

Annual Departmental Report 2022-2023

Program Information

Program: Bachelor of Science in Business Administration (BSBA)

Program: Master of Business Administration (MBA)

Department: Business Administration Department

Department Chair: Dr. Michael T. Greenwood

Department Assessment Committee Contact: Dr. Denise Simion

This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research & Planning.

Departmental Special Section for AY22-23

Department Lessons Learned and Accomplishments

This was a busy year for our department. Below is our list of accomplishments, followed by a detailed explanation, and at the end of this section are our lessons learned.

Business Administration Department's List of Accomplishments: We...

- Updated our mission statement to align with the University and other Schools on campus.
- Created a set of Vision Statements for the Business Administration Department.
- Aligned our Intended Student Learning Outcomes for the undergraduate program to the updated ISLOs from our external accreditor.
- Successfully completed the Studies Action Plan for the Business Administration major through our participation in the Davis Grant (cohort 3).
- Began offering two new MBA concentrations in the accelerated MBA program: (1) Finance and (2) Business Analytics Management.
- Completed our initial review of mapping the MBA course requirements to the MBA ISLOs.
- Participated in training for our external accreditor, International Accreditation Council for Business Education (IACBE), site visits.
- Attended IACBE's ACAM.
- Received AUC approval of a new Business Administration major concentration: Information Systems Management.

- Received AUC approval of two new courses to support the newly formed Information Systems Management concentration.
- Delivered multiple sessions by our faculty during Faculty Development Days and Faculty Research Days.

Updated School of Business Mission

The department came together in September and October and crafted an updated mission to align with the University and to read similarly to the other campus schools. This proved helpful as we were able to craft a set of vision statements.

The School of Business fuses academics and practical experience through our programs and areas of concentration. Our programs equip students with the essential knowledge of business theories, practical business skills, and innovative technology; then apply that knowledge strategically and ethically along with the ability to adapt to world changes. We strive for excellence through continual improvement and engagement with local business leaders. We support the inclusivity of all students, including those with varying abilities, and cultural backgrounds, and both active military and veterans. Our faculty prepares students to think critically and communicate effectively, act ethically and professionally, recognize and value creativity and diversity, and become socially responsible strategic leaders in both business and the community.

Business Administration Department's Vision Statements

The following vision statements were crafted by Dr. Andrew Chan and approved by the department. The department will use these vision statements to assist in decision making and provide a reminder to faculty of our commitment to our students, University, and community.

- Mentor and educate students to achieve successful careers as principled entrepreneurs, business managers, executives, and community leaders
- Embrace an uncompromising drive and entrepreneurial spirit that stimulates innovation and advances our commitment to learning and growth
- Create a culture of genuine care and concern for the students who in turn will take an active interest in the communities they live and serve
- Support diversity, inclusion, and equity
- Work together with our students and graduates to strive to make a positive impact on both business and community through knowledge sharing and continued engagement with local business leaders

Undergraduate Business Administration Intended Student Learning Outcomes (ISLO)

The timing was ripe this year for us to review our existing ISLOs and update them to align with new wording from our external accreditor, International Accreditation Council for Business Education (IACBE). This proved helpful since it could be used to fulfill the core competencies asked for by DEF Studies Action Plan. Our new ISLOs were voted and approved in December and are now in the process of being implemented throughout the undergraduate courses. The MBA program will be doing the same process next AY.

Critical Thinking/Problem Solving: Students will be able to apply relevant information from all areas of knowledge to assess situations, identify problems and find solutions.

Teamwork: Students will be able to collaborate and contribute to a team environment to achieve a planned goal.

Communication: Students will be able to demonstrate effective oral and written forms of business communication by being professional in tone and following business conventions; by being clear and easy to interpret; by being concise and providing evidence, insightful data, and logic; and by adhering to ethical standards.

Business Knowledge: Students will be able to integrate the concepts in the core functional areas of business to formulate informed decisions.

Business Environment: Students will be able to apply knowledge of the ethical, legal, economic, and global environment to practical business situations and ascertain their impact.

Analysis & Technology Utilization: Students will be able to apply digital intelligence to make, improve, and defend business decisions in a responsible and sustainable manner.

Management & Leadership: Students will be able to analyze the role of motivation and influence in achieving a coordinated goal. Exhibit a growth mindset to harness creativity and innovation.

Studies and Career Action Plan: Davis Educational Foundation Grant (Cohort 3)

The Business Administration Department was scheduled to participate in cohort 3 of the DEF Studies and Career Action Plan initiative. Dr. Denise Simion represented the department throughout the whole AY. We were able to meet our obligations and timelines. The final product is the university standard action plan for undergraduate students majoring in Business Administration. The whole department was kept informed and engaged in voting throughout the process. It was a department effort with Associate Professor Crawley identifying a student to highlight. A copy is included at the end.

Implementation of 2 New MBA Concentration in the Accelerated Program (Finance) and (Business Analytics Management)

The Master of Business Administration began offering two new concentrations in the accelerated program. The first is Finance and the second is Business Analytics Management. Both of these concentrations were approved the previous year by the Graduate Council. Each concentration included the creation of three new graduate courses. This has resulted with the creation of six new courses. Since the MBA program is a graduate program it is administered through SGOCE. The accelerated MBA program is part of the university's agreement with Academic Partnerships.

Mapping Review of the MBA Course Objectives to MBA ISLOs

The MBA currently has eight Intended Student Learning Outcomes. In AY 2021-22 the Business Administration Department's Graduate Curriculum Committee began working on an initiative to map the MBA course objective to the MBA ISLOs. This initiative as complete in fall 2022. We decided to put the next steps on hold as we worked through the undergraduate rewrite of the Business Administration major's ISLOs. We will start anew in 2023-24 to propose updated MBA ISLOs to align with the new MBA ISLOs of our external accreditor IACBE. This is reduce our number to seven ISLOs.

IACBE Accreditation Site Visit Training

The International Accreditation Council for Business Education (IACBE), is the external accreditor for our business programs (undergraduate and MBA). Dr. Michael Greenwood, the Department Chair, attended site visit training this past academic year. Dr. Denise Simion is scheduled to attend the training in the next AY. This training will help prepare the department for our interim quality accreditation review (IQAR) due in November 2024 and as we continually prepare for reaffirmation in April 2027.

IACBE ACAM April 2023

The International Accreditation Council for Business Education (IACBE) held its Annual Conference and Assembly Meeting April 11-13, 2023. Dr. Denise Simion represented Fitchburg State University at both the national level and at the New England Regional level. The conference was well structured and presented themes that were researched and presented practical applications while linking back to the IACBE program requirements. Fitchburg State University is one of the original institutions. IACBE has been recognized by the Council of Higher Education Accreditation (CHEA) since 2011. Dr. Simion presented to the department a 34-page report summarizing the conference.

New Information Systems Management Concentration

The Business Administration Department presented and received AUC approval for an Information Systems Management concentration for the Business Administration major. To support the new concentration, AUC approval of two new courses. The department will begin work advertising the new offering.

Faculty Presentations

Our Business Administration faculty delivered presentations during Faculty Development Days and Faculty Research Days.

Public Disclosure of Student Achievement

The link to the Public Disclosure of Student Achievement on the Fitchburg State University website was updated to display AY 2021-2022.

Lessons Learned: This was a productive year. As a department we have learned just how much mental health is impacting our student body. We have to be more aware of all of students since many are able to mask issues until there is a breaking point. We have learned that we need to socialize more as colleagues, to enjoy each other's company and talk about pedagogy and ideas for the classroom.

Program Learning Outcomes (PLOs) (Educational Objectives)

I. List of PLOs and the timeline for assessment.

Special Note Regarding Business Administration Major and Master of Business Administration Assessments: The Business Administration Department's programs go through an external accreditation process. To maintain vocabulary consistency with our external accrediting body (IACBE) we refer to PLO as ISLO (Intended Student Learning Outcomes). Fitchburg State University's Business programs have been accredited by IABCE since the accreditor's inception. IACBE has been recognized by the Council of Higher Education Accreditation (CHEA) since 2011. Link: <https://www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation>

The Bachelor of Science in Business Administration and the Master of Business Administration completes a Direct and Indirect Assessment of the program as required by IACBE. These assessments at both the undergraduate and graduate levels are conducted during the capstone courses. The capstone course for the Bachelor of Science in Business Administration, BSAD 4890 Business Policy & Strategy, is taken during the senior year. The capstone course for the Master of Business Administration, MGMT 9500 Strategic Management, is taken after the completion of all 5 core courses and an overall total of 24-credit hours.

The department updated the undergraduate ISLOs to align to the new IACBE changes. This was not implemented in the capstone course for AY 2022-23.

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1. BSBA	Students will be able to integrate the major concepts in the functional areas of business to formulate informed decisions.	www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation	Assessment of the Capstone course is conducted at the end of each term and semester	May 2023
2. BSBA	Students will be able to analyze the legal, social, and economic environments of business.	www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation	Assessment of the Capstone course is conducted at the end of each term and semester	May 2023
2. BSBA	Students will be able to describe the global environment of business.	www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation	Assessment of the Capstone course is conducted at the end of each term and semester	May 2023
4. BSBA	Students will be able to distinguish the legal and ethical obligations and responsibilities of business.	www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation	Assessment of the Capstone course is conducted at the end of each term and semester	May 2023
5. BSBA	Students will be able to apply decision-support tools to business decision making.	www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation	Assessment of the Capstone course is conducted at the end of each term and semester	May 2023
6. BSBA	Students will be able to demonstrate effective oral and written forms of professional communications.	www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation	Assessment of the Capstone course is conducted at the end of each term and semester	May 2023

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
7. BSBA	Students will be able to collaborate and work in teams to solve business problems.	www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation	Assessment of the Capstone course is conducted at the end of each term and semester	May 2023
1. MBA	Students will be able to demonstrate well-developed problem solving skills in formulating solutions to new scenarios with decision-support methods.	www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation	Assessment of the Capstone course is conducted at the end of each term and semester	May 2023
2. MBA	Students will be able to integrate theory and practice across business functional areas.	www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation	Assessment of the Capstone course is conducted at the end of each term and semester	May 2023
3. MBA	Students will be able to articulate the major theories and concepts in the areas of accounting, management, and marketing.	www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation	Assessment of the Capstone course is conducted at the end of each term and semester	May 2023
4. MBA	Students will be able to apply appropriate technical and quantitative techniques and methods in the analysis of real-world business situations.	www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation	Assessment of the Capstone course is conducted at the end of each term and semester	May 2023
5. MBA	Students will be able to communicate to relevant audiences.	www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation	Assessment of the Capstone course is conducted at the end of each term and semester	May 2023

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
6. MBA	Students will be able to demonstrate well developed organizational, leadership, and teamwork skills.	www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation	Assessment of the Capstone course is conducted at the end of each term and semester	May 2023
7.MBA	Students will be able to analyze ethical obligations and responsibilities of business.	www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation	Assessment of the Capstone course is conducted at the end of each term and semester	May 2023
8.MBA	Students will be able to evaluate the opportunities and challenges of globalization.	www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation	Assessment of the Capstone course is conducted at the end of each term and semester	May 2023

II. 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.

UNDERGRADUATE (Bachelor of Science in Business Administration, BSBA)

The assessment of all BSBA ISLOs are done in the BSAD 4890 Business Policy & Strategy capstone course. This course is taken in the 4th year (senior).

Students included in the assessment are on-campus day students in the Business Administration major. For spring 2023, one session of the on campus course BSAD 4890 Business Policy & Strategy for was included for assessment. This course had 14 students.

This assessment is managed by Dr. Kim Kay. The information in section of the report was taken from his IACBE Undergraduate Assessment Report for 2023.

Performance Objectives (Targets/Criteria) for this direct measure (integrated case): At least 70% of all graduating students will score on each evaluation criterion within the Competent range (score 3 – 4) or within the Accomplished range (score 5 – 6). *The full report is available if needed.*

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st 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”?
1 BSBA	BSBA Integrated Case	4 th year	See above description.	See above description.	<p><u>ISLO #1:</u> (100% > 70%) Competent = 0% Accomplished = 100%.</p> <p>98% (12/14 students) of students scored within the accomplished range in the quizzes. 2% (2/14 students) scored between 4.0 and 4.9, competent.</p> <p>Most students were able to correctly answer questions about the concepts, principles, theories, and practices in the functional areas of accounting, management and marketing. In addition, most were able to Clearly recognizes and describes multiple and unique organizational problems and challenges and propose strategic recommendations and actions to deal with the most important issues.</p> <p>Some adequately identified most or some basics of</p>

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st 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”?
					<p>important cross-functional organizational issues and were able to recognize and describe for the most part multiple organizational problems and challenges.</p> <p><i>Follow up actions: Conduct financial/accounting exercise as a brief refresher that recaps the important of financial concepts as of fall 2023. Assign more financial/accounting homework assignments. Overall, no change is needed.</i></p>
2 BSBA	BSBA Integrated Case	4 th year	See above description.	See above description.	<p><u>ISLO #2</u>: (100% > 70%) Competent = 7%. Accomplished = 93%.</p> <p>99% (13/14 students) of students scored within the accomplished range. Only 1% (1/35 students) scored between 4.0 and 4.9, competent. Overall, `no change is needed. Recommend to keep one more week to stay for the successful objective accomplishment. Successful!</p> <p>Most students demonstrated an advanced ability to identify, analyze and critically evaluate both existing and potential legal, regulatory, cultural, social, competitive, and international issues and exhibited keen comprehension of the dynamic nature of the legal, social, economic, political, and managerial environment. Some displayed an average ability to analyze the legal, social, and economic environments of business</p> <p><i>Follow up actions: Introduce case analysis tools (small and mini cases) and analytical methods, formulas, and procedures in week two. Continue class discussions that challenges the students to apply the terms tools and techniques in the text that help to show how topics integrate. Keep the current phase!</i></p>

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st 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”?
3 BSBA	BSBA Integrated Case	4 th year	See above description.	See above description.	<p><u>ISLO #3:</u> (100% > 70%) Competent = 7% Accomplished = 93%.</p> <p>99% (13/14) of students scored within the accomplished range. Only 1% (1/14) scored between 4.0 and 4.9, competent.</p> <p>The majority of students have learned to thoroughly the organizational and managerial differences in different countries and explain the impacts of the differences and variations on a company’s strategy in international transactions. Some were able to provide some description of the market uncertainty, political risk or country specific risk and recommend a less-than-reasonable courses of action.</p> <p><i>Follow up actions: Review future case selections (comprehensive cases) and assign more mini case projects that more readily include global issues. Assign cases that include a robust global focus then lead class discussions that include global topics germane to the case. Overall, no change is needed.</i></p>
4 BSBA	BSBA Integrated Case	4 th year	See above description.	See above description.	<p><u>ISLO #4:</u> (98% > 70%) Competent = 7% Accomplished = 93%.</p> <p>99% (13/14) of students scored within the accomplished range. 1% (1/14 students) scored between 4.5 and 4.9, competent.</p> <p>While most students were able to cite ethical concerns and impact with stakeholders, within society, including awareness of basic ethical theories and models as well as how personal values can be consciously operationalized in business decision making some were able to identify some applicable federal legislation and realize the variability in state and local</p>

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st 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”?
					<p>legislation. Where applicable most were able to addresses ethical violations and reflect on the benefits and risks of the action, and the alternatives and possible outcomes and evaluates each on the basis of whether or not there is interest and concern over the welfare of all stakeholders identified in the case study</p> <p><i>Follow up actions: Continue to handout materials (WSJ journal, magazine etc.) to facilitate a focused discussion on the role that ethics plays in professional and personal life and explain clearly the stakeholders that would be impacted by unethical and ethical business decisions and thoroughly discuss and reflect on the viewpoints of the stakeholders. Overall, no change is needed.</i></p>
5 BSBA	BSBA Integrated Case	4 th year	See above description.	See above description.	<p><u>ISLO #5:</u> (98% > 70%) Competent = 0% Accomplished = 100%.</p> <p>100% (14/14) of students scored within the accomplished range.</p> <p>The class overall demonstrated evidence of a focused inclination to accurately and appropriately analyze, evaluate, and interpret information. Some were able to display average ability to develop a reasonable plan to effectively apply analytical methods, formulas, and procedures.</p> <p><i>Follow up actions: Continue to identify a few best practice cases from among prior student submissions that demonstrate knowledge of reasoned decision-making skills. Hand these out to students at the start of the semester so that they can see what reasoned decision- making skills looks like. Go back to this case often when I need to help students(s)</i></p>

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st 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”?
					<i>improve their final submission. Overall, no change is needed.</i>
6 BSBA	BSBA Integrated Case	4 th year	See above description.	See above description.	<p><u>ISLO #6:</u> (100% > 70%) Competent = 7% Accomplished = 93%.</p> <p>99% (13/14) students scored within the accomplished range (well-done!). Only 1% (1/14 students) scored between 4.5 and 5.0, competent.</p> <p>The class generally demonstrated respect and other professional manners to all team members through discussions and other collaborative opportunities. There was a general balance with the need for task accomplishment with the needs of team members and contribute impressively and substantially.</p> <p>Some students showed more basic respect and professional manners to all team members through discussions and other collaborative opportunities.</p> <p><i>Follow up actions: Identify a few best practice cases from among student submissions that exemplify writing that is free from any or very few errors in use of standard English rules of usage and are professional in layout. Hand these out to students at the start of the semester so that they can see what a best practice case looks like. Go back to this case often when I need to help students(s) improve their final submission.</i></p> <p><i>Hand out a rubric that explains the goals for writing and presentation skills. Refer to this often throughout the class.</i></p> <p><i>Overall, no change is needed.</i></p>

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st 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”?
7 BSBA	BSBA Integrated Case	4 th year	See above description.	See above description.	<p><u>ISLO #7:</u> (100% > 70%) Competent = 24% Accomplished = 76%.</p> <p>100% (14/14) of students scored within the accomplished range.</p> <p>The class generally demonstrated respect and other professional manners to all team members through discussions and other collaborative opportunities. There was a general balance with the need for task accomplishment with the needs of team members and contribute impressively and substantially.</p> <p>Some students showed more basic respect and professional manners to all team members through discussions and other collaborative opportunities.</p> <p>There is anecdotal evidence to suggest that the impact from Covid-19, such as waiting for the test-results and self-quarantine, disruption still affected the learning process for several students as for some teams case participation declined after the Covid-19 test in classroom meetings.</p> <p><i>Follow up actions: Introduce a team behavior exercise early in the course in order to identify effective teaming behavior goals. Ask the students to post a brief reflective comment on this exercise identifying at least three effective behaviors of the effective leader. Then ask the class to comment on at least two other colleagues' comments.</i></p> <p><i>Identify “free-rider” students early and intervene with discussion about helping struggling teams. Revise</i></p>

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st 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”?
					<p><i>grading criteria to not reward free-rider students. To overcome the above negative impacts to maximize the program performance effectiveness, effectiveness that might be suggested to adopt a computer simulation game “Capsim” next semester (Fall ‘23’) and finally adopt it for next semester. Overall, `no change is needed, but ‘Capsim’ recommended!</i></p>

GRADUATE (Master of Business Administration, MBA)

The assessment of all MBA ISLOs are done in the MGMT 9500 Strategic Management capstone course. This course is taken after all 5 core courses are completed (15-credit hours) and a total of 24-credit hours completed in the MBA program.

Students included in the assessment are MBA students in the accelerated MBA program. For spring 2023, two sessions of the course MGMT 9500 Strategic Management were included for assessment. There were a total of 117 students assessed.

This assessment is managed by Dr. Marian Simion. The information in section of the report was taken from his IACBE MBA Assessment Report for 2023.

Performance Objectives (Targets/Criteria) for this direct measure (integrated case): At least 70% of all graduating students will score on each evaluation criterion within the Proficient or within the Exemplary range. For purpose of sampling and cross-validation, the evaluation methodology for direct measurement involved two components: document content analysis of the Capstone Paper, and student interaction and performance during the class on assignments related to the Capstone project, such as group discussions which assessed teamwork and communication skills. Additionally, the selection of artifacts was conducted according to stratified sampling method based on overall student performance categorized as: below average, average, and exemplary. *The full report is available if needed.*

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st 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”?
1 MBA	MBA Integrated Case	See above description.	See above description.	See above description.	<u>ISLO #1:</u> (100% > 70%) Proficient = 5% Exemplary = 85%. See below for recommendations.
2 MBA	MBA Integrated Case	See above description.	See above description.	See above description.	<u>ISLO #2:</u> (100% > 70%) Proficient = 15% Exemplary = 80%. See below for recommendations.
3 MBA	MBA Integrated Case	See above description.	See above description.	See above description.	<u>ISLO #3:</u> (100% > 70%) Proficient = 5% Exemplary = 85%. See below for recommendations.
4 MBA	MBA Integrated Case	See above description.	See above description.	See above description.	<u>ISLO #4:</u> (100% > 70%) Proficient = 8% Exemplary = 90%. See below for recommendations.
5 MBA	MBA Integrated Case	See above description.	See above description.	See above description.	<u>ISLO #5:</u> (100% > 70%) Proficient = 22% Exemplary = 75%. See below for recommendations.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st 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”?
6 MBA	MBA Integrated Case	See above description.	See above description.	See above description.	<u>ISLO #6:</u> (100% > 70%) Proficient = 15% Exemplary = 85%. See below for recommendations.
7 MBA	MBA Integrated Case	See above description.	See above description.	See above description.	<u>ISLO #7:</u> (100% > 70%) Proficient = 27% Exemplary = 61%. See below for recommendations.
8 MBA	MBA Integrated Case	See above description.	See above description.	See above description.	<u>ISLO #8:</u> (100% > 70%) Proficient = 5% Exemplary = 93%. See below for recommendations.

Recommendations

The following recommendations were included in the assessors report. The department will look at the results in the fall.

Recommendation #1: In order to improve the quality of teaching students without bachelor degree in business, it is important that a curricular decision be made by our department to implement and enforce the Embedded Foundational Knowledge (EFK) pedagogy, at least in the core courses, and not just recommend. This means, during the first week—at least—the professor should outline the discipline and review its core component before moving into its advanced components. As such, while the students without a bachelor degree in business will be able to map the discipline, the students with a degree will benefit from such an exercise as well. (This semester the pre-Capstone surveyed the students if the instructors should use first week to review the basic skills and knowledge of the discipline, 86.3% of the students were in favor, 7.7% abstained, and 6% were against. Therefore, the overwhelming majority of the students embrace such pedagogical idea.)

Recommendation #2: In order to demonstrate continuous educational improvement, our department should: a) review the all ISLO categories, b) establish and define specific metrics, and c) raise such thresholds with the incremental increase in performance.

Recommendation #3: In order to improve performance in ISLO 1, ISLO 3, ISLO 7, and ISLO 8, in which the previous cohorts revealed low performance, our curriculum committee might explore the following three options:

- a) Offer special topics courses which will address categories of weak performance, or strengthen the existing introductory core courses so as to increase the performance on the ISLO categories with low performance. This can be accomplished through special topics courses designed to fill such gaps. (As a teaching university, it is recommended that the special topic courses should be focused on closing educational gaps, rather than exploring in depth a particular topic; something that would be more fitting to a research university.)

- b) Continue to embed relevant the ISLO categories in each course, through assignments and introductory overviews, whereby each instructor will use the first week of the course to review the basic skills and knowledge (as applied to the specific class and discipline), then implement and track them through assignments by following the three guiding pedagogical principles of introducing, reinforcing and synthesizing.
- c) In order to enrich the streamlining of the ISLO categories into the MBA program, and also improve measurability, I recommend that each course syllabus in the MBA program should enforce the inclusion in each syllabus of a rubric, which will demonstrate how each particular course builds the ISLO competencies through assignments and activities. The value of such rubric (being included into each syllabus) is that the rubric will serve as an instrument which will provide key data for the Curriculum Committee and for the Assessment Committee to plan accordingly, and meet the program’s educational objectives.

You may use this comment box to provide any additional information, if applicable:

Important Accreditation Dates:
 IACBE IQAR (Interim Quality Accreditation Review) DUE: November 1, 2024
 The department will be working on this report during AY 2023-24. There are meetings and a potential site visit.
 IACBE Reaffirmation DUE: April 30, 2027
 The department will be working on this report during AY 2025-26. There will be site visits during AY 2026-27.

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”?

Reflection Prompt	Narrative Response
<p>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)</p>	<p>Undergraduate: Data is collected from the UG students in BSAD 4890 Business Policy & Strategy Capstone course. Performance Objectives (Targets/Criteria) for this direct measure (integrated case) is a t least 70% of all graduating students will score on each evaluation criterion within the Competent range (score 3 – 4) or within the Accomplished range (score 5 – 6) on the rating scale for each of the BSBA program learning outcomes (that is, beyond the Beginning range, score: 1 – 2).</p> <p>Graduate: Data is collected from the MBA students in MGMT 9500 Capstone: Strategic Management. At least 70% of all graduating students will score on each evaluation criterion within the Proficient or within the Exemplary range. For purpose of sampling and cross-validation, the evaluation methodology for direct measurement involved two components:</p>

	document content analysis of the Capstone Paper, and student interaction and performance during the class on assignments related to the Capstone project, such as group discussions which assessed teamwork and communication skills. Additionally, the selection of artifacts was conducted according to stratified sampling method based on overall student performance categorized as: below average, average, and exemplary.
Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	<p>Capstone courses BSAD 4890 and MGMT 9500 are used for assessment of the program and reviewed during our accreditation process.</p> <p>The collection of data, artifacts, and interpretation of the results is the responsibility of 2 senior members. Dr. Kim Kay, appointed by the department's Undergraduate Curriculum Committee, is responsible for the undergraduate capstone course. Dr. Marian Simion, appointed by the department's Graduate Curriculum Committee, is responsible for the MBA capstone course.</p> <p>Dr. Kay and Dr. Simion each file a report for each fall and spring semester to the department's Assessment Committee. The Assessment Committee reviews the reports and presents the findings to the Business Administration Department. The information is kept in accordance with the IACBE accreditation requirements.</p>
What changes have been made as a result of using the data/evidence? (Close the loop)	<p>No changes have been made with the results of AY 2022-23 data since it was just reported.</p> <p>We made changes based upon data from AY 2021-22 data. We realigned the Undergraduate ISLOs. We have begun work on revamping the Direct Assessment for BSAD 4890.</p>

A. Assessment Plan for Program/Department

- I. Insert the program or department Assessment Plan.

The assessment plan is part of the accreditation document for our external accreditor. It was confirmed during our last reaffirmation in 2019 and we have not made any adjustments to it. We will be developing an updated plan for the IQAR during AY 2023-24. We will plan on ensuring we have it in a condensed version for sharing for the AY 2024-25.

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.

We updated the ISLOs to align with IACBE.

III. If you do not have a plan, would you like help in developing one?

Yes

B. 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. Professional, specialized, State, or programmatic accreditations currently held by the program/department. The Business Administration Department's programs go through an external accreditation process, the International Accreditation Council for Business Education (IACBE). Fitchburg State University's Business programs have been accredited by IABCE since the accreditor's inception. IACBE has been recognized by the Council of Higher Education Accreditation (CHEA) since 2011.

Link: <https://www.fitchburgstate.edu/academics/academic-schools/school-business/business-administration-department/business-administration-accreditation>

- ii. Date of most recent accreditation action by each listed agency.
2019
- iii. Date and nature of next review and type of review.

IACBE IQAR (Interim Quality Accreditation Review) DUE: November 1, 2024. The department will be working on this report during AY 2023-24. There are meetings and a potential site visit.

IACBE Reaffirmation DUE: April 30, 2027. The department will be working on this report during AY 2025-26. There will be site visits during AY 2026-27.

Contributions by Business Administration Department Undergraduate Curriculum Chair Dr. Audrey Pereria

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.
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 Administration Department maintains contact with business and community leaders that represent a broad cross-section of business and industry. Annually program and curricula are reviewed by our Business Advisory Board. The mission of the Business Administration

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.
		Department, as well as the goals and KPIs, are shared with the Business Advisory Board. Any relevant and reasonable suggestions related to the programs and curricula are vetted by the Business Advisory Board and the department curriculum committee.
Describe your proposed courses of action to identify needed changes in the study abroad and internship programs and the planned timeline for identifying and making changes.		<p>The department regularly encourages faculty to work directly with the university office for study abroad programs.</p> <p>Business unit faculty as part of the advising process encourage business students to apply and to study abroad and to ensure that the courses taken apply to their degree requirements.</p> <p>We had a faculty-led study abroad program for spring 2023 that includes a full time business faculty member to take business students to Milan as part of a Luxury Brand Management course.</p> <p>The Business Administration Department is progressively increasing the opportunities for students to engage in internships.</p> <p>The Business Administration Department is working closely with the FSU Career Services department.</p>

C. Departmental Strategic Initiatives

Accomplished Initiatives AY 22-23 <small>Add more rows as needed</small>	Corresponding Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small>	Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal
Review and update The School of Business Mission		
Creation of Career Competencies. University-wide Davis Grant initiative. Business is part of AY 2022-23 cohort 3.		
IACBE Annual Web Reporting Requirement		
Trial of Peerceptiv Software. University-wide initiative. Denise and Michael trialing for Business.		
Proposed new BSBA ISM (Information Systems Management) Concentration. Presented a new concentration proposal and 2 new courses.		
Review of Capstone Exit Survey for UG. This was begun but needs to continue in AY 2023-24.		
IACBE Conference Attendance.		

Planned Initiatives for AY 22-23 <small>Add more rows as needed</small>	Associated Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small>	Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal
Review and Update Department Strategic Plan Goal and Strategies		
IACBE Site Visit Training		

Planned Initiatives for AY 22-23 Add more rows as needed	Associated Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 1.3	Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal
Review of Capstone Exit Survey for UG		
Future of BSAD 4890 Assessment for Accreditation: Continue work started in AY 22-23. Standardize the UG assessment process for both direct and indirect assessments. Create Training Materials for grading the department.		
Review alignment of Undergraduate Course Objectives with Program ISLOs.		
Review alignment of Graduate Course Objectives with Program ISLOs.		
Review of Capstone Exit Survey for UG. Ensure still relevant as an indirect assessment.		
Review of Capstone Exit Survey for MBA. Ensure still relevant as an indirect assessment.		
Review current Advisory Board and make recommendations for updates.		
Submit Business Department AY 2021-22 Assessment Plan Reports to Advisory Board		
IACBE Annual Web Reporting Requirement		
IACBE Conference Attendance		

F. Departmental Reflection:

Take this section to reflect on--

- 1) *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*
N/A
- 2) *Any other thoughts or information that you would like to share.*
N/A

The Business Administration Department fuses academics and practical experience through our programs and areas of concentration. Our programs equip students with the essential knowledge of business theories, practical business skills, and innovative technology; then apply that knowledge strategically and ethically along with the ability to adapt to world changes. Students may concentrate in Accounting, Entrepreneurship, Management, and Marketing.

HOW TO USE THE ACTION PLAN

Use the Action Plan timeline to explore potential career paths and plan for success during and after your college experience. The Action Plan provides suggestions and a place to start the conversation with your advisor, but every person and every career journey is unique. Customize your own personal action plan using the **My Business Administration Action Plan tool** (next page).

Maximize the time you have in college to prepare for your future. What do you want to do after you graduate with a multi-purpose Business Administration degree?

The Action Plan helps you to come up with tentative goals (remember, it's ok if these change as you continue to learn more about yourself and the field!) so you can start working on short-term steps to help you reach those goals or shift directions. Remember, you do not have to do this all on your own, get the support you need from your department and from Student Support Services like **Career Services and Advising (CSA)**.

WHY CONSIDER AN INTERNSHIP?

- Gain experience in potential career fields
- Discover areas of interest
- Build your professional network

EXAMPLES OF PAST INTERNSHIPS & RESEARCH

- Buying and Planning & Allocation Intern: TJX Companies
- IRS Intern: IRS Treasury Acquisition Institute
- Human Resources Intern: Albertsons Companies, Inc.

ALUMNI STORY TORAH SMITH, '22



I work for Avery Dennison, which is a Fortune 500 multinational corporation, in the role of Production Scheduler. I am responsible for scheduling when, what, and how long each machine runs here at the plant. I've always had a knack for schedules, so this job exercises my brain perfectly. I've learned so many new things, even within the few months I've been working here. I've learned the importance of professionalism, and succinct but polite communication. I've learned some of the technical details of injection molding, gotten drastically better at Microsoft Excel and Access, and so much more! I am very much enjoying what I do every day, and I wouldn't be here without the help of Fitchburg State's Business program and all the professors who got me here.



Employer: Avery Dennison

Major: Business Administration, Management concentration



CORE COMPETENCIES

Critical Thinking/Problem Solving: Apply relevant information from all areas of knowledge to assess situations, identify problems and find solutions.

Teamwork/Collaboration: Collaborate and contribute to a team environment to achieve a planned goal.

Oral/Written Communication: Demonstrate effective oral and written forms of business communication by being professional in tone and following business conventions; by being clear and easy to interpret; by being concise and providing evidence, insightful data, and logic; and by adhering to ethical standards.

Business Knowledge: Integrate the concepts in the core functional areas of business to formulate informed decisions.

Business Environment: Apply knowledge of the ethical, legal, economic, and global environment to practical business situations and ascertain their impact.

Analysis & Technology Utilization: Apply digital intelligence to make, improve, and defend business decisions in a responsible and sustainable manner.

Management & Leadership: Analyze the role of motivation and influence in achieving a coordinated goal. Exhibit a growth-mindset to harness creativity and innovation.

ALUMNI CAREER FIELDS

16%
Operations

12%
Business Development

12%
Sales

7%
Finance

BUSINESS ADMINISTRATION ACTION PLAN

Take a look at the suggested activities in the Action Plan below. You do not need to complete all these tasks, but it is a place to start generating ideas. Think about what you would like to work on now in order to feel well prepared to enter your career field or graduate school upon graduation. Use the blank My Action Plan tool with your advisor to come up with the action items that are priorities for you. Revisit and revise this action plan each semester.

	FIRST YEAR	SOPHOMORE YEAR	JUNIOR YEAR	FINAL YEAR
ACHIEVE ACADEMIC MILESTONES	<p>Take foundational courses in General Education and from the Business Administration core.</p> <p>Work with your advisor to learn about the various concentrations.</p>	<p>Select Gen Ed courses that challenge and interest you.</p> <p>Confirm that your major and concentration choice is right for you.</p> <p>Declare a minor or double-major if desired and begin corresponding coursework.</p>	<p>Work closely with your academic advisor to refine your full plan of study and make sure it aligns with your career path.</p>	<p>Take the Capstone course that links all that you have learned together.</p> <p>Go over remaining degree requirements with your advisor and apply for Graduation.</p>
BUILD EXPERIENCE	<p>Consider a part-time job to build your experience.</p> <p>Begin collecting materials for a professional portfolio.</p>	<p>Talk to your advisor about opportunities for internships and experiential learning.</p>	<p>Search and apply to internships.</p> <p>Consider submitting work to the FSU Undergraduate Research Conference (In Spring).</p>	<p>Complete an internship.</p> <p>Begin approaching professors to serve as job references or to write letters of recommendation.</p> <p>If applicable, finalize a professional portfolio.</p>
JOIN THE CAMPUS COMMUNITY	<p>Get involved with business clubs, such as the Business Society and the Entrepreneurship Club.</p> <p>Join university clubs and events of interest.</p>	<p>Continue involvement in business and university clubs.</p> <p>Consider leadership positions in clubs and organizations you belong to.</p>	<p>Join Sigma Beta Delta Honor Society (by invitation).</p> <p>Seek out leadership positions in the business department clubs, university clubs and organizations.</p>	<p>Attend campus events and connect with alumni and guests to build your network.</p>
EXPLORE CIVIC & GLOBAL ENGAGEMENT	<p>Discover Business from a global perspective.</p> <p>Volunteer on-campus or with local organizations.</p>	<p>Talk with your advisor about the possibility of studying abroad.</p>	<p>Consider taking an international faculty-led course or program.</p> <p>Take on leadership roles in any organizations you volunteer with.</p>	<p>Consider participating in a service organization or fellowship after graduation.</p>
PREPARE FOR LIFE AFTER GRADUATION	<p>Attend CSA workshops.</p> <p>Create a resume and have it reviewed by an advisor in the Career Services and Advising (CSA) Center.</p> <p>Activate your Handshake account.</p> <p>Create a LinkedIn account to begin building your portfolio.</p>	<p>Attend CSA workshops or one-on-one meetings to go over cover letters and interview prep.</p> <p>Consider participating in alumni job shadowing or informational interviews with professionals in potential career fields.</p>	<p>Attend events with employers on campus/career fairs.</p> <p>Connect with Business Department Internship Lead to begin the internship process.</p> <p>If applicable, start researching graduate/professional schools and admissions requirements.</p> <p>Update your resume and LinkedIn and Handshake profiles.</p>	<p>Develop a list of potential employers and check for recruitment events/open positions throughout the year.</p> <p>Apply to jobs and/or graduate school.</p> <p>If applicable, take graduate school entrance exams and complete applications.</p>

Note for Transfer Students: This plan is not rigid and you may be at different points in each section than your class year. This plan is just a starting point to discuss with your advisor and customize for the experiences you want to have before completing your degree.