction in reading at different rates for different purposes.

ENGL 1020- Reading Improvement II (1 credit 3 hrs.) is a continuation of Reading Improvement I.

MIDTERM PROGRESS REPORTING

A number of administrative and program requests are made of faculty to provide midterm progress reports. Specifically, the Expanding Horizons Program (<http://www.fitchburgstate.edu/campus-life/student-services/expanding-horizons/>) and the Department of Athletics and Recreation Services request a midterm progress report on participating students. Additionally, the Registrar's Office asks for feedback regarding students whose mid-semester grade is below 2.0.

RETENTION SPECIALIST PROGRAM

During AY 2011/2012, Fitchburg State University agreed to collaborate with Worcester State University in a grant-funded, two-year initiative designed to identify freshmen possessing socio-economic characteristics suggesting they may be academically at-risk. Representatives from a number of departments (one faculty member from business) were invited to participate, intervene, provide outreach, advise and mentor those students deemed in need of academic and support services. The program is still in progress and at the end of this academic year the group will be forwarding recommendations to expand and formalize the program. The aforementioned

programs are designed to elicit data to facilitate early identification and intervention of students who may be having difficulty academically. The Department of Business Administration faculty is committed to these efforts and assisting and informing students of the many support services available.

Multicultural Student Services/ACCESS (in 2013 renamed Center for Diversity and Inclusion)

The Multicultural Student Services/ACCESS staff develops a supportive community where students feel comfortable, respected, and challenged academically. Services include: academic pre-advising, academic, career and personal goal setting assistance, individualized academic assessment, mid-semester progress reports, on-going support services to assist students to achieve semester goals, peer tutors, personal problem solving, social and cultural activities and experiences, and study and learning strategies instructions. In addition, the program supports and encourages students to develop leadership skills through participation in student organizations.

Expanding Horizons

The purpose of the Expanding Horizon's program is to contribute to the Fitchburg State University's overall mission to prepare students to lead, serve and succeed by fostering lifelong learning and civic and global responsibility. By providing services to 160 first-generation, low-income, and/or students with a disability as they pursue a college degree from Fitchburg State University. The goal is to enhance student success through the facilitation of various campus initiatives that directly improve retention, and graduation.

International Education Office

The Office of International Education provides a number of services including:

Study Abroad Opportunities- Fitchburg State students have the opportunity to study in another country for a semester or a year. Extremely affordable programs are offered in several locations including the U.K., Australia, China and Spain.

Support for International Students-International students can receive assistance with immigration issues, academic concerns, employment information, and personal issues. Orientation, newsletters, and social programs help aid with international students' transitions.

Global Education-Campus-wide events are offered throughout the academic year to promote cross-cultural awareness on campus. Students can learn more about life in other countries without ever leaving campus.

Disability Services

Disability Services is the primary support system for students with disabilities taking classes in the day and evening division. The objective of Disability Services is to promote independence, build skills, and facilitate achievement of educational goals for individuals with disabilities. To be eligible for academic accommodations students must request services themselves and must

provide appropriate documentation to support the need for such services. Requests for accommodations must be made in a timely manner and must be reasonable given the nature of the disability.

Career Center

The Career Center provides a variety of programs and services to assist students and alumni in planning for career decisions during and after Fitchburg State. Students receive counseling on choosing a career, internship planning, job search, occupational information and selecting a graduate school or professional program. Programs and services include: career counseling, graduate school advisement, career assessment/interest inventories and on-campus and off campus career events.

Counseling Services

The Counseling Services Office provides confidential services to enrolled students at no charge. Clinicians are available for individual, group, and couples counseling, crisis intervention, educational programming, outreach workshops, community referrals and in-service training. Typical reasons for seeking counseling include: coping with loss, relationship concerns, loneliness/homesickness, self-esteem problems, family problems, and sexuality issues, feelings of depression or anxiety, and stress.

3.4 Breadth and Depth of Curriculum

Excellence in business education requires bachelor's-level programs in business to include sufficient advanced courses to prepare students for careers and/or further study. In areas of business specialization, breadth and depth beyond the Common Professional Component should be demonstrated. (Normally, a minimum of 40 percent of the total credits for a bachelor's degree should be dedicated to business or related courses.)

- 1. Provide Table 3: Program Curriculum Composition. The information in this table should be presented as shown in sample Table 3 in these guidelines. For each business program included in the accreditation review, the table should include the number of credit hours in the business core, the required courses beyond the core, and the business and related elective courses, along with the percentage of the total number of credits required for graduation that is dedicated to each area.***

As documented in Table 3: Program Curriculum Composition; graduates with a Bachelor of Science in Business Administration (BSBA) degree is dedicated to business and related courses according to concentrations: Accounting 80% (96 out of 120); Marketing 75% (90 out of 120); Finance 90% (108 out of 120); and Management 75% (90 out of 120). Further, 100% (10 out of 10) of the credit hours required for graduates with a MBA degree is dedicated to business and related courses.

- 2. For any program listed in Table 3 in which less than 40 percent of the total credits required for the degree is dedicated to business and related courses, provide a rationale explaining why this is the case.***

No program (or concentration) in Table 3 is less than 40 percent of the total credits required for either a Bachelor of Science in Business Administration or a Master of Business Administration.

- 3. For each program listed in Table 3, describe the extent to which the business and related courses in the program are upper-level courses.***

The upper level courses for the business undergraduate programs are defined as any course at the 3000 level or above.

Of the business and related courses in the BSBA Accounting curriculum, 35% of the credits (14 courses, 42 credit hours). For the BSBA Accounting curriculum, the advanced courses include: BSAD 3010 Financial Reporting Theory and Practice I, BSAD 3020 Financial Reporting Theory and Practice II, BSAD 3120 Cost Accounting, BSAD 3200 Principles of Management, BSAD 3300 Fundamentals of Marketing, BSAD 3400 Basic Finance, BSAD 3500 Business Law I, BSAD 4010 Financial Reporting Theory and Practice III, BSAD 4110 International Accounting and Taxation, BSAD 4120 Individual Taxation, BSAD 4140 Auditing, BSAD 4500 Business

Law II, and BSAD 4890 Business Policy and Strategy. One elective: BSAD 4100 Consolidation and Mergers **or** BSAD 4130 Corporate, Estate, and Gift Taxation **or** 4160 Not-for Profit Accounting.

Of the business related courses in the BSBA Marketing curriculum, 30% of the credits (12 courses, 36 credit hours). For the BSBA Marketing curriculum, the advanced courses include: BSAD 3200 Principles of Management, BSAD 3300 Fundamentals of Marketing, BSAD 3310 Consumer Behavior, BSAD 3320 Market Research, BSAD 3330 Advertising, BSAD 3400 Basic Finance, BSAD 3500 Business Law I, BSAD 4880 International Business Management, and BSAD 4890 Business Policy and Strategy. Three electives: BSAD 3340 Small Business Management, BSAD 3350 Total Quality Management, BSAD 4300 Sales Management, BSAD 4310 Retail Marketing, BSAD 4320 Industrial Marketing, BSAD 4330 International Marketing, and BSAD 4340 Developing Marketing Strategies.

Of the business related courses in the BSBA Finance curriculum, 30% of the credits (12 courses, 36 credit hours). For the BSBA Finance curriculum, the advanced courses include: BSAD 3200 Principles of Management, BSAD 3300 Fundamentals of Marketing, BSAD 3400 Basic Finance, BSAD 3410 Investments, BSAD 3460 Real Estate Investments and Management, BSAD 3500 Business Law I, BSAD 4230 Business Fluctuations and Forecasting, BSAD 4400 Financial Management of Corporations, BSAD 4500 Business Law II, BSAD 4880 International Business Management, BSAD 4890 Business Policy and Strategy, and BSAD 5000 Topics in Business.

Of the business related courses in the BSBA Management curriculum, 27.5% of the credits (11 courses, 33 credit hours). For the Management curriculum, the advanced courses include: BSAD 3200 Principles of Management, BSAD 3210 Human Resource Management, BSAD 3220 Production Management, BSAD 3300 Fundamentals of Marketing, BSAD 3400 Basic Finance, BSAD 3500 Business Law I, BSAD 4200 Organizational Behavior and Theory, BSAD 4210 Social and Political Environment of Business, BSAD 4230 Business Fluctuations and Forecasting, BSAD 4880 International Business Management and BSAD 4890 Business Policy and Strategy.

The upper level courses for the business graduate programs are defined as any course at the 9000 level or above.

Of the business related courses in the MBA Accounting curriculum, 55.5% of the credits (10 courses, 30 credit hours). For the Accounting curriculum, the advanced courses include: MGMT 9032 Advanced Financial Accounting Issues, MGMT 9034 Selected Topics in Advanced Managerial Accounting, MGMT 9036 Accounting Information Systems, MGMT 9040 Organizational Behavior & Development, MGMT 9060 Management Information Systems, MGMT 9160 Marketing Management, MGMT 9170 Corporate Finance, MGMT 9180 Accounting Practices **or** MGMT 9030 Accounting Theory, and MGMT 9500 Strategic Management and one elective (from list below).

Of the business related courses in the MBA Human Resources Management curriculum, 55.5% of the credits (10 courses, 30 credit hours). For the Human Resources Management curriculum, the advanced courses include: MGMT 9040 Organizational Behavior & Development, MGMT

9050 The Human Resources Functions and the Manager, MGMT 9060 Management Information Systems, MGMT 9070 Legal Issues in Human Resources Management, MGMT 9160 Marketing Management, MGMT 9170 Corporate Finance, MGMT 9180 Accounting Practices, MGMT 9450 Selected Topics in Management, and MGMT 9500 Strategic Management and one elective (from list below).

Of the business related courses in the MBA Management curriculum, 55.5% of the credits (10 courses, 30 credit hours). For the Management curriculum, the advanced courses include: MGMT 9040 Organizational Behavior & Development, MGMT 9050 The Human Resource Function and the Manager, MGMT 9060 Management Information Systems, MGMT 9080 Management Theory and Process. MGMT 9160 Marketing Management, MGMT 9170 Corporate Finance, MGMT 9180 Accounting Practices and two electives (from list below).

Directed Electives Courses: MGMT 9002 Management of the Global Environment, MGMT 9008 Quality Management Theory, MGMT 9020 Economic Theory and Managerial Decision Making, MGMT 9100 Business and Society, MGMT 9130 Legal Environment of Business, MGMT 9330 Marketing Communications, MGMT 9450 Selected Topics in Management, MGMT 9600 E-Commerce, and MGMT 9700 Internship in Management.

**Table 3: Program Curriculum Composition
BUSINESS AND RELATED CREDIT HOURS**

CREDIT HOURS PROGRAM	BUSINESS AND RELATED CREDIT HOURS							CREDIT HOURS REQUIRED FOR GRADUATION	PERCENTAGE OR CREDIT HOURS REQUIRED FOR GRADUATION DEDICATED TO BUSINESS RELATED COURSES
	BUSINESS CORE REQUIREMENTS		REQUIREMENTS BEYOND THE CORE		BUSINESS AND RELATED ELECTIVES		TOTAL BUSINESS AND RELATED CREDIT HOURS		
	Hrs	Pct	Hrs	Pct	Hrs	Pct			
BSBA - Accounting	45	37.5%	48	40%	3	2.50%	96	120	80%
BSBA - Marketing	33	27.5%	48	40%	9	7.5%	90	120	75%
BSBA - Finance	45	37%	48	40%	15	12.5%	108	120	90%
BSBA - Management	39	32.5%	48	40%	3	2.50%	90	120	75%
MBA - Accounting	24	45%	27	50%	3	5%	54	54	100%
MBA - Human Resources Mgmt.	24	45%	27	50%	3	5%	54	54	100%
MBA - Management	24	45%	27	50%	3	5%	54	54	100%

3.5 Curriculum Review and Improvement

Excellence in business education requires curricula that are both current and relevant. Therefore, curriculum review and improvement should be an ongoing process that is supported by outcomes assessment, the results of which are used to ensure excellence in the business programs offered by the academic business unit.

- 1. Describe your process of continuous evaluation of the curricula in your business programs. This description should include an explanation of the ways in which outcomes assessment supports curriculum review and improvement in your academic Business Administration Department.***

Beginning in 2010 for the undergraduate program and 2012 for the graduate program, during the fall and spring semesters, individual business course faculty members assess student learning for the majority of the Business Administration Department learning outcomes based on identified thresholds for student performance. Embedded assignments, exam questions, projects, pre-assessment tests and surveys, and post-assessment surveys are used to assess student learning outcomes related to the departmental learning outcomes.

The assessment data is collected and combined into one master assessment worksheet which provides a holistic view of the department's assessment efforts. The master assessment worksheet includes learning outcomes, the data used to determine the extent to which each outcome was met, the threshold at which students were considered successful in meeting each outcome, and fall and spring actual assessment results.

Along with collecting and combining the assessment data, by the end of May, the assessment coordinator works with business faculty to determine and document the Business Administration Department's assessment activities during the past academic year, the most important things learned from the assessment of the past academic year, and how knowing this benefits the Business Administration program. More specifically, proposed changes are described as a result of using the data/evidence and which were enacted upon based on either the current or the prior year's data. Finally, top assessment priorities for the next academic year are detailed.

- 2. Document the involvement of your faculty in the periodic review of business programs and curricula.***

The Business Department has a formal curriculum committee that meets on an as needed basis as new courses are proposed or eliminated.

- 3. Describe the ways in which your alumni, the business community, and other external groups are involved in the periodic review of business programs and curricula.***

The Business Department Advisory Board consists of alumni, members of the local business community, and department faculty which meet minimally on annual basis. One of the tasks of the Advisory Board is to periodically review the business program and curriculum.

- 4. *If the institution has formal general education requirements, describe the extent to which the business faculty is involved in the evaluation of these requirements.***

The Business Department is not currently represented on the Liberal Arts & Science committee.

- 5. *Describe the process for changing your curricula or developing a new program for the business unit. If this process is described in your Faculty Handbook, provide the page number for the relevant section.***

All changes to existing curricula as well as proposals for new programs must be approved by the All University Committee. To ensure that faculty members are able to exercise their responsibility for the content, quality, and effectiveness of the curriculum, the All University Committee procedures are stated as follows:

The All University Committee (AUC) is an elected governance committee of Fitchburg State University. The committee was founded in 1971 with the duty of policy recommendations in areas of concern to the entire college community. The current governance procedures for the AUC Proposals as sanctioned by the Collective Bargaining Agreement began in AY 1979/80. In AY 2008/09, the process moved to an electronic format in which all actions are now recorded online.

The AUC at Fitchburg State is comprised of eight faculty/librarian members elected by the faculty body, three administrators appointed by the President, and three students selected by the Student Government Association. The standing sub-committees of the AUC are the: Curriculum Committee, Academic Policies Committee, and Student Affairs Committee. Proposals submitted to the AUC are generally referred to one or more of these subcommittees for deliberation and recommendations. The AUC then deliberates on the proposals and forwards its recommendations to the President of the University.

During this governance process, proposals are submitted to the committee chair and assigned a proposal number. The committee refers the proposal to the appropriate sub-committee for review and recommendation. Upon return from the sub-committee, the AUC makes a recommendation to the University President. The President has final authority to approve or not approve the proposal. In certain situations as required by the Board of Higher Education, the proposal may be forwarded for approval to the Board of Trustees. The Board of Trustees will then review the proposal and final approval is then included in their own minutes.

3.6 Master's Degree Curriculum

Excellence in business education requires that master's level business programs should consist of a minimum of 30 credit semester hours of graduate-level course work. The level of these courses should be beyond that of the undergraduate CPC courses. The thirty semester hours of graduate-level course work should be in courses normally reserved for graduate students.

- 1. List all of the master's-level business programs included in the accreditation review, and provide a copy of the stated curricular requirements for these programs and/or the page numbers for the sections in the institution's catalog that describes these requirements. Also, identify the required number of course credit hours of graduate-level work beyond the undergraduate CPC for each of these programs.*

The Department offers the Master of Business Administration (MBA) in three concentrations; Management and Human Resources, online, and Management and Accounting through the regular brick and mortar program.

The University's admission requirements ensure that students admitted to the MBA degree program are demonstrably qualified for advanced academic study. Minimum admission and retention requirements for graduate students are detailed in the University Catalog. Admission requirements include GPA; entrance exams; 3 letters of recommendation; transcripts; transcript analysis when appropriate; additional pre-requisite courses when appropriate; and license-certification.

Graduate Students in the program are assigned a faculty advisor to assist with developing a program of study and to help the student achieve his or her goals. MBA Students also have a full-time Program Advisor and Retention Specialist. Several faculty members also serve as GCE evening advisors three evenings each week and are available for matriculated and prospective students. In addition, GCE, in fall 2008, created a new advising vehicle called the "Virtual Advisor" which received an award from the Center for Transforming Student Services in recognition of innovation in online student services. The Virtual Advisor online advising program includes a live chat feature, videos to guide students through the admission process and course registration, distance education information, and special procedures for international students. Additional videos for nearly every program describe the admission requirements, curriculum, advising, course sequence, time to completion, the benefits and goals of the program, expected outcomes, and information suited to the particular needs of adult learners. Helpful links on the evening student resource page include a Graduate Student Orientation and information for admitted and prospective students. MBA programs offered on campus use the same facilities, information resources, information technology and general University resources as the undergraduate programs. Each graduate program is also provided with its own modest annual budget to provide resources beyond those available to the campus as a whole.

The Dean of Graduate and Continuing Education is responsible for ensuring that all changes approved by the Graduate Council during the academic year are incorporated into the subsequent catalog. One significant change this past year for University graduate programs (as well as the undergraduate evening programs) was the elimination of the printed bulletin which had been published three times each year (fall, winter/spring, and summer). Besides listing the course schedules, the Bulletin included

“topics” course descriptions, courses which have not yet gone through governance approval for inclusion in the Catalog, and which may be offered up to two times prior to going through governance. Replacing the printed bulletin, the enhanced website provides the most current course information in a user-friendly format. Course schedules, updated in real time with enrollments, and course descriptions, including “topics” courses not found in the Catalog, are easily available. GCE continues to print a “mini-Bulletin” for marketing purposes, which includes a listing of available courses, information on upcoming special events, and new program announcements as applicable.

The upper level courses for the business graduate programs are defined as any course at the 9000 level or above.

Of the business related courses in the MBA Accounting curriculum, 55.5% of the credits (10 courses, 30 credit hours). For the Accounting curriculum, the advanced courses include: MGMT 9032 Advanced Financial Accounting Issues, MGMT 9034 Selected Topics in Advanced Managerial Accounting, MGMT 9036 Accounting Information Systems, MGMT 9040 Organizational Behavior & Development, MGMT 9060 Management Information Systems, MGMT 9160 Marketing Management, MGMT 9170 Corporate Finance, MGMT 9180 Accounting Practices **or** MGMT 9030 Accounting Theory, and MGMT 9500 Strategic Management and one elective (from list below).

Of the business related courses in the MBA Human Resources Management curriculum, 55.5% of the credits (10 courses, 30 credit hours). For the Human Resources Management curriculum, the advanced courses include: MGMT 9040 Organizational Behavior & Development, MGMT 9050 The Human Resources Functions and the Manager, MGMT 9060 Management Information Systems, MGMT 9070 Legal Issues in Human Resources Management, MGMT 9160 Marketing Management, MGMT 9170 Corporate Finance, MGMT 9180 Accounting Practices, MGMT 9450 Selected Topics in Management, and MGMT 9500 Strategic Management and one elective (from list below).

Of the business related courses in the MBA Management curriculum, 55.5% of the credits (10 courses, 30 credit hours). For the Management curriculum, the advanced courses include: MGMT 9040 Organizational Behavior & Development, MGMT 9050 The Human Resource Function and the Manager, MGMT 9060 Management Information Systems, MGMT 9080 Management Theory and Process. MGMT 9160 Marketing Management, MGMT 9170 Corporate Finance, MGMT 9180 Accounting Practices and two electives (from list below).

Directed Electives Courses: MGMT 9002 Management of the Global Environment, MGMT 9008 Quality Management Theory, MGMT 9020 Economic Theory and Managerial Decision Making, MGMT 9100 Business and Society, MGMT 9130 Legal Environment of Business, MGMT 9330 Marketing Communications, MGMT 9450 Selected Topics in Management, MGMT 9600 E-Commerce, and MGMT 9700 Internship in Management.

2. Identify those master’s-level courses that are not reserved exclusively for graduate students, and provide an explanation for this procedure where applicable.

All master’s-level courses offered by Fitchburg State University are reserved exclusively for graduate students.

- 3. *Describe the ways in which you are handling the coverage of the undergraduate CPC topical areas for students entering your master's-level programs who have not completed an undergraduate business degree.***

Students entering into the Fitchburg State University MBA program who have yet to complete an undergraduate business degree are expected to take the following Foundation Core Undergraduate Courses: BSAD 1700 Introduction to Computer Information Systems for Business (or equivalent), BSAD 3200 Principles of Management, BSAD 3300 Fundamentals of Marketing, BSAD 3400 Basic Finance I, BSAD 3500 Business Law I and ECON 1200 Principles of Economics, Micro. In addition students entering into the MBA program who have do not have an undergraduate degree in business are also expected to take the following Foundation Core Graduate Courses: MGMT 7001 Quantitative Methods for Business, MGMT 7002 Accounting for Graduate Students, MGMT 7003 Foundations of Finance/Economics, and MGMT 7004 Foundations of Marketing/Management.

- 4. *For any master's-level business program included in the accreditation review that requires fewer than thirty semester credit hours (forty-five quarter hours), provide a rationale explaining why this is the case.***

The Fitchburg State University Masters in Business Administration program requires minimum of 30 credit hours.

3.7 Doctoral Curriculum

Excellence in business education requires the curricula of doctoral-level programs in business to prepare students to make significant contributions to the academy.

Fitchburg State University does not offer a doctoral-level program in business.

3.8 Summary Evaluation of Curriculum

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its curricula and curricula-related processes in supporting excellence in business education.

1. Describe the general conclusions that the academic business unit drew from the self-study regarding effectiveness of its curricula and curricula-related processes in supporting excellence in business education.

The Fitchburg State University Business Administration Department has more than adequate coverage of the Common Professional Component (CPC) in all concentrations in the Bachelor of Science in Business Administration program as well as the Master in Business Administration program. We feel confident that our curriculum for all business degree programs (both undergraduate and graduate levels) provides more than a sufficient amount of advanced courses to prepare students for careers and/or future studies.

In addition, the University provides students with a broad educational background by requiring students in all programs of study to take 48 credit hours in the area of Liberal Arts and Sciences.

The University's curriculum review process has worked effectively since its inception in 1971. The process is well communicated throughout all departments and guidance is provided to assist faculty in the preparation of proposals for review.

2. Identify any changes and improvements needed in the academic business unit's curricula and/or curricula-related processes.

Due to the lack of interest, the Finance concentration, offered only through GCE, has been earmarked by the Business Administration Department for removal from the program's evening division catalog. The anticipated phase out is expected to take place in AY2013-2014.

The Business Administration Department is currently taking into consideration the combining of some core required Accounting courses to better prepare students for material covered on the CPA exam and to ensure that the courses are offered in a timely manner.

Faculty members will update the business course descriptions to more accurately reflect actual course content.

Rather than meet on an ad hoc basis, the department's curriculum committee should meet at regularly scheduled times. Also, the Advisory Board should meet bi-annually, once each semester, rather than annually. The recommendation has been made to the Advisory Board to include participants from external organizations such as the local Chamber of Commerce.

3. Describe proposed courses of action to make those changes and improvements.

Obtain formal approval from the Business Administration Department's Curriculum Committee to remove the Finance concentration and modify the Accounting curriculum, then bring proposal forward to All University Committee.

Individual faculty members must submit in writing any revised description(s) to the department chair for approval. The department chair then submits to either the Office of Academic Affairs (for undergraduate) or GCE (for graduate) for catalogue course description updates.

Principle 4: Faculty

4.1 Faculty Qualifications

Excellence in business education requires highly-qualified faculty. Therefore, to ensure that the academic business unit's business programs are properly supported, a high percentage of the undergraduate- and master's-level student credit hours delivered by the academic business unit must be taught by doctorally-qualified and professionally-qualified faculty members. At the doctoral level, it is expected that all doctoral student credit hours are taught by doctorally-qualified faculty.

- 1. Provide the page numbers for the section in the institution's catalog that describes the academic credentials of each full-time and part-time faculty member.*

The academic credentials for each Fitchburg State University full-time and part-time faculty member in the Business Administration Department can be found in the catalog on pages 317-325 and online at <http://catalog.fitchburgstate.edu/content.php?catoid=12&navoid=792>.

- 2. Provide a current vita for all full-time and part-time business faculty members (these should be placed in the appendix of the self-study).*

A current vita for each Fitchburg State University full-time and part-time Business Administration Department faculty is located in Appendix 4A. Complete portfolios (including current vita, graduate transcripts, and scholarly and professional activities) for each business faculty member will be made available for the site team visit.

- 3. Provide Table 4: Faculty Qualifications. The information in this table should be presented as shown in sample Table 4 in these guidelines. All faculty who teach courses offered by the academic business unit must be included, with full- and part-time faculty members listed separately and in alphabetical order. In cases where a faculty member teaches at more than one program level (undergraduate, master's doctoral levels) and/or in more than one major discipline during the self-study year, list each program level and discipline on a separate line under the headings "Program Level" and "Assigned Teaching Disciplines," respectively. Then, indicate the faculty member's qualification status for each program level and teaching discipline under the heading "Level of Qualification." For each full-time faculty member who is indicated to be either doctorally- or professionally-qualified in a teaching discipline outside of his/her degree discipline(s), provide a brief rationale for this qualification status. In determining whether a faculty member is doctorally-, professionally, or minimally-qualified, see the definitions above (4.1, Description).*

All Fitchburg State University faculty members who teach courses in the Business Administration Department have been included in Table 4: Faculty Qualifications. During the self-study year, the Business Administration Department has seven doctorally-qualified and five professionally qualified full-time faculty members. Among the Business Department's part-time faculty were four doctorally-

qualified and six professionally-qualified faculty members. All classes are covered by faculty members that are either doctorally- or professionally-qualified.

- 4. Provide Table 5: Teaching Load and Student Credit Hours Generated.** *The information in this table should be presented as shown in sample Tables 5(U), 5(M), or 5(D) in these guidelines. Submit only one table, using the form that is appropriate for your academic business unit. Use Table 5(U) if you have only undergraduate programs, Table 5(M) if you have master's programs, and Table 5(D) if you have doctoral programs. Full and part-time faculty members should be shown alphabetically and grouped separately. The table should account for all student credit hours taught in the business programs during the self-study year, including both required and elective business courses and courses taught at all off-campus locations. The qualification level of each faculty member for the credit hours taught, and totals, by faculty qualification level (doctorally- and professionally-qualified, and other) should be shown, as well as a grand total for undergraduate-, master's-, and doctoral-level student credit hours taught. If the institution is operating on a quarter system, the table will require a slight modification to include three quarters rather than two semesters. This table should also include the number of sections, course preparations, and disciplines taught by each faculty member.*

Teaching loads and student credit hours generated are displayed in Table 5(M). The Business Administration Department has 12 full-time faculty members. Of the 12, seven are doctorally-qualified and five are professionally-qualified. During the academic year of the self-study, the full-time Business Administration Department faculty taught a total of 80 courses at the undergraduate level and 36 courses at the graduate level. During the self-study year, of the 10 part-time Business Administration Department faculty members, four faculty members are doctorally-qualified and six faculty members are professionally-qualified. The part-time Business Administration Department faculty members taught a total of 21 courses at both the undergraduate and graduate levels.

- 5. Provide Table 6: Faculty Coverage Summary.** *The information in this table should be presented in sample Tables 6(U), 6(M), or 6(D) in these guidelines. The data for this table come directly from the totals in Tables 5(U), 5(M), or 5(D): Teaching Load and Student Credit Hours Generated. Submit only one table, using the form that is appropriate for your academic business unit. Use Table 6(U) if you have only undergraduate programs, Table 6(M) if you have master's programs, and Table 6(D) if you have doctoral programs.*

A summary of Business Administration Department faculty is presented in Table 6(M): Faculty Coverage Summary.

Table 4 - Faculty Qualifications

FACULTY MEMBERS	YEAR OF HIRE	HIGHEST DEGREE		PROFESSIONAL CERTIFICATION	ASSIGNED TEACHING DISCIPLINES	PROGRAM LEVEL	LEVEL OF QUALIFICATION	TENURE
		TYPE	DISCIPLINE					
FULL-TIME FACULTY								
Caggiano, D.	1983	J.D MBA	Law Finance		Management Law	Undergraduate Master's	Professional Doctoral	Yes
DesRoches, R.	2010	DBA(in prog) MBA	Accounting/Finance		Accounting	Undergraduate Master's	Professional Professional	No
Hollingsworth, B.	2005	Ph.D. MBA	Applied Management International Finance		Management Accounting	Undergraduate Master's	Doctoral Doctoral	Yes
Kim, K.	2000	Ph.D MS MBA	Management Industrial Relations Business Admin.		Management Marketing CIS	Undergraduate Master's	Doctoral Doctoral	Yes
McAloon, J.	1984	MBA MSPA	Business Admin. Political Science		Management Marketing	Undergraduate Master's	Professional Professional	Yes
Morrison, F.	1979	JD	Law		Law	Undergraduate	Doctoral	Yes
Noonan, J.	1981	Ph.D. MBA MSBE	International Business Business Education Business Admin.		Management Marketing	Undergraduate Master's	Doctoral Doctoral	Yes
Pereira, A.	2009	Ph.D. (in prog) MSCIS	Management Computer Info Systems		Computers Fluctuations & Forecast'g	Undergraduate	Professional	No
Scapparone, R.	1990	DBA MBA	Business Admin. Business		Management Marketing Healthcare Management	Undergraduate Master's	Doctoral Doctoral	No
Vostok, G.	1979	MBA	Accounting	CPA, CMA, CFM	Accounting	Undergraduate	Professional	Yes
Wellens, C.	1983	MBA	Business Admin		Management Marketing Accounting	Undergraduate Master's	Professional Professional	Yes
Zivic, L.	1989	Ed.D. MS			Management Marketing	Undergraduate Master's	Doctoral Doctoral	Yes

PART-TIME FACULTY								
Chen, J.		MBA MS	Accounting Computer Info. Sys.		Accounting Computers	Undergraduate	Professional	N/A
DeOliveira, P.		MBA	Management		Management	Undergraduate	Professional	N/A
Doucette, M.		MS	Administration/Mgmt		Management	Undergraduate	Professional	N/A
Fiorentino, D.		MBA MA	Management Climatology/Geog.		Management	Undergraduate	Professional	N/A
Gohary, R.		DBA (in prog) MBA	Global Bus./Leadership Management		Management Marketing Law Finance	Undergraduate Master's	Professional Professional	N/A
Greenwood, M.		Ph.D. MBA	Management Management		Management Marketing	Undergraduate Master's	Doctoral Doctoral	N/A
Leamy, M.		Ed.D.	Management		Management	Undergraduate	Doctoral	N/A
Lemire, J.		JD	Law		Law	Undergraduate	Doctoral	N/A
Pereira, L.		MBA	Finance Management		Management Accounting	Undergraduate	Professional	N/A

Table 5(M): Teaching Load and Student Credit Hours Generated
(For use by academic business units with undergraduate and master's programs)

FACULTY MEMBERS	FALL SEMESTER 2011					SPRING SEMESTER 2012					QUALIFICATION LEVEL (Undergraduate)			QUALIFICATION LEVEL (Master's)		
	UG	MAST	# of	# of	# of	UG	MAST	# of	# of	# of	DQ	PQ	OTHER	DQ	PQ	OTHER
	SCH	SCH	SECT	PREP	DISC	SCH	SCH	SECT	PREP	DISC	SCH	SCH	SCH	SCH	SCH	SCH
FULL-TIME FACULTY																
Caggiano, D.	138	33	3	2	2	117	12	5	3	1		255			45	
DesRoches, R. ¹	270	93	6	5	1	351	36	5	4	1		621			129	
Hollingsworth, B.	237	72	5	5	2	213	3	4	4	2	450			75		
Kim, K.	267	114	7	3	1	201	117	5	4	3	468			231		
McAloon, J.	84	87	4	4	1	96	111	4	4	1		180			198	
Morrison, F.	369	0	4	2	1	390	0	5	2	1		759				
Noonan, J.	270	48	5	4	2	327	42	5	3	2	597			90		
Pereira, A. ²	297	0	5	3	2	297	0	5	4	2		594				
Scapparone, R.	306	30	4	5	2	246	15	5	5	2	552			45		
Vostok, G.	210	0	4	3	1	255	0	4	4	1		465				
Wellens, C.	345	69	6	4	3	288	81	5	3	2		633			150	
Zivic, L.	360	21	6	3	2	249	39	5	3	2	609			60		
PART-TIME FACULTY																
Chen, J.	42	0	1	1	1	63	0	1	1	1		105				
DeOliveira, P.	18	0	1	1	1							18				
Donnelly, J.						0	48	1	1	1					48	
Doucette, M.	51	0	1	1	1							51				
Gohary, R. ³						0	75	1	1	1					75	
Greenwood, M.	93	0	2	2	1	96	0	2	2	2	189					

Table 5(M): Teaching Load and Student Credit Hours Generated
(For use by academic business units with undergraduate and master's programs)

FACULTY MEMBERS	FALL SEMESTER 2011					SPRING SEMESTER 2012					QUALIFICATION LEVEL (Undergraduate)			QUALIFICATION LEVEL (Master's)		
	UG	MAST	# of	# of	# of	UG	MAST	# of	# of	# of	DQ	PQ	OTHER	DQ	PQ	OTHER
	SCH	SCH	SECT	PREP	DISC	SCH	SCH	SECT	PREP	DISC	SCH	SCH	SCH	SCH	SCH	SCH
Leamy, M.	0	54	1	1	1	0	81	1	1	1				135		
Lemire, J.	48	0	1	1	1							48			48	
O'Connell, D.						0	3	1	1	1					3	
Pereira, L.	24	0	2	2	1	48	0	2	2	1		72				
Shane, C.	0	15	1	1	1	0	36	2	2	2				51		
TOTALS	3429	636	69	53		3237	699	68	54		2865	3801		552	783	
TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY-QUALIFIED FACULTY											3417			552		
TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY -AND PROFESSIONALLY-QUALIFIED FACULTY											8001			1335		
TOTAL STUDENT CREDIT HOURS TAUGHT BY BUSINESS FACULTY DURING THE SELF-STUDY YEAR											8001			1335		

¹ R. DesRoches in in the process of completing his DBA.

² A. Pereira is in the process of completing her Ph.D.

³ R. Gohary is currently ABD with plans of completing his dissertation in 2013.

Column Headings: UG = Undergraduate Level; SCH = Student Credit Hours; SECT = Course Sections; PREP = Course Preparation

DISC = Disciplines; DQ = Doctorally-Qualified; PQ = Professionally-Qualified

Table 6(M): Faculty Coverage Summary

STUDENT CREDIT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR	UNDERGRADUATE SCH	MASTER'S SCH	TOTAL
Total SCH Taught by Business Faculty	8001	1335	9,336
SCH Taught by Doctorally- and Professionally-Qualified Faculty	8001	1335	9,336
Percent of Total SCH Taught by Doctorally- and Professionally-Qualified Faculty	100%	100%	100%
SCH Taught Only by Doctorally-Qualified Faculty	3417	552	3,969
Percent of Total SCH Taught Only by Doctorally-Qualified Faculty	42.7%	41.3%	42.5%

4.2 Faculty Load

Excellence in business education requires that faculty members have adequate time to devote to teaching, service, and scholarly activity. Therefore, a faculty member should not be expected to teach an excessive number of credit hours per academic term, nor should a faculty member be expected to have an excessive number of course preparations per academic term.

Appropriate reductions in teaching loads should be provided for faculty members who teach graduate courses; have significant administrative or service duties; direct multiple graduate theses, projects, or dissertations; or are engaged in extensive approved research.

1. Provide the following information pertaining to the institutional policies that relate to the teaching loads of faculty:

a. The institutional policy that determines the normal teaching load of full-time faculty.

According to the Fitchburg State University Faculty and Academic Handbook (Appendix 3A), the Massachusetts Teachers Association (MTA)/NEA and the Massachusetts State College Association (MSCA) Collective Bargaining Agreement for faculty and librarians contract specifies the normal teaching load of full-time faculty. Refer to ARTICLE XII: Workload, Scheduling and Course Assignments in Appendix 4B or at <http://www.fitchburgstate.edu/about-us/accreditation/ncate/standard-5/faculty-unit-evaluations/faculty-evaluation/>. The Assistant Vice President of Academic Affairs determines the workload for full- and proportionate-time faculty in consultation with the relevant dean and/or chair. Full-time faculty members, who have no administrative release, are normally responsible for 40 semester hours of instruction or its equivalent, as determined by the Assistant Vice President of Academic Affairs. A faculty work load/semester schedule is submitted by the Business Administration Department faculty member, once approved by the Assistant Vice President of Academic Affairs, any significant change to the workload/semester schedule will require consultation and re-approval by the Assistant Vice President of Academic Affairs and the dean or department chair.

b. A description of the ways in which the policies are administrated in terms of overloads and extra pay for overloads.

According to the Fitchburg State University Faculty and Academic Handbook (Appendix 3A), the Agreement entered into by and between the Board of Higher Education and the Massachusetts Teachers Association (MTA)/NEA and the Massachusetts State College Association (MSCA) Collective Bargaining Agreement for faculty and librarians contract specifies that any teaching overload of full-time faculty and extra pay for overloads (refer to Appendix 4B or at <http://www.fitchburgstate.edu/about-us/accreditation/ncate/standard-5/faculty-unit-evaluations/faculty-evaluation/>). Full- and proportionate-time faculty members would teach courses outside their normal teaching loads are required to sign an adjunct faculty contract, and are paid for the overload course or courses on the adjunct faculty pay scale. The salary schedule for adjunct faculty is available at the Graduate and Continuing Education office and is presented in Principle 6.1.5.a. Full- or proportionate-time faculty seeking an overload teaching assignment may be required to receive written approval from

department chair prior to accepting the assignment. During the academic year (September, 2011-August, 2012), full-time and proportionate-time faculty are limited to six additional credit hours beyond their normal teaching loads. Any exception to this policy requires the approval of the Assistant Vice President of Academic Affairs.

c. An explanation of any variations between the academic load policies used in the academic business unit and other academic units of the institution.

There are no variations between the academic load policies used in the Business Administration Department and other academic units at Fitchburg State University.

d. The policy on teaching loads for part-time and/or adjunct faculty.

As described in Article XII: Workload, Scheduling and Course Assignments in Appendix 4B or at <http://www.fitchburgstate.edu/about-us/accrreditation/ncate/standard-5/faculty-unit-evaluations/faculty-evaluation/>, adjunct faculty members hold the position of Part Time Day & Evening Faculty. According to the Graduate Continuing Education contract, adjunct faculty members are appointed to a per-course basis. Final appointment as an adjunct faculty member requires a contract signed by the adjunct faculty member and the Dean of Graduate and Continuing Education. The salary scale for adjunct faculty is available in the Graduate and Continuing Education office and is presented in Principle 6.1.5.a.

e. An identification of the documents that contain these policies and the page numbers for the relevant sections where these policies are stated.

The document that contains faculty load policies is found in the Massachusetts Teachers Association (MTA)/NEA and the Massachusetts State College Association (MSCA) Collective Bargaining Agreement for faculty and librarians contract specifies that any teaching overload of full-time faculty and extra pay for overloads in Appendix 4 B or at <http://www.fitchburgstate.edu/about-us/accrreditation/ncate/standard-5/faculty-unit-evaluations/faculty-evaluation/>).

2. Referring to Table 5(U), (M), or (D): Teaching Load and Student Credit Hours Generated, explain any deviations between actual teaching loads and the institution's academic load policy.

Based on the information provided in Table 5(M), there are no deviations between actual teaching loads and the institution's academic load policy. Undergraduate full-time faculty members are required to teach eight courses for load for any given academic year (4 by 4) and can teach up to two additional courses for overload. The full-time faculty taught within these levels. We do not have a load policy for part-time faculty, therefore, no deviations exist.

3. List all faculty members who receive reductions in teaching loads for other professional responsibilities, and indicate the amount of reduction and the reason.

During the self-study academic year, four full-time Business Administration Department faculty received course reduction workload for given reasons, as follows: Diane Caggiano, J.D., received a two course reduction (six credit hours) for the role of Evening Program Manager, and a three course reduction (nine credit hours) for the role of Internship Director. Also receiving load reduction was Dr. Beverley Hollingsworth received a one course reduction (three credit hours) that was owed to her and a

one course reduction (three credit hours) for the role of MBA Online Program Manager; Dr. Kwahng Kim received a two course reduction (six credit hours) for teaching graduate course overload; and Joseph McAloon, MSPA, MBA, received a four course reduction (twelve credit hours) for the role of Department Chair and a two course reduction (six credit hours) for the role of MBA Program Chair.

4.3 Program Coverage

Excellence in business education requires appropriate program coverage by qualified faculty. Therefore, for each business program offered (including majors, concentrations, or emphases), the academic business unit should have at least one full-time doctorally-qualified or professionally-qualified faculty member who teaches in that program.

Provide Table 7: Program Coverage. The information in this table should be presented as shown in sample Table 7 in these guidelines. This table should list all programs (including majors, concentrations, and emphases) included in the accreditation review, and should identify one full-time doctorally- or professionally-qualified faculty member who teaches in that program.

Table 7: Program Coverage identifies one full-time doctorally- or professionally-qualified faculty member who teaches in the program for the two programs included in the accreditation review – all concentrations in the Bachelor of Science in Business Administration (BSBA) program and specialized tracks in the Master’s in Business Administration (MBA) program.

Table 7: Program Coverage

PROGRAM	FACULTY MEMBER	QUALIFICATION LEVEL
BACHELOR’S LEVEL PROGRAMS		
Accounting	B. Hollingsworth	Doctorally-Qualified
Marketing	R. Scapparone	Doctorally-Qualified
Finance	C. Wellens	Professionally-Qualified
Management	K. Kim	Doctorally-Qualified
MASTER’S LEVEL PROGRAMS		
Accounting	B. Hollingsworth	Doctorally-Qualified
Human Resources Management	B. Hollingsworth	Doctorally-Qualified
Management	R. Scapparone	Doctorally-Qualified

4.4 Faculty Evaluation

Excellence in business education requires institutions and their academic business units to have high-quality processes for faculty evaluation. Therefore, each institution should have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, and for use in determining teaching effectiveness and the quality of student learning outcomes. This process should be appropriate for the level of degree program in which faculty are teaching.

- 1. Describe the faculty evaluation process for your academic business unit and the ways in which it is used to measure teaching and student learning effectiveness. If the process is described in the Faculty Handbook, provide the page numbers for the relevant section.*

Fitchburg State University has formal systems in place for annual evaluations and for the awarding of tenure and promotion. First, that annual faculty evaluations and process will be discussed followed by a discussion of rank (promotion) and tenure process.

ARTICLE VIII - EVALUATIONS

Evaluations are conducted for the purposes of making personnel decisions, encouraging and assessing professional and pedagogical experimentation, assisting members of the academic community in the improvement of performance and programs.

No unit member may serve on his/her own evaluation committee. No member of the bargaining unit shall serve on an evaluation committee or otherwise participate in the conduct of an evaluation if to do so would constitute a conflict of interest or the appearance of a conflict of interest. No unit member, for example, shall participate in the evaluation of his/her spouse or domestic partner.

No written materials shall be used in the conduct of any evaluation pursuant to the provisions of this Article VIII except such materials as shall have been submitted at the commencement of such evaluation in accordance with the provisions of Section E(1) hereof. Every member of the bargaining unit who is the subject of any such evaluation shall be entitled to see and inspect all such materials.

All evaluations conducted pursuant to this Article shall be performed in accordance with the applicable academic Personnel Calendar in Appendix M (in Faculty Handbook).

Incidental observations of any unit member shall not be used, in whole or in part, in any manner whatsoever, in conducting an evaluation pursuant to the provisions of this Agreement.

All members of the bargaining unit at each College shall be evaluated in accordance with the following provisions, subject where applicable, however, to the provisions of Article VIII-A.

Every provision of this Article VIII that is of application to full-time members of the faculty shall also be of application to salaried part-time faculty members, and every provision of this Article VIII that is of application only to part-time members of the faculty shall be of such application only to part-time members of the faculty who are not salaried part-time faculty members.

Regular evaluations shall be made of each member of the faculty and of each librarian, and, in accordance with the requirements of the other applicable provisions of this Agreement, a written record shall be kept of the substance of the evaluation. Every such evaluation shall be conducted in accordance with the provisions of this Article VIII.

No person who is a member of the bargaining unit by reason of the fact that he/she holds a temporary appointment of the kind described in Section C(6) of Article XX shall be entitled to vote in any election conducted pursuant to the provisions of this Article VIII.

Except as otherwise provided in this Agreement, persons who are responsible for evaluating others pursuant to this Article VIII have a duty to keep in confidence any evaluations or evaluation materials to which they are privy in that capacity.

A. CRITERIA FOR EVALUATIONS

1. Criteria for the Evaluation of Full-time Faculty

The following criteria shall be used in the evaluation of all full-time members of the faculty:

- a. i. teaching effectiveness, including pedagogical experimentation, as exhibited in lectures, seminars, internships, independent studies and other instructional settings;
- ii. academic advising, as prescribed in Section A(3) of Article XII;
- b. i. continuing scholarship, including
 - (A) contributions to the content of the discipline;
 - (B) participation in or contributions to professional societies and organizations;
 - (C) research as demonstrated by published or unpublished work (or, where applicable, artistic or other creative activities); and
 - (D) work toward the terminal degree or relevant post-graduate study.

Nothing in this paragraph (b)(i) shall be deemed to require any member of the faculty to engage in all or in any particular one of the activities that constitute continuing scholarship; and no member of the bargaining unit shall be denied a personnel action by sole reason of his/her not having engaged in any one or another of such activities. In evaluating each member of the faculty it shall be the responsibility of those charged with doing so to assess the quality, significance and relevance of that faculty member's continuing scholarship.

- ii. other professional activities, which by way of example shall include such matters as public service, and contributions to the professional growth and development of the college community (which

contributions may include (x) service on inter-institutional and system-wide committees, (y) service as a program area chair without a reduction of workload pursuant to Article XII, Section D, and (z) academic advising of students in excess of thirty (30) assigned at the beginning of the semester); and

- iii. such responsibilities, if any, as may be assumed by a faculty member in lieu of, in whole or in part, the normal faculty instructional workload in academic subject areas by serving as a Department Chair pursuant to Article VI, by performing services in a counseling center, facility or program pursuant to Section A(3)(b) of Article XII, by discharging any alternative professional responsibilities pursuant to Section D of Article XII (including service as a program area chair if accompanied by a workload reduction), and/or by undertaking any program of professional development pursuant to Article XIV.

In applying these criteria, regard shall be had to the fact that the State Colleges are primarily teaching institutions.

2. Criteria for the Evaluation of Part-time Faculty

The following criteria shall be used in the evaluation of all part-time members of the faculty who are members of the bargaining unit:

- a. teaching effectiveness, as exhibited in lectures, seminars internships, independent study, and other instructional settings;
- b. academic advising of students whom they are assigned to teach; and
- c. the fulfillment of their obligations under the applicable provisions of Article XII.

B. FREQUENCY OF EVALUATIONS

1. Full-time, Non-tenured Members of the Bargaining Unit

Except as is provided in Section C(1)(a), every full-time, non-tenured member of the bargaining unit shall be evaluated annually. Tenure-track unit members shall not be evaluated during a terminal appointment unless, upon the recommendation of the Department Chair (or the Library Director or the Library Program Area Chair, as may be appropriate) or the Vice President, the President requires the conduct of an evaluation.

2. Tenured Members of the Bargaining Unit

- a. Any tenured member of the bargaining unit who has signified that he/she wishes to be considered for promotion shall be evaluated during the academic

year preceding the academic year in which such promotion, if granted, would first have effect.

- b. Upon the recommendation of the Department Chair (or the Library Director or the Library Program Area Chair, as may be appropriate), or the Vice President, the President may require any tenured member of the bargaining unit to be evaluated for the purpose of considering the taking of any other personnel action. In such case, the President shall provide the unit member with written notice of such determination and a statement of the reason(s) therefor. Such an evaluation may be conducted once during an academic year. The evaluation shall be conducted in accordance with the terms of the Agreement and shall be completed within sixty (60) days of such notice.

3. Part-time Members of the Faculty

Every part-time member of the faculty shall be evaluated during the first semester of his/her employment as such and, thereafter, during (a) the sixth (6th) ensuing semester in which he/she teaches or (b) the semester in which he/she teaches the thirty-second (32nd) credit (at Framingham State College, the eleventh (11th) course) following the semester in which the last evaluation was conducted, whichever first occurs. Nothing in this paragraph shall require the evaluation of a part-time faculty member more frequently than once in any academic year unless the Vice President shall require one (1) or more frequent evaluations in the case of any individual part-time member of the faculty.

C. PROCEDURES FOR THE CONDUCT OF EVALUATIONS

Every faculty member shall be evaluated in his/her home department as defined in Section J of Article X. In the case of any faculty member who teaches one (1) or more courses in any other department, his/her teaching effectiveness in respect of any such course shall be evaluated within the other department, which shall transmit such evaluation, together with the results of all student evaluations and any classroom observations, to the Chair of such faculty member's home department.

1. Submission of Materials

a. Full-time Faculty Members

Prior to the commencement of his/her evaluation, every full-time faculty member shall submit to his/her Department Chair all those materials that he/she intends should be considered in the conduct of his/her evaluation. Included among those materials shall be the faculty member's current comprehensive resume, course documents and other materials as required or permitted by Section D (1)(c), (e), (g) and (h).

The materials described above in Section D (1)(a), (b), (d), (f) and (g) shall be secured or submitted by the Department Chair prior to the commencement of the evaluation.

Any SIR II evaluation reports that are received during a fall semester of the evaluation period and that pertain to the preceding spring semester shall be added to the evaluation materials, together with any response thereto submitted by the affected faculty member, as promptly as is practicable after they become available. The record of any classroom observation required to be conducted during a fall semester in connection with an evaluation commencing during such fall semester shall be added to the evaluation materials, together with any response thereto submitted by the affected faculty member, as promptly as is practicable after it becomes available.

b. Part-time Faculty Members

Prior to the commencement of his/her evaluation, every part-time faculty member shall submit to his/her Department Chair all those materials that he/she intends should be considered in the conduct of his/her evaluation. Included among those materials shall be the faculty member's current comprehensive resume and course documents as required by Section D (2) (c), (d) and (e).

The materials described above in Section D (2) (a), (b), (e) and (f) shall be secured or submitted by the Department Chair prior to the commencement of the evaluation.

Any SIR II evaluation reports that are received during a semester in which an evaluation is being conducted and that pertain to the preceding semester shall be added to the evaluation materials, together with any response thereto submitted by the affected faculty member, as promptly as is practicable after they become available. The record of any classroom observation required to be conducted during a semester in which an evaluation is being conducted and that pertain to that semester shall be added to the evaluation materials, together with any response thereto submitted by the affected faculty member, as promptly as is practicable after it becomes available.

D. EVALUATION BY THE COMMITTEE ON PROMOTIONS

1. Role of the Committee on Promotions

The Committee on Promotions shall consider the recommendations and all related materials that pertain to each member of the bargaining unit who is a candidate for promotion and shall thereafter make in writing to the Vice President its recommendation either supporting or declining to support such promotion. In each case the committee's report shall, as required by Section I (2) or I (3) of this Article VIII, contain a statement of the reasons in support of its recommendation. The chair of the committee shall sign the committee's report and shall include therein or in a letter of transmittal a statement certifying that the procedures prescribed herein have been complied with.

If the Vice President shall have determined thereafter that he/she intends to make, in respect of the promotion of any candidate therefor, a recommendation contrary to that made by the Committee on Promotions, he/she shall so notify the committee. The

Vice President and the committee shall then meet and consult concerning each such contrary recommendation. Promptly thereafter the Committee on Promotions shall submit to the Vice President a statement of its final recommendation concerning any candidate whose promotion was the subject of such consultation. Nothing in this paragraph shall be deemed to prohibit the Vice President and the committee from meeting at any time before or after the committee shall have submitted its recommendation to the Vice President.

In considering a candidate for promotion, the Committee on Promotions may request that the Vice President make available to it any evaluations of the candidate completed during the applicable review period as defined in Section C of this Article.

2. Composition of the Committee on Promotions

There shall be constituted at each College a Committee on Promotions, which shall be composed of:

- a. at each of Bridgewater, Fitchburg, Framingham, Salem, Westfield and Worcester State Colleges, seven (7) tenured members of the bargaining unit; and
- b. at each of the Massachusetts College of Art and Design, the Massachusetts College of Liberal Arts and the Massachusetts Maritime Academy, five (5) tenured members of the bargaining unit

all of whom shall be from among the Associate Professors, Professors, Associate Librarians, Librarians and Senior Librarians at such College.

All such members shall be elected at large by and from among the members of the bargaining unit in elections conducted for that purpose under the auspices of the Association. No member of the bargaining unit shall be entitled to participate in such election while on a leave of absence on a full-time basis. No more than one (1) member shall be elected from any particular academic department or from the library. No Department Chair shall be eligible to serve on the committee and no person serving as a member thereof shall be eligible to be considered for promotion during any period of such service.

The term of office of each member shall be for two (2) years commencing with the date of his/her first election; and if any member leaves office prior to the expiration of his/her term, the vacancy so created shall be filled for the balance of the departing member's term.

The members of the Committee on Tenure identified in Section H(2)(a)(i) or Section H(2)(b)(i) of this Article shall not be eligible to serve on the Committee on Promotions during the period of their membership on the Committee on Tenure. A

member of the Committee on Tenure identified in Section H(2)(a)(ii) or Section H(2)(b)(ii) of this Article shall be eligible to serve on the Committee on Promotions only if the candidate for tenure is not also a candidate for promotion during the same evaluation period.

E. EVALUATION BY THE COMMITTEE ON TENURE

1. Role of the Committee on Tenure

The Committee on Tenure shall consider the recommendations and all related materials that pertain to the member of the bargaining unit who is a candidate for tenure. The chair of the committee shall schedule the necessary meetings of the committee. Each candidate for tenure shall be invited by the chair of the committee to meet with the committee during some part of its evaluation of the candidate. The meetings of the committee shall not be recorded by audio or video tape.

The candidate shall be allowed to submit to the committee, within seven (7) days after his/her meeting with the committee, any additional information relating to his/her evaluation.

Upon a request in writing to the chair of the committee, the candidate for tenure may examine any and all materials used by the committee pertaining to his/her evaluation.

The Vice President shall be responsible for the maintenance of a tenure evaluation file for the candidate being considered by the Committee on Tenure, which shall include all written materials submitted to the committee. He/she shall also appoint a non-voting secretary, who shall keep minutes and record the bases for the recommendations of the committee, including any minority recommendations of the committee, and a record of the votes of the committee. The secretary of the committee shall, within seven (7) days following each committee meeting, submit to each member thereof the foregoing minutes and record. Each member of the committee shall, within five (5) days of the receipt of such minutes and record, certify that it constitutes a true and accurate minutes and record and, if not, he/she shall sign it nevertheless, but shall file therewith a written statement of his/her objections thereto with the secretary of the committee. The signed minutes, together with any objections thereto, and the record of the votes of the committee shall become a part of the tenure evaluation file of the candidate for tenure.

Failure of any member of the committee to sign such minutes and record or to file a written statement of his/her objection, if any, shall not impair the work of the Committee on Tenure, but shall disqualify him/her from participation in any proceeding arising under the terms of this Agreement, or in any court of competent jurisdiction.

Upon the conclusion of its deliberations, the committee shall make in writing to the Vice President its recommendation either supporting or declining to support such grant of tenure. The committee's report in each case shall contain a record of the votes cast for and against its recommendation and a statement of the reasons in support of its recommendation. The chair of the committee shall sign the committee's report and shall include therein or in a letter of transmittal a statement

certifying that the procedures prescribed herein have been complied with. At the same time a copy of such recommendation shall either be sent to the candidate by certified mail, return receipt requested, or be delivered to the candidate in hand and accepted with a written acknowledgement of receipt. Within either ten (10) days of such mailing or seven (7) days of such delivery, the candidate for tenure may submit to the Vice President a written response to the recommendation of the committee.

2. Composition of the Committee on Tenure

The Committee on Tenure shall be constituted as follows:

- a. At each of Bridgewater, Fitchburg, Framingham, Salem, Westfield and Worcester State Colleges, there shall be constituted a Committee on Tenure composed of the following persons:
 - i. four (4) tenured members of the bargaining unit, all of whom shall be from among the Assistant Professors, Associate Professors, Professors, Assistant Librarians, Associate Librarians, Librarians and Senior Librarians at each College; and
 - ii. in the case of each candidate for tenure, one (1) person elected by and from among the tenured members of the candidate's home department or, in the case of a librarian, elected by and from among the tenured librarians; the person so elected shall not be precluded from serving on more than one (1) tenure committee.
- b. At each of the Massachusetts College of Art and Design, the Massachusetts College of Liberal Arts and the Massachusetts Maritime Academy, there shall be constituted a Committee on Tenure composed of the following persons:
 - i. two (2) tenured members of the bargaining unit, both of whom shall be from among the Assistant Professors, Associate Professors, Professors, Assistant Librarians, Associate Librarians, Librarians and Senior Librarians at each College; and
 - ii. in the case of each candidate for tenure, one (1) person elected by and from among the tenured members of the candidate's home department or, in the case of a librarian, elected by and from among the tenured librarians; the person so elected shall not be precluded from serving on more than one (1) tenure committee.

The Department Chair of any faculty member who is a candidate for tenure shall serve as a consultant to the Committee on Tenure in respect of such faculty member's candidacy for tenure. The members identified in subsections 2(a)(i) and 2(b)(i) above shall be elected at large at each College by and from among the members of the bargaining unit in elections conducted for that purpose under the auspices of the Association. No member of the bargaining unit shall be entitled to participate in such election while on a leave of absence on a full-time basis. No more than one (1) such member shall be elected from any particular academic department or from the library.

No Department Chair shall be eligible to serve on the committee, but no Department Chair shall be hereby disqualified from serving as a consultant to the committee.

The members of the Committee on Promotion shall not be eligible to serve as members of the Committee on Tenure under subsections 2(a)(i) or 2(b)(i) above. member of the Committee on Promotions shall be eligible to serve as a member of the Committee on Tenure under subsection 2(a)(ii) or 2(b)(ii) only if the candidate for tenure is not also a candidate for promotion during the same evaluation period.

If there are no tenured members of the candidate's home department who are eligible to be elected pursuant to subsection 2(a)(ii) or 2(b)(ii) above, as the case may be, then a tenured member of a cognate department shall be elected by the tenured members of the candidate's home department (or by the tenure-track members of the candidate's home department if there are no tenured members). In the case of librarians, if there are no tenured librarians who are eligible to be elected pursuant to subsection 2(a)(ii) or 2(b)(ii) above, as the case may be, then a tenured member of a cognate department shall be elected by the tenured librarians (or by the tenure-track librarians if there are no tenured librarians).

The term of office of each of the members identified in subsections 2(a)(i) and 2(b)(i) above shall be for two (2) years commencing with the date of his/her first election.

One of the members identified in subsections 2(a)(i) and 2(b)(i) above shall be annually elected by the members of the committee to serve as its chair.

Whenever on the basis of bias or prejudice any candidate for tenure shall have objected to or otherwise challenged the membership on the committee of any person who is to serve thereon pursuant to the foregoing provisions, he/she shall do so by fully stating his/her reasons therefor in writing to the President, who shall thereupon review the allegations and make inquiry regarding them, and who shall thereafter make such final and binding decisions as he/she deems appropriate; every such decision shall be made in writing.

For the purpose of serving as a consultant to the Committee on Tenure, the Department Chair of the faculty member whom the committee is evaluating for tenure shall be present during at least one (1) of the committee's substantive meetings (i.e., a meeting at which members of the committee are engaged in deliberations concerning the candidate's suitability to be granted tenure and are not merely considering organizational or procedural matters) in order to summarize his/her assessment of the candidate and the reasons for such assessment and to answer questions from the members of the committee. The Chair's presence during any other portion of the meeting or at any other meeting, whether for the purpose of answering further questions from the members of the committee or otherwise, is a matter for the committee's discretion; in no case, however, shall the Chair be present at the portion of any meeting during which the members of the committee vote on the question whether to recommend that the candidate be granted tenure.

At the request of the President or the candidate for tenure, or upon the independent determination of the committee, the committee shall employ as a consultant and member of the committee a tenured person in the same academic discipline at another

four-year institution of higher learning; provided, however, that the person to be so employed shall in every event be selected by the committee and shall have no prior direct personal or professional relationship with the candidate for tenure.

Each of the persons serving as members of any committee on tenure constituted pursuant to this Section H may, but is not obligated to, observe a class or classes of the person whose candidacy for tenure the committee is charged with evaluating.

2. Provide copies of the instruments that are used in the faculty evaluation process and evidence that these instruments are being used (these instruments should be place in the of the self-study).

The instruments used in the faculty annual evaluation process and the tenure and promotion process and further details to the formal evaluation system can be found on pages 88-122 in the Massachusetts Teachers Association (MTA)/NEA and the Massachusetts State College Association (MSCA) Collective Bargaining Agreement for faculty and librarians contract specifies that any teaching overload of full-time faculty and extra pay for overloads (refer to Appendix 4B or at <http://www.fitchburgstate.edu/about-us/accreditation/ncate/standard-5/faculty-unit-evaluations/faculty-evaluation/>).

4.5 Faculty Development

Excellence in business education requires business faculty to be engaged in a process of continuous improvement. Therefore, the academic business unit should provide opportunities for faculty development consistent with the expectations of the institution and its faculty; the mission and broad-based goals of the academic business unit; and the academic community.

- 1. Describe the faculty development program for your institution and for your academic business unit. If this information is contained in your Faculty Handbook, provide the page numbers for the relevant sections.**

Fitchburg State University encourages and acknowledges the ongoing professional development of its faculty. According to the *Faculty and Academic Handbook*, page 29, continuing professional development of all teaching faculty at Fitchburg State is the shared responsibility of the University and the faculty. This shared responsibility is described as follows from Article to the faculty professional development can also be found on page 103 in the Massachusetts Teachers Association (MTA)/NEA and the Massachusetts State College Association (MSCA) Collective Bargaining Agreement for faculty and librarians contract (refer to Appendix 4B or at <http://www.fitchburgstate.edu/about-us/accreditation/ncate/standard-5/faculty-unit-evaluations/faculty-evaluation/>).

Continuing Scholarship, Professional Activities, Comprehensive Resume

Each full-time faculty member shall indicate on form Appendix A-1 the continuing scholarship, other professional activities and, when applicable, alternative responsibilities in which he/she has engaged, together with appropriate supporting documentation. Each full-time faculty member shall also complete and submit the resume form as set forth in form Appendix B-1 and shall ensure that there are, in his/her Official Personnel File, current official transcripts of his/her course work.

Ongoing professional development is also made a standard for gaining promotion to associate professor or full professor as outlined in the Massachusetts Teachers Association (MTA)/NEA and the Massachusetts State College Association (MSCA) Collective Bargaining Agreement for faculty and librarians contract (refer to Appendix 4B or at <http://www.fitchburgstate.edu/about-us/accreditation/ncate/standard-5/faculty-unit-evaluations/faculty-evaluation/>). The procedure for seeking promotion and/or tenure requires a comprehensive self-evaluation of professional development by the faculty member. Fitchburg State University encourages the professional development of its faculty members through:

1. The annual review of full-time faculty as described in ***Principle 4.4 Faculty Evaluation***
2. The Grant Center at Fitchburg State maintains a website that helps faculty identify grant opportunities in their field. The Grant Center also offers grant workshops annually and is available to work with faculty on grants writing and procurement (<http://www.fitchburgstate.edu/offices/grants-research/grant-center/>). All external funding requests must be reviewed by the Grant Center and circulated for institutional approval prior to submission.

3. A special fund has been established to support faculty/librarian scholarship as well as several key University initiatives.
4. Annual Continued Scholarship funding is made available through the Office of Academic Affairs.
5. Funding for each academic unit for Professional Development (used to support travel to professional meetings, conferences, etc.)
6. Faculty are encourage to conduct research and present at the Fitchburg State University Center for Teaching and Learning as well as presenting research in part with the University's Lecturer Series.

Note: Items 2 through 5 can be found in the *Faculty and Academic Handbook*, p. 29

2. *Demonstrate the effectiveness of your faculty development program by providing examples of the results of its implementation within the academic business unit.*

Fitchburg State University supports professional development by annually budgeting funds to each academic unit earmarked specifically for professional development of academic unit's faculty members. These funds are in addition to the direct support offered by the University's Office of Academic Affairs, Grant Center, and the Center for Teaching and Learning. Each full-time faculty member in the Business Administration Department was allotted Continuing Scholarship monies (\$750) in the 2011-2012 academic year to be used towards faculty development.

The effectiveness of our faculty development program within the Business Administration Department can be demonstrated by reviewing the activities in which full-time faculty members have participated in during the self-study year. During 2011-2012, the faculty development activities that took place can be found in Principle 5 - Table 8.

4.6 Faculty Policies

Excellence in business education requires the policies pertaining to faculty to be appropriate, published, and applied in a fair and consistent manner. Each institution should have written procedures, policies, and practices pertaining to faculty and their activities. These materials should be distributed to all faculty members.

- 1. Provide a copy of the institution's Faculty Handbook. This handbook should describe the institutional policies and practices that relate to faculty. If it is too bulky to include in the appendix of self-study, send it as a separate document with the self-study.***

Fitchburg State University has two documents that include institutional policies and practices as these pertain to the faculty and their activities – the *Faculty and Academic Handbook* (refer to Appendix 3A or at <http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/faculty-handbook/>) and the Massachusetts Teachers Association (MTA)/NEA and the Massachusetts State College Association (MSCA) Collective Bargaining Agreement for faculty and librarians contract (refer to Appendix 4B or at <http://www.fitchburgstate.edu/about-us/accreditation/ncate/standard-5/faculty-unit-evaluations/faculty-evaluation/>)

- 2. Describe the ways in which faculty are made aware of these policies and are notified of changes.***

All faculty members are made aware of the institution's policies and practices as posted online for all faculty members to review. Each academic year, the office of the Vice President of Academic Affairs updates the Faculty Handbook. The handbook is also posted online for faculty members to review; <http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/faculty-handbook/>.

Faculty members are also encouraged to refer to or obtain a copy of the MSCA/NEA collective bargaining agreement from the local chapter office.

4.7 Summary Evaluation of Faculty

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its faculty characteristics and activities and its faculty-related processes in supporting excellence in business education.

- 1. Describe the general conclusions of the academic business unit drew from the self-study regarding its faculty characteristics and activities and its faculty-related processes in supporting excellence in business education.***

Overall, the Business Administration Department faculty members are well-qualified, both academically and professionally. All courses are taught by faculty who are either professionally or doctorally-qualified. As a group, the business unit faculty members have pursued a wide variety of professional and research oriented activities designed to enhance the experience of students in the classroom. Also faculty member who seek promotion, tenure, reappointment or post-tenure review participate in a rigorous process pursuant to the MSCA/MTA contract.

- 2. Identify any changes and improvements needed in the academic business unit's faculty characteristics and activities and/or its faculty-related processes.***

The recommendation for improvement would be to allow faculty who are interested in conducting research be granted more release time and appropriate reductions in teaching load to pursue their research oriented and/or services activities.

- 3. Describe proposed courses of action to make those changes and improvements.***

The Office of Academic Affairs has recently informed the department chairs of a plan to offer a one (1) course reduction in teaching load to faculty who are interested in pursuing a research agenda. The Business Administration Department faculty who are interested will be encouraged to take advantage of this program and pursue their individual research interests.

Principle 5: Scholarly and Professional Activities

5.1 Scholarly and Professional Activities

Excellence in business education requires faculty members in the academic business unit to be involved in scholarly and professional activities that enhance the depth and scope of their knowledge, especially as it applies to their teaching disciplines.

Self-Study Guidelines

- 1. Provide a current vita for all full-time and part-time business faculty members. The scholarly and professional activities of each faculty should be referenced in the vita (these should be placed in the appendix of the self-study).*

All full-time and part-time faculty vitas are located in Appendix 4A.

- 2. Provide Table 8: Scholarly and Professional Activities of Full-Time Faculty. The information in this table should be presented as shown in sample Table 8 in these guidelines. Summarize the scholarly and professional activities for each full-time faculty member for the self-study year and the previous four years. Make certain that dates for all activities (e.g., professional meeting, papers presented, etc.) are provided in the vita. Supporting evidence for scholarly and professional activities should be readily available for the site visit team to review. Although they do not need to be included in this summary, a current vita reflecting scholarly and professional activities for all part-time and adjunct faculty members should be available to the site visit team.*

The scholarly and professional activities of each full-time faculty member for the self-study year and the previous four years are summarized in Table 8: Scholarly and Professional Activities of Full-Time Faculty.

Table 8: Scholarly and Professional Activities of Full-Time Faculty

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS				
			SCHOLARSHIP OF:				PROFESSIONAL ACTIVITIES
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	
Caggiano, D. (2011-2012)	JD and MBA		h-1, j-1, m-1		c-1	h-1	d-2
Caggiano, D. (2010 – 2011)	JD and MBA		m-1				
Caggiano, D. (2009 – 2010)	JD and MBA						
Caggiano, D. (2008 – 2009)	JD and MBA						
Caggiano, D. (2007 – 2008)	JD and MBA						

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS				
			SCHOLARSHIP OF:				PROFESSIONAL ACTIVITIES
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	
DesRoches, R. (2011 – 2012)	DBA (in prog) and MBA		f-1,l-2,j-2,k-1 (club)				d-1
DesRoches, R. (2010 – 2011)	DBA (in prog) and MBA		f-1,j-2				
DesRoches, R. (2009 – 2010)							
DesRoches, R. (2008 – 2009)							
DesRoches, R. (2007 – 2008)							

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS				
			SCHOLARSHIP OF:				PROFESSIONAL ACTIVITIES
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	
Hollingsworth, B. (2011-2012)	Ph.D			a-1, i-1			d-1
Hollingsworth, B. (2010-2011)	Ph.D			e-1 , d-1	a-1, f-1		c-1 d-1, f-1
Hollingsworth, B. (2009-2010)	Ph.D		i-1		e-1, f-1		d-1, f-1, e-1, g-1
Hollingsworth, B. (2008-2009)	Ph.D				a-1, f-1		d-1, f-1
Hollingsworth, B. (2007-2008)	Ph.D				e-1		d-1

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS				
			SCHOLARSHIP OF:				PROFESSIONAL ACTIVITIES
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	
Kim, K. (2011-2012)	Ph.D, MS, and MBA						a-1, f-1
Kim, K. (2010-2011)	Ph.D, MS, and MBA						
Kim, K. (2009-2010)	Ph.D, MS, and MBA						d-1, f-1
Kim, K. (2008-2009)	Ph.D, MS, and MBA						f-1
Kim, K. (2007-2008)	Ph.D, MS, and MBA		i-1		c-1	b-1	f-2

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS				
			SCHOLARSHIP OF:				PROFESSIONAL ACTIVITIES
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	
McAloon, J. (2011-2012)	MBA and MSPA		e-1, f-1, m-1	h-1	e-1, f-1	h-1	a-1, f-1
McAloon, J. (2010-2011)	MBA and MSPA		g-2, e-1	h-1	e-1, d-1	h-1	a-1, f-1
McAloon, J. (2009 – 2010)	MBA and MSPA		g-2, l-1	d-1, h-1	d-1, h-1	h-1	a-1, f-1
McAloon, J. (2008 – 2009)	MBA and MSPA		g-2, ll	d-1, h-1	d-1, f-1	g-1, h-1	a-1, f-1
McAloon, J. (2007 – 2006)	MBA and MSPA		l-1	h-1	f-1	h-1	a-1, f-1

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS				
			SCHOLARSHIP OF:				PROFESSIONAL ACTIVITIES
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	
Morrison, F. (2011 – 2012)	JD		a-1	a-1	a-1	a-1	g (Fitchburg Historical Society)
Morrison, F. (2010 – 2011)	JD		a-1	a-1	a-1	a-1	f-1
Morrison, F. (2009 – 2010)	JD		b	B	b	B	f-1
Morrison, F. (2008 – 2009)	JD		b	b	b	B	f-1
Morrison, F. (2007 – 2006)	JD		b	b	b	b	f-1

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS				
			SCHOLARSHIP OF:				PROFESSIONAL ACTIVITIES
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	
Noonan, J. (2011 – 2012)	Ph.D., MBA, and MSBE						
Noonan, J. (2010 – 2011)	Ph.D., MBA, and MSBE						
Noonan, J. (2009 – 2010)	Ph.D., MBA, and MSBE						
Noonan, J. (2008 – 2009)	Ph.D., MBA, and MSBE						
Noonan, J. (2007 – 2006)	Ph.D., MBA, and MSBE						

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS				
			SCHOLARSHIP OF:				PROFESSIONAL ACTIVITIES
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	
Pereira, A. (2011 – 2012)	Ph.D. (in prog) and MSCIS	Bus Process Mgmt	e-1, f-7, h-1, m-1	i-8 (completed 7 courses and 1 residency towards Ph.D.)	e-3		
Pereira, A. (2010 – 2011)	Ph.D. (in prog) and MSCIS	Bus Process Mgmt	e-3, f-5, m-1	i-6 (completed 4 courses and 2 residencies toward Ph.D.)	e-3		
Pereira, A. (2009 – 2010)	MSCIS	Bus Process Mgmt	e-2, f-2, g-1, i-2		d-1, e-2		
Pereira, A. (2008 – 2009)	MSCIS	Bus Process Mgmt					
Pereira, A. (2007 – 2008)	MSCIS	Bus Process Mgmt					

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS				
			SCHOLARSHIP OF:				PROFESSIONAL ACTIVITIES
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	
Scapparone, R. (2011 – 2012)	DBA and MBA		h-1				a-1, b-1, e-1, f-1
Scapparone, R. (2010 – 2011)	DBA and MBA		i-2		f-2		a-1, b-1, e-1, f-1
Scapparone, R. (2009 – 2010)	DBA and MBA					d-1, f-1	a-1, b-1, e-1, f-1
Scapparone, R. (2008 – 2009)	DBA and MBA						a-1, b-1, e-1, f-1
Scapparone, R. (2007 – 2008)	DBA and MBA			f-1			a-1, b-1, e-1, f-1

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS				
			SCHOLARSHIP OF:				PROFESSIONAL ACTIVITIES
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	
Vostok, G.	MBA	CPA, CMA, CFM	f-2, g-8		d-2, e-8	D	a, b, d, f-3
Vostok, G.	MBA	CPA, CMA, CFM	f-2, g-8		d-2, e-8	D	a, b, d, f-3
Vostok, G.	MBA	CPA, CMA, CFM	f-2, g-8		d-2, e-8	D	a, b, d, f-3
Vostok, G.	MBA	CPA, CMA, CFM	f-2, g-8		d-2, e-8	D	a, b, d, f-3
Vostok, G.	MBA	CPA, CMA, CFM	f-2, g-8		d-2, e-8	D	a, b, d, f-3

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS				
			SCHOLARSHIP OF:				PROFESSIONAL ACTIVITIES
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	
Wellens, C.	MBA		f-1, g-1		d-1, e-1		d-1, e-1
Wellens, C.	MBA		f-1, g-1	h-1	d-1, e-1		d-1, e-1
Wellens, C.	MBA		f-1, g-1	h-1	d-1, e-1		d-1, e-1
Wellens, C.	MBA		f-1, g-1	h-1	d-1, e-1		d-1, e-1
Wellens, C.	MBA		f-1, g-1	h-1	d-1, e-1		d-1, e-1

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS				
			SCHOLARSHIP OF:				PROFESSIONAL ACTIVITIES
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	
Zivic, L.*	Ed.D., MS						
Zivic, L.	Ed.D., MS						
Zivic, L.	Ed.D., MS						
Zivic, L.	Ed.D., MS						
Zivic, L.	Ed.D., MS						

Dr. Zivic retired prior during the Fall 2012 semester prior to completing this information. However, his syllabus is included in this document.

Codes to Use

Scholarship of Teaching

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Published Cases with Instructional Materials
- d. Unpublished Cases with Instructional Materials
- e. Presentations at Conferences/Workshops
- f. Conference/Workshop Attendance
- g. Professional Meeting Attendance
- h. Curriculum Review/Revision
- i. New Courses/Curricula
- j. New Teaching Materials
- k. Instructional Software Development
- l. New Instructional Methods
- m. New Teaching/Learning Assessment Tools
- n. Evaluations of Teaching Materials
- o. Other (Specify)

Scholarship of Discovery

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Papers Presented
- d. Session Chair
- e. Paper Discussant
- f. Dissertation/Thesis
- g. Faculty Research Seminars
- h. Book Reviews
- i. Other (Specify)

Scholarship of Integration

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Presentations at Conferences/Workshops
- d. Conference/Workshop Attendance
- e. Professional Meeting Attendance
- f. New Courses/Curricula
- g. Other (Specify)

Scholarship of Application

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Presentations at Conferences/Workshops
- d. Consultation
- e. Contract Research
- f. Technical Assistance
- g. Policy Analysis
- h. Program Evaluation
- i. Articles/Monographs on Contributions to Practice
- j. Articles in Trade Publications
- k. Other (Specify)

Professional Activities

- a. Routine Consulting
- b. Professionally-Related Service
- c. Officer of Professional Organization
- d. Conference/Workshop Attendance
- e. Professional Meeting Attendance
- f. Professional Membership
- g. Other (Specify)

5.2 Summary Evaluation of Scholarly and Professional Activities

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contribution to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of the scholarly and professional activities of its faculty in supporting excellence in business education.

Self-Study Guidelines

Provide a summary evaluation of the scholarly and professional activities of the faculty in the academic business unit. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the scholarly and professional activities of its faculty in supporting excellence in business education.*

The scholarly and professional activities of our faculty adequately support our mission to prepare each student to take a responsible position within the world of business equipped with knowledge of business theories, policies, and procedures. Accordingly, the majority of our scholarly and professional activities relate to the continuous assessment and improvement of our students' learning experiences. Much of our scholarly and professional activities relate to scholarship of teaching activities. These activities help our faculty understand and use effective teaching methods which help improve our students' learning experiences. This is evidenced in Table 8 (Scholarly and Professional Activities of Full-Time Faculty).

In addition, the University supports faculty scholarship and professional activities. For example, faculty members have a designated weekly research day, and the University provides an annual Continuing Scholarship stipend. Tenured and tenure-track faculty may apply for sabbatical leave if they have served at the University for at least seven years. Furthermore, the Vice President of Academic Affairs offers competitive project grants.

- 2. Identify any changes and improvements needed in the scholarly and professional activities of the faculty in the academic business unit.*

No changes or improvements are needed in the scholarly and professional activities of the faculty in the Business Administration Department. This is because these activities, as detailed in Table 8 (Scholarly and Professional Activities), support our teaching mission. However, to facilitate continuous improvement, faculty should maintain or increase their current scholarship and professional activity levels to continue to meet our mission.

- 2. Describe proposed course of action to make those changes and improvements.*

Tenure-track faculty and faculty applying for promotion or post-tenure review will continue to document scholarly and professional activities and provide such documentation to the Business Administration Department Chair and the appropriate University's committees and administration for evaluation. In addition, the department Chair will continue to encourage other faculty to maintain or

increase their levels of scholarship and professional activity. This will include encouraging faculty to obtain professional development support through the University's [Center for Teaching & Learning](#) (CTL) and [Grant Center](#). In addition, the Chair will encourage faculty to obtain distance learning professional development support through the Distance Education Coordinator [distance learning](#).

Principle 6: Resources

6.1 Financial Resources

Excellence in business education requires financial resources that are sufficient to support a high-quality learning environment in the academic business unit consistent with its mission and broad-based goals.

Associate-, Bachelor's-, and Master's-Level Programs:

- 1. Describe the budget development and budget amendment process of the institution. If applicable, this narrative should also include a description of the ways in which the results from implementing the academic business unit's outcomes assessment plan are integrated into the budget development process.*

The budget process begins in mid-fall for the next fiscal year and continues throughout the spring. Presidential budget forums, campus-wide workshops and training sessions are held and Vice Presidents meet with their staff to discuss budget priorities as they relate to the strategic plan and performance standards. Budgets are developed using a zero-based approach. During the process, new one-time initiatives are also evaluated. These requests are funded through an annual request process. The one-time requests are approved as revenues permit and provided the requests are in line with the University's strategic plan.

Early each spring, draft budget proposals, suggested fee increases and extraordinary budget requests go before the Executive Committee for review and discussion. Multi-year budget projections are formulated and reviewed at the executive level as part of the overall budget process. The President then submits a balanced budget to the Board of Trustees detailing expected revenues and expenditures. Tuition and fees rates are evaluated at this time based on expected enrollment. Various fee levels are presented in order to assess the impact on the student population. Proposed fee increases are then put before the Board of Trustees for formal vote.

The Institution has posted positive results of operations in each of the last ten fiscal periods. Expenditures have not exceeded revenues; even in those years the Institution absorbed 9C budget rescissions (where the Governor was authorized to rescind allocated funds). The annual budget reflects prospective annualized operating costs with administrative overhead and planned capital and technology expenditures included. Throughout this process, the University evaluates the long-term financial implications of budget decisions on the formulation of the current and proposed operating budgets, as well as the impact upon budget policies, cash management and investment programs.

The institution's budget process is closely aligned with the Commonwealth's budget timeline in which the Governor submits a budget to the legislature in mid-January. That budget follows a path through the House and Senate with a final budget voted and approved sometime before the start of the new fiscal year. The Board will then act on those final figures. The amount appropriated to specific state agencies is dependent on many factors but is ultimately a function of the fiscal health of the Commonwealth. In economic downturns the University has had to realign its resources in response to legislative actions taken throughout the year. Budget rescissions are somewhat rare but over the course

of the current economic crisis, the University has absorbed approximately \$3 million in cuts to its appropriation. The University has weathered the budget cuts with the goal of maintaining access to public higher education and preserving the quality of our academic programs and services to our students

Throughout a given budget year, budget activity is monitored on a regular basis. Budget reports are available through a variety of electronic media allowing cost centers and management to monitor budget activity and trends. Budget transfers are generally approved by management, with the exception of transfers of \$50,000 or more which are approved by the Board of Trustees. Budget activity, including budget to actual figures, is reported to the Board on a quarterly basis along with other relevant financial information.

2. Provide Table 9: Educational and General Expenditures. The information in this table should be presented as shown in sample Table 9 in these guidelines. This table should provide financial and student credit hour data for your institution and academic business unit for the self-study year, the year prior to the self-study year, and the budgeted figures for the site-visit year.

Table 9: Educational and General Expenditures is provided below. Table 9 includes financial and student credit hour data for Fitchburg State University and the Business Administration Department for the self-study year (2010-2011), the year prior (2009-2010), and the next budgeted year (2011-2012).

3. List the support personnel (non-faculty) in your academic business unit by classification type.

The non-faculty support personnel in the Business Administration Department include one administrative assistant and one student worker. The administrative assistant and student worker are also assigned to the Geo/Physical Sciences Department.

4. Provide Table 10: Salary Ranges by Rank. The information in this table should be presented as shown in sample Table 10 in these guidelines. This table should contain the actual full-time faculty salary ranges (lowest, mean, and highest) during the self-study year (academic year salaries – 9 month salaries before overloads) for each of the faculty ranks in the academic business unit. Do not include faculty who are leave or on sabbatical and are receiving a reduced rate during the period of absence.

Faculty pay at Fitchburg State University is determined in accordance with the negotiated rates as part of the Collective Bargaining Agreement, this agreement entered into with the Board of Higher Education and the Massachusetts Teachers Association (MTA)/NEA and the Massachusetts State College Association (MSCA) Collective Bargaining Agreement. Such salaries for full-time faculty ranges are provided in Table 10: Salary Ranges by Rank which is provided below.

5. If applicable, state the method of computation for extra pay of full-time faculty in the following areas (Note: Extra pay is additional compensation over and above a faculty member's annual contract compensation during the self-study year):

a. Overload

The method of computation for undergraduate overload courses for full-time faculty is as follows in the chart below. Paying for teaching undergraduate overload courses is dependent upon the highest degree earned and paid according to the Agreement between the Board of Higher Education and the

Massachusetts Teachers Associations (MTA)/NEA, Massachusetts State College Association (MSCA) and the Division of Graduate and Continuing Education (DGCE).

Part-Time Faculty Salary Rates
Effective July 1, 2009 through June 30, 2012

DGCE PART-TIME FACULTY STIPENDS					
AY 2009-2010					
UNDERGRADUATE		3 credits		GRADUATE	3 credits
Visiting Instructor		\$3,327.00		Visiting Instructor	\$3,561.00
Visiting Senior Instructor		\$3,381.00		Visiting Senior Instructor	\$3,618.00
Visiting Assistant Professor		\$3,501.00		Visiting Assistant Professor	\$3,747.00
Visiting Associate Professor		\$3,681.00		Visiting Associate Professor	\$3,939.00
Visiting Professor		\$3,846.00		Visiting Professor	\$4,116.00

DGCE PART-TIME FACULTY STIPENDS					
AY 2010-2011					
UNDERGRADUATE	3 credits	3 credits		GRADUATE	3 credits
	FA2010	SP2011			FA2010
Visiting Instructor	\$3,327.00	\$3,396.00		Visiting Instructor	\$3,561.00
Visiting Senior Instruct.	\$3,381.00	\$3,450.00		Visiting Senior Instruct.	\$3,618.00
Visiting Assistant Prof.	\$3,501.00	\$3,573.00		Visiting Assistant Prof.	\$3,747.00
Visiting Associate Prof.	\$3,681.00	\$3,756.00		Visiting Associate Prof.	\$3,939.00
Visiting Professor	\$3,846.00	\$3,924.00		Visiting Professor	\$4,116.00

DGCE PART-TIME FACULTY STIPENDS					
AY 2011-2012					
UNDERGRADUATE		3 credits		GRADUATE	3 credits
Visiting Instructor		\$3,396.00		Visiting Instructor	\$3,633.00
Visiting Senior Instructor		\$3,450.00		Visiting Senior Instructor	\$3,693.00
Visiting Assistant Professor		\$3,573.00		Visiting Assistant Professor	\$3,822.00
Visiting Associate Professor		\$3,756.00		Visiting Associate Professor	\$4,020.00
Visiting Professor		\$3,924.00		Visiting Professor	\$4,200.00

b. Evening courses

The method of computation for evening courses is the same as described in 5(a) above for overload courses.

c. Off-campus courses

Fitchburg State University's Business Administration Department does not offer any off-campus courses.

d. Summer courses

The method of computation for evening courses is the same as described in 5(a) above for overload courses.

e. Non-credit courses

Fitchburg State University's Business Administration Department does not offer any non-credit courses.

6. State the rates of pay for part-time (adjunct) faculty who teach business courses.

Part-time faculty members are paid at the same rate as full-time faculty. These rates are stated in 5(a).

7. Provide the page numbers for the section in your institution's catalog that describes the tuition and fees for each business program.

The tuition and fees for each business program at Fitchburg State University for the 2011-2012 academic year can be found at our website at <http://catalog.fitchburgstate.edu>. The 2011-2012 tuition rates and course fees were:

2011-2012 Tuition Rates

Business Undergraduate Courses	\$110 per semester hour of credit
--------------------------------	-----------------------------------

Business Graduate Courses	\$150 per semester hour of credit
---------------------------	-----------------------------------

2011-2012 Standard Fees

All students must pay the following fees:

Application Fee (non-refundable), undergraduate	\$25
Application Fee (non-refundable), graduate	\$25
Application Fee for International Students (non-refundable)	\$50

Educational Services Fee:

Graduate	\$115 per credit
----------	------------------

Fitchburg State University

Undergraduate	\$142.50 per credit
Technology Fee	\$ 5 per credit
Capital Projects Fee	
Graduate	\$ 7 per credit
Undergraduate	\$11.50 per credit
*Late registration Fee	\$25

Students auditing classes pay regular tuition and fees.

* Nonrefundable unless a course is cancelled by the University.

Table 9: Educational and General Expenditures

ITEM	YEAR PRIOR TO SELF- STUDY YEAR (2010-2011)	SELF- STUDY YEAR (2011-2012)	YEAR POST SELF- STUDY YEAR (2012-2013)	SITE VISIT YEAR (2013-2014)
A: Total Unrestricted Educational and General Expenditures for the Institution	\$64,009,796	\$65,986,941	\$68,695,372	\$72,192,173
B: Total Unrestricted Educational and General Expenditures for All Academic Instructional Units of the Institution	\$23,315,141	\$27,192,759	\$28,144,506	\$29,129,563
C: Total Unrestricted Educational and General Expenditures Allocated to the Academic Business Unit	\$1,179,332	\$1,248,697	\$1,292,401	\$1,337,635
D: Percentage of Total Unrestricted Academic Expenditures Allocated to the Academic Business Unit (C divided by B)	5%	5%	5%	5%
E: Total Student Credit Hours Taught by the Institution	147,701	145,877	130,629*	N/A*
F: Total Student Credit Hours Taught by the Academic Business Unit	9,469	9,396	8,502*	N/A*
G: Percentage of Institutional Student Credit Hours Taught by the Academic Business Unit (F divided by E)	6.41%	6.44%	6.51%	N/A*

*Data not complete at the time self-study was being prepared for site visit. Total Student Credit Hours for Institution and Academic Business Unit (2012-2013) does not include registration for Summer I and II sessions.

Table 10: Salary Ranges by Rank

FACULTY RANK	NUMBER OF FULL-TIME FACULTY	ACADEMIC YEAR SALARY RANGES BY RANK		
		LOWEST	MEAN	HIGHEST
Professor	2	\$87,765.23	\$91,818.67	\$95,872.10
Associate Professor	4	\$71,048.96	\$78,395.45	\$84,497.73
Assistant Professor	5	\$62,592.12	\$69,563.15	\$76,667.05

6.2 Facilities

Excellence in business education requires the physical facilities available to the academic business unit to be of sufficient quality to support high-quality business programs.

- 1. Describe the physical facilities, such as classrooms, computer laboratories, and faculty offices, that are available to business students and faculty. Plans for renovation of space or construction of new facilities associated with the business programs should also be described.***

The Business Administration Department has worked with Capital Planning and Maintenance to complete a Programming Space Study. The classrooms at the McKay Campus are either newly renovated or in the process of getting new furniture and SMART board technology. One computer laboratory classroom with 20 desktop computers and in the adjacent room, an additional 9 Apple Mac desktop computers (with Microsoft Windows applications) and a Ricoh Aficio copier/printer are available to students. Computer kiosks are distributed throughout the campus.

All permanent full-time faculty members have private offices and University issued personal computers. A lounge for Business students was opened in the Fall of 2011. The complete renovation and upgrade of facilities associated with the Business Administration Department is identified in the University Master Plan and is available for review upon request.

- 2. Provide Table 11: Office Facilities for Business Faculty. The information in this table should be presented as shown in sample Table 11 in these guidelines. This table should identify the types of offices available for faculty in the academic business unit and the number of faculty members in each type of office.***

As noted in below Table 11, each of the twelve (12) full-time Business Administration faculty members has their own private [one-person] office. The two (2) part-time department faculty members share a single office.

- 3. Provide Table 12: Evaluation of Educational Space. The information in this table should be presented as shown in sample Table 12 in these guidelines. This table should contain an overall, summary evaluation of the adequacy of the educational space that is available to the academic business unit.***

Table 12: Evaluation of Education Space is provided on the following page.

Table 11: Office Facilities for Business Faculty

TYPE OF OFFICE	FULL-TIME FACULTY	PART-TIME FACULTY	GRADUATE ASSISTANTS	EMERITI FACULTY
One-Person Office	12	0	0	0
Two-Person Office	0	1	0	0
Three-Person Office	0	0	0	0
Four-Person Office	0	0	0	0
TOTAL	12	1	0	0

Table 12: Evaluation of Educational Facilities

CHARACTERISTIC	EXCELLENT	GOOD	FAIR	POOR	UNSATISFACTORY
Adequacy of Existing Classroom Space		√			
Adequacy of Faculty Office Space		√			
Proximity of Classrooms to Faculty Offices		√			
Proximity of Classrooms to Computer Labs, Audio-Visual Services, Library, etc.		√			

6.3 Learning Resources

1. Provide a list of the business journals, databases, and other learning resources available to business

The library provides access to 143 database services and they include reference, indexing/abstracting services and full-text journals. Access is available for all on-campus and off-campus students and faculty. The ProQuest Central database package was added in November 2012 and it provides access to *ABI/Inform* as well as 12 other business sources.

A listing of the full-text business periodical titles will be available for review by the site visit team due to the length of the document.

The library collection development policy has been and continues to be to provide the core journals and databases for each discipline. Reviews of databases and journals are consulted and peer comparisons are conducted when discussing new databases. Funds for these databases are then requested and purchased.

The present books/single items (videos or audios) allocation policy began in FY 2012 and based upon the student FTE (UG and GRAD) and the number of degrees offered by the department. For example, in 2012 the Business Administration Department had 472 students and two degrees (BS and MBA). There is a maximum of \$6,000 for each academic department. Prior to 2012 in an effort to meet level funding concerns, allocations were determined on the number of degrees offered by the department. For example, the formula was \$4,000 for departments with a major and a masters and \$3,000 for a department with one undergraduate degree

Programs with online degrees including the online MBA program are also allocated an annual additional \$5,000 to purchase e-books. There is no distribution formula for journals or databases. This began with funding from the Graduate and Continuing Education division and began with the 2013 budget.

YR	Dept.	Journals*	Databases	SO	Books	Videos	Audios	Total	Discipline based FTE from Fall	Spending per FTE
2007-08	Bus Admin	\$1,953	\$6,755	NA	NA			\$8,708	498.72	\$17.46
2008-09	Bus Admin	\$2,144	\$7,012	\$2,183	\$11,339			\$22,678	495.62	\$45.76
2009-10	Bus Admin	\$1,660	\$12,318	\$2,017	\$6,670			\$22,665	485.92	\$46.64
2010-11	Bus Admin	\$1,764	\$6,060	\$1,955	\$1,982			\$11,761	477.70	\$24.62
2011-12	Bus Admin	\$2,609	\$850	\$1,956	\$5,909			\$11,324	472	\$23.99
2012-13	Bus Admin	\$2,750	\$850	\$2,000	\$11,000#			\$16,600		
		* Specific databases such as <i>Business Source Premier</i> , <i>ABI-Inform</i> and <i>JSOTR</i> come in packages and the costs are not credited to specific departments # Includes \$5,000 for e-books								

2. Provide a general statement of the library support offered by the academic business unit.

The Amelia V. Gallucci-Cirio Library, occupies four floors of the centrally located, multi-purpose Hammond Building, is open 7 days a week for 89 hours with extended hours at the end of each semester. The building was opened in 1975 and is presently undergoing a major renovation with an estimated completion date of 2017.

The library support is provided by the library director, 6.3 librarians and 11.1 FTE support staff and student assistants. There are four library departments: Access Services, Technical Services, Reference Instruction and Special Collections, and Serials and Technology and each is supervised by a librarian. The Access Services Librarian is responsible for overseeing services for the distance learning and extended campus programs. Reference Services provide seven day-a-week desk coverage with telephone and IM chat services, and reference consultations.

As of June 30, 2012 the library contains the following collections Reference, Audio/Visual, Periodicals, Microfiche, Special Collections/Archives, Children's Literature, Young Adult Literature, the General Collection, the Oversize Collection, and the Fine Arts Collection. The collections contain: 205,767 volumes (13,970 are Business); 1,021 e-books; 3,001 Audio visual items; 95,999 microfilm/fiche items. Subscription services include access to 143 commercial and web-based databases and 49,000 unique journal titles and as of December 2012 there was access to 5,176 Business and Economic journals.

The library management system is Voyager and the Fitchburg State University OneCard identification card allows borrowing privileges as well as copying, printing scanning and faxing. On-campus and off-campus access to electronic reserves and the library's databases are available via the library web site. The library web site <http://www.fitchburgstate.edu/library> is available 24x 7 provides access to the full array of services including the catalog and databases provided for the Fitchburg State community.

Book Holdings information

Subject Area-Holdings	LC	2010	2011	2012	DVD
Statistics	HA	274	274	267	
Economic Theory	HB	1,734	1,750	1,782	2
Economic History & Conditions-Nat'l	HC	3,584	3,605	3,632	4
Economics-Production	HD1-2320	3,495	3,338	3,351	1
Economics-Industry	HD2321-4800	629	632	624	
Labor-General	HD4801-8999	2,358	2,369	2,347	
Special Industries & Trades	HD9000-9999	1,264	1,264	1,268	
Transportation & Communication	HE	500	489	484	
Commerce	HFI-5000	1,009	952	942	1
Business, Bus. Admin.	HF 5001-6351	2,547	2,534	2,232	
Finance (General)	HG	1,785	1,795	1,794	
Public Finance	HJ	447	448	475	
Manufacturing	TS	457	460	453	
Total		14,491	14,281	13,970	8

a. Inter-library loan program

Interlibrary Loans are available for all students and faculty-no charge. Successful completed requests for the past 5 years are:

	2007-08	2008-09	2009-10	2010-11	2011-12
FSU Borrowing	1,400	709	819	794	1,044
Copies	666	341	407	394	582
Originals	734	368	412	400	462

Document Delivery of Fitchburg State University owned items to on campus students and faculty

The ILLiad/KnowledgeBase system is available for all students and faculty at no charge. Funding for the program was provided by the 2012/13 budget. The service was installed and training took place from August-September, 2012. Student/faculty access began in September, 2012. This web based system provides patron initiated requests and links to the library's databases. This has greatly reduced the waiting time for delivery.

Reciprocal borrowing

Students, faculty and staff have access and borrowing privileges from the libraries at the 28 Massachusetts public higher education institutions and the 18 libraries of the Academic Research Collaborative of Worcester.

b. Library support for faculty

In addition to regular services such as reference and circulation, the library provides the following services: physical and electronic reserves; document delivery to faculty offices; instruction; free interlibrary loans and document delivery; collection development; and instruction. Circulation privileges allow a 6 month borrowing period for faculty book loans, a reduced period for A/V items; items can be renewed online; the library will purchase on demand items for the faculty; the library will purchase copies of faculty publications. The library web site provides the links which describes and links the various services <http://fitchburgstate.libguides.com/facultyservices>. Library instruction is available to all faculty. Classes can be conducted in the library classroom or in the instructor's classroom. They are offered throughout the year, classes can be course specific or generic, follow-up sessions have proved to be very beneficial and are encouraged, online library guides are provided so students can refer to them when they conduct their research, and librarians are available to assist with syllabus construction and are embedded in various BlackBoard sites.

The librarians also provide an enhanced instruction program by being embedded into courses through BlackBoard, the University's course management system. There are two levels and it depends on the needs of the faculty and the option is available to undergraduate and graduate

course and the on-campus as well as the off-campus courses. The first level is for the librarian to post materials, links, suggestions, (power point presentations and LibGuides), and be available for student contact for the course. At the advanced level option, the librarian is uploading materials throughout the semester, assists in the design of specific library assignments and is actively engaged in BlackBoard. This level has proven to be highly effective for the online courses. In AY 2012 there were 8 fully embedded courses: five fully embedded with three being for online courses and three partially embedded courses and these were all online courses. The disciplines were Human Services, Psychology/Counseling, Reading, Nursing, Education, and History and so far in AY 2013 there are 13 fully embedded and 5 partially embedded courses.

Library Instruction Sessions					
	2007-08	2008-09	2009-2010	2010-11	2011-12
Classes	82	92	116	109	167
Students	2,687	1,929	2,522	2,293	3,298
<i>BSBA Classes</i>	<i>0</i>	<i>1</i>	<i>N/A</i>	<i>2</i>	<i>5</i>
Reserves Usage Statistics					
	2007-08	2008-09	2009-10	2010-11	2011-12
Circulation	11,709	12,923	12,068	12,418	6,276
FSU Professors	N/A	187	145	156	174
FSU Courses	120	128	234	222	286
<i>BSBA Professors</i>	<i>2</i>	<i>4</i>	<i>3</i>	<i>5</i>	<i>10</i>
<i>BSBA Courses</i>	<i>3</i>	<i>8</i>	<i>17</i>	<i>19</i>	<i>4</i>

c. Library support for students

The library supports the full array of services for students and the link on the library website describes these services link <http://fitchburgstate.libguides.com/student-services>. The Library web site is available 24 x 7 and this allows access to the library circulation and catalog, the databases The services including reference and consultations, circulation, instruction, interlibrary loans/document delivery, a study room and computer facilities. The library is open 87 hours per week, Sunday-Saturdays; staff at the reference desk provides 71 hours per week of coverage and in addition to walk-up access, instant messaging, telephone, e-mail access is available. Students can also arrange for consultation sessions for additional reference assistance.

To provide access to the library materials, books and A/V items circulate for 4 weeks and can be renewed for an additional 4 weeks and the can be renewed by the student from off-campus; interlibrary loans are available to all students and the services have been enhanced by the library installation of the ILLiad system which allows for student initiated loan requests; and the library provides the option of electronic reserves and if a faculty members places items in this services, students have a seamless access from off-campus.

There are 140 databases provided by the library include reference, indexing and abstracting, and full-text journals. They are available for off-campus and with the reference desk's instant messaging services students can link from the database to the reference desk and then the librarian can walk through the search with the student.

In cooperation with Information Technology (IT) department the library provides 22 public access computers, a 30 computer classrooms, wireless access is available throughout the library, and the students by using they OneCard have access to access printing, copying and scanning.

Services	2007-08	2008-09	2009-10	2010-11	2011-12
Circulation	12,110	12,007	13,531	11,131	9,623
<i>Busn. Admin. Circ</i>	<i>466</i>	<i>510</i>	<i>417</i>	<i>413</i>	<i>351</i>
Reference	4,632	6,417	6,005	6,752	5,433
Interlibrary loans	1,400	709	819	794	1,044
Reserves	11,709	12,923	12,068	12,418	6,276

Collections	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Holdings	N/A	N/A	14,491	14,281	13,970
Acquisitions	144	55	N/A	116	250
Study Room Usage					
Reservations	264	339	423	432	665
Participants	1,182	1,244	1,659	1,888	2,795

d. Acquisitions program (including faculty consultation and review)

The library has a strong collection development program (<http://www.fitchburgstate.edu/academics/library/policies/collection-development/>) and a detailed analysis that includes budget goals for purchasing print and the core online resources for each discipline. The library staff uses the liaison method and each department in turn has a contact. The Librarians meet with the department and faculty is encouraged to make suggestions for purchase. Librarians select the books and or other single items (A/V materials). Suggestions for journals and databases are discussed by all the librarians before a decision is made. Journals need to be in electronic format and indexed in one of the existing database subscriptions. Databases need to be part of the core titles for the discipline. Finally, a library review of materials is conducted every five years and is submitted to the academic department.

Book Acquisitions for the past 5 years:

Subjects	Call number range	2008	2009	2010	2011	2012
Statistics	HA					2
Economic Theory	HB				21	30
Economic History and Conditions-Nat'l	HC				20	23
Economics-Production	HDI-2320				7	44
Economics-Industry	HD2321-4800				4	10
Labor-General	HD4801-8999				13	34
Special Industries & Trades	HD9000-9999				11	13

Transportation & Communication	HE				4	3
Commerce	HFI-5000				4	8
Business, Bus. Admin.	HF5001-6351				12	41
Finance (General)	HG				14	30
Public Finance	HJ				1	7
Manufacturing	TS				5	5
Totals		144	55	N/A	116	250

In the past three years additional databases, including *JSTOR IV-X* which was supported by the Business Administration Department faculty, and various primary source documents for the History program, were purchased in 2012. In 2013 *Biological Science Collection* and *ABI/Inform* (a part of the ProQuest Central database package) became available.

e. Library support for new off-campus programs (including online and hybrid delivery methods)

Library service for the Distributed Learning/Extended Learning programs began in 2000 and is presently directed by the Access Services Librarian, Ms. Linda LeBlanc. The staff follows the Standards for Distance Learning Library Services from Association for College and Research Libraries (ACRL). The staff has continued to concentrate on maintaining a high level of quality services and provides the following full range of library services for all off campus programs: <http://fitchburgstate.libguides.com/>

Library orientation and research instruction sessions available at extended campus sites and online; Specialized Research Guides; Borrowing privileges; Interlibrary Loans-Includes books and journal articles; Document delivery; Reference assistance – chat, email, phone, Skype and in-person consultations; Remote database access is provided by the EZProxy authentication service which utilizes the patron's (students, faculty and staff only) Fitchburg State University's username and password; Reserves; and Elluminate vRoom to "virtually meet" with students who couldn't come to the library and as an option for research instruction.

Distributed Learning/Extended Services-Usage Statistics						
	2007	2008	2009	2010	2011	2012
Instruction Classes	7	12	10	12	6	11
Class Attendees	178	282	213	262	129	200
Reference Queries	113	151	129	258	293	429
New Library Accounts	196	313	206	278	183	120
Interlibrary Loans	68	172	68	92	25	72
Document Delivery	246	414	235	292	183	203

In the AY 2012 embedded librarian program the librarians participated in 5 fully embedded courses and 3 partially embedded courses. In AY 2013 the numbers are 13 fully embedded courses and 5 partially embedded courses.

6.4 Educational Technology and Support

Excellence in business education requires sufficient instructional and computing resources and support to be provided to business faculty and students.

Describe the instructional and educational technology and support available to business faculty and students. This description should address the following areas:

1. Technology available in the classrooms used by the academic business unit.

The Business Administration Department has access to all classrooms on campus via room scheduling with the registrar's office. Most courses are taught near the Business Administration Department in the McKay Campus "C" wing. All classrooms on campus are "mediated" which means the classroom has a podium computer, VHS/DVD player, speakers and a projector. The projector can be connected to a laptop as well. Some classrooms also have a document camera (and one can be requested for specific classes) and two classrooms in the McKay C building also contain Smartboard brand smartboards.

2. Technology available to students in computer laboratories and libraries

Students have access to four main computer labs on campus: three are in the Hammond Library and one in the McKay C wing. These labs total nearly 100 computers and are available for walk-up use and do not need a reservation. McKay C163 is also available for general student use when a class is not in session. In addition, kiosk systems are located throughout campus. Wireless is available everywhere at <http://www.fitchburgstate.edu/offices/technology/wireless/>, including greenspaces and student printing is available at different locations on campus, including McKay C.

The technologies available to students at the Amelia V. Gallucc-Cirio Library include the following:

- Public computers 5 desk tops and 18 thin clients
- Printing/scanning/photocopying- 2 printer/copiers and they are accessible through the student's one-card.
- Computer classroom-30 desk tops, Instructor's station with a smart board, overhead projector and desk top
- Wireless-complete wireless throughout the building includes wireless printing

3. Technology available to faculty in their offices.

All full-time faculty are given a choice of either a Windows-based laptop or Mac. Windows laptop users also receive a dock and optional external monitor. Mac laptop users may receive an

optional external monitor (Apple does not make a dock for their laptops). All laptops are replaced after three years of use. Faculty also receive a phone and voicemail that is integrated with their Microsoft Exchange email account. A standard laptop image includes Microsoft Office, Adobe Acrobat, Antivirus and documents sync with a central server for backup and archive. Adjunct faculty are offered shared thin-client Windows 7 systems that mirror what they will use at podiums or they can utilize their personal laptops on our wireless network.

4. Technology available at off-campus locations.

Many of our services are available from off-campus using web-based technology. This includes student and faculty access to their personnel J: drive (<http://files.fitchburgstate.edu>), blackboard, email, the course catalog and more. For the most common online requests, visit <http://www.fitchburgstate.edu/quicklinks/>.

5. Technology support available to business students and faculty (both on- and off-campus).

We provide 24x7 technical support for all faculty, staff and students at Fitchburg State. Users can access password self-help, call a toll-free support line, chat online and even allow support to remote control their computers while connected to the internet. In addition, support can be obtained by walking into the helpdesk area six days per week – hours and support instructions can be viewed at <http://www.fitchburgstate.edu/offices/technology/help/>.

6.5 Off-Campus Locations

Excellence in business education requires the resources available to off-campus locations to be comparable to those at on-campus locations. Therefore, human and financial resources, facilities, libraries, and equipment at all off-campus locations should be sufficient to support the business programs at those locations.

The Fitchburg State University Business Administration Department does not have any off-campus locations.

6.6 Summary Evaluation of Resources

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of all of its resources in supporting excellence in business education.

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its financial, physical, learning, and technological resources (both on campus and at off-campus locations) in supporting excellence in business education.*

Financial Resources

Overall the Business Administration Department is satisfied with effectiveness of all the financial resources. Although the Business Administration Department is staffed 100% with doctorally- and professionally-qualified faculty members, the department recognizes the need to maintain salary standards. Currently the department salaries are below the national average, creating challenges for the department to recruit qualified candidates for [any] open positions.

Physical Resources

The Business Administration Department is satisfied with the renovations that have taken place in the classrooms at the McKay Campus where the department is located. Business Administration Department faculty members are provided with private offices and personal computers to meet their needs.

Learning Resources

As noted throughout Principle 6.3 (pages 154-160), the Business Administration Department is provided with more than sufficient amount of resources through the University's library. The library resources and affiliations contribute significant resources to the department faculty members and students' research.

Technological Resources

In order provide students with innovative teaching methods, technology is essential. The University provides the Business Administration Department faculty members and students with excellent 24-hour technical support, campus-wide wi-fi access, computer laboratories for the Business Administration Department, campus-wide computer kiosks and user training.

2. *Identify any changes and improvements needed in the academic business unit's financial, physical, learning, and technological resources (both on campus and at off-campus locations).*

At the time of the self-study, the Business Administration Department is sufficiently satisfied with the effectiveness of resources and did not identify any changes and improvements than already identified by the department and University. The department will continue to work with University officials with future planned renovations as part of the Master Plan

3. *Describe proposed courses of action to make those changes and improvements.*

As previously noted, there are no proposed courses of action to make changes and improvements otherwise noted in the University's Master Plan for renovations and planned fiscal budgets for department expenditures.

Principle 7: Internal and External Relationships

7.1 Internal Relationships

Excellence in business education requires the academic business unit to have effective working relationships with other functional units within the institution.

1. Provide the following institutional information:

- a. The approved statement of your institution's mission (if the mission is stated in your institution's catalog, provide the page numbers for the relevant section).***

The Board of Trustees approved Fitchburg State's Mission Statement at a meeting held on December 8, 2009 as:

Fitchburg State University is committed to excellence in teaching and learning and blends liberal arts and sciences and professional programs within a small college environment. Our comprehensive public university prepares students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. A Fitchburg State education extends beyond our classrooms to include residential, professional, and co-curricular opportunities. As a community resource, we provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth.

The University Mission Statement can be found in the University Catalog located on our website at <http://catalog.fitchburgstate.edu/content>.

- b. The institution's organizational chart (the names of position holders and their titles should be included on or with the chart; this should be placed in the appendix of the self-study).***

Fitchburg State University has an organizational structure that delineates responsibility for the administration of policies. The organizational structure is defined and disseminated through multiple documents, most notably at <http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/>. As noted in the Background Information section, as of July 1, 2012, Fitchburg State University has instituted a new organizational chart. The new organizational chart has also been included in Appendix 7A.

- c. A list of names, titles, and organizational affiliation of your institution's governing board members and a statement of how often the governing board meets to review academic policies (this should be placed in the appendix of the self-study).***

Fitchburg State University has governing board that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately

responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The names, titles, and organizational affiliations of Fitchburg State University's Board of Trustees can be found in Appendix 7B. During the 2011-2012 academic year, the Board of Trustees met ten times. Article II of the Bylaws requires:

Section 1: Regular and Annual Meetings. There shall be four meetings a year of the Board of Trustees of Fitchburg State University in the months of May, October, January, and March, with the first being the organizational meeting. Ordinarily, the meetings will be held on the first Tuesday of each of these months. The Board shall, however, set the date and time of each meeting at least one month in advance.

Section 2: Special Meetings. Special meetings of the Board may be held at any time and at any place when called by the Chair of the Board of Trustees, or by the President of the University, or by petition of any five Trustees given in writing to the Secretary.

Trustee specific information can be found at <http://www.fitchburgstate.edu/offices/administration/board-of-trustees/meetings/>.

2. Provide the following academic business unit information:

- a. The academic business unit's organizational chart (the names of the position holders and their titles should be included on or with the chart; this should be placed in the appendix of the self-study).**

Fitchburg State University Business Administration Department organizational chart can be found Appendix 7C.

- b. The job description for the head of the academic business unit (this should be placed in the appendix of the self-study).**

The job description for the Chair of the Fitchburg State University Business Administration Department (Undergraduate and MBA programs) can found in the Department Chair Handbook (see Appendix 7D).

3. Describe the procedure for recommending degree candidates. This description should include the procedure that is used by the Registrar's Office to validate that the requirements for business programs have been fulfilled.

In order to be eligible to graduate with a baccalaureate degree from Fitchburg State University, a student must meet the following general requirements:

- Successful completion of an appropriate discipline-based evaluation chosen by the department and approved by the Vice President to Academic Affairs
- Successful completion of the least 120 semester hours of course work; 45 of these must be attained in residence (normally including the senior year).

- Of the 120 semester hours needed to graduate, candidates must complete a minimum of 48 hours to satisfy the requirements of the Liberal Arts and Sciences Program
- A cumulative GPA of 2.0 or higher
- A minimum of 2.0 average in major course of study
- An Application for Degree or Certificate must be filed with the Registrar's Office no later than September 15 for May graduation or March 1 for January graduation

Degrees are awarded by Fitchburg State University in January and May of each year. Students may petition the associate vice president to Academic Affairs to participate in the annual graduation ceremony if they have a maximum of two courses, up to 12 credits to complete.

Associate- and Bachelor's-Level Programs:

1. Provide the page numbers for the sections in your institution's catalog that describe the academic policies pertaining to the associate and bachelor's degree students.

The academic policies pertaining to the bachelor's degree students can be found on pages 39 to 46 in the University's catalog, "Undergraduate Academic Policies and Procedures".

2. Describe the academic policies used by your academic business unit to place associate and bachelor's degree students on probation or suspension, and to readmit suspended students.

According the University Catalog, a student's academic status is determined by the cumulative Fitchburg State University grade-point average (GPA). If a student's cumulative GPA falls below a 2.0 at the end of any semester, that student will be placed on probation. To avoid suspension, the student must meet the following criteria:

- A student on probation who has attempted fewer than 33 semester hours and who has maintained a cumulative GPA of 1.6 or higher for two semesters may enroll for a third semester to improve academic standing.
- A student on probation who has attempted 33 to 59 semester hours and who has maintained a cumulative GPA of 1.8 or higher for four semesters may enroll for a fifth semester to improve academic standing.

Any student who earns GPA of 1.0 or lower in their first semester of full-time study at Fitchburg State University will be suspended from the University. In all other cases, students will be suspended if they have spent at least one semester on probation and do not meet the following GPA and credit criteria:

- A student who has attempted fewer than 33 semester hours and has a cumulative GPA of 1.6 after two semesters
- A student who has attempted 33 to 59 semester hours and has a cumulative GPA of 1.8 after four semesters
- A student who has attempted 60 credits and has less than a 2.0 cumulative GPA

Suspended students are not eligible to enroll in any credit course in any division of Fitchburg State University for at least one semester.

3. *State the number of students in each associate- and bachelor's-level business program included in the accreditation review who were subject to academic sanctions during the self-study year.*

During the 2011-2012 self-study year, 43 students were subject to academic sanctions. Of these 43 students: 24 students were first consecutive term probation, 1 student was second consecutive term probation, 9 students were "Dean's Probation" (special circumstances – not suspended, dismissed), and 9 students were suspended.

By the start of the following academic year (Fall 2012), 17 students remained under academic sanctions. Of these 17 students: 10 students remained as first consecutive term probation, 1 remained as a second consecutive term probation, 4 remained as "Dean's Probation" (special circumstances – not suspended, dismissed), and 2 remained suspended.

All advisors are notified of their advisees that are on academic probation and are encouraged to meet with these advisees many times during the semester to assist the student in improving their academic standings.

Student names have not been provided; this is in accordance with federal regulations pertaining to students' rights to privacy. This omission is per the instructions of Dr. Paul Weizer, Assistant Vice President of Academic Affairs.

Master's-Level Programs:

1. *Provide the page numbers for the sections in your institution's catalog that describes the academic policies pertaining to master's degree students.*

Academic policies pertaining to master's degree students can be found on pages 211 to 217 in the Fitchburg State University catalog.

2. *Describe the academic policies used by your academic business unit to place master's degree students on probation or suspension, and to readmit suspended students.*

A student will be placed on probation if in any semester the student's graduate GPA falls between a 3.0 and a 2.75 cumulative average.

A student will be dismissed from the program:

- If the graduate cumulative average falls below 2.75.
- If the graduate cumulative average of a student on probation remains between 3.0 and 2.75 for two consecutive enrollment periods.
- If the student has accumulated more than six semester hours of graduate credit with a grade of 2.0 even though the graduate cumulative average remains 2.75 or higher.
- If the student has received a grade of 0.0.

- If the student's cumulative average in designated undergraduate prerequisite coursework falls below 2.8.
- If the student's cumulative average in undesignated undergraduate prerequisite coursework falls below 2.0.
- If the student violates ethical/professional standards as defined by the profession and/or the academic department.

Readmission into any master's degree program allows for the following:

- A student who has been dismissed from a program because of failure to request a leave of absence may reapply to the program.
- A student who has been dismissed from a program for academic reasons may not register for further courses at Fitchburg State University. After a minimum time period of one year, a student may apply to Fitchburg State University for readmission.
- Readmission is contingent on the capability of the student to maintain at least a 3.0 GPA and on evidence that there are sufficient courses remaining in the student's program to achieve a 3.0 GPA.
- Students seeking readmission to a program must reapply by completing a Petition Form. For those seeking readmission into a different degree program, the admissions process must be completed after permission from the dean is secured.
- The program/policies in effect at the time of readmission are those that the student must follow.

3. State the number of students in each master's level business program included in the accreditation review who were subject to academic sanctions during the self-study year.

During the self-study academic year 2011-2012, 43 students were subject to academic sanctions. Of these 43 students, 24 students were on first consecutive term probation, 1 student was on second consecutive term probation, 9 students were "Dean's probation" (special circumstances – not suspended, dismissed), and 9 students were suspended.

At the end of the academic year 2012, 17 students remained subject to academic sanctions. Of these 17 students, only 10 students remained on first consecutive term probation (14 students were removed from this status), 1 student remained on second consecutive term probation, 4 students remained on "Dean's probation" (5 students were removed from this status), and 2 students remained suspended (7 students were readmitted to the University).

All advisors are notified of their advisees that are on academic probation and are encouraged to meet with these advisees many times during the semester to assist the student in improving their academic standings.

During the academic review year 2011-2012, there were no MBA students subject to academic sanctions such as probation or suspension.

No student names have been provided in the self-study. This is in accordance with federal regulations pertaining to students' rights to privacy, as requested by Dr. Paul Weizer, Vice President of Academic Affairs.

7.2 Admissions Processes

Excellence in business education requires admissions processes and policies that ensure that students who are admitted to business programs have a reasonable chance of success in the program to which they have been admitted.

Associate- and Bachelor's-Level Programs:

1. For the associate- and bachelor- level business programs included in the accreditation review, describe the policies and procedures for admission to these programs in the following areas (if these are described in your institution's catalog, provide the page numbers for the relevant sections):

a. Admission of freshmen to these programs.

Fitchburg State University is committed to providing excellent, accessible, and affordable lifelong learning opportunities in undergraduate, graduate and continuing education. The University seeks students who are motivated to achieve academic excellence, and who represent a broad variety of backgrounds and interests.

With the guiding principles of quality, access and diversity in mind, Fitchburg State has adopted admission standards which support the standards established by the Commonwealth of Massachusetts. These standards provide a framework for the individual evaluation of each applicant to the University.

For freshman to be considered for admission to the University, applicants must submit the following to the Admissions Office:

- A completed Application for Admission and application fee
 - Official high school transcript including first-quarter senior year grades.
- Applicants who have completed a GED should also submit official test results.

Secondary School Preparation

Applicants are required to complete a minimum of 16 college-preparatory units in the following disciplines. (A unit is equivalent to one full school year of study).

- English: 4 units
- Mathematics: 3 units (includes: Algebra I, Algebra II, Geometry/Trigonometry, or comparable coursework)
- Science: 3 units (includes 2 units of laboratory science)

- Social Science: 2 units (includes one unit of U.S. History)
- Foreign Language: 2 units (one language)
- University Preparatory Electives: 2 units (from the above disciplines, or from the arts, humanities or sciences)

If an applicant graduated from a high school that did not offer the required academic units and that high school has received a waiver from the Department of Higher Education, the applicant may substitute other university preparatory electives.

Students submitting the GED must also submit a high school transcript reflecting work completed while attending high school.

- Official **SAT** or the **ACT** scores.*
*Applicants with documented learning disabilities are exempt from taking any standardized university entrance aptitude test for admittance to any public institution in Massachusetts (M.G.L. Chapter 15A, Sec 30)
- A **300-word essay** describing educational goals and motivation to attend Fitchburg State University.
- Letters of recommendation, while not required, are helpful in the evaluation process and are strongly recommended for applicants to the nursing, film and video, and photography programs.
- A resume of activities if time has lapsed between the time of high school graduation and applying to Fitchburg State University.

Acceptance to Fitchburg State University is contingent upon graduation from high school or equivalent preparation (GED). Students who attend public high schools in Massachusetts and intend to enroll at Fitchburg State University must meet the state standards for the competency determination (measured by the MCAS tests or Performance Appeals Process in English language arts and mathematics) as well as local graduation requirements.

Application Procedures—Special Admissions Applicants

Applicants with documented learning disabilities or English as a Second Language (ESL) backgrounds, or who are graduating from vocational-technical schools may be eligible for application requirement exception allowances. These exceptions reflect the minimum admission standards as stated by the Massachusetts Department of Higher Education. Meeting minimum standards for admission does not guarantee admission for any applicant.

English as a Second Language applicants must complete the 16 required university preparatory courses with two exceptions:

- ESL applicants may substitute up to two university preparatory electives for the two required foreign language courses, and

- ESL applicants may substitute up to two years of university preparatory ESL English courses for university preparatory English courses, provided they achieve a 213 on the computer-based Test of English as a Foreign Language test (TOEFL). ESL students must meet all other admission standards for first-time university students, including SAT or ACT requirements.

Declaring a disability at the time of application and supplying complete documentation is voluntary. Applicants who present documentation and testing supporting a professionally diagnosed learning disability are exempt from taking standardized college entrance aptitude tests for admittance to any public institution in the Commonwealth (M.G.L. Chapter 15A, Sec. 30). Such students, however, must complete the 16 required college preparatory courses with the following exception:

- An applicant may substitute two college preparatory electives for the two required foreign language courses if the applicant presents an Individual Education Plan (or the equivalent under Chapter 766 or Chapter 344) and the results of a psycho-educational evaluation completed within the past three years that provides a specific diagnosis of a language based learning disability. For a full description of documentation requirements, visit www.fitchburgstate.edu/disability.

Vocational-technical students must complete 16 college preparatory courses, distributed in the same manner and with the same minimum grade point averages required of other high school graduates, with the following exceptions:

- Two vocational-technical courses may be used to fulfill the two required electives.
- Vocational-technical high school graduates who do not complete the two required college preparatory foreign language courses must complete an additional elective college preparatory course, for a total of three such courses, and satisfy one of the following: one Carnegie unit of a foreign language, a fourth Carnegie unit of mathematics or science, or one Carnegie unit of computer science.

Meeting minimum standards for admission does not guarantee admission for any applicant.

Application Procedures—International Students

Fitchburg State University seeks a culturally diverse campus and welcomes applications from students from other countries. Students on F-1 or J-1 visas must study on a full-time basis and are not eligible for state or federal financial aid.

International students must complete their applications by the deadlines listed below. The Admissions Office cannot guarantee that students completing applications after the published deadline will receive an admission decision in time to process visa requests. Accordingly, late applications may be deferred a semester at the discretion of the Admissions Office.

In addition to the basic admissions requirements for new and transfer students, international students must submit and/or meet the additional requirements listed below:

Application fee (\$25 non-refundable for undergraduate or \$50 non-refundable for graduate application)

Official high school/college transcripts

- All documents must be official – signed and stamped.
- All documents in foreign languages must be translated into English. If the translation is done by a translation agency or individual other than the school you have attended, the documents must be notarized.
- If you are a transfer student attending a college/university in your home country or countries other than the United States, a Course-by-Course transcript evaluation must be completed by an accredited credential evaluation agency.
- The following are some suggested organizations that provide foreign credential evaluation services:+
 - The Center for Educational Documentation: www.cedevaluations.com
 - The World Education Services: www.wes.org
 - Educational Credential Evaluators: www.ece.org

English Proficiency Test Scores are required if your first language or primary language spoken is not English, with the following exceptions:

- If one has earned a secondary school, associate's (AA or AAS), bachelor's or master's degree from a college/university in the United States or another English speaking country.
- If one is from Great Britain, Ireland, Australia, Canada, Guyana, New Zealand, or an English speaking country of the Caribbean.

Either one of the following English proficiency tests will be acceptable:

- TOEFL (Test of English as a Foreign Language. Fitchburg State University's code is 3518)

The minimum passing score is

- TOEFL PBT (paper-based) 550
- TOEFL iBT (internet-based) 79

Official test results must be sent from the testing agency to the Admissions Office and must be dated within the past five years. For more information about the TOEFL test, please visit www.toefl.org

Proof of Financial Support: If planning to study at Fitchburg State University under an F-1 or J-1 visa, one must complete and submit the following forms along with the appropriate financial documentation with your application for admission.

- The Statement of Finances Form
 - Affidavit of Financial Support Form
- Your I-20 (Certificate of Eligibility for Non-Immigrant Student Status) for F-1 student visa status can only be issued if you have been offered admission and have submitted the required financial documentation.

If one transfer from another institution in the United States, you must also submit the following additional documents:

- A copy of I-94 and VISA
- A copy of passport (pages containing photo and demographic information)
- copies of all previous I-20's
- Transfer Verification Form (signed by current foreign student advisor).

b. Admission of students from within your institution to these programs.

Candidates must choose a major course of study, either at the time of enrollment or before the end of their sophomore year. The requirements of the major vary from 33 to 63 semester hours. Students must formally apply to their major by filling out a form available from the Academic Advising Center, the Registrar's Office or from the chair of the department.

Students may change their major or degree program as long as they can meet the requirements for their new major. Frequently changing one's major increases the amount of time required to complete the baccalaureate programs, and not all programs (such as nursing) can accept applicants who wish to transfer to that field.

Degree candidates wishing to earn a baccalaureate with two majors must satisfy the requirements of both programs, even if doing so requires more than 120 semester hours of study.

Academic Minor

Students must apply for a minor and can find the form to do this online at the registrar's website. Students must have a 2.0 minor GPA to be awarded a minor. Some minors may require higher GPAs.

Minors are offered in American studies, African-American studies, art, Asian studies, biology, business administration, chemistry, communications studies, computer science, criminal justice, early childhood education, earth systems science, economics, elementary education, English studies, French, geography, graphics, history, industrial/organizational psychology, industrial technology, international studies, Italian studies, mathematics, middle childhood education, music, peace studies, philosophy, political science, psychology, romance languages, social sciences, sociology, Spanish, special education, theater, and women's studies. Not all minors are available in the evening.

Although the minimum number of credits required for a minor is 15, the amounts vary significantly from discipline to discipline, as do the prerequisites. See the Undergraduate Programs section of the catalog for further information.

c. Admission of transfer students from other institutions to these programs.

All transfer students who want to be considered for admission to the University must meet the following criteria:

- A grade point average of 2.0 or better with 24 or more transferable credits from a regionally accredited college or university **or** a grade point average of 2.5 or better with 12 to 23 transferable credits. Having such an average, however, does not guarantee admission to the University.
- If a prospective student has 23 or fewer transferable credits and a GPA between 2.5 and 2.0, the student's high school work must also satisfy admission requirements for first-year students.

The following credentials must be submitted:

- A completed **Application for Admission and application fee**
- **Official transcripts** from all previously attended colleges
- **A 300-word essay** describing your educational goals and motivation to attend Fitchburg State

- A final **high school transcript**. Applicants who have completed a GED should also submit official test results. *Transfer applicants who have earned an associate's degree are not required to submit high school or GED information.*
- **Official SAT and/or ACT test scores for applicants who are subject to first-year admission standards, and have been out of school three years or less (see above)**

d. Admission of students within your institution between the traditional and nontraditional formats of these programs.

A non-traditional student is a student who does not enter college immediately after completing high school. Generally the student has experience in a career, at home, or in the military.

Admissions requirements are similar to those of any new student including:

- High school transcript and/or GED
- SAT or ACT scores if student has been out of high school for three or less years
- Letters of recommendation
- Resumé of activities showing life experience

Part-Time Non-Degree Seeking Students

A non-degree seeking student is a high school graduate who is not applying for a degree program but wishes to enroll in University courses. These students may enroll in a maximum of three courses or 11 credits per term. Course registration for non-degree seeking students is scheduled after the degree-seeking students have registered. Non-degree seeking students (those not enrolled in degree or certificate programs) may take courses for which they have fulfilled any specified prerequisites.

Alternate Admission Programs

The University supports two alternate admission programs for students who either do not meet the admission criteria established for Massachusetts state universities or have non-traditional backgrounds: the Fitchburg State University/ Mount Wachusett Community College Institute and the Summer Bridge Program. Both programs require students to submit the regular application for admission; no additional application is required. For more information on these programs, please contact the Admissions Office.

Fitchburg State University/Mount Wachusett Community College Institute

The Institute is a collaborative program sponsored by Mount Wachusett Community College and Fitchburg State University to serve the needs of a select group of students who demonstrate the potential to succeed at a four-year residential university but who currently do not meet the admission standards set forth by the Massachusetts Department of Higher Education. The Institute provides the opportunity for students to begin their college coursework at Mount Wachusett Community College while living on the Fitchburg State University campus. At the conclusion of each semester, Fitchburg State University evaluates institute students' Mount Wachusett Community College transcripts; if students meet the transfer requirements they are eligible to matriculate at Fitchburg State the next semester.

Students enrolled in the Institute benefit from Fitchburg State University and Mount Wachusett Community College's long-standing tradition of collaboration, articulation agreements, close proximity to each other, a shared regional transportation system, and a commitment to support students' academic, co-curricular, and social development. Participants in the institute are required to live on campus. Institute students receive:

- On-campus housing at Fitchburg State University
- Coordinated academic advising, academic assessment and orientation programming
- Access to selected student activities on both campuses. (While students are enrolled at Mount Wachusett Community College, they are not eligible for intercollegiate athletics, elected office in student government, or Greek Life at Fitchburg State University.)
- Complete access to all student support services at both institutions

The Summer Bridge Program

The Summer Bridge Program is designed to provide educational opportunities for recent high school graduates who demonstrate the potential to succeed at Fitchburg State University, but who currently do not meet the admission standards set forth by the Massachusetts Department of Higher Education. The program provides supportive services and academic preparation for a select group of students who are conditionally accepted to the University. Students participate in a drive-in program that meets four days a week for five weeks in July and August. The eight-university-credit program includes:

- Literacy and writing instruction based on placement test performance
- Mathematics readiness instruction based on placement test performance
- Academic transition seminars, activities and experiences regarding learning strategies, study skills, time management, tutoring and related topics
- The opportunity to complete one LA&S (general education) course

- Exposure and contact with the variety of academic support services available at the University

Students who complete the Summer Bridge Program with a minimum 2.0 grade point average and the recommendation of the Summer Bridge coordinator will be fully admitted to the University in the fall term.

e. Acceptance of transfer credit from other institutions, and your method of validating the credits for these programs.

The amount of credit that will transfer into a Fitchburg State University program is determined after an applicant has been accepted to the University. Transfer credit is normally granted for courses completed at regionally accredited colleges and universities, for which the student received a 2.0 (C) or better, and which correspond with those offered at Fitchburg State University. Courses which do not fit the degree program may be counted as fulfilling the free elective requirements of the four-year curriculum. Students transferring from two-year institutions will be entitled to a maximum of two years of credit (60 semester hours). Students transferring from baccalaureate level institutions may be entitled to more, but they may not transfer more than 50% of the total credit hours required in their major. They also must complete a minimum of 45 credit hours in residence in order to receive a degree from Fitchburg State University.

The grade point average from previously attended colleges and universities is dropped, and a new GPA is established, reflecting the student's performance while attending Fitchburg State University.

For some transfer students, the requirements and provisions of the Commonwealth Transfer Compact apply. The complete text of the Compact is printed following this section.

Placement Testing

The Admissions Office will provide your SAT or ACT scores to the Placement Test Center. Students who have a critical reading SAT score between 500 and 599 (or English ACT between 21 and 26) are exempt from taking the Reading placement test. Also, students who have a critical reading SAT score of 600 or above (or ACT of 27) are exempt from the Reading and Writing placement tests. Students who have earned a score of 3.0 or better on the Advanced Placement (AP) English Examination are exempt from the reading and writing placement exams.

Most transfer students have college credits for Writing I and therefore do not need to complete the Reading Comprehension or Essay Placement exams. However, transfer students must take the Algebra test if a math course is needed to meet graduation requirements. Transfer Nursing

students are required to pass the Algebra Placement Test even if they have transferred in the required Applied Statistics course. Students who have college level transfer credit for Calculus I or higher are exempt from taking the Algebra placement test. Also, students who have transferred mathematics courses that will satisfy the graduation requirement for their major are not required to take the Algebra Placement Test.

The MassTransfer Compact

Chapter 15A, Section 9 (v) of the General Laws of Massachusetts includes within the powers and duties of the Department of Higher Education to “develop and implement a transfer compact for the purpose of facilitating and fostering the transfer of students without the loss of academic credit or standing from one public institution to another.”

In June 2008, the Department of Higher Education accepted the Final Report from the Commonwealth Transfer Advisory Group which included a new statewide transfer policy: *MassTransfer*. *MassTransfer* seeks to provide a broad population of students with straightforward and understandable options toward the completion of associate and baccalaureate degrees, clearing the way for student access and student success in Massachusetts’ public higher education system.

MassTransfer has two main purposes:

- to provide community college students who complete approved associate degrees under *MassTransfer* with the benefits of the full transfer and applicability of credit, guaranteed admission, and a tuition discount (each benefit based on the student’s final grade point average) to linked baccalaureate programs; and
- to provide any student in the Massachusetts public higher education system the intermediate goal of completing a portable transfer block (“***MassTransfer Block***”) which satisfies general education/distribution/core requirements across institutions (with the receiving institution able to add no more than six additional credits/two courses).

MassTransfer integrates and replaces the Commonwealth Transfer Compact, Joint Admissions, and the Tuition Advantage Program as of fall 2009. Community college students who matriculated prior to fall 2009 and who choose to continue in the Commonwealth Transfer Compact and/or Joint Admissions Program will be required to complete their associate degrees by August 2013 and must matriculate at a Massachusetts state college or University of Massachusetts campus by fall 2014.

Students matriculating in fall 2009 as well as currently enrolled students may accumulate courses leading toward the completion of an approved associate degree under *MassTransfer* or the

MassTransfer Block. The policy benefits will apply to students who complete either an approved associate degree or the *MassTransfer* Block beginning fall 2010, regardless of initial date of enrollment.

A student seeking readmission as a matriculated student to an institution previously attended—whether on a full-time or part-time basis—is held to the receiving institution’s readmission policies. However, if eligible for readmission, the receiving institution is strongly encouraged to honor the *MassTransfer* policy.

2. *Describe the exceptions you have made in the administration of your admissions policies for associate and bachelor’s degree students in your academic business unit during the self-study year.*

During the academic year 2011-2012, there were no changes made in the administration of the Fitchburg State University admissions policies for bachelor degree students in the Business Administration Department.

Master’s-Level Programs:

1. *For the master’s-level business programs included in the accreditation process, describe the policies and procedures for admission to these programs. If these are described in your institution’s catalog, provide the page numbers for the relevant sections. Describe the ways in which the admission of students to these programs conforms to the approved admissions policies, and identify any exceptions that you have made.*

Admission of students in the Fitchburg State University MBA program complies with the University’s admissions policies as follows. Note that no exceptions were made to the approved admissions policies by either the University or the Business Administration Department during the academic review year of 2011-2012.

To apply for admission into a graduate program, applicants are required to submit the following to the Admissions Office:

- Graduate application for admission.
- Non-refundable application fee: \$25 for U.S. citizens or permanent residents, \$50 for international applicants. Do not send cash. Please print applicant’s first and last name on the check or money order.
- Official transcript from your baccalaureate degree granting college/university. The transcript must indicate degree received and date of graduation. The transcript must be sent directly from the institution to the Admissions Office. (Applicants to CAGS programs are not required to submit a transcript from the baccalaureate degree granting college/university but must submit a transcript from the master’s degree granting institution. See below.)

- Official transcripts from all graduate programs from which you are requesting transfer credit and, if applicable, all institutions from which you have received graduate degrees. Transcripts must be sent directly from the institution to the Admissions Office. If you are applying to a CAGS program, you must submit an official transcript from your master's degree granting institution listing degree received and date of graduation.
- Standardized test scores. All master's degree programs require the official results from one of the three following tests: the Graduate Management Admissions Test (GMAT), the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Test scores more than 5 years old are not valid. Please refer to the list below for the appropriate test. Test scores are not required for applicants to certificate or CAGS programs **or for those seeking a second master's degree.**
- **GMAT or GRE** is required for all applicants to the MBA program.
- Three letters of recommendation from individuals under whom the applicant has studied or under whose supervision they have worked in a professional capacity. Please use the Letter of Recommendation forms provided in the Graduate Application. All letters of recommendation must be mailed by the author directly to the Admissions Office.
- A professional resume.

2. *Describe any differences in admissions policies for each format in which your master's-level business programs are offered (e.g. day, evening, weekend, online, distance, intensive, or accelerated).*

There are no differences in the admissions policies for each format in which the Fitchburg State University MBA program is offered (e.g. day, evening, weekend, online or accelerated).

3. *Describe the policies and procedures pertaining to the acceptance of transfer credit from other institutions, and your method of validating the credits for your master's-level programs in business and business fields.*

The University accepts a maximum of six semester hours in transfer credits from regionally accredited graduate schools. Transfer credit requests are acted upon as part of the admission process when a student submits the Request for Transfer of Graduate Credit Form, official transcripts from the appropriate institution and has been accepted into the graduate program. Transferred courses are not included in the cumulative GPA. No requests for transfer credits are accepted during the semester prior to a student's anticipated graduation.

The transfer of credits must be approved by the program chairperson and by the dean and meet the following criteria:

- A grade of B (3.0) or better; pass/fail grades are not transferrable
- Courses accepted in transfer must carry graduate level credit above the professional development level
- Courses must be relevant to degree specialization
- Transferred courses are only valid if taken within six years of the date of graduation from a matriculant's graduate program
- Courses previously counted toward a graduate degree or CAGS from Fitchburg State University or another accredited institution do not qualify for transfer towards a Fitchburg State University master's or CAGS program

Twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. No more than six semester hours of course work at the 6000 level may be applied toward a degree program.

4. Explain the ways in which your master's-level program admissions requirements attempt to ensure that students admitted to master's-level programs have a reasonable chance to succeed in the program to which they are admitted.

In order to help ensure the students admitted into the Fitchburg State University MBA program a reasonable chance to succeed [in the program], the Business Administration Department requires that applicants meet the following minimum criteria in order to be eligible for consideration for admission to the MBA program:

- A 2.8 average or better on a 4.0 scale from an accredited four-year institution
- A score greater than 50th percentile on either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE)

7.3 Business and Industry Linkages

Excellence in business education requires the academic business unit to have current and meaningful linkages to business practitioners and organizations.

Describe the academic business unit's activities and linkages with business, industry, and other relevant organizations. This description should address any of the following linkages that apply to your academic business unit:

- 1. Business advisory boards. Include the names, titles, and organizational affiliations of board members, and describe the board's contributions to the academic business unit.*

FSU BUSINESS ADMINISTRATION DEPARTMENT ADVISORY BOARD 2010-2011		
BOARD MEMBER	POSITION	COMPANY AFFILIATION
Joseph Caouette	CPA, Correction Officer	MA Dept. of Corrections
Brigitte Casemyr	President	Turfbuilder Marketing
Jie Chen	Senior Release Engineer	Dassault Systems
Paulo DeOiverira	AVP, Branch Manager	Worker's Credit Union
Matthew Doucette	General Manager	Courtyard by Marriott Fitchburg
Julie Furrier	CPA, Principal	KL Financial Consulting
Florence Lucci	Professor	Quinsigamond Community College
Joseph McAloon	Chair Business Administration Chair MBA Program	Fitchburg State University
Audrey Pereira	Assistant Professor Business Administration	Fitchburg State University
Louis Pereira	Principal	Merrimack Business Appraisers
Andy Puga	Business Rep Analyst	Navigant Credit Union
Veronica Zsolcsak	President	The Schawbel Consulting Division

- 2. Executive-in-residence programs. Describe the program and identify its major accomplishments.*

An executive-in-residence program is not offered through Fitchburg State University Business Administration Department.

3. *Internship programs. Describe the program and identify its major contributions.*

The Fitchburg State University Business Administration Department Internship Program provides students with an opportunity to gain practical experience in their major field of study. Any student may apply for an internship assignment, however, this is not a graduation requirement. Acceptance into the program depends on the availability of positions, student's qualifications, and the department's ability to monitor the assignment. The Internship Director, a member of the Business Administration Department faculty, is responsible for the planning, organization and implementation of the Internship Program.

Interested students from every concentration in the Business Administration program are welcome to apply. Certain qualifications are required, for example, students must have a Junior level status with maintained 2.5 GPA in the major. If interested in an internship, it is highly recommended that students start to plan for an internship early in their academic career. In order to graduate on time, student should properly plan the internship process, including the selection of organization, interviewing, course selection and other academic requirements. Since the internship credit for Business Administration majors is granted only in the programs' free elective category.

Through the Internship Program, the Business Administration Department strives to create a positive experience for both the student and the host organization. The departmental Internship director, in consultation with the student and other faculty, is responsible for approving host organizations. Internship sites located at considerable distances from the University are not recommended. If one is aware of a company or organization that wishes to participate in the program, a student can have that company submit a detailed job description to the director for approval one semester in advance of the internship assignment

During academic year 2011-2012, the Business Administration Department offered 30 of the internship experiences to qualified students (15 positions available in the fall semester and 15 available positions during the spring semester). Of these positions, 7 students were placed into the Internship Program during the fall semester and 10 students were placed into the Internship Program during the spring semester.

4. *Cooperative education programs. Describe the program and identify its major contributions.*

The Fitchburg State University Business Administration Department did not participate in any cooperative education programs during the academic review year 2011-2012.

5. *Student organizations. Describe the purpose of the organization and the involvement of business or community leaders with the organization.*

Fitchburg State University currently oversees two student organizations, The Accounting Society and The Business Society.

The Accounting Society was created in the spring of 2012 with a stated purpose “to advance the skills and career development of those who wish to pursue careers in the accounting field.” A copy of its Constitution and Bylaws is found in Appendix 7E. There are about 100 students in the accounting concentration of which approximately 15 are fairly active members of the club. Non-members may choose to be on the club’s mailing list and receive correspondence regarding upcoming events, activities, and internship opportunities. The Accounting Society maintains a site in Orgsync.com and a bulletin board near the accounting classrooms on the second floor in the McKay building. Richard Desroches, a Business Administration Department faculty member, functions as the groups advisor attending most meetings and providing oversight and guidance.

The club solicits members by word-of-mouth, participating in campus-wide activities like Rock the Block, co-sponsored by the Student Government Association and the Office of Student Development to promote and recruit members, and also by attending all open houses providing information and literature to prospective students. Other major activities conducted during spring/fall 2012 designed to enhance student knowledge and involvement with the external business and professional environment included:

- Scheduling speakers from the Massachusetts Society of Certified Public Accountants (MSCPA) and Becker CPA Review on two separate occasions in the spring and fall of 2012.
- Visiting a regional CPA firm allowing students an opportunity to better understand its operations, hiring, and internship opportunities.
- Deciding to participate in the 2013 Fitchburg State University Volunteer Income Tax Assistance (VITA) site allowing students an opportunity to serve their community and gain experience in preparing income tax returns using tax preparation software.
- Scheduling speakers from a local chapter of the Institute of Management Accountants (IMA) to better understand the opportunities available outside of public accounting and the requirements to sit for the Certified Management Accountant (CMA) exam
- Scheduling representatives from Career Services to assist students in the preparation of their resumes.
- Attending a resume workshop and career/internship school fair in Boston sponsored annually by the MSCPA in conjunction with its member CPA firms.

The Business Society was formed in 2008 with a mission to provide students of the University with a student-based and governed organization that shall offer real business experience and a

social atmosphere. Through a variety of meetings, special events, guest speakers, projects and fellowships, the members shall gain hands on experience in the world of business. Members shall deal with deadlines, managing people, coordinating with third parties and managing funds. The Fitchburg State University Business Society recognizes that education begins in the classroom but is fortified by experience. A copy of the Fitchburg State University Business Society's Constitution can be found in Appendix 7F.

The Fitchburg State University Business Society membership is open to any Fitchburg State University undergraduate student, regardless of major discipline. However, the majority of membership is comprised of Business Majors. As of 2012, the Fitchburg State University Business Society has on average 25 active members and 38 non-members that chose to be on the organization's mailing list in order to receive correspondence on the organizations upcoming events, activities, and possible internship opportunities. The Fitchburg State University Business Society maintains a site on Orgsync.com and bulletin board is located on the second floor in the McKay building, located near the administrative office of the Business Administration Department. Dr. Renee Scapparone, a Business Administration Department faculty member acts as the organization's advisor attending most meetings and events while providing guidance and insight to the organization's mission.

The Fitchburg State University Business Society membership recruitment is conducted by word-of-mouth, participation in campus-wide activities such as Rock-the-Block, co-sponsored by the Student Government Association and the Office of Student Development to promote and recruit members, and also by attending all open houses providing information and literature to prospective students. Also the Business Society had attendance at all University Open Houses providing information and literature to prospective student members.

The Fitchburg State University Business Society has participated in numerous activities that were designed to enhance student knowledge and involvement with external businesses and professional environments. Most recently, from 2011-2012, the students participated in the following activities:

- Scheduled and hosted an informational seminar for local business owners, potential entrepreneurs and Fitchburg State University students (especially those interested in possibly starting their own business). The guest speaker was a local entrepreneur who addressed the audience of more than 50 attendees (evenly divided between students and business owners) on the essentials needed to start a business. This forum also afforded the students the opportunity to network with business owners for possible internship opportunities.
- A tour of a PepsiCo processing center allowed student members to gain knowledge of the operations of an international company's manufacturing facility.
- Student members attended an informational seminar hosted by a local economic development agency. Three guest speakers addressed an audience of start-up

entrepreneurs and discussed accounting, marketing and legal issues that entrepreneurs may encounter. This workshop afforded the students an opportunity to see what is required to start a business as well as network with entrepreneurs.

- The student members held three workshops that were conducted by the Fitchburg State University Career Services representatives that assisted students with the preparation of their resumes and the development of interviewing skills.

6. *Business/economic research bureaus. Describe the activities of the bureau and the benefits generated for the academic business unit and the community.*

The Business Administration Department participates in programs that integrate the community with the University. These programs include the University's Regional Development and Development Institute (REDI).

REDI was created by a Fitchburg State University presidential and faculty initiative, the REDI provides detailed, independent, and innovative research for publications and events (hosted or sponsored) that serve as a needed resource for the North Central Massachusetts region's 26 cities and towns. Within the REDI as the University's Research Institute, we:

- Provide original and ground-breaking economic development analyses from REDI Researcher compensated studies, reports, assessments, working papers, white papers, memoranda, and projects;
- Reinforce interdisciplinary and collaborative faculty-led research within a cooperative learning environment in which qualified and selected REDI Interns (students) serve as research assistants and administrative support for credit;
- Host or sponsor summits, lectures, forums, conferences, workshops, seminars, and speaker series centered on regional economic development that demonstrate academic excellence and offer the venue to enhance service through leadership.

REDI is important to North Central Massachusetts. The REDI's nonpartisan and objective based research for widespread and free distribution offers cutting-edge trend, geographically and electronically mapped spatial, and multiple sector analyses to promote: greater knowledge, awareness, involvement, and advancement of regional economic development across North Central Massachusetts. The REDI's goals are to:

- Build on Fitchburg State University's role as part of the North Central Massachusetts Economic Development Council;
- Collaborate with the North Central Massachusetts Development Corporation and the North Central Massachusetts Chamber of Commerce;
- Foster outreach and develop productive research and projects that help North Central Massachusetts advance and bridge objectively the following leaderships in: Business, Government, Not-for-Profit, Community Groups, Academe, and Media

The REDI is managed by its Fitchburg State University Faculty Director, Dr. Josh Spero, an administrative staff comprised primarily of the University's students, and number of University Faculty researchers, who work on research projects, often with student interns. Each REDI Researcher oversees the research projects for eventual analyses and works with the REDI Editorial Board for peer reviewed publications and projects.

REDI has worked on several projects since its inception. The research project theme for several REDI Research teams during the REDI's first year focuses on answering the following question: Does North Central Massachusetts constitute a distinctive economic region, separate from either Greater Boston or Greater Worcester? Publications have already appeared in the *Worcester Business Journal* and several REDI presentations, forums, and analyses were conducted.

The REDI Director and several REDI Researchers have also contributed to the planning, development, and co-sponsorship with Mount Wachusett Community College and the Patrick-Murray Administration for the North Central Massachusetts Economic Development Summit on 29 January 2010.

University faculty involved with REDI , have primarily started serving as REDI researchers, selected by the REDI Director, in consultation with the Vice President to Academic Affairs. REDI Researchers can also be selected to serve from outside of the Fitchburg State University Faculty by invitation of the REDI Director, based on their qualifications and experiences. REDI Researchers use and apply qualitative and/or quantitative analysis. Researchers are drawn from a wide variety of disciplines, inclusive of and not limited to: social sciences, business, applied research, economic and community development, social policy, and strategic planning. Compensation is provided either in terms of course release time or contractually agreed stipends.

The REDI Internship Program offers students the opportunity to apply skills learned in the classroom to real world situations involving innovative research for North Central Massachusetts. REDI Interns can fulfill Fitchburg State University credit, integral to their respective departmental programs and major area(s) of study -- both on-campus and off-campus. REDI Interns support researchers and follow Internship Program guidelines.

The Business Administration Department Relationship with the REDI

For the academic year Fall 2011 through Spring 2012, the Business Administration Department in conjunction with the Geo/Physical Science department conducted research. The joint study invited participants across the 22 towns and cities North Central area of Massachusetts which included residents, businesses, public institutions to complete surveys on current accessibility to broadband high-speed internet.

The purpose of this study was to assist the Massachusetts Broadband Institute in a statewide plan to provide and improve broadband availability throughout the state with particular emphasis on the Western region. Results of the study were published on the REDI's website in July 2012 (http://www.fitchburgstate.edu/uploads/files/REDI/REDI_Broadband_Analysis_July_2012.pdf). This study was conducted by Dr. Jane Zhang (Geo/Physical Science), Dr. Beverley Hollingsworth (Business Administration), researchers at the Regional Economic Development Institute (REDI) at Fitchburg State University in conjunction with Massachusetts Broadband Institute.

Four Business Administration Department interns and one Geo/Physical Science intern assisted in the data collection and analysis phase of the study.

Public forums were hosted and presentations were made to business leaders from North Central Massachusetts, and the community at large. The final presentation was made in November 2012 at Fitchburg State University.

In addition, Business Administration faculty member, Audrey Pereira, serves as a REDI Editorial Board member. The REDI Editorial Board serves as a collegial group of Fitchburg State faculty and librarians as a "sounding" board to support the REDI researchers and REDI research interns in the drafting of publishable analysis.

7. Any other significant external linkages. Describe the program and its contributions.

Other significant external linkages between the Fitchburg State University's Business Administration Department and organizations in the community include memberships and involvement in business related organizations, service learning, speakers in classes,

MASSACHUSETTS SOCIETY OF CERTIFIED PUBLIC ACCOUNTANTS

Representatives visit Fitchburg State annually to discuss requirements to become a CPA in Massachusetts. One student is selected to be the university's ambassador to the MSCPA keeping the Fitchburg State Accounting Society current on upcoming events such as the annual career/internship fair in Boston. Several students are student-members of the MSCPA. Usually accompanying the MSCPA on its annual visit to campus are a representative from Becker CPA Review and a practicing CPA to answer career-related questions.

INTERNAL REVENUE SERVICE

Oversees the Volunteer Income Tax Assistance (VITA) effort with Fitchburg State as an officially listed site. Representatives provide administrative guidance and tax return preparation to student-interns and volunteers. A faculty member functions as the site coordinator and the University's official contact.

CLEGHORN NEIGHBORHOOD CENTER

As part of its VITA effort, student-interns and volunteers provide assistance in tax preparation and staffing the Center which is a separate VITA site catering to the needs of a largely Hispanic constituency.

INSTITUTE OF MANAGEMENT ACCOUNTANTS

Representatives of a local chapter visited Fitchburg State in the fall of 2012 explaining the Certified Management Accounting exam contrasting it to the CPA exam and how careers in management accounting differ from public accounting. Students were encouraged to seek student-membership and it was agreed a local chapter will host Fitchburg State at a chapter dinner meeting in spring 2012.

7.4 External Cooperative Relationships

Excellence in business education requires effective relationships with external educational institutions and organizations. Therefore, the academic business unit should encourage cooperative relationships with external educational institutions and organizations in ways that advance the missions of the institute and the academic business unit.

- 1. List the principle institutions from/to which your institution receives/sends transfer students. Copies of articulation and/or course transfer agreements in effect should be available for review by the site visit team.***

In order to assist with the transfer process, provided below are lists of principle institutions, Massachusetts community colleges and universities, from and to which Fitchburg State University receives and sends transfer students.

Berkshire Community College

Bridgewater State University

Bristol Community College

Bunker Hill Community College

Cape Cod Community College

Framingham State University

Greenfield Community College

Holyoke Community College

Massasoit Community College

Mass Bay Community College

Massachusetts College of Liberal Arts

Middlesex Community College

Mount Wachusett Community College

North Shore Community College

Northern Essex Community College

Quinsigamond Community College

Roxbury Community College

Salem State University

Springfield Technical Community College

University of Massachusetts – all campuses

Westfield State University

Worcester State University

Courses must have a grade of 'C' (2.0) or better and be non-developmental in order to be considered for transfer.

A maximum of 60 semester hours of transfer credit will be accepted for coursework taken at two-year institutions, college level examinations, the military and/or advanced placement courses. The maximum increases to 75 semester hours if from a four-year baccalaureate institution.

Official transfer credit evaluations are conducted by the Registrar's Office when a student is admitted to the University.

2. Describe the advising procedure for transfer students.

Transfer students are advised in the same manner as freshmen enrolling in the University. The admissions staff encourages all applicants to visit the Fitchburg State University campus. A variety of visitation programs, including information sessions and student guided tours, are available to people interested in learning more about the University and its programs. For up to date information on visitation options, please visit our website at www.fitchburgstate.edu/admissions.

Interviews are not required, but can provide the Admissions Committee with helpful information. Applicants who desire to have an interview are invited to call the Admissions Office for an appointment.

The advisor is a critical resource for all students during their academic career. Every student is assigned a faculty advisor. The advisor fulfills many important functions for a student, including:

- Being the primary resource in the planning of a course schedule each semester

- Advising students regarding any problem or concern involving their academic program

Advisor Availability

Undergraduates

All University faculty members are required by union contract to provide three office hours during the week set aside for meetings with their students. Hours are posted on doors of faculty offices, in the office of the secretary of the major academic department, and are also available through the Office of Academic Affairs. Advisors are available for extended hours the month prior to registration each semester.

Graduate and Continuing Education (GCE) Students

For general advising purposes, faculty advisors are available each night, Monday through Thursday, during the semester. Appointments with advisors for general advising are made through the Registrar's Office. The GCE Program Advisor is available Monday through Thursday, 9:30–6:30 pm and on Fridays, 8 am–5 pm.

3. *Describe the relationships between the academic business unit and external educational institutions or organizations (other than transfer agreements as covered above). This description should include the following relationships (describe all that apply to your academic business unit):*

a. Joint degree programs

The Business Administration Department does not provide any joint degree programs.

b. Consortium agreements

Although not specific to the Business Administration Department, the University Library participates and enjoys the benefits of several consortia relationships. The Library is a member of the following consortia:

MCCLPHEI, Inc.

The membership consists of twenty nine public higher education institution libraries in the state of Massachusetts.

Services include:

- Promote resource sharing and cross borrowing privileges for students faculty and staff
- Ongoing professional and staff development for member libraries
- Gather, select, and share comparative data for assessment and accreditation

- Support research, information literacy, and scholarly communication within Massachusetts Public Higher Education
- Discounted database purchasing
- Web site maintenance

ARC

The Academic and Research Collaborative (ARC) is a consortium of 19 academic, research and public libraries in Worcester County.

Services include:

- Cross borrowing privileges for students faculty and staff
- Professional and staff development for member libraries
- Discounted database purchasing

WALDO (Westchester Academic Library Director's Organization)

WALDO is a membership organization supporting the procurement and administration of electronic information services for libraries since 1982.

Services include:

- Database and electronic based library services purchasing:
 - favorable contract terms and conditions
 - favorable prices based on state wide volume aggregation
 - consolidated billing & single renewal cycle
 - pro-rated pricing
 - rapid product availability
- New & competitive consortial procurement alternatives

Digital Commonwealth

The Digital Commonwealth is a web portal or gateway to digital assets hosted by Massachusetts cultural institutions. Cultural institutions include libraries, museums, historical societies, archives, research institutions, and other repositories of our cultural heritage. The Digital Commonwealth also offers a digital repository service for its members. For an additional fee, Digital Commonwealth will host digital content of member institutions.

Services include:

- Portal facilities for linking member digital collections throughout Massachusetts
- Fee-based repository services (off-site digital storage of collections)
- Grant based digitizing services for member libraries
- Assistance with providing metadata (cataloging and describing the digitized collections)

Massachusetts Library System (MLS)

The Massachusetts Library System, a state-supported collaborative, fosters cooperation, communication, innovation, and sharing among member libraries of all types. The MLS promotes equitable access to excellent library services and resources for all who live, work, or study in Massachusetts.

Services include:

- Access to free online databases
- Free state-wide delivery service
- Professional and staff development of member libraries
- The MLS provides numerous other services for public libraries such as Summer Reading initiatives for public libraries, collecting library policies, and marketing that do not apply to academic libraries such as Fitchburg State

c. Other cooperative or partnership agreements

Servicemembers Opportunity College

Fitchburg State University is a fully-approved Service Opportunity College member. The SOC principles and criteria subscribed to by all member institutions provide the basis for a consistent and uniform approach to meeting the educational goals and special needs of military personnel. The coordinator of records and registration services serves as the counselor for this important program.

The Washington Center

Fitchburg State University offers students the opportunity for semester-long internships at the Washington Center in Washington, D.C. For information contact Dr. Joshua Spero, (978) 665-3214.

Institutional Memberships

Fitchburg State University maintains institutional membership and relations with the following:

- American Association of Colleges of Teacher Education
- The College Entrance Examination Board
- The Massachusetts Association of Colleges of Nursing and the American Association of Colleges of Nursing
- The American Association of State Colleges and Universities and the International Association of Colleges and Universities
- The American Council on Education
- The New England Association of College Admissions Counselors and the American Association of Collegiate Registrars and Admissions Officers
- The Council of Colleges of Arts and Sciences
- The Council of Graduate Schools
- University Continuing Education Association

7.5 External Oversight

Excellence in business education requires the institution and its academic business unit to have appropriate oversight from governing or accrediting bodies.

- 1. Provide evidence that the institution has institutional accreditation from an appropriate nationally recognized institutional accrediting organization. This evidence should take the form of a copy of the letter from an appropriate recognized national accrediting organization affirming or reaffirming institutional accreditation.***

Fitchburg State University is accredited by the New England Association of Schools and Colleges, Inc. The New England Association of Schools and Colleges is a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Inquiries regarding the status of an institution's accreditation by the New England Association of Schools and Colleges should be directed to the administrative staff at the University or to the association at:

Commission on Higher Education (CIHE)
New England Association of Schools and Colleges
The Sanborn House, 15 High Street
Winchester, MA 01890
(617) 729-6762

A copy of the NEASC letter of accreditation can be found in Appendix 7G.

- 2. Describe any other relevant governing body authorization or approvals that apply to your institution and academic business unit.***

Fitchburg State University has degree granting authority from the appropriate government agency. The Massachusetts Board of Higher Education coordinates the review and approval of new academic programs at Massachusetts public colleges and universities, independent institutions chartered after 1943, and out-of-state institutions seeking to offer courses for college credit in Massachusetts.

7.6 External Accountability

Excellence in business education requires institutions and their academic business units to be accountable to the public for the quality of their degree programs. Therefore, the academic business unit must have processes for consistent, reliable public disclosure of information pertaining to student learning outcomes in its business programs. These processes must include the posting of student learning results for each IACBE-accredited program on the institution's and/or the academic business unit's website in a manner that is easily accessible by the public.

1. Provide the following information pertaining to your public disclosure of student learning outcomes:

- a. A description of the ways in which you communicate student learning results to the public.***

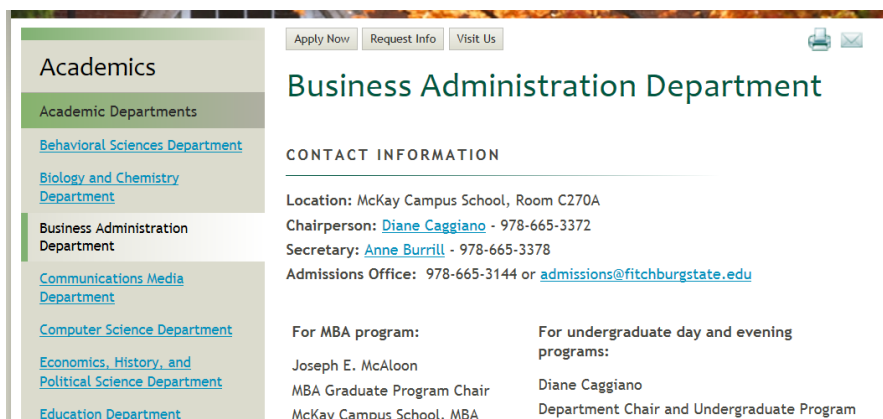
Student learning and achievement information is communicated to the public via the Fitchburg State University's website. This information is available via an Accreditation link on the Business Administration department's homepage, within the University website.

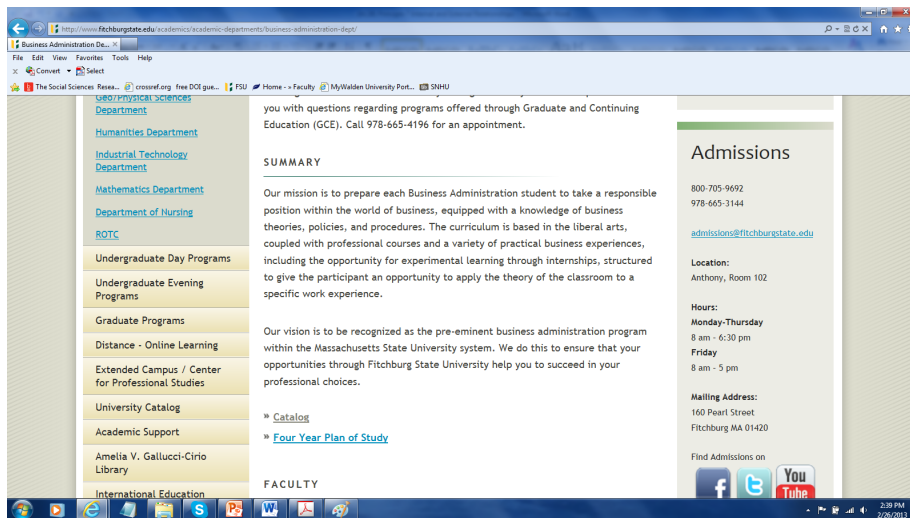
- b. The website address for the location of your public disclosure of student learning results for each business program included in the accreditation review.***

Screenshots of the Business Administration Department's homepage on the page University website are included below (3 separate screen shots). Also, included are the screenshots of the Accreditation page (2 separate screen shots). In each you can see where student learning and achievement where student learning and achievement information is communicated.

2. Provide copies of the documents containing the information described in item 1 above.

Business Administration Department's homepage:





advantage for a student applying for that first job, graduate school or a promotion.

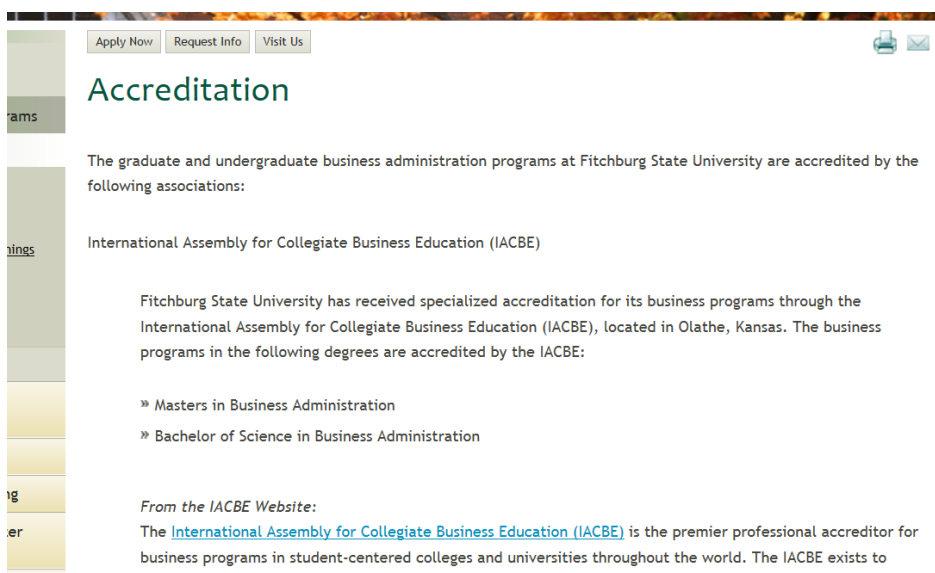
FACILITIES

Fitchburg State University has facilities tailored to the needs of local business. These include the Business and Industry Center and the Business Laboratory, a student run consulting firm. Such unique facilities give our students the opportunity to work with a variety of businesses on projects that are not simply academic exercises, but are real-world projects. Students involved with these projects learn how to analyze data, work cooperatively and implement changes that affect the local economy.

RELEVANT LINKS

- » [Accreditation](#)
- » [Faculty Information](#)
- » [Internships](#)
- » [Course Offerings](#)
- » [Business Minor](#)

Accreditation page:



As of January 24, 2011, IACBE is [recognized](#) by the Council of Higher Education Accreditation (CHEA).

New England Association of Schools and Colleges, Inc. (NEASC)

The New England Association of Schools and Colleges is a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Learning Outcomes

[Business Administration Outcomes Assessment Plan.doc](#)

[Business Administration Learning Outcomes.docx](#)

[BSAD Academic Year 2011 - 2012 Student Learning Outcome Results.docx](#)

[BSAD Academic Year 2010 - 2011 Student Learning Outcome Results.docx](#)



3. Describe the ways in which the public is notified of and can access this information.

The mission, vision, broad based goals, and student learning outcomes assessment are publicly disclosed on the Fitchburg State University website. To access this information go to <http://www.fitchburgstate.edu/academics/undergraduate-day-programs/business-administration/accrediation/>.

The student learning outcomes assessment results are updated at the beginning of each academic year with current results from the prior academic year.

The mission, broad-based goals, and student learning outcomes assessment plan and results are not only discussed but shared with the Business Administration Department Advisory Board.

7.7 Summary Evaluation of Internal and External Relationships

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contribution to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its internal and external relationships in supporting excellence in business education.

- 1. Describe the general conclusions that the academic business drew from the self-study regarding the effectiveness of its internal and external relationships in supporting excellence in business education.***

The Fitchburg State University Business Administration Department enjoys the benefits of a variety of both internal and external relations. Some of these relationships include interdepartmental and community through such endeavors as the Regional Economic Development Institute (REDI), the Crocker Center for Civic Engagement and the department's Advisory Board as well as dealings with the Internal Revenue Service (through the Accounting Society's VITA work).

- 2. Identify any changes and improvements needed in the academic business unit's internal and external relationships.***

Improvements can be made by taking better advantage of the department's Advisory Board and requesting that the board takes a greater role in helping develop a longer term strategy for the department.

- 3. Describe proposed courses of action to make those changes and improvement***

The Business Administration Department proposes to conduct more frequent meeting with the Advisory Board and have greater communication between formal meetings.

Principle 8: International Business and Economics

8.1 International Business and Economics

Excellence in business education requires business students to be prepared to function effectively in a changing global environment. Therefore, the academic business unit, through its curricula and co-curricular programs, should ensure that students possess the knowledge, skills, and abilities to understand and deal effectively with critical issues in a dynamic global business environment.

Self-Study Guidelines

1. Describe the ways in which your curricular and co-curricular programs prepare students to understand the global business environment. This description should encompass any majors, concentrations, emphases, and courses in international business in the academic business unit's degree programs.

The International Business and Economics Program, to better achieve excellence in Fitchburg State University's International Business Education, focuses on students with an understanding of the rapidly changing global dynamics in economy and business. This program concentrates on explanations of the complexities of the business discipline in relationship to the theory of international business and management, trade and finance, and the changing roles of international institutions (i.e. the World Trade Organization, the World Bank, United Nations, International Monetary Fund, etc.). This concentration provides the student with knowledge of the intricacies in doing business internationally. Students will study international business and management, marketing, accounting, law and the commerce, as well as the trade and investments of international business.

To fulfill the requirement of Bachelor of Science with a major concentration in International Business and Economics, students are required to take (1) University-wide LAS (Liberal Art and Science) – 9 courses, (2) major requirements – 12 courses, (3) electives – 2 courses. The summary of program requirements for International Business and Economics is attached at the end of session.

As part of the Bachelor of Science with a major concentration in International Business and Economics, beyond the specific LAS and the many International Economics courses, along with the Business Administration and the International Business and Economics Program at Fitchburg State University provide a variety of business and management courses. For example, various management, marketing, accounting, and even computer information systems courses are

offered, giving a total of 8 courses (24 credits) with BSAD 4230 Business Fluctuation and Forecasting as an elective. These courses can be seen in the Summary of Abbreviated Course Descriptions.

BSAD 3200 - Principles of Management (3 cr. 3 hr.)

This is an introductory course in basic management concepts and practices. This course covers principles and techniques as they relate to planning, organizing, leading, and controlling business enterprises.

BSAD 3300 - Fundamentals of Marketing (3 cr. 3 hr.)

This course discusses the role of marketing in our economic and social structure. It includes the planning, distribution, pricing, and promotion of goods and services to consumer and industrial markets in the context of internal activities of the firm and environmental forces.

BSAD 3500 - Business Law I (3 cr. 3 hr.)

This course is an introduction to the study of business law, its nature and classification, and the court systems and their procedures. Contract law, the law of sales and personal property, is considered comprehensively.

BSAD 4330 - International Marketing (3 cr. 3 hr.)

This course concentrates on the marketing activities of firms operating in an international market. It provides the student with an understanding of the factors that influence the selling of products in international markets. The planning, organizing, and controlling of international marketing is explored along with its law, history, and economics.

BSAD 4880 - International Business Management (3 cr. 3 hr.)

The course provides an analysis of the complexities of doing business overseas. Emphasis is on commerce, trade, and investments. Topics include cultural differences, market barriers, business practices, product/market strategies, distribution, and organization for small firms and multinational corporations.

- 2. Describe all cooperative arrangements involving the academic business unit and international institutions or organizations (e.g., international student and/or faculty exchange programs, etc.; this is especially important if your students earn college credit from these institutions that is used to satisfy degree requirements in the academic business unit). Provide contact information for these organizations, and provide the number of students and faculty involved in each program for the past three years.***

The International Business and Economics Program and the Business Administration Department at Fitchburg State University are involved in two institutional approaches, which include the International Education Institution and the Study Abroad Program.

Each year, the International Business and Economics Program and the Business Administration Department admit a student from a foreign country, such as China, India, Taiwan, Vietnam, etc. The Study Abroad Program (one-year program) is an active, positive, and engaging student exchange program directed in offering Fitchburg State University undergraduate students the opportunity to study at another country (Italy, Spain, etc.), as well as to study business, management, and accounting at Fitchburg State University in the United States. During the AY2009-2010 fifteen (15) of these students studied abroad, of those students, only one (1) was a Business Administration (BSBA) major. In AY2010 – 2011, sixteen (16) students of which four (4) were BSBA majors, AY2011-2012, thirteen (13) students of which were only one (1) was a BSBA major, and in AY2012-2013, ten (10) students of which two (2) were BSBA majors that studied abroad. At the time of the self-study, faculty members were not involved in these programs, however, in 2008, two Fitchburg State University faculty members, Diane Caggiano (Business Administration) and Dr. John Chetro-Szivos (Communications Media) traveled to Tanjin Medical University in China to negotiate a joint MBA program in Health Care Management. Unfortunately the joint degree was not feasible. While in Tanjin, Diane Caggiano did deliver two (2) lectures; one on the American Legal System and a second on Strategic Planning to audiences of about 200 people. In 2014, for five weeks, Dr. Renee Scapparone is scheduled to teach Consumer Behavior (BSAD 3310) at the Hangzhou University in China for Fitchburg State University undergraduates. The International Education Center leads and controls these 2 programs.

International Education Contact Information:

Tracey Betts Sarefield

Study Abroad Advisor

(978) 665-4713

tsarefie@fitchburgstate.edu

Shahein Kiaresh

Intern

(978) 665-3089

inthelp@fitchburgstate.edu

Mailing address:

Office of International Education

Fitchburg State University

160 Pearl Street

Fitchburg, MA 01420

Office fax number: (978) 665-4040

3. *Describe any other international programs offered by the academic business unit (e.g., short-term international study tours, etc.). This description should include the number of students and faculty who have participated in these programs for the past three years.*

The Business Administration and International Business and Economics at Fitchburg State University do not provide any other specific international programs.

8.2 Summary Evaluation of International Business Education

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its international business programs in supporting excellence in business education.

Self-Study Guidelines

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its international business programs in supporting excellence in business education.***

The Business Administration Department at Fitchburg State University provides students with well-structured, highly defined, and knowledge-oriented business courses in the International Education Program with the intent of furthering the students' curriculum development. The department offers a variety of core knowledge-based business and management courses, in addition to various advanced international business and management courses. The University also places high regard and emphasis on the significance of liberal arts study in its international business and economics program, thus encouraging students to become global corporate citizens. Currently, the International Business and Economics Program well conceptualizes on the basis of in-class global business models. In order to further develop and enrich the program for the future, the Business Administration Department and the International Education Program should explore ways and methods of upgrading and extending the academic quality standard from in-class to the real business world.

- 2. Identify any changes and improvements needed in the academic business unit's international business programs.***

The Business Administration Department continually reviews course curriculum to ensure currency regarding international business. Additionally, international topics are embedded into our core course offerings and the four business concentrations (as noted in Tables 1,1A-1D). Also, as noted in the Business Administration Department's Strategic Plan for 2013-2018 (see Appendix 2A), the International Business and Economics concentration had been removed from the department's curriculum offering, the University's Social Sciences department has now assumed full responsibility for this concentration as part of its Economics major.

- 3. Describe proposed courses of action to make those changes and improvements.***

The Business Administration Department and the International Education Program need to develop additional field-based extra-curricular activities, including first-hand international

business field tours (both short-term and long-term), co-op programs (MNCs), and international job fairs.

Requirements for the Major in International Business and Economics

LAS requirement

- BSAD 1700 - Introduction to Computer Information Systems for Business (3 cr.) *
- MATH 1800 - Business Statistics (3 cr.)
- MATH 2200 - Calculus for Business (3 cr.)
- ECON 1100 - Principles of Economics: Macroeconomics (3 cr.)
- ECON 1200 - Principles of Economics: Microeconomics (3 cr.)
- IDIS 1200 - Introduction to International Studies (3 cr.) or
- IDIS 1800 - Global Issues (3 cr.)
- HIST 1150 - World Civilizations III (3 cr.)
- SPCH 1000 - Introduction to Speech Communication (3 cr.) **

Two of the following nine English courses or two courses in the same language:

- ENGL 2400 - World Literature I (3 cr.) or
- ENGL 2500 - World Literature II (3 cr.) or
- ENGL 3070 - European Literature I (3 cr.) or
- ENGL 3080 - European Literature II (3 cr.) or
- ENGL 3100 - World Novel (3 cr.) or
- ENGL 3710 - South Asian Literature (3 cr.) or
- ENGL 3720 - Caribbean Literature (3 cr.)
- ITAL 2000 - Intermediate Italian I (3 cr.)
- ITAL 2100 - Intermediate Italian II (3 cr.) or
- SPAN 2000 - Intermediate Spanish I (3 cr.)
- SPAN 2100 - Intermediate Spanish II (3 cr.) or
- FREN 2000 - Intermediate French I (3 cr.)
- FREN 2100 - Intermediate French II (3 cr.)

Major Requirements

- BSAD 2010 - Introduction to Financial Reporting (3 cr.)
- BSAD 3200 - Principles of Management (3 cr.)
- BSAD 3300 - Fundamentals of Marketing (3 cr.)
- BSAD 3500 - Business Law I (3 cr.)
- BSAD 4330 - International Marketing (3 cr.)
- BSAD 4880 - International Business Management (3 cr.)
- ECON 2400 - Money and Banking (3 cr.)

- ECON 3000 - History of Economic Thought (3 cr.) *
- ECON 3550 - International Economics (3 cr.)
- ECON 3650 - Intermediate Macroeconomics (3 cr.)
- ECON 3600 - International Finance (3 cr.)
- ECON 3660 - Intermediate Microeconomics (3 cr.)

Two additional electives from economic courses:

- ECON 1300 - Consumer Economics (3 cr.)
- ECON 2200 - Comparative Economic Systems (3 cr.)
- ECON 2500 - Economic Development (3 cr.)
- ECON 2550 - Urban Economics (3 cr.)
- ECON 2600 - Public Finance (3 cr.)
- ECON 3700 - Econometrics (3 cr.)
- ECON 3750 - Managerial Economics (3 cr.)
- ECON 4900 - Independent Study in Economics (3 cr.)
- ECON 4940 - Internship in Economics (2 cr.)
- ECON XXXX - Topics in Economics (3 cr.)
- GEOG 3000 - Geographic Economic System (3 cr.)
- BSAD 4230 - Business Fluctuations and Forecasting (3 cr.)

Principle 9: Educational Innovation

9.1 Educational Innovation

Excellence in business education requires the academic business unit to adapt to changes in business and society. Therefore, the academic business unit should provide an environment that encourages and recognizes innovation and creativity in the education of business students.

- 1. Provide a statement that reflects your institution's posture regarding educational innovation. This statement should describe the institution's support for innovation in the academic business unit.***

Fitchburg State University maintains an innovative stance in providing cutting edge educational services to the greater Fitchburg community and beyond. The University is committed to educational innovation and growth-orientation to not only benefit the students, faculty, but the community at large. The University is focused on providing new educational opportunities to the local neighborhoods, community, region and beyond (with its online programs). The Business Administration Department is encouraged by the University to bring forth any innovative initiatives that will provide their students with a more cutting edge approach to learning. An example would be the renovations to the classrooms at the McKay school where the Business Administration Department is located; these renovations have brought Smart technologies to the classrooms to enable students to have cutting edge technologies within a traditional learning environment. New ideas are encouraged by the University to be brought forth at any time for serious consideration.

- 2. Describe the process that is used by the academic business unit to encourage and support educational innovation.***

Innovative ideas and opportunities are discussed in the formal setting of University and department meetings and informally at casual settings with faculty, students, Graduate and Continuing Education, Business Administration Department Advisory Board members, and senior level administration. Ideas are also discussed with the administration, the Vice President and Assistant Vice President of Academic Affairs. Once an idea is properly researched, evaluated, and discussed, the proposal will then go through the proper channels in order to obtain the University's approval to move forward with the proposed educational innovative initiative.

- 3. Provide examples of educational innovation in recent years, including improvements in the business programs offered by the academic business unit.***

Examples of Fitchburg State University's support for innovation include the online courses and accelerated (Masters) program. Faculty is encouraged to conduct live Webinar conferences as

part of their online course offerings, and to utilize the wikis and blogs embedded in the Blackboard Collaborative Learning Environment. The Business Administration Department is also encouraged to attend Webinar conferences offered by textbook publishers and others to keep abreast of the latest technologies designed to enhance student learning and success. Further, some faculty members have received classroom clicker training. Other technologies such as Skype are also available for faculty to use as part of their teaching methodology.

Software applications are also used by faculty as components of classroom learning. For example, students have been taught and have applied accounting as well as forecasting software applications.

Also, based upon a conference presentation made by a McGraw-Hill representative and corroborated by a number of attending faculty from other colleges; one Business Administration Department faculty member decided in AY 2011 to institute an approach to “flipping-the-classroom” in an upper level accounting class. It was determined that too much time is spent in the classroom lecturing each chapter prior to assigning homework. Most students were not reading the assigned chapter relying instead on the in-class lecture to learn chapter content.

During AY2011, the Business Laboratory operates within the Business and Technology Training Center. This is a learning laboratory that allows students to work on various projects. Students participate in developing and operating their own consulting firm in the laboratory. The students will develop outreach to large, medium, and small businesses, organizations, institutions enterprises. Students may earn up to six credits throughout their four years at the University by working on actual business projects on campus and in the community.

The Business Laboratory internship and independent studies (ranging from 1 to 3 credit courses) allows students to develop business skills and knowledge, and enables them to apply their studies to a real business problem and report on such findings to the appropriate parties involved. One such project included students conducting market research on whether the City of Fitchburg should renovate or relocate their City Hall.

In AY2011, the Business Administration Department joined in collaborative efforts with the Nursing department and created a certificate program at the Masters level in Healthcare Management to address the demands from the market.

Finally, each year, all Business Administration Department faculty members are encouraged to apply for the available Innovation Grants. The Center for Teaching and Learning (CTL), the center annually announces the call for proposals. The CTL awards one grant of \$1,500 and two grants of \$1,000 for proposals that develop and support innovation in teaching and learning. Grant funds may be expended upon travel, training, and/or material purchases. Guidelines and deadlines for the proposals may be accessed through the CTL website at <http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/center-for-teaching-learning/innovation-grants/>.

9.2 Summary Evaluation of Educational Innovation

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its processes for fostering educational innovation in supporting excellence in business education.

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its processes for fostering educational innovation in supporting excellence in business education.***

Fitchburg State University and its Business Administration Department have demonstrated in this principle their commitment to creating new and innovative ways to improve the deliverable of a quality education to its students. Both the University and the Business Administration Department continue to be innovative in course offerings and curriculum modifications to meet the needs of their students.

- 2. Identify any changes and improvements needed in the academic business unit's processes for fostering educational innovation.***

The possible changes and improvements within the Business Administration Department to foster educational innovation could involve partnering with University organizations such as REDI, the Crocker Institute for Civic Engagement and with community agencies, such as the Chambers of Commerce in the region, as well as with businesses to generate new ideas for courses and curriculum. The findings from this partnership could eventually lead the development of new concentrations, such as Leadership or Entrepreneurship.

- 3. Describe proposed courses of action to make those changes and improvements.***

It is important to continue to encourage and support educational innovation. Accordingly, the Chair of the Business Administration Department will continue to encourage and support faculty members in their endeavors to seek out and participate in new technology training sessions.

When applicable, innovative proposals will be supported by needs assessments. For example, if the innovation requires a change to the degree program, then the proposal would be presented to the Business Administration Department Curriculum Committee. If approved, then it would be presented to the All University Curriculum Committee proceeding onward to the All University Committee for final approval. Any approved proposals would officially begin within the next academic year.

In order to implement the course of action for one innovative proposal to flip the classroom, the publisher-provided chapter PowerPoint is recorded over by the instructor with audio and a stylus to show computations and highlight important concepts. The recorded PowerPoint is posted to Blackboard for students to view outside the classroom. Hence, classroom time is devoted solely to reviewing chapter assignments. The result is that no traditional lecture time is required (chapter concepts are covered but within the context of assigned homework) and classroom time is devoted to practice; solving accounting exercises and problems. At the conclusion of the semester, the experience will be shared with Business Administration Department faculty and other courses [to flip a classroom] will be considered.

Also, to evaluate the effectiveness of innovative teaching methods, the Chair of the Business Administration Department will encourage faculty members to assess the learning outcomes resulting from these innovative methods as part of their regular outcomes assessment processes.

The Business Administration Department Curriculum Committee is in the process of initiating the removal of the Finance concentration from the evening program. The Business Administration Department's Advisory Board is assisting with the needs analysis of potential new concentrations in Entrepreneurship and presently seeking to determine whether or not there is a need for such an offering in our geographical area.