IACBE
Self-Study Report
for the
DEPARTMENT OF BUSINESS ADMINISTRATION
at
Fitchburg State University
160 Pearl Street
Fitchburg MA 01420

August 2019

VOLUME 1

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<u>APPENDICES</u>

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SUMMARY INSTITUTIONAL INFORMATION

Name of Institution	Fitchburg State University
Chief Executive Officer's Name/Title	Dr. Richard Lapidus
Chief Academic Officer's Name/Title	Dr. Alberto Cardelle
Head of Academic Business Unit's Name/Title	Dr. Renée Scapparone, Chair
Academic Year Covered by Self-Study	AY18-19
Date of Submission of Self-Study to the IACBE	August 2019
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BACKGROUND INFORMATION

Dr. Renée Scapparone, Chair, Associate Professor
Dr. Beverley Hollingsworth, MBA Chair, Professor
Dr. Andrew Chan, Associate Professor
Mr. John Crawley, Assistant Professor
Dr. Michael Greenwood, Professor
Dr. Kay Kim, Professor
Dr. Yang Liu, Assistant Professor+
Mr. John Lohmann, Assistant Professor
Dr. Audrey Pereira, Associate Professor

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 30 undergraduate programs and 22 master's degree programs, and 7,000 full and part-time students https://www.fitchburgstate.edu/about. In addition, 16 academic departments featuring more than 30 undergraduate programs and 22 graduate programs. https://www.fitchburgstate.edu/academic/academic-departments/. 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. The Main Campus has 48 buildings (six of which are over 100 years old) on 60 acres. McKay Teacher Education Center: 11 acres, Athletic Fields: 17 acres. The University also owns 122 acres in Lancaster used for nature and ecological study, 12.5 acres on John Fitch Highway, and 42 acres on Pearl Hill Road used for passive recreation. https://www.fitchburgstate.edu/about/facts/

Enrollment (Fall 2018)

Total enrollment: 7,569
Undergraduate: 4,202
Graduate students: 3,367 https://www.fitchburgstate.edu/about/facts/

The Department of Business Administration has maintained an important position in the overall offering of education programs at Fitchburg State University for more than 40 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 programs included in the accreditation review include the Bachelor of Science in Business Administration and the Master of Business Administration (MBA). These programs are offered both on the Fitchburg State University campus, located at 160 Pearl Street, Fitchburg, Massachusetts and online. The total unduplicated headcount enrollment for all students at Fitchburg State University for the academic year of 2017-2018 was 11,496*. This total represents all graduate, undergraduate, matriculated, and non-matriculated students.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.

Table OPP-1: Business Programs Included in the Accreditation Review

PROGRAMS	LOCATIONS	PARTNER INSTITUTIONS
ASSOCIATE-LEVEL PROGRAMS		
Not Applicable	Not Applicable	None
BACHELOR'S-LEVEL PROGRAMS		
Bachelor of Business Administration with a Concentration in Management	160 Pearl Street	None
Bachelor of Business Administration with a Concentration in Accounting	160 Pearl Street	None
Bachelor of Business Administration with a Concentration in Marketing	160 Pearl Street	None
MASTER'S-LEVEL PROGRAMS		
Master of Business Administration with a Specialization in Management	160 Pearl Street	None
Master of Business Administration with a Specialization in HR Management	160 Pearl Street	None
DOCTORAL-LEVEL PROGRAMS		
Ph.D. in Business	N/A	None

Table OPP-2: Public Notification of Accreditation

a. PUBLIC NOTIFICATION OF ACCREDITATION OF BUSINESS PROGRAMS	
Click on:	
1.	https://www.fitchburgstate.edu/academics
2.	https://www.fitchburgstate.edu/academics/academic-affairs/academic-divisions-and-offices/
3.	https://www.fitchburgstate.edu/academics/academic-departments/business-administration-dept/
4.	https://www.fitchburgstate.edu/academics/undergraduate/undergraduate-day-programs/business-administration/accreditation

Table OPP-3: Institutional and Business Program Enrollments

a. INSTITUTIONAL ENROLLMENT BY HEADCOUNT		
SELF-STUDY YEAR	**YEAR PRIOR**	**TWO YEARS PRIOR**
10,781	11,496*	11,434
b. NUMBER OF STUDENTS BY HEADCOUNT IN ACCREDITED BUSINESS PROGRAMS		
SELF-STUDY YEAR	**YEAR PRIOR**	**TWO YEARS PRIOR**
1,721	1,397	873

Table OPP-4: Number of Students in Business Programs

PROGRAM	NUMBER OF STUDENTS BY HEADCOUNT		
	SELF-STUDY YEAR	YEAR PRIOR TO SELF-STUDY YEAR	TWO YEARS PRIOR TO SELF-STUDY YEAR
ASSOCIATE-LEVEL PROGRAMS			
Associate of Applied Science in Business	N/A	N/A	N/A
BACHELOR'S-LEVEL PROGRAMS			
Bachelor of Business Administration with a Concentration in Marketing	114	109	118
Bachelor of Business Administration with a Concentration in Management	310	306	313
Bachelor of Business Administration with a Concentration in Accounting	110	126	135
MASTER'S-LEVEL PROGRAMS			
Master of Business Administration with a Specialization in Accounting	150	96	23
Master of Business Administration with a Specialization in Management	754	541	207
Master of Business Administration with a Specialization in HR Management	283	219	77
DOCTORAL-LEVEL PROGRAMS			
Ph.D. in Business	N/A	N/A	N/A

Table OPP-5: Number of Business Students by Program Level

PROGRAM-LEVEL	NUMBER OF STUDENTS BY HEADCOUNT		
	SELF-STUDY YEAR	YEAR PRIOR TO SELF-STUDY YEAR	TWO YEARS PRIOR TO SELF-STUDY YEAR
Associate-Level Students	N/A	N/A	N/A
Bachelor's-Level Students	534	541	566
Master's-Level Students	1,187	856	307
Doctoral-Level Students	N/A	N/A	N/A
	1,721	**1,397**	**873**

Table OPP-6: Degrees Conferred in Business Programs

PROGRAM-LEVEL	NUMBER OF DEGREES CONFERRED		
	SELF-STUDY YEAR	YEAR PRIOR TO SELF-STUDY YEAR	TWO YEARS PRIOR TO SELF-STUDY YEAR
ASSOCIATE-LEVEL PROGRAMS			
Associate of Applied Science in Business	N/A	N/A	N/A
BACHELOR'S-LEVEL PROGRAMS			
Bachelor of Business Administration with a Concentration in Marketing	16	28	26
Bachelor of Business Administration with a Concentration in Management	49	40	60
Bachelor of Business Administration with a Concentration in Accounting	22	29	25
MASTER'S-LEVEL PROGRAMS			
Master of Business Administration with a Specialization in Management	208	83	46
Master of Business Administration with a Specialization in HR Management	83	35	11
Master of Business Administration with a Specialization in Accounting	38	6	5
DOCTORAL-LEVEL PROGRAMS			
Ph.D. in Business	N/A	N/A	N/A
TOTALS	**416**	**221**	**173**

Table OPP-7: Number of Business Faculty

TYPE OF FACULTY	NUMBER
Full-Time Business Faculty	8
Part-Time/Adjunct Business Faculty	28
+ Dr. Yang Liu became full-time faculty in September 2019 (not included in this self study (AY18/19)	

Principle 1: Commitment to Integrity, Responsibility, and Ethical Behavior

1.1: Commitment to Integrity, Responsibility, and Ethical Behavior

> **Excellence in business education requires the academic business unit to act ethically, responsibly, and with integrity in all interactions with its stakeholders. Furthermore, the academic business unit must have established systems for encouraging and upholding ethical and responsible behavior.**

1. *Identify and explain the ways in which the academic business unit demonstrates a commitment to ethical and responsible interactions with its internal stakeholders, including administrators, faculty, professional staff, and students.*

Fitchburg State University is committed to excellence in teaching and learning and blends liberal arts, 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.

Fitchburg State University has a long-standing tradition as an academic business unit of managing and maintaining high ethical standards throughout its academic community, which is considered to include university and on campus stakeholders, and off campus and community interests.   As a University that resides inside a city, bordering downtown Fitchburg on two sides, it is essential that the University and the city act in union to recognize and manage high ethical standards. Further, Fitchburg State University manages and maintains historic property in the downtown area, several blocks from the campus, necessitating a distinct relationship, face and ethical presence in the community.

At Fitchburg State University, we have an expectation of ethical conduct for employees in the application process that requires the applicants' electronic signature attesting to the honesty and integrity of the information provided in the application. In addition, the University publishes an Equal Employment Opportunity statement on all job postings and provides applicants instructions for requesting reasonable accommodations, as required by law, and to demonstrate its commitment to engage in fair, and impartial hiring practices.

Upon hire, employees are made aware of the faculty and staff handbooks in the new hire orientation class through the Office of Human Resources. The University handbooks define the expected standards of conduct and inform employees of the protocol for addressing ethical issues. The staff handbook is available on the University's website, and is updated as often as policies change. The faculty-handbook (https://www.fitchburgstate.edu/uploads/files/AcademicAffairs/Faculty%20Handbook%2019-20.pdf)   is available on a shared drive and is updated at intervals determined by the Chief Academic Officer.

All employees are required to attend new hire orientation. All new employees are also required to sign an acknowledgement receipt of policies and benefits as evidence that the University has provided employees policies that describe standards of conduct. All employees are required to complete ethics training biannually.

Fitchburg State University recognizes many stakeholders in its large circle of ethical influence, both on campus and off campus, throughout the city of Fitchburg, the many surrounding communities from which most of its students come, in the Commonwealth of Massachusetts, and in the surrounding New England states. Some of the many on campus stakeholders include the Management and Administrative Teams, the full time and adjunct faculty, supporting professionals, professional and service staffs, students, local and statewide political leaders, and the many sub contracted parties that provide products or services to the University.

The Business Division of Fitchburg State University plays a pivotal role in advancing ethics based recognition and proposed behaviors, and leads in providing ethics education, both in the classroom and throughout the campus. Fitchburg State University recognizes those off campus stakeholders that provide products or services to the university as necessary to its success and centers its foundation around decency, treating all people and businesses with fairness, dignity and respect, and recognizing and engaging when ethics and legal issues exist and require action; proactive, preventative and responsive.

Fitchburg State University and the Business Administration division remains compliant with all Federal, State and Local laws and ethics requirements. The University and the Department continue to take a proactive approach to the identification of legal and ethical issues, training and support for administrators and educators, and the inclusion of legal and ethical content in the courses it offers, supporting student understanding, growth and commitment to managing and living in an Ethical environment.

2. *Identify and explain the ways in which the academic business unit demonstrates a commitment to ethical and responsible interactions with external stakeholders, including prospective students and their families; alumni; employers; accreditation agencies; organizations that supply funding; governmental oversight bodies; and other members of the public*.

The 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

https://www.fitchburgstate.edu/offices-services-directory/human-resources-payroll/orgcharts/

Our governing board 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 ethical conduct and that the financial resources of the institution are adequate to provide a sound educational program. During the 2018-2019 academic year, the Board of Trustees met in accordance with all Bylaw requirements.

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 are on the first Tuesday of each of these months. The Board shall 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/

The Department of Fitchburg Business Administration department organizational chart is located at:
https://www.fitchburgstate.edu/offices-services-directory/human-resources-payroll/orgcharts/

3. *Describe the system, including published policies, procedures, and processes, that the academic business unit employs to promote, foster, and support ethical and responsible behavior of its administrators, faculty, professional staff, and students.*

There is an array of documents and resources that are published to identify the plolicies and procedures that support ethical and responsible behavior. These documents and procedures include the following:

a. Student Handbook,
https://www.fitchburgstate.edu/uploads/files/StudentAcademicLife/StudentHandbook.pdf

b. Graduate Student Handbook
https://www.fitchburgstate.edu/uploads/files/GCE/2019-2020/GCE%20Student%20Handbook%20-%2019-20.pdf

c. Residence Hall Handbook,
https://www.fitchburgstate.edu/offices-services-directory/housing-and-residential-services/policies-and-procedures/

d. Office of Financial Aid website
https://www.fitchburgstate.edu/offices-services-directory/financial-aid-office/

e. University Catalogs
http://catalog.fitchburgstate.edu/.content/

While these documents do have some overlap in terms of the topics covered, they address students and respond to concerns. The topics covered range from guidelines for admission and tuition and fees to attendance and code of conduct.

There is a high expectation for students to adhere to the policies and procedures established by the University. It is the responsibility of the University to ensure that students are aware of those policies and procedure and constantly kept abreast of any changes or updates. Students are first introduced to this information during New Student Orientation. During these extensive face-to- face sessions, students receive information they need in order to successfully navigate through their way toward earning a degree. Not only does the information shared help to keep students on track, but it also aids them in having an enriching educational experience.

In addition to the procedures described above, the student petition form is used to request actions which require deviation from standard policies and procedures (for example, late registration, enrollment above semester credit limits, etc.) Form is available at Student Policies and Forms.

There are also special studies forms – that are used to request approval for academic work including Directed Study, Independent Study, Internship, Practicum, Thesis, and Capstone. Form is available at Student Policies and Forms. Definitions of various types of special studies are found in the Academic Policies and Procedures section of the Catalog.

4. Provide copies of the published policies, procedures, and processes identified in item c. above.

Below is a compilation of various policies of the university that affect students at Fitchburg State. This is not an exhaustive list. Students are encouraged to consult with applicable offices regarding specific policies that they might have and/or policies of the university. Efforts will be made to update this list and the policies as required on an on-going basis.

- [Student Handbook](...) [revised 08/2017] (PDF)
(Undergraduate)
https://www.fitchburgstate.edu/uploads/files/StudentAcademicLife/StudentHandbook.pdf

(Graduate)
https://www.fitchburgstate.edu/uploads/files/GCE/2019-2020/GCE%20Student%20Handbook%20-%2019-20.pdf

- [Code of Conduct and Disciplinary Process Handbook](...) [revised 06/2016] (PDF)
https://www.fitchburgstate.edu/uploads/files/StudentConduct/ConductPolicy.pdf

- [Sexual Violence Policy (Affirmative Action Plan)](...) [revised 03/2015]
https://www.fitchburgstate.edu/uploads/files/Human_Resources/Sexual_Harassament_Abbr._Policy.pdf
https://www.fitchburgstate.edu/uploads/files/StudentAcademicLife/Affirmative-Action-Plan.pdf

- [Academic Integrity Policy](...) (PDF, pages 2 and 3)
https://www.fitchburgstate.edu/offices-services-directory/office-of-student-conduct-mediation-education/academic-integrity/

- [Housing Occupancy Agreement](...)
https://www.fitchburgstate.edu/uploads/files/HousingResidentialServices/1819occupancyagreement.pdf
https://www.fitchburgstate.edu/offices-services-directory/housing-and-residential-services/policies-and-procedures/

- [Housing Policies and Procedures](...)
https://www.fitchburgstate.edu/offices-services-directory/housing-and-residential-services/policies-and-procedures/

- [Parking Rules and Regulations](...) [revised 2013 - 2014] (PDF)
https://www.fitchburgstate.edu/offices-services-directory/parking-services/

- [Equal Opportunity Plan](...) [State University System-Wide Policy revised 2013] (PDF)
https://www.fitchburgstate.edu/about/equal-opportunity-diversity-and-affirmative-action-title-ix/

- [Service and Assistance Animal Policy and Protocol](...) [revised 11/15/13] (PDF)
https://www.fitchburgstate.edu/uploads/files/StudentConduct/Fitchburg_State_Unversity_Service-Assistance_Animal_Policy_Rev11-15-13.pdf

- [Voluntary / Involuntary Withdrawal Policy](...) [revised 8/8/13] (PDF)

https://www.fitchburgstate.edu/uploads/files/StudentConduct/Voluntary_Involuntary_Withdrawal_Policy-Rev8-8-12.pdf

- [Incident Response Team](#) [revised 9/6/12] (PDF)
https://www.fitchburgstate.edu/offices-services-directory/office-of-student-conduct-mediation-education/
- [Residential Network Policy](#)
https://www.fitchburgstate.edu/offices-services-directory/technology/policies/residentialnetwork/

- [Acceptable Use of Technology Resources Policy](#)
https://www.fitchburgstate.edu/offices-services-directory/technology/policies/opencomputing/

- [Electronic Use of Copyrighted Materials Policy](#)
https://www.fitchburgstate.edu/offices-services-directory/technology/policies/copyright/
https://www.fitchburgstate.edu/offices-services-directory/printservices/copyrightguidelines/

State Employee Conflict of Interest Training completed in conjunction with the Commonwealth of Massachusetts regular ethics updating. https://www.fitchburgstate.edu/offices-services-directory/human-resources-payroll/training/.

Fitchburg State University Faculty Handbook Ethics Content
https://www.fitchburgstate.edu/uploads/files/AcademicAffairs/Faculty%20Handbook%2018-19%20(8-13-18).pdf.

UNIVERSITY-WIDE POLICIES
See Fitchburg State University's online Undergraduate & Graduate Course Catalogs 2018-2019 for:
- Affirmative Action Policy
- Equal Opportunity, Diversity and Affirmative Action Plan
- Privacy and Confidentiality Regulations
- Drug-Free Environment
- Alcohol Policy
- Substance Abuse Policy
- Prohibited Conduct
- No Smoking Policy
- Inclement Weather Policy
- Notice of Catalog Changes
- Undergraduate Day Academic Policies and Procedures
- Undergraduate Evening Academic Policies and Procedures
- Graduate Academic Policies and Procedures

Fitchburg State University Academic Integrity Policy
https://www.fitchburgstate.edu/offices-services-directory/office-of-student-conduct-mediation-education/academic-integrity/

Fitchburg State University Student Handbook Ethics Content
https://www.fitchburgstate.edu/offices-services-directory/office-of-student-conduct-mediation-education/records-and-confidentiality/

5. *Identify and describe the methods or mechanisms employed by the academic business unit for detecting and addressing breaches of ethical and responsible behavior.*

The following website is provided to any member of the campus community seeking to report breaches of ethical conduct
https://cm.maxient.com/reportingform.php?FitchburgStateUniv&layout_id=2

1.2: Summary Reflection on the Commitment to Integrity, Responsibility, and Ethical Behavior

Excellence in business education requires an evaluation of the academic business unit's academic resources and its educational processes and activities in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate (i) the extent to which it acts ethically and responsibly in its interactions with its stakeholders and (ii) the effectiveness of its commitment to integrity and responsibility 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 commitment to integrity, responsibility, and ethical behavior in supporting excellence in business education.*

Based on the information we reviewed, our department and the university overall is effective in its commitment to integrity, responsibility, and ethical behavior in supporting excellence in business education.

This commitment is demonstrated to our stakeholders who include, but are not limited to current and future students, alumni, employees. We documented a significant number of policies and procedures that govern and support practices resulting in ethical management of our processes.

2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

Recommendation:

We recommend an assessment of the student grievance process. This includes reviewing and assessing how the process is communicated to students and evaluated by the department to continue strengthening the effectiveness of our processes.

Principle 2: Quality Assessment and Advancement

2.1: Assessment Planning

> **Excellence in business education requires the development of a comprehensive plan for assessing the extent of student learning in the institution's business programs and the operational effectiveness of the academic business unit. Furthermore, the plan must be driven by the mission of the academic business unit, must be linked to the strategic planning processes of the institution and the academic business unit, and must involve business faculty in all aspects of its development.**

1. *Identify the academic business unit's business outcomes assessments which encompass each business program included in the accreditation review*.

Bachelor of Science in Business Administration (BSBA) Core Learning Outcomes

Intended Student Learning Outcomes (ISLOs)

1. Students will be able to integrate the major concepts in the functional areas of business to formulate informed decisions.
2. Students will be able to analyze 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 distinguish the legal and 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 demonstrate effective oral and written forms of professional communications.
7. Students will be able to collaborate and work in teams to solve business problems.

The following describes how the BSBA ISLOs are linked to the eight areas of the Business Technical Knowledge (BTK) outlined in IABCE Self-Study, Principle 4.2:

ISLO #1 is linked to both BTK's areas of FUNCT (or "concepts in functional areas of accounting, marketing, finance, and management") and CT (or "analytic thinking to solve business problems"). All undergraduate business students are required to complete and pass a capstone senior-level business policy and strategy course in which they are engaged in case and simulation studies to apply both qualitative and quantitative skills and knowledge in solving business and management problems. Auditing, which is another senior-level capstone course required for accounting students, also adopts case study as one of the tools in assessing student's ability to apply their analytic thinking and knowledge learned in prior courses and in auditing itself.

ISLO #2 is linked to BTK's LSE area or "legal, social, and economic environments of business." Two business law courses are required for all business students. Furthermore, students in management and marketing complete numerous courses which address directly how their subject areas are related to and affected by the legal, social, and economic environments where businesses and professionals operate and function. A course in social and political environment of business is required for management students. For accounting students, many choose to take economics as their choice option for Advanced LA&S (liberal arts & sciences) Elective in which four upper-level economics courses are studied. Hence, in addition to their

professional knowledge, a majority of accounting students also have extensive exposure to the economic environment aspect of business.

ISLO #3 is linked to BTK's GLOB or "global environment of business." Discussion of the global environment and its intricate relation with the domestic business setting is addressed in various management and marketing courses. In particular, an international marketing elective is offered for marketing students and international business management is a required course for management students. Moreover, students take a course in international economics as part of their Advanced LA&S requirement if they choose economics as that option. For accounting students, foreign currency transactions and translations are studied in a second senior-level advanced accounting course in which international financial and currency markets are studied in great detail.

ISLO #4 is linked to BTK's ETH or "ethical obligations and responsibilities of business." Ethical concerns in business are essentially discussed in nearly all business courses. Major corporate scandals in the early 2000s (Enron, WorldCom, Tyco, etc.) are studied by students in both lower- and upper-level accounting courses. Students are also exposed to the causes and consequences of recent financial crisis in 2008 (the 'Great Recession'). The importance of ethical behavior and obligations of business entities and their professionals to a multitude of stakeholders is stressed throughout in business courses with in-depth discussions as appropriate to the topics addressed in the courses.

ISLO #5 is linked to BTK's DST or "decision-support tools in business decision making." All business students are required to complete and pass courses in functions, business statistics, and calculus for business. Additionally, they learn MS Office software skills in a required computer information systems course. The aggregated skills students learned in these four courses are indispensable to mastering advanced decision tools taught in upper-level quantitative courses in accounting, finance, economics, market research, capstone business policy and strategy, and capstone auditing courses. Business fluctuations and forecasting is a required course for management students but is often taken by students in accounting and marketing.

ISLO #6 is linked to BTK's COM or "effective oral and written forms of professional communication." A number of business courses in qualitative (at the undergraduate level) areas such as management and marketing require students to provide evidence of their written skills in assessment measures like case study write-up on an individual or group project basis. Students in most instances are also required to present verbally the results of their work in class. For example, the capstone auditing course requires accounting students to work in groups on sophisticated audit projects and present their findings individually and in group in both written and verbal forms at end of a semester. Similar assessment requirement is used in business policy and strategy, another capstone required for all business students.

ISLO #7 is linked to BTK's INT or " integrative experience such as strategic management/business policy." This linkage is evident in the senior-level business policy and strategy course required for all business students in accounting, management, and marketing.

The following table summarizes the linkage between the ISLOs and BTK areas:

ISLO	BTK	Evident in Undergraduate Courses
1	FUNCT & CT	Capstone business policy and strategy, and capstone auditing.
2	LSE	Business law, management, marketing, and economics.
3	GLOB	Accounting, management, marketing, and economics.
4	ETH	Accounting, management, and marketing.
5	DST	Functions, business statistics, calculus for business, marketing research, business fluctuations and forecasting, and upper-level accounting, finance, and economics.
6	COM	Accounting, management, and marketing.
7	INT	Capstone business policy and policy, and capstone auditing.

Master of Business Administration (MBA) Core Learning Outcomes

Intended Student Learning Outcomes (ISLOs)

1. Students will be able to demonstrate well-developed problem solving skills in formulating solutions to new scenarios with decision-support methods.
2. Students will be able to integrate theory and practice across business functional areas.
3. Students will be able to articulate the major theories and concepts in the areas of accounting, management, and marketing.
4. Students will be able to apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.
5. Students will be able to communicate to relevant audiences.
6. Students will be able to demonstrate well developed organizational, leadership, and teamwork skills.
7. Students will be able to analyze ethical obligations and responsibilities of business.
8. Students will be able to evaluate the opportunities and challenges of globalization.

Please note that no discussion on the linkage between MBA ISLOs and the BTK areas is provided because the BTK is for "Curricula of *Undergraduate* [emphasis added] Level Business Programs" as stated in IACBE Self-Study, Principle 4.2:

2. *Demonstrate that the intended student learning outcomes for the program are aligned and consistent with:*
   a. *The career path and the roles and responsibilities for which the program is designed to prepare students;*
   b. *The mission and broad-based goals of the academic business unit.*

Fitchburg State University's Business Administration 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 and business lab, structured to give the participant an opportunity to apply the theory of the classroom to a specific work experience.

Students in Accounting Concentrations have learned and mastered the professional and technical knowledge needed to successfully complete the four papers of the Uniform Certified Public Accountant Examination or

CPA Exam. During their engagement in accounting courses, students are also equipped with the practical know-how to work in providing accounting, financial, and related professional services at accounting firms, companies, or nonprofit organizations. Additionally, most accounting students have had an internship during their studies and before their graduation. This internship experience is likewise common for students in the Management and Marketing Concentrations.

Students in Management and Marketing Concentrations have fewer required major courses to complete (compared to those in Accounting Concentration), but they can take more electives in either economics or a myriad of courses in liberal arts and sciences, or in other business courses. For examples, marketing students can take a course in Geographic Information System which has increasing applications in business, particularly in retail and marketing businesses. Management and marketing students have taken courses in psychology or criminal justice to complement their knowledge learned in courses such as consumer behavior, human resources management, and organizational behavior. Consequently, students have ample opportunity to enhance their management knowledge and facts beyond what they learn in the general management courses.

Broad-Based Goals

In order to realize its mission, the Business Administration Department pursues a set of broad-based student learning goals and operational goals.

Student Learning Goals

1. Our students will acquire and interrelate 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.

3. *Describe the process employed by the academic business unit for the development, periodic review, and renewal of its outcomes assessment plan. Explain the ways in which the business faculty are involved and participate in the process.*

A recently reorganized Assessment Committee of the Business Administration Department has met on a regular basis to review newly devised assessment measures not available in the previous six years when assessments were administered and maintained by two faculty members formerly bearing the responsibilities for assessments.

The new Assessment Committee will continue to discuss the results of former assessments conducted in previous years. Furthermore, it has also already started to implement new plans and changes in order to establish new key performance indicators, new outcomes, and related new assessment measures. For example, in May 2019, two separate sets of questions similar to those found in a comprehensive exam format were administered to respective undergraduate and graduate students in assessing their mastery and understanding of knowledge and facts, and application and integration of topics learned in their accounting, management, and marketing courses. The results obtained from administering the questions to undergraduate students are analyzed in terms of overall performance, performance in each of the eight areas

of Business Technical Knowledge (BTK), and in terms of Accounting, Management, and Marketing Concentrations. On the other hand, the results from the questions administered to graduate students are analyzed in terms of the six current MBA Management Core Courses in organizational behavior, management information systems, marketing, corporate finance, accounting, and strategic management. A discussion of the details for this third direct assessment measure is provided in *2.2: Assessment of Student Learning and Operational Effectiveness*.

New evaluation rubrics for both the undergraduate and graduate have also been recently developed from the ground up and the rubric documents are in one of the Appendixes to the Self-Study. A discussion of the details for the new rubrics is provided in *2.3: Continuous Quality Improvement.*

Meeting minutes of the departmental Assessment Committee, the documents which contain the aforementioned exam questions administered to undergraduate and graduate students, raw results, and a summary and analysis of the results are available in Tk20 for perusal.

In the previous six years (administered by two faculty members responsible for assessments), the undergraduate exit survey (that is, solicit only students' opinions) and the MBA exit survey (that is, solicit only students' opinions) are 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 G. The data used for this analysis was collected from 2018 – 2019. 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 are collected at the time the student applies for graduation. Data from this survey are maintained by the Graduate and Continuing Education department. The entire results can be found in Appendix G. The data used for this analysis was collected from the 2018 – 2019 academic year. 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."

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 predicts 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 were 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.

To eventually meet our goal that 100% 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.

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. During 2018-2019 academic year, faculty discussions took place during the last two weeks of May 2019. 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. Additionally, the Business Administration Department's Advisory Board met at least once a year (see Tk20 for meeting minutes.)

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, each year the assessment coordinator and department chair verified the strategic plan to confirm the assessment plan supported the strategy.

In addition, the BSAD Advisory Board comprised of business leaders with specializations that cover key business areas meets quarterly to review program mission and assessment results involving learning outcomes and the results of alumni and employer feedback. During these meetings, the Advisory Board members discuss planned changes for continuous improvement and internship and employment opportunities for students.

2.2: *Assessment of Student Learning and Operational Effectiveness*

> **Excellence in business education is evaluated through the assessment of the academic business unit's mission and broad-based goals, intended student learning outcomes, and intended operational outcomes. This requires the academic business unit to have fully implemented its outcomes assessment plan.**

1. Based on the assessment results, provide a narrative appraisal of the extent to which the academic business unit is achieving 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 F), and our broad-based operational goals encompass our intended operational outcomes as described section III of our Outcomes Assessment Plan (see Appendix F). As a result, our Outcomes Assessment Plan helps support excellence in business education. Additionally, our strategic planning process supports our outcomes assessment activities.

From Table 2-1, for the *bachelor*-level programs: student learning assessment results, using the BSBA capstone business simulation as a <u>direct</u> measure of student learning, the overall mean rating of graduating students on each evaluation criterion was 5.4 out of 6 (6 representing "exemplary") on each of the program ISLOs # 1 through # 7 ("Met" in Table 2-1). A second <u>direct</u> measure using the BSBA capstone integrated case, the overall mean rating of graduating students on each evaluation criterion was 5.4 out of 6 (6 representing "exemplary") on each of the program ISLOs # 1 through # 7 ("Met" in Table 2-1)

From the same Table 2-1, for the *bachelor*-level programs: student learning assessment results, a third <u>direct</u> measure is based on a set of questions similar to those found in a comprehensive exam format that were administered to forty BSBA undergraduate students in May 2019 to assess their mastery and understanding of knowledge and facts, and application and integration of topics learned in their accounting, management, and marketing courses: The results obtained are analyzed in terms of overall performance, performance in each of the eight areas of Business Technical Knowledge (BTK), and in terms of Accounting, Management, and Marketing Concentrations. The results for the linkage between the BTK areas and ISLOs are below a 70 percent passing rate ("Not Met" in Table 2-1).

From the same Table 2-1, for the *bachelor*-level programs: student learning assessment results, an <u>indirect</u> measure of student learning is provided by the BSBA exit survey instrument, at least 80% of graduating students indicated that to a "moderate extent" or "great extent" learning in their program contributed to the successful achievement of each of the program ISLOs # 1 through # 7 ("Met" in Table 2-1).

From Table 2-1, for the *master*-level programs: student learning assessment results, using the MBA capstone business simulation as a <u>direct</u> measure of student learning, no result is available because this measure was not deployed in Fall 2018 semester ("n/a" in Table 2-1). An update to this direct measure will be performed. A second <u>direct</u> measure using the MBA capstone integrated case, the overall mean rating of graduating students on each core-outcome-related evaluation criterion was 5.5 out of a possible 6 (6 representing "exemplary") on each of the program ISLOs # 1 through # 8 ("Met" in Table 2-1).

From the same Table 2-1, for the *master*-level programs: student learning assessment results, a third <u>direct</u> measure is based on a set of quesions similar to those found in a comTnsive exam format that were administered to 131 MBA graduate students in May 2019 and Summer 2019 to assess their mastery and understanding of knowledge and facts, and application and integration of topics learned. The results from the questions administered to the MBA students are analyzed in terms of overall performance and the six current MBA Management Core Courses in organizational behavior, management information systems, marketing, corporate finance, accounting, and strategic management. The results for the six Core Courses as deemed related to the ISLOs are all above a 70 percent passing rate ("Met" in Table 2-1)

From the same Table 2-1, for the *master*-level programs: student learning assessment results, an <u>indirect</u> measure of student learning is provided by the MBA exit survey instrument, at least 80% of graduating students indicated that to a "moderate extent" or "great extent" learning in their program contributed to the successful achievement or each core-outcome-related evaluation and the accounting-outcome-related evaluation criterion ("Met" in Table 2-1).

The two faculty members who have conducted, administered, and maintained the assessments in the last six years are prepared to explain in more detail to the IACBE site visitors regarding the direct and indirect measures performed *prior to* May 2019.

Table 2-1: *BACHELOR-LEVEL PROGRAMS:* Student Learning Assessment Results

a.	Summary of Results from Implementing Direct Measures of Student Learning:
1.	On the BSBA capstone business simulation evaluation rubric, the overall mean rating of graduating students on each evaluation criterion was 5.4 out of 6 (6 representing "exemplary") on each of the program ISLOs # 1 through # 7.
2.	On the BSBA capstone integrated case evaluation rubric, the overall mean rating of graduating students on each evaluation criterion was 5.4 out of 6 (6 representing "exemplary") on each of the program ISLOs # 1 through # 7.
3.	A set of questions similar to those found in a comprehensive exam format were administered to BSBA undergraduate students in May 2019 to assess their mastery and understanding of knowledge and facts, and application and integration of topics learned in their accounting, management, and marketing courses. The results obtained from administering the questions to undergraduate students are analyzed in terms of overall performance, performance in each of the eight areas of Business Technical Knowledge (BTK), and in terms of Accounting, Management, and Marketing Concentrations. The results for the linkage between the BTK areas and ISLOs are below a 70 percent passing rate.

b. Summary of Results from Implementing Indirect Measures of Student Learning:
1. On the BSBA exit survey instrument, at least 80% of graduating students indicated that to a "moderate extent" or "great extent" learning in their program contributed to the successful achievement of each of the program ISLOs # 1 through # 7.

c. Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes (ISLOs)	Learning Assessment Measures							
	Direct Measures of Student Learning				Indirect Measures of Student Learning			
	Direct Measure 1	*Direct Measure 2*	*Direct Measure 3*	*Direct Measure 4*	*Indirect Measure 1*	*Indirect Measure 2*	*Indirect Measure 3*	*Indirect Measure 4*
Program ISLOs	Performance Objective Was…	Performance Objective. Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…
1. Students will be able to integrate the major concepts in the functional areas of business to formulate informed decisions.	Met	Met	Not Met		Met			
2. Students will be able to analyze the legal, social, and economic environments of business	Met	Met	Not Met		Met			
3. Students will be able to describe the global environment of business.	Met	Met	Not Met		Met			
4. Students will be able to distinguish the legal and ethical obligations and responsibilities of business.	Met	Met	Not Met		Met			

		Met	Met	Not Met		Met			
5.	Students will be able to apply decision-support tools to business decision making.	Met	Met	Not Met		Met			
6.	Students will be able to deomonstrate effective oral and written forms of professional communications.	Met	Met	Not Met		Met			
7.	Students will be able to collaborate and work in teams to solve business problems.	Met	Met	Not Met		Met			

Table 2-1: *MASTER-LEVEL PROGRAMS:* **Student Learning Assessment Results**

a.	**Summary of Results from Implementing Direct Measures of Student Learning:**
1.	On the MBA capstone business simulation evaluation rubric: It was not deployed in Fall 2018 semester.
2.	On the MBA capstone integrated case evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion was 5.5 out of a possible 6 (6 representing "exemplary") on each of the program ISLOs # 1 through # 8.
3.	A set of questions similar to those found in a comprehensive exam format were administered to MBA graduate students in May 2019 and Summer 2019 to assess their mastery and understanding of knowledge and facts, and application and integration of topics learned. The results from the questions administered to the MBA students are analyzed in terms of overall performance and the six current MBA Management Core Courses in organizational behavior, management information systems, marketing, corporate finance, accounting, and strategic management. The results for the six Core Courses as deemed related to the ISLOs are all above a 70 percent passing rate.
b.	**Summary of Results from Implementing Indirect Measures of Student Learning:**
1.	On the MBA exit survey instrument, at least 80% of graduating students indicated that to a "moderate extent" or "great extent" learning in their program contributed to the successful achievement or each core-outcome-related evaluation and the accounting-outcome-related evaluation criterion.
c.	**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes (ISLOs)		Learning Assessment Measures							
		Direct Measures of Student Learning				**Indirect Measures of Student Learning**			
Program ISLOs		*Direct Measure 1* **Performance Objective Was…**	*Direct Measure 2* **Performance Objective Was…..**	*Direct Measure 3* **Performance Objective. Was…**	*Direct Measure 4* **Performance Objective Was….**	*Indirect Measure 1* **Performance Objective Was…**	*Indirect Measure 2* **Performance Objective Was…**	*Indirect Measure 3* **Performance Objective Was…**	*Indirect Measure 4* **Performance Objective Was…**
1.	Students will be able to demonstrate well-developed problem solving skills in formulating solutions to new scenarios with decision-support methods.	n/a	Met	Met		Met			
2.	Students will be able to integrate theory and practice across business functional areas.	n/a	Met	Met		Met			

3.	Students will be able to articulate the major theories and concepts in the areas of accounting, management, and marketing.	n/a	Met	Met		Met			
4.	Students will be able to apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.	n/a	Met	Met		Met			
5.	Students will be able to communicate to relevant audiences.	n/a	Met	Met		Met			
6.	Students will be able to demonstrate well developed organizational, leadership, and teamwork skills.	n/a	Met	Met		Met			
7.	Students will be able to analyze ethical obligations and responsibilities of business.	n/a	Met	Met		Met			
8.	Students will be able to evaluate the opportunities and challenges of globalization.	n/a	Met	Met		Met			

Table 2-2: Operational Assessment Results

a. Summary of Results from Implementing Operational Assessment Measures/Methods:
1.	On the senior BSAD exit survey instrument, 81.4% of graduating students indicate that they will graduate within 6 years or less of starting program. On the exit survey instrument, 91.8% of graduating students indicate that to a "moderate extent" or "great extent" they are satisfied with the BSAD's program content and the manner in which it was delivered.
2.	On the MBA exit survey instrument,95.8 of graduating students indicate that they will graduate within 6 years or less of starting program. On the MBA exit survey instrument, 97.2% of graduating students indicate that to a "moderate extent" or "great extent" learning in their program contributed to their professional achievement. On the exit survey instrument, 94.5% of graduating students indicate that to a "moderate extent" or "great extent" they are satisfied with the MBA's program content and the manner in which it was delivered *Summary of Results for Measure/Method 2*
3.	100% of faculty will be either academically (doctoral degree) or professionally qualified.
4.	On the survey instrument, at least 80% of advisory board members indicate that to a "moderate extent" or "great extent" the BSAD's academic programs offered are current, relevant, and meet the needs of business.
5.	80% of full-time faculty are engaged in scholarship and professionally related activities.
6.	Internships and Business Labs are offered every Fall and Spring semesters. 100% of internships relate to the student's concentration.
7.	Results from Academic Advising Survey: the mean rating of students is 2 out of a possible 5 (where 1 = very much and 5 = not at all) for the question "how would you rate your overall advising experience with your present advisor.") 100% of faculty advisors will use SSC and DegreeWorks. Plans of study and two year course rotations are available to students (website)

b. Summary of Achievement of Intended Operational Outcomes:

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	Operational Assessment Measure/ Method 1	*Operational Assessment Measure/ Method 2*	*Operational Assessment Measure/ Method 3*	*Operational Assessment Measure/ Method 4*	*Operational Assessment Measure Method 5*	*Operational Assessment Measure/ Method 6*	*Operational Assessment Measure/ Method 7*	*Operational Assessment Measure/ Method 8*
	Performance Objective Was…	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**
1. The Business Administration Department will graduate its students in the program within a reasonable time-frame.	Met	Met						
2. The Business Administration Department will be successful in contributing to the professional advancement of its MBA graduates.		Met						

#		1	2	3	4	5	6	7	8
3.	The Business Administration Department will be successful in providing high-quality instructions to students.	Met	Met	Met					
4.	Faculty members in the Business Administration Department will be highly qualified in their teaching discipline.			Met					
5.	The academic programs offered by the Business Administration Department will be current, relevant, and meet the needs of business.				Met				
6.	Full-time faculty members in the Business Administration Department will be engaged in appropriate scholarly and professional activities on an annual basis.					Met			
7.	Undergraduate students in the Business Administration Department will have the opportunity to participate in relevant internships and business laboratories.						Met		
8.	The Business Administration Department will provide the foundation to enable undergraduate students to successfully pursue employment in the field of business or advanced degrees within a reasonable timeframe after graduation.	Met							
9.	The Business Administration Department will be successful in providing effective academic advising to its students in the bachelor programs.							Met	

2.3: Continuous Quality Improvement

Excellence in business education requires the academic business unit to be engaged in a process of continuous improvement in its programs and operations. This process includes the identification of necessary changes and improvements as a result of the implementation of the academic business unit's outcomes assessment plan, the development of action plans for making those changes and improvements, and the documentation of the realized outcomes from the execution of the action plans.

1. Table 2-3 summarizes the changes and improvements needed, action plans developed, desired or realized results, and additional action required based on the analysis of the results from implementing the outcome assessment plan.

Table 2-3 provided the information. New evaluation rubrics have been developed as of May 2019. The new rubric documents are in an Appendix to the self-study.

Moreover, both the departmental Curriculum Committee and Assessment Committee plan to meet on a more frequent schedule to revise and develop new outcomes, assessment tools, and additional evaluation rubrics to expand and improve upon the practices in existence over the last six years.

The department is also considering purchasing Peregrine Academic Services online exams in order to extend the direct assessment of learning outcomes. The online exams could be used to evaluate retained student knowledge in relation to the academic program's learning outcomes.

Currently, simulation software is used in capstone courses (Business Policy and Strategy at the undergraduate level and Strategy Management at the graduate level). We are considering a more comprehensive use of the simulation software in additional core courses which will be incorporated in the curriculum. Moreove, we will review the extent to which simulation software can be adopted in online capstone courses.

2. 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 linked to the institutional budgeting process.

Linkage with Business Administration Department's and Institution's Strategic Planning Processes

Business Administration Department's Strategic Planning Process

The changes and improvements that result from implementing the Business Administration Department's Outcomes Assessment Plan are linked to the department's strategic planning processes. This is because information obtained from implementation of the Outcomes Assessment Plan is used to assess attainment of many of the department's strategic overall objectives. Additionally, results obtained from the Outcomes Assessment Plan will inform updated versions of the department's strategic plan. Finally, achievement of the broad-based goals, learning outcomes, and operational outcomes included in the Outcomes Assessment Plan link to and support many of the overall objectives described within the department's Strategic Plan for 2013 - 2018 and vice versa.

In addition, a process is in place to ensure a linkage exists between the Business Administration Department's assessment effort and strategic planning process. The Business Administration Department's assessment coordinators and chair regularly ensure that the department's strategic plan is in alignment with action plan items.

The university has commenced a new strategic planning cycle. This process is university-wide and will yield a new strategic plan for the university. It is anticipated that the department of business will align the departmental strategic plan with the university's strategic plan being developed during spring 2020.

Also, the Business Administration Department's Advisory Board has met at least once a year for the past three years. For instance, they recently met in November 2019. The advisory board is comprised of business leaders with specializations that cover key business areas. During meetings, the advisory board members are provided with an overview of the department's recent assessment activities as well as previous assessment results.

The School of Business & Technology's action plan to offer an accelerated 7 week delivery for its MBA program met the university's goal for access while adapting the technological resources for the online program and the financial resources to sustain additional faculty. The accelerated online program is among the university's high enrollment programs and the key performance indicators developed for the program include timely scheduling of courses and selection of qualified adjunct faculty and assessment of student learning outcomes.

Institution's Strategic Planning Process

Similar to the business department's strategic planning process, achievement of the broad-based goals, learning outcomes, and operational outcomes included in the Outcomes Assessment Plan link to and support many of the objectives described within Fitchburg State University's Strategic Plan 2009 – 2014 and vice versa.

Additionally, a process is in place to ensure a linkage exists between the Fitchburg State University strategic planning process and the Business Administration Department's outcomes assessment. In particular, for each academic year, the Business Administration Department's assessment coordinators submit 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 propose 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

Furthermore, the Fitchburg State University Director of Assessment compiles each department's outcomes assessment report and shares the compilation with the Academic Affairs team and the academic chairs. This provides an opportunity for both administration and programs across the campus to provide feedback on the assessed outcomes and assessment plans for each program.

Budgeting Process Connection
The Business Administration Department submits a budget proposal with justification for requested funding. Additionally, the Business Administration Department submits faculty requests, with justification. Therefore, the Business Administration Department may incorporate budget and faculty requests related to outcomes assessment as needed.

Table 2-3: Summary of Changes, Actions, and Outcomes

	Change or Improvement Needed	Action Required and Timeline	Desired/Realized Outcomes	Additional Action Required
1.	New evaluation rubrics have been developed as of May 2019. The new rubric documents are in an Appendix to the Self-Study.	Completed.	Better measurement and evaluation of outcome assessments plans.	n/a
2.	More frequent meeting for both the departmental Curriculum Committee and the Assessment Committee.	Coordination between the two departmental committees.	Revise and develop new outcomes, assessment tools, and additional evaluation rubrics to expand and improve upon the practices in existence over the last six years.	n/a
3.	Purchase services provided by Peregrine Academic Services.	Pending	Online exams to extend the direct assessment of learning outcomes. The online exams could be used to evaluate retained student knowledge in relation to the academic program's learning outcomes.	n/a
4.	Attempt to recruit additional MBA faculty.	Request funding and establish search committee.	Additional full-time MBA faculty.	n/a
5.	Recruit additional undergraduate faculty members for assessment purposes (new hire as well as existing faculty). In particular for BSAD 4890 and BSAD 3500.	Request funding and establish search committee.	Faculty with experience or expertise in academic assessments.	n/a
6.	Analyze and rank the major business program assessment tests. Review with faculty and Advisory Board. Begin discussions with faculty in regards to plotting pre- and post-assessment tests.	Organize sessions on planning, directing and evaluation of steps and procedures with stakeholders.	Common understandings among stakeholders on goals and outcomes desired and achievable.	n/a
7.	BSAD faculty to work with librarian to develop and load "imbed a librarian" tools to online Blackboard sites.	Coordinate with librarian on integrating library resources with	Successful embedment of library recourses in faculty Blackboard sites.	n/a

		individual faculty course assessment.		
8.	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.	Coordinate with librarian on integrating library resources with individual faculty course assessment.	Successful embedment of library recourses in faculty Blackboard sites.	n/a
9.	Recruit a personnel to collect and assess information literacy data.	`Recruit expert in data analytics.	Useful pattern in data and knowledge to support course assessment.	n/a
10.	Provide support to students at risk to address and prevent program drop outs via the retention program.	Coordinate with Registrar and Academic and Career Coach in the Career Counseling & Advising Center to prepare plans and programs to support students at risk.	Higher retention and lower drop out.	n/a
11.	Provide support to students in searching for jobs post-graduation via the following methods: encouragement of internships, Business Society and Accounting Club guest speakers which may lead to job leads, and encourage students to meet with the University's Career Center.	Recruit more students engage in career and advanced study fairs and networking opportunities.	Higher job placement and graduate school admission for graduates.	n/a
12.	Focus faculty searches on doctorally qualified candidates to fill open business department faculty positions.	Enhance supports in pedagogical activities and research resources (workshop, research database, etc.).	Improvement in teaching effectiveness and student learning Higher retention for faculty.	n/a

2.4: Summary Reflection on Quality Assessment and Advancement

> **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 quality assessment and advancement 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 quality assessment and advancement processes in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's processes for assessing and advancing academic quality in its programs and operations.*

As a result of the Business Administration Department's efforts in preparing the self-study, the department became aware that the assessment tools that were in place did not provide accurate evidence or data. This void prevented the academic business unit from being able to assess the effectiveness of its curriculum. Since the time that this issue can to the attention of the academic business unit, remedial actions have been put into place to assist in the development and implementation of advancement processes in supporting excellence in business education. The Business Administration Department has developed an assessment rubric that all faculty are required to adhere to in all courses taught in all business programs. The faculty teaching the capstone course (BSAD 4890 Business Policy and Strategies) have collaborated in designed the course to provide measurable outcomes. Also, all graduating seniors are now required to take a non-gradable exam based on the BTK areas as well as completing an exit survey to provide subjective assessment on the quality of the academic business unit and programs.

2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

Every student and graduate from the Business Administration Department should be able to reflect on:

1. What do I know (cognitive skills).
2. What can I do with this knowledge (performance skills).
3. How do I value the ideas of the discipline learned in accounting, marketing, or management (affective skills).

That is, at the least, we should ensure that students will know or be able to do as a result of learning activities and that the learning outcomes are those the students must meet on the way to attaining a degree in business administration. Outcome assessments should be linked to the strengths, skills, and values that are the result of or otherwise supported and nurtured by the program experience.

The learning outcomes are accepted and supported by faculty in the Business Administration Department. We realize that developing appropriate and useful outcomes is an iterative process and it is in the development process that the need for refining those outcomes will become apparent. In particular, it is self-evident that learning outcomes can be measured by more than one assessment method.

We will strive to determine where the best evidence can be found that demonstrates how well students are performing on the learning outcomes. The program faculty members will discuss in which courses various outcomes are currently being addressed. With the help of course syllabus in each course, what kind of student outputs (exams, projects, cases, presentations, etc.) should be identified that allow measurement of student performance. This provides the background for deciding in which course students' achievement level on the outcome would best be assessed or evaluated.

Assessment of student learning is critically dependent on the tools to assess students' mastery of the learning outcomes. In-depth assessment of a learning outcome requires both substantive and substantial student product such as a course project or research paper in order for the faculty to draw meaningful conclusions about the student's mastery level. Our entire faculty will also strive to continually reframe the assignments or evaluative tools to make them suitable for learning outcome assessment purposes. Ideally, those assignments or tools would entail clear parameters that are pre-defined in a scoring rubric.

We will improve on our direct assessment measures which may embody all or some of the following: student papers, group projects, capstone course assignments, homework assignments, exams, student presentations, and a comprehensive exam. We have also used indirect assessment measures such as current student, alumni, graduating student or employer surveys. Direct assessment measures gauge students' actual learning, whereas indirect measures are about satisfaction opinions. We found that both direct and indirect assessment measures are useful for assessment purposes, but indirect measures are generally less reliable when the issue is about measuring actual student learning. Furthermore, indirect measures also have the intrinsic perception problem of students or graduates on learning that might have taken place sometime in the past. Consequently, time makes their perceptions blurry and perhaps also induces some kind of wishful thinking. As such, direct assessment measures are clearly advantageous in order to truly assess what students have learned.

We also recognize that we may overlook a link between a particular assignment and a learning outcome in that there may be vague connections between assignments and outcomes which cause one assessment indicator an insufficient measure of a learning outcome. We will investigate and maintain multiple criteria that can be measured. Therefore, the link between a particular assignment and a learning outcome needs to be clearly described or defined. In other words, one direct or indirect measure may not cover all relevant criteria of the related outcome. It may take more than one measure such as a paper, an exam, and capstone assignment to address all criteria of a learning outcome.

We will also consider establishing a multiyear (2-3 year) cycle for covering all learning outcomes and determining which outcomes or goals will be assessed in any given year. In addition to upholding continual improvements or changes in our assessment methods and prepare plan to address weaknesses in attainment of goals, we will provide justifications in our decision process on why in case no changes are deemed necessary by the faculty or other experts in assessment.

Principle 3: Strategic Planning

3.1: Strategic Planning

> **Excellence in business education requires an effective strategic planning process that focuses the academic business unit's decision making toward defined goals, is linked to the unit's outcomes assessment process, and provides an overall strategic direction for guiding the unit into the future. The strategic planning process is also informed by the input of the various stakeholders of the academic business unit. Furthermore, the academic business unit must have used the process for continuous improvement in its overall performance and its business programs.**

1. *Explain the ways in which the mission of the academic business unit is aligned with and contributes to the mission of the institution.*

The Business Administration department's mission is aligned with and contributes to the mission of the University. For example, the mission of the Business Administration department includes preparing students to take responsible positions within the world of business with the knowledge of business theories, policies, practices, and procedures, which includes an understanding of civic and global responsibilities. This aligns with and contributes to the University's mission to provide excellence in teaching and learning and prepare students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility.

Additionally, as is stated within the Business Administration department's mission, the business curriculum is based on 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 theory of the classroom to a specific work environment. This is in alignment and contributes to the University's mission which includes (a) extending a Fitchburg State education beyond the classroom to include residential, professional, and co-curricular opportunities and (b) providing leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth.

The Fitchburg State University mission can be found at (https://www.fitchburgstate.edu/about/university-mission-vision-and-values/.) and is: 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 Business Department's mission can be found at (https://www.fitchburgstate.edu/academics/academic-departments/business-administration-dept/) and is: The Business Administration Department will prepare each student to take a responsible position within the world of business well equipped with an essential knowledge of business theories, policies, practices, 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 environment.

2. Demonstrate that the mission of the academic business unit is transparent to all of its stakeholders.

The mission of the Business Administration Department is described on the department's webpage and can be found at https://www.fitchburgstate.edu/academics/academic-departments/business-administration-dept/. It is transparent and available to be read by all stakeholders.

The Department's mission is also transparent to the stakeholders because the stakeholders help to develop and monitor the Department's strategy which incorporates the Department's overall mission. Please see question 11 below for a detailed description of the role the Department's stakeholders play in the strategic planning processes.

3. Demonstrate that the academic business unit formulates goals that are aligned with, map to relevant aspects of, and are instrumental to the accomplishment of the unit's mission.

The Business Administration Department formulates goals that are aligned with, map to the relevant aspects of, and are instrumental to the accomplishment of our mission. This is demonstrated by the initiatives documented in our Strategic Plan, and the newly formed Strategic Planning Committee tasked with overseeing the department's strategic planning efforts. As reported in our Strategic Plan, the department's mission is to "… prepare each student to take a responsible position within the world of business well equipped with an essential knowledge of business theories, policies, practices, and procedures …" Furthermore, our vision is to "be recognized as the pre-eminent business administration degree program within the Massachusetts state college system and attract local students as well as those who live throughout the United States and globally." To that end, our goals focus on strengthening and expanding upon our program offerings and providing flexibility and innovation in delivery in order to facilitate continuous improvement in student learning and fulfill the needs of a larger and more diverse body of students.

Goals focused on strengthening and expanding upon our program include:

- Adding new Healthcare Management, Marketing, and Supply Chain Management tracks to our online MBA program.
- Adding new Graduate Certificates in Healthcare Management and Accounting. Also, consideration of certificates in new concentrations as they are added, and consideration of modifying the curriculum for the MBA Management and Human Resources Management Concentrations to allow for the development of certificates in these areas because there currently is only a one course difference in these programs.
- Allowing MBA students enrolled in the Accounting Concentration to enroll in one additional concentration, and MBA students enrolled in the Management or Human Resources Management to add on the Accounting Concentration. Also, consider of certification for new concentrations are they are added, and consideration of modifying the curriculum for the MBA Management and Human Resources Management Concentrations to allow students to dual-concentrate in these areas because they currently have only one course difference.
- Evaluating our undergraduate core courses and courses within concentrations to ensure full coverage of all key business technology knowledge content areas and alignment with the three concentration areas.
- Possible evaluation of new undergraduate majors and minors, including a BSBA in Accounting and minor in CIS.

- Evaluating possibility of leveraging the IACBE's international collaborations for overseas study towards expending our existing Study Abroad options and offering students with additional global experiences and perspectives.
- Developing and implementing a comprehensive assessment process to measure the success of all new initiatives.

Goals focused on offering innovation and flexibility in delivery include:

- Development and implementation of a new 7-week online accelerated undergraduate business program as a degree completion program targeted at transfer students within the management concentration. The goal is to accelerate these students on a "Fast Track" to earn their BSBA in [approximately] 3 years. We plan to expand this program to the two other undergraduate concentrations over time.
- Development and implementation of a new MBA 4+1 program. Applicants applying to the day or evening undergraduate program will have the option of choosing to apply to the 4+1 MBA program. Students admitted to this program may take up to six credits their senior year as long as they meet GPA requirements. These credits will count as graduate credits towards their FSU MBA (https://www.fitchburgstate.edu/academics/graduate-online-continuing-education/41-programs/).
- Development and implementation of a new BSBA 3+1 program. This program is targeted at Mount Wachusett Community College (MWCC) students. The current plan is that MWCC students will have the option of choosing to apply to the BSBA 3+1 program or just for the MWCC associates degree. Those that select the program will take their first two years of classes with MWCC instructors at MWCC, their third year courses will also be completed at MWCC and aligned with IACBE intended student learning outcomes and BTK competencies. The third year courses will be taught jointly with FSU and MWCC instructors. Fourth year courses will be FSU courses taught by MWCC and FSU faculty at FSU.
- Considering a team teaching approach, utilizing AQ faculty with PQ faculty, where the number of course sections are reduced and seat enrollments increased to 140 with four instructors collaborating for sub groupings of 35 students for grading, discussion boards, and assessment.

4. Describe the processes employed by the academic business unit for developing strategies for advancing its overall organizational effectiveness, and demonstrate that the strategies are aligned with its mission and goals.

The Business Administration Strategic Planning Committee oversees the development, deployment, and assessment of the department's strategic plan. This committee includes the Business Department Chair, GCE Business Department Undergraduate Program Chair, GCE MBA Program Chair, and GCE Business Department Co-Chair for Strategic Initiatives, Academic Dean, and GCE Dean. Going forward, the Strategic Planning Committee will meet at least yearly with the department's Advisory Board to obtain their input in developing and assessing the department's strategic plan and to ensure it is aligned with the department's mission and goals. The advisory board is comprised of business leaders in a variety of business disciplines, including those covered within the program's undergraduate and graduate concentrations.

5. *Explain the ways in which the mission, goals, and strategies of the academic business unit direct its efforts at innovation and creativity in business education.*

The mission, goals, and strategies of the Business Administration Department direct our efforts at innovation and creativity in business education in many ways. For example, as detailed in our Strategic Plan, we have proposed and are actively working on the development of new innovative and creative delivery models that will allow us to better serve the needs of a lager body and more diverse group of citizens. These include a new (a) 7-week online accelerated undergraduate business program, initially targeted to transfer students within the management concentration, who desire to "Fast Track" completion of their BSBA degrees within [approximately] 3 years; (b) MBA 4+1 program, targeted to FSU undergraduate business students who wish to begin taking graduate classes during their senior year; and (c) BSBA 3+1 program, targeted to MWCC students who aim to seamlessly complete a BSBA degree started at a community college.

The department's mission, goals and strategies have also directed other innovative and creative efforts. As detailed in our Strategic Plan, we propose to evaluate the possibility of leveraging the IACBE's international collaborations for overseas study to strengthen our Study Abroad program and provide additional opportunities for students to obtain a global experience and perspective.

6. *Explain the ways in which the mission, goals, and strategies of the academic business unit clearly focus its educational activities on business education and foster continuous quality improvement in its business programs and its operational and functional performance.*

The Chair of the Department of Business Administration organizes the monitoring and evaluation of our progress toward accomplishing our goals and objectives. Assessment data is gathered throughout the year and typically completed KPIs are collected and reviewed by the Department Assessment Committee. Since the KPIs for the current year is linked to the previous year's KPIs the monitoring and evaluation of goals and objectives is a continuous process.

7. *Demonstrate that the mission, goals, and strategies of the academic business unit explicitly address the human, financial, physical, and technological resource needs to sustain its continuous improvement and innovation efforts in business education and to support its ongoing functional operations.*

The School of Business' strategic planning process incorporates the mission, goals that explicitly address the human, financial, physical, and technological resource needs to sustain continuous improvement and innovation efforts. Specifically, the planning process begins the with university's overall mission and strategic plan. Following are the specific elements of the department's planning process:

1. The university strategic plan and mission guide the Department of Business Administration Mission, Goals, and Outcomes.
2. The goals and outcomes are established for student success, internal operations, and staff development
3. Assessment measures and KPIs are established or each outcome with targets
4. Results are reported and compared to KPI targets established for continuous improvement
5. A plan of action is established for outcomes that are not achieved or fall below the targets.

8. *Describe the processes used by the academic business unit for developing action plans for the enhancement and development of its resources, educational processes, and the academic quality of its business programs. Provide evidence of these improvements resulting from the implementation of the strategic plan.*

The Department of Business Administration uses a system of strategic planning and assessment based on Key Performance Indicators(KPIs). These KPIs includes goals and outcomes related to:

      1) student learning;
      2) internal operations and processes;
      3) finance; and
      4) faculty and staff development

As an example, the KPIs for student learning identified some actions that will expand the core curriculum for the BSAD undergraduate program and related mapping to Business and Technology Knowledge areas. The use of KPIs has helped the department guide performance and clarify targets. These KPIs are also designed to align people, resources, and processes, while maximizing the potential of new initiatives and identifying innovative opportunities. Not only does the use of KPIs allow for the use of results to drive new action steps, the benchmarks allows all faculty and staff to have a sense of satisfaction about their specific role in the achievement of the University's objectives and improvements.

A summary of strategic goal areas and related KPI framework is shown below in the Table

Strategic Goals	KPI	Assessment Measure	Target	Result	Action Resulting for Assessment
This is split into four sections: 1)Student Learning Outcomes 2)Internal Operations and Processes 3) Finance 4)Faculty/Staff Development	The are determined by faculty and staff and stakeholders on the Advisory Board	These measures are developed with faculty and staff from the academic and operational units across campus	Targets are set based on continuous improvement. Once targets are achieved, there is a thoughtful review for increasing benchmarks to realistic levels	If results meet target, review to raise the performance level. If results fall below targets, there is a review of process, procedures, and resources needed for performance	A plan of action is developed to achieve each action step and align with and assessment cycle that aligns with the implementation. the following

9. *Describe the methods used by the academic business unit to monitor and evaluate its progress in accomplishing its mission and goals.*

The newly formed Strategic Planning Committee are tasked with overseeing the Department's strategic planning efforts, this includes monitoring and evaluating progress in accomplishing set mission and goals. In addition, goals are discussed during Department and Advisory Board meetings, and faculty who serve on the Department's Assessment committee monitor, evaluate, and take action upon learning and operational outcomes.

10. 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 linked to the institutional budgeting process. Specifically, on an annual basis, the Business Department Chair develops a Strategic Funding Request and submits it to FSU's Head of Finance.

The budget process is also directly tied to the university's strategic plan through the assessment results identified in each department's KPIs. The budgetary process is not used as a punitive measure in regards to outcomes assessment. As directed by the Budget Office, each department identifies the related to action items from assessment results (from KPIs) and budget needs and then submit budget requests for review to the respective administrative Officer.

11. Describe the process employed by the academic business unit for the periodic review and renewal of its mission, goals, and strategies, and explain the ways in which various stakeholders of the unit (e.g., faculty, staff, students, external groups/individuals, etc.) are involved and participate in the process.

The various stakeholders are involved in the strategic planning process include faculty, administration (Dean of the School of Business and Technology and the Vice President for Academic Affairs), the community, and our students. First, faculty members are involved in the strategic planning process via input and approval of goals and outcomes, the creation of assessment rubrics, and the collection and interpretation of data in their specific courses. Second, upper administration is involved in the process on two levels. The Dean of the School of Business and Technology reviews and provides input into the KPI process. The Vice President for Academic Affairs also reviews and provides final approval of the action steps resulting from the KPI review. Third, the community is involved in the strategic planning process via the Business Advisory Board which consists of community members and alumni of the University. The mission of the Department of Business Administration, as well as the goals and KPIs, are shared with the advisory board. Input from members of the board is received and any relevant and reasonable suggestions are followed. Fourth, students are involved in the strategic planning process via their feedback on evaluation tools used for assessment. Without student cooperation and honest evaluation in data collection, we would not have some of the assessment data used to create action plans for the future.

3.2: Summary Reflection on Strategic Planning

> **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 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. These conclusions should include an identification of any changes and improvements needed in the academic business unit's strategic planning process.*

Overall, the Business Administration's strategic planning process is effective. This is exemplified in part because there is an emphasis on considering input from all stakeholders when developing goals and updating the strategic plan. However, the self-study spotlighted the need (a) for one group to oversee these efforts: the newly formed Strategic Planning Committee which is tasked with overseeing the department's strategic planning efforts, and (b) to ensure adequate input from industry experts for each of the program's undergraduate and graduate concentrations.

2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

The following are proposed courses of action:

- The Strategic Planning Committee should begin meeting on a regular basis
- The Department should reconfigure its Advisory Board to include more industry representatives for each of the programs undergraduate and graduate concentrations, and the Advisory Board should meet at least once each academic year

Principle 4: Business Curricula and Learning Opportunities

Business professionals must possess the necessary technical knowledge, competencies, and skills to fulfill the responsibilities associated with the critical positions of trust that they hold in business and society.

4.1: Business Program Development and Design

> **Excellence in business education requires the academic business unit to have effective curriculum management processes for developing and designing its business programs. Furthermore, the design of each business program offered by the academic business unit must be future-oriented and consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities. In addition, the curriculum of each business program must cultivate critical career-appropriate core competencies in business and must maximize the likelihood that the intended learning outcomes for the program will be achieved.**

1. *Provide the curricular requirements for each business program included in the accreditation review.*

Refer to the link below:
https://www.fitchburgstate.edu/academics/academic-departments/business-administration-dept/

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 hours
- Core Curriculum – 24 S.H.
- Specializations for the Major:
    - Accounting – 42 S.H. includes Required Courses and Directed Advanced 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 and (2) Business course electives.

As stated in the University Catalog (http://catalog.fitchburgstate.edu, the curricular requirements for the Master of Business Administration (MBA) totals 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

Accelerated and the on-campus Online MBA Program currently offers the Management, Accounting and Human Resource Management tracks.

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; 1 letter 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 65 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 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.

All new courses 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 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 recorded in an online index.

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. Final approval from the Board of Trustees is included in their own minutes.

AUC records are available in the following ways:

- AUC proposal and actions, 2008-present, are indexed electronically on the AUC website (http://web.fitchburgstate.edu/aucproposals/) with full record of the action including amendments, committee assignments and actions.

- AUC proposals and actions, 1979-present, are indexed electronically and available on the AUC website (http://web.fitchburgstate.edu/aucproposals/)

- The All College Committee Records, 1966-present are housed in the University Archives and include the full record of the action including proposals, amendments, attachments, correspondence, minutes and actions.

- The All College Committee Digital Archives aim to provide full-text, searchable access to AUC proposals from 1979 to 2007. Expected to take several years, the collection will be added to continuously until completed.

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.

2. ***Describe the term structure that constitutes an academic year for the program in this description, also specify the number of weeks comprising each academic term.***

The university's BSBA program comprises fifteen weeks during the Fall and Spring semesters. Our MBA program classes are scheduled in two parts per semesters. Fall semesters are Fall A and B and Spring semesters are Spring A and Spring B. Summer semesters are Summer A and Summer B.

3. *Describe the curriculum management processes used by the academic business unit for developing and designing its business programs, including the following aspects of the programs:*

   a. *Program structure and organization*

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.

The program is rigorous and includes the use of an internet based plagiarism detection service (turn –it-in) in an effort to improve writing.

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, courses 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/.

   b. *Curriculum content*

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 and the 120 graduation requirement credits within the BSBA core curriculum, 20% of the credits represents the core (8 courses, 24 credit hours) and 23% (9 courses) represents most of our concentrations.

Core Curriculum
    BSAD 1700 Introduction to Computer Information Systems for Business
    BSAD 2010 Introduction to Financial Reporting
    BSAD 2020 Introduction to Managerial Accounting
    BSAD 3200 Principles of Management
    BSAD 3300 Fundamentals of Marketing
    BSAD 3400 Basic Finance
    BSAD 3500 Business Law I
    BSAD 4890 Business Policy & Strategy

Accounting Concentration
    BSAD 3010 Financial Reporting Theory & Practice I
    BSAD 3020 Financial Reporting Theory & Practice II
    BSAD 3120 Cost Accounting
    BSAD 4010 Financial Reporting Theory & Practice III
    BSAD 4100 Advanced Accounting I
    BSAD 4103 Advanced Accounting II
    BSAD 4140 Auditing
    BSAD 4150 Federal Taxation
    BSAD 4500 Business Law II

Of the business related courses and the 120 graduation requirement credits within the BSBA Marketing curriculum, 20% of the credits represents the core (8 courses, 24 credit hours).

Marketing Concentration
 BSAD 3310 Consumer Behavior
 BSAD 3320 Market Research
 BSAD 3330 Advertising
 BSAD 4880 International Business Management
 Marketing Electives (3)
 BSAD 3340 Small Business Management
 BSAD 3800 Digital Commerce
 BSAD 4300 Sales Management
 BSAD 4310 Retail Marketing
 BSAD 4320 Industrial Marketing
 BSAD 4330 International Marketing
 BSAD 4340 Developing Marketing Strategies

Of the business related courses and the 120 graduation requirement credits within the BSBA Management curriculum, 20% of the credits represents the core (8 courses, 24 credit hours).

Management Concentration
 BSAD 3210 Human Resources Management
 BSAD 3220 Production Management
 BSAD 4200 Organizational Behavior and Theory
 BSAD 4210 Social Environment of Business
 BSAD 4230 Business Fluctuation and Forecasting
 BSAD 4880 International Business Management

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.

The program is rigorous and includes the use of an internet based plagiarism detection service (turn –it-in) in an effort to improve writing.

All new courses 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 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 recorded in an online index.

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. Final approval from the Board of Trustees is included in their own minutes.

AUC records are available in the following ways:

- AUC proposal and actions, 2008-present, are indexed electronically on the AUC website (http://web.fitchburgstate.edu/aucproposals/) with full record of the action including amendments, committee assignments and actions.

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- The All College Committee Digital Archives aim to provide full-text, searchable access to AUC proposals from 1979 to 2007. Expected to take several years, the collection will be added to continuously until completed.

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, courses 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/.

Table 4-1: General Program Structure and Design

PROGRAM	NORMAL TIME-TO-COMPLETION	DEGREE REQUIREMENTS
ASSOCIATE LEVEL PROGRAMS		
Associate of Applied Science in Business	N/A	N/A
BACHELOR LEVEL PROGRAMS		
Bachelor of Business Administration with a Concentration in Marketing	4 Years	120 Credits
Bachelor of Business Administration with a Concentration in Accounting	4 Years	120 Credits
Bachelor of Business Administration with a Concentration in Management	4 Years	120 Credits
MASTER LEVEL PROGRAMS		
Master of Business Administration with a Specialization in Accounting	12-22 months	30 Credits
Master of Business Administration with a Specialization in Management	12-22 months	30 Credits
Master of Business Administration with a Specialization in Human Resources Management	12-22 months	30 Credits
DOCTORAL LEVEL PROGRAMS		
Ph.D. in Business	N/A	N/A

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 curriculum, 60% of the credits represent the core (6 courses, 18 credit hours).

MBA Core Courses
MGMT 9040 Organizational Behavior
MGMT 9060 Management Information Systems
MGMT 9160 Marketing Management
MGMT 9170 Corporate Finance
MGMT 9180 Accounting Practices for Managers or
MGMT 9030 Accounting Theory (for Accounting Concentration Only).
MGMT 9500 Strategic Management

Of the business related courses in the MBA Accounting curriculum, 40% of the credits represents the specialized courses (9 credit hours).

Accounting Concentration Curriculum
MGMT 9032 Advanced Financial Accounting Issues
MGMT 9034 Selected Topics in Advanced Managerial Accounting
MGMT 9036 Accounting Information Systems
MGMT (3cr) Directed Elective Course

Of the business related courses in the MBA Management curriculum, 40% of the credits represents the specialized courses (9 credit hours).

Management Concentration Curriculum
MGMT 9050 Human Resource Function and the Manager
MGMT 9080 Management Theory and Processes
MGMT 9450 Selected Topics in Management
MGMT (3cr) Directed Elective Course

Of the business related courses in the MBA Human Resource Management curriculum, 40% of the credits represents the specialized courses (9 credit hours).

Human Resources Management Concentration Curriculum
MGMT 9050 Human Resource Function and the Manager
MGMT 9070 Legal Issues in Human Resources Management
MGMT 9450 Selected Topics in Management (HR relevance)
MGMT (3cr) Directed Elective Course

Directed Electives Courses (Selected Topics):
MBA Courses
MGMT 9002 Management of the Global Economy
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 9060 E-Commerce
MGMT 9700 Internships in Management

     c. *Program-level intended student learning outcomes*

Undergraduate:
1. Students will be able to integrate the major concepts in the functional areas of business to formulate informed decisions.
2. Students will be able to evaluate and apply 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 distinguish the legal and 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 demonstrate effective oral and written forms of professional communications.
7. Students will be able to collaborate and work in teams to solve business problems.

Graduate:
1. Students will be able to demonstrate well-developed problem solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting.
2. Students will be able to integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.
3. Students will be able to articulate the major theories and concepts in the areas of accounting, finance, management, and marketing.
4. Students will be able to employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.
5. Students will be able to communicate to relevant audiences, including the composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.
6. Students will be able to demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.
7. Students will be able to identify and analyze the ethical obligations and responsibilities of business.
8. Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.

d. *Pedagogies*

Pedagogies employed include lectures, case studies individual semester projects group projects, discussion questions, and examinations. Discussion questions are designed to reflect personal experiences for authenticity. The department proposes to build larger class sizes with team teaching requiring academically qualified teaching the core courses and professionally qualified faculty teaching the concentration courses. Pedagogies are also strengthened with support from our instructional design team including teaching workshops for new adjunct faculty serving as co-instructors. We specify duties, enrollment caps, and designations for these co-requisite tutors assisting with discussion boards, student feedback, and course input for departmental committees supporting IACBE reaffirmation.

e. *Delivery modes*

Methods of Program Delivery

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 student learning achievements in all courses follow 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 university 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:
https://catalog.fitchburgstate.edu/content.php?catoid=36&navoid=2283#Grading_Policy

FSU Grade	Letter Grade Equivalency	One Hundredth Point Equivalency
4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91
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-	77-79
1.5	C-D+	67-68
1.3	D+	64-66
1.0	D	60-63
0.0	F	0-59

5a.-b. If the academic business unit offers online or hybrid program, describe the kinds and amounts of student and faculty activity and effort required in the online components of the programs.

The nature and amount of student activity and effort required in the online component of each class is designed to fulfill course objectives. These include what faculty expects undergraduate and graduate students to accomplish including how much time students are expected to spend completing classwork. These expectations include outlining in the syllabus that studying time requires one and half hour to two hours of study time for every hour and a half of contact class time. This means that when compared to our traditional on-campus there is more extensive out of class preparation and assignments for online students.

Our accelerated MBA program constitutes a seven week format with large class sizes, and faculty structures classes to meet the weekly course objectives keeping in mind that the discussion board must require original posts that addresses the core concepts and application of weekly topics including all follow up responses. Students are arranged in groups which allow for a tradition-like class feeling with substantive discussions.

c. Explain the ways in which the academic business unit ensures equivalent quality between these programs and more traditionally-delivered, fully on-ground programs.

Program consistency includes using standard syllabi and examinations where utilized. Assignments include case study analyses, individual research papers and discussion questions.

To meet the objectives for consistent quality of both online and in -class programs, faculty sets limits on the number of courses to be taken particularly in the accelerated programs. Other requirements include setting standards for online classes on a weekly basis such as the time students require to compose an original discussion post plus the additional posting to fellow students. To maintain best quality practices faculty spend substantial hours on-line responding to students' discussion posts and responding to student emails. Class assignments are rigorously composed and assessed for quality in terms of APA compliance and the integration of concepts and application of at least three current articles that supports the weekly topics. A standard program assignment turn- a- round time of 72 hours is maintained for all classes. Instructors provide assigned reading which is done prior to class meetings. For online classes faculty are required to make syllabi available at least two weeks prior to the start of classes. The department proposes to build larger class sizes with team teaching requiring academically qualified faculty teaching the core courses and professionally qualified faculty teaching the concentration courses. Pedagogies are also strengthened with support from our instructional design team including teaching workshops for new adjunct faculty serving as co-instructors as well as current faculty. We specify duties, enrollment caps, and designations for these co-requisite tutors assisting with discussion boards, student feedback, and course input for departmental committees supporting IACBE reaffirmation. The recent data from exit surveys suggests that our BSBA students scored an average percentage of 57.0 on the accounting questions, 39 percentage on the management questions, and 65 percentage on the marketing questions. Further analyses of the BTK areas revealed that students performed very well in the Functional, Global, Ethical, and DST areas with an average of 62, 80, 60 and 64 percentages respectively. The MBA data results showed that a 76.11 overall average performance rate results from the exit surveys focused on the core MBA courses. The LSE, COMM, CT and INT areas averaged less than 50 percentage points.

d.   Describe the process that the business unit uses to ensure that the individual completing the work in the course is the student who is registered and earning credit for the course.

Faculty apply a consistent monitoring of student assignment submissions for changes in writing style and tone. This is evident in the responses to discussion questions where faculty elicit personal experiences which helps in identifying student writing pattern. Turn-it-in technology is also used, and the department is due to implement Proctor U, which will lend to a higher level of validation in examination results.

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 2018-2019 undergraduate academic calendar for both methods may be reviewed in the following table:

Table 3.1
2018 – 2019 Undergraduate Academic Calendar

Fall 2018	Winter 2019 (online only)	Spring 2019	Summer I 2019	Summer II 2019
9/6 – 12/19/18	12/28/18- 1/14/19	1/22 – 5/16/19	05/28 – 6/28/19	7/8 – 8/19/19

2018 – 2019 Graduate and Continuing Academic Calendar

Fall 2018	Winter 2019 (online only)	Spring 2019	Summer I 2019	Summer II 2019
9/6 – 12/19/18	12/26/18- 1/14/19	1/22 – 5/14/19	05/28 – 6/28/19	7/8 – 8/09/19

2018 – 2019 GCE Graduate OAP Calendar

Fall A 2018	Fall B 2018	Spring A 2019	Spring B 2019	Summer A 2019	Summer B 2019
9/4-10/21/18	10/29-12/16/18	1/22-3/10/19	3/18-5/5/19/19	05/20 – 7/7/19/19	7/15 – 8/30/19

Traditional Day, Evening, and Online 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.

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 twelve – twenty-one-month time frame.

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 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 All University Committee (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."

Table 4-2: Program Delivery Modes

PROGRAM	DELIVERY MODE		
	FULLY ON-GROUND	HYBRID	FULLY ONLINE
ASSOCIATE LEVEL PROGRAMS			
Associate of Applied Science in Business	N/A	N/A	N/A
BACHELOR LEVEL PROGRAMS			
Bachelor of Business Administration with a Concentration in Marketing	X		X
Bachelor of Business Administration with a Concentration in Management	X		X
Bachelor of Business Administration with a Concentration in Accounting	X		X
MASTER LEVEL PROGRAMS			
Master of Business Administration with a Specialization in Management	X		X
Master of Business Administration with a Specialization in HR Management	X		X

Master of Business Administration with a Specialization in Accounting	X		X
DOCTORAL LEVEL PROGRAMS			
Ph.D. in Business	N/A	N/A	N/A

6.a. For each business program included in the accreditation review, describe the types of experiential and active learning activities that are integrated into the program's curriculum.

The program curriculum actively incorporates internships with local and other employers to provide for practical experience within the different concentrations. Students register for six to 18 semester credit hours before or during their final semester.

b. Describe the types of student-student and faculty-student interactions that are integrated into the program's curriculum.

Our business students are required to participate in group projects which at the core involves a comprehensive research task. The objective of the assignment is to provide student-to student interaction where all members of a class team must perform their given task within the group and also conduct a live in class presentation at least twice during the semester or at the end of the semester.

Also included in the curriculum is a credit earning Business Laboratory course where students register for semester credits. The objective of this lab is to ensure that students have an interactive and engaged experience with the faculty member supervising the lab.

Projects completed in the lab include designing and working on projects for local businesses such as analyzing company data, and collecting local data to conduct studies on business related topics. A good example would be where area residents were privileged to participate in an effort that led to published opinions on the UK's Brexit decision.
Plans are in place to use case studies to expand activities related to the Business Lab and case competitions.

7. For each business program included in the accreditation review, describe the extent to which business research, particularly research that is directed toward problems and issues facing practicing business professionals, is integrated into the courses and other learning opportunities comprising the program's curriculum.

Courses in the undergraduate curriculum integrates business research utilizing case study analyses from the perspective of providing students with opportunities to simulate real world problems in applying concepts studied in class.

Our undergraduate Capstone course utilizes simulation and comprehensive case studies. An interrater assessment team comprising members of the curriculum committee is responsible for ensuring that course objectives are met.

Our MBA students are required to conduct case analyses on a weekly basis as a major component of fulfilling course objectives for all graduate classes. Cases are selected from Harvard Business Review, and

other resources.

4.2: *Curricula of Undergraduate Level Business Programs*

> **Excellence in business education requires the content in the curricula of undergraduate level business programs to develop the body of knowledge and skills necessary to prepare students to be competent business professionals.**

The following content areas comprise the technical knowledge component of the foundational body of knowledge in business. These content areas serve as a basis for building the competencies needed by current and future business graduates and as a framework for developing relevant and forward-looking curricula:

A. Major concepts in functional areas of accounting, marketing, finance, and management (FUNCT)
B. Legal, social, and economic environments of business (LSE)
C. Global environment of business (GLOB)
D. Ethical obligations and responsibilities of business (ETH)
E. Decision-support tools in business decision making (DST)
F. Effective oral and written forms of professional communication (COM)
G. Analytic thinking to solve business problems (CT)
H. Integrative Experience (INT), such as:

    1. Strategic Management/Business Policy
    2. Required Internship
    3. Capstone Experience (an experience that enables a student to demonstrate the capacity to synthesize and apply knowledge in an organizational context, such as a simulation, project, comprehensive examination or course, etc.)

Consequently, the curricula in undergraduate-level business programs must incorporate learning opportunities in those foundational disciplinary areas that are appropriate to the career paths for which the programs are designed to prepare students.

Academic business units must ensure that the relevant content areas are covered in undergraduate-level business programs. Although it is not required that all of the foundational disciplinary areas will be covered or have equal coverage, it is expected that each business program at the undergraduate level will include learning opportunities in those content areas that are normally expected of that type of degree program and that are necessary for the particular career path for which the program is designed to prepare students. It is incumbent upon the academic business unit to provide appropriate rationale for any variations in coverage in this regard.

The academic business unit must ensure that syllabi for all required courses in each undergraduate-level business program included in the accreditation review are available for evaluation and review by the site-visit team.

The curriculum ensures that our business administration major within the three concentrations of accounting, marketing, and management maintains academic quality by designing and delivering courses to meet the specific learning objectives specified in Principle 2.

Our graduating seniors complete a required exit examination consisting of conceptual application questions derived from course objectives, and an exit survey. The department has a fully functioning Advisory Board comprised of members of the Chamber of Commerce and other successful business entities that contributes to the disciplinary areas of the program

Table 4-3: Summary of Business Technical Knowledge (BTK) Coverage in BSAD Core Curriculum (current).

BTK AREAS *COURSE NAME*	A FUNCT	B LSE	C GLOB	D ETH	E DST	F COM	G CT	H INT
BSAD 1700	I	N/A	N/A	I	S	R	S	
BSAD 2010	I	R	I	R	R	R	S	
BSAD 2020	R	R	R	I	S	S	S	
BSAD 3200	I	R	R	R	I	R	R	
BSAD 3300	R	R	I	R	I	R	R	
BSAD 3400	R	R	I	R	R	R	S	
BSAD 3500	R	I	R	R	R	R	R	
BSAD 4890	S	S	S	S	S	S	S	

Coverage Level Designations:

I = BTK Area Introduced

R = BTK Area Reinforced

S = BTK Area Synthesized

4.3: Curricula of Master's Level Business Programs

> **Excellence in business education requires the content in the curricula of master's-level business programs to build upon the foundational knowledge and skills that are developed in bachelor's-level programs and to provide learning opportunities appropriate for advanced study in business.**

1. *List the master's-level business programs included in the accreditation review (including each major contained within the programs), 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 describe these requirements. Also, identify the required number of course credit hours of graduate-level work beyond the undergraduate BTK for each of these programs.*

MBA Core Courses
MGMT 9040 Organizational Behavior
MGMT 9060 Management Information Systems
MGMT 9160 Marketing Management
MGMT 9170 Corporate Finance
MGMT 9180 Accounting Practices for Managers or
MGMT 9030 Accounting Theory (for Accounting Concentration Only).
MGMT 9500 Strategic Management

Of the business related courses in the MBA Accounting curriculum, 30% of the credits represent the specialized courses (9 credit hours).

Accounting Concentration Curriculum
MGMT 9032 Advanced Financial Accounting Issues
MGMT 9034 Selected Topics in Advanced Managerial Accounting
MGMT 9036 Accounting Information Systems Elective
MGMT (3cr) Directed Elective Course

Of the business related courses in the MBA Management curriculum, 30% of the credits represent the specialized courses (9 credit hours).

Management Concentration Curriculum
MGMT 9050 Human Resource Function and the Manager
MGMT 9080 Management Theory and Processes
MGMT 9450 Selected Topics in Management Elective
MGMT (3cr) Directed Elective Course

Human Resources Management Concentration Curriculum
MGMT 9050 Human Resource Function and the Manager
MGMT 9070 Legal Issues in Human Resources Management
MGMT 9450 Selected Topics in Management Elective (HR relevance)
MGMT (3cr) Directed Elective Course

Directed Electives Courses:
MBA Courses
MGMT 9002 Management of the Global Economy
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 9060 E-Commerce
MGMT 9700 Internships in Management

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

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 65 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.

Table 4-4: Summary of Business Technical Knowledge (BTK) Coverage in MGMT Core Curriculum

BTK AREAS *COURSE NAME*	A FUNCT	B LSE	C GLOB	D ETH	E DST	F COM	G CT	H INT
MGMT 9040	R	R	R	S	S	S	S	
MGMT 9060	R	R	R	S	S	S	R	
MGMT 9160	R	R	R	S	S	S	S	
MGMT 9170	S	S	R	S	S	S	S	
MGMT 9180	R	R	R	S	S	S	S	
MGMT 9030	R	R	R	S	S	S	S	
MGMT 9500	S	S	S	S	S	S	S	S

Coverage Level Designations:

I = BTK Area Introduced

R = BTK Area Reinforced

S = BTK Area Synthesized

2. *If your master's-level business programs contain majors describe the ways in which the academic business unit ensures academic quality in these disciplinary component areas of the programs. The methods for ensuring academic quality may include, but are not limited to, inclusion of the majors in the academic business unit's outcomes assessment plan; periodic program reviews that include these disciplinary component areas; reviews, analyses, and evaluations of the results of embedded assessments in the courses comprising the disciplinary component areas.*

To measure quality in our MBA program exit surveys are administered to All MBA students. In addition, our courses include assessments including embedded quizzes and examinations administered periodically throughout the semester. Our exit surveys also provide meaningful assessment data.

3. *In addition to input- and process-based measures of academic quality (e.g., curricular content; student admissions and retention standards; faculty qualifications; student academic support services; facilities, equipment, and learning and technological resources; program delivery; teaching; student advising; etc.), the methods for ensuring academic quality in the majors must also utilize outcomes-based measures of quality (e.g., imminent graduates'/graduating seniors' satisfaction with the disciplinary component areas; alumni satisfaction with the disciplinary component areas; job placement/employment of graduates; job advancement of graduates; employer satisfaction with job performance of graduates; graduates' success in advanced programs; student success in passing certification examinations; advisory board approval of the disciplinary component areas; etc.).*

The BSBA and MBA programs have produced a number of notable graduates who have become experts and recognized leaders in their disciplines. As an example, NYPO CEO, Steve Borges and MBA graduate Carolyn Pearla were both recently recognized by the University.

Steven D. Borges is executive vice president and chief executive officer of Nypro Healthcare and a 1990 graduate of Fitchburg State University. Steve delivered the address at the university's undergraduate commencement ceremony on Saturday, May 18, 2019 on the main quadrangle.

Nypro Healthcare is a division of Jabil Circuit, Inc., providing comprehensive design, manufacturing and product management services to a wide range of healthcare companies. The approximately $2.5 billion division spans numerous healthcare markets with manufacturing locations across Asia, Europe, Mexico, and the U.S., with more than 20 dedicated Nypro manufacturing sites. Borges was executive vice president for Jabil's industrial division before taking on its healthcare functions. He joined Jabil in 1993 as a manufacturing line supervisor and advanced into increasingly senior operational and business development roles. University Predident, Richard Lapidus commented that "Steve Borges has built an accomplished career and we are honored that he will share some of the wisdom and life lessons he has acquired with our graduates and guests this May," President Lapidus continued, "Steve has previously enlightened our students and faculty as an entrepreneur-in-residence in our business administration program, and we look forward to hearing his remarks on our largest stage of the year."

MBA student Carolyn Pearla was recognized as the University's Outstanding Graduate Student during the University's fall 2018 commencement. Carlolyn is the Vice President of Retail Banking at the IC Federal Credit Union. The Credit Union provides innovative products and services while promoting Member education and community support through a team of caring, knowledgeable and empowered professionals.

4. *Identify those master's-level courses that are not reserved exclusively for graduate students, and provide an explanation for these exceptions as applicable.*

   N/A

5. *For students entering your master's-level business programs who have not completed an undergraduate degree in business and who do not have the foundational knowledge and skills required for advanced study in business prior to enrolling in the programs, describe the ways in which the academic business unit develops this foundation and prepares these students for the master's-level courses in those programs.*

To provide foundation for non-business students, the curriculum designs courses that allows the student to begin with an integrated approach to basic or intermediate concepts and application of the different topics covered in all three concentrations. As an example, we cite the first management course MGMT 9040-Organizational Behavior. This course reviews the basics and also integrate behavior at an intermediate to graduate level concepts. Another course MGMT 9180 a foundation management accounting course provides the non-business student with the opportunity to experience the basics plus added higher conceptual concepts and application. A non-business student is thus afforded the opportunity to grasp foundational and intermediate learning at the beginning of the curriculum.

4.4: International Dimensions of Business

> **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, must ensure that students possess the knowledge, skills, and abilities to understand and deal effectively with critical issues in a dynamic global business environment.**

1. *For each business program included in the accreditation review, describe the ways in which the learning opportunities in the program prepare students to function effectively in the global business environment. This description should encompass:*

    a. *Any majors that deal with international business issues and practices:*

Within the management and marketing concentrations students are required to fulfill at least three credits in BSAD 4880 International Business Management and BSAD 4330 International Marketing. The accounting concentration has a requirement of BSAD 4103 Advanced Accounting II.

    b. *Any courses that deal with international business issues and practices;*

The course BSAD 4103 Advanced Accounting II introduces students to the international accounting in the areas of derivatives where firms participate in international business transactions and hedge transactions to lower or eliminate the foreign exchange risk related to business foreign transactions. Students also analyze comprehensive cases with hedging through forward contracts or swaps and prepare a class presentation to apply concepts and application related to the use of hedging in the global accounting environment.

Students are also introduced to concepts and application of translation of foreign financial statements prepared in foreign currencies and translated into United States reporting currency. In addition, students studying BSAD 4103 apply their knowledge in preparing financial statements through re-meauusrement from functional to reporting currency.

The overall goal of the international accounting aspect of the course is to provide learning opportunities for the student to understand that accounting rules and standards are derived from the various laws, economy, culture and institutions in a specific country.

The course BSAD 4880 provides students registered for International Business Management opportunities to analyze the complexities of doing business in the global marketplace. There is emphasis on commerce, trade and investments. Course topics include cultural differences, market barriers, business practices, product/market strategies, distribution and organization for small and multinational corporations.

The BSAD 4330 International Marketing course provides students with opportunities that concentrates on the marketing activities of firms in international markets. The students develop an understanding of the factors that influence the selling of products in international markets. Students receive exposure to the planning, organizing, and controlling of international marketing and the laws history and economics that are at its foundation.

c. *Any other learning opportunities relating to the international dimensions of business that are integrated throughout the required courses comprising the program.*

Students participating directly in the international experiential learning and co-curricular programs obtain a level of exposure to cultural components of business that adds to their exposure to international business in their regular course of learning which when combined, helps them to learn and experience that business operations and transactions are not limited to a domestic market and as such their careers will be affected by international or global aspects of business.

2. *Provide the following information pertaining to the experiential learning and co-curricular programs relating to international business offered by the academic business unit:*

a. *A description of the experiential learning and co-curricular programs offered by the academic business unit (e.g., international internship programs or other international clinical experiences, study-abroad programs, international student and/or faculty exchange programs, short-term international study tours, etc.).*

Students have opportunity to register for Study abroad during full semesters and also during the two summer sessions classified as short –term international study tours which have focused mostly Europe's main continent, Asia, and Latin America. The department is also involved in international student exchange programs specifically with Europe and China. In spring 2019, the Business Administration department engaged in an agreement with the University of Rhine-Waal in Germany where students would take the first two years of study at Fitchburg State University followed by one year at the University of Rhine-Waal and completing the final and fourth year of study at Fitchburg State University; earning two degrees, one form each university. Also, announced in fall 2019, through the leadership of Anna M. Clementi (Board of Trustee) and the Clementi Family Charitable Trust, endowed $1 million to Fitchburg State University to provide scholarships for all (eligible) student studying abroad.

The following outlines the co-curricular programs for years 2016-2019:

Fall 2016
1 Business Student studied abroad

Spring 2017
Business students studied abroad

There were four faculty lead programs that ran in Spring 2017 and Summer 2017 to Krakow, Paris, Japan, and Verona. There were *7 Business* **students** on these programs.

Spring 2018

There were six faculty-led programs that ran in Spring and Summer 2018 to Costa Rica, Spain, Ghana, Verona, Japan, and Scotland.
There was a total of *5 Business students* that studied abroad on these programs.

Fall 2018
2 Business students studied abroad

<u>**January 2019**</u>
1 Business student studied abroad for the month of January

<u>**Spring 2019**</u>
Business student studied abroad this Spring

There is a total of five faculty-led programs running this year, 2019. Two have already run to Costa Rica and Poland/Germany, and three more will run to Costa Rica, Japan and Verona. All of those programs combined have ***4 Business majors*** participating.

<u>**Summer 2019**</u>
One Business major student going to Shanghai, China for a 5-week program with the AUIA-Fitchburg State partnership. One business faculty member taught three of the four courses being offered. The courses offered in this program included: BSAD 2010 Introduction to Financial Reporting (taught by AUIA faculty); BSAD 3300 Fundamentals of Marketing (taught by FSU faculty); BSAD 3500 (taught by FSU faculty); BSAD 4200 Organizational Behavior and Theory.

No Fall 2019 students have applied as of yet that are Business majors.

Total from Fall 2016 to present= 26 students

b. ***A description of the ways in which the experiential learning and co-curricular programs prepare students to function effectively in the global business environment.***

Professor Renée Scapparone offers a 3 credit *Luxry Brand Marketing* course. This course scheduled for spring 2021 will review several luxury brand companies in Italy, review brand strategies, messaging in the context of specialize products in the fashion industry. The socio-cultural aspect fashion traditions will be explored as well. Students will keep a good journal/blog and work for the class will use real life situations. Students will visit luxury brand retailers, meet with buyers and review brand strategies. There is no Italian pre-requisite for this course. Students with some previous Italian experience are welcome. ITAL and IDIS / LAS designation CTW.

c. ***The number of students and faculty involved in each experiential learning and curricular program for the past three years.***

N/A

3. ***Describe the ways in which the academic business unit fosters a global mind-set in its students, faculty, and administrators. This description should include an explanation of the ways in which the academic business unit prepares students to deal with cultural and ethnic diversity and to work effectively with diverse colleagues and clients.***

Students have opportunity to register for Study Abroad during full semesters and also during the two summer sessions classified as short –term international study tours which have focused mostly Europe's main continen, Asia, and Latin America. The department is also involved in international student exchange programs specifically with Europe and China.

The Business Administration department recognizes the need to foster a global mind-set in its students, faculty, and administrators. This is accomplished by having a diverse faculty and staff. The department has an ethnically diverse student body with many different cultures represented in all classes. This representation allows for students, faculty and department assistants to experience a rich cross-cultural and ethnic diversity in all aspects of academic life.

4.5: Information Technology Skills

> **Excellence in business education requires academic business units to integrate learning opportunities relating to current and emerging business information technologies into the curricula of its business programs.**

1. *For each business program included in the accreditation review (including majors contained within the program), describe the extent to which current and emerging information technologies for data analysis and management are integrated into the curriculum of the program.*

The Business Administration department provides for the integration of current and emerging information technologies for data analysis and management. For example, students are taught how to use current tools including Microsoft Excel, Word, and Access in BSAD 1700 Introduction to Computer Information Systems for Business. Within this course, students use (a) Microsoft Word to create a feedback form, (b) Microsoft Excel to develop a personal budget, an invoice form and tracker, a loan amortization schedule, a sales forecast, a customer profile, and a sales report, and (c) Microsoft Access to create an inventory system and author database. Many of these projects include data analysis as well as data management activities. For instance, the customer profile assignment involves using Excel to set up a customer list, analyze the list, and format the customer profile.

Current technology is also integrating within BSAD 4230 Business Fluctuations and Forecasting. Students use Excel to create and analyze different types of forecasts throughout the semester. Forecasts developed using Excel include naïve, moving averages, exponential smoothing, simple regression, multiple regression, and time-series decomposition.

In addition, newer, emerging technologies, such as Capsim's business simulation games are used in the undergraduate and graduate program capstone classes, and provide opportunities for students to manage and analyze data.

2. *For each business program included in the accreditation review (including majors contained within the program), describe the student learning opportunities that are incorporated into the program's curriculum for the purpose of developing the necessary knowledge and skills in data creation, data mining, data analysis, data transformation, data reporting, data sharing, and data storage for the purpose of generating meaningful and reliable business information for decision making.*

The Business Administration department provides for the integration of current and emerging information technologies for data analysis and management. For example, students are taught how to use current tools including Microsoft Excel, Word, and Access in BSAD 1700 Introduction to Computer Information Systems for Business. Within this course, students use (a) Microsoft Word to create a feedback form, (b) Microsoft Excel to develop a personal budget, an invoice form and tracker, a loan amortization schedule, a sales forecast, a customer profile, and a sales report, and (c) Microsoft Access to create an inventory system and author database. Many of these projects include data analysis as well as data management activities. For instance, the customer profile assignment involves using Excel to set up a customer list, analyze the list, and format the customer profile.

Current technology is also integrating within BSAD 4230 Business Fluctuations and Forecasting. Students use Excel to create and analyze different types of forecasts throughout the semester. Forecasts developed using Excel include naïve, moving averages, exponential smoothing, simple regression, multiple regression, and time-series decomposition.

In addition, newer, emerging technologies, such as Capsim's business simulation games are used in the undergraduate and graduate program capstone classes, and provide opportunities for students to manage and analyze data.

The Business Administration department also provides opportunities for students to develop necessary knowledge and skills in data creation, mining, analysis, transformation, reporting, sharing, and storage toward making business decisions. For example, in BSAD 4230 Business Fluctuations and Forecasting, students create a linear trend model for sales data, and based on the results they determine the business advice they would give to the (fictional) CEOs of the company. Students also work in groups within the undergraduate and graduate capstone classes to analyze business cases and complete a Capsim simulation project.

4.6: Curriculum Review, Renewal and Improvement

> **Excellence in business education requires curricula that are current and relevant, and that prepare students to be competent business professionals. Therefore, curriculum review, renewal, and improvement must 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 the following curriculum management processes employed by the academic business unit:*

    a. *The process for the continuous evaluation of the curricula in the business programs offered by the academic business unit;*

Our curriculum review and improvement is a continuous process involving faculty, deans, school chairs, and the shared governance involving our All University Committee (AUC) and related AUC Curriculum Committee. Fitchburg State University faculty members in the Department of Business Administration have the primary responsibility for the content, quality, and effectiveness of the business curriculum.

The MSCA contract provides an overview that states: faculty shall have academic authority over all matters pertaining to admission, curriculum, and instruction for any and all certificate, undergraduate, and graduate programs administered in those units, subject to the provisions of any applicable school and college governance. The University Faculty shall be accountable for the quality of instruction and scholarship at the University and shall accept the responsibility and authority, both primary and shared, for developing, recommending to the President, Vice President for Academic Affairs and/or the Board of Trustees, and monitoring policies affecting the academic environment, including but not limited to: recommending curricula, reviews of existing programs, revisions to existing programs, deletion of programs, and development and review of proposed new programs.

    b. *The ways in which outcomes assessment supports curriculum review, renewal, and improvement in the academic business unit;*

The Department of Business Administration provide an education "that is relevant and responsive to the needs of our region." Specifically, it is crucial that our existing curriculum prepares students for the current business environment. Therefore, our Department of Business has adopted a curriculum review process aligned with our AUC shared governance structure and MSCA contract guidelines that includes: an extensive review process and a continuous review process.

    c. *The process for changing program curricula or developing a new business program for the academic business unit.*

First, the entire curriculum is reviewed in whole every two years. This extensive review is led by the Chair of the Department of Business Administration and involves the faculty of the School, the Advisory Board, and alumni.

Faculty members are involved in both the extensive review of the overall curriculum and the continuous review of individual course requirements. Documentation of this involvement can be found in emails sent to faculty to either set up meetings or to get feedback on curriculum, the agenda from the extensive curriculum review meetings is available in our Tk20 data repository for Principle 4.

2. ***Describe the ways in which alumni, employers of graduates, and other professionals in the business community are involved in the periodic review, renewal, and improvement of business programs and curricula.***

    The Business Department maintains contact with the respective groups as it continues to keep its program and curricula current with the necessary improvements to ensure that our graduates have the skills and knowledge to be real-world ready. Our Advisory Board comprises current employers who also provide internships, alumni, and other professionals who are actively involved in the discussions with significant relevant input as we make decisions that ensure that we are up-to-date and competitive with the quality our curricula.

3. ***Provide evidence of recent curricular revisions and/or new business programs that have resulted from the academic business unit's curriculum management/ development/improvement processes.***

Online MBA Program – A completely online MBA program was launched in the fall 2008 semester. The department has been obtaining evaluations of the program from both students and faculty to assist in identifying any issues and/or problems in the program. To-date the feedback has been extremely positive. This continuing feedback helps to maintain a high level of quality and insure the program's market share in this booming division of higher education. This feedback is utilized on an ongoing basis to ensure the program maintains its quality and rigor. That said, although the enrollment growth has been phenomenal, our operational outcomes do not reflect the accelerated delivery or how we ensure both face-to-face and online students have an equivalent experience.

Therefore, to ensure equivalencies between online and face-to-face and accelerated and traditional classes, the role of the Program Chair was discussed, including compensation and reporting to the Department Chair through an Academic Dean and GCE Dean. To that end, a new structure was recently implemented and will be evaluated and modified as necessary. The new structure includes a GCE Business Department Program Chair, GCE MBA Program Chair, and GCE Business Department Co-Chair for Strategic Initiatives who report to the Business Department Chair through the Academic Dean and GCE Dean.

Alternative Course Scheduling and Team Teaching– The success of the all-day Saturday courses and the early morning (6 AM) courses indicates a need for alternative scheduling. Further thought should be given to other possible opportunities in scheduling innovations such as seven (7) week intensive courses that will allow students to progress through the program more quickly while not compromising quality. Review of various scheduling options is ongoing. The 7 week accelerated delivery has gone well; however, going forward evidence will be collected to determine that learning outcomes are equivalent, and answers to questions will obtained, including does accelerated delivery require more intensive oversight of the instructional design and operational factors such as on-time enrollment, timely purchase of books, and limits to the number of courses a student takes during the 7 week accelerated schedule? Closely related to alternative scheduling is a team teaching approach utilizing academically qualified (AQ) faculty with professionally qualified (PQ) faculty. Currently the majority of our MBA courses are being offered by PQ faculty. We are considering a team teaching approach where the number of course sections are reduced and seat enrollments increase to 140 with a 4 instructors collaborating for sub groupings of 35 students for

grading, discussion boards, and assessment. This teaming approach may also provide cost savings as the AQ lead instructor is compensated at a slightly larger amount than the 3 PQ faculty.

New MBA Tracks – A new MBA Entrepreneurship track has been proposed and is under active consideration by the department. This would be an ambitious undertaking and require significant additional resources in terms of faculty. A new Healthcare Management (HCM) track has been partially implemented at this point and also requires additional resources to become fully functioning as an established track within the program. We are proposing to begin HCM during spring 2020 . We are also planning to implement Supply Chain Management and Marketing tracks in spring 2020. They depend heavily on new hires during spring 2020. Currently, the accelerated delivery for nearly 900 MBA requires over 20 sections (average class size 50) delivered by 30 adjuncts. We suggest the ratio of adjuncts to full time department faculty remain 3:1, with participation and oversight to ensure assessment of both operational and student learning outcomes. The 3:1 ratio may require additional hires since the addition of the new concentrations is anticipated to bring between 200-300 additional students (100 for marketing and 200 for health care administration). We also anticipate that the additional concentrations will require 5-8 additional adjuncts. We are also reviewing the maximum adjunct workload as a fraction of the full time faculty workload. Current university policy defines full time faculty workload to 8 courses per academic year and 5 additional during spring and summer for a total of 13 courses. Adjuncts teaching 2 courses per 7 week session could easily exceed 10 courses per academic year. To meet demand, we are considering larger classes (100 plus) for full time faculty (with related compensation) and limits to 6 or fewer courses (with 60 or fewer students) per academic year for adjuncts.

Seven-Week Online Accelerated BSBA – A new 7-week online accelerated undergraduate business program as a degree completion program has been proposed. Initial planning documents have been developed with the aim for a Fall 2020 rollout. This program will be targeted at transfer students (community college and other types of transfer students) with a management concentration. Therefore, the focus will be to convert just those upper division courses that are required for the major to 7-week accelerated courses. In essence, this is a 2+2 program that accelerates the student on a 'Fast Track' to earning their BSBA in [approximately] 3 years. Although the initial implementation will only include students within the management concentration, we plan to eventually rollout to the other two undergraduate concentrations, marketing and accounting. An assessment process will be implemented to measure the success of this initiative.

MBA 4+1 Program - A new MBA 4+1 program has been developed and a Fall 2020 rollout is anticipated. Applicants applying to the day or evening undergraduate program will have the option of choosing to apply to the 4+1 MBA program. Students admitted to this program may take up to 6 credits their senior year as long as they meet GPA requirements. The 6 credits will count as graduate credits. Students who were admitted to this program and remain eligible for continuing in the MBA program after conferral of their undergraduate degree must enroll in their next MBA course by the second semester following the completion of their bachelor's program. An assessment process will implement to measure the success of this initiative.

BDBA 3+1 Program – A new BSBA 3+1 program has been proposed, with an anticipated rollout date of Fall 2020. This program is targeted at Mount Wachusett Community College (MWCC) students. Details are currently being worked out; only a general, draft description follows: MWCC students will have the option of choosing to apply to the BSBA 3+1 program or just for the MWCC associates degree. Students who select the program will take their first two years of classes with MWCC instructors at MWCC, their third year courses will be also completed at MWCC and aligned with IACBE intended student learning outcomes and BTK competencies. The third year courses will be taught jointly with FSU and MWCC instructors. Fourth year courses will be FSU courses taught by MWCC and FSU faculty at FSU. Therefore, students will only

take upper level courses at FSU. FSU will share tuition during the third year, an FSU will get full tuition during the students' fourth year. An assessment process will be implemented to measure the success of this initiative.

Additional Academic Advisors – With the growth in the GCE program and plan to rollout additional delivery options and programs, the need for advisors for both undergraduate and graduate students has increased. Therefore, a plan is in place to transition from the current two GCE academic advisors to three advisors. This plan is scheduled to go into effect on September, 2019.

Evaluation of Undergraduate Core Courses and Courses within Concentrations – In anticipation of new initiatives (described above) involving the delivery of the undergraduate program, a review of the core courses and concentrations is planned. The objective will be to determine if the core can be expanded, while limiting the number of concentration specific courses. This will help ensure full coverage of all key business technology knowledge content areas for all undergraduate students.

Evaluation of Need for Additional Undergraduate Majors and Concentrations – After evaluating undergraduate core courses and courses within concentrations (see above), the department will consider the benefit of adding additional majors and minors (e.g., BS Accounting and/or minors in Accounting or CIS).

Tk20 – The department will develop a plan to begin using Tk20 to store assessment artifacts.

4.7: Summary Reflection on Business Curricula and Learning Opportunities

> **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, curricula-related processes, and program learning opportunities 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 curricula, curricula-related processes, and program learning opportunities in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's curricula, curricula-related processes, and program learning opportunities.*

As a result of the self-study, the Business Administration department has drawn several conclusions regarding the effectiveness of its curricula, curricula-related processes, and program learning opportunities. Such conclusions include the need to revise its core curriculum and concentrated areas of study (as noted below). In addition, the academic business unit will be revisiting its international study abroad opportunities for both faculty and students. Finally, the academic business unit will be revisiting its internship program and processes.

2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

Proposal to Undergraduate Curriculum

Our existing core requirements are being integrated with the required Business program LA&S requirements and would include the following:

Proposed Business CORE (33-39 credits):

BSAD 1700 Introduction to Computer Information Systems for Business
BSAD 2010 Introduction to Financial Reporting
BSAD 2020 Introduction to Managerial Accounting
BSAD 3200* Principles of Management
BSAD 3300* Fundamentals of Marketing
BSAD 3400 Basic Finance
BSAD 3500 Business Law I
BSAD 4230 Business Fluctuations and Forecasting
BSAD 4500 Business Law II
BSAD 4880 International Business Management
BSAD 4890 Business Policy and Strategy

NOTE: *BSAD 4300 Sales Management & BSAD 4330 International Marketing* are *being recommended by the curriculum committee to be added to the core or can remain as Business Electives. Also, a MIS (2xxx level) course is under consideration as a new core course at a later date. *Also, included in AUC proposals is to reduce the course numbers for BSAD 3200 and BSAD 3300 both to 2xxx level courses, since these are introductory courses.*

Proposed Business LA&S (12 credits):

MATH 1800 Business Statistics
ECON 1100 Principles of Economics: Macro
ECON 1200 Principles of Economics: Micro
SPCH 1000 Introduction to Speech Communication
NOTE: These course credits should also satisfy the university's new LA&S requirements

Proposed Management Concentration (12-15 credits):
BSAD 3210 Human Resource Management
BSAD 3220 Production Management
BSAD 4200 Organizational Behavior and Theory
BSAD 4210 Social and Political Environment of Business
(1) Business Course Elective (not in Core) – we may omit this requirement if BSAD 4300 and/or BSAD 4330 (courses noted above in italics) are added to the core.

Proposed Marketing Concentration (12-15 credits):
BSAD 3310 Consumer Behavior
BSAD 3320 Market Research
BSAD 3330 Advertising
BSAD 4340 Developing Marketing Strategies
(1) Business Course Elective (not in Core) – we may omit this requirement if BSAD 4300 and/or BSAD 4330 (courses noted above in italics) are added to the core.

Proposed Accounting Concentration (12-15 credits)
BSAD 3010 Financial Reporting Theory and Practice I
BSAD 3020 Financial Reporting Theory and Practice II
BSAD 4010 Financial Reporting Theory and Practice III
BSAD 4150 Federal Taxation
(1) Business Course Elective (not in Core) – we may omit this requirement if BSAD 4300 and/or BSAD 4330 (courses noted above in italics) are added to the core.

Proposed Accounting Minor (24 credits – currently under review 18-21 credits)
BSAD 3010 Financial Reporting Theory and Practice I (note: ¼ of CPA exam)
BSAD 3020 Financial Reporting Theory and Practice II (note: ¼ of CPA exam)
BSAD 3120 Cost Accounting
BSAD 4010 Financial Reporting Theory and Practice III (note: ¼ of CPA exam)
BSAD 4100 Advanced Accounting I
BSAD 4103** Advanced Accounting II
BSAD 4140 Auditing
BSAD 4150** Federal Taxation
Note: Needs to determine if this course should be in the minor (focus should be for CPA preparation) – max 24 cr for minor – thus if ** required will need to reduce list to 6 courses.

Balance of credit hours on Suggested Four Year Plan of Study should be identified as Business Internship Credits/Free Electives. Note that this number of credits will vary depending if the department proceeds with requesting LA&S designation for certain core and concentration courses that meet the new LA&S rubric (for example, BSAD 3500 and 4500 should meet the criteria for Ethical Reasoning; BSAD 4880 should meet the criteria for Diverse Perspective; Accounting course(s) should meet the criteria for Procedural & Logical Thinking).

Principle 5: Business Faculty Characteristics, Activities, and Processes

Academic business units must (i) ensure that their business programs are supported by qualified and competent faculty, (ii) have effective methods for recruiting faculty, (iii) ensure that their faculty are engaged in appropriate and ongoing scholarly and professional activities, (iv) evaluate faculty based on defined criteria, (v) provide support for the professional development of their faculty, and (vi) foster an academic climate conducive to excellence in teaching and learning.

5.1: Qualification of Business Faculty

> **Excellence in business education requires highly-qualified faculty. Therefore, the faculty who teach in business programs must possess significant academic and professional preparation.**

1. *Provide a current curriculum vita for each full-time and part-time business faculty member who teaches business courses offered by the academic business unit (these should be placed at the link: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/ of the self-study).*

The Business Administration Department has 8 (eight) full-time faculty members. All 8 (eight) are Academically-Qualified (AQ), inclusive of J.D with legal license. During the academic year of the self-study, the full-time Business Administration Department faculty taught parts of a total of 180 courses at the undergraduate and graduate level. During the self-study year (2018 -2019), 28 part-time Business Administration Department faculty members are doctorally, or professionally qualified. The part-time Business Administration Department faculty members taught business courses at both the undergraduate and graduate levels

A curriculum vita (CV) for each full-time and part-time business faculty member is located in Appendix C. Complete portfolios (including CV, graduate transcripts, biographies and scholarly and professional activities) for each business faculty member will be available for the site visit team.

The academic credentials for each full-time and part-time faculty member in the Business Department can be found at http://catalog.fitchburgstate.edu by clicking on Faculty, Trustees, Administrations. Refer to at https://www.fitchburgstate.edu/academics/graduate-online-continuing-education/gce-faculty-staff-resources/

2. *Describe and document the academic business unit's policies and criteria for determining the qualification status of business faculty. This description must address the following areas:*

   a. *Initial academic preparation (i.e., degrees) required of faculty at the time of hiring*

   b. *Professional experience required of faculty at the time of hiring*

   c. *The types and amounts of ongoing scholarly activity required of faculty to maintain their qualification status*

   d. *The types and amounts of sustained professional engagements required of faculty to maintain their qualification status.*

Please refer to the Table 5.1 and 5.1.1.

All full-time faculty in the Department of Business Administration are required to follow policies and criteria for determining the qualification status of business faculty at the time of hiring.

1. Fulfill teaching work load (24 semester hours of credit of instruction per school year) and preparation for classroom instruction.

2. Teach undergraduate and master's level business courses based on their individual selected disciplines.

3. Provide student assistance, including academic advising for every spring and fall semester.

4. Participate in curriculum review and development, program reviews and student outcomes assessment, and departmental and college-wide committees.

5. Participate in scheduled orientation and registration programs.

6. Engage in continuing scholarship and professional activities, which may include contribution to the content of the discipline, participation in or contribution to professional organizations and societies, public service and contributions to the professional growth and development of the university community.

7. Have opportunities to teach summer, winter, online, and undergraduate and graduate evening courses.

8. Provide student assistance, including academic advising for every spring and fall semester.

9. Attend university functions, including commencement, convocation, as well as faculty, committee and department meetings.

10. Required to hold business oriented doctoral degrees, such as Ph.D, DBA, Sc.D etc.

11. Required professional industry job experiences and research/publication experiences.

12. No specific types and amounts of ongoing scholarly activity of faculty to maintain faculty's qualification status.

13. No specific types and amounts of sustained professional engagements required of faculty to maintain faculty's qualification status.

3. ***Describe the extent to which the academic business unit integrates practice-oriented faculty into its programs and activities. This description should address the integration of practice-oriented faculty into the following areas:***

   a. <u>Teaching</u> - Practice-oriented faculty are encouraged to integrate teaching methods that reinforce how the business terms, tools, and techniques discussed in the classroom are actively linked to on-the-job applications.

The Majority of BSAD and MBA courses apply case studies, deep discussions on critical issues, in-class exercises, and supplemental materials including, but not limited to (Wall Street Journal, NY times business section, and simulation etc).

b. <u>Research</u> - Practice-oriented faculty are encouraged to seek out research grants that make the classroom come alive by linking with local businesses and government in the application of learning grants.

Faculty members in the business department participated in journal publications and research conference meeting (on or off campus)in their disciplined areas, such as management, marketing, and accounting, etc.

c. <u>Administration</u> - The department integrates practice-oriented faculty by assigning them to department and university wide committees. In addition, practice-oriented faculty are encouraged to attend department meetings and participate in setting department policies and direction.

All full-time faculty members (8) in the business department participated in department/university committee meetings, such as the BSAD and MBA curriculum committee, hiring committee, and all college committees throughout the academic year.

d. <u>Curriculum Development and Management</u> - Practice-oriented faculty are included in the makeup of department undergraduate and graduate curriculum development. Slots in the undergraduate and graduate curriculum committees are held for interested practice-oriented faculty.

The business department faculties facilitates two (2) types of curriculum committees, i.e. undergraduate BSAD and MBA curriculum committees. All faculty member in the department join in either one or both committees.

e. <u>Learning Assessment</u> - All faculty that engage in practice-oriented projects, both in the classroom or grant funded, are asked to use the department approved assessment rubric to complete an assessment for department learning outcomes.

All courses in both (2) BSAD and MBA programs, with the exception of some quantitative courses, require a final project in which grading/assessment of the project is based on a rubric assessment method approved by the department and defined in the syllabus.

All business faculty who teach business courses offered by the academic business unit must be included in the table, with full- and part-time faculty members listed separately and in alphabetical order by surname.

If a faculty member's highest-earned degree is in a field outside of business (e.g., Ed.D, JD, etc.), but holds a business degree (e.g., Master of Science in Accountancy, MBA, etc.), list the business degree along with the out-of-field degree in the "Highest Degree" column of the table.

In cases where a faculty member teaches at more than one program level (i.e., undergraduate-, master's, doctoral-level) and/or in more than one 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 under the heading "Level of Qualification."

Use the following qualification level designations in completing the "Level of Qualification" column:

AQ: Academically-Qualified
PQ: Professionally-Qualified
O: Other Qualification Level

Table 5-1: Business Faculty Qualifications

| FACULTY MEMBERS | YEAR OF HIRE | HIGHEST DEGREE | | PROF. CERT. | ASSIGNED TEACHING DISCIPLINES | PROGRAM LEVEL | LEVEL OF QUALIFICATION |
		TYPE	FIELD				
FULL-TIME BUSINESS FACULTY							
Chan, A. (Associate Prof.)	2014	Ph.D MBA	Business Administration (Accounting)		Accounting	BSBA MBA	AQ: Doctoral
Crawley, J. (Assistant Prof.)	2018	J.D MS	Law, Management	Law (JD) Licensed	Management, Law	BSBA MBA	PQ: Professional
Greenwood, M. (Professor)	2014	Ph.D MBA	Business Administration		Management Marketing Entrepreneurship Internship	BSBA MBA	AQ: Doctoral

Name	Year	Degrees	Fields	License	Teaching Areas	Institutions	Qualification
Hollingsworth, B. (Professor) (MBA Chair)	2005	Ph.D MBA	Applied Management International Finance		Accounting Management	BSBA MBA	AQ: Doctoral
Kim, K. (Professor)	2000	Sc.D MBA MS	Management Systems Industrial Relations Business Administration		Management MIS Quantitative Analysis	BSAD MBA	AQ: Doctoral
Lohmann, J. (Assistant Prof.)	2018	J.D MBA	Law, Business Administration	Law (JD) Licensed	Law Management	BSAD MBA	PQ: Professional
Pereira, A. (Associate Prof.) (Sabbatical Leave: Spring 2019)	2009	Ph.D MSIS	Management Information Systems, Management		Computers/Digitals Fluctuations & Forecasting Database Management	BSAD MBA	AQ: Doctoral
Scapparone, R. (Associate Prof.)	2010	DBA MBA	Management Marketing Healthcare Management		Management Marketing Healthcare Management	BSAD MBA	AQ: Doctoral
Williamson, K. (Dean, School of Business& Technology)	2018	Ph.D	Dean (Engineering)		Dean	Administrative	AQ: Doctoral
Burrill, A.	2000		Staff		Staff		
Bertrand, D.	2018		Staff		Staff		
PART-TIME BUSINESS FACULTY (Adjunct)							
Aiello, A.	2016	MBA	Business Administration		Management Marketing	BSAD	PQ: Professional

Name	Year	Degree	Field	Other	Teaching Area	Prior Degree	Qualification
Beaudet, M.	2001	JD MBA	Business Administration		Management	BSBA MBA	PQ: Professional
Brown, W.	2018	Ph.D	IS/Management Business Administration		Management MIS	MBA	AQ: Doctoral
Caggiano, D.	1982	JD MBA	Business Administration, Law		Management	MBA	PQ: Professional
Caouette, J.	2014	MBA	Business Administration	CPA Licensed	Accounting Finance	BSAD	PQ: Professional
Chen, J.	2006	MBA	Business Administration, Comp. Info. System		Accounting	BSAD MBA	PQ: Professional
Corona, M.	2018	DM	Business Administration		Management/HR	MBA	PQ: Professional
Deoliveira, P.	2010	MBA	Business Administration		Finance	BSAD	PQ: Professional
Donnelly, J.	2011	MBA	Management		Management	MBA	PQ: Professional
Doucette, M.	2007	MS	Administration Management		Management	MBA	PQ: Professional
Eramo, S.	2014	MBA	Business Administration		Marketing	BSAD	PQ: Professional
Farr, G.	2018	MBA	Business Administration		Management (IS), Management	MBA	AQ: Doctoral
Fiorentino, D.	2005	MBA MS	Business Administrationt Climatology/Geog.		Management	BSAD	PQ: Professional
Gelinas, J.	2019	MBA	Business Administration	CFO/ 20yrs Finance experience	Accounting	BSAD	PQ: Professional

Gohary, R.	2010	MBA	Management	20years Finance experience	Management Marketing Finance	BSAD MBA	AQ: Doctoral
Labovitis, N.	2014	MBA	Management		Management (IS) Health Care	MBA	PQ: Professional
Leamy, M.	2015	Ed.D MBA	Management		Management	MBA	PQ: Professional
Majkut, M.	2014	JD MBA	Law/Management	Law Licensed	Management	MBA	PQ: Professional
Malone, P.	2010	JD MBA	Law Management	Law Licensed	Management	MBA	PQ: Professional
Nfor, L.	2018	MBA	Management		Management Information Systems	MBA	PQ: Professional
Pereira, L.	2010	MBA	Finance Accounting		Accounting	BSAD MBA	PQ: Professional
Thompson, C.	2019	DBA	Management		Marketing	BSAD	AQ: Doctoral
Sambito, J.	2019	MBA	Management		Management Information Systems	BSAD	PQ: Professional
Simion, D.	2014	MA	Management		Management	MBA	PQ: Professional
Simion, M.	2018	Ph.D	Public/International Affairs		Management	MBA	AQ: Doctoral
Sherwin, N.	2019	DBA	Business Administration		Management, Marketing	BSAD MBA	
Zbikowski, P.	2018	MBA	Business Administration		Management	BSAD MBA	

Note: All Fitchburg State University faculty members who teach courses in the Business Administration Department have been included in Table 5-1: Faculty Qualifications.

Fitchburg State University

Table 5.1.1: Business Department Faculty Database: Summary of Credentials

Name	Degree	Rank	Status
Full time Faculty			
Chan, A.	Ph.D	Associate Professor	Tenured (09/01/2019)
Crawley, J.	J.D., MBA	Assistant Professor	Tenure-Track (09/01/2019)
Greenwood, M.	Ph.D	Professor	Tenured
Hollingsworth,B.	Ph.D	Professor	Tenured
Kim, K.	Sc.D	Professor	Tenured
Pereira, A.	Ph.D	Associate Professor	Tenured
Lohman, J.	J.D., MBA	Assistant Professor	Non- Tenured
Scapparone, R.	DBA	Associate Professor	Tenured
Williamson, K.	Ph.D	Dean	Tenured
Part -Time Faculty			
Aiello, A.	MBA	Adjunct	Day/BSBA
Beaudet, M.	J.D., MBA	Adjunct	Evening/BSBA
Brown, W.	Ph.D	Adjunct	OAP/MBA
Caggiano, D.	J.D., MBA	Adjunct	Campus/OAP/MBA
Caouette, J.	MBA	Adjunct	Day/BSBA
Chen, J.	MBA	Adjunct	Evening/BSBA, OAP/MBA
Corona, M.	DM	Adjunct	Campus/MBA
Deoliveira, P.	MBA	Adjunct	Evening/BSBA
Donnelly, J.	MBA	Adjunct	Campus/MBA
Doucette, M.	MS	Adjunct	Evening/BSBA
Eramo, S.	MBA	Adjunct	Evening/BSBA
Farr, G.	MBA	Adjunct	Campus/OAP/MBA
Fiorentino, D.	MBA, MS	Adjunct	Evening/BSBA
Gelinas, J.	MBA	Adjunct	Evening/BSBA

Gohary, R.	MBA	Adjunct	Campus/OAP/MBA
Lavovitis, N.	MBA	Adjunct	Campus/OAP/MBA
Leamy, M.	Ed.D, MBA	Adjunct	Campus/OAP/MBA
Majkut, M.	JD, MBA	Adjunct	Evening/BSBA
Malone, P.	JD, MBA	Adjunct	Campus/OAP/MBA
McAloon, J.	MBA, MSPA	Adjunct	Day/BSBA, Campus/MBA
Nfor, L.	MBA	Adjunct	OAP/MBA
Pereira, L.	MBA	Adjunct	Evening/BSBA, OAP/MBA
Thompson, C.	DBA	Adjunct	Day/BSBA, OAP/MBA
Sambito, J.	MBA	Adjunct	Day/Evening/BSAD
Simion, D.	MA	Adjunct	Campus/OAP/MBA
Simion, M.	Ph.D	Adjunct	Evening/BSBA
Sherwin, N.	DBA	Adjunct	Day/Evening/BSBA
Zbikowski, P.	MBA	Adjunct	Evening/BSBA

The Business Administration Department at Fitchburg State University has eight (8) full-time faculty members. During the self-study year, the Business Administration Department has six (6) doctorally-qualified faculty members (Ph.D, DBA. ScD) - Dr. Scapparone (Associate Professor), Dr. Hollingsworth (Professor), Dr. Greenwood (Professor), Dr. Pereira (Associate Professor), Dr. Chan (Associate Professor), and Dr. Kim (Professor) and two (2) professionally-qualified legal degree (JD) holders – Professor Crawley and Professor Lohmann.

In addition, there are twenty-eight (28) academically-qualified (AQ) or professionally-qualified (PQ) faculty members in the Business Administration Department as adjunct professors. All classes are covered by faculty members that are either doctorally- or professionally-qualified. During the self-study year, of the twenty-eight (28) part-time Business Administration Department faculty members, six (6) faculty members are doctorally-qualified: Dr. Brown, Dr. Corona, Dr. Leamy, Dr. Thompson, Dr. Simion and Dr. Sherwin and twenty-two (22) faculty members are professionally-qualified. The part-time faculty members in the Business Administration Department taught a total of 223 courses at both the undergraduate and graduate levels during the self-study year (Fall 2018 – Spring 2019). Please refer to the link at Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/.

A CV for each full-time and part-time business faculty member at Fitchburg State University is provided in Fitchburg State University Database: Tk20: https://fitchburgstate.edu/offices-services-

directory/technology/Tk20. Credentials Summary Form for Business. Complete portfolios (including CV and scholarly and professional activities) for each business faculty member will be available for the site visit team.

Faculty members in the Business Administration Department at Fitchburg State University are involved with a variety of research/publication activities and academic contributions include, but are not limited to the following: journal publications, paper presentations, editorial members including chief editor, reviewers, and proceeding's discussants.

Dr. Scapparone (on campus workshop, presentations), Dr. Greenwood (workshop, lecture and guest speaker), Dr. Pereira (publications, proceedings, and on-campus workshop, presentations), Dr.Chan (publication and proceedings) who has been currently tenured and promoted (Spring 2019), and Dr. Kim (publications and proceedings) who has been Post-Tenure Reviewed (Spring 2019) have published multiple articles and presented papers in proceedings over the last few years and during the selected self-study year. Please refer to the link for more details on the names of journals and proceedings Please refer to Table 5.3.5. for more details, or at
Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/

All full-time faculty members and some adjunct faculty members in the Business Administration Department at Fitchburg State University are currently actively serving on university level on-campus committees and on departmental committees, such as faculty search, curriculum (BSAD and MBA program) committee, IACBE accreditation committee etc.

The faculty members in the Business Administration Department are asked to participate in college level projects and grants funded by the Academic Affairs office, approved by the Academic Provost, Dr. Alberto Cardelle. Please refer to Principle 5.3.1. The evaluation processes, guidelines and rubrics are also provided at the link: Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/

5.2: Deployment of Business Faculty

> **Excellence in business education requires appropriate program coverage and oversight by qualified faculty.**

1. *Describe the extent to which the academic business unit's deployment of business faculty ensures consistent quality across programs, program levels, and locations at which the programs are offered.*

The Business Administration Department full-time faculty members teach across all business programs, both undergraduate BSBA including day and evening program and master MBA program to ensure program quality assurance. All full-time faculty are given 1st priority to teach all levels within the business programs, across the programs, and at varying locations.

Table 5-2: Summary of Faculty Deployment by Qualification Level and Program Level

QUALIFICATION LEVEL / PROGRAM LEVEL	AQ / SCH	AQ-% / %	PQ / SCH	PQ-% / %	OQL / %	OQL-% / SCH	TOTAL SCH
Totals Across All Campuses, Educational Locations, and Instructional Sites							
UNDERGRADUATE LEVEL	4402	65.8%	2297	34.2%			6699
MASTER'S LEVEL	1473	23.35	4860	76.75			6333
DOCTORAL LEVEL							
TOTALS	5875	45.1%	7157	54.9%			13032

Note:

The business program at Fitchburg State University is taught by (1) Academically Qualified (AQ)/Doctorally Qualified: 45%, and (2) Professionally Qualified (PQ)/Mastery Qualified: 55%. However, the % of AQ taught by Doctorally Qualified is recommendable to be increased to up to at least 60%. Please refer to Table 5.1.1. for the faculty member qualifications and Table 5.5.1. in the Principle 5.3.2. for the names of journals and proceedings by the full-time business department faculty members (AQ) at Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/.

Table 5-3: Summary of Student Credit/Contact Hour Production by Location

CAMPUS, EDUCATIONAL LOCATION, INSTRUCTIONAL SITE	STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT AT THIS LOCATION	PERCENTAGE OF THE TOTAL NUMBER OF STUDENT CREDIT/CONTACT HOURS TAUGHT AT THIS LOCATION
Fitchburg State University (Main Campus)	5645	43%
Fitchburg State University (Online)	7387	57%
TOTALS	13032	100%

Note: The business program is taught both on the main campus (43%) and through online (57%). The majority of online courses are Graduate MBA. The detail courses offered by Fitchburg State University in the year of Fall 2018 - Spring 2019 are refered to the Registrar's office web. Please refer to the link for more details on the names of journals and proceedings at Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20 or https://www.fitchburgstate.edu/offices-services-directory/registrar/.

Table 5-4: Business Program Coverage by Qualified Faculty

BUSINESS PROGRAM	FACULTY MEMBER	QUALIFICATION LEVEL
ASSOCIATE-LEVEL PROGRAMS		
Program #1	N/A	N/A
Program #2	N/A	N/A
Program #3	N/A	N/A
Program #4	N/A	N/A
Program #5	N/A	N/A
BACHELOR'S-LEVEL PROGRAMS		
Accounting	Chan, Andrew	Doctorally Qualified
Marketing	Scapparone, Renée	Doctorally Qualified
Management	Kim, Kay	Doctorally Qualified
Program #4	N/A	N/A
Program #5	N/A	N/A
MASTER'S-LEVEL PROGRAMS		
Accounting	Hollingsworth, Beverley	Doctorally Qualified
Human Resources Management	Greenwood, Michael	Doctorally Qualified
Management	Pereira, Audrey	Doctorally Qualified
Marketing	Scapparone, Renée	Doctorally Qualified
Program #5	N/A	N/A

The majority of courses in the undergraduate BSAD program in the Business Administration Department at Fitchburg State University, especially core courses, are taught by full-time faculty who are academically qualified (doctoral degree holders). The master's program, including OAP (online accelerated MBA program), is widely taught by professionally-qualified Master's degree holders.

To increase the number of MBA courses taught by academically-qualified doctoral degree holders, it would be advisable to open a nationwide hiring search process, in which retired adjunct professors can be hired. Furthermore, to ensure high quality instruction, the Academic Dean of the Business Administration is in the process of recruiting two (2) additional full time, tenure-track professors in the areas of management and marketing concentrations by the end of Fall 2019, and is anticipating to recruit for one (1) additional management position in Fall 2020 to teach both undergraduate and graduate programs

5.3: Scholarly and Professional Activities of Business Faculty

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

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

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.

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 2018-August 2019), full-time and proportionate-time faculty are limited to six (6) additional credit hours, (2) courses beyond their normal teaching loads (4 undergraduate and 5 Graduate MBA.

Any exception to this policy requires the approval of the Assistant Vice President of Academic Affairs, Dr. Alberto Cardelle, and the Dean of Business and Technology, Dr. Keith Williamson.

Full- and part-time faculty members that teach courses outside their normal teaching loads of four (4) courses for BSBA, five (5) courses for MBA, and 2 courses in the summer (exceptions to the academic year), are required to sign an adjunct faculty contract and are paid for the overload course(s) 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.

b. *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.

c. *An identification of the documents that contain these policies and the page numbers for the relevant sections where these politice 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 any teaching overload of full-time faculty and

extra pay for overloads at ARTICLE XII, page 196 at http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf or at the link Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/.

1. *Referring to Table 5-3: 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, there are no deviations between actual teaching loads and the institution's academic load policy. Undergraduate full-time faculty members are required to teach nine (9) courses for load for any given academic year (4 courses at the undergraduate level and 5 courses at the graduate level) and can teach up to two (2) additional courses for summer session during each academic year.

The full-time/part-time faculty taught within these levels in accordance with the policy. All full-time business faculty members are encouraged to apply for faculty academic excellence awards in teaching and research, such as Faculty Award for Service, Research and Scholarship, Excellence in Teaching, and Graduate Program Award. All awardees are given the option to choose from either a course deduction or stipend.

2. *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, three full-time Business Administration Department faculty received course reduction workload for given reasons as follows: Renée Scapparone, D.B.A, received a two course reduction (six credit hours) for the role of Department Chair and Dr. Michael Greenwood, Ph.D, received a two course reduction (six credit hours) for the role of Internship Director. Dr. Audrey Pereira, Ph.D was granted sabbatical leave for the 2018-2019 academic year (Spring 2019).

Table 5-5: Summary of Scholarly and Professional Activities of Faculty Teaching in the Programs Included in the Self-Study

| YEAR | SCHOLARLY AND PROFESSIONAL ACTIVITIES (LAST FIVE YEARS) | | | | | | | | | |
| | SCHOLARSHIP OF TEACHING (SOT) | | SCHOLARSHIP OF DISCOVERY (SOD) | | SCHOLARSHIP OF APPLICATION (SOA) | | SCHOLARSHIP OF INTEGRATION (SOI) | | PROFESSIONAL ACTIVITIES (PA) | |
	NUMBER OF ACTIVITIES	PERCENTAGE OF FACULTY ENGAGED IN SOT	NUMBER OF ACTIVITIES	PERCENTAGE OF FACULTY ENGAGED IN SOD	NUMBER OF ACTIVITIES	PERCENTAGE OF FACULTY ENGAGED IN SOA	NUMBER OF ACTIVITIES	PERCENTAGE OF FACULTY ENGAGED IN SOI	NUMBER OF ACTIVITIES	PERCENTAGE OF FACULTY ENGAGED IN PA
2018-2019	12	33%	7	21%	4	11%	4	11%	15	28%
2017-2018	26	51%	9	17%	2	2%	2	2%	14	27%
2016-2017	23	26%	35	38%	9	9%	8	8%	17	19%
2015-2016	29	31%	36	38%	3	2%	10	11%	17	18%
2014-2015	39	39%	30	30%	5	5%	7	7%	19	19%

* All numbers are based on full time faculty's C.V. and Table of Scholarly and Professional Activities of Faculty. Please refer to the link for more details on the summary of scholarly and professional activities of faculty at Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/.

* Most of scholarly and Professional Activities during last 5 years in business department faculty were skewered to Teaching (SOT), Discovery (SOD) and Professional Activity (PA). In the future business faculty need to increase the number in the area of Scholarship of Application (SOA) – Business Research in Jurnal Publication more.

Dr. Audrey Pereira participated in journal publications and national/regional conference meetings for paper presentations in the SS years, 2015 - 2019. Dr. Andrew Chan also published a journal and attended his paper presentations in the SS years, 2015 - 2019, MA conference. Dr. Kay Kim also published papers and participated in a paper presentation in the SS years, 2015 - 2019. Both Professors John Crawley, JD and John Lohman, JD have attended law conferences in the years, 2015 - 2019. Dr. Michael Greenwood, Ph.D also gave several guest lectures and special speeches to local communities during the SS years, 2015 - 2019. A few faculty members, Dr. Beverley Hollingsworth and Dr. Rene Scapparone co authored and presented in on-campus research presentations in the SS years, 2015 – 2019 and presented at international conference in Poland is 2017. Topics were diversified in their areas with case development and special research notes. Please refer to the Table 5.5.1. for more details.

Table 5.5.1: Principal 5-3-2, 4 &5: Journals and Proceedings by Full-time Business Faculties

Faculty	Journals	Proceedings Workshop, Contribution	Date	Frequency	Discipline
Scapparone R	(1) IACBE Annual Conf. (2019) - unpublished	(1) FSU Campus Workshop, (2) Campus Presentation	2019, 2018, 2017, 2015	6 7 1	Marketing Int'l Business
Greenwood M	(1) Gardner News, (2) North Central Chamber of Commerce, (3) Sentinel & Enterprise	(1) FSU Campus Workshop (2) North Central MA Chamber of Commerce - Lecture, Speaking, Seminar	2015	4 26	Management
Pereira A	(1) J. of Higher Education Published (2) Online Learning Journal - Published	(1) NABET (2) S.O.B.I.E. (3) I.A.C.B.E. (4) NEean	2018, 2017, 2016, 2015 2019, 2018, 2016, 2018, 2016, 2015, 2014	1 2 1 1 1 1	Management/ CIS
Chan A	(1) J of App. Business Research (JABR) (2) JABR (W-I-Paper) - Under consideration	Published Paper-In-Process Editorial Reviewer	2018 2020 (?) 2016	1 1 1	Accounting
Hollingsworth B	Co- authored (FSU)	Presentations - Unpublished	2016 2015	3 1	Accounting
Kim K	(1) Int. J. of Scie. J. & Res. (2) Int. J. of Res. In Bus. Mgt (3) Int. J. Bus and APP. Social Science (4) European Scientific Journal (5) Int. J. of Sci. Eng. 6) Journal of Advanced Research in Business Management	IJSRP -Published IJRBM - Published IJBASSS - Published ESJ - Published EPH - published JIAATS- - Published	2016 (Sep, June) 2016 (Jan) 2016 (Jan) 2016 (March) 2016 (Feb) 2016 (Feb) 2014 (May)	2 1 1 1 1 1 1 1	Management/ OM/MIS

	Accounting (7) Trans Journal of Science Research (8) The Information Security and Computer Fraud	TJSR – Published, Editor-in-Chief 2014- ISCF ABR - Presentation	Editorial Board Member (2015)- Present 2018 (March)	1 1	
Crawley J	N/A	2018 Full-Time	Participated Legal Symposium	1	Business Law/Management
Lohmann J	N/A	2018 Full-Time	Participated Legal Symposium	1	Business Law/Management

Note: All Research and Publication data are revised on the year of 2015 – 2018 for IACBE accreditation purpose (As of May 26 2018). Please refer to faculty members' current C.V. for details at Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/.

Dr. Scapparone contributed a lot of on-campus workshops and presentations with students for the quality teaching improvement. Dr. Scapparone lectured in the IACBE Annual conference meeting in April 2019 with the topic of International Education in the disciplined area of Marketing.

Dr. Audrey Pereira, Ph.D. published 6 peer reviewed articles in nationwide journals; (1) J. of Higher Education, and (2) Online Learning Journal, and also participated in 11 national/regional conference meetings for paper presentations, SOBIE and NABET in her research area- Management/IT.

Dr. Andrew Chan has published a paper in the area of Accounting (1) Journal of App. Business Research (JABR) and another "in-progress" paper (2) JABR (Work-In-Paper), Under consideration. Dr. Chan also attended few reginal conference meetings for his research presentations.

Dr. Hollingsworth has presented her unpublished paper in the few proceeding (3) and on-campus research presentation with the co-author (1) in the area of Accounting.

Dr. Kay Kim has published seven (7) research papers in national and international journals and participated a national peer reviewed proceeding (1) in his disciplined area- Production Operations Management, Management Information Systems, and Strategic Management.

Both Professors John Crawley, JD and John Lohman, JD have attended law conferences. Dr. Michael Greenwood, also gave a lot of guest lectures and special speeches to local communities (more than 30 cases). A lot of faculty members presented in on-campus research presentations in the SS years, 2015-2019).

Dr. Greenwood has focused his topic or research in the area of Entrepreneurship, and Strategic Management for the start-up business owners in the local community- lecture, speech, newspaper columnist, and business consultants.

All topics covered by the business full time faculties were diversified in their disciplined areas with case development and special research notes. Please refer to all faculty's CV for more detail in Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/.

5.4: Professional Development of Business Faculty

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

1. Explain the ways in which the institution and the academic business unit foster and rewatd the professional development activities of business faculty.

As Principle 5.3.1 indicates that undergraduate full-time faculty members are required to teach nine (9) courses for load for any given academic year (4 courses at the undergraduate level and 5 courses at the graduate level) and can teach up to two (2) additional courses for summer session each academic year.

The full-time/part time faculty taught within these levels in accordance with the policy. All full-time business faculty members are encouraged to apply faculty academic excellence awards in teaching and research, such as Faculty Award for Service, Research and Scholarship, Excellence in Teaching, and Graduate Program Award. Former Prof. Joe McAloon was awarded Graduate Program Award in 2018 – 2019. All awardees are given the option to choose from either a course deduction or stipend. Please refer to the links at Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/.

2. Demonstrate the effectiveness of the professional Development activities of the business faculty by providing examples of the results of their implementation within the academic business unit.

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 2018-2019, the faculty development activities that took place can be found in Principle 5-3, Table 5-5, and Table 5.5.1.

All full-time faculty members in the Business Administration Department have attended the IACBE accreditation workshop at Dean's College in 2018, in which registration and workshop fees ($300.00) were paid by the Dean, Dr. Keith Williamson, and Provost, Dr. Alberto Cardelle.

According to Table 5-5, the majority of business faculty are likely to contribute in the scholarship of Teaching, Discovery and their professional activities based on their professional and academic background. Please refer to the link for more details on Summary of Scholarly and Professional Activities of Faculty at Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/ and Principle 5.3.5. Summary of Types and Amounts of Faculty Professional Activities in Table 5.5 and 5.5.1.

Dr. Williamson, Dr Scapparone, and Dr Chan have participated in the IACBE annual conference meeting at Las Vegas, NV in 2019. All business faculty members are encouraged to attend college professional development day workshops to collaborate team curriculum development and teaching to achieve a synergistic effect. The department is encouraged to join college level special project

development and scholarship activities. Please refer to page 35, links at Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/.

Dr. Audrey Pereira is being awarded Fitchburg State University Special Projects Major Grant in 2019 - 2020 and professional development funds in 2016. Dr. Pereira also awarded CTL fellow in 2015. Please refer to the faculty C.V. for details, the links at Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/.

Fitchburg State University encourages the professional development of its faculty members through:

1. The annual review of full-time faculty as described in Principle 5.4 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 (https://www.fitchburgstate.edu/academics/academic-affairs/academic-divisions-and-offices/center-for-teaching-learning/). 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

3. *Demonstrate that the professional development activities of the business faculty are consistent with the mission and broad-based goals of the academic business unit.*

The Business Administration department mission is to prepare each Business Administration student at Fitchburg State University to take a responsible position within the world of business, equipped with a 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, which are structured to give the participant an opportunity to apply the theory of the classroom to a specific work experience.

The professional development activities of our business 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 professional and scholarly activities relate to the continuous assessment and improvement of our students' learning experiences (on/off campus research presentation and journal publications). Much of our professional development activities relate to scholarship of teaching activities, which reflects our learning mission. These activities help our faculty understand and use effective teaching methods,

which help improve our students' learning experiences. This is evidenced in Table 5-5 (Scholarly and Professional Activities of Full-Time Faculty).

Dr. Audrey Pereira, Ph.D, published papers and participated national/regional conference meetings for paper presentations. Dr. Andrew Chan also published a paper and attended his paper presentation, MA conference. Dr. Kay Kim also published papers and participated in a paper presentation during the self study years, 2015- 2019. Dr. Beverley Hollingworth has co authored a paper and attended paper presentation during the self study years, 2015-2019. Professors John Crawley, JD and John Lohman, JD have attended law conferences.

Dr. Michael Greenwood, Ph.D also gave a lot of guest lectures and special speeches to local communities. A few faculty members presented in on-campus research presentations during the SS years, 2015-2019. Topics were diversified in their areas with case development and special research notes. For more details, please refer to the links at Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/

4. ***Identify the documents that contain the institutional and/or academic business unit's policies retating to the professional development of faculty, and provide copies of the relevant sections of these documents (these should be placed in an appendix of the self-study).***

All business faculty are encouraged to involve their scholarly and research activities to extend in on/off campus community services through students' internship program, business lecture, and public speech series to local, regional, and national business conventions. In addition, business faculty members are encouraged to participate in academic and professional services as academic journal editors and reviewers in peer reviewed journal publications. Refer to Table 5-5 and 5.5.1. for more details.

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 and can also be found 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 5B or at Page 95, ARTICLE XIII, at http://mscaunion.org/wpcontent/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf , Continuing Scholarship, Professional Activities, Comprehensive Resume

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 the Professional Development and Continuing Scholarship. Refer to ARTICLE XIV, page 243 at http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf.

All faculty members in the Business Administration Department are encouraged to participate in business research conferences, paper presentations, academic research publications, and on/off campus

academic activities funded by the university. All members are spread out by Management, Marketing, Accounting and Information Systems based on members' research background and interests.

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 ($890) in the 2018-2019 academic year to be used towards faculty development. Refer to Table 5-4, and at http://mscaunion.org/wpcontent/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf .

Each full-time faculty member shall indicate on form Appendix B (MSCA Union Contract) 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 and shall ensure that there are, in his/her Official Personnel File, current official transcripts of his/her course work.
For more details, please refer to the link at Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/.

5.5: Evaluation of Business Faculty

> **Excellence in business education requires institutions and their academic business units to have effective processes for faculty evaluation. Therefore, each institution must have a formal system of faculty evaluation for use in personnel decisions.**

1. Describe the process employed by the institution and the academic business units for the performance review and evaluation of business faculty. If the process is not under the control of the academic business unit. Provide a rationale for this.

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

A business faculty member at the rank of Assistant Professor can apply for promotion/tenure during his/her sixth year. If tenure is granted, the business candidate will simultaneously be promoted to the rank of Associate Professor.

Upon the recommendation of the Department Chair, the Dean, School of Business and Technology, Dr. Keith Williamson, the Vice President, Dr. Alberto Cardelle, and the President, Dr. Richard Lapidus, the Committee of promotions/tenures is required to evaluate the promotion/tenure application. In such case, the President will provide the unit member with written notice of such determination and the evaluation will be completed within sixty (60) days.

Procedures for the Conduct of Evaluations

A business candidate for promotion/tenure will first be evaluated within the business department.

1. Submission of Materials
Prior to the commencement of evaluation, a business candidate will 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 will be his/her current comprehensive resume, course documents and other materials as required.

The following criteria will be used in the evaluation of a business faculty member:
   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 his/her obligations

Any SIR II evaluation reports and the record of any classroom observation will be added to the evaluation materials. In the case of a faculty who teaches one (1) or more courses in any other department, his/her teaching effectiveness with respect to that course will be evaluated within the other department, which will then transmit such evaluation together with the results of all student evaluations and any classroom observations, to the Chair of the business department.

The materials described above shall be secured or submitted by the Department Chair to the Dean of School of Business and Technology , Dr. Keith Williamson prior to the commencement of the evaluation. The overall evaluation of each candidate will be based upon his/her entire professional performance during each such year or years.

2. Evaluation by Committees on Promotion/Tenures

The Committee on Promotions/Tenures will consider the recommendations and all related materials that pertain to a business faculty member who is a candidate for promotion/tenure and shall thereafter make in writing to the Vice President its recommendation either supporting or declining to support such promotion/tenure. In each case the committee's report will include 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 Dean of School of Business and Technology and the Vice President determines that they intend to make a recommendation contrary to that made by the Committee on Promotions/Tenures, they will notify the committee.

The Vice President and the committee will then meet and consult concerning the contrary recommendation. Promptly thereafter, the Committee on Promotions/Tenures will submit to the Vice President a statement of its final recommendation concerning any candidate whose promotion was the subject of such consultation.

Fitchburg State University encourages and acknowledges the ongoing professional development and evaluation of its faculty. This shared responsibility is described as follows from Article VIII of our union contract (year of 2014 – 2017), to the faculty professional development and evaluation can be found on page 95 in the Massachusetts Teachers Association (MTA)/NEA and the Massachusetts State College Association (MSCA) Collective Bargaining Agreement for faculty and librarian contract, refer to Appendix 5B, or at http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf

2. ***Demonstrate that the quality of teaching and student learning outcomes is a central component of the faculty evaluation process and explain the ways in which the process measures teaching and learning effectiveness.***

The quality of teaching and student learning outcomes is a central component of the faculty evaluation process at Fitchburg State University, which is a teaching-oriented school, is measured by faculty's Student Evaluation Survey (SIRII). SIR II is composed of (1) Course Organization and Planning, (2) Communication between instructor and student, (3) Faculty/Student Interaction, (4) Assignments, Exams, and Grading, (5) Instructional Methods, (6) Course Outcomes, (7) Student Efforts and Involvement, (8) Course Difficulty, Work Load, and Paces (9) Overall Self Evaluation, etc to measure of quality level. All business faculty members at Fitchburg State University indicates the overall SIRII scores over 4.0/5.0. All copy of results are placed in the Chair's office. Please go to www.fitchburgstate.edu/uploads/files/AcademicAffairs/Faculty%20Handbook%2018-19%20(8-13-18.pdf)

3. *Demonstrate that the distribution of business faculty contributions in the various performance areas included in the evaluation process is consistent with the mission and broad-based goals of the academic business unit.*

The faculty evaluation process and business faculty contributions are illustrated, including Department Chair and Peer Evaluation Committee. Please refer to www.fitchburgstate.edu/uploads/files/AcademicAffairs/Faculty%20Handbook%2018-19%20(8-13-18.pdf Massachusetts Teachers Association (MTA)/NEA and the Massachusetts State College Association Collective Bargaining Agreement (MSCA) for faculty and librarians contract at http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf,

4. *Identify the documents that contain the institutional and/or academic business unit's policies relating to the evaluation of business faculty, and provide copies of the relevant sections of these documents (these should be placed in an appendix of the self-study). These documents may be faculty handbooks, general employee manuals, individual faculty contracts, faculty union agreements, or other documents.*

There is a clear cut university policy for the institutional units, including academic business units This shared responsibility is described as follows from Article VIII (year of 2014 – 2017), the faculty professional development and evaluation can also be found on page 95 in the Massachusetts Teachers Association (MTA)/NEA and the Massachusetts State College Association (MSCA) Collective Bargaining Agreement for faculty and librarian contract at http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf, or file:///Volumes/IACBE/Principle%205.5.4.%20Evaluation%20.docx

5. *Provide blank copies of the instruments that are used in the faculty evaluation process (these should be placed in an appendix of the self-study).*

The blank copies of instruments being used in the business faculty evaluation process are at Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/

6. *Provide evidence that the faculty evaluation process is being carried out as described in item*

Each full-time faculty member will indicate on form Appendix A-1 at http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf. Faculty qualification 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 and shall ensure that there are, in his/her Official Personnel File, current official transcripts of his/her course work. Please refer to Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/.

Professional Development and evaluation are 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 Collective Bargaining Agreement for faculty and librarians contract at

http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf   or
Tk20:file:///Volumes/IACBE/Principle%205.5.6%20_Appendix%20A-
1%20Professional%20Activities%20and%20Responsibilities-%20Faculty.docx

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 5.5 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 at 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 encouraged 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,* pages 29-32 at http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf

5.6: Summary Reflection on Business Faculty Characteristics, Activities, and Processes

> **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.**

The full-time (AQ) faculties in the Business Administration Department are asked to teach (4) courses in BSAD and (5) courses in the MBA program every academic year due to the shortage of (AQ) faculties, and therefore, the (AQ) faculties find it relatively difficult to maintain a high level of performance in professional and scholarly activities.

The recommendation for improvement would be to allow faculty who are interested in conducting research to be granted more release time and appropriate reductions in the teaching load in order to pursue their research-oriented and/or service activities. It is also recommended to continue to include professional and scholarly activities as a part of each full-time faculty member's professional development plan each year.

1. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

Based on the Business Administration Department's statement of teaching, scholarship, and service and the teaching mission of the University, the scholarly and professional activities of our faculty adequately support excellence in business education. Our scholarly and professional activities specifically relate to enhancing the learning experience of our students in different areas of the curriculum – academic courses, business club activities, accounting community service, practical internship, etc.

All full-time faculty members (8) in the department are academically-qualified to teach all business core courses, as a generalist (regardless of discipline), in the business area. The BSAD and MBA curriculas cover "FUNCT", "LSE", "GLOB", "ETH", "DST", "COM", "CT", and "INT" in the areas of Business Technical Knowledge as stated in Principle 4.2.

However, the core business courses need to be updated in the area of "DST" and "INT" with the supplemental business courses, such as BSAD 3220: Production Management and BSAD 4890: Business Policy and Strategy, to further enhance the level and improve the quality of BSAD/MBA curriculas.

Based on our teaching mission and statement, no changes or improvements are required in the immediate term. In the long term, however, it is important to maintain the current level of scholarship and professional activities throughout the self-study year.

The Business Administration Department's 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 for students in the classroom. The incorporation of case studies, research projects, business plans, business simulations, joint team teaching etc., as well as practice-oriented and hands-on activities, such as internships, business society clubs, and accounting contribution activities, etc are implemented to enable students to apply the core concepts and fundamental principles that are learned in the classroom.

Additionally, faculty members who seek promotion, tenure, reappointment or post-tenure review participate in a rigorous process pursuant to the MSCA/MTA contract.

The recommendation for improvement would be to allow faculty who are interested in conducting research to be granted more release time and appropriate reductions in teaching load to pursue their research-oriented and/or service activities. It is also recommended to continue to include professional and scholarly activities as a part of each full-time faculty member's professional development plan each year.

To maximize the effectiveness of this improvement plan, it is imperative for the business department to be able to increase the total class size to up to 120 students per course divided into multiple smaller classes (at most 40 students per class) through the adoption of an academic coaching system. Such academic coaching system would require the hiring of 3-4 assistant/support instructors, who would then support the primary full-time, academically-qualified instructor. This practice will enable a primary instructor to not only better monitor the performance of multiple classes, but also to both efficiently and effectively promote and maintain the high quality learning outcome.

2. *Describe proposed courses of actions to make the changes and improvements identified in item above.*

To ensure the success of the plan identified above, the critical success factor is dependent upon the unlimited and continuous support from the Provost, the Office of Academic Affairs, and the Dean of the Business and Technology.

Please refer to the links at http://www.fitchburgstate.edu/offices/grants-research/grant-center/
or the links at Tk20: https://www.fitchburgstate.edu/offices-services-directory/technology/Tk20/

Principle 6: Student Policies, Procedures and Processes

6.1: Admissions Policies and Procedures

> **Excellence in business education requires clear, transparent, and effective admissions policies and procedures that are appropriate to the expectations of the institution's business programs and that are implemented in a fair and consistent manner.**

1. *Describe the admissions policies and procedures for each of the business programs included in the accreditation review.*

Provided below are the admissions policies and procedures for each of the business programs included in the accreditation review.

A.   Graduate Admissions:

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.

Application Requirements

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: $50 for all graduate applicants. Applicants will submit their $50 application fee after they submit their application on their Application Status page.

Applicants are required to provide official transcript from their 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 they are requesting transfer credit and, if applicable, all institutions from which they have received graduate degrees. Transcripts must be sent directly from the institution to the Admissions Office. If they are applying to a CAGS program, they must submit an official transcript from their master's degree granting institution listing degree received and date of graduation.

Standardized test scores. Fitchburg State University does not require any standardized tests for graduate admissions, including the Graduate Record Exam (GRE), the Miller Analogies Test (MAT), or the Graduate Management Admissions Test (GMAT).
Three letters of recommendation from individuals under whom the applicant has studied or under whose supervision he/she has worked in a professional capacity. At least one letter of recommendation should speak

to the applicant's academic abilities. The Letter of Recommendation forms provided are to be used and the applicant should ask the evaluator to submit the narrative portion of the recommendation on professional letterhead if possible. All letters of recommendation must be mailed by the evaluator directly to the Admissions Office.

Letters of recommendation for Accelerated/Online programs: Students applying to the Online/Accelerated MBA only need to provide one letter of recommendation if their previous GPA is below a 2.8.

A professional resume.

A personal statement. *Please see* the graduate application for details regarding requirements.

Additional Application Requirements for International Students

Non - U.S. citizens who do not possess a permanent visa with an alien registration number must submit the paperwork listed below in order to be considered for admission to Fitchburg State University. Students on an F-1 visa must study on a full-time basis and are not eligible for state or federal financial aid.

International Applicants

In addition to requirements listed above, applicants with international credentials must submit the following:

English Language Proficiency

Students who do not have English as their first language must take either the Test of English as a Foreign language (TOEFL) or the International English language Testing System (IELTS), with the following exceptions:

If they have earned a secondary school, associate's, bachelor's or master's degree from a college/university in the United States or another English speaking country

If they are from the United Kingdom, Ireland, Australia, Canada, Ghana, Guyana, New Zealand, or an English speaking country of the Caribbean.

The minimum passing score is:

TOEFL PBT (paper-based) ………………………550
TOEFL iBT (internet-based) …………………….. 79
IELTS ………………………………………………… 6.5

The TOEFL code for Fitchburg State University is 3518

Transcripts:
The school accepts only official transcripts that are signed and stamped. (If the seal on the envelope is not intact, the transcript will not be accepted).

All international students must have a general evaluation completed of their foreign transcripts which identifies and describes each diploma or certificate, indicates periods of education and provides a U.S. equivalency for each document. International graduate applicants must have completed the equivalent of a U.S. Bachelor's degree or university-level degree program.

Following are some suggested organizations that provide foreign credential evaluation services:

> The Center for Educational Documentation …………. www.cedevaluations.com
> World Education Services……………………………. www.wes.org
> Educational Credential Evaluators ……………………. www.ece.org
> International Documentation Center ………………… www.eurasiacom.com

If their transcripts are not in English, they must be translated. (If the applicant needs to translate their transcripts to English, they are directed to go to the International Documentation Center Web site: www.eurasiacom.com)

F-1 applicants only. If they plan to study at Fitchburg State University under an F-1 visa status and are admitted to the University, they must submit the following forms along with the appropriate financial documentation with your application for admission.

Financial Verification Forms
Photocopies of all previous I-20s (front and back).
Photocopies of their passport and visa, if they are currently in the United States.

If they are currently in the United States, we will accept either a printed copy of their electronic I-94 obtained from www.cbp.gov/I94 or photocopies of their passport pages that contain their biographical information, visa and admission stamp.

Students can upload this documentation through their student status page.

Deadlines: Completed applications are reviewed on a rolling admission basis. On average, admission decisions are emailed two to three weeks after an application file is complete. Applicants who are accepted to a program after the add/drop period (traditionally, two weeks after the start of the semester) will be accepted for the subsequent semester.
Exception: International applicants 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.

Fall semester application deadline: March 1
Spring semester application deadline: October 1

Application deadlines for the Online/Accelerated programs vary, based on the start date of the term of admission. Please review this information on the web pages for these programs:

The Online/Accelerated MBA; the Online/Accelerated Non-Licensure M.Ed. in Educational Leadership and Management; or the Online/Accelerated Non-Licensure M.Ed. in Curriculum and Teaching.

Admissions Procedures

Once all application materials have been received by the Admissions Office, the appropriate departmental committee reviews an applicant's qualifications and makes a recommendation. The admission process is completed when the director of admissions concurs with the program's decision and approves or denies the applicant's admission. While admission decisions are prompted by a completed application, the admissions process and its outcome are based on academic department criteria.

Admissions Standards and Criteria

Applicants who meet the following minimum criteria are eligible for consideration for admission:

A 2.8 grade point average or better on a 4.0 scale from an accredited four-year institution

Students lacking prerequisites but meeting certain other admissions requirements may be admitted to certain programs under a plan of study that includes the necessary prerequisites upon written approval of the program chair.

B. Undergraduate Admissions

Admission Standards

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.

Application Procedures

Application Procedures—Freshmen

To be considered for admission to the university, applicants must submit the following to the Admissions Office:

A completed Application for Admission and $40 application fee

Official high school transcript including first-quarter senior year grades. Applicants who have completed a GED should also submit official test results along with official high school transcript with years completed.

Secondary School Preparation
Applicants are required to complete a minimum of 17 college preparatory units in the following disciplines: (*A unit is equivalent to one full school year of study*)

English: 4 units
Mathematics: 4 units (includes: Algebra I, Algebra II, Geometry/Trigonometry, or comparable coursework, and one comparable Math course in the final year of high school).
Science: 3 units (includes 2 units of laboratory science). For students entering college as freshmen in the fall 2017 semester and later, three Science courses will be required, all of which must have a laboratory component. Technology and Engineering courses will satisfy the requirement if they are designated as Science courses by the high school.
Social Science: 2 units (includes one unit of U.S. History)
Foreign Language: 2 units (one language)
College Preparatory Electives: 2 units (from the above disciplines, or from the Arts & Humanities or Computer Sciences)
Additional work in the math and sciences is strongly recommended.
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.

Official SAT or 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.) If you choose, on the application for admission, please disclose your learning disability and request to be considered for the standardized test exemption*).

A 250-word essay describing educational goals and motivation to attend Fitchburg State University.
Letters of recommendation, while not required, are helpful in the evaluation process.

A resume of activities if time has lapsed between the time of high school graduation and applying to Fitchburg State University.

Applications are reviewed as they become complete and on a continuous basis, beginning in early December for fall applicants.

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.

<u>Minimum GPA and SAT/ACT</u>
Recalculated GPA of 3.0 or higher OR must meet the GPA/SAT and ACT equivalent from the scale below. The GPA is calculated based upon college preparatory courses and is weighted for Honors and Advanced Placement courses.

Recalculated GPA	SAT (CR and Math)	ACT (Composite)
2.51 - 2.99	920	19
2.41 - 2.50	960	20
2.31 - 2.40	1000	21
2.21 - 2.30	1040	22
2.11 - 2.20	1080	23
2.00 - 2.10	1120	24
Under 2.0 - not admissible		

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 <u>application requirement exception allowances.</u> These exceptions reflect the minimum admission standards as stated by the Massachusetts Department of Higher Education.

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.

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 <u>professionally diagnosed learning disability are exempt from taking standardized college entrance aptitude tests for admittance to any public institution in the Commonwealth</u> (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 <u>Individual Education Plan</u> (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 <u>www.fitchburgstate.edu/disability</u>.

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 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 $40
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 completed by a translation agency or individual other than the school you have attended, the documents must be notarized.
If they are a transfer student attending a college/university in their 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 applicant is directed, as a suggestion, to the following organizations that provide foreign credential evaluation services:

>   The Center for Educational Documentation: www.cedevaluations.com
>   World Education Services: www.wes.org
>   Educational Credential Evaluators: www.ece.org
>   International Documentation Center: www.eurasiacom.com

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

If they have 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 they are from the United Kingdom, Ireland, Australia, Canada, Ghana, Guyana, New Zealand, or an English-speaking country of the Caribbean.

Either one of the following English proficiency tests is acceptable:

>
> TOEFL (Test of English as a Foreign Language)
> Fitchburg State University's code is 3518.
> IELTS (International English Language Testing System)

The minimum passing score is:
TOEFL PBT (paper-based): 550
TOEFL iBT (internet-based): 79
IELTS academic: 6.5

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**. For more information about the IELTS test, please visit **www.ielts.org**.

Proof of Financial Support: If an applicant plans to study at Fitchburg State University under an F-1 visa and are admitted to the university, they must complete and submit the following forms along with the appropriate financial documentation:

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

If the applicant transfers from another institution in the United States, they must also submit the following additional documents:

Form I-94 if the applicant is currently in the United States.
We will accept either a printed copy of their electronic I-94 obtained from **www.cbp.gov/I94** or photocopies of their passport pages that contain their biographical information, visa and admission stamp.
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).

Application Procedures—Non-Traditional Students

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 years or less
Letters of recommendation
Resumé of activities showing life experience

Programs Not Eligible for Non-Degree Seeking Registration

Non-degree seeking registration options are not available for online accelerated programs.

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.

The 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, shared regional transportation system, and 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 local 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.

Transfer Admissions

Application Procedures—Transfer Students
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 freshman applicants.

The following credentials must be submitted:

- A completed Application for Admission and $40 application fee
- Official transcripts from all previously attended colleges
- A 250-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 degree are not required to submit high school or GED information.
- Official SAT or ACT test scores for applicants who are subject to freshman admission standards (see above), and those students who have been out of high school three years or less and have fewer than 24 transferable college credits at the time of application.

Evaluation of Credit

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 1.7 (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 75 transfer credits. Students transferring from baccalaureate level institutions will be entitled to a maximum of 90 transfer credits and may not transfer more than 50% of the total credit hours required in their major. They also must complete a minimum of 30 credit hours in residence in order to receive a degree from Fitchburg State University.
The grade point average from previously attended colleges and universities does not transfer, 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 MassTransfer apply. *See below.*

Placement Testing

The Admissions Office provides 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. During transfer advising and registration, academic advisors work closely with transfer students to arrange any placement testing needed.

MassTransfer

The Department of Business Administration supports the university's MassTransfer agreement which 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.

The MassTransfer program has two main purposes, First it aims 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. Second, the Mass Transfer program aims 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.

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. A student completing an associate degree program under MassTransfer will have graduated with a minimum of 60 credit hours and will have completed the following 34-credit general education transfer block, exclusive of developmental coursework:

Section I: MASSTRANSFER POLICY

English Composition/Writing	6 credit hours
Behavioral and Social Sciences	9 credit hours
Humanities and Fine Arts	9 credit hours
Natural or Physical Science	7 credit hours
Mathematics/Quantitative Reasoning	3 credit hours
Total	34 credit hours

Each associate degree in Business Administration program under MassTransfer is linked to baccalaureate degrees at Fitchburg State University and other campuses across the Commonwealth. The list of associate degree programs and linked baccalaureate programs under MassTransfer will be available at **www.mass.edu/masstransfer**.

A student completing an associate degree who seeks admission to a linked baccalaureate program under MassTransfer will be entitled to the following benefits based upon the final cumulative grade point average at the community college awarding the degree:

A: Partial benefits will be awarded to a student with a final cumulative grade point average of a 2.0 or higher

Waives the admissions application fee, essay and letter(s) of recommendation.
Guarantees the full transfer of college-level credits, including "D" grades, but excluding "D-" (.70) or lower, applied to the degree requirements of the linked baccalaureate degree or school at the state university or University of Massachusetts campus such that the MassTransfer student will be required to complete no more credits or courses than a native student with the following stipulations:

The student changes his or her major.
If the linked baccalaureate program requires a higher grade point average or specific courses for the major which are required of native students, the MassTransfer student must meet these requirements.

Satisfies the general education requirements at the receiving institution with the receiving institution able to add no more than six additional credits/two courses in compliance with the New England Commission of Higher Education's Standards for Accreditation. This will apply when the receiving institution already places these requirements on its native students and will determine at its discretion which credits, if any, shall be required.Note: College-Level course credits consistent with the standards set forth in the Undergraduate Experience recommendations are included under MassTransfer. Credits awarded by the sending institution through CLEP, challenge examinations, and credit for prior learning shall be included when a student qualifies under MassTransfer.
A student completing the MassTransfer Block will have earned the following 34 credit hours outlined below, exclusive of developmental coursework.

English Composition/Writing	6 credit hours
Behavioral and/or Social Sciences	9 credit hours
Humanities and/or Fine Arts	9 credit hours
Natural and/or Physical Science	7 credit hours
Mathematics/Quantitative Reasoning	3 credit hours
Total 34 credit hours	

Students completing the 34-credit MassTransfer Block (exclusive of developmental coursework) with a 2.0 or higher grade point average will be entitled to the following benefit:*

***Note**: excluding "D-" (.70) grades. Satisfies the general education requirements at the receiving institution with the receiving institution able to add no more than six additional credits/two courses in compliance with the New England Commission of Higher Education's Standards for Accreditation. This will apply when the receiving institution already places these requirements on its native students and will determine at its discretion which credits, if any, shall be required. Students enrolled in a specific major or degree program may be required to take additional courses if these courses are specifically required for the major or program and are required of native students.

2. *For each of the business programs included in the accreditation review, demonstrate that the admissions policies and procedures for the program are published, transparent to the public, and consistent with the type of program.*

The following are links to Fitchburg State University's website. Specifically the links are to pages including the admissions policies and programs. These pages are search engine accessible and open on the internet.

https://www.fitchburgstate.edu/admissions/undergraduate/
https://www.fitchburgstate.edu/admissions/undergraduate/requirements/

https://www.fitchburgstate.edu/admissions/graduate-studies/
https://www.fitchburgstate.edu/admissions/graduate-studies/requirements/

https://catalog.fitchburgstate.edu/ (Undergraduate Catalog)

https://catalog.fitchburgstate.edu/content.php?catoid=32&navoid=2053 (Undergrad Admissions)
https://catalog.fitchburgstate.edu/index.php (Graduate Catalog)
https://catalog.fitchburgstate.edu/content.php?catoid=31&navoid=1967 (Graduate Admissions)

3. *For each of the graduate-level business programs included in the accreditation review, demonstrate that the admissions policies or standards for the program require that students have or will have completed an appropriate bachelor's-level degree, diploma, or other equivalent credential prior to admission to the program.*

The policies/standards for admission into the graduate-level business programs require that students will have completed an appropriate bachelor's-level degree, diploma, or other equivalent credential prior to admission in the program. This is demonstrated by the following quotation from the current University catalog:

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 must have a minimum of a least a 2.8 grade point average or better on a 4.0 scale from an accredited four-year institution to be eligible for admission. Students lacking prerequisites but meeting certain other admissions requirements **may be admitted to certain programs under a plan of study that includes the necessary prerequisites upon written approval of the program chair.**

https://catalog.fitchburgstate.edu/content.php?catoid=31&navoid=1967#Application_Requirements
(emphasis supplied).

4. *For each of the business programs included in the accreditation review, explain the ways in which the admissions policies and procedures for the program attempt to ensure that students admitted to the program have a reasonable chance to succeed.*

Undergraduate Program

The admissions policies and procedures for the program utilize criteria and standards recognized to correlate with or predict student success and academic performance at the undergraduate level. In particular the prospective student must have a minimum high school grade point average of 3.0 on a 4.0 scale to be considered for admission outright. If the prospective student has less than a 3.0 GPA they are evaluated on a sliding scale matrix of standardized test scores (e.g. SAT, ACT) and their GPA. Generally, the higher the score on the SAT or ACT, the lower the GPA that will be considered. The minimum GPA that will be considered by the University is a 2.0 (in combination with a minimum SAT score (CR + Math) of 1120 or a minimum ACT composite score of 24. Under a 2.0 high school GPA will not be considered for admission. Maintainting a high school 3.0+ GPA has been correlated with successfully completing credit bearing entry level college courses.

Staandardized test scores are not required for applicants with a high school GPA or higher they are encouraged as helpful. Standardized tests scores, by themselves, have been recently critized for being a poor predictor of overall college success. They remain, however a good predictor of a first year student's grades (which may in turn predict that student's persistence and the college's retention of that student). *See e.g.* Strauss, V. (2014). Study: High school grades best predictor of college success – not SAT/ACT scores. Washington Post. 11 November. Retrieved from https://www.washingtonpost.com/news/answer-sheet/wp/2014/02/21/a-telling-study-about-act-sat-scores/?noredirect=on&utm_term=.7209f789a031.
Fitchburg State University only uses the standardized scores in combination with the high school GPA and other factors. The standardized scores are not, by themselves, sufficient to gain admission to the University. The other factors include the requirement that an applicant have completed 17 units of college preparatory courses. Each unit is equal to one year in the subject matter. This includes specifically, 4 units of english, 4 units of math (to include algebra I, algebra II, geometry, and trigonometry), 3 units of science (all of which must contain a lab component), 2 units of social science, and 2 units of college preparatory electives. The rigor of these course requirements, in consideration with the applicant's GPA earned taking these courses, ensures that the applicant will have a high likeliehood of success in the undergraduate program.

Graduate Program

The primary standard used for admission to the graduate business program is the applicant's grade point average from an accredited four year institution. Specifically, the applicant must have a 2.8 GPA on a 4.0 scale to be admitted into the program. Transcripts are considered as are letters of recommendation. However, it has been found that, "a student's undergraduate grades are the best predictors of their MBA academic performance.

The graduate program does not require submission of standardized test scores (e.g. GMAT), rather relying on the applicant's undergraduate grade point average, letters of recommendation and application statement (stated purpose for entering the program). These standards allow for the selection of students with a reasonable chance to succeed in the program.

5. *Describe the ways in which the institution and/or the academic business unit evaluates and documents any transfer credits, courses, modules, etc. that are accepted from other institutions and applied toward satisfying requirements in the business programs.*

The ways in which Fitchburg State University evaluates and documents transfer credits, courses, modules, etc. that are accepted from other institutions and applied toward satisfying requirements in the business programs is described in detail in the current University catalog. These are provided, from the catalog, 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.

Transfer Credit

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
  https://catalog.fitchburgstate.edu/content.php?catoid=31&navoid=1967#Admissions_Procedures

6. *Demonstrate that the policies and procedures governing transfer work ensure that the credits, courses, modules, etc. that are accepted from other institutions are comparable in quality to those comprising the academic business unit's own business programs.*

Policies and procedures governing transfer work, including those that ensure that credits and courses that are accepted from other institutions are comparable in quality to those comprising the academic unit's own programs are found in a number of different sources.

Undergraduate credits:

Evaluation of Credit
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 1.7 (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 75 transfer credits. Students transferring from baccalaureate level institutions will be entitled to a maximum of 90 transfer credits and may not transfer more than 50% of the total credit hours required in their major. They also must complete a minimum of 30 credit hours in residence in order to receive a degree from Fitchburg State University.

The grade point average from previously attended colleges and universities does not transfer, 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 MassTransfer apply.

See supra, at **6.1.1.B Undergraduate Admissions**.

https://catalog.fitchburgstate.edu/content.php?catoid=32&navoid=2053#Transfer_Admissions

Graduate credits considered for transfer must be from a regionally accredited institution.

https://www.fitchburgstate.edu/admissions/graduate-studies/requirements/

Transfer of Credit
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

7. *Provide evidence that the policies governing the acceptance of transfer work for credit in business programs require that the transfer credits/courses/modules/etc. must come from institutions that have appropriate nationally-recognized institutional accreditation or equivalent recognition, approvals, or legal authorizations to award degrees from an appropriate governing or legal body.*

Transfer credit is normally granted for courses completed at regionally accredited colleges and universities, for which the student received a 1.7 (C-) or better, and which correspond with those offered at Fitchburg State University.

The university accepts a maximum of six semester hours in transfer credits from regionally accredited graduate schools.

8. *Demonstrate that the policies and procedures governing the acceptance of transfer work for credit in business programs are published and transparent to the public.*

The links provided below include the policies and procedures governing the acceptance of transfer work for credit in business programs. These are openly available on the Fitchburg State University website.

https://www.fitchburgstate.edu/admissions/undergraduate/requirements/transfer/
https://catalog.fitchburgstate.edu/content.php?catoid=32&navoid=2053#Transfer_Admissions
https://www.fitchburgstate.edu/admissions/graduate-studies/requirements/
https://catalog.fitchburgstate.edu/content.php?catoid=31&navoid=1967

9. *Describe the ways in which the institution and/or the academic business unit evaluates and documents any academic credit that is granted for work or life experience and/or other prior non- academic learning and applied toward satisfying requirements in business programs.*

Fitchburg State University's Business Administration department provides academic credit for work or life experience and/or other prior non-academic learning. The university's policy is

10. *Demonstrate that the policies and procedures governing transfer work ensure that the credits, courses, modules, etc. that are accepted from other institutions are comparable in quality to those comprising the academic business unit's own business programs.*

The university accepts a maximum of six semester hours in transfer credits from regionally accredited graduate schools… 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

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 1.7 (C-) or better, and which correspond with those offered at Fitchburg State University. Students transferring from two-year institutions will be entitled to a maximum of 75 transfer credits. Students transferring from baccalaureate level institutions will be entitled to a maximum of 90 transfer credits and may not transfer more than 50% of the total credit hours required in their major. They also must complete a minimum of 30 credit hours in residence in order to receive a degree from Fitchburg State University.

The grade point average from previously attended colleges and universities does not transfer, and a new GPA is established, reflecting the student's performance while attending Fitchburg State University.

11. *Provide evidence that the policies governing the acceptance of transfer work for credit in business programs require that the transfer credits/courses/modules/etc. must come from institutions that have appropriate nationally-recognized institutional accreditation or equivalent recognition, approvals, or legal authorizations to award degrees from an appropriate governing or legal body.*

Transfer credit is only granted for work completed at regionally accredited colleges, universities and/or graduate schools. See, e.g., links provided below.

https://www.fitchburgstate.edu/admissions/undergraduate/requirements/transfer/
https://catalog.fitchburgstate.edu/content.php?catoid=32&navoid=2053#Transfer_Admissions
https://www.fitchburgstate.edu/admissions/graduate-studies/requirements/
https://catalog.fitchburgstate.edu/content.php?catoid=31&navoid=1967

12. *Demonstrate that the policies and procedures governing the acceptance of transfer work for credit in business programs are published and transparent to the public.*

The links provided below include the policies and procedures governing the acceptance of transfer work for credit in business programs. These are openly available on the Fitchburg State University website.

https://catalog.fitchburgstate.edu/content.php?catoid=31&navoid=1967#Admissions_Procedures
https://www.fitchburgstate.edu/admissions/graduate-studies/requirements/

13. *Describe the ways in which the institution and/or the academic business unit evaluates and documentsany academic credit that is granted for work or life experience and/or other prior non-academic learning and applied toward satisfying requirements in business programs.*

Fitchburg State University's Department of Business Administration does not grant academic credit for work or life experience and/or other prior non-academic learning.

14. *Demonstrate that the policies and procedures governing the acceptance of non-academic learning for credit in business programs ensure that the learning resulting from these experiences is comparable in quality to the learning experiences provided in the academic business unit's own business programs.*

University Internship Policies for Undergraduate Students
In order to qualify for an internship, a student must be matriculated and have completed a minimum of 60 credits with at least 12 credits earned at Fitchburg State, and have a 2.5 GPA prior to placement. While these are university requirements, individual departments may have additional GPA requirements in the major and other entry requirements.

In addition, the maximum number of credits a student may earn toward their major through an internship is limited to 12 credits. Additional internship credits may be allowed as free electives. Internship credit cannot be substituted for core and required courses in any major. Students may register for an internship either through sections created for that purpose in the schedule or through the use of a Special Studies Request form. No student will intern at a site or with a site supervisor which poses a conflict of interest. Conflicts of interest may include, but are not limited to, supervision by a student's family member, internships doing an existing job, etc. If a current job site is considered, the internship must include tasks outside of the normal job duties so that it is a true learning experience. No retroactive credit will be given for internship hours prior to registration. https://catalog.fitchburgstate.edu/content.php?catoid=32&navoid=2056#Internship_Policy

Business Administration - Internship Qualifications

Student qualifications for the Internship Program are as follows:

Applicant should be preferably a second-semester junior or a first-semester senior. Exceptions to this criterion are permitted, but on a selective basis. An overall grade point average (GPA) of 2.5 or better is required along with a 2.5 minimum in business courses. However, the GPA is a guideline and not meant to disqualify a student who exhibits other qualifications. Receive the recommendation of Business Administration faculty. Receive the approval of the Internship Director.

Business Administration - Internship Assignments & Grading Policy

Each intern will be under the overall supervision of the Director. Regular communication between the intern, host company, and Internship Director will be required. The ultimate responsibility to complete the program and properly communicate with the Internship Office rests with the student.

1. Mid-Term Evaluation   25% of grade
2. Final Evaluation   25% of grade
3. Weekly Journal Entries   25% of grade
4. Internship Report   25% of grade
5. Exit Interview

Performance evaluations (50% of total grade) must be conducted by the employer at the mid-term and end of the semester. The Internship Director will conduct at least one site visitation at the end of the semester. Grading of the internship report and performance evaluations will be consistent with the standards set forth in a regular classroom. In addition, such evaluations will reflect the academic policies of Fitchburg State University and the Business Administration Department. An exit interview with the Internship Director, though ungraded, is a formal requirement of the internship and must be completed before a grade is reported to the registrar. Time and date will be arranged for mutual convenience of the Internship Director and the intern at the end of the semester.

https://www.fitchburgstate.edu/academics/academic-departments/business-administration-dept/internships/

15. *Demonstrate that the policies and procedures governing the acceptance of non-academic learning for credit in business programs are published and transparent to the public.*

The links provided below include the policies and procedures governing the acceptance of non-academic learning for credit in business programs. These are openly available on the Fitchburg State University website.

https://catalog.fitchburgstate.edu/content.php?catoid=32&navoid=2056#Internship_Policy
https://www.fitchburgstate.edu/academics/academic-departments/business-administration-dept/internships/

16. *For each of the business programs included in the accreditation review, describe any exceptions that were made in the administration of the admissions policies for the program during the self-study year, and provide a rationale and justification for these exceptions.*

No known exceptions were made in the administration of the admissions policies for the program(s) during the self-study year.

6.2: Academic Policies and Procedures

> **Excellence in business education requires clear, transparent, and effective policies and procedures pertaining to student academic performance and progression toward degree completion. These policies and procedures must be applied in a fair and consistent manner.**

1. *For each of the business programs included in the accreditation review, demonstrate that the academic policies and procedures pertaining to the program are published and transparent to the public.*

The links provided below include the academic policies and procedures pertaining to the program. These are openly available on the Fitchburg State University website.

https://catalog.fitchburgstate.edu/content.php?catoid=32&navoid=2056
https://catalog.fitchburgstate.edu/content.php?catoid=31&navoid=1968

2. *For each of the business programs included in the accreditation review, demonstrate the effectiveness of the institution's and/or the academic business unit's policies and procedures relating to the academic performance of students and the satisfactory progress of students toward completion of their degree programs. Examples of metrics that can be used for demonstrating effectiveness may include, but are not limited to, graduation rates, retention rates, degree completion times in comparison to normal times-to-completion for the types of degree programs, etc. (in providing this evidence, ensure that the metrics used are clearly and explicitly defined).*

The academic policies pertaining to the bachelor's degree students can be found in the University's catalog, "Undergraduate Academic Policies and Procedures". The catalog informs students that their academic status is determined by their cumulate 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.

During the 2018-2019 self-study, 107 students were subject to academic sanctions. Of these 107 students: 47 were on Academic Notice (Good Standing), 37 students were on Academic Probation, 21 students were suspended and 2 students were Academically Dismissed. During the academic review year 2018-2019, there were 11.80% of students subject to academic sanctions such as probation or suspension (including those students who were in good standing but had received academic notice). Excluding the students who were in good standing but had received academic notice, there were 6.62% of students subject to academic stanctions.

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. *See*, Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g-h; 34 CFR Part 99.

Master's-Level Programs:

Academic policies pertaining to graduate degree progras can be found in the Fitchburg State University catalog. Graduate students 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 graduate 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 graduate 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.

During the self-study academic year 2018-2019, 46 graduate students were subject to academic sanctions. Of these 46 students, 39 were on Academic Probation and 7 students were academically dismissed.

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 2018-2019, there were 2.65% of online 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. *See*, Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g-h; 34 CFR Part 99.

Petition Process and Procedures

The University has formal policies and procedures for handling written student complaints about academic and non-academic matters. These are contained in the *Student Handbook (Appendix XX4)*, published on the University's website. Fitchburg State University recognizes that differences of opinion, complaints, or grievances may arise among or between students, faculty, and staff. It is the responsibility of all Fitchburg State University students, faculty, and staff to establish and maintain an educational environment within which a problem or complaint by a student can be promptly identified, presented, discussed, given fair and timely consideration, and successfully resolved. In many instances, complaints can be successfully resolved informally through meaningful dialogue between the student and the other individuals involved. Complaints by students arising out of allegations of inappropriate, unlawful, or unauthorized behavior by Fitchburg State University staff or faculty (including, but not limited to, discrimination, intimidation, and verbal, or physical abuse) may be brought to the attention of the University for resolution through the grievance procedures outlined below.

Academic: A student who believes he/she has a complaint or dissatisfaction in connection with his or her academic studies or standing may initiate an academic petition within fifteen (15) days of learning or being notified of the potential issue. The student petition might involve disputes regarding the evaluation of scholarship and suspension or dismissal from an academic major or from the University. Students refer to their Student Handbook for the steps for following the process. Individual academic colleges are responsible for handling complaints and petitions regarding academic matters including grade grievances as well as student disciplinary matters not within the jurisdiction of central administration.

Non-Academic: All matters concerning alleged discrimination, including Title IX, are handled centrally by the Office of Human Resources (HR). All relevant policies and procedures can be found on the HR website. Each campus division provides links to the central policies and procedures on its individual website. All

grievance records are maintained in the HR office. The Office of Human Resources provides "as needed" updates on non-academic complaints to The University's senior leadership.

3. *For each of the business programs included in the accreditation review, describe any exceptions that were made in the administration of the academic policies for the program during the self-study year, and provide a rationale and justification for these exceptions.*

No known exceptions were made in the administration of the academic policies for the program during the self-study year.

Table 6-1: Students Subject to Academic Sanctions

BUSINESS PROGRAM	NUMBER OF STUDENTS ON WARNING, PROBATION, ETC.	NUMBER OF STUDENTS ON SUSPENSION	NUMBER OF STUDENTS DISMISSED
BACHELOR'S-LEVEL PROGRAMS			
Business Administration	84	21	2
MASTER'S-LEVEL PROGRAMS			
MBA	39	0	7

*6.3: Career Development and Planning Servic*es

Excellence in business education requires effective support for the career development of business students, including career planning services, placement assistance, or appropriate practices as deemed by the institution.

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1. *Describe the support for career development that the institution and/or the academic business unit provides to business students, including career planning services and placement assistance.*

Career planning services:

All Fitchburg University Students have access to the University Career Counseling and Advising Center. The CCA Center provides a host of career planning and job placement services. These services are wide ranging, including for example, resume and interviewing skills development and practice, workshops, and career fairs. The full scope of these services may be found at the links provided below.

https://www.fitchburgstate.edu/offices-services-directory/career-counseling-and-advising/
https://www.fitchburgstate.edu/offices-services-directory/career-counseling-and-advising/career-services/

2. *Demonstrate the effectiveness of the career development support provided to the academic business unit. Examples of metrics that can be used for demonstrating effectiveness may include, but are not limited to, job placement rates, graduate school placement rates, student satisfaction with services provided, employer satisfaction with graduates, career advancement of alumni, etc. (in providing this evidence, ensure that the metrics used are clearly and explicitly defined).*

Within six months of graduating, more than 93 percent of Business graduates have found employment in their chosen fields. Business majors do well in the marketplace. Eighty-three percent of our graduates report finding full-time positions within six months of graduation, with an average salary of $42,000.

https://www.fitchburgstate.edu/academics/undergraduate/undergraduate-day-programs/business-administration/management-concentration/

The National Survey of Student Engagement (NSSE 2017) revealed perceived gains by seniors as a result of their experiences at Fitchburg State University. These gains were in knowledge, skills and personal development.

The percentage of Fitchburg State Seniors who answered "very much" or "quite a bit" to the following indicators can be taken as a metric or student success. A sample of the responses is provided below.

Areas of Perceived Gains by Seniors	"Very much" or "quite a bit"
Thinking critically and analytically	81%
Working effectively with others	73%
Writing clearly and effectively	72%
Speaking clearly and effectively	66%
Acquiring job or work related skills	64%
Solving complex real world problems	52%
Analyzing numerical and statistical information	52%

The NSSE 2017 survey also indicated that 81% of Seniors would definitely or probably attend Fitchburg State again. The survey also indicated that Fitchburg State students had a statistically significant higher affirmative response than other New England Public Universities when asked if they had talked about their career plans with a faculty member.

While at the University the percentage of Seniors in the School of Business and Technology who participated in 2 or more high impact practices was 69%. The percentage who participated in at least one high impact practice was 92%.

A campus climate survey was conducted at Fitchburg State in 2018. The percentage of students in the Department of Business Administration who answered in the affirmative to the statement "I feel I have the opportunity to succeed at Fitchburg State University" was 100%. To the statement "Fitchburg State University provides support students need to succeed academically" 100% of non-white business students answered in the affirmative, as did 75% of white business students.

6.4: Summary Reflection on Student Policies, Procedures, and Processes

> **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 student policies, procedures, and processes 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 student policies, procedures, and processes in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's student policies, procedures, and processes.*

After a comprehensive review of the policies and procedures established for the BSBA and MBA programs (both traditional and online), we have determined that the policies and procedures are effective and support excellence in business education.

2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

Fitchburg State University's traditional online BSBA will be transformed into a fast-track seven six-week sessions. Most classes meet Monday through Thursday for 100 minutes each day, for a total of 2400 minutes of class contact for a 3-hour course. Students can enter a program at the beginning of any one of the six sessions (fall A, fall B, sping A, spring B, summer A and summer B) offered throughout the year.

The policy for MBA students in the accelerated program to limit courses to one or two classes each session will be extended to the fast track BSBA program.

The review process determined that the fast track program should be restricted to nontraditional adult students who are 23 years of age or older. We will propose a policy that students meet a minimum of four hours per week for six weeks. This schedule allows working adults to attend as full-time students, eligible for all benefits such as financial aid, while focusing on one or two courses at a time. Courses are scheduled in such a way that new students may enter a program at the beginning of any one of the six sessions offered throughout the year. Once enrolled, students proceed at their own pace, taking no more than two courses in a given session, (the six sessions are offered in three terms year-round), even stopping out for a session or two if they find it necessary to do so.

7.1: Financial Resources Supporting Business Programs

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

1. Describe the budget development and resource allocation processes of the institution and the academic business unit.

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 strategic funding 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.

2. *Explain the ways in which the results from implementing the academic business unit's outcomes assessment plan in terms of changes and improvements needed are integrated into the budget and resource allocation processes.*

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.

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.

The method of computation for undergraduate overload courses for full-time faculty is a follow 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).

Within the strategic plan, we are implementing alternative course scheduling and team teaching innovations for accelerated delivery that will allow students to progress through the program more quickly while not compromising quality. Our 7 week accelerated delivery has gone well; however, going forward evidence will be collected to determine that learning outcomes are equivalent, and answers to questions will obtained, including does accelerated delivery require more intensive oversight of the instructional design and operational factors such as on-time enrollment, timely purchase of books, and limits to the number of courses a student takes during the 7 week accelerated schedule? Closely related to alternative scheduling is a team teaching approach utilizing AQ faculty with PQ faculty. Currently the majority of our MBA courses are being offered by PQ faculty. We are considering a team teaching approach where the number of course sections are reduced and seat enrollments increase to 140 with a 4 instructors collaborating for sub groupings of 35 students for grading, discussion boards, and assessment. This teaming approach may also provide cost savings as the AQ lead instructor is compensated at a slightly larger amount than the 3 PQ faculty.

New MBA Tracks – A new MBA Entrepreneurship track has been proposed and is under active consideration by the department. This would be an ambitious undertaking and require significant additional resources in terms of faculty. A new Healthcare Management (HCM) track has been partially implemented at this point and also requires additional resources to become fully functioning as an established track within the program. We are proposing to begin HCM during fall 2019. We are also planning to implement Supply Chain Management and Marketing tracks in spring 2020. They depend heavily on new hires during spring 2019. Currently, the accelerated delivery for nearly 900 MBA requires over 20 sections (average class size 50) delivered by 30 adjuncts. We suggest the ratio of adjuncts to full time department faculty remain 3:1, with participation and oversight to ensure assessment of both operational and student learning outcomes. The 3:1 ratio may require additional hires since the addition of the new concentrations is anticipated to bring between 200-300 additional students (100 for marketing and 200 for health care administration). We also anticipate that the additional concentrations will require budgeting for 5-8 additional adjuncts. We are also reviewing the maximum adjunct workload as a fraction of the full time faculty workload. Current university

policy defines full time faculty workload to 8 courses per academic year and 5 additional during spring and summer for a total of 13 courses. Adjuncts teaching 2 courses per 7 week session could easily exceed 10 courses per academic year. To meet demand, we are considering larger classes (100 plus) for full time faculty (with related compensation) and limits to 6 or fewer courses (with 60 or fewer students) per academic year for adjuncts.

Seven-Week Online Accelerated BSBA – A new 7-week online accelerated undergraduate business program as a degree completion program has been proposed. Initial planning documents have been developed with the aim for a Fall 2020 rollout. This program will be targeted at transfer students (community college and other types of transfer students) with a management concentration. Therefore, the focus will be to convert just those upper division courses that are required for the major to 7-week accelerated courses. In essence, this is a 2+2 program that accelerates the student on a 'Fast Track' to earning their BSBA in [approximately] 3 years. Although the initial implementation will only include students within the management concentration, we plan to eventually rollout to the other two undergraduate concentrations, marketing and accounting. An assessment process will implement to measure the success of this initiative.

MBA 4+1 Program - A new MBA 4+1 program has been developed and a Fall 2019 rollout is anticipated. Applicants applying to the day or evening undergraduate program will have the option of choosing to apply to the 4+1 MBA program. Students admitted to this program may take up to 6 credits their senior year as long as they meet GPA requirements. The 6 credits will count as graduate credits. Students who were admitted to this program and remain eligible for continuing in the MBA program after conferral of their undergraduate degree must enroll in their next MBA course by the second semester following the completion of their bachelor's program. An assessment process will implement to measure the success of this initiative.

3. ***Describe the financial resources supporting the academic business unit's programs and activities in the following areas:***

   a. ***Human resources***

   The recruitment and hiring of new faculty is a shared process, which includes faculty members, department chair, the dean and the vice-president for Academic Affairs. The process is defined in the MSCA contract and supported by the Human Resources Hiring Handbook. Human Resources also provides training in the hiring process and ensures that the search has been conducted properly. See (https://www.fitchburgstate.edu/uploads/files/Human_Resources/Faculty%20Search%20and%20Hiring %20Guide%20Updated%20January%202018.pdf. The process begins with requests for new positions from academic department chairs to the Vice President for Academic Affairs. The Vice President reviews these requests and makes recommendations to the President. If the position is approved, a search committee of faculty/librarians complete hiring training, review all application materials, contact candidates, schedule interviews, conduct phone/Zoom and on-campus interviews, and request and communicate administrative details for the hiring process (parking passes, meal vouchers, and travel expense reimbursement) to the candidate. At the completion of a search process, the Search Committee submits its final three candidates unranked to the department chairperson, dean (or library director), who then submits the committee's recommendation and a separate chair and dean recommendation to the Vice President for Academic Affairs.

*b. **Physical and technological infrastructure***

The VPAA reviews the recommendations and makes a separate recommendation to the President, who then makes the final decision and sends the letter of appointment. The university supports faculty scholarship, research, and creative activity in several ways. Most notably, faculty members have a designated weekly research day. Support for professional development is contractually mandated. Tenured and tenure-track faculty and librarians having served six years at the University are eligible for sabbatical leave. Sabbatical leave is governed by Article XV in the current MSCA collective bargaining agreement. Article XIV calls for professional development funding using a formula for computation enumerated in the agreement. In each academic year, funds are disbursed as a one-time Continuing Scholarship stipend, for which faculty and librarians may apply by articulating the manner in which the funds will be spent. These funds are intended to suit the needs of individual faculty members and are not restricted or limited to certain activities. Many faculty members use these funds to attend conferences, for subscriptions, membership in professional organizations, and to build personal libraries of materials, which thereby enrich their own personal teaching. Funds are available to all faculty and librarians.

*c. **Business-related learning resources***

Approximately 90% of the faculty members apply for these funds. Any leftover monies are then redistributed among the original applicants. The Vice President for Academic Affairs also provides additional professional development support. Each department receives a budget for Travel Funds, which is distributed according to departmental policies. The Vice President for Academic Affairs also has established special grants to support faculty research/creative activity, assessment projects, academic programming to enhance diverse/global perspective, and faculty travel with priority given to tenure track faculty presenting at peer-reviewed conferences.

The participation of the faculty in national and international conferences as presenters is encouraged. For a small state university the involvement of the faculty in such professional activities is impressive and well documented in the Fitchburg State Today and other publications. Other professional development support has been internally created. Faculty and librarians find professional development opportunities through the University's Center for Teaching & Learning (CTL). The CTL was launched in 2006 with the purpose of supporting faculty development through peer-facilitated workshops, presentations, mentoring, institutional monetary grants, and training. One or two full-time faculty receive workload reductions to serve as director(s) for the CTL, and it maintains an Advisory Board comprised of full-time faculty to aid in the development of programs, review applications for the CTL Innovation Grants, and coordinate a mentoring program for new faculty. Faculty professional development is also provided through workshops presented by the Distance Education Coordinator. Approximately 40 face to face sessions are offered annually with audio and video versions of the presentations available as well. GCE hosts a biennial faculty meeting which includes professional development sessions. The last gathering included such workshop topics such as innovative practices in online learning, developing effective rubrics and the challenges of grading. The Harrod Lecture series provides an additional forum for faculty to present their research to the University community. Faculty may also receive support for grant applications through the University's Grant Center, as well as the Office of Academic Affairs when appropriate.

d. *Scholarly activities of business faculty*

The participation of the faculty in national and international conferences as presenters is encouraged. For a small state university the involvement of the faculty in such professional activities is impressive and well documented in the Fitchburg State Today and other publications. Other professional development support has been internally created. Faculty and librarians find professional development opportunities through the University's Center for Teaching & Learning (CTL). The CTL was launched in 2006 with the purpose of supporting faculty development through peer-facilitated workshops, presentations, mentoring, institutional monetary grants, and training. One or two full-time faculty receive workload reductions to serve as director(s) for the CTL, and it maintains an Advisory Board comprised of full-time faculty to aid in the development of programs, review applications for the CTL Innovation Grants, and coordinate a mentoring program for new faculty. Faculty professional development is also provided through workshops presented by the Distance Education Coordinator. Approximately 40 face to face sessions are offered annually with audio and video versions of the presentations available as well. GCE hosts a biennial faculty meeting which includes professional development sessions. The last gathering included such workshop topics such as innovative practices in online learning, developing effective rubrics and the challenges of grading. The Harrod Lecture series provides an additional forum for faculty to present their research to the University community. Faculty may also receive support for grant applications through the University's Grant Center, as well as the Office of Academic Affairs when appropriate.

e. *Professional development of business faculty*

In addition, the Grant Center oversees the Ruth Butler Award, (http://www.fitchburgstate.edu/offices/grants-research/grant-center/ruth-butler-grants/), created to support professional or artistic development, or activities that are appropriate to furthering the goals of Fitchburg State University by full-time members of the faculty, librarians, administrators, and students of Fitchburg State.

Faculty performance is also rewarded through two yearly awards offered by the University. One, the Mara Award, is given to a professor for Excellence in Teaching; the second is the Faculty Award for Research and Scholarship. In addition, in 2010 in conjunction with the second annual graduate commencement ceremonies, an award was established to recognize excellence and contributions for graduate programs. In all cases, funds which support professional development directly benefit teaching, since they provide access to the most current and well-researched course material.

f. *Technology support for business faculty and students*

Additional scholarship, research and creative activities are currently supported through several initiatives including the Regional Economic Development Institute (REDi). The REDi's Advisory Board, comprised of North Central Massachusetts leaders from businesses, municipalities, community organizations, media, and university department chairs, supports REDi research and outreach regionally. The REDi provides a research office and conference room (space) for faculty, with student assistance as interns, to perform on-campus and off-campus research in areas of economic development for North Central Massachusetts.

g. *Student services*

The Career Services and Advising Center ([https://www.fitchburgstate.edu/offices-services directory/career-counseling-and-advising/career-services/](https://www.fitchburgstate.edu/offices-services)) provides programs, services, and workshops and oversees University-wide policies, practices, and procedures for career and academic advising. The Center also conduct outreach to and communication with local and regional constituencies, academic departments, and alumni.

4. *If applicable, describe the method of computation of, and provide figures for, the amount of extra compensation of full-time business faculty for overload teaching (i.e., compensation over and above a faculty member's annual contract compensation during the self-study year for teaching in excess of the contractual teaching load).*

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.

The method of computation for undergraduate overload courses for full-time faculty is a follow 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).

5. Provide compensation figures for part-time/adjunct faculty who teach business courses offered by the academic business unit.

Part-Time Faculty Salary Rates
Effective July 1, 2017 through Present

DGCE PART-TIME FACULTY STIPENDS

AY 2017-2018

UNDERGRADUATE	3 Credits		GRADUATE	3 Credits
Visiting Instructor	$3,978		Visiting Instructor	$3,978
Visiting Senior Instructor	$4,044		Visiting Senior Instructor	$4,044
Visiting Assistant Professor	$4,185		Visiting Assistant Professor	$4,185
Visiting Associate Professor	$4,401		Visiting Associate Professor	$4,401
Visiting Professor	$4,593		Visiting Professor	$4,593

The faculty in the accelerated online program teaching in section with over 30 students can choose to teach the larger sections in three scenarios. All the scenarios are based on the following compensation table which is based on a full professor:

Number of students A	Additional pay B	Faculty of Record C	Total D
10 to 30	$0	$4,915	$4,915
40	$667	$4,915	$5,581
45	$1,000	$4,915	$5,915
50	$1,333	$4,915	$6,248
55	$1,667	$4,915	$6,581
60	$2,000	$4,915	$6,915

Under scenario 1, the instructor teaches the course by themselves and receives 100% of the compensation.

Under scenario 2, the instructor uses a co-teacher and the two faculty members share equal responsibility in teaching the course and the faculty divide the total compensation.

Under scenario 3, the co-teacher serves in the capacity as an academic coach and assists in coordinating discussions, communicating, and perhaps assisting with outcomes assessment. In this case the faculty stipend will be prorated, with the faculty of record receiving the amount in column C ($4,915) and the co-instructor receiving the amount in column B.

AY 17-18

UNDERGRADUATE	3 Credits FA2017	3 Credits SP2018	GRADUATE	3 Credits FA2017	3 Credits SP2018
Visiting Instructor	$3,978	$3,978	Visiting Instructor	$3,978	$3,978
Visiting Senior Instructor	$4,044	$4,044	Visiting Senior Instructor	$4,044	$4,044
Visiting Assistant Professor	$4,185	$4,185	Visiting Assistant Professor	$4,185	$4,185
Visiting Associate Professor	$4,401	$4,401	Visiting Associate Professor	$4,401	$4,401
Visiting Professor	$4,593	$4,593	Visiting Professor	$4,593	$4,593

AY 2018-2019

UNDERGRADUATE	3 Credits		GRADUATE	3 Credits
Visiting Instructor	$3,978		Visiting Instructor	$3978
Visiting Senior Instructor	$4,044		Visiting Senior Instructor	$4,044
Visiting Assistant Professor	$4,185		Visiting Assistant Professor	$4,185
Visiting Associate Professor	$4,401		Visiting Associate Professor	$4,401
Visiting Professor	$4,593		Visiting Professor	$4,593

6. *Demonstrate that the financial resources of the academic business unit are sufficient for accomplishing its mission and broad-based goals.*

2011-2012 Tuition Rates	
Business Undergraduate Courses	$110 per semester hour of credit
Business Graduate Courses	$150 per semester hour of credit
MBA (OAP)	$12,500 flat fee
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 Service Fees:	
Graduate	$115 per credit
Undergraduate	$142.50 per credit
Technology Fee	$5 per credit
Capital Projects Fee	
- Graduate	$7 per credit
- Undergraduate	$11.70 per credit
*Late Registration Fee	$25

Students auditing classes pay regular tuition and fees.
*Non-refundable unless a course is cancelled by the University

Table 7.1: Educational and General Expenditures

ITEM	YEAR PRIOR TO SELF-STUDY YEAR (2018)	SELF-STUDY YEAR (2019)	SITE-VISIT YEAR (2020)
A. Total Unrestricted Educational and General Expenditures for the Institution	$102,941,266	$99,413,929	$110,562,960
B. Total Unrestricted Educational and General Expenditures for All Academic Instructional Units of the Institution	$49,271,372	$50,838,624	$52,455,750
C. Total Unrestricted Educational and General Expenditures Allocated to the Academic Business Unit	$1,996,868	$1,740,552	$1,550,288
D. Percentage of Total Unrestricted Academic Expenditures Allocated to the Academic Business Unit (C divided by B)	4.05%	3.42%	2.96%
E. Total Student Credit Hours Taught by the Institution	153,504	153,786	N/A
F. Total Student Credit Hours Taught by the Academic Business Unit	17,827	21,742	N/A
G. Percentage of Institutional Student Credit Hours Taught by the Academic Business Unit (F divided by E)	11.60%	14.10%	N/A

Table 7-2: Salary Ranges of Full-Time Business Faculty byRank

FACULTY RANK	NUMBER OF FULL-TIME FACULTY	ACADEMIC YEAR SALARY RANGES BY RANK		
		LOWEST	MEAN	HIGHEST
Professor	3	$87,063.22	$90,008.07	$91,676.75
Associate Professor	2	$76,113.95	$83,277.06	$90,440.16
Assistant Professor	3	$59,500.00	$65,260.10	$76,780.31
Instructor	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A

7.2: Facilities Supporting Business Programs

> **Excellence in business education requires the physical facilities available to the academic business unit to be of sufficient quality to support a high-quality learning environment for its business programs.**

1. ***Describe the physical facilities, such as classrooms, computer laboratories, faculty offices, and other physical spaces that are available to business students and faculty. This description should also address any plans for renovation of space or construction of new facilities associated with the business programs.***

In January 2019, the Business Administration department moved into its permanent home in the newly renovated Percival Hall. In addition to the new faculty offices, new case study rooms and several classrooms were opened. The classrooms are well-sized for the 20-25 student classes. All of the classrooms have lecture podiums and projection systems.

Renovations continue on the ground level with new office spaces and conference rooms are due to completed in 2021. New classes on the second floor are expected to open in January 2020. Further renovations for new class rooms and a computer laboratory will continue on the first floor and are expected to open in 2021.

Business Adminstration students currently utilize the computer laboratories for BSAD 1700 in the computer laboratories located in the Antonucci Science Building, Edgerly Hall Conlon Hall and McKay Campus. In addition to these available spaces, Business Administrtion students also have access the computers and resources in the Amelia V. Gallucci-Cirio Library, which occupies four floors of centrally located, multi-purpose Hammond Student Center, is open 7 days a week for 89 hours with extended hours at the end of each semester.

2. ***Describe the extent to which the physical facilities available to the academic business unit support a high-quality teaching and learning environment for the unit's faculty and students.***

The classrooms are well-sized for 20-25 students, the newly renovated classrooms are acoustically sound. The computer laboratories allow space for 30-35 students to work independently on a computer.

All classroom spaces are equipped with a ceiling-mounted projector, Windows computer for instructor use, speakers, Apple TV and a Blu-ray player. Document cameras are also available in many classrooms, and select classrooms have a SMART Board. Other resources such as software for lecture capture and conferencing are also available. Details can be found in the Classroom Technology guide (https://www.fitchburgstate.edu/uploads/files/Technology/classroom_technology_guide.pdf).

7.3: Learning Resources Supporting Business Programs

> **Excellence in business education requires a comprehensive library and other necessary learning resources to be available to business students and faculty.**

1. *Provide a listing of the business-related databases, and other learning resources available to business students and faculty.*

The Amelia V. Gallucci-Cirio Library, occupies four floors of the centrally located, multi-purpose Hammon Student Center, 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 major renovations to the Hammond Student Center were completed in 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 the beginning of AY2019, the library provides access to 165 databases including reference, indexing and abstracts, and full-text journals. Access is available for all on-campus and off-campus students and faculty with remote access provided by the EZProxy authentication service, which utilizes the individual's student or faculty Fitchburg State University's username and password.

The library subscribes to the following business-specific databases, supplying full-text journal articles, trade publication articles, newspapers and magazines, company directory profiles, industry information, historical and current financial information, and more:

- ABI/Inform
- Accounting, Tax & Banking Collection
- Business Collection
- Business Insights: Essentials
- Business Market Research Collection
- Business Source Premier
- Canadian Business & Current Affairs
- Hoover's Company Profiles
- International Financial Statistics
- Nexis Uni (formerly known as Lexis-Nexis Academic)
- Proquest Asian Business & Reference
- Proquest European Business
- Regional Business News
- Small Business Resource Center

In response to the Business faculty's request for streaming documentaries, the library added the streaming video Kanopy database in 2018, adding access to over 18,000 films including 1,000 business related streaming video documentaries, case studies, and films. In the first 6 months since its purchase, 1,100+ unique videos were watched with 2,755 viewings.

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, peer comparisons are conducted, and faculty input on the effectiveness of the resource is critical when considering new databases. Funds for new databases and/or journals are then requested, and if granted, they are purchased. In fall 2018, the library conducted a journal review project. It looked at the approximately 400 print and online journals to which the library subscribes (outside of the journals available through the databases). The library determined the annual cost per usage by dividing the annual cost for the journal title by the # of times the journal was used in a year. Criteria was established and applied that allowed the library to cancel journals that were not being effectively used. This allowed the library to increase journal offerings in needed areas as determined by interlibrary loan data as well as to purchase a large, multi-disciplinary ebook collection. More information about the new ebook collection is below.

The library maintains a periodicals collection consisting of approximately1,300 print titles and 100,000online titles. Business related titles maybe viewed online browsing by subject using the library's Serials Solutions software at http://ds5tw8cn5h.search.serialssolutions.com/ejp/?libHash=DS5TW8CN5H#/?language=en-US&titleType=JOURNALS&category=BU&beginPage=0.

The book collection development policy allocates a portion of the funds to the academic department based on a formula that takes into consideration the academic department's student FTE (UG and GRAD) and the number of degrees offered. The current AY2019 Business book budget allocation is $6,253 plus an additional standing orders budget of $2,300. These amounts do not include ebook package purchases.

Total monograph holdings for Business over the last five years are:

	AY 2014	AY 2015	AY 2016	AY 2017	AY 2018
HA Statistics	170	125	127	128	129
HB Economic theory	1,515	1,527	1,547	1,578	1,605
HC Economic history	3,582	3,585	3,602	3,632	3,656
HD1-2320 Industries. Land use.	3,410	3,393	3,465	3,493	3,510
HD2321 – 4800 Industry	638	639	644	645	646
HD4801-8999 Labor	2,325	2,253	2,259	2,277	2,394
HD9000 – 9999 Special industries & trade	1,297	1,312	1,323	1,340	1,316
HE Transportation and communication	492	487	487	490	494
HFI – 5000 Commerce	795	799	807	812	818
HF5001 – 6351 Business	1,419	1,422	1,445	1,460	1,477
HG Finance	1,270	1,283	1,288	1,328	1,362
HJ Public finance	246	254	254	260	265
TS Manufacturers	355	173	186	189	195
Total	17,514	17,252	17,434	17,632	17,867

In fall 2018, the library conducted a benchmarking project to assess how our collections, particularly by format, compare to national averages. Almost all the books are in the print collection, as the library offers few eBooks. This compared unfavorably to the national average where approximately 40% of an academic library's book collection is ebooks. Since the Business Master's programs are online, it was imperative that the library increase its ebook offerings in business and its related areas, so that graduate students can access books from their off-campus homes and offices. Therefore, effective March 2019, the EBSCO Academic Complete ebook package was subscribed to with over 170,000 titles, with approximately 16,700 business related books to meet the needs of the undergraduate and graduate researcher and the faculty. Over 2,700 of these new ebooks were published in the last 5 years and 7,700 were published in the past 10 years. This new acquisition almost doubles the business books available in total and provides critical off-campus access.

2. ***Describe the ways in which the library supports the business programs offered by the academic business unit. This description should address the following areas:***

   a. ***Support for business faculty***

In addition to regular services such as reference and circulation, the library provides the following services:
- physical course reserves
- on-campus document delivery to faculty offices
- free interlibrary loan
- free document delivery of library circulating materials and physical interlibrary loan items to their homes for distance learning and extended campus faculty
- collection development
- information literacy and research instruction
- embedded librarian research help in course management system
- on-request creation of library digital learning objects, tutorials, research guides (course-specific, subject-specific and specialized topics)
- research consultations in the library or faculty office as well as via Zoom we-conferencing, chat, phone, email and Skype
- librarians are available to assist with assignment construction
- study rooms/meeting rooms
- access to the Archives and Special Collections for their own research and/or use with their students including research support, specialized instruction and assignment construction that incorporates use of these materials
- subject liaison librarians support faculty scholarship
- librarians provide consultation with faculty to encourage adoption of Open Educational Resources to reduce cost of student textbooks. See library guide.

The library web site, https://library.fitchburgstate.edu , provides the FSU on-campus and off-campus community 24 x 7 access to the full array of online services and resources including the library's Summon discovery system, catalog and databases. The library is open 7 days a week for 91 hours with extended hours at the end of each semester. Staff at the research help desk provide 61 hours per week of coverage for walk-in assistance. In addition to walk-in help, research help is available via chat, telephone, and e-mail. The research help desk chat widget is embedded into the databases and throughout the library's website and research guides so faculty can connect right at the point of need. Faculty can also use the online LibCal scheduler to book a meeting or research consultation with the librarian of their choice using the mode of

meeting they prefer (in librarian's office, study room/library, Zoom we-conferencing, chat, phone, email and Skype).

The Fitchburg State University OneCard serves as their faculty library card for borrowing privileges as well as copying, printing scanning and faxing. Circulation privileges allow a 6-month borrowing period for faculty book loans and a reduced period for A/V items. Items can be renewed online. For faculty teaching in any of the online and extended campus programs, the ILLiad system is utilized as a document delivery service by which they can request to have physical books/media delivered to their home and to have articles from physical journals scanned and electronically delivered into their ILLiad account where they can download them. The library will purchase on demand items for the faculty and purchases copies of faculty publications. Interlibrary loan using the ILLiad system and cross-borrowing agreements, the Walk-in Interlibrary Loan (WILL) for libraries in the Massachusetts state colleges and universities system and the Academic and Research Collaborative (ARC) libraries, provides faculty free access to additional materials not in our collections. ILLiad allows on-campus and off-campus faculty to initiate their requests online and to receive digital documents directly into their ILLiad account where they can download them. ILLiad is also set up to connect with the library's databases to auto-populate the requests forms making requesting an item easier and faster.

Library instruction is available to all faculty to support their students' information literacy and research skills. Face-to-face instruction sessions can be conducted in the library classroom or in the instructor's classroom on campus and at extended campus sites. Online sessions can be conducted as a live synchronous session or pre-recorded and done within the course learning management system or outside of it using software such as Zoom web-conferencing and Articulate 360. They are offered throughout the year. Sessions can be course/assignment specific, subject-based intro or advanced research, special topics such as citations or using archival materials, and hands-on workshops. See statistics below.

The Embedded Librarian program provides the option for a professor to embed a librarian into their courses through course management system or through a series of sessions in the face-to-face class. The level of embeddedness and engagement of the librarian depends on the needs of the faculty. At the base level, the librarian posts materials (presentations, digital learning objects, and LibGuides), resources, etc. into the course at the beginning of the semester and is available for student contact for the course. At the advanced level, throughout the semester the librarian is uploading materials, collaborating with the instructor in the design of specific library assignments, and is actively engaged in the course and with the students. The advanced level has proven to be highly effective for both the online and the face-to-face courses and is the level requested most of the time.

Library Instruction					
	AY2014	AY2015	AY2016	AY2017	AY2018
Total Embedded Courses	16	18	37	102	63
Embedded Business Courses	*0*	*4*	*1*	*2*	*0*
Total One-shot Sessions	181	143	185	161	184
One-shot Business Sessions	*8*	*0*	*1*	*0*	*2*

Research Help
The library offers one-on-one reference services in a variety of modes, including dropping in at the reference desk, telephone, email, making a personal appointment and chat instant messaging service. Staff at the research help desk provide 61 hours per week of research services. The research help desk chat widget is embedded into the databases and throughout the library's website and research guides so students can connect right at the point of need. Students can also use the online LibCal scheduler to book a research consultation with the librarian of their choice using the mode of meeting they prefer (in librarian's office, study room/library, Zoom we-conferencing, chat, phone, email and Skype).

In addition to regular services such as reference and circulation of materials, the library provides the following services:
- physical course reserves in order to reduce student textbook cost
- open computing areas with 61 public computer stations and three multi-function printers/scanners
- free interlibrary loan
- free document delivery of library circulating materials and physical interlibrary loan items to their homes for distance learning and extended campus students
- information literacy and research instruction and student-focused workshops
- embedded librarian
- scheduled research consultations in the library as well as via Zoom we-conferencing, chat, phone, email and Skype
- study rooms/meeting rooms
- on evenings, weekends, holidays and other times as designated, the Library Instruction Lab is available to students as a quiet computing area with 35 computer workstations
- thesis binding
- access to the Archives and Special Collections for their own research, research support, specialized instruction and internship opportunities
- subject liaison librarians

The library web site, https://library.fitchburgstate.edu provides the FSU on-campus and off-campus community 24 x 7 access to the full array of online services and resources including the library's Summon discovery system, catalog and databases. The library is open seven days a week for 91 hours with extended hours at the end of each semester.

The Fitchburg State University OneCard serves as their student library card for borrowing privileges as well as copying, printing scanning and faxing. Circulation privileges allow a 4-week borrowing period for student book loans and a reduced period for A/V and Course Reserve items. Items can be renewed online. For students in any of the online and extended campus programs, the ILLiad system is utilized as a document delivery service by which they can request to have physical books/media delivered to their home and to have articles from physical journals scanned and electronically delivered into their ILLiad account where they can download them. Interlibrary loan using the ILLiad system and cross-borrowing agreements, the Walk-in Interlibrary Loan (WILL) for libraries in the Massachusetts state colleges and universities system and the Academic and Research Collaborative (ARC) libraries, provides students free access to additional materials not in our collections. ILLiad allows students on-campus and off-campus to initiate their requests online and to receive digital documents directly into their ILLiad account where they can

download them. ILLiad is also set up to connect with the library's databases to auto-populate the requests forms making requesting an item easier and faster.

c. *Acquisitions program (including faculty consultation and review)*

The library has a strong collection development program (http://fitchburgstate.libguides.com/policies/collectiondevelopmentpolicies) and performs 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 are encouraged to make suggestions for purchase. The library will purchase on demand items for the faculty and purchase copies of faculty publications. Librarians select the books and/or other single items. Suggestions for journals and databases are discussed by all the librarians in collection development meetings before a decision is made. Journals need to be indexed in one of the existing database subscriptions and the preferred format is electronic. Potential new databases under consideration for the discipline are set up as a free trial and feedback is solicited from the departmental faculty and used as a vital part of the decision making process.

Fitchburg State University is, by Carnegie classification, a Master's granting institution and the Business Administration department offers three Bachelor of Science degrees (BS-Accounting, BS-Management, and BS-Marketing) and three Master's programs (MBA-Accounting, MBA-Human Resources Management, and MBA-Management).

The monograph collection in the Business sections experienced steady growth of new items and some targeted deselection of older materials. The total number of books in the call number ranges associated with business as of AY2018 was 17,867. In addition, effective March 2019, the EBSCO Academic Complete ebook package was subscribed to with over 170,000 titles, including approximately 16,700 business related books to meet the needs of the undergraduate and graduate researcher and the faculty. Over 2,700 of these new ebooks were published in the last 5 years and 7,700 were published in the past 10 years. This new acquisition almost doubles the business books available in total and provides critical off-campus access.

This book collection is considered sufficient as it meets the criteria for Advanced support level (Master's degree level) = more than 12,000 titles (Quantitative WLN Criteria for Determining CL).

The current AY2019 business book budget allocation is $6,253 plus an additional standing orders budget of $2,300. These amounts do not include ebook package purchases. Books for the Business unit are purchased in ebook and print format depending upon format availability and price, with an emphasis on the ebook to support the online programs.

Business monograph annual acquisitions for the past 5 years:

	AY 2014	AY 2015	AY 2016	AY 2017	AY 2018
HA Statistics	2	-	1	-	1
HB Economic theory	41	23	-	13	24
HC Economic history	41	31	-	19	21
HD1-2320 Industries. Land use.	30	14	64	19	14
HD2321 – 4800 Industry	5	8	4	-	-
HD4801-8999 Labor	14	8	8	12	47
HD9000 – 9999 Special industries & trade	3	13	14	9	11
HE Transportation and communication	-	1	1	2	5
HFI – 5000 Commerce	4	3	10	1	5
HF5001 – 6351 Business	25	22	17	12	17
HG Finance	20	15	12	32	34
HJ Public finance	4	5	1	5	5
TS Manufacturers	2	4	15	2	5
Total	191	147	147	126	189

d. Describe the extent to which the learning resources available to the academic business unit are sufficient to support a high-quality teaching, learning, and scholarly environment for the unit's faculty and students.

The Amelia V. Gallucci-Cirio Library, occupies five floors of the centrally located, multi-purpose Hammond Hall, is open 7 days a week for 91 hours with extended hours at the end of each semester. The building was opened in 1975 and a multi-year, full renovation was completed in January 2016. As of 2016, the library now provides seventeen study rooms supporting group work, a media production room, a larger library instruction lab, art gallery/display spaces and more. The library follows the American Library Association and Association of College and Research Libraries' standards, guidelines and frameworks.

Library support is provided by the library dean, six full-time and two part-time librarians, six full-time and three part-time support staff, and student assistants. There are five library departments: Public Services, Technical Services and Serials, Reference Research Services, Library Instruction Services, and Archives and Special Collections; each is supervised by a librarian. The library adheres to the Association of College and Research Libraries' Standards for Distance Learning Library Services and the E-Learning & Instruction Librarian is responsible for overseeing access to library services and resources for the distance learning and extended campus programs, faculty and students. Reference Services provide seven day-a-week desk coverage with telephone email and IM chat services. Research consultations are provided by the Reference and Instruction librarians.

The library contains the following collections: Reference, Audio/Visual, Serials/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 355,500 volumes, including 34,500 business print and ebooks. Subscription services include access to 165 commercial and web-based databases and 102,218 periodicals and as of the beginning of AY2019, there was access to 8,833 business and economic journals. To extend beyond our acquisitions budget for any items needed by faculty and students that are not in our collections, the library provides access to the interlibrary loan service to borrow the item from another library when possible and librarians are available to assist in finding comparable resources within our collections. The library borrowed 3,772 items through the interlibrary loan service in AY2018.

Fitchburg State University OneCard serves as the student and faculty library card for borrowing privileges as well as copying, printing scanning and faxing. The library web site, https://library.fitchburgstate.edu , provides the FSU on-campus and off-campus community with 24 x 7 access to the full array of online services and resources including the library's Summon discovery system, catalog and databases using the EZProxy authentication system.

Librarians support both students and faculty research needs as illustrated by the research help desk/research appointments below:

	AY2014	AY2015	AY2016	AY2017	AY2018
Total Interactions	3544	2642	2497	1875	2854
Mode of Access	*AY2014*	*AY2015*	*AY2016*	*AY2017*	*AY2018*
In Person	2490	1959	1872	1386	2297
Chat	678	548	510	308	268
Phone/Email	272	133	112	162	287
Skype	12	0	0	0	1
Office/Appointment	47	2	3	19	161
Blackboard Collaborate (no longer used)	27	0	0	0	-
Zoom (started end of AY2018)	-	-	-	-	10
Questions by Patron	*AY2014*	*AY2015*	*AY2016*	*AY2017*	*AY2018*
Student	3016	2438	2320	1674	2632
Faculty	102	59	66	57	65
Extended Campus/DL	256	27	21	45	112
Public/Alumni/Other	145	111	79	89	131
Staff	16	7	11	10	8
Unknown	13	0	0	0	0

After a review of the Amelia V. Gallucci-Cirio Library's resources, services and facilities that support the undergraduate and graduate programs in Business at Fitchburg State University, the library resources, services and facilities are deemed sufficient to meet the needs of undergraduate and graduate researchers in Business and also support faculty in their teaching and scholarship.

7.4: Technological Resources Supporting Business Programs

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

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

   a. *Technology (hardware and software) 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.

   b. *Technology (hardware and software) available to business students in computer laboratories and libraries*

Technology available to students in computer laboratories and libraries

The main (and largest) open computer lab on campus is located in Hammond Hall and contains fifty-nine Windows 10 zero-client machines available for any student to use. Adjacent to this main room, another thirty-five Windows 10 zero-client machines are available in the library instruction lab when it is not in use.

In addition to those ninety-four systems, students can also use the zero-client Windows 10 systems located in Science C127 (forty systems), McKay C-165 (forty systems) and/or the nine Apple Mac systems in McKay C163. In total, over 170 Windows 10 and 9 Mac systems are available in lab settings for students to use.

For each of these locations, students have access to:
- A Windows 10 or Mac computer loaded with University-licensed software including the Microsoft Office suite.
- A large enterprise copier/scanner/printer with print-release station. Students receive enough printing credits each semester to print 800 black & white pages. See: https://www.fitchburgstate.edu/offices-services-directory/technology/studentprinting/ for details on this program.

There are also kiosk systems throughout the campus and students can use any open classroom podium system as well. The use of zero-clients machines allow students to login on any system on campus and be presented with the same system appearance as if they are in an open or specialty lab.

The entire campus (including outdoor green spaces and dorms) also have wireless access. Each student is able to self-register up to twenty Wi-Fi devices on the University network and both secure and unsecure networks are available to them.

Each student is provided with a University-sponsored Gmail email account, which also gives them access to the full suite of Google Docs applications and an unlimited Google Drive account to store their personal work. Students are also given a private drive share on University servers, though this option is being supplanted by Google drive over time.

Students are also provided with free antivirus, free support for their personal devices and may receive a free copy of the Microsoft Office suite for their personal computers. Since 2008, all entering students will complete computer literacy requirements as defined by departments. An electronic printing system allows students to print from a mobile device and student computer labs. Students need to use their OneCard (https://www.fitchburgstate.edu/offices-   services-directory/onecard/   ) and   Falcon   Key (https://www.fitchburgstate.edu/offices- services-directory/technology/falconkey/) to use the service.

Additionally, six Ricoh multifunction devices installed across campus exist for students' use. These devices are located in McKay C163 Business Lab, Conlon Bridge between Fine Arts and Industrial Technology, Hammond Library first floor (three available) and Antonucci Science Complex (1st floor lounge).

c. *Technology (hardware and software) available to business faculty in their offices*

The University provides a laptop for all full-time faculty, either a Windows 10 system (with a choice of laptop or MS Surface tablet) or a Mac. Windows users may also receive a dock (a choice that Apple doesn't offer) and all users will receive a second monitor upon request. Regardless of the operating system, laptops are fully supported and warranted for three years, at which point they are refreshed by the University out of a centralized fund. All systems come loaded with some basic software:

- Antivirus
- Microsoft Office
- Adobe Acrobat
- Kace management agent
- Cisco Umbrella DNS agent
- Alertus campus emergency alert agent
- Spherion data loss prevention agent

All laptop hard drives are fully encrypted as well.

Faculty also receive a desk phone with voicemail that is integrated into their Exchange email account as well.

Adjunct faculty offices are provided with a phone (and corresponding voicemail) as well as thin-client Windows 10 systems that mirror our podium systems. The software loaded is similar to that listed above. Adjuncts may also utilize their personal laptops on our wireless network and may receive a personal copy of Microsoft Office for a small additional fee.

d. *Technology support available to business students and faculty* (both on and off campus)

A 24/7 Help Desk/Call Center offers technical support to students, faculty and staff by phone at (978) 665-4500 or toll-free at 866-830-0518. Users can also submit a ticket by completing the Online Help Desk Request Form (http://helpdesk.fitchburgstate.edu/). There is also walk- in service, during normal business hours, available at the on-campus Help Desk in Conlon Hall, Room 236. View our Hours of Operation (https://www.fitchburgstate.edu/offices- services-directory/technology/help/) page for a schedule of walk-in hours.

In addition to walk-up support, faculty and students that need training assistance can schedule an appointment with our IT trainer, who can assist them directly (including in the classroom) or will bring in subject-matter or application specialists as needed.

The Fitchburg State Help Desk will make a reasonable effort to repair computers owned by students who currently attend the university. Laptop loaners are available to students whose laptops are left at the Help Desk for extended periods of repair time.

> **2. Describe the extent to which the technological resources available to the academic business unit are sufficient to support a high-quality teaching, learning, and scholarly environment for the unit's faculty and students.**

The Fitchburg State University campus network provides high-speed access to the internet, including access to Internet2. Access to the network is available throughout campus, including faculty and staff offices and departments, computer labs, study areas, residence halls, and in a number of classrooms. Wi-Fi is also available in all the buildings on campus, including green spaces. The Fitchburg State University wireless network conforms to current 802.11 standards operating at speeds up to 100 Mbps. All wired connections offer 1Gbps speeds. Secure remote access to the campus network is also available through our VPN service. All computer laptops and desktops issued to full time faculty and staff by the university are refreshed periodically to ensure the most efficient and reliable use of these systems. In line with manufacturer's warrantees, Fitchburg State University replaces laptop computers every three years and desktop computer every four years. This refresh schedule is based on the fiscal year. Maintenance and upgrading of classroom software and software used in various labs is handled by Information Technology in coordination with faculty needs.

Maintenance and upgrading of the technology-related facilities is the responsibility of the Information Technology division. Here are some procedures used in this regard.

- Helpdesk is a call center used by students and faculty alike to report any issues with their accounts, and the electronic equipment provided in the classrooms, labs, library and other locations, and with various web tools, phone systems etc.
- All computer desktops and laptops provided by the university are refreshed periodically to ensure the most efficient and reliable use of these tools. In line with manufacturer's warrantees, Fitchburg State University replaces desktop computers every four years and laptop computers every three years. This refresh schedule is based on the fiscal year and individual systems will be refreshed after lab systems are upgraded.
- Maintain all the upgrades of web tools and classroom software such as the Blackboard, Banner system, software used in various labs etc. These upgrades usually take place between semesters to refresh the systems for the new academic year.
- Data backup on regular basis of all Blackboard accounts, the Banner system, and the faculty/staff email accounts, and the network drives etc. The university maintains all the Blackboard course accounts for up to four years. Some student records are removed when the student graduates.

7.5: Other Instructional Locations

> **Excellence in business education requires adequate resources to be available at all branch campuses, educational locations, and instructional sites at which business programs are offered.**

1. *Describe the ways in which the academic business unit ensures consistent quality across all branch campuses, educational locations, and instructional sites at which the business programs are offered.*

Fitchburg State University does not operate branch campus locations.

2. *Describe the extent to which the resources available at branch campuses, other educational locations, or other instructional sites are sufficient to support high-quality teaching, learning, and scholarly environments for the unit's faculty and students at those campuses, locations, and sites.*

Fitchburg State University does not operate branch campus locations.

7.6: Summary Reflection on Resources Supporting Business Programs

> **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 various 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 in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the resources available to the academic business unit.*

This principle's review provided a helpful framing of how Fitchburg State University Business Administration department enjoys the benefits an on-going University commitment to providing our learners with state-of-the-art smart classrooms. In addition, faculty access to technology in faculty offices, and across campus reflects the most recent technological requirements. We feel that our needs are being met and the university is fiscally sound.

The integration of the accelerated online program has put more pressure on scheduling and put strains the faculty workload policy. The university policy limits full time faculty to five GCE courses per semester with one each during spring and fall and up to three courses during summer. Course scheduling for the MBA program 7 week term and similar scheduling for the fast track BSBA 7 week term has a majority of courses being delivered without significant input and oversight by full time faculty.

Full time faculty are required to maintain oversight of the curriculum and conduct learning outcomes assessment. Additionally, the large number of adjuncts requires an onboarding process to provide development for outcomes assessment and monitoring of capstone experiences and alignment of BTK topics with intended learning outomes.

Similarly, the compensation model does not account for the additional workload required for assessment of program outcomes, internships, or experiential learning assessment.

Fitchburg State University has an on-going commitment to upgrade and remodel the look and feel of campus buildings and rooms on-campus. Our campus is over 100 years old and these remodels and updates to our campus are being accomplished in manner that retains the legacy of our beautiful campus architecture. We feel that are needs for are being met.

2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

Our recommend a co-teaching model with team teaching approach where the number of course sections are reduced and seat enrollments increase to 140 with up to 4 instructors collaborating for sub groupings of 35 students for grading, discussion boards, and assessment. This teaming approach may also provide cost savings as the AQ lead instructor is compensated at a slightly larger amount than the current amount and the 3 PQ faculty serving primarily as coaches.

This proposal will reduce the number of PQ faculty serving as lead intructors and increase the amount of faculty oversight while staying within the university 5 course workload limit.

Continue the commitment to upgrading campus facilities. Continue to respond to the needs of faculty, staff and learners when it comes to technology.

Complete the division Dean's and department chair's executive office space adjacent to the newly remolded business faculty offices. Complete the classroom remodels in floors one and two in Percival Hall.

Principle 8: External Relationships

8.1: External Linkages with the Business Community

> **Excellence in business education requires the academic business unit to have current and meaningful linkages to business practitioners and organizations. These linkages must be consistent with the unit's mission and broad-based goals.**

1. *Describe the academic business unit's linkages with the business practice community. This description should address any of the following linkages that apply to the academic business unit and the ways in which the linkages have contributed to the unit and its students and faculty:*

   a. *Business Advisory Board*

BOARD MEMBER	TITLE/POSITION	COMPANY
Renée Scapparone	Associate Professor/ Department Chair	Fitchburg State University
John Crawley	Assistant Professor	Fitchburg State University
Raymond Belanger	Director of Small Business	Nue View Communities – Fitchburg, MA
Mary Jo Bohart	Director of Economic Development	City Hall - Fitchburg, MA
Paul DiGeronimo	Principal Property Broker	Geronimo Properties – Leominster, MA
Matthew Doucette	General Manager	Great Wolf Lodge – Fitchburg, MA
Julie Furrier	CPA, Principal	KL Financial Consulting – Wilmington, MA
Stephan Hay	Massachusetts State Representative	State House of Representatives – Boston, MA
Paul Mcguire	Principal/CEO	IntelliSource International –Ashburnham, MA
Tracy Miranda	Corporate Recruiter	Granite – Quincy, MA
Louis Pereira	President	Merrimack Business Appraisers, LLC – N. Andover, MA
Elmer Ramirez	Engineer / Strategist	Hologic, Inc
Joseph Sova	Senior Vice President	Avidia Bank *Multiple locations*
Kevin Tomasetti	VP of Manufacturing Operations	Advanced Cable Ties Inc – Gardner, MA
John Zarrella	Founder/President	Research Results – Fitchburg, MA
Edward Zepher	President	United Solutions/United Plastics – Leominster, MA
Veronica Zsolcsak	President	The Schawbel Corp, LLC – Bedford, MA

b. *Student internship programs in business*

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 2018-2019, the Business Administration department placed 13 students into the Internship Program during the fall semester and 24 students were placed into the Internship Program during the spring semester.

c. *Faculty-practitioner internship and externship programs*

During an accelerated five-week summer 2019 program, BSAD faculty unit member taught FSU courses for American University in Asia (AUIA) at the Shanghai University of Finance and Economics (SUFE). The courses taught were BSAD 3300 Fundamentals of Marketing; BSAD 3500 Business Law I and BSAD 4200 Organizational Behavior and Theory.

d. *Guest lecturers/speakers*

While there are many supporting and supplemental activities for which the academic unit members engage outside of the classroom each year, the following are a few of the highlights supporting Associated General Contractors of Massachusetts (AGC-MA) and Industrial Advisory Board (IAB) work and involving external, subject matter expert speakers. During academic year 2018-2019, two faculty from the Business Administration department actively served on the IAB and attended regular meetings and supported nine different added learning sessions during this academic year. For example, during Fall 2018, attended the AGC-MA section meeting along with students from the School of Business & Technologies where presenters hosted a forum specific to the Fitchburg State University students focusing on Marketing, Management and Accounting jobs, and job functions in the Massachusetts

construction community. Throughout the academic year 2018-2019, provided law specific course supplements to three AGC-MA IAB sessions on topics of construction business start-ups. In addition, supported the AGC-MA IAB Spring 2019 Job Fair held on the Fitchburg State University campus.

During the academic year 2018-2019, Massachusetts State Representative, Stephan Hay was an invited guest lecturer in the BSAD 3500 Business Law I and BSAD 4500 Business Law II classes. Also invited to campus was the President and CEO of Research Results, a local marketing research company to be a guest lecturer in BSAD 3300 Fundamentals of Marketing. Both guest lecturers spoke about government involvement in business, current business and marketing issues, careers in each area and the importance of development management skills.

During the fall 2018 semester, guest lecture by Dr. Rudolf Schumacher's, visiting professor from Hochschule Rheine Waal University, Kleve Germany, in BSAD 4880 International Business Management. Title of lecture: Kaizen – a Japanese Way of Continual Improvement.   The course taken by Business majors.

e. *Institutional outreach programs*

The Career Services and Advising Center ([https://www.fitchburgstate.edu/offices-services directory/career-counseling-and-advising/career-services/](https://www.fitchburgstate.edu/offices-services)) provides programs, services, and workshops and oversees University-wide policies, practices, and procedures for career and academic advising. The Center also conduct outreach to and communication with local and regional constituencies, academic departments, and alumni.   The Career Services and Advising Center assisted business students with resume writing and development of interview skills prior to spring 2019 Red Sox Career Fair and the Association of General Contractors- MA (AGC-MA) Career Fair.

f. *Partnerships and collaboration agreements with business firms/organizations*

No formal partnerships and collaboration agreements with business firms/organizations at the time of the self-study.

g. *Professionally-active business student organizations*

The Fitchburg State University 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.

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. The Fitchburg State University Business Society has on average 20 active members and 45 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.   Since the inception of the organization, 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 2018-2019, 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 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.

- 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.

h. Practitioner-student mentoring programs

Practitioner-student mentoring program does not exist at the time of the self-study.

i. Joint faculty-practitioner research ventures

During summer 2019, three (3) business students worked in collaboration with Business Administration faculty member in the third and final year of a research study. The purpose of this study was to investigate the availability and awareness of, and participation in, the workplace wellness programs provided to employees by the companies in the city of Fitchburg. The study examined the types of wellness programs provided by employers, their use of incentives and communication channels to inform employees about the availability and the benefits of wellness programs on their health. The study also sought to understand employees' perceptions of the available resources recommended by the workplace wellness programs (e.g., access to walking paths and parks near workplace, access to healthy food, etc.), their motivations to participate in the wellness programs, as well as any barriers encountered by the employees that restrict or limit their ability to benefit from workplace wellness programs. The findings of this study were shared with the local companies with the objective to improve the effectiveness of the workplace wellness programs. Students presented their work at an open forum in July 2019 and will present again at the FSU Undergraduate Research Conference in April 2020. Note,

four (4) Business students participated in the first and second summer research projects and presented their findings at the end of the summer project and at the following FSU Undergraduate Research Conference in 2017 and 2018.

j. Other linkages

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.

INSTITUTE OF MANAGEMENT ACCOUNTANTS
Representatives of a local chapter explain the Certified Management Accounting exam contrasting it to the CPA exam and how careers in management accounting differ from public accounting. Students are encouraged to seek student-membership.
In addition to extensive industry partnerships, the Business Administration Department has cooperative agreements with several institutions that provide transfer programs to Fitchburg State University. The partners include the following:

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 ways in which the academic business unit's linkages with the business practice community are aligned and consistent with the career paths and the roles and responsibilities for which the unit's business programs are designed to prepare students.***

The Business Administration Department meets periodically with the Advisory Board once during the fall, winter and spring. Members of the academic unit are actively engaged in the community serving on board of directors for not-for-profits, economic development committees, and other regional committees that address the regions' employment needs. Academic unit members meet regularly through the academic year to meet with students (advisees) to mentor the student in seeking a career path in the areas of management, marketing and accounting and encourage students to seek internships as a possible entry to the workforce.

3. ***Describe the ways in which the academic business unit's linkages with the business practice community are consistent with its mission and broad-based goals.***

Through all outreach efforts by the Business Administration department aligns with our mission to prepare each Business Administration student with a knowledge of business theories, policies, and procedures. The curriculum offers a variety of practical business experiences, including the opportunity for experimental learning through internships and civic engagement through the university's Crocker Center Community Research and Consulting Group.

Business Administration department faculty are currently working with colleagues from the Industrial Technologies department and Student Success committee members to develop a residential learning community. The residential learning community pilot program will have several students residing together that share a common interest in the developing a prototype and business plan where Business professors will provide mentorship for the potential start-up business. The prototypes will be manufacturing at on campus makers lab.

The role of the department's advisory board is to address the needs of local and regional employers to ensure that the graduating business student will be prepared to take a responsible position within the world of business.

8.2: External Accountability

> **Excellence in business education requires academic business units to be accountable to the public for the quality of their degree programs in business. Therefore, the academic business unit must have processes for the consistent, reliable public disclosure of information pertaining to student success in its business programs. These processes must include the posting of student learning results for each IACBE-accredited business program on its website in a manner that is easily accessible by the public.**

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 https://www.fitchburgstate.edu/academics/undergraduate/undergraduate-day-programs/business-administration/accreditation/

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.

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.

https://www.fitchburgstate.edu/academics/undergraduate/undergraduate-day-programs/business-administration/accreditation/

Table 8-1: Public Disclosure of Student Achievement Results

WEBSITE PATH TO PUBLIC DISCLOSURE OF STUDENT ACHIEVEMENT RESULTS	
Click on:	
1.	Academics
2.	School of Business
3.	Department of Business
4.	IACBE Accreditation
5.	Public Disclosure of Student Achievement

8.3: Summary Reflection on External Relationships

> **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 external relationships 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 external relationships in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's external relationships.*

Examine workload formula for managing internship course. Examine the role of the course in the curriculum design and examine if a fulltime internship coordinator is required. Examine the role of internships within the University's ideaLab and the university's commitment to entrepreneurship.

Additionally, several faculty serve on local board including Our Father's House community charity and the Wachusett Business Incubator. Both provide opportunity for interships. Besides service on these Boards, one faculty also supports the local Chamber on executive leadership and has organized a corresponding project to help underrepresented minorities within the community develop skills to support community boards. Such projects provide opportunities for internships related to governance and management for both undergraduate and graduate students.

2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

The Business Administration Department Advisory Board will take a more proactive role in assisting the department with the development of possible new concentrations at both the undergraduate and graduate levels to ensure that the department meets its strategic goals.

The Business Administration Department Undergraduate Curriculum committee will work on the delivery of the department's internship program and will take the necessary steps in building relations with external community partnerships.

Principle 9: Innovation in Business Education

9.1: Innovation in Business Education

> **Excellence in business education requires the academic business unit to adapt to changes in the business profession and society. Therefore, the academic business unit must provide an environment that encourages and recognizes innovation and creativity in the education of business students.**

1. *Describe the ways in which the academic business unit encourages and supports innovation and creativity in business education.*

Although faculty must follow minimum requirements, best teaching practices are provided, and, in some cases, faculty are given Blackboard templates (e.g., MBA online program), innovation and creativity in business education is supported and encouraged because faculty have a high degree of academic freedom on how to teach their classes. This provides them with the ability to implement and assess innovative and creative teaching and learning methods.

The academic business unit encourages business faculty to utilize resources including the following, which can help them learn about, develop, utilize, and fund innovative and creative educational practices:

- The Division of Digital Learning researches new educational technology and offers workshops for faculty to teach them how to incorporate new practices and technologies into their teaching. For example, at an MBA dinner held on December 4, 2018, they presented various technologies to engage students and manage large class sizes more efficiently (e.g. Dragon Naturally Speaking and Flipgrid, etc.).
- The Division of Digital Learning also employs a fulltime instructional designer to assist faculty with incorporating innovative practices into their classes.
- An IT Technology Trainer is available to all business faculty to provide information on the latest in-person classroom technology, course/classroom ideas, applications, and training.
- The business department has the opportunity to obtain training from the Technology Department to incorporate additional technology and creative solutions including Google for Education and polling application such as Kahoot and Poll Everywhere as methods of collaborating with students.
- The Center for Teaching and Learning offers workshops in a variety of areas. For example, on May 20, 2019 a workshop on The Practice and Pedagogy of Video in the Classroom was attended by a business faculty. In some cases, faculty are offered stipends in order to encourage them to attend these workshops.
- Business faculty may apply for Faculty/Librarian Special Project Grants which can be used towards research into innovative or create practices, travel for presenting at peer-reviewed conferences, and/or undergraduate research assistants. A $2,500 grant was recently awarded a business faculty, as described in the next section.
- Mediated classrooms allow for business faculty use of various technology including Apple TV and Document Camera.
- for integrating Open Educational Resources (OER) into courses, as follows:

- Other online technology that could be used to support innovative and creative teaching methods have been made available to business faculty. These include Screencast-O-Matic that can be used to create videos and Zoom that provides faculty the ability to host virtual meetings, classes, and host guest speakers and collaborate with students to form virtual study groups.

- Academic Affairs recognizes that access to class resources from day one is a critical component to student success, and therefore encourage the use of high-quality, alternative education materials, such as open educational resources (OER) and library materials, to reduce costs for students. In Fall 2018, an OER Working Group was created to promote the use of these resources. This OER Working Group, led by the Library Dean and with faculty across campus including a Business faculty member, has been hard at work this past year developing plans for integrating OER into courses, as follows:

    o An OER Guide developed by the Library in consultation with the OER Working Group was created: https://fitchburgstate.libguides.com/oer. This online guide explains what OER is and why it is important for Fitchburg students.
    o An online survey was conducted to learn where Open Educational Resources are being used at Fitchburg and to gauge faculty interest in adopting OER in their courses. This survey will be given again in AY 2020.
    o A faculty workshop developed by Library and the Math Dept on the topic of OER was given at the May 2019 Development Day on Faculty Scholarship.
    o The Library is prioritizing the acquisition of digital rights management free books and other materials that can be freely embedded into courses.
    o A 3 year roadmap for implementation entitled *Moving Forward with Low/No @ FSU* was developed and will be presented for review and comments to a newly formed Open and Affordable Education Task Force in fall 2019.

2. ***Provide examples of educational innovation over the past three years (e.g., innovative curricula, innovative learning opportunities for students, innovative teaching methodologies, innovative external relationships, innovative faculty research, etc.).***

Examples of educational innovation include:

- During Spring 2019, a business faculty, on sabbatical, conducted innovative research. In particular, she conducted a systematic review of deep learning techniques in higher education to ascertain the types and effectiveness of face-to-face (F2F), online, and hybrid deep learning methods used in higher education.

- Based on the research into deep learning (described above), a proposal was developed and a Faculty/Librarian Special Project Major Grant was received to implement and test an innovative teaching methodology. Specifically, the proposed teaching method aims to incorporate deeper learning principles into online learning, Over Summer 2019, an online role-playing game-based learning module will be developed that will be tested in two sections of an MBA class (MGMT 9080). The module's purpose is to encourage cognitive rehearsal associated with case studies to apply management theories. The new learning technique will be evaluated by comparing grades on the assigned essay for that case study between students who used the role-playing module and students who did not. Those using the module will be asked to complete a survey providing feedback

on positive and negative aspects of the module. If the method proves effective, the plan will be to use for additional case study assignments and in additional courses.

- A business faculty is conducting research on microsocial networks.

- A business faculty has developed industry partnerships with Leominster Credit Union and Wachusett Business Incubator.

- Other faculty are using innovative technologies. For example, at least one business faculty member is using Dragon Natural Speaking technology into their classroom in order to provide more in-depth feedback when managing larger class sizes and many business faculty have incorporated technologies such as Screen-O-Matic to create educational videos.

- During Spring/Summer 2019 the Division of Digital Learning worked with business faculty to develop a New Faculty Online Workshop. Going forward, all new business faculty will be required to complete this course before teaching online courses. This workshop will help the business department close gaps in the development of online faculty, and it will provide links to instructions for using the educational technology and contact information for training resources described previously.

9.2: Summary Reflection on Innovation in 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 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. These conclusions should include an identification of any changes and improvements needed in the academic business unit's processes for fostering educational innovation.*

The academic business unit concluded that there are many innovative technologies available to business faculty as well as resources to enable them to learn about these technologies and other innovative educational practices. There are also opportunities for business faculty to obtain grants and other funding from FSU to fund such ventures. However, although some innovation and creativity has occurred, going forward the department would like more faculty to engage in practices that foster innovation and creation in the education of business students.

2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

Proposed courses of action to foster more faculty to engage in practices that foster innovation and creation the education of business students include:

- Inviting staff of the Division of Digital Learning to present new technologies and innovative teaching practices at a business department meeting at least annually, and consider offering a synchronous web-based training session (e.g., Zoom) geared toward adjunct faculty

- Invite the IT Technology Trainer to present new in-person classroom technologies and innovative teaching practices at a business department meeting at least annually and consider offering a synchronous web-based training session (e.g., Zoom) geared toward adjunct faculty

- Continue to invite staff of the Division of Digital Learning to present at a MBA meeting at least annually, and consider inviting the IT Technology Trainer as well.

- Encourage faculty to describe their innovative teaching methods at department meetings

- Update the New Faculty Online Workshop as new technologies and innovative and creative teaching practices are identified

- Consider requiring or encouraging existing faculty to complete the Online Workshop

VOLUME 2

APPENDICES

Appendix A: Cover Page of Self-Study

Name of Institution   Fitchburg State University

Chief Executive Officer's Name/Title   Dr. Richard Lapidus

Chief Academic Officer's Name/Title   Dr. Alberto Cardelle

Head of Academic Business Unit's   Dr. Renée Scapparone, Chair
Name/Title

Academic Year Covered by Self-Study   AY18-19

Date of Submission of Self-Study to the   August 2019
IACBE

Primary Contact During Accreditation Site
Visit

Name/Title   Dr. Renée Scapparone, Chair

Street Address   160 Pearl Street

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

Phone (with Country Code if Outside of the   (978) 665-3526
U.S.)

E-mail   rscappar@fitchburgstate.edu

If different from primary contact, provide the information for the person to whom all correspondence should be addressed including the Site Visit Team and Board of Commissioners findings letters.

Name/Title   Dr. Keith Williamson, Dean

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_665-3731

E-mail _____ kwilli51@fitchburgstate.edu _____

Appendix B: Credentials Summary for Business Faculty

CREDENTIALS SUMMARY FOR BUSINESS FACULTY

Faculty Member's Name: Susan Eramo

EDUCATION: EARNED DEGREES

1. Doctoral-Level Degree:

____Ph.D. ____D.B.A. ____D.M. ____D.A. ____Exec./Prof. ____Ed.D. ____J.D. ____Other: _____

Institution: ____   Year: ____   Field: _____

2. Master's-Level Degree:

__X__M.B.A. ____M.S. ____M.A. ____Post-Graduate Diploma ____Other _____

Institution: ____   Year: _____   Field: Accounting/Math_____

3. Bachelor's-Level Degree:

____B.B.A. ____B.S. ____B.A. ____B.Com ____Other: _____

Institution: _____   Year: _____   Field: _____

EDUCATION: GRADUATE WORK RELATED TO AREAS OF ASSIGNED TEACHING RESPONSIBILITIES			
Discipline	**Credit Hours (or Contact Hours)**	**Discipline**	**Credit Hours (or Contact Hours)**
Accounting			

PROFESSIONAL EXPERIENCE RELATED TO AREAS OF ASSIGNED TEACHING RESPONSIBILITIES			
Area/Discipline	**Years of Experience**	**Area/Discipline**	**Years of Experience**
Accounting			

PROFESSIONAL CERTIFICATIONS RELATED TO AREAS OF ASSIGNED TEACHING RESPONSIBILITIES			
Certification	**Current Yes/No**	**Expiration**	**Years Held**

CONTENT AREAS OF SCHOLARLY AND PROFESSIONAL ACTIVITIES RELATED TO AREAS OF ASSIGNED TEACHING RESPONSIBILITIES	
Content Area/Discipline	**Type of Activity**

TEACHING EXPERIENCE			
Institution	**Years**	**Full-Time or Part-Time**	**Areas of Assigned Teaching Responsibilities**
Fitchburg State University	5	FT	Accounting

Appendix C: Faculty Qualification Levels

Faculty Qualification Levels

FACULTY QUALIFICATION LEVELS

Academically-Qualified
To be considered academically-qualified for teaching at the undergraduate level, a faculty member must: a. Hold an earned doctorate in business or business with a major, concentration, specialization, focus area, emphasis, option, track, field, or stream, etc. in the area of assigned teaching responsibilities; or   b. Hold an earned doctorate in a field of business, and a professional certification in the area of assigned teaching responsibilities; or   c. Hold a Juris Doctorate and teach in the areas of legal environment of business and/or business law; or   d. Hold a Juris Doctorate and a business-related master's degree, and teach in the areas of legal environment of business, business law, and/or another area that contains significant legal content; or   e. Hold a Juris Doctorate and a professional certification in business and teach in the areas of legal environment of business, business law, and/or business; or   f. Hold an earned non-business- or non-business-related doctorate and have a sufficient combination of graduate course work; professional experience that is significant in terms of duration and level of responsibility; sustained professional engagement; ongoing scholarly activity; and documented extensive, substantial, and successful teaching experience at the post-secondary level in the area of assigned teaching responsibilities.

Professionally-Qualified
To be considered professionally-qualified for teaching at the undergraduate level, a faculty member must: a. Hold a master's degree (or equivalent post-graduate degree) in a business-related field and a professional certification in the area of assigned teaching responsibilities; or   b. Hold a master's degree (or equivalent post-graduate degree) in a business-related field and have a sufficient combination of graduate course work; professional experience that is significant in terms of duration and level of responsibility; sustained professional engagement; ongoing scholarly activity; and documented extensive, substantial, and successful teaching experience at the post-secondary level in the area of assigned teaching responsibilities; or   c. Hold a master's degree (or equivalent post-graduate degree) in a business-related field and have completed a special post-graduate training program especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.

Other Qualifications Levels
Under normal circumstances, it is expected that business faculty members will hold master's degrees (or equivalent post-graduate degrees) in fields that are appropriate to their areas of assigned teaching responsibilities. In limited cases, an academic business unit may make an exception to this requirement if a faculty member possesses unique and significant credentials/qualifications that outweigh the lack of an appropriate master's degree (or equivalent post-graduate degree). In these situations, it is incumbent upon the academic business unit to provide a rationale and to justify its case for an exemption from this requirement.

A CV for each full-time and part-time business faculty member at Fitchburg State University is provided in Fitchburg State University Database: Tk20: https://fitchburgstate.edu/offices-services-directory/technology/Tk20.   Credentials Summary Form for Business. Complete portfolios (including CV and scholarly and professional activities) for each business faculty member will be available for the site visit team.

Appendix D: Professional and Scholarly Activity Definitions

- **Scholarship of Teaching**: The scholarship of teaching starts with what the teacher knows – teachers must be widely read, current, and intellectually engaged in their fields. The scholarship of teaching requires knowledge of one's field to be reflected in the content of courses and in the composition of program curricula. However, teaching becomes consequential only when knowledge can be conveyed and is understood by others. Therefore, the scholarship of teaching also includes an understanding of the ways in which students learn in different fields. To be a good teacher means not only knowing and remaining current in a field, but also understanding and using the most effective teaching methodologies available. Consequently, the scholarship of teaching can be defined as active intellectual engagement with a field of study that results in the application of disciplinary knowledge and expertise to curricular and instructional analysis, innovation, development, and evaluation.

- Examples of the scholarship of teaching include:

  - Curriculum review and revision

  - The development of new courses and curricula

  ❑ Published and unpublished cases with instructional materials

  ❑ The development of new teaching materials

  ❑ The development and evaluation of new methods of instruction, including instructional software

  ❑ The development of techniques and tools to assess the effectiveness of teaching and learning

  ❑ Publications dealing with pedagogy and/or teaching techniques

  ❑ Participation and/or presentation in workshops, seminars, and professional meetings devoted to improving teaching skills

  ❑ Written evaluations of teaching materials

Scholarship of Discovery: The scholarship of discovery is the closest to what is meant by the term 'basic research.' Freedom of inquiry and freedom of scholarly investigation are essential to higher education. Each faculty member should establish credentials as a researcher. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this. However, faculty in institutions with research missions and graduate programs are expected to be engaged in ongoing research activities. The scholarship of discovery can be defined as investigation and research in a field of study that result in a contribution to

the body of knowledge in the field, and the dissemination of that knowledge in the professional community.

Examples of the scholarship of discovery include:

❑ Unpublished research

❑ Published articles, manuscripts, monographs, and books

❑ Faculty research seminars

❑ Participation in professional meetings as a paper presenter, discussant, or session chair

❑ Book reviews

Scholarship of Integration: The scholarship of integration seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human problems of today, which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Therefore, the scholarship of integration can be defined as the interpretation, synthesis, and connection of theories, ideas, and concepts across disciplines that result in new insights, broader perspectives, and a more comprehensive understanding of those disciplines.

Examples of the scholarship of integration include:

❑ Comprehensive, interdisciplinary articles and/or monographs

❑ The development of new multidisciplinary courses and curricula

❑ The development of interdisciplinary seminars or workshops, or participation and/or presentation in such seminars and workshops

❑ Textbook authoring

Scholarship of Application: The scholarship of application moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. The scholarship of application does not include regular service activities or routine consulting – these are considered professional activities, and are discussed below. The scholarship of application must be tied directly to one's field of knowledge, and relate to and flow directly out of creative professional activity. This kind of scholarship requires creativity and critical thought in analyzing significant problems. Consequently, the scholarship of application can be defined as intellectual activities related to a field of study that flow

directly out of scholarly investigation and research in the field, and involve the application of disciplinary expertise to the analysis and solution of significant practical problems, leading to new intellectual understandings and contributions to human knowledge.

Examples of the scholarship of application include:

❑ Contract research
❑ Consultation or technical assistance

❑ Policy analysis

❑ Program evaluation

❑ Articles or monographs dealing with contributions to practice

❑ Articles in trade publications

Each of these types of scholarship of application should be meaningful intellectual activities, must be documented, and where appropriate, should include an evaluation from the individuals or organizations served by these activities.

Professional Activity:

Examples of professional activity include:

❑ Routine professionally-related consulting

❑ Professionally-related service activities directly related to the academic discipline of the faculty member, and consistent with the stated mission of the academic business unit
❑ Service in a leadership role in or as an officer of a professional organization

❑ Attendance and participation in seminars, symposia, short courses, workshops, or professional meetings that are intended as professional development or enrichment activities

❑ Membership in professional organizations

Professional activities include the routine application of a faculty member's professional expertise in helping to solve problems in either the private or public sectors. These may include activities for which a faculty member is paid, or volunteer services for which no pay is received. The key word in defining these activities is 'professionally-related.' General community service activities are not considered to be professionally-related. However, if faculty members provide a service that is related to their teaching

and/or research areas, then that service would be professionally-related. For example, if a business faculty member conducts an annual audit of a local non-profit organization's financial affairs, and prepares an opinion letter, then the work is considered to be a professionally-related activity.

Coverage level designations:

Introduces (I): The course, module, subject, etc. introduces concepts related to an BTK area. Learning opportunities focus on basic knowledge and skills in that BTK area. It may be the case that several courses, modules, subjects, etc. in a curriculum introduce concepts related to a particular BTK area and lay the foundation for coverage in that area. It may also be the case that a given course, module, subject, etc. may be designed to introduce concepts in several BTK areas.

Reinforces (R): The course, module, subject, etc. strengthens, supports, and reinforces the development of the knowledge and skills in an BTK area further along in the curriculum.
Foundational knowledge in the BTK area was previously introduced through other learning opportunities in the curriculum. As above, it may be the case that several courses, modules, subjects, etc. in a curriculum reinforce concepts related to a particular BTK area and contribute to further coverage in that area. It may also be the case that a given course, module, subject, etc. may be designed to reinforce concepts in several BTK areas.

Emphasizes (E): The course, module, subject, etc. emphasizes concepts related to an BTK area and provides learning opportunities for integrating knowledge and skills in the area. Concepts in the BTK area had been previously introduced and reinforced through various learning opportunities in other courses, modules, subjects, etc. in the curriculum. Again, it may be the case that several courses, modules, subjects, etc. in a curriculum emphasize concepts related to a particular BTK area and provide learning opportunities for integrating knowledge and skills in that area. It may also be the case that a given course, module, subject, etc. may be designed to emphasize concepts in several BTK areas.

Appendix E: Annual Assessment Plan Reports

Program Information

Program/Department: ***Bachelor of Science in Business Administration***
Department Chair: Renée Scapparone
Department Assessment Committee Contact: Andrew Chan

Please be as detailed as possible in your responses. We will use this information to fulfill our NEASC requirements and this report will help with your next Program Review or aid with your external accreditation. This file is to be kept in the department and an electronic file is due to the Director of Assessment by May 31 each academic year.

Program Learning Outcomes (PLOs) (Educational Objectives)
   I. List all PLOs and the timeline for assessment.

PLO #	PLO – Stated in assessable terms.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
	Program Intended Student Learning Outcomes	Annual	May 2019
1.	Students will be able to integrate the major concepts in the functional areas of business to formulate informed decisions.	Annual	May 2019
2.	Students will be able to analyze the legal, social, and economic environments of business.	Annual	May 2019
3.	Students will be able to describe the global environment of business.	Annual	May 2019
4.	Students will be able to distinguish the legal and ethical obligations and responsibilities of business.	Annual	May 2019
5.	Students will be able to apply decision-support tools to business decision making.	Annual	May 2019
6.	Students will be able to demonstrate effective oral and written forms of professional communications.	Annual	May 2019
7.	Students will be able to collaborate and work in teams to solve business problems.	Annual	May 2019

PLO Assessment (**Please report on the PLOs assessed and/or reviewed this year, programs should be assessing at 9least one each year.**)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4th year, 1st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the "loop closed"?
PLO's 1 – 7	Bachelor of Science in Business Administration (BSBA) Capstone Business Simulation Project with rubric (direct measure of learning outcomes)	Senior year	Sample	On the BSBA capstone business simulation evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the concentration specific-outcome-related evaluation criterion will be 4 or higher (out of a possible 5 representing "exemplary").	Students performed on or above targets for this measure during the prior year's assessment.
PLO's 1 – 7	BSBA Capstone Integrated Case with rubric (direct measure of learning outcomes)	Senior year	Sample	On the BSBA capstone integrated case evaluation rubric,	Students performed on or above targets for this measure

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				the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the concentration specific-outcome-related evaluation criterion will be 4 or higher (out of a possible 5 representing "exemplary")	during the prior year's assessment.
PLO's 1 – 7	BSBA Internship Survey (indirect measure of learning outcomes)	Junior and Senior year	Sample	On the BSBA internship survey instrument, at least 80% of graduating students will indicate that to a "moderate extent" or "great extent" learning in their internship contributed to the successful achievement of each core-outcome-related evaluation and the concentration	Students performed on or above targets for this measure during the prior year's assessment.

				specific outcome-related evaluation criterion.	
PLO's 1 – 7	BSBA Senior Exit Survey (indirect measure of learning outcomes)	Senior year	Sample	On the BSBA exit survey instrument, at least 80% of graduating students will indicate that to a "moderate extent" or "great extent" learning in their program contributed to the successful achievement of each core-outcome-related evaluation and the concentration specific-outcome-related evaluation criterion.	Students performed on or above targets for this measure during the prior year's assessment.
Business Technical Knowledge (BTK)	A set of questions similar to those found in a comprehensive exam format were administered to BSBA undergraduate students in May 2019 to assess their mastery and understanding of knowledge and facts, and	Senior year	Sample	The results obtained from administering the questions to undergraduate students are analyzed in terms of overall performance,	

| | application and integration of topics learned in their accounting, management, and marketing courses. | | | performance in each of the eight areas of Business Technical Knowledge (BTK), and in terms of Accounting, Management, and Marketing Concentrations.

The results for the linkage between the BTK areas and ISLOs are below a 70 percent passing rate. | |

II.Summary of Findings: Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you "closing the loop"?

Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence? (close the loop)
BSBA Capstone Business Simulation Project and rubric BSBA Capstone Integrated Case and rubric BSBA Internship Survey BSBA Senior Exit Survey	Department chair, BSAD department assessment coordinator, and faculty reviewed with particular emphasis on results bellow desired thresholds	During this assessment period, all targets were met.

Assessment Plan for Program/Department

I.   Insert the program or department Assessment Plan

The latest Business Administration Department assessment plan will be provided with this report.

II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.

No changes were made to the department's assessment plan.

III. If you do not have a plan,   would you like help in developing one?

☐ Yes

University Data

I. SSC Data
Indicate **at least one** Student Success Performance Measure that the department/program has identified for planned change or improvement.

Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

    a.   What was the focus this year?

Student Success Measure (data point from SSC)	Implemented Intervention	Update on Implemented Intervention (i.e. change in target, satisfied with outcome, not satisfied, will continue or not)
Graduation Rate by 1st Year GPA Note: We selected this measure because the previous year's data indicated that the BSAD has a higher than average FSU institution graduation rate for students with mid-range GPAs, but lower than average graduation rates for some of the higher end GPA ranges.	The BSAD chair reached out to 1st year students with GPA's 3.6 and higher and informed them about the new business honor society and business department club opportunities.	This is last year's data: -8.5% 4.0+, -3.4% 3.8-3.99, and 6.4% 3.6-3.79. Target scores: at least 0% (the same as the institution) We are waiting for 2018-2019 SSC Data to see if there has been an improvement.

b. What will your focus be for the upcoming year?*

Student Success Measure (data point from SSC)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score	This measure was selected because of last Program Review or Accreditation (yes/no)
Graduation Rate by 1st Year GPA	We will monitor the same data point as the previous year and continue efforts to improve retention of higher GPA students. We will also focus on lowering the rate of transfer students.	Continue to reach out to 1st year students with GPA's 3.6 and higher and inform them about the honor society, business club, and other opportunities.		No

*Note: Programs may wish to monitor or review the same data point over multiple years.

II. Trend Data
Indicate **at least one** Department Performance Measure that the program/department identified for change or improvement. Number of graduates, number of majors, credit production, substitutions etc.

a. What was the focus this year?

Department Performance Measure (data point from Trend Data)	Implemented Intervention	Update on Implemented Intervention (i.e. change in target, satisfied with outcome, not satisfied, will continue or not)
Increase FT faculty in department	Administration approved searches for two new tenure track BSAD faculty members. These searches were originally scheduled to begin Fall 2017.	Management and department chair decided to wait for the new dean before conducting searches.
Increase number of Entrepreneurship Minor students	Offered Introduction to Entrepreneurship course during fall semester, and attempted to recruit students to the minor. Also tried to recruit through Entrepreneurship Club.	Will continue as there was no change (increase) in number of minors.

b. What will be the focus next year?*

Department Performance Measure (data point from Trend Data)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score	This measure was selected because of last Program Review or Accreditation (yes/no)
Increase FT tenure and tenure-track faculty in department	While there has been increasingly fewer FT tenure and tenure-track BSAD faculty each year, the number of BSAD major and minors has increased.	Conduct faculty searches.	9/12	No
Increase number of Entrepreneurship Minor students	The number of minor students did not change from previous year	Consider AUC proposal to allow business students to obtain this minor (currently only nonbusiness majors have this opportunity). Continue utilizing Entrepreneurship Club and Introduction to Entrepreneurship as recruitment vessels.	3/20	No

*Note: Programs may wish to monitor or review the same data point over multiple years.

Program Review Action Plan or External Accreditation Action Letter/Report

Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)

I. Programs that fall under Program Review:

    i. Date of most recent Review:

    ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan	Progress Made this Year

    iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?

         ☐ Yes

II. Programs with external Accre

    i. Accreditor: IACBE

    ii. Date of last review:

    iii. Date of next review and type of review: Fall 2018 through Spring 2019 self-study; Final report to be submitted to IACBE by October 15, 2019; January 2020 Site visit, April 2020 IACBE Board of Commissioners Meeting

    iv. List key performance indicators:

List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)	Update on fulfilling the action letter/report or on meeting the key performance indicators.
No key issues		

UARC Peer Review of the Program Annual Report

Program Learning Outcomes (PLOs)					
Criterion	**Highly Developed (3)**	**Developed (2)**	**Emerging (1)**	**Initial (0)**	**Score**
Program Learning Outcomes (PLOs)	All or almost all PLOs clearly stated and measurable.	Most of the PLOs clearly stated and measurable.	PLOs written in general, broad or abstract statements OR are not measurable.	PLOs not provided.	
Expected Timing of Assessment	All or almost all PLOs have a timeline stated.	Most PLOs have a timeline stated.	Very few PLOs have a stated timeline.	No timelines are given or are To Be Determined (TBD).	
Assessment Tool Quality	Assessment tool(s) is/are strong: very good quality and appropriate.	Assessment tool(s) are acceptable: good quality and appropriate	Assessment tool(s) are a good start but could use some strengthening or changes.	Assessment tool(s) are either not appropriate or not discussed.	
PLO Assessment	More than one PLO assessed and information is complete in the chart.	At least one PLO assed and information is complete in chart.	At least one PLO assessed, information is not	No assessments completed during the academic year	

				complete in chart.	reported.	
Criteria for Success	The criteria for student success of each PLO is clearly stated and is appropriate.	Most criteria for student success of each PLO is clearly stated and is appropriate.	Criteria for student success discussed or touched upon but not clearly stated or is not appropriate.	Criteria for student success not provided.	
Summary of Findings	Measures used in from PLO assessment fully incorporated with additional evidence to formulate the summary and analysis supports the summary.	Very limited use of data from PLO assessment incorporated with additional evidence to formulate the summary and analysis somewhat supports summary.	Used evidence other than PLO assessment to formulate the summary or analysis of the data doesn't seem to support summary.	No summary utilizing assessment data is evident.	

Assessment Plan for Program/Department						
Criterion	**Highly Developed (3)**	**Developed (2)**	**Emerging (1)**	**Initial (0)**		**Score**
Department or Program Assessment Plan	Assessment Plan provided. Has clearly stated process with reasonable expectations.	Assessment Plan provided. Has somewhat clear process and/or somewhat reasonable expectations.	Assessment Plan provided, the process is not clear and/or the expectations are not reasonable.	No Assessment Plan provided.		
Activities and Adjustments to/Deviation from the Department/Program Assessment Plan	Decision to change or not change the assessment plan are clearly stated and decision(s) are appropriate based on the reported results.	Decision to change or not change the assessment plan are described in general terms and may be appropriate based on the reported results.	Decision to change or not change the assessment plan are vague and lack clarity.	No changes are discussed.		

University Data						
Criterion	**Highly Developed (3)**	**Developed (2)**	**Emerging (1)**	**Initial (0)**		**Score**
SSC Data for Current Review Period	Intervention undertaken by program/department for at least one SSC data point.	Intervention undertaken by program/department for at least one SSC	Planned intervention by program/	No SSC data analyzed and/or reported on.		

	Clearly documented results.	data point. Plan not fully implemented.	department for at least one SSC data point. No plan implemented.		
SSC Data for Upcoming Review Period	At least one component of the SSC data selected to assess, rationale provided, targets set and intervention seems to be appropriate based on information provided.	At least one component of the SSC selected to assessed, some of the rationale provided, targets set and intervention seems to be appropriate based on information provided.	SSC data discussed and some or part of the assessment, targets or interventions are emerging but not fully appropriate.	No SSC data analyzed and/or reported on.	
Trend Data for Current Review Period	Intervention undertaken by program/department for at least one Trend data point. Clearly documented results.	Intervention undertaken by program/department for at least one Trend data point. Plan not fully implemented.	Planned intervention by program/ department for at least one Trend data point. No plan implemented.	No Trend data analyzed and/or reported on.	
Trend Data for Upcoming Review Period	At least one component of the Trend data selected to assess, rationale provided, targets set and intervention seems to be appropriate based on information provided.	At least one component of the Trend selected to assessed, some of the rationale provided, targets set and intervention seems to be appropriate based on information provided.	Trend data discussed and some or part of the assessment, targets or interventions are emerging but not fully appropriate.	No Trend data analyzed and/or reported on.	

Action Plane or External Accreditation Action Letter/Report					
Criterion	**Highly Developed (3)**	**Developed (2)**	**Emerging (1)**	**Initial (0)**	**Score**
Only for those under Program Review *Annual Reflection on*	Full Action Plan provided with definitive on-going progress clearly stated.	Full Action Plan provided with some discussion of on-going	Full Action Plan provided with vague ideas	Action Plan is either not provided or there	

Program Review		progress plans stated.	regarding on-going progress plans stated.	no progress or plans stated for progress discussed.
Only for those under External Accreditation *Annual Reflection on Report/Letter from accrediting body.*	Key issues and performance standards provided with definitive on-going progress clearly stated.	Key issues and performance standards provided with some discussion of on-going progress stated.	Key issues and performance standards provided with vague ideas regarding on-going progress plans stated.	Key issues and/or performance standards are either not provided or there has been no progress or plans stated for progress.
NOTE: This rubric is NOT an evaluation of the program/department. It is simply a tool for UARC to use as an aid in reviewing and providing constructive feedback to each program.				

Annual Assessment Plan Reports

Program Information

Program/Department: *Master of Business Administration*
Department Chair: Renée Scapparone
Department Assessment Committee Contact: Andrew Chan

Please be as detailed as possible in your responses. We will use this information to fulfill our NEASC requirements and this report will help with your next Program Review or aid with your external accreditation. This file is to be kept in the department and an electronic file is due to the Director of Assessment by May 31 each academic year.

Program Learning Outcomes (PLOs) (Educational Objectives)

III.   List all PLOs and the timeline for assessment.

PLO #	PLO – Stated in assessable terms.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
	Program Intended Student Learning Outcomes	Annual	May 2019
1.	Students will be able to demonstrate well-developed problem solving skills in formulating solutions to new scenarios with decision-support methods.	Annual	May 2019
2.	Students will be able to integrate theory and practice across business functional areas.	Annual	May 2019
3.	Students will be able to articulate the major theories and concepts in the areas of accounting, management, and marketing.	Annual	May 2019
4.	Students will be able to apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.	Annual	May 2019
5.	Students will be able to communicate to relevant audiences.	Annual	May 2019
6.	Students will be able to demonstrate well developed organizational, leadership, and teamwork skills.	Annual	May 2019
7.	Students will be able to analyze ethical obligations and responsibilities of business.	Annual	May 2019
8.	Students will be able to evaluate the opportunities and challenges of globalization.		

PLO Assessment (Please report on the PLOs assessed and/or reviewed this year, programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4th year, 1st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the "loop closed"?
PLO's 1 – 8	MBA Capstone Business Simulation Project with rubric (direct measure of learning outcome)	When completed at least 70% of coursework	Sample	On the MBA capstone business simulation evaluation rubric, the overall mean rating of graduating students on each core-outcome-related evaluation criterion will be 3 or higher and on the management-outcome-related evaluation criterion will be 5 or higher (out of a possible 5 representing "exemplary")	
PLO's 1 – 8	MBA Capstone Integrated Business Case with rubric (direct measure of learning outcome)	When completed at least 70% of coursework	Sample	On the MBA capstone integrated case evaluation rubric, the overall mean rating of graduating	

				students on each core-outcome-related evaluation criterion will be 3 or higher and on the management-outcome-related evaluation criterion will be 4 or higher (out of a possible 5 representing "exemplary")	
PLO's 1 – 8	MBA Internship Survey with rubric (indirect measure of learning outcomes)	When completed at least 70% of coursework	Sample	On the MBA internship survey instrument, at least 80% of graduating students will indicate that to a "moderate extent" or "great extent" learning in their internship contributed to the successful achievement of each core-outcome-related evaluation and the management-outcome-related evaluation criterion.	

PLO's 1 – 8	MBA Student Exit Survey with rubric (indirect measure of learning outcomes)	When completed at least 70% of coursework	Sample	On the MBA exit survey instrument, at least 80% of graduating students will indicate that to a "moderate extent" or "great extent" learning in their program contributed to the successful achievement of each core-outcome-related evaluation and the management-outcome-related evaluation criterion.	
A set of questions similar to those found in a comprehensive exam format were administered to MBA graduate students in May 2019 and Summer 2019 to assess their mastery and understanding		When completed at least 70% of coursework	Sample	The results from the questions administered to the MBA students are analyzed in terms of overall performance and the six current MBA Management Core Courses in organizational behavior, management information systems,	

of knowledge and facts, and application and integration of topics learned.				marketing, corporate finance, accounting, and strategic management. The results for the six Core Courses as deemed related to the ISLOs are all above a 70 percent passing rate.	

IV. **Summary of Findings:** Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you "closing the loop"?

Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence? (close the loop)
MBA Capstone Business Simulation Project and rubric MBA Capstone Integrated Case and rubric MBA Internship Survey MBA Student Exit Survey	Department chair, BSAD department assessment coordinator, and faculty reviewed with particular emphasis on results bellow desired thresholds	During this assessment period, all other targets were met.
BSBA Capstone Business Simulation Project and rubric BSBA Capstone Integrated Case and rubric BSBA Internship Survey BSBA Senior Exit Survey	Department chair, BSAD department assessment coordinator, and faculty reviewed with particular emphasis on results bellow desired thresholds	During this assessment period, all other targets were met.

Assessment Plan for Program/Department

IV. Insert the program or department Assessment Plan

The latest Business Administration Department assessment plan will be provided with this report.

V. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.

No changes were made to the department's assessment plan.

VI. If you do not have a plan, would you like help in developing one?

☐- Yes

University Data

III.   SSC Data

Indicate **at least one** Student Success Performance Measure that the department/program has identified for planned change or improvement.

Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

c. What was the focus this year?

Student Success Measure (data point from SSC)	Implemented Intervention	Update on Implemented Intervention (i.e. change in target, satisfied with outcome, not satisfied, will continue or not)
NA	NA	NA

d. What will your focus be for the upcoming year?*

Student Success Measure (data point from SSC)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score	This measure was selected because of last Program Review or Accreditation (yes/no)
NA	NA	NA	NA	NA

*Note: Programs may wish to monitor or review the same data point over multiple years.

IV. **Trend Data**
Indicate **at least one** Department Performance Measure that the program/department identified for change or improvement.

Number of graduates, number of majors, credit production, substitutions etc.

c. What was the focus this year?

Department Performance Measure (data point from Trend Data)	Implemented Intervention	Update on Implemented Intervention (i.e. change in target, satisfied with outcome, not satisfied, will continue or not)
NA	NA	NA

d. What will be the focus next year?*

Department Performance Measure (data point from Trend Data)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score	This measure was selected because of last Program Review or Accreditation (yes/no)
Increase number of MBA Accounting and BSAD ACCT enrollments and, therefore, graduates	According to trend data report, there are far fewer Accounting concentration MBA graduates than the other two concentrations	Recruit CPA and CMA students and discuss MBA courses being a part of these programs	18/50	No
Increase all MBA enrollments, and, therefore graduates	Necessary to continue growth in MBA program	• Support activities that reach international audiences - possibly INTL webinar • Seek opportunities for promotion with local employers • Information Sessions • Graduate Fairs • Visual Presence in undergraduate courses to speak about MBA program		No

*Note: Programs may wish to monitor or review the same data point over multiple years.

Program Review Action Plan or External Accreditation Action Letter/Report

Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)

I. Programs that fall under Program Review:
  i. Date of most recent Review:
  ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan	Progress Made this Year

  iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?

☐ Yes

II. Programs with external Accreditation:
  i. Accreditor: IACBE
  ii. Date of last review:
  iii. Date of next review and type of review: Fall 2018 through Spring 2019 self-study; Final report to be submitted to IACBE by October 15, 2019; January 2020 Site visit, April 2020 IACBE Board of Commissioners Meeting
  iv. List key performance indicators:

List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)	Update on fulfilling the action letter/report or on meeting the key performance indicators.
No key issues		

UARC Peer Review of the Program Annual Report

Program: _____ Date of Review: _____

Program Learning Outcomes (PLOs)					
Criterion	**Highly Developed (3)**	**Developed (2)**	**Emerging (1)**	**Initial (0)**	**Score**
Program Learning Outcomes (PLOs)	All or almost all PLOs clearly stated and measurable.	Most of the PLOs clearly stated and measurable.	PLOs written in general, broad or abstract statements OR are not measurable.	PLOs not provided.	
Expected Timing of Assessment	All or almost all PLOs have a timeline stated.	Most PLOs have a timeline stated.	Very few PLOs have a stated timeline.	No timelines are given or are To Be Determined (TBD).	
Assessment Tool Quality	Assessment tool(s) is/are strong: very good quality and appropriate.	Assessment tool(s) are acceptable: good quality and appropriate	Assessment tool(s) are a good start but could use some strengthening or changes.	Assessment tool(s) are either not appropriate or not discussed.	
PLO Assessment	More than one PLO assessed and information is complete in the chart.	At least one PLO assed and information is complete in chart.	At least one PLO assessed, information is not complete in chart.	No assessments completed during the academic year reported.	
Criteria for Success	The criteria for student success of each PLO is clearly stated and is appropriate.	Most criteria for student success of each PLO is clearly stated and is appropriate.	Criteria for student success discussed or touched upon but not clearly stated or is not appropriate.	Criteria for student success not provided.	
Summary of Findings	Measures used in from PLO assessment fully incorporated with additional	Very limited use of data from PLO assessment incorporated with	Used evidence other than PLO assessment to	No summary utilizing assessment data is	

	evidence to formulate the summary and analysis supports the summary.	additional evidence to formulate the summary and analysis somewhat supports summary.	formulate the summary or analysis of the data doesn't seem to support summary.	evident.	
Assessment Plan for Program/Department					
Criterion	**Highly Developed (3)**	**Developed (2)**	**Emerging (1)**	**Initial (0)**	**Score**
Department or Program Assessment Plan	Assessment Plan provided. Has clearly stated process with reasonable expectations.	Assessment Plan provided. Has somewhat clear process and/or somewhat reasonable expectations.	Assessment Plan provided, the process is not clear and/or the expectations are not reasonable.	No Assessment Plan provided.	
Activities and Adjustments to/Deviation from the Department/Program Assessment Plan	Decision to change or not change the assessment plan are clearly stated and decision(s) are appropriate based on the reported results.	Decision to change or not change the assessment plan are described in general terms and may be appropriate based on the reported results.	Decision to change or not change the assessment plan are vague and lack clarity.	No changes are discussed.	
University Data					
Criterion	**Highly Developed (3)**	**Developed (2)**	**Emerging (1)**	**Initial (0)**	**Score**
SSC Data for Current Review Period	Intervention undertaken by program/department for at least one SSC data point. Clearly documented results.	Intervention undertaken by program/department for at least one SSC data point. Plan not fully implemented.	Planned intervention by program/ department for at least one SSC data point. No plan implemented.	No SSC data analyzed and/or reported on.	
SSC Data for Upcoming Review Period	At least one component of the SSC data selected to assess, rationale provided, targets set and intervention seems to be appropriate based on information	At least one component of the SSC selected to assessed, some of the rationale provided, targets set and intervention seems to	SSC data discussed and some or part of the assessment, targets or interventions are emerging but not	No SSC data analyzed and/or reported on.	

Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
	provided.	be appropriate based on information provided.	fully appropriate.		
Trend Data for Current Review Period	Intervention undertaken by program/department for at least one Trend data point. Clearly documented results.	Intervention undertaken by program/department for at least one Trend data point. Plan not fully implemented.	Planned intervention by program/ department for at least one Trend data point. No plan implemented.	No Trend data analyzed and/or reported on.	
Trend Data for Upcoming Review Period	At least one component of the Trend data selected to assess, rationale provided, targets set and intervention seems to be appropriate based on information provided.	At least one component of the Trend selected to assessed, some of the rationale provided, targets set and intervention seems to be appropriate based on information provided.	Trend data discussed and some or part of the assessment, targets or interventions are emerging but not fully appropriate.	No Trend data analyzed and/or reported on.	

Action Plane or External Accreditation Action Letter/Report					
Criterion	**Highly Developed (3)**	**Developed (2)**	**Emerging (1)**	**Initial (0)**	**Score**
Only for those under Program Review *Annual Reflection on Program Review*	Full Action Plan provided with definitive on-going progress clearly stated.	Full Action Plan provided with some discussion of on-going progress plans stated.	Full Action Plan provided with vague ideas regarding on-going progress plans stated.	Action Plan is either not provided or there no progress or plans stated for progress discussed.	
Only for those under External Accreditation *Annual Reflection on Report/Letter from accrediting body.*	Key issues and performance standards provided with definitive on-going progress clearly stated.	Key issues and performance standards provided with some discussion of on-going progress stated.	Key issues and performance standards provided with vague ideas regarding on-going progress plans stated.	Key issues and/or performance standards are either not provided or there has been no progress or plans stated for progress.	

Comments:

NOTE: This rubric is NOT an evaluation of the program/department. It is simply a tool for UARC to use as an aid in reviewing and providing constructive feedback to each program.

Appendix F: Outcomes Assessment Plan
Fitchburg State University
Business Administration Department

Section I: Mission and Broad-Based Goals

Mission of the *Name of your Academic Business Unit*:
The Business Administration Department will prepare each student to take a responsible position within the world of business well equipped with an essential knowledge of business theories, policies, practices, 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 environment.

Broad-Based Student Learning Goals:
1. Students will acquire and interrelate the relevant disciplinary knowledge and competencies appropriate to their programs of study.
2. Students will be able to demonstrate knowledge of the various environments in which business operates.
3. Students will be able to demonstrate knowledge of appropriate decision-support tools and apply them to management decision making.
4. Students will acquire effective business-related professional skills.

Section I: Mission and Broad-Based Goals *(continued)*

Broad-Based 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 attract and retain highly-qualified faculty who are effective teachers and are engaged in significant professional development activities.
3. 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 offer significant hands-on, experiential learning opportunities for students.

Section II: Student Learning Assessment

BACHELOR-LEVEL PROGRAMS

Student Learning Assessment for (Bachelor-Level Program 1)
Program Intended Student Learning Outcomes (Program ISLOs)
1. Student will be able to integrate the major concepts in the functional areas of business to formulate informed decisions. Broad-Based Student Learning Goals to which this Outcome is Linked: 1 Key Learning Outcomes for Bachelor-Level Business Programs to which this Outcome is Linked: 4
2. Students will be able to analyze the legal, social, and economic environments of business. Broad-Based Student Learning Goals to which this Outcome is Linked: 2 Key Learning Outcomes for Bachelor -Level Business Programs to which this Outcome is Linked: 7
3. Students will be able to describe the global environment of business. Broad-Based Student Learning Goals to which this Outcome is Linked: 2 Key Learning Outcomes for Bachelor -Level Business Programs to which this Outcome is Linked: 7
4. Students will be able to distinguish the legal and ethical obligations and responsibilities of business. Broad-Based Student Learning Goals to which this Outcome is Linked: 2 Key Learning Outcomes for Bachelor-Level Business Programs to which this Outcome is Linked: 4
5. Students will be able to apply decision-support tools to business decision making. Broad-Based Student Learning Goals to which this Outcome is Linked: 3 Key Learning Outcomes for Bachelor -Level Business Programs to which this Outcome is Linked: 1, 5
6. Students will be able to demonstrate effective oral and written forms of professional communication. Broad-Based Student Learning Goals to which this Outcome is Linked: 4 Key Learning Outcomes for Bachelor-Level Business Programs to which this Outcome is Linked: 3
7. Students will be able to collaborate and work in teams to solve business problems. Broad-Based Student Learning Goals to which this Outcome is Linked: 4 Key Learning Outcomes for Bachelor-Level Business Programs to which this Outcome is Linked: 1, 2

BACHELOR-LEVEL PROGRAMS (continued)

Student Learning Assessment for (Bachelor-Level Program 1)	
Program Intended Student Learning Outcomes (Program ISLOs)	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	**Performance Objectives (Targets/Criteria) for Direct Measures:**
1. BSBA Capstone Business Simulation Project Program ISLOs Assessed by this Measure: 7	On the BSBA capstone business simulation evaluation rubric, at least 70% of all graduating students achieve on each evaluation criterion a four or higher (out of a possible six representing "exemplary") on the rating scale for each of the program ISLOs # 1 through #7.
2. BSBA Capstone Integrated Case Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6	On the BSBA capstone integrated case evaluation rubric, at least 70% of all graduating students achieve on each evaluation criterion a four or higher (out of a possible six representing "exemplary") on the rating scale for each of the program ISLOs # 1 through #7.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	**Performance Objectives (Targets/Criteria) for Indirect Measures:**
1. BSBA Senior Exit Survey Program ISLOs Assessed by this Measure: 1, 2, 3 ,4, 5, 6, 7	On the BSBA exit survey instrument, at least 80% of graduating students will indicate that to a "moderate extent" or "great extent" learning in their program contributed to the successful achievement of each of the program ISLOs #1 through #7.

Section II: Student Learning Assessment (continued)

MASTER'S-LEVEL PROGRAMS

Student Learning Assessment for (Master's-Level Program 1)
Program Intended Student Learning Outcomes (Program ISLOs)
1. Students will be able to demonstrate well-developed problem solving skills in formulating solutions to new scenarios with decision-support methods. Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 4 Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1
2. Students will be able to integrate theory and practice across business functional areas. Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 3, 4 Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 4, 5, 6, 8
3. Students will be able to articulate the major theories and concepts in the areas of accounting, management, and marketing. Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 4 Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 3, 4
4. Students will be able to apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations. Broad-Based Student Learning Goals to which this Outcome is Linked: 3, 4 Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: *5*
5. Students will be able to communicate to relevant audiences. Broad-Based Student Learning Goals to which this Outcome is Linked: 4 Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 3
6. Students will be able to demonstrate well developed organizational, leadership, and teamwork skills. Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 4 Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 6
7. Students will be able to analyze ethical obligations and responsibilities of business. Broad-Based Student Learning Goals to which this Outcome is Linked: 2 Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 4, 6
8. Students will be able to evaluate the opportunities and challenges of globalization. Broad-Based Student Learning Goals to which this Outcome is Linked: 2 Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 7

MASTER'S-LEVEL PROGRAMS (continued)

Student Learning Assessment for (Master's-Level Program 1)	
Program Intended Student Learning Outcomes (Program ISLOs)	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	**Performance Objectives (Targets/Criteria) for Direct Measures:**
1. MBA Capstone Business Simulation Project Program ISLOs Assessed by this Measure: 6	On the MBA capstone business simulation evaluation rubric, at least 70% of all graduating students achieve on each evaluation criterion a four or higher (out of a possible six representing "exemplary") on the rating scale for each of the program ISLOs # 1 through #8.
2. MBA Capstone Integrated Business Case Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 7, 8	On the MBA capstone integrated case evaluation rubric, at least 70% of all graduating students achieve on each evaluation criterion a four or higher (out of a possible six representing "exemplary") on the rating scale for each of the program ISLOs # 1 through #8.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	**Performance Objectives (Targets/Criteria) for Indirect Measures:**
1. MBA Student Exit Strategy Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	On the MBA exit survey instrument, at least 80% of graduating students will indicate that to a "moderate extent" or "great extent" learning in their program contributed to the successful achievement or each core-outcome-related evaluation and the accounting-outcome-related evaluation criterion.

Section III: Operational Assessment

Intended Operational Outcomes for the Business Administration Department:
1. The Business Administration Department will graduate its students in the program within a reasonable time-frame. Broad-Based Operational Goals to which this Outcome is Linked: 3
2. The Business Administration Department will be successful in contributing to the professional advancement of its MBA graduates. Broad-Based Operational Goals to which this Outcome is Linked: 1
3. The Business Administration Department will be successful in providing high-quality instructions to students. Broad-Based Operational Goals to which this Outcome is Linked: 3
4. Faculty members in the Business Administration Department will be highly qualified in their teaching discipline. Broad-Based Operational Goals to which this Outcome is Linked: 2
5. The academic programs offered by the Business Administration Department will be current, relevant, and meet the needs of business. Broad-Based Operational Goals to which this Outcome is Linked: 1
6. Full-time faculty members in the Business Administration Department will be engaged in appropriate scholarly and professional activities on an annual basis. Broad-Based Operational Goals to which this Outcome is Linked: 2
7. Undergraduate students in the Business Administration Department will have the opportunity to participate in relevant internships and business laboratories. Broad-Based Operational Goals to which this Outcome is Linked: 4
8. The Business Administration Department will provide the foundation to enable undergraduate students to successfully pursue employment in the field of business or advanced degrees within a reasonable timeframe after graduation. Broad-Based Operational Goals to which this Outcome is Linked: 1
9. The Business Administration Department will be successful in providing effective academic advising to its students in the bachelor programs. Broad-Based Operational Goals to which this Outcome is Linked: 3

Section III: Operational Assessment (continued)

Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. BSBA Senior Exit Survey Intended Operational Outcomes Assessed by this Measure: 1, 3, 8	IOOA #1: On the exit survey instrument, at least 53% of graduating students will indicate that they will graduate within 6 years or less of starting program. IOOA #3: On the exit survey instrument, at least 80% of graduating students will indicate that to a "moderate extent" or "great extent" they are satisfied with the BSAD's program content and the manner in which it was delivered. IOOA #8: On the exit survey instrument, at least 80% of graduating students will indicate that they are currently employed within the field of business, are pursuing employment within the field of business, or are pursuing an advanced degree.
2. MBA Student Exit Survey Intended Operational Outcomes Assessed by this Measure: 1, 2, 3	IOOA #1: On the exit survey instrument, at least 75% of graduating students will indicate that they will graduate within 6 years or less of starting program. IOOA #2: On the MBA exit survey instrument, at least 80% of graduating students will indicate that to a "moderate extent" or "great extent" learning in their program contributed to their professional achievement. IOOA #3: On the exit survey instrument, at least 80% of graduating students will indicate that to a "moderate extent" or "great extent" they are satisfied with the BSAD's program content and the manner in which it was delivered.
3. Faculty Credentials Files Intended Operational Outcomes Assessed by this Measure: 3, 4	100% of faculty will be either academically (doctoral degree) or professionally qualified.
4. Advisory Board Survey Intended Operational Outcomes Assessed by this Measure: 5	On the survey instrument, at least 80% of advisory board members will indicate that to a "moderate extent" or "great extent" the BSAD's academic programs offered are current, relevant, and meet the needs of business.
5. Faculty CV Files Intended Operational Outcomes Assessed by this Measure: 6	80% of full-time faculty are to be engaged in scholarship and professionally related activities.
6. Course Schedule List, Semester Reports on Internships, Business Lab Intended Operational Outcomes Assessed by this Measure: 7	Internships and Business Labs are offered every Fall and Spring semesters. 100% of internships relate to the student's concentration.
7. Academic Advising Survey (undergraduate only), DegreeWorks, SSC Platform (undergraduate only), Suggested Plans of Study (undergraduate) and Course Rotations (graduate) Intended Operational Outcomes Assessed by this Measure: 9	Results from Academic Advising Survey: the mean rating of students will be two or less (out of a possible 5, where 1 = very much and 5 = not at all, for the question "how would you rate your overall advising experience with your present advisor."). 100% of faculty advisors will use SSC and DegreeWorks. Plans of study and two year course rotations are available to students (website)

Section IV: Linkage of Outcomes Assessment with Strategic Planning and Budgeting

A. Provide a narrative that describes the ways in which the results from implementing your outcomes assessment plan (i.e., changes and improvements needed) are linked to the strategic planning processes of the academic business unit and the institution.

B. If possible, the academic business unit's outcomes assessment process should also be connected to the institutional budgeting process. If applicable, provide a narrative that describes this connection.

Linkage with Business Administration Department's and Institution's Strategic Planning Processes

Business Administration Department's Strategic Planning Process

The changes and improvements that result from implementing the Business Administration Department's Outcomes Assessment Plan are linked to the department's strategic planning processes. This is because information obtained from implementation of the Outcomes Assessment Plan is used to assess attainment of many of the department's strategic overall objectives. Additionally, results obtained from the Outcomes Assessment Plan will inform updated versions of the department's strategic plan. Finally, achievement of the broad-based goals, learning outcomes, and operational outcomes included in the Outcomes Assessment Plan link to and support many of the overall objectives described within the department's Strategic Plan for 2013 - 2018 and vice versa.

In addition, a process is in place to ensure a linkage exists between the Business Administration Department's assessment effort and strategic planning process. The Business Administration Department's assessment coordinators and chair regularly ensure that the department's strategic plan is in alignment with action plan items.

The university has commenced a new strategic planning cycle. This process is university-wide and will yield a new strategic plan for the university. It is anticipated that the department of business will align the departmental strategic plan with the new university plan in the spring of 2015.

Also, the Business Administration Department's Advisory Board has met at least once a year for the past three years. For instance, they recently met in March 2014. The advisory board is comprised of business leaders with specializations that cover key business areas. During meetings, the advisory board members are provided with an overview of the department's recent assessment activities as well as previous assessment results.

The School of Business & Technology's action plan to offer an accelerated 7 week delivery for its MBA program met the university's goal for access while adapting the technological resources for the online program and the financial resources to sustain additional faculty. The accelerated online program is among the university's high enrollment programs and the key performance indicators developed for the program include timely scheduling of courses and selection of qualified adjunct faculty and assessment of student learning outcomes.

Institution's Strategic Planning Process

Similar to the business department's strategic planning process, achievement of the broad-based goals, learning outcomes, and operational outcomes included in the Outcomes Assessment Plan link to and support many of the objectives described within Fitchburg State University's Strategic Plan 2009 – 2014 and vice versa.

Additionally, a process is in place to ensure a linkage exists between the Fitchburg State University strategic planning process and the Business Administration Department's outcomes assessment. In particular, for each academic year, the Business Administration Department's assessment coordinators submit 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 propose 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

Furthermore, the Fitchburg State University Director of Assessment compiles each department's outcomes assessment report and shares the compilation with the Academic Affairs team and the academic chairs. This provides an opportunity for both administration and programs across the campus to provide feedback on the assessed outcomes and assessment plans for each program.

Budgeting Process Connection

The Business Administration Department submits a budget proposal with justification for requested funding. Additionally, the Business Administration Department submits faculty requests, with justification. Therefore, the Business Administration Department may incorporate budget and faculty requests related to outcomes assessment as needed.

Appendix G: Exit Interviews

BSBA Senior Exit Survey
AY 2017 - 2018

Using the following scale, indicate the degree to which learning in your program contributed to the successful achievement of the following Bachelor of Science in Business Administration (BSBA) core and concentration specific learning outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent
You can explain the major concepts in the functional areas of accounting, marketing, finance, and management.				
You can evaluate the legal, social, and economic environments of business.				
You can describe the global environment of business.				
You can describe and explain the ethical obligations and responsibilities of business.				
You can apply decision-support tools to business decision making.				
You can construct and present effective oral and written forms of professional communication.				
You can apply knowledge of business concepts and functions in an integrated manner.				
If your concentration is Management please respond to the question below:				
You can demonstrate knowledge and competencies in performing the basic activities of managers in an organizational setting.				
You can demonstrate an understanding of team effectiveness and apply the principles of effective leadership in an organizational setting.				
If your concentration is Marketing please respond to the question below:				
You can demonstrate knowledge and competencies in fundamental marketing concepts, theories, and principles in areas of marketing policy, market and consumer behavior, product distribution, promotion, and pricing.				
You can identify types of business strategies that contribute to establishing brands in a global setting.				
If your concentration is Accounting please respond to the questions below:				
You can calculate, record, and provide financial information about the reporting entity that is useful to its present and potential equity investors, its lenders, and other creditors to assist them in making decisions about providing resources to the entity.				
You can identify types of taxes used by federal and state governments to raise revenue, differentiate between tax avoidance and tax evasion; apply the tax tables and tax rate schedules to determine taxable income or refund.				

	Not at All	Small Extent	Moderate Extent	Great Extent
You can describe the functions of managerial and cost accounting in the areas of planning with the use of budgets; controlling, by assessing the entity's financial performance, and decision-making where the entity uses results of its financial performance to make current and future decisions.				

Using the following scale, indicate the degree to which you agree with the following statements based on the Business Administration Department's operational outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent
You are prepared to take a responsible position within the world of business.				
You were satisfied with the Business Administration's BSBA program content and the manner in which it was delivered.				

Answer "Yes" or "No" to the following statements based on the Business Administration Department's operational outcomes:

Please respond to the questions below:	Yes	No
You were able to complete your program within six-years or less.		
You are currently employed within the field of business, are pursing employment within the field of business, or are pursuing an advanced degree.		

BSAD Student Exit Survey
AY 2018 - 2019

Using the following scale, indicate the degree to which learning in your program contributed to the successful achievement of the following BSAD core and specialized track specific learning outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent
You can demonstrate well-defined problem solving skills, including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new settings.	0	3.5%	14.3%	82.2%
You can integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.	0	2.3%	14.2%	83.5%
You can articulate major theories and concepts in the areas of accounting, management, and marketing.	0	5.6%	26.9%	67.5%
You can apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.	0	3.2%	25.6%	71.2%
You can communicate to relevant audiences, including composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.	0	3.5%	28.1%	68.4%
You can demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.	0	2.3%	26.5%	71.2%
You can identify and analyze the ethical obligations and responsibilities of business.	0	4.2%	24.6%	71.2%
You can identify the opportunities and challenges of globalization and apply managerial skills to global business issues.	0	3.5%	27.7%	68.8%

Using the following scale, indicate the degree to which you agree with the following statements based on the Business Administration Department's operational outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent
You were satisfied with the Business Administration's BSAD program content and the manner in which it was delivered.	0	8.2%	10.4%	81.4%
The Business Administration Department's BSAD contributed to your professional advancement.	0	3.5%	16.6%	79.9%

Answer "Yes" or "No" to the following statements based on the Business Administration Department's operational outcomes:

Please respond to the questions below:	Yes	No
You were able to complete your program within six-years or less of starting your program.	81.4	18.6

BSBA Evaluation Rubric
AY 2017-2018

			N=	10	5

Number AVG	Type	Criteria	ACC AVG	MKT AVG	MGT
1	Core	Students will be able to explain the major concepts in the functional areas of accounting, marketing, finance, and marketing.			
2	Core	Students will be able to evaluate the legal, social, and economic environments of business.			
3	Core	Students will be able to describe the global environment of business.			
4	Core	Students will be able to describe and explain the ethical obligations and responsibilities of business.			
5	Core	Students will be able to apply decision-support tools to business decision making.			
6	Core	Students will be able to construct and present effective oral and written forms of professional communication.			
7	Core	Students will be able to apply knowledge of business concepts and functions in an integrated manner.			
8	Accounting	Students will be able to understand how to calculate, record, and provide financial information about the reporting entity that is useful to its present and potential equity investors, its lenders, and other creditors to assist them in making decisions about providing resources to the entity.			
9	Accounting	Students will be able to identify types of taxes used by federal and state governments to raise revenue, differentiate between tax avoidance and tax evasion; apply the tax tables and tax rate schedules to determine taxable income or refund.			
10	Accounting	Student will be able to understand the functions of managerial and cost accounting in the areas of planning with the use of budgets; controlling, by assessing the entity's financial performance, and decision-making where the entity uses results of its financial performance to make current and future decisions.			
11	Management	Students will be able to demonstrate knowledge of and competencies in performing the basic activities of managers in an organizational setting.			
12	Management	Students will be able to demonstrate an understanding of team effectiveness and apply the principles of effective leadership in an organizational setting.			
13	Marketing	Students will be able to demonstrate knowledge and competencies in fundamental marketing concepts, theories, and principles in areas of marketing policy, market and consumer behavior, product distribution, promotion, and pricing.			

14	Marketing	Students will be able to identify types of business strategies that contribute to establishing brands in a global setting.			

BSBA Evaluation Rubric
AY 2018-2019

			N=	8	4
9 Number AVG	Type	Criteria	ACC AVG	MKT AVG	MGT AVG
1	ISLOs	Student will be able to integrate the major concepts in the functional areas of business to formulate informed decisions.			
2	ISLOs	Students will be able to evaluate and apply the legal, social, and economic environments of business.			
3	ISLOs	Students will be able to describe the global environment of business.			
4	ISLOs	Students will be able to distinguish the legal and ethical obligations and responsibilities of business.			
5	ISLOs	Students will be able to apply decision-support tools to business decision making.			
6	ISLOs	Students will be able to construct and demonstrate effective oral and written forms of professional communication.			
7	ISLOs	Students will be able to collaborate and work in teams to solve business problems.			

MBA Internship Survey - Accounting
AY 2017 – 2018

Using the following scale, indicate the degree to which learning in your internship contributed to the successful achievement of the following learning outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent	NA
You can demonstrate well-defined problem solving skills, including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting					
You can integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.					
You can articulate major theories and concepts in the areas of accounting, finance, management, and marketing.					
You can employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.					
You can communicate to relevant audiences, including composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.					
You can demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.					
You can identify and analyze the ethical obligations and responsibilities of business.					
You can identify the opportunities and challenges of globalization and apply managerial skills to global business issues.					
If your specialized track is Accounting, then please respond to the questions below:					
You can describe the role and importance of key change factors, explain the linkage between standard setting and theory formulation in accounting, distinguish between data and information, prepare dataflow diagram to understand, evaluate and design information systems, and explain the importance of upholding ethics in accounting.					
You can describe the functions of managerial and cost accounting, compute break-even point and explain the effects of shifts in sales mix on contribution margin, explain how a balanced scorecard fits together and how it supports a company's strategy, and understand the impact of transfer pricing on the U.S economy with specific focus on taxation.					
If your specialized track is Human Resource Management, then please respond to the question below:					
You can apply comprehensive organizational human resource principles in situations and link these to business outcomes on the job.					
You can demonstrate an understanding of human resource development, workforce planning, compensation and benefits, employee and labor relations, legal compliance, and ethical issues.					
If your specialized track is Management, then please respond to the question below:					
You can explain the fundamental activities of business management and apply critical thinking skills to managerial decisions.					

You can demonstrate competencies in effective change management that drive measurable business results.					

MBA Internship Survey – HR Management
AY 2017 – 2018

Using the following scale, indicate the degree to which learning in your internship contributed to the successful achievement of the following learning outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent	NA
You can demonstrate well-defined problem solving skills, including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting					
You can integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.					
You can articulate major theories and concepts in the areas of accounting, finance, management, and marketing.					
You can employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.					
You can communicate to relevant audiences, including composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.					
You can demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.					
You can identify and analyze the ethical obligations and responsibilities of business.					
You can identify the opportunities and challenges of globalization and apply managerial skills to global business issues.					
If your specialized track is Accounting, then please respond to the questions below:					
You can describe the role and importance of key change factors, explain the linkage between standard setting and theory formulation in accounting, distinguish between data and information, prepare dataflow diagram to understand, evaluate and design information systems, and explain the importance of upholding ethics in accounting.					
You can describe the functions of managerial and cost accounting, compute break-even point and explain the effects of shifts in sales mix on contribution margin, explain how a balanced scorecard fits together and how it supports a company's strategy, and understand the impact of transfer pricing on the U.S economy with specific focus on taxation.					
If your specialized track is Human Resource Management, then please respond to the question below:					
You can apply comprehensive organizational human resource principles in situations and link these to business outcomes on the job.					
You can demonstrate an understanding of human resource development, workforce planning, compensation and benefits, employee and labor relations, legal compliance, and ethical issues.					

If your specialized track is Management, then please respond to the question below:					
You can explain the fundamental activities of business management and apply critical thinking skills to managerial decisions.					
You can demonstrate competencies in effective change management that drive measurable business results.					

MBA Internship Survey – Management
AY 2017 – 2018

Using the following scale, indicate the degree to which learning in your internship contributed to the successful achievement of the following learning outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent	NA
You can demonstrate well-defined problem solving skills, including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting					
You can integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.					
You can articulate major theories and concepts in the areas of accounting, finance, management, and marketing.					
You can employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.					
You can communicate to relevant audiences, including composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.					
You can demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.					
You can identify and analyze the ethical obligations and responsibilities of business.					
You can identify the opportunities and challenges of globalization and apply managerial skills to global business issues.					
If your specialized track is Accounting, then please respond to the questions below:					
You can describe the role and importance of key change factors, explain the linkage between standard setting and theory formulation in accounting, distinguish between data and information, prepare dataflow diagram to understand, evaluate and design information systems, and explain the importance of upholding ethics in accounting.					
You can describe the functions of managerial and cost accounting, compute break-even point and explain the effects of shifts in sales mix on contribution margin, explain how a balanced scorecard fits together and how it supports a company's strategy, and understand the impact of transfer pricing on the U.S economy with specific focus on taxation.					
If your specialized track is Human Resource Management, then please respond to the question below:					

You can apply comprehensive organizational human resource principles in situations and link these to business outcomes on the job.				
You can demonstrate an understanding of human resource development, workforce planning, compensation and benefits, employee and labor relations, legal compliance, and ethical issues.				
If your specialized track is Management, then please respond to the question below:				
You can explain the fundamental activities of business management and apply critical thinking skills to managerial decisions.				
You can demonstrate competencies in effective change management that drive measurable business results.				

MBA Student Exit Survey
AY 2018 – 2019

MGMT 9500 (CRN 14629, 14630 and 14686)

Using the following scale, indicate the degree to which learning in your program contributed to the successful achievement of the following Master of Business Administration (MBA) core and specialized track specific learning outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent
You can demonstrate well-defined problem-solving skills, including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new settings.				
You can integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.				
You can articulate major theories and concepts in the areas of accounting, management, and marketing.				
You can apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.				
You can communicate to relevant audiences, including composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.				
You can demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.				
You can identify and analyze the ethical obligations and responsibilities of business.				
You can identify the opportunities and challenges of globalization and apply managerial skills to global business issues.				

Using the following scale, indicate the degree to which you agree with the following statements based on the Business Administration Department's operational outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent

Please respond to the questions below:				
You were satisfied with the Business Administration's MBA program content and the manner in which it was delivered.				
The Business Administration Department's MBA contributed to your professional advancement.				

Answer "Yes" or "No" to the following statements based on the Business Administration Department's operational outcomes:

Please respond to the questions below:	Yes	No
You were able to complete your program within six-years or less of starting your program.		

MBA Student Exit Survey - AY 2017 – 2018
Accounting

Using the following scale, indicate the degree to which learning in your program contributed to the successful achievement of the following Master of Business Administration (MBA) core and specialized track specific learning outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent
You can demonstrate well-defined problem solving skills, including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting				
You can integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.				
You can articulate major theories and concepts in the areas of accounting, finance, management, and marketing.				
You can employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.				
You can communicate to relevant audiences, including composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.				
You can demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.				
You can identify and analyze the ethical obligations and responsibilities of business.				
You can identify the opportunities and challenges of globalization and apply managerial skills to global business issues.				
If your specialized track is Accounting, then please respond to the questions below:				

You can describe the role and importance of key change factors, explain the linkage between standard setting and theory formulation in accounting, distinguish between data and information, prepare dataflow diagram to understand, evaluate and design information systems, and explain the importance of upholding ethics in accounting.				
You can describe the functions of managerial and cost accounting, compute break-even point and explain the effects of shifts in sales mix on contribution margin, explain how a balanced scorecard fits together and how it supports a company's strategy, and understand the impact of transfer pricing on the U.S economy with specific focus on taxation.				
If your specialized track is Human Resource Management, then please respond to the question below:				
You can apply comprehensive organizational human resource principles in situations and link these to business outcomes on the job.				
You can demonstrate an understanding of human resource development, workforce planning, compensation and benefits, employee and labor relations, legal compliance, and ethical issues.				
If your specialized track is Management, then please respond to the question below:				
You can explain the fundamental activities of business management and apply critical thinking skills to managerial decisions.				
You can demonstrate competencies in effective change management that drive measurable business results.				

Using the following scale, indicate the degree to which you agree with the following statements based on the Business Administration Department's operational outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent
You are prepared to take a responsible position within the world of business.				
You were satisfied with the Business Administration's MBA program content and the manner in which it was delivered.				
The Business Administration Department's MBA contributed to your professional development				

Answer "Yes" or "No" to the following statements based on the Business Administration Department's operational outcomes:

Please respond to the questions below:	Yes	No
You were able to complete your program within six-years or less.		

MBA Student Exit Survey - AY 2017 - 2018
HR Management

Using the following scale, indicate the degree to which learning in your program contributed to the successful achievement of the following Master of Business Administration (MBA) core and specialized track specific learning outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent
You can demonstrate well-defined problem solving skills, including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting				
You can integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.				
You can articulate major theories and concepts in the areas of accounting, finance, management, and marketing.				
You can employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.				
You can communicate to relevant audiences, including composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.				
You can demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.				
You can identify and analyze the ethical obligations and responsibilities of business.				
You can identify the opportunities and challenges of globalization and apply managerial skills to global business issues.				
If your specialized track is Accounting, then please respond to the questions below:				
You can describe the role and importance of key change factors, explain the linkage between standard setting and theory formulation in accounting, distinguish between data and information, prepare dataflow diagram to understand, evaluate and design information systems, and explain the importance of upholding ethics in accounting.				
You can describe the functions of managerial and cost accounting, compute break-even point and explain the effects of shifts in sales mix on contribution margin, explain how a balanced scorecard fits together and how it supports a company's strategy, and understand the impact of transfer pricing on the U.S economy with specific focus on taxation.				
If your specialized track is Human Resource Management, then please respond to the question below:				
You can apply comprehensive organizational human resource principles in situations and link these to business outcomes on the job.				
You can demonstrate an understanding of human resource development, workforce planning, compensation and benefits, employee and labor relations, legal compliance, and ethical issues.				
If your specialized track is Management, then please respond to the question below:				
You can explain the fundamental activities of business management and apply critical thinking skills to managerial decisions.				

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent
You can demonstrate competencies in effective change management that drive measurable business results.				

Using the following scale, indicate the degree to which you agree with the following statements based on the Business Administration Department's operational outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent
You are prepared to take a responsible position within the world of business.				
You were satisfied with the Business Administration's MBA program content and the manner in which it was delivered.				
The Business Administration Department's MBA contributed to your professional development				

Answer "Yes" or "No" to the following statements based on the Business Administration Department's operational outcomes:

Please respond to the questions below:	Yes	No
You were able to complete your program within six-years or less.		

MBA Student Exit Survey
AY 2017 - 2018
Management

Using the following scale, indicate the degree to which learning in your program contributed to the successful achievement of the following Master of Business Administration (MBA) core and specialized track specific learning outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent
You can demonstrate well-defined problem solving skills, including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions, and adapt and innovate in new setting				
You can integrate theory and practice across business functional areas and employ appropriate decision-support methods for the purpose of strategic analysis, planning, implementation, and control.				
You can articulate major theories and concepts in the areas of accounting, finance, management, and marketing.				
You can employ and apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.				
You can communicate to relevant audiences, including composition of clear, consistent, and effective written forms of communication and the composition and presentation of effective oral business presentations.				
You can demonstrate well developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.				

You can identify and analyze the ethical obligations and responsibilities of business.				
You can identify the opportunities and challenges of globalization and apply managerial skills to global business issues.				
If your specialized track is Accounting, then please respond to the questions below:				
You can describe the role and importance of key change factors, explain the linkage between standard setting and theory formulation in accounting, distinguish between data and information, prepare dataflow diagram to understand, evaluate and design information systems, and explain the importance of upholding ethics in accounting.				
You can describe the functions of managerial and cost accounting, compute break-even point and explain the effects of shifts in sales mix on contribution margin, explain how a balanced scorecard fits together and how it supports a company's strategy, and understand the impact of transfer pricing on the U.S economy with specific focus on taxation.				
If your specialized track is Human Resource Management, then please respond to the question below:				
You can apply comprehensive organizational human resource principles in situations and link these to business outcomes on the job.				
You can demonstrate an understanding of human resource development, workforce planning, compensation and benefits, employee and labor relations, legal compliance, and ethical issues.				
If your specialized track is Management, then please respond to the question below:				
You can explain the fundamental activities of business management and apply critical thinking skills to managerial decisions.				
You can demonstrate competencies in effective change management that drive measurable business results.				

Using the following scale, indicate the degree to which you agree with the following statements based on the Business Administration Department's operational outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent
You are prepared to take a responsible position within the world of business.				
You were satisfied with the Business Administration's MBA program content and the manner in which it was delivered.				
The Business Administration Department's MBA contributed to your professional development				

Answer "Yes" or "No" to the following statements based on the Business Administration Department's operational outcomes:

Please respond to the questions below:	Yes	No
You were able to complete your program within six-years or less.		

Public Disclosure of Student Achievement

Institution Name: Fitchburg State University

Business Unit(s) included in this report: Business Administration

Academic Period Covered: Academic Year 2016-17

Date Submitted: October 23, 2017

PROGRAM	INDICATOR	RESULT
Bachelor of Science in Business Administration with concentration in		
Accounting		
Management		
Marketing		
Master of Science in Business Administration with concentration in		
Accounting		
Human Resources		
Management		

Indicators Used

INDICATOR	DESCRIPTION AND HOW IT WAS CALCULATED
Retention Rate	Fulltime undergraduate freshman enrolled in Fall 2016 term and still enrolled in Fall 2017 term.
Graduation Rate	Of MBA students first enrolled in Fall 2012 and graduated be end of academic year 2016.

Undergraduate Internship Survey
Spring 2017

Using the following scale, indicate the degree to which learning in your internship contributed to the successful achievement of the following learning outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent	NA
You can explain the major concepts in the functional areas of accounting, marketing, finance, and management.					
You can evaluate the legal, social, and economic environments of business.					
You can describe the global environment of business.					
You can describe and explain the ethical obligations and responsibilities of business.					
You can apply decision-support tools to business decision making.					
You can construct and present effective oral and written forms of professional communication.					
You can apply knowledge of business concepts and functions in an integrated manner.					
If your concentration is Management please respond to the question below:					
You can demonstrate knowledge and competencies in performing the basic activities of managers in an organizational setting.					
You can demonstrate an understanding of team effectiveness and apply the principles of effective leadership in an organizational setting.					
If your concentration is Marketing please respond to the question below:					
You can demonstrate knowledge and competencies in fundamental marketing concepts, theories, and principles in areas of marketing policy, market and consumer behavior, product distribution, promotion, and pricing.					
You can identify types of business strategies that contribute to establishing brands in a global setting.					
If your concentration is Accounting please respond to the questions below:					
You can calculate, record, and provide financial information about the reporting entity that is useful to its present and potential equity investors, its lenders, and other creditors to assist them in making decisions about providing resources to the entity.					

You can identify types of taxes used by federal and state governments to raise revenue, differentiate between tax avoidance and tax evasion; apply the tax tables and tax rate schedules to determine taxable income or refund.					
You can describe the functions of managerial and cost accounting in the areas of planning with the use of budgets; controlling, by assessing the entity's financial performance, and decision-making where the entity uses results of its financial performance to make current and future decisions.					

Undergraduate Internship Survey Recap
Fall 2018 SP 2019
N=

Using the following scale, indicate the degree to which learning in your internship contributed to the successful achievement of the following learning outcomes:

Please respond to the questions below:	Not at All	Small Extent	Moderate Extent	Great Extent	NA
You can explain the major concepts in the functional areas of accounting, marketing, finance, and management.					
You can evaluate the legal, social, and economic environments of business.					
You can describe the global environment of business.					
You can describe and explain the ethical obligations and responsibilities of business.					
You can apply decision-support tools to business decision making.					
You can construct and present effective oral and written forms of professional communication.					
You can apply knowledge of business concepts and functions in an integrated manner.					
If your concentration is Management please respond to the question below:					
You can demonstrate knowledge and competencies in performing the basic activities of managers in an organizational setting.					
You can demonstrate an understanding of team effectiveness and apply the principles of effective leadership in an organizational setting.					
If your concentration is Marketing please respond to the question below:					
You can demonstrate knowledge and competencies in fundamental marketing concepts, theories, and principles in areas of marketing policy, market and consumer behavior, product distribution, promotion, and pricing.					
You can identify types of business strategies that contribute to establishing brands in a global setting.					
If your concentration is Accounting please respond to the questions below:					
You can calculate, record, and provide financial information about the reporting entity that is useful to its present and potential equity investors, its lenders, and other creditors to assist them in making					

decisions about providing resources to the entity.					
You can identify types of taxes used by federal and state governments to raise revenue, differentiate between tax avoidance and tax evasion; apply the tax tables and tax rate schedules to determine taxable income or refund.					
You can describe the functions of managerial and cost accounting in the areas of planning with the use of budgets; controlling, by assessing the entity's financial performance, and decision-making where the entity uses results of its financial performance to make current and future decisions.					

BSBA CORE CURRICULUM

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 1700 (Introduction to Computer Information Systems)
(Program required course)

Course Description: This course introduces the student to computer information science and its applications. The student develops literacy in the computer and its uses. The laboratory work includes an introduction to word processing, spreadsheets, presentation and database software. No previous knowledge of computers is required or presumed. *Prerequisite: Basic Math II.*

Instructor: Pereira
Required Text: Synder, L., & Henry, R. L.: Fluency with information technology: Skills, Concepts, & Capabilities, Pearson Education, Inc.

Cram, C. M.: Microsoft Office 65 Office 2016, Cengage Learning.

Topic Outline	Estimated Contact Hours
I. Fundamental Software Application Skills	15
A. Microsoft Word	
B. Microsoft Excel	
C. Microsoft PowerPoint	
D. Microsoft Access	
II. Basic Computer Information Technology Terminology	3
A. Hardware	
B. Software	
III. Components and Implications of Graphical User Interfaces	3
IV. Fundamental Patterns on which all Information Technology is Built	4
V. Web Site	6
A. Organization	
B. How Search Engines Work	
C. Evaluation of Accuracy of Web Content	
D. Search Strategies (locate, evaluate, and select references)	
E. Proper Citation	

VI.	Basic Computer Software and Hardware Debugging Strategies and Workarounds	2
VII.	Basic Privacy and Digital Security Concepts and their Implications (US and Global)	3
VIII.	Ethical Issues and the Impact of Computers on Society	4
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of BTK-Topics Covered in this Course	**Estimated Contact Hours**
Accounting	0
Marketing	4
Finance	0
Management	
Management Principles	2
Organizational Behavior	0
Human Resource Management	0
Operations Management	7
Economic/Social/Legal Environment	
Legal Environment of Business	
Economics	0
Business Ethics	3
Decision-Support Tools	
Information Systems	40
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	2
Integrative Experiences	0
Total (estimate of contact hours)	58

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 2010 (Introduction to Financial Reporting)
(Program required course)

Course Description: This course provides an overview of financial accounting/reporting in its role as an information system within the socioeconomic environment of business. Financial reporting concepts and practices are presented from a decision perspective in which the content of financial statements and the analysis, interpretation and application of this information in making rational business decisions are examined. Relationships between business events and elements of the financial statements are analyzed. Coverage of accounting procedures is presented to the extent that they are necessary to understand the substance of financial statement information. Internal control of accounting systems will be considered. A base of analytical tools will be provided for interpretation of financial information. Specific financial accounting issues related to current and long-term operational assets, current liabilities, debt instruments and equity are discussed. *Prerequisites: sophomore status, BSAD 1700 or CSC 1400, MATH 0200.*

Instructors:	Hollingsworth and Chan
Required Text:	Williams, Haka, Bettner, Carcello: <u>Financial Accounting</u>, McGraw-Hill

Topic Outline	**Estimated Contact Hours**
I. Accounting Information	6
A. Financial vs. Managerial Accounting	
B. Role of the Accounting Information System	
C. Internal and External Users of Accounting Information	
D. Professional Accounting Organizations	
E. Career Opportunities in Accounting	
F. Professional Ethics and Responsibilities	
II. Overview of Basic Financial Statements	3
A. Balance Sheet, Income Statement, Statement of Cash Flows	
B. Accounting Equation and Transactions Analysis	
C. Forms of Business Organizations	
D. Ethics, Fraud, and Corporate Governance	
III. Accounting Cycle	15
A. Analyzing, Journalizing, and Posting Transactions	
B. Debits and Credits	
C. Unadjusted, Adjusted, and Post-closing Trial Balances	
D. Accrual and Deferral Adjusting Entries	
E. Preparing Financial Statements	
F. Closing Entries	

IV. Merchandising Activates   6
    A. Recording Merchandising Transactions
    B. Periodic and Perpetual Inventory Systems
    C. Inventory Cost Flow Assumptions; LIFO, FIFO, Weighted Average
    D. Costing Ending Inventories
    E. Calculating Cost of Goods Sold

V. Financial Assets and Plant and Intangible Assets   5
    A. Cash Management, Internal Controls, Bank Reconciliations
    B. Bad Debts Expense and Recording Allowance for Doubtful Accounts
    C. Notes Receivable
    D. Accounting for Tangible and Intangible Fixed Assets
    E. Depreciation and Amortization Methods

VI. Liabilities & Stockholders' Equity   5
    A. Current and Payroll-related Liabilities
    B. Recording Bonds at Par and Interest Expense
    C. Recording Issuances of Common and Preferred Stock

Total Sessions Expressed as Contact Hours   40

Recap

Identification of BTK Topics Covered in This Course	Estimated Contact Hours	
Accounting		40
Marketing		0
Finance		1
Management		
Management Principles	1	
Organizational Behavior		0
Human Resource Management	0	
Operations Management		3
Economic/Social/Legal Environment		
Legal Environment of Business	2	
Economics		0
Business Ethics	2	
Decision-Support Tools		
Information Systems		1
Quantitative Methods/Statistics	0	
International/Global Dimensions of Business	1	
Integrative Experience	2	
Total (estimate of contact hours)		53

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 2020 (Introduction to Managerial Accounting)
(Program required course)

Course Description: This course stresses the usefulness of accounting data as it relates to the managerial decision making process relative to planning, control and analysis. Among the multifaceted areas of study are cost volume, profit analysis, budgeting, performance analysis and organizational planning and control. *Prerequisites: BSAD 2010, ECON 1200, MATH 1250 or MATH 2200.*

Instructors: Hollingsworth and Chan

Required Text: Brewer, Garrison, Noreen: Introduction to Managerial Accounting McGraw-Hill

Topic Outline	Estimated Contact Hours
I. Managerial Accounting and Cost Concepts	5
A. Financial vs. Managerial Accounting	
B. Management Skills	
C. Ethics in Business	
D. Cost Classifications and Decision-making	
E. Cost Behavior	
F. Cost Analysis Using Hi-Lo and Regression	
II. Job Order Costing/Process Costing	7
A. Direct and Indirect Costs	
B. Applying Manufacturing Overhead	
C. Flow of Manufacturing Costs	
D. Cost of Goods Manufactured/Sold	
E. Under/Over-Applied Overhead	
F. Equivalent Units of Production	
G. Calculating Cost Per Unit	
III. Activity-Based Costing	3
A. Assigning Overhead Costs to Products	
B. Using Activity-Based Costing	
C. Comparing/Contrasting Activity-Based and Conventional Costing	
IV. Cost-Volume-Profit Relationships (CVP)	8
A. Using a CVP Template to Solve for Unknowns	
B. Breakeven and Target Profit Analysis	
C. Effect of Cost Structures on the CVP Model	
D. Using CVP in a Multiproduct Environment	

V. Profit Planning and Budgeting	5
A. Human Factors in Budgeting	
B. Preparing a Master Budget	
C. Master Budget Project Using Excel	
VI. Differential Analysis in Decision-Making	6
A. Cost Concepts for Decision-Making	
B. Adding/Dropping Product Lines	
C. Make or Buy Decisions	
D. Pricing Special Orders	
E. Constrained Resources	
F. Joint Product Costs	
VII. Statement of Cash Flows (SCF)	6
A. Sources/Uses of Cash	
B. Direct and Indirect Methods	
C. Operating, Investing, and Financing Activities	
D. Preparing/Interpreting the SCF	
Total Sessions Expressed as Contact Hours	40

Recap

Identification of BTK Topics Covered in This Course	Estimated Contact Hours
Accounting	40
Marketing	4
Finance	2
Management	
Management Principles	2
Organizational Behavior	1
Human Resource Management	1
Operations Management	2
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	0
Business Ethics	1
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	2
International/Global Dimensions of Business	0
Integrative Experience	2

Total (estimate of contact hours)

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 3200 (Principles of Management)
(Program required course)

Course Description: The purpose of this course is to introduce the study of basic management concepts and practices. This course covers principles and techniques as they relate to planning, organizing, leading and controlling business enterprises.

Instructors: Scapparone, Greenwood, Kim, Crawley, Lohman
Required Text: **Pearson,** Management A Focus on Leaders 2nd, McKee

Topic Outline	Estimated Contact Hours
I. Introduction to Management	14
A. Overview	
B. History	
C. Organizational Environments & Culture	
D. Ethics & Social Responsibility	
II. Planning	3
A. Planning	
B. Decision Making	
III. Global Management	3
A. Cultural Differences	
IV. Organizing	3
A. Departmentalization	
V. Leading	3
A. Motivation	
B. Leadership	
C. Managing Communications	
VI. Controlling	3
A. Control Processes & Methods	
VII. Group Projects	6
Total Sessions Expressed as Contact Hours	40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	1
Marketing	1
Finance	1
Management	
Management Principles	30
Organizational Behavior	7
Human Resource Management	6
Operations Management	5
Economic/Social/Legal Environment	
Legal Environment of Business	3
Economics	3
Business Ethics	4
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	1
International/Global Dimensions of Business	2
Integrative Experience	5
Total (estimate of contact hours)	63

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 3300 (Fundamentals of Marketing)
(Program required course)

Course Description: The purpose of this course is to introduce the student to the study of marketing and its role in our economic and social structure. Also included in the study are the planning, distribution, pricing, and promotion of goods and services to both consumer and industrial markets in the context of internal activities of the organization and the environmental forces.

Instructors: Scapparone, Crawley and Lohman

Required Text: Lamb, Hair, McDaniel: MKTG8, South-Western/Cengage Learning

Topic Outline	Estimated Contact Hours
I. World of Marketing	15
A. Overview	
B. Strategic Planning (for competitive advantage)	
C. Ethics & Social Responsibility	
D. Marketing Environments	
E. Developing Global Visions	
II. Analyzing Marketing Opportunities	3
A. Consumer Decision Making	
B. Segmenting & Target Marketing	
III. Product Decisions	3
A. Product Concepts	
IV. Distribution Decisions	3
A. Marketing Channels	
V. Promotion and Communication Strategies	3
A. Integrated Marketing Concept	
VI. Pricing Decisions	3
A. Pricing Concepts	
VII. Technology Driven Marketing	3
A. Customer Relationship Management	

VIII.   Term Project   7
        A. Research & Developing Marketing Plan
        B. Progress Reports

        Total Sessions Expressed as Contact Hours   40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	0
Marketing	40
Finance	0
Management	
Management Principles	3
Organizational Behavior	1
Human Resource Management	0
Operations Management	3
Economic/Social/Legal Environment	
Legal Environment of Business	3
Economics	3
Business Ethics	3
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	1
International/Global Dimensions of Business	5
Integrative Experience	7
Total (estimate of contact hours)	71

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 3400 (Basic Finance)
(Program required course)

Course Description: This course studies the forms and sources of financing business firms, large and small, corporate and non-corporate. The emphasis is on financial planning judgment in formulating decisions on financial problems. *Prerequisite: BSAD 2020.*

Instructor: Chan

Required Text: Gitman: <u>Principles of Managerial Finance</u>, Addison Wesley

Topic Outline	Estimated Contact Hours
I. Introduction and the Financial Environment	5
A. Reading Stock Quotations	
B. Investments	
C. Risk and Return	
II. Future Value and Present Value	5
A. Computation of Both Future and Present Values	
B. Financial Leases Computations	
III. Capital Budgeting	6
A. Investment Projects	
B. Payback Period	
C. Net Present Value	
D. Internal Rate of Return	
IV. Mergers and Acquisitions	6
A. Net Present Value	
B. Cash Acquisitions	
C. Stock Swap Acquisitions	
V. International Finance	6
A. Currency consideration	
B. International Laws	
VI. Financial Analysis	6
A. Ratios Computations	
B. Industry Comparisons	

C. Evaluations
VII.   Current Liabilities Management   6
         A. Computation of Required Cash Flows
         B. Pledging of Receivables and Inventory
         C. Sales of Receivables

         Total Sessions Expressed as Contact Hours   40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	8
Marketing	2
Finance	20
Management	
Management Principles	4
Organizational Behavior	1
Human Resource Management	1
Operations Management	3
Economic/Social/Legal Environment	
Legal Environment of Business	6
Economics	2
Business Ethics	1
Decision-Support Tools	
Information Systems	4
Quantitative Methods/Statistics	1
International/Global Dimensions of Business	2
Integrative Experience	3
Total (estimate of contact hours)	58

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 3500 (Business Law I)
(Program required course)

Course Description: This course is an introduction to the study of business law, its nature and classification, the court systems and their procedures. Contract law, the law of sales and personal property are considered comprehensively.

Instructor: Crawley and Lohmann

Required Text: Morgan, J. F., Business Law (4th ed), BVT Publishing

Topic Outline	Estimated Contact Hours
I. History of U.S. Law	5
II. Civil Rights in Employment	5
III. Courts	5
IV. Contracts	5
V. Antitrust	5
VI. Crimes	5
VII. Torts A. Strict Liability B. Negligence C. No-Fault	5
VIII. Intentional Torts	5
Total Sessions Expressed as Contact Hours	40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	1
Marketing	5
Finance	0
Management	
Management Principles	5
Organizational Behavior	0
Human Resource Management	5
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	40
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	0
Total (estimate of contact hours)	56

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4890 (Business Policy and Strategy)
(Program required Capstone course)

Course Description: This course integrates all organic management functions. Cases are used as subjects for analysis and systematic decision making practice. *Prerequisite: senior status in Business Administration or permission of Department Chairperson.*

Instructors: Kim and Greenwood

Required Text: McKeown**,** Strategy Book*,* Pearson Education

Topic Outline	Estimated Contact Hours
I. Introduction to Basic Concepts	5
A. Origins of Strategy	
B. Strategic Management	
C. Mission and Vision Statements	
II. External Business Environment Analysis	10
A. Industry Analysis	
B. Competitive Analysis	
C. Market Analysis	
D. Environment Analysis	
E. Macro Environment Analysis	
F. S.W.O.T	
III. Internal Business Environment Analysis	5
A. Capabilities	
B. Capacity	
C. Resources Allocation	
IV. Business Strategy	10
A. Cost Leadership	
B. Differentiation	
C. Focus	
V. Corporate Strategy	10
A. Vertical Integration	
B. Diversification	
C. Mergers & Acquisitions, Strategic Alliances	
D. Global Strategy, Governance, Ethics, and Corporate Social Responsibility	
Total Sessions Expressed as Contact Hours	40

<u>Recap</u>

<u>Identification of BTK Topics Covered in this Course</u>	**Estimated** **Contact Hours**
Accounting	3
Marketing	4
Finance	4
Management	
Management Principles	3
Organizational Behavior	3
Human Resource Management	3
Operations Management	3
Economic/Social/Legal Environment	
Legal Environment of Business	3
Economics	2
Business Ethics	4
Decision-Support Tools	
Information Systems	1.5
Quantitative Methods/Statistics	3
International/Global Dimensions of Business	4
Integrative Experience	3
Total (estimate of contact hours)	43.5

Appendix H

ABBREVIATED SYLLABI

BSBA Liberal Arts & Science

FITCHBURG STATE UNIVERSITY
Department of Economics, History, and Political Science
ECON 1100 (Principles of Macroeconomics)
(Program required LA&S course)

Course Description: This course is a study of the theory of employment, income and growth. Stabilization policy and current problems in American capitalism are emphasized. *Prerequisite: satisfactory completion of the University Mathematical Readiness requirement.*
Instructor:

Required Text: Krugman, Wells: <u>Macroeconomics,</u> Worth

	Estimated
Topic Outline	**Contact Hours**

I.   Principles of Economics: Background   2.5
   A. Individual Choice Principles
   B. Interaction Principles
   C. Economy-wide Interaction Principles

II.   Math Review and Economic Models: An Overview   3.75
   A. Production Possibilities Frontier
   B. Comparative Advantage and Gains from Trade
   C. Circular-Flow Diagram
   D. Positive versus Normative Economics

III.   Demand and Supply as a Model   3.75
   A. The Demand Curve
   B. The Supply Curve
   C. Supply, Demand, and Equilibrium
   D. Changes in Supply and Demand

IV.   Macroeconomics: The Big Picture   2.5
   A. The Nature of Macroeconomics
   B. The Business Cycle
   C. Long-Run Economic Growth
   D. National Accounts

V.   Unemployment and Inflation   3.75
   A. The Unemployment Rate
   B. The Natural Rate of Unemployment
   C. Inflation and Deflation

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	6
Marketing	0
Finance	9
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	40
Business Ethics	0
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	4
International/Global Dimensions of Business	0
Integrative Experience	0
Total (estimate of contact hours)	59

FITCHBURG STATE UNIVERSITY
Department of Economics, History, and Political Science
ECON 1200 (Principles of Microeconomics)
(Program required LA&S course)

Course Description: Students examine the theory of the consumer and the business firm in this course. Efficiency in the allocation of resources is examined in four different market structures: pure competition, pure monopoly, monopolistic competition, and oligopoly. *Prerequisite: satisfactory completion of the University Mathematical Readiness requirement*
Instructor:
Required Text: Krugman. Wells: Microeconomics, Worth

Topic Outline	Estimated Contact Hours
I. Introduction:	2
A. Nature of Microeconomics	
II. Operation of Individual Markets	7
A. Supply and Demand	
B. Elasticities	
C. Interrelated Markets	
D. Market Failure	
III. Production and Factors of Production	6
A. Production Process	
B. Wage-Setting	
C. Market for Land and Economic Rents	
D. Returns to Scale	
IV. Theory of the Firm	7
A. Firm's Goals and Profit Motive	
B. Average and Marginal Costs	
C. Average and Marginal Revenue	
D. Model of Firm under Pure Competition	
V. Non-Competitive Market Structures	7
A. Monopoly as Market Structure	
B. Monopoly Behavior	
C. Oligopolies	
D. Monopolistic Competition	
VI. Social Impact of Production	5
A. Production and the Environment	

B. Internal and External Costs
    C. Antitrust Activity

VII.   Theory of Consumer Behavior   5
    A. Consumer Demand: Utility Theory
    B. Indifference Curve Analysis
    C. Consumer and Producer Sovereignty

VIII.   Final Topics: 1
    A. Public Goods, Risk, and Uncertainty

        Total Sessions Expressed as Contact Hours   40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	6
Marketing	0
Finance	9
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	5
Economics	40
Business Ethics	0
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	4
International/Global Dimensions of Business	0
Integrative Experience	0
Total (estimate of contact hours)	64

FITCHBURG STATE UNIVERSITY
Department of Mathematics
MATH 1800 (Business Statistics)
(Program required LA&S course)

Course Description: Topics covered in this course include descriptive methods, probability distributions, estimation, testing, analysis of variance and regression analysis. (Credit is not awarded for both MATH 1700 and MATH 1800) *Prerequisite: MATH 1250 or MATH 1300*

Instructor: Zekeria

Required Text: Browerman, O'Connell, Orris, Murphree: <u>Esseentials of Business Statistics</u>, McGraw-Hill/Irwin
.
TECHNOLOGY SUPPLEMENTS: Should have at least one of the following:
                  a) MINITAB   b) EXCEL- MegaStat c) TI-83 plus.

Topic Outline	Estimated Contact Hours
I. Introduction to Statistics	6
A. Basic Terms	
B. Data	
C. Data Sources	
II. Descriptive Statistics	10
A. Tabular and Graphical Methods	
1. Bar charts, dot Plots, Stem-and-leaf, Scattered plot, Cross-tabulation	
B. Numerical Methods	
1. Central tendency, variation, fractiles, covariance, correlation, linear regression	
III. Probability and Probability Distributions	10
A. Probability of an Event	
B. Basic Rules of Probability	
C. Discrete Probability Distribution	
D. Continuous Probability Distribution	
IV. Sampling and Sampling Distributions	3
A. Random, Systematic, Stratified, Cluster Samples	
B. The Central Limit Theorem	
V. Inferential Statistics	11
A. Estimation	
B. Hypothesis Testing	
C. Inferences from Two Samples	

D. ANOVA Analysis of Variance

E. Multiple Regressions

Total Sessions Expressed as Contact Hours   40

Recap

Identification of BTK Topics Covered in this Course	**Estimated Contact Hours**
Accounting	1
Marketing	3
Finance	3
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	3
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	3
Business Ethics	0
Decision-Support Tools	
Information Systems	1
Quantitative Methods/Statistics	40
International/Global Dimensions of Business	1
Integrative Experience	2
Total (estimate of contact hours)	57

FITCHBURG STATE UNIVERSITY
Department of Mathematics
MATH 2200 (Calculus for Business)
(Program required LA&S course)

Course Description: This course surveys methods and applications of the calculus for functions of one variable, which are useful in business and economics. Topics include differentiation with applications to rates and maximum and minimum values, integration techniques with applications to areas, cost and rates. (Credit is awarded for only one of MATH 2100, MATH 2200, or MATH 2300. *Prerequisite: MATH 1250 or MATH 1300*
Instructor:

Required Text: Stewart, Clegg: <u>Brief Applied Calculus</u>, Brooks/Cole Cengage Learning

Topic Outline	Estimated Contact Hours
I. Functions and Algebra Review	5
A. Functions in general, Domain, Range, Graphs	
B. Properties and Combinations of Functions	
C. Linear, Quadratic, Polynomial, Rational, Algebraic Functions	
D. Exponential and Logarithm Functions	
II. Limits, Continuity, and the Derivative	6
A. Properties of Limits	
B. Properties of Continuous Functions, Relationship of Limit and Continuity	
C. Definition of Derivative as a Limit	
III. Rules of Differentiation	5
A. Sum, Difference, Constant Multiple Rules	
B. Basic Power Rule	
C. Derivatives of Algebraic Functions	
IV. Marginal Analysis, Applications	3
A. Slopes of Tangent Lines, Linear Approximations	
B. Derivatives in Marginal Analysis	
C. Minimum Average Cost	
V. More Rules of Differentiation	5
A. General Power Rule	
B. Exponential Derivatives and the General Exponential Rule	
C. Logarithm Derivatives and the General Logarithm Rule	
D. General Chain Rule	
VI. More Applications	6

A. Absolute Maximum and Absolute Minimum Values on an Interval
B. Derivatives and Increasing and Decreasing Functions
C. Derivatives and Relative Extremes
D. Higher Order Derivatives, Concavity, and Points of Inflection
E. Curve Sketching

VII.   Optimization Analysis in Business and Economics   5
A. Minimum Average Cost Revisited
B. Maximum Profit
C. Elasticity of Demand
D. Elasticity of Demand as Related to Revenue

VIII.   Integration   5
A. Antiderivatives and Simple Techniques
B. Definite Integrals
C. Fundamental Theorem of Calculus
D. Applications of Integration to Business and Economics

Total Sessions Expressed as Contact Hours   40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	2
Marketing	0
Finance	2
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	2
Business Ethics	0
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	40
International/Global Dimensions of Business	0
Integrative Experience	
Total (estimate of contact hours)	46

Appendix H

ABBREVIATED SYLLABI

<u>Accounting Concentration</u>

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 3010 (Financial Reporting Theory and Practice I)
(Concentration required course)

Course Description: This course is designed to provide a strong conceptual, analytical and procedural foundation for the study of financial reporting and practice. The historical development of accounting thought and the role of financial accounting in today's economy are investigated. Socioeconomic, political, legal and ethical influences on financial reporting are considered. Discussions include procedures to record, summarize, and report results of business events; content and presentation of financial statements and specific reporting issues related to cash and receivable. An overview of financial statement analysis is also presented. International issues are addressed as appropriate.   (This course covers the first 8 of 24 chapters in the text). *Prerequisite: BSAD 2020.*

Instructor: Hollingsworth and Chan

Required Text: Kieso, Weygandt, Warfield: <u>Intermediate Accounting</u>, Wiley

Topic Outline	Estimated Contact Hours
I. Financial Accounting Standards and Concepts	7
A. Parties Involved in Standard-Setting	
B. GAAP and the Codification	
C. Ethics in Financial Accounting	
D. Conceptual Framework Overview	
E. Basic Objective and Fundamental Concepts	
F. Recognition and Measurement Concepts	
II. Accounting Information System	8
A. Review of Terminology, Debits and Credits, Accounting Cycle	
B. Financial Statements and Ownership Structure	
C. Recording Transactions and Processes Through the Preparation of Financial Statements	
D. Review of Financials for a Merchandising Company	
E. Cash-Basis vs. Accrual Accounting	
F. Reversing Entries	
III. Income Statement (IS) and Related Information	5
A. Usefulness and Limitations of the IS	
B. Format, Elements, Single- and Multiple-Step	
C. Irregular Items Reporting and Presentation	
D. Intraperiod Tax Allocation and EPS	
E. Comprehensive Income	

IV.	Balance Sheet (BS) and Statement of Cash Flows (SCF)	5
	A. Usefulness and Limitations of the BS and SCF	
	B. BS Classifications and Format	
	C. Content and Format of the SCF	
	D. Supplemental Disclosures	
	E. Calculation of Financial Ratios	

V.   Accounting and the Time Value of Money (TVM)   5
     A. Simple and Compound Interest
     B. Future/Present Value of Single Sums and Annuities
     C. Complex Applications of TVM Concepts

VI.   Cash and Receivables   5
     A. Items Comprising Cash and Cash Equivalents
     B. Recognition and Valuation of Accounts Receivable
     C. Recognition and Valuation of Notes Receivable
     D. Fair Value Option
     E. Petty Cash and Bank Reconciliations

VII.   Valuation of Inventories   5
     A. Inventory Issues and What Costs to Include in Inventory
     B. Cost Flow Assumptions, LIFO, FIFO, Specific ID, Average
     C. Special Issues Related to LIFO

     Total Sessions Expressed as Contact Hours   40

Recap

Identification of BTK Topics Covered in This Course	Estimated Contact Hours
Accounting	40
Marketing	1
Finance	3
Management	
Management Principles	1
Organizational Behavior	0
Human Resource Management	0
Operations Management	2
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	0
Business Ethics	1
Decision-Support Tools	
Information Systems	2

Quantitative Methods/Statistics	2
International/Global Dimensions of Business	4
Integrative Experience	2
Total (estimate of contact hours)	60

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 3020 (Financial Reporting Theory and Practice II)
(Concentration required course)

Course Description: In this course, in-depth discussion of financial reporting theory and practice is continued with respect to inventories, concurrent operational assets, current and contingent liabilities, long-term debt and owners' equity. Financial statement analysis of these financial statement elements is also continued. Ethical and international issues are addressed throughout the semester. (**NOTE:** This course covers the second 8 of 24 chapters in the text). *Prerequisite: BSAD 3010.*

Instructor: Hollingsworth and Chan
Required Text: Kieso, Weygandt, Warfield: Intermediate Accounting, Wiley

Estimated
Topic Outline   **Contact Hours**

I.   Inventories, Additional Valuation Issues   5
       A. Lower- of-Cost-or-Market
       B. Purchase Commitments
       C. Gross Profit and Retail Inventory Methods
       D. Dollar-Value LIFO

II.   Acquisition and Disposition of Property, Plant, and Equipment   (PP&E)   5
       A. Cost of Acquired PP&E
       B. Valuation of PP&E
       C. Nonmonetary Exchanges
       D. Costs Subsequent to Acquisition
       E. Disposition of PP&E

III.   Depreciation, Impairments, and Depletion   5
       A. Depreciation Methods and Factors Involved
       B. Recognizing and Measuring Impairments
       C. Depletion
       D. Presentation and Analysis

IV.   Intangible Assets   5
       A. Costs Associated with and Types of Intangibles
       B. Impairments
       C. Research and Development Costs

V.	Current Liabilities and Contingencies	4
	A. Recognition and Valuation of Current Liabilities	
	B. Gain and Loss Contingencies	

VI.	Long-Term Liabilities	6
	A. Recognition and Valuation of Bonds Payable	
	B. Effective-Interest Method	
	C. Premium and Discount	
	D. Extinguishment of Debt	
	E. Long-Term Notes and Mortgages Payable	
	F. Fair Value Option and Off-Balance Sheet Financing	

VII.	Stockholders' Equity	5
	A. Corporate Form and Capital	
	B. Recording Issuances and Reacquisition of Stock	
	C. Various Types of Dividends	

VIII.	Dilutive Securities and Earnings Per Share (EPS)	5
	A. Convertible Debt and Stock	
	B. Stock Warrants and Compensation	
	C. Computing EPS in Simple and Complex Capital Structures	

	Total Sessions Expressed as Contact Hours	40

Recap

Identification of BTK Topics Covered in This Course	Estimated Contact Hours
Accounting	40
Marketing	1
Finance	3
Management	
Management Principles	1
Organizational Behavior	0
Human Resource Management	0
Operations Management	2
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	0
Business Ethics	1
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	2
International/Global Dimensions of Business	4
Integrative Experience	2
Total (estimate of contact hours)	60

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 3120 (Cost Accounting)
(Concentration required course)

Course Description: This course discusses job and process costing, managerial decision making using cost estimation and cost-volume-profit analysis, flexible budgeting, transfer pricing and capital investment decisions. *Prerequisite: BSAD 2020*

Instructor: Chan

Required Text: Lanen, Anderson, Maher: <u>Fundamentals of Cost Accounting</u>, McGraw-Hill

Topic Outline	Estimated Contact Hours
I. Cost Accounting Information for Decision-Making	4
A. Value Creation and Accounting Systems	
B. Cost Data for Managerial Decisions	
C. Cost Accounting in the Value Chain	
D. Ethical Issues	
II. Cost Concepts and Behavior	5
A. Presentation of Costs in the Financial Statements	
B. Cost Flows and Behavior	
C. Providing Useful Information To Management	
III. Fundamentals of Cost-Volume-Profit (CVP) Analysis	5
A. Conducting CVP Analysis	
B. Using Spreadsheets in CVP Analysis	
C. Extension of the CVP Model	
IV. Cost Analysis for Decision Making	4
A. Differential Analysis	
B. Legal Issues Relating to Costs and Sales Prices	
C. Theory of Constraints	
V. Cost Estimation	5
A. Cost Behavior Patterns	
B. Methods Used to Estimate Cost Behavior	
C. Choosing an Estimation Method	

VI.   Product and Service Costing   6
   A. Cost Management Systems
   B. Costing in Single Product, Continuous Process Industry
   C. Costing in Multiple Product, Discrete Process Industry
   D. Multiple Allocation Bases and Two-Stage Systems

VII.   Job and Process Costing   6
   A. Computing the Cost of a Job
   B. Using Job Costing in Service Organizations
   C. Ethical Issues and Job Costing
   D. Process Industry Costing
   E. Computing Product Costs

VIII. Variance Analysis   5
   A. Flexible Budgeting
   B. Profit Variance Analysis
   C. Variable Cost Variance analysis
   D. Fixed Cost Variances
   E. Overhead Variances

       Total Sessions Expressed as Contact Hours   40

Recap

Identification of BTK Topics Covered in This Course	Estimated Contact Hours
Accounting	40
Marketing	2
Finance	2
Management	
Management Principles	1
Organizational Behavior	0
Human Resource Management	0
Operations Management	2
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	0
Business Ethics	2
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	2
International/Global Dimensions of Business	0
Integrative Experience	2
Total (estimate of contact hours)	57

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4010 (Financial Reporting Theory and Practice III)
(Concentration required course)

Course Description: In this course, in-depth discussion of financial reporting theory and practices are continued with respect to inventories, concurrent operational assets, current and contingent liabilities, long-term debt and owners' equity. Financial statement analysis of these financial statement elements is also continued. Ethical and International Issues are addressed throughout the semester. *Prerequisites: BSAD 3020, MATH 1800*

Instructors: Hollingsworth and Chan

Required Text: Keiso**:** Intermediate Accounting, Wiley

Course Description: In this course, in-depth discussion of financial reporting theory and practices are continued with respect to inventories, concurrent operational assets, current and contingent liabilities, long-term debt and owners' equity. Financial statement analysis of these financial statement elements is also continued. Ethical and International Issues are addressed throughout the semester. *Prerequisites: BSAD 3020, MATH 1800*

	Estimated
Topic Outline	**Contact Hours**

I.   Investment Accounting Approaches   5
    A. Investment in Debt Securities
    B. Investment in Equity Securities
    C. Other Reporting Issues

II.   Cost Concepts and Behavior   5
    A. Fundamentals of Accounting for Income Taxes
    B. Accounting for Net Operating Losses
    C. Financial Statement Presentation
    D. Review of the Asset Liability-Method

III.   Accounting for Pensions and Post-Retirement Benefits   10
    A. Nature of Benefits
    B. Accounting for Pensions
    C. Using a Pension Worksheet
    D. Reporting Pension Plans in Financial Statements

IV.	Accounting for Leases	5
	A. The Leasing Environment	
	B. Accounting by the Lessee	
	C. Accounting by the Lessor	
	D. Special Accounting Problems	

V.	Accounting Changes and Errors Analysis	5
	A. Accounting Changes	
	B. Error Analysis	
VI.	Statement of Cash Flows	5
	A. Preparation of the Statement of Cash Flows	
	B. Special Problems in a Statement Preparation	

VII.	Full Disclosure in Financial Reporting	5
	A. Full Disclosure Principle	
	B. Notes to the Financial Statements	
	C. Auditors and Management Reports	
	D. Current Reporting Issues	

Total Sessions Expressed as Contact Hours   40

Recap

Identification of BTK Topics Covered in This Course	Estimated Contact Hours
Accounting	40
Marketing	0
Finance	4
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	4
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	4
Business Ethics	2
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	4
Integrative Experience	0
Total (estimate of contact hours)	62

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4100 (Advanced Accounting I)
(Concentration Required Course)

Course Description: This course includes accounting problems involved in the preparation of consolidated financial statements and in home and branch office relationships. The accounting concepts of purchasing and pooling of interests are stressed. *Prerequisite: BSAD 3020, including all related prerequisites.*

Instructor: Hollingsworth

Required Text: Fisher, Taylor, Cheng**:** <u>Advanced Accounting</u>, Southwestern

Topic Outline	**Estimated Contact Hours**
I. Combined Corporate Business Combinations: New Rules for Long Standing Business Practice	7
A. Economic Advantages of Business Combinations	
B. Acquisition of Control	
C. Evolution of Accounting Methods	
D. Valuation of Identifiable Assets and Liabilities	
E. Goodwill Impairment	
II. Consolidated Statements: Dates of Acquisition	7
A. Levels of Investments	
B. Function of Consolidated Statements	
C. Techniques of Consolidations	
D. Adjustment of Subsidiary Accounts	
E. Determination and Distribution Schedule	
III. Consolidated Statements: Accounting for the Investment in a Subsidiary	7
A. Elimination Procedures	
B. Goodwill Impairment Losses	
C. Simple Equity Method	
IV. Intercompany Transactions: Merchandise Plant Assets and Notes	7
A. Intercompany Merchandise Sales	
B. Intercompany Plant Asses Sales	
C. Intercompany Debt	
D. Intercompany Profit Eliminations	

V.   Intercompany Transactions: Bonds and Leases   7
       A. Intercompany Investment in Bonds
       B. Intercompany Leases
       C. Intercompany Leases with Unguaranteed Residual

VI.   Cash Flow, EPS, and Taxation   5
       A. Consolidated Statement of Cash Flows
       B. Consolidated Earnings per Share
       C. Taxation of Consolidated Entities

       Total Sessions Expressed as Contact Hours   40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	40
Marketing	2
Finance	4
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	4
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	4
Business Ethics	2
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	4
Integrative Experience	0
Total (estimate of contact hours)	64

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4103 (Advanced Accounting II)
(Concentration required course)

Course Description: This course will provide an understanding of the international accounting standards and the international taxation rules within the accounting profession, foreign currency transactions, foreign currency translations, partnership accounting, accounting for state and local governments. *Prerequisite: BSAD 4100, including all related prerequisites.*

Instructor: Hollingsworth and Chan

Required Text: Fisher, Taylor, Cheng**:** Advanced Accounting, Southwestern

		Estimated
Topic Outline		**Contact Hours**

I. International Accounting and Diversity   6
    A. Challenges of the Multinational Corporation in a Global Economy
    B. International Trade and Foreign Direct Investment
    C. Reasons Contributing to Worldwide Accounting Diversity
    D. Problems Caused by Accounting Diversity

II. International Convergence of Financial Reporting   4
    A. Major Harmonization Efforts
    B. Global Professional Organizations Promoting Convergence
    C. International Financial Reporting Standards (IFRSs) and Financial Statements
    D. IFRSs in the European Union and the U.S.

III. International Financial Reporting Standards: An Overview   4
    A. Inventories, PP&E, Asset Impairments
    B. Intangible Assets and Goodwill
    C. Borrowing Costs
    D. Leases
    E. Disclosure and Presentation Standards

IV. Foreign Currency Transactions and Hedging   8
    A. Foreign Exchange Markets and Transactions
    B. Hedging Strategies
    C. Accounting for Derivatives

V. Foreign Currency Translations   6
    A. Translation Methods
    B. U.S. GAAP and IFRSs Compared
    C. Remeasurement of Financial Statements

VI. Partnership Accounting	6
A. Partnership formation	
B. Partnership termination	
C. Partnership liquidation	
VII. Accounting for State and Local Governments	6
A. Fund and government-wide financial statements	
B. Three major fund types.	
C. Presentation and disclosure issues	
Total Sessions Expressed as Contact Hours	40

Recap

Identification of BTK Topics Covered in This Course	**Estimated Contact Hours**
Accounting	40
Marketing	1
Finance	2
Management	
Management Principles	0
Organizational Behavior	1
Human Resource Management	0
Operations Management	2
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	0
Business Ethics	2
Decision-Support Tools	
Information Systems	1
Quantitative Methods/Statistics	1
International/Global Dimensions of Business	15
Integrative Experience	2
Total (estimate of contact hours)	69

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4140 (Auditing)
(Concentration Required Course)

Course Description: The basic concepts of auditing and control are examined in this course. It emphasizes internal control, audit problems, and professional responsibilities of the Certified Public Accountant regarding auditing requirements. *Prerequisite: BSAD 4010.*

Instructor: Hollingsworth and Chan

Required Text: Arens: <u>Auditing and Assurance Services: An Integrated Approach</u>, Prentice Hall

	Estimated
Topic Outline	**Contact Hours**

I.   The Auditing Profession   3
    A. The Demand for Audit and Other Assurance Services
    B. Nature of Auditing
    C. Distinction Between Auditing and Accounting
    D. Economic Demand for Auditing
    E. Assurance Services

II.   The CPA Profession   3
    A. Certified Public Accounting Firms
    B. Activities of CPA Firms
    C. Structure of CPA Firms
    D. Sarbanes Oxley Act and Public Accounting Oversight Board
    E. Generally Accepted Auditing Standards & Statements on
       Auditing Standards

III.   Audit Reports   4
    A. Standard Unqualified Report
    B. Report on Internal Control Over-Financial Reporting Under
       Section 404 of the Sarbanes-Oxley Act
    C. Unqualified Audit Report with Explanatory Paragraph or
       Modified Wording
    D. Departures from an Unqualified Audit Report
    E. International Accounting and Auditing Standards

IV.   Professional Ethics   3
    A. Ethics and Ethical Dilemmas
    B. Need for Ethical Conduct in Professions

C. Documenting and Understanding Internal Control
D. Assess Control Risks and Tests of Control
E. Section 404 Reporting on Internal Control

XI.   Fraud Auditing   3
A. Types of Fraud and Conditions for Fraud
B. Corporate Governance Oversight to Reduce Fraud Risks
C. Responding to the Risk of Fraud
D. Specific Fraud Risk
E. Responsibilities When Fraud is Suspected

Total Sessions Expressed as Contact Hours   40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	40
Marketing	0
Finance	2
Management	
Management Principles	0
Organizational Behavior	4
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	2
Business Ethics	10
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	4
Integrative Experience	0
Total (estimate of contact hours)	66

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4150 (Federal Taxation)
(Concentration Required Course)

Course Description: This course will introduce Federal tax laws and regulations in the taxation of individuals. *Prerequisites: BSAD 3010,including all related prerequisites.*

Instructor: Hollingsworth and Chan
Required Text: Spilker: <u>Taxation of Individuals</u>, McGraw-Hi

	Estimated
Topic Outline	**Contact Hours**

I.   Introduction to Tax and Individual Overview   6
     A. Types of Taxes
     B. Proportional, Regressive, and Progressive Structures
     C. Individual Income Tax Formula
     D. Dependents and Exemptions
     E. Filing Status

II.   Gross Income, Exclusions, & Deductions   7
     A. What to Include in Gross Income
     B. Types of Income
     C. Types of Exclusions

III.   Income Tax Computation and Credits   7
     A. Regular Federal Income Tax Computation
     B. Alternative Minimum Tax
     C. Self-Employment Tax
     D. Tax Credits
     E. Prepayments and Filing Requirements

IV.   Business Income, Deductions, and Accounting Methods   4
     A. Business Income, Deductions, and Accounting Methods
     B. Accounting Periods and Methods
     C. Advance Payments
     D. Inventories and Accruals

V.   Property Acquisition and Recovery   4
     A. Depreciation Methods and Conventions
     B. Real and Personal Property
     C. Amortization and Depletion
     D. MACRS

VI.	Investments	4
	A. Capital Gains and Losses	
	B. Dividends	
	C. Tax-exempt Income	
	D. Passive Activity Income and Losses	
VII.	Tax Consequences of Home Ownership	4
	A. Interest Expense and Real Property Taxes	
	B. Rental Use	
	C. Business Use	
VIII.	Retirement Savings and Deferred Compensation	4
	A. Defined Benefit Plans	
	B. Defined Contribution Plans	
	C. Contributions and Distributions	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	40
Marketing	0
Finance	2
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	0
Business Ethics	1
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	0
Total (estimate of contact hours)	33

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4500 (Business Law II)
(Concentration Required Course)

Course Description: This course is a continuation of Introduction to Business Law and deals with the law of agency, commercial paper, credit and the various forms of business. *Prerequisite: BSAD 3500.*

Instructor: Crawley and Lohmann

Required Text: Morgan, J.F., <u>Business Law</u> (4th ed), BVT Publishing

<u>Topic Outline</u>	**Estimated Contact Hours**
I. Negotiable Instruments	4
A. Negotiability	
B. Endorsements	
II. Agency and Employment	3
III. Trusts and Employment	3
IV. Trusts and Estates	3
V. Negotiable Instruments	4
A. Absconders	
B. Liabilities	
VI. Labor Laws	3
VII. Federal Regulation of Invest Securities	3
VIII. Accountants' Liability	3
IX. Business Associations	4
A. Partnerships	
B. Corporations	
X. Secured Transactions	4
A. Creditors' Rights/Debtors Remedies	

XI. Bankruptcy	3
XII. Intellectual Property	3
Total Sessions Expressed as Contact Hours	40

Recap

Identification of BTK Topics Covered in This Course	Estimated Contact Hours
Accounting	1
Marketing	5
Finance	0
Management	
Management Principles	5
Organizational Behavior	0
Human Resource Management	5
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	40
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	0
Total (estimate of contact hours)	56

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4110 (International Accounting and Taxation)
(Accounting Elective)

Course Description: This course will provide an understanding of the international accounting standards and the international taxation rules within the accounting profession. U.S. accounting practices and foreign accounting practices in selected countries will be discussed. Taxation issues will center on U.S. taxes, both corporate and individual, for outbound and inbound transactions. (**NOTE:** This course's content will be incorporated in a new course under the accounting curriculum changes proposed in the spring, 2013). *Prerequisite: BSAD 3020.*

Instructor: Chan

Required Text: Doupnic, Perera: <u>International Accounting</u>, McGraw Hill

| | **Estimated** |
| **Topic Outline** | **Contact Hours** |

II.   International Accounting and Diversity   6
   A. Challenges of the Multinational Corporation in a Global Economy
   B. International Trade and Foreign Direct Investment
   C. Reasons Contributing to Worldwide Accounting Diversity
   D. Problems Caused by Accounting Diversity

II.   International Convergence of Financial Reporting   4
   E. Major Harmonization Efforts
   F. Global Professional Organizations Promoting Convergence
   G. International Financial Reporting Standards (IFRSs) and Financial Statements
   H. IFRSs in the European Union and the U.S.

III.   International Financial Reporting Standards: An Overview   4
   F. Inventories, PP&E, Asset Impairments
   G. Intangible Assets and Goodwill
   H. Borrowing Costs
   I. Leases
   J. Disclosure and Presentation Standards

IV.   Comparative Accounting   8
   A. A Comparison of China, Germany, Japan, Mexico, and the UK
   B. Accounting Principles, Profession, and Regulation
   C. Group Projects and Presentations Comparing a U.S. Company With Its Foreign Counterpart

V.	Foreign Currency Transactions and Hedging	4
	D. Foreign Exchange Markets and Transactions	
	E. Hedging Strategies	
	F. Accounting for Derivatives	

VI.	Foreign Currency Translation	5
	D. Translation Methods	
	E. U.S. GAAP and IFRSs Compared	
	F. Remeasurement of Financial Statements	

VII.	Additional Financial Reporting Issues	5
	D. Accounting for Inflation	
	E. Current Cost Accounting	
	F. Segment Reporting	

VIII.	International Taxation and Transfer Pricing	4
	A. Types of Taxes and Tax Rates	
	B. Foreign Tax Credits and Tax Jurisdictions	
	C. Tax Treaties	
	D. Transfer Pricing Methods and Objectives	
	E. U.S. Transfer Pricing Rules	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of BTK Topics Covered in This Course	Estimated Contact Hours
Accounting	40
Marketing	1
Finance	2
Management	
Management Principles	0
Organizational Behavior	1
Human Resource Management	0
Operations Management	2
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	0
Business Ethics	2
Decision-Support Tools	
Information Systems	1
Quantitative Methods/Statistics	1
International/Global Dimensions of Business	15
Integrative Experience	2
Total (estimate of contact hours)	69

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4120 (Individual Taxation)
(Accounting Elective)

Course Description: This course will introduce Federal tax laws and regulations in the taxation of individuals. *Prerequisites: BSAD 3020. Financial Reporting Theory and Practice II (including all related prerequisites).*

Instructor: Chan

Required Text: Spilker: <u>Taxation of Individuals</u>, McGraw-Hi

Topic Outline	Estimated Contact Hours
IX. Introduction to Tax and Individual Overview	6
F. Types of Taxes	
G. Proportional, Regressive, and Progressive Structures	
H. Individual Income Tax Formula	
I. Dependents and Exemptions	
J. Filing Status	
X. Gross Income, Exclusions, & Deductions	7
D. What to Include in Gross Income	
E. Types of Income	
F. Types of Exclusions	
XI. Income Tax Computation and Credits	7
F. Regular Federal Income Tax Computation	
G. Alternative Minimum Tax	
H. Self-Employment Tax	
I. Tax Credits	
J. Prepayments and Filing Requirements	
XII. Business Income, Deductions, and Accounting Methods	4
E. Business Income, Deductions, and Accounting Methods	
F. Accounting Periods and Methods	
G. Advance Payments	
H. Inventories and Accruals	
I.	
XIII. Property Acquisition and Recovery	4
E. Depreciation Methods and Conventions	
F. Real and Personal Property	

G. Amortization and Depletion
H. MACRS

XIV.   Investments   4
     E.   Capital Gains and Losses
     F.   Dividends
     G.   Tax-exempt Income
     H.   Passive Activity Income and Losses

XV.   Tax Consequences of Home Ownership   4
     D.   Interest Expense and Real Property Taxes
     E.   Rental Use
     F.   Business Use

XVI.   Retirement Savings and Deferred Compensation   4
     D.   Defined Benefit Plans
     E.   Defined Contribution Plans
     F.   Contributions and Distributions

     Total Sessions Expressed as Contact Hours   40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	40
Marketing	0
Finance	2
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	0
Business Ethics	1
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	0
Total (estimate of contact hours)	49

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4130 (Corporate, Estate, and Gift Taxation)
(Accounting Elective)

Course Description: This course studies the federal income tax laws and regulations in both compliance and tax planning opportunities applicable to partnerships, corporations, fiduciaries and gift and estate taxes. *Prerequisite: BSAD 4120*

Instructor: Chan

Required Text: Spilker: <u>Taxation of Business Entities</u>, McGraw-Hill

Topic Outline	Estimated Contact Hours
I. Property Dispositions	6
A. Recognized vs. Realized Gains and Losses	
B. Character of Gain or Loss	
C. Depreciation Recapture	
D. Nonrecognition Transactions	
II. Entities Overview	6
A. Legal Classifications and Nontax Characteristics	
B. Entity Tax Classification	
C. Entity Tax Characteristics	
III. Corporate Operations	6
Corporate Taxable Income formula	
A. Consolidated Tax Returns	
B. Corporate AMT	
C. Preference Items	
IV. Accounting for Income Taxes	6
A. Objectives and Complexity	
B. Current and Deferred Income Tax	
C. Temporary Differences	
D. Deferred Tax Assets and Liabilities	
E. Uncertain Tax Positions	
V. Forming and Operating Partnerships	4
A. Flow-Through Entity Concept	
B. Partnership Formation, Acquisition, and Accounting	

  C. Partners' Tax Basis
  D. Loss Limitations

VI. S-Corporations   6
  A. Election and Termination
  B. Tax Filing and Schedules
  C. Articulation with Personal Tax Return

VII. Transfer Taxes and Wealth Planning   6
  A. Federal Estate Tax
  B. Federal Gift Tax
  C. Wealth Planning Concepts

    Total Sessions Expressed as Contact Hours 40

Recap

Identification of BTK Topics Covered in This Course	Estimated Contact Hours
Accounting	40
Marketing	0
Finance	2
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	0
Business Ethics	1
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	2
International/Global Dimensions of Business	1
Integrative Experience	2
Total (estimate of contact hours)	54

ABBREVIATED SYLLABI

<u>Marketing Concentration</u>

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 3310 (Consumer Behavior)
(Concentration Required Course)

Course Description: This course is to familiarize the student with consumer decision making process. It utilizes the concepts of the social and behavioral sciences in order to provide an understanding of consumer buying behavior. *Prerequisites: BSAD 3300.*

Instructors: Scapparone
Required Text: Babin, B.L. & Harris, E. G.: <u>CB5</u>, South-Western/Cengage Learning.

Topic Outline	Estimated Contact Hours
I. Introduction to Consumer Behavior	15
A. Overview	
B. Consumer Consumption	
C. Consumer Behavior Role in Business and Society	
D. Approaches to Understanding Consumer Behavior	
II. Value and the Consumer Behavior Value Framework	3
A. Framework Components	
B. Types of Values	
C. Marketing Strategy and Consumer Value	
III. Internal Influences	3
A. Perception	
B. Motivation & Emotion	
IV. External Influences	3
A. Consumer Culture	
B. Group and Interpersonal Influences	
V. Situations and Decision Making	3
A. Consumers in Situations	
B. Decision Making	
VI. Consumption and Beyond	3
A. Consumption to Satisfaction	
B. Consumer Relationships	
VII. Term Project	10
A. Research & Developing Marketing Plan	

B. Progress Reports

Total Sessions Expressed as Contact Hours   40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	0
Marketing	40
Finance	0
Management	
Management Principles	0
Organizational Behavior	6
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	1
Economics	1
Business Ethics	3
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	2
Integrative Experience	0
Total (estimate of contact hours)	53

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 3320 (Market Research)
(Concentration Required Course)

Course Description: This course emphasizes the importance of research in marketing planning and decision making. Instruction includes the basics of scientific investigation, the search for information, sampling, data collection, data analysis, interpretation and reporting. *Prerequisite: BSAD 3300.*

Instructor: Scapparone

Required Text: Zikmund, W.G. & Babin, B.J.: Essentials of <u>Marketing Research</u>, South-Western/Cengage Learning

Topic Outline	Estimated Contact Hours
I. A. An Introduction to Marketing Research	3
II. A. The Marketing Research Process B. The Marketing Research Industry	3
III. A. Defining the Problem and Determining Research Objectives B. Research Design	3
IV. A. Secondary Data and Online Information Databases B. Standardized Information Sources	3
V. A. Observation, Focus Groups and Other Qualitative Methods B. Survey Data Collections Methods	3
VI. A. Measurement in Marketing Research B. Designing Data Collection Forms	3
VII. A. Determining the Sample Plan B. Determining the Size of a Sample	3
VIII. A. Data Collection in the Field, Nonresponse Error and Questionnaire Screening B. Basic Data analysis: Descriptive Statistics	3

| IX. | A. Generalizing a Sample's Findings to Its Population and Testing | 3 |
| | B. Hypotheses About Percent's and Means | |

| X. | A. Testing for Differences Between Two Groups or Among More Than Two Groups | 3 |

| XI. | A. Determining and Interpreting Associations Among Variables | 3 |

| XII. | A. Predictive Analysis in Marketing Research | 2 |
| | B. Preparing and Presenting the Research Results | |

| XIII. | A. Presentation | 5 |

| | Total Sessions Expressed as Contact Hours | 40 |

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	0
Marketing	12
Finance	0
Management	
Management Principles	2
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	3
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	22
Total (estimate of contact hours)	43

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 3330 (Advertising)
(Concentration Required Course)

Course Description: In this course students become knowledgeable about the preparation and use of advertising. Topics include the functions of advertising, planning an advertising campaign, copy, artwork and media selection. *Prerequisites: BSAD 2020, 3200, 3300, 3500.*

Instructor: Scapparone

Required Text: Drewniany, B.L. & Jewler, A.J.: <u>Creative Strategy in Advertising</u>, South-Western/Cengage Learning

Topic Outline	Estimated Contact Hours
I. A. Advertising Today B. The Big Picture: Evolution of Advertising	3
II. A. The Big Picture: Economic and Regulatory Aspects B. The Scope of Advertising: From Local to Global	3
III. A. Marketing and Consumer Behavior: The Foundations of Advertising B. Market Segmentation and the Marketing Mix: Determinants of Advertising Strategy	3

IV. A. Research: Gathering Information for Advertising Planning
     B. Marketing and Advertising Planning
     C. Planning Media Strategy: Disseminating the Message
	6

V. A. Creative Strategy and the Creative Process B. Creative Execution: Art and Copy	3
VI. A. Producing Ads for Print, Electronic and Digital Media	3
VII. A. Using Print Media	3
VIII. A. Using Electronic Media: Television and Radio B. Using Digital Interactive Media	3

IX.	A. Using Out-of-Home, Exhibitive and Supplementary Media	3
X.	A. Relationship Building: Direct Marketing, Personal Selling and Sales Promotion	3
	B. Relationship Building: Public Relations, Sponsorship and Corporate Advertising	
XI.	Presentation	7
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	0
Marketing	20
Finance	.5
Management	0
Management Principles	.5
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	5
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	1
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	20
Total (estimate of contact hours)	47

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4880 (International Business Management)
(Concentration Required Course)

Course Description: 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. *Prerequisite: senior status in Business Administration or permission of Department Chairperson.*

Instructor: Scapparone

Required Text: Ahlstrom, D. & Bruton, G.D., <u>International Management: Strategy and Culture in the Emerging World,</u> (1st Ed.) South-Western, Cengage Learning

Topic Outline	Estimated Contact Hours
I. A. National Differences in Political Economy	4
II. A. Differences in Culture	4
III. A. Ethics in International Business	4
IV. A. International Trade Theory	4
V. A. The Political Economy of International Trade	4
VI. A. Foreign Direct Investment	4
VII. A. Regional Economic Integration	4
VIII. A. The Foreign Exchange Market	4
IX. A. The International Monetary System	4
X. A. Global Capital Market	4
Total Sessions Expressed as Contact Hours	40

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	.5
Marketing	7
Finance	0
Management	
Management Principles	.5
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	7
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	23
Integrative Experience	0
Total (estimate of contact hours)	40

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4300 (Sales Management)
(Marketing Elective)

Course Description: This course enhances the students' understanding of and skills for managing the selling function. The emphasis of the coursework is on personal selling as an element in the marketing mix. *Prerequisite: BSAD 3300.*

Instructor: Scapparone

Required Text: Hair, Anderson, Mehta, Babin: <u>Sales Management: Building Customer Relationships and Partnerships</u>, Houghton Mifflin Company

		Estimated
Topic Outline		**Contact Hours**

I.	21st Century Sales Force Management	12

I.   21st Century Sales Force Management   12
    A. Introduction to Sales Management and Its Evolving Roles
    B. Managing Ethics in a Sales Environment
    C. Customer Relationship Management and Building Partnerships
    D. The Selling Process

II.   Organizing an Developing   9
    A. Sales Forecasting and Budgeting
    B. Sales Force Planning and Organizing
    C. Recruiting and Selecting the Sales Force

III.   Managing and Directing Sales Force Efforts   9
    A. Training the Sales Force
    B. Sales Force Leadership
    C. Sales Force Motivation

IV.   Controlling and Evaluating Sales Force Performance   3
    A. Sales Force Performance Evaluation

V.   Term Project   7
    A. Research & Developing Sales Plan
    B. Progress Reports

      Total Sessions Expressed as Contact Hours   40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	0
Marketing	15
Finance	2
Management	
Management Principles	12
Organizational Behavior	9
Human Resource Management	6
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	0
Business Ethics	3
Decision-Support Tools	
Information Systems	4
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	1
Integrative Experience	7
Total (estimate of contact hours)	61

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4310 (Retail Marketing)
(Marketing Elective)

Course Description: This course introduces the student to the nature and scope of retail marketing and management. This course includes the structure of retailing, merchandising, buying, pricing, promotion and organization, as well as management of the retail firm. *Prerequisite: BSAD 3300.*

Instructor: Scapparone

Required Text: Dunne, Lusch, Carver: <u>Retailing</u>, South-Western/Cengage Learning

Topic Outline	**Estimated Contact Hours**
I. Introduction to Retailing	11
A. Perspectives on Retailing	
B. Retail Strategic Planning and Operations Management	
II. The Retail Environment	4
A. Retail Customers	
B. Managing the Supply Chain	
III. Market Selection and Location Analysis	8
A. Market Selection – Target Markets	
B. Geographic Information Systems	
C. Location Analysis – Determining Most Attractive Site	
IV. Managing Retail Operations	10
A. Merchandise Buying and Handling	
B. Retail Pricing	
C. Advertising and Promotion	
D. Customer Services and Retail Selling	
E. Store Layout and Design	
V. Term Project	7
A. Research and Development of Retail Marketing Plan	
B. Progress Reports	
Total Sessions Expressed as Contact Hours	40

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Recap

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Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	0
Marketing	40
Finance	2
Management	
Management Principles	6
Organizational Behavior	1
Human Resource Management	1
Operations Management	12
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	1
Business Ethics	0
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	2
International/Global Dimensions of Business	0
Integrative Experience	7
Total (estimate of contact hours)	76

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4320 (Industrial Marketing)
(Marketing Elective)

Course Description: This course centers on the marketing of goods to industrial firms, government agencies and other organizations included within the industrial market. The areas covered in the course include distribution channels, pricing policies, product planning and marketing strategy. *Prerequisite: BSAD 3200*

Instructor: Scapparone

Required Text: Dwyer, Tanner: <u>Business Marketing</u>, McGraw-Hill/Irwin

Topic Outline	Estimated Contact Hours
I. Introduction to Business Marketing	6
A. Importance of Business Marketing	
B. Business Markets	
C. The Entire System	
D. The Character of Business Marketing	
II. Organizational Buyer Behavior	6
A. Buying Determinants Theory	
B. Role Buying	
C. Market Segmentation	
III. Marketing Strategy	5
A. Elements of Business Strategy	
B. Understanding Competitive Pressures	
C. Organizational Context for Competing	
IV. Developing Products	6
A. Managing Products and Services	
B. New Product Development	
C. Success or Failure	
V. Pricing Products	5
A. Principles of Price	
B. Nature of Competitive Markets	
C. Issues of Price Management	
D. Economic Theory	

VI.	Advertising and Promotion	6
	A. Advertising to Business	
	B. Public Relations	
	C. Trade Show Marketing	

VII.	Global Marketing	6
	A. Handouts on Competitive Markets	
	B. Various Cultures	

| | Total Sessions Expressed as Contact Hours | 40 |

Recap

Identification of BTK Topics Covered in this Course	**Estimated Contact Hours**
Accounting	5
Marketing	20
Finance	5
Management	
Management Principles	5
Organizational Behavior	2
Human Resource Management	2
Operations Management	5
Economic/Social/Legal Environment	
Legal Environment of Business	7
Economics	1
Business Ethics	2
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	5
Integrative Experience	5
Total (estimate of contact hours)	66

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4330 (International Marketing)
(Marketing Elective)

Course Description: This course centers on the marketing of goods to industrial firms, government agencies and other organizations included within the industrial market. The areas covered in the course include distribution channels, pricing policies, product planning and marketing strategy. *Prerequisite: BSAD 3200*

Instructor: Scapparone

Required Text: Cateora, Gill, Graham: <u>International Marketing</u>, McGraw-Hill/Irwin

Topic Outline	Estimated Contact Hours
I. Overview	7
A. The Scope and Challenge of International Marketing	
B. The Dynamic Environment of International Trade	
II. The Cultural Environment of Global Markets	9
A. History and Geography: The Foundation of Culture	
B. Cultural Dynamics in Assessing Global Markets	
C. The Political Environment: A Critical Concern	
III. Assessing Global Market Opportunities	3
A. Developing a Global Vision through Marketing Research	
IV. Developing Global Marketing Strategies	12
A. Global Marketing Management: Planning and Organizing	
B. Products and Services for Consumers	
C. International Marketing Channels	
D. Integrated Marketing Communications and International Advertising	
E. Personal Selling and Sales Management	
F. Pricing for International	
V. Implementing Global Marketing Strategies	9
A. Term Project	
Total Sessions Expressed as Contact Hours	40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	0
Marketing	20
Finance	0
Management	
Management Principles	3
Organizational Behavior	1
Human Resource Management	1
Operations Management	1
Economic/Social/Legal Environment	
Legal Environment of Business	3
Economics	1
Business Ethics	2
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	30
Integrative Experience	0
Total (estimate of contact hours)	62

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4340 (Developing Marketing Strategies)
(Marketing Elective)

Course Description: Through the use of case studies and, where possible, cooperating businesses and nonprofit organizations, students identify pertinent marketing problems and opportunities, assess the organization's resources and develop viable marketing programs. The course includes new product development and management strategies for effective marketing policies over the course of the entire product life cycle. *Prerequisite: BSAD 3200*

Instructor: Scapparone

Required Text: Ferrell, Hartline: <u>Marketing Strategy</u>, South-Western/Cengage Learning

Topic Outline	Estimated Contact Hours
I. Setting the Stage for Marketing Strategy	5
A. Marketing in Today's Economy	
B. Strategic Marketing Planning	
C. Marketing Ethics and Social Responsibility in Strategic Planning	
II. Discovering Market Opportunities	4
A. Collecting and Analyzing Marketing Information	
B. Developing Competitive Advantage and Strategic Focus	
III. Developing Market Strategies	15
A. Customer, Segmentation, and Target Marketing	
B. Product Strategy	
C. Pricing Strategy	
D. Distribution and Supply Chain Management	
E. Integrated Marketing Communications	
IV. Putting Strategy into Action	6
A. Marketing Implementation and Control	
B. Developing and Maintaining Long-Term Customer Relationships	
V. Developing Marketing Strategies	10
A. Term Project	
Total Sessions Expressed as Contact Hours	40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	0
Marketing	40
Finance	0
Management	
Management Principles	3
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	1
Economics	1
Business Ethics	3
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	10
Total (estimate of contact hours)	58

ABBREVIATED SYLLABI

Management Concentration

Department of Business Administration
BSAD 3210 (Human Resource Management)
(Concentration Required Course)

Course Description: This is an introductory course that surveys human resources practices and procedures involved with recruiting, employment, training and development, job evaluation, compensation, health and safety, labor relations, and workplace law. Special topics of student interest are also covered. *Prerequisite: BSAD 3200.*

Instructor: Hollingsworth

Required Text: Dessler: Human Resource Management, Southwestern

	Estimated
Topic Outline	**Contact Hours**

I.   Introduction to Human Resource Management   4
     A. What is Human Resource Management
     B. Line and Staff Aspects of Human Resource Management
     C. Human Resource Manager's Duties
     D. New Approaches to Organizing Human Resource Management

II.   Equal Employment Opportunity and the Law   4
     A. Equal Employment Opportunity 1964-1991
     B. Equal Employment Opportunity 1990-91-Present
     C. Defenses Against Discrimination Allegations
     D. The EEOC Process
     E. HR as a Profit Center

III.   Human Resource Management and Strategy Analysis   4
     A. The Strategic Management Process
     B. HR as a Profit Center
     C. HR Metrics and Benchmarking
     D. High Performance Work Systems

IV.   Job Analysis and Talent Management   4
     A. The Talent management Process
     B. HR As a Profit Center
     C. The Basics of Job Analysis
     D. Methods for Collecting Job Analysis Information
     E. Writing Jobs Description

V.   Personnel Planning and Recruiting   4
     A. Need for Effective Recruiting
     B. Internal Sources of Candidates
     C. Outside Sources of Candidates
     D. Recruiting a More Diverse Workforce

VI.   Employee Testing and Selection   4
       A. Why Careful Selection is Important
       B. Types of Tests
       C. Work Samples and Simulations
       D. Background Investigations and Other Selections Methods

VII.   Interviewing Candidates   4
       A. How to Design and Conduct an Effective Interview
       B. Basic Types of Interviews
       C. The Errors That Undermine an Interview's Usefulness
       D. How to Design and Conduct an Effective Interview

VIII. Training and Developing Employees   4
       A. Orienting and On Boarding New Employees
       B. Implementing Training Programs
       C. Implementing Management Development Programs
       D. Managing Organizational Change Programs
       E. Evaluating the Training Effort

IX.   Performance Management and Appraisal   4
       A. Techniques for Appraising Performance
       B. Dealing with Appraisal Problems and Interviews
       C. Performance Management
       D. Talent Management Practices and Employee Appraisal

X.   Benefits and Services   4
       A. The Benefit Picture Today
       B. Insurance Benefits
       C. Retirement Benefits
       D. Personal Services and Family-Friendly Benefits
       E. Flexible Benefits and Programs

       Total Sessions Expresses as Contact Hours   40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	0
Marketing	2
Finance	1
Management	
Management Principles	2
Organizational Behavior	4
Human Resource Management	40
Operations Management	2
Economic/Social/Legal Environment	

Legal Environment of Business	4
Economics	2
Business Ethics	4
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	1
International/Global Dimensions of Business	4
Integrative Experience	0

Total (estimate of contact hours)

66

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 3220 (Production Management)
(Concentration Required Course)

Course Description: This course provides an overview of business operations. In light of selected production improvement techniques (automation, incentive wage system, etc.), students review the role of selected staff departments (purchasing, production planning, etc.) that support the line organization. In the process, students become familiar with a variety of control systems (quality control, inventory control, etc.), which are fundamental in any business—whether product or service oriented. *Prerequisite: BSAD 3200.*

Instructor: Kim
Required Text: Collier, Evans: Operations Management, South-Western

		Estimated
Topic Outline		**Contact Hours**

I.	Introduction to Basic Concepts:	10
	A. Production/Operations Management	
	B. Value Chains, Outsourcing and Offshoring	
	C. Measuring Performance	
	D. Productivity and Business Models	
II.	Process Management	12.5
	A. Product Design	
	B. Service Design	
	C. Analysis Design	
	D. Facility Design	
	E. Project Design	
III.	Supply Chain Management	12.5
	A. Supply Chain Relations	
	B. Logistics	
	C. Distribution Channel	
	D. Inventory Control	
	E. Capacity Control	
IV.	Total Quality Management	3
	A. Quality and Deployment	
	B. Quality Control and SPC	
V.	Green Management	2
	A. Waste Management	
	B. Energy Management	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	1
Marketing	0
Finance	1
Management	
Management Principles	2
Organizational Behavior	0
Human Resource Management	0
Operations Management	40
Economic/Social/Legal Environment	
Legal Environment of Business	1
Economics	2
Business Ethics	1
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	4
International/Global Dimensions of Business	3
Integrative Experience	0
Total (estimate of contact hours)	57

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4200 (Organizational Behavior and Theory)
(Concentration Required Course)

Course Description: The purpose of this course is to acquaint students with the fundamental elements of behavioral management theory. A survey of basic concepts, studies, and literature and research findings pertinent to the field of organizational behavior will be selected from the areas of psychology, sociology and social psychology. Special emphasis will be placed on the relationship between research findings and practical application to organizational problems. *Prerequisite: BSAD 3200.*

Instructor: Hollingsworth and Crawley

Required Texts: Robbins, Judge: <u>Organizational Behavior</u>, Pearson Prentice-Hall
Robbins: <u>Self-Assessment Library: Insights into Your Skills, Interests and Abilities</u>, Pearson Prentice-Hall

		Estimated
<u>**Topic Outline:**</u>		<u>**Contact Hours**</u>
I.	What is O.B.?	2
II.	Research Methods in O B	1
III.	Diversity in Organizations	3
IV.	Attitudes and Job Satisfaction	3
V.	Personality and Values	3
VI.	Perception and Individual Decision Making	4
VII.	Motivation Concepts	4
VIII.	Motivation: From Concepts to Applications	3
IX.	Foundations of Group Behavior	4
X.	Understanding Work Teams	3
XI.	Communication	3
XII.	Leadership	4
XIII.	Foundations of Organizational Structure	3
	Total Sessions Expressed as Contact Hours	40

<div align="center">**Recap**</div>

Identification of BTK Topics Covered in this Course	**Estimated Contact Hours**
Accounting	0
Marketing	0
Finance	0
Management	
Management Principles	5
Organizational Behavior	35
Human Resource Management	5
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	5
Economics	0
Business Ethics	5
Decision Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	8
Integrative Experiences	5
Total (estimate of contact hours)	68

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4210 (Social and Political Environment of Business)
(Concentration Required Course)

Course Description: This course is a study of the evolution of American business in the context of its changing political and social environment. Analysis of the origins of the American business creed, the concept of social responsibility of business and the expanding role of the corporation are included. *Prerequisite: BSAD 3200.*

Instructor: Crawley

Required Text: Bucholtz: <u>Business Environment and Public Policy</u>, Prentice Hall

Topic Outline	Estimated Contact Hours
I. The Corporation in Society	5
II. Business and the Social Environment	6
III. Business and the Ethical Environment	6
IV. Public Policy and Strategic Management	6
V. The Corporation and the Natural Environment	7
VI. Business and Technological Change	5
VII. Building Relationships with Stakeholders	5
Total Sessions Expressed as Contact Hours	40

Recap

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	3
Marketing	3
Finance	3
Management	
Management Principles	3
Organizational Behavior	3
Human Resource Management	3
Operations Management	3
Economic/Social/Legal Environment	
Legal Environment of Business	6
Economics	3

Business Ethics	6
Decision-Support Tools	
Information Systems	3
Quantitative Methods/Statistics	3
International/Global Dimensions of Business	6
Integrative Experience	6
Total (estimate of contact hours)	54

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4230 (Business Fluctuations and Forecasting)
(Concentration Required Course)

Course Description: The analysis of public and business policies, which are necessary as a result of business fluctuations within our capitalist free enterprise system, often require technical forecasting. This course will emphasize this technical forecasting aspect. *Prerequisites: ECON 1200, MATH 1800.*

Instructor: Pereira and Chan
Required Text: Keating, B. K., & Wilson, H. W.: <u>Forecasting and Predictive Analytics</u>, McGraw Hill

Topic Outline	Estimated Contact Hours
I. Framework for Implementing a Forecasting Systems and Guidelines for Generating Forecasts	3
II. Qualitative Forecasting Techniques A. Sales Force Composites B. Customer and General Surveys C. Jury of Executive Opinion D. Advantages and Disadvantages	4
III. New-Product Forecasting Techniques A. Marketing Research B. Test Markets C. Product Life Cycle D. Diffusion Models	5
IV. Quantitative Forecasting Techniques A. Naïve Models B. Moving Averages C. Exponential Smoothing D. Bivariate Regression E. Linear Trend Regression F. Causal Regression G. Multiple Regression H. Time Series Decomposition I. Advantages and Disadvantages	21
V. Business and Economic Real World Uses of Forecasting	4
VI. Forecasting Software Applications	3
Total Sessions Expressed as Contact Hours	40

<p style="text-align:center;">**Recap**</p>

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	2
Marketing	2
Finance	0
Management	
Management Principles	5
Organizational Behavior	2
Human Resource Management	1
Operations Management	5
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	6
Business Ethics	3
Decision-Support Tools	
Information Systems	3
Quantitative Methods/Statistics	25
International/Global Dimensions of Business	2
Integrative Experience	0
Total (estimate of contact hours)	56

FITCHBURG STATE UNIVERSITY
Department of Business Administration
BSAD 4880 (International Business Management)
(Concentration Required Course)

Course Description: 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. *Prerequisite: senior status in Business Administration or permission of Department Chairperson.*

Instructor: Scapparone

Required Text: Ahlstrom, D. & Bruton, G.D., International Management: Strategy and Culture in the Emerging World, (1st Ed.) South-Western, Cengage Learning

Topic Outline	Estimated Contact Hours
I. A. National Differences in Political Economy	4
II. A. Differences in Culture	4
III. A. Ethics in International Business	4
IV. A. International Trade Theory	4
V. A. The Political Economy of International Trade	4
VI. A. Foreign Direct Investment	4
VII. A. Regional Economic Integration	4
VIII. A. The Foreign Exchange Market	4
IX. A. The International Monetary System	4
X. A. Global Capital Market	4
Total Sessions Expressed as Contact Hours	40

<div align="center"><u>Recap</u></div>

Identification of BTK Topics Covered in this Course	Estimated Contact Hours
Accounting	.5
Marketing	7
Finance	0
Management	
Management Principles	.5
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	7
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	23
Integrative Experience	0
Total (estimate of contact hours)	40

MBA CORE CURRICULUM

FITCHBURG STATE UNIVERSITY
Department of Business Administration
MGMT 9040 (Organizational Behavior and Development)
(Program required course)

Course Description: The purpose of this course is to acquaint students with the fundamental elements of behavioral management theory. A survey of basic concepts, studies and literature, and research findings pertinent to the field of organizational behavior will be selected from areas of psychology, sociology, and social psychology. Special emphasis will be placed on the relationship between research findings and practical application to organizational problems.

Instructor: Crawley

Required Text: Robbins & Judge**,** Organizational Behavior (17th ed).

Topic Outline	Estimated Contact Hours

I.   Introductions Organizational Behavior and Development
     A. What is Organizational Behavior
     B. Diversity in Organizations
     C. Attitudes and Job Satisfaction
	6

II.   Emotions and Moods
     A. Personalities and Values
     B. Perception and Individual Decision Making
	6

III. Motivation Concepts A. Motivation – From Concept to Application	5

IV.   Foundations of Group Behavior
     A. Understanding work Teams
     B. Communication
	5

V. Leadership A. Power and Politics	5

VI.   Conflict and Negotiation
     A. Foundations of Organization Structure
     B. Organizational Culture
	7

VII. Human Resource Policies and Practices A. Organizational Change and Stress Management	6
Total Sessions Expressed as Contact Hours	40

<div align="center"><u>**Recap**</u></div>

Identification of BTK-Topics Covered in this Course	Estimated Contact Hours
Accounting	0
Marketing	3
Finance	0
Management	
Management Principles	10
Organizational Behavior	20
Human Resource Management	6
Operations Management	5
Economic/Social/Legal Environment	
Legal Environment of Business	5
Economics	1
Business Ethics	2
Decision-Support Tools	5
Information Systems	1
Quantitative Methods/Statistics	2
International/Global Dimensions of Business	2
Integrative Experiences	0
Total (estimate of contact hours)	62

FITCHBURG STATE UNIVERSITY
Department of Business Administration
MGMT 9060 (Management Information Systems)
(Program required course)

Course Description: This course provides insight into the problem of identifying an organization's informational requirements to facilitate the decision-making process. Topics presented include an analysis of information systems, information flow, and methods and procedures for gathering, disseminating and controlling information.

Instructor: Pereira

Required Text: Laudon, K. C., & Laudon, J. P. <u>Management Information Systems: Managing the Digital Firm</u>. Pearson Education.

<u>Topic Outline</u>	**Estimated** <u>Contact Hours</u>
III. Information Systems (ISs) in Global Business	4
A. IS Components and How they Work	
B. How ISs Transform Business and Why Essential	
IV. Global E-business and Collaboration	3
A. Business Processes	
B. Collaboration and Social Business Systems	
C. How IS Serve Different Management Groups	
V. ISs, Organizations, and Strategy	3
A. IS Organizational Impact	
B. Using ISs as a Competitive Strategy	
VI. Ethical and Social Issues in ISs	5
A. Ethical, Social, Political, and Legal Issues Raised by ISs	
B. Principles for Guiding Ethical Decisions	
VII. Information Technology (IT) Infrastructure and Emergency Tech	2.5
A. IT Infrastructure Components	
B. Computer Hardware and Software Current Trends	
C. Challenges of Managing IT Infrastructure and Solutions	
VIII. Telecommunications, Internet, and Wireless Tech	2.5
A. Telecommunications Networks Principal Components	
B. How Internet Supports Communication and E-business	
IX. Securing ISs	3.5
A. Why ISs Vulnerable	
B. Business Value of and Framework for Security and Control	
X. Achieving Operational Excellence and Customer Intimacy	3

  Total Sessions Expressed as Contact Hours   40

Recap

Identification of BTK-Topics Covered in this Course	Estimated Contact Hours
Accounting	1
Marketing	3
Finance	0
Management	
Management Principles	20
Organizational Behavior	0
Human Resource Management	0
Operations Management	3
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	0
Business Ethics	6
Decision-Support Tools	5
Information Systems	40
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	8
Integrative Experiences	0
Total (estimate of contact hours)	90

FITCHBURG STATE UNIVERSITY
Department of Business Administration
MGMT 9080 (Management Theory and Process)
(Program required course)

Course Description: This course examines management theory as an evolving body of knowledge influencing managerial practices. Management theories are compared and contrasted with the goal of understanding the assumptions and applications of each. Within the context of theoretical models, attention is directed to the differences in the environment in which firms must operate.

Instructor: Pereira

Required Text: Links to required articles, videos, and interactive case-studies related to each of the management theories studied are provided within the course Blackboard site.

Topic Outline	Estimated Contact Hours
XV. Scientific Management Theory (Classical/Fredrick Winslow Taylor)	5.5
C. Principles	
D. Examples of Relevance Today (Examples)	
E. Advantages and Disadvantages	
XVI. Bureaucratic Management Theory (Max Weber)	5.5
A. Principles	
B. Pros and Cons	
C. Differences between Bureaucratic Management and Scientific Management Theories	
D. Business Use Examples	
XVII. Human Relations Theory & Theory of X and Y	5.5
A. Principles and Hawthorne Effect	
B. Business Use Examples	
C. Why Human Relations Theory is Associated with Theory of X and Y	
XVIII. Systems Theory (Ludwig von Bertalanffy and J. G. Miller)	5.5
A. Components and Description of Features	
B. Evaluation	
C. Business Use Examples	
XIX. Total Quality Management (W. Edwards Deming)	5.5

A. History
B. Elements
C. Implementation Steps and Timeline
D. Business Use Examples

XX.   Agile   5.5
A. Features
B. Implementations
C. Ways to Fail
D. Business Use Examples

XXI. Final Paper   7
A. Apply theory of choice to real-world business problem
B. Compare/contrast to another theory
C. Includes global, ethical, and research components

Total Sessions Expressed as Contact Hours   40

Recap

Identification of BTK-Topics Covered in this Course	Estimated Contact Hours
Accounting	1
Marketing	3
Finance	0
Management	
Management Principles	40
Organizational Behavior	20
Human Resource Management	20
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	5
Economics	0
Business Ethics	5
Decision-Support Tools	5
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	3
Integrative Experiences	0
Total (estimate of contact hours)	102

FITCHBURG STATE UNIVERSITY
Department of Business Administration
MGMT 9160 (Marketing Management)
(Program required course)

Course Description: The course embarks on a detailed study of concepts and procedural alternatives in the delineation of the market target. In addition, the course covers the development and implementation of the marketing mix and the control and analysis of the total marketing effort.

Instructor: Scapparone

Required Text: Peter, J.P., & Donnelly, J.H.: <u>Marketing Management: Knowledge and Skills,</u> McGraw-Hill/Irwin

Topic Outline	Estimated Contact Hours
I. Essentials of Marketing Management	5
A. Marketing Concept	
B. Strategic Planning	
C. Marketing Management Process	
II. Marketing Information, Research & Understanding the Target Market	7.5
A. Role & Process of Marketing Research	
B. Marketing Information Systems	
C. Consumer Behavior	
D. Market Segmentation	
III. Marketing Mix	12.5
A. Product & Brand Strategy	
B. Integrated Marketing Communications	
C. Personal Selling, Relationship Building, Sales Management	
D. Distribution Strategy	
E. Pricing Strategy	
IV. Marketing in Special Fields	3
A. Global Marketing	
V. Case Analysis Framework	5
A. Financial Analysis	
VII. Final Paper – Marketing Plan for small business/non profit	7
A. Apply theory and concepts	
B. Situational Analysis	
C. Strategic Marketing Plan	
Total Sessions Expressed as Contact Hours	40

<div align="center">

<u>Recap</u>

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Identification of BTK-Topics Covered in this Course	**Estimated Contact Hours**
Accounting	0
Marketing	40
Finance	5
Management	0
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	3
Economics	2
Business Ethics	2
Decision-Support Tools	5
Information Systems	2
Quantitative Methods/Statistics	1
International/Global Dimensions of Business	3
Integrative Experiences	10
Total (estimate of contact hours)	73