**Annual Departmental Report**

***Amended for 2020-2021 Academic Year to Accommodate and Reflect Adjustments due to Pandemic***

*There are amended instructions throughout this document to reflect the special circumstances of this academic year (AY20-21) that you will find red. As an institution and as departments we have learned that we can use our creativity to deliver learning even in the most difficult of circumstances.*

**Program Information**

Program/Department: Business Administration

Department Chair: Renee Scapparone

Department Assessment Committee Contact: Andrew Chan

*This document is to be kept in the department and an electronic file is due to the Director of Assessment by May 15, 2021.*

1. **Departmental Special Section for AY2021**

Department Lessons Learned and Accomplishments

In thinking through the academic year, report on how the department adapted to changes brought on by the pandemic. Reflect on actions that surprised you, on lessons learned that will help in the future, and major accomplishments.

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| **The faculty and staff adapted well to working remotely. The department was in a good position since we have already converted our GCE BSAD program to 100% online. That being said, full-time and adjuncts were able to smoothly adapt to onsync modality for the day program. At the start of the AY2020/21 we implemented our new curriculum for incoming freshmen. At the start of the spring 2021 semester, the department moved their GCE BSAD program to an accelerated 7 week (Fast-Track) schedule with two 7 week terms per semester, to mirror the OAP MBA program. The pandemic has forced online learning to be more acceptable to the market and our fine reputation has shown increase in our undergraduate and graduate programs this past year and leading into AY2021/22.** |

1. **Program Learning Outcomes (PLOs) (Educational Objectives)**
2. **List of PLOs and the timeline for assessment.**

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| **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** | 1. 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 2021 |
| **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 2021 |
| 1. **BSBA** | 1. Students will be able to describe the global 2. 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 2021 |
| **4. BSBA** | 1. Students will be able to distinguish the legal and et 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 2021 |
| **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 2021 |
| **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 2021 |
| **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 2021 |
| **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 2021 |
| **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 2021 |
| **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 2021 |
| **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 2021 |
| **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 2021 |
| **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 2021 |
| **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 2021 |
| **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 2021 |

1. **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.

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| **PLO # (from above)** | **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”?** |
| **1-6 BSBA** | BSBA Capstone Integrated Case with rubric (direct measure of learning outcomes. | 4th year | All students in BSAD 4890 Business Policy & Strategy (Capstone) | Performance Objectives (Targets/Criteria) for this direct measure (integrated case): On the BSBA capstone business simulation project evaluation rubric, 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) on the rating scale for PLO #7 (that is, beyond the Beginning range,  score: 1 – 2). | Students performed above targets (70%) for this direct measure:  On the BSBA capstone integrated case evaluation rubric,  PLO #1: (100% > 70%)  Competent  = 40%.  Accomplished  = 60%.  PLO #2: (100% > 70%)  Competent  = 26%.  Accomplished  = 74%.  PLO #3: (100% > 70%)  Competent  = 67%.  Accomplished  = 33%.  PLO #4: (98% > 70%)  Competent  = 37%.  Accomplished  = 61%.  PLO #5: (98% > 70%)  Competent  = 35%.  Accomplished  = 63%.  PLO #6: (100% > 70%)  Competent  = 15%.  Accomplished  = 85%. |
| **7 BSBA** | BSBA Capstone Business Simulation Project with rubric (direct measure of learning outcomes). | 4th year | All students in BSAD 4890 Business Policy & Strategy (Capstone) | Performance Objectives (Targets/Criteria) for this direct measure (integrated case): On the BSBA capstone business simulation project evaluation rubric, 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) on the rating scale for PLO #7 (that is, beyond the Beginning range,  score: 1 – 2). | Teamwork was formerly  assessed in Capstone Business Simulation Project which was not being implemented in 2020-2021 due to online synchronous course modality of the capstone course.  Instead, PLO 7 was accessed in Capstone Integrated Case.  Students performed above targets for this direct measure for PLOs #7:  (100% > 70%)  Competent  = 24% and Accomplished  = 76% |
| **1-8 MBA** | MBA Capstone Integrated Business Case with rubric (direct measure of learning outcome). | Students who have completed 18 credit hours of core courses and a total of 24 graduate hours | All students in MGMT 9500 Capstone: Strategic Management | Performance Objectives (Targets/Criteria) for this direct measure (integrated case):  On the MBA capstone integrated case evaluation rubric, 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) on the rating scale for each of the program PLOs #1, #2, #3, #4, #5, #6, #7, and #8 (that is, beyond the Beginning range, score: 1 – 2). | Students performed above targets (70%) for this direct measure:  On the BSBA capstone integrated case evaluation rubric,  PLO #1: (100% > 70%)  Competent = 20%.  Accomplished = 80%.  PLO #2: (100% > 70%)  Competent = 18%.  Accomplished = 82%.  PLO #3: (100% > 70%)  Competent = 14%.  Accomplished = 86%.  PLO #4: (100% > 70%)  Competent = 25%.  Accomplished = 75%.  PLO #5: (100% > 70%)  Competent = 16%.  Accomplished = 84%.  PLO #6: (100% > 70%)  Competent = 20%.  Accomplished = 80%. |

If applicable, use the space below to report on PLO assessment impacted by the move to remote learning.

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| BSBA PLO#7 assessment was impacted by the move to remote learning. Teamwork was formerly assessed in the Capstone Business Simulation Project which was not being implemented in 2020-2021 due to online synchronous course modality of the capstone course. Instead PLO#7 was accessed in the Capstone Integrated Case. |

**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”?

Please reflect on changes that the department has had to engage in given changes to teaching modality and especially capstone experiences.

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| **Reflection Prompt** | **Narrative Response** |
| **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)** | Data evidence is collected from the UG students in BSAD 4890 Business Policy & Strategy  Capstone course. 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) on  the rating scale for each of the BSBA program learning outcomes (that is, beyond  the Beginning range, score: 1 – 2).  Data evidence is collected from the Graduate students in MGMT 9500 Capstone: Strategic  Management 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) on  the rating scale for each of the program PLOs #1, #2, #3, #4, #5, #6, #7,  and #8 (that is, beyond the Beginning range, score: 1 – 2). |
| **Who interprets the evidence?**  **What is the process?**  **(e.g. annually by the curriculum committee)** | Faculty instructing the BSAD 4890 and MGMT 9500 capstone courses collect the evidence  and submit the data findings to the chair of the department’s Assessment Committee who in  turns creates the department’s Annual Assessment report which is then reviewed by the  department’s curriculum committees and then submitted to the chair and Dean and submitted  to the department’s website in accordance to the IACBE accreditation requirements. |
| **What changes have been made as a result of using the data/evidence? (close the loop)** | During this assessment period, all targets were met. The Business Administration Department has adopted new assessment rubrics (developed and written by Dr. Andrew Chan in November 2018) that faculty teaching the capstone course (BSAD 4890, Business Policy and Strategies) are required to adhere to in order to conduct PLOs assessments in the course. The faculty teaching BSAD 4890 have collaborated in designing the course to provide measurable outcomes.  In order to streamline the Business Technical Knowledge (BTK) categories inherent in the  PLOs into the BSBA program, and also to improve measurability, it was recommended that  each course syllabus in the BSBA program includes a table to demonstrate how each  particular course builds the BTK skills through assignments and activities. The added value  of such a summary being included into each syllabus is that it serves as an instrument  which will provide a basis for quantification and assessment of the educational objectives.  The department has started a re-map of the BTK areas for each of the current Core and  other courses. This effort is currently under development.  The Business Administration Department has adopted new assessment rubrics (developed  and written by Dr. Andrew Chan in November 2018) that faculty teaching the capstone  course (MGMT 9500 Strategic Management) are required to adhere to in order to conduct  PLOs assessments in the course. The faculty teaching MGMT 9500 have collaborated in  designing the course to provide measurable outcomes. Faculty who teach MGMT  9500 have since then adopted the newly developed rubrics to assess their students.  Furthermore, changes to assessment of the capstone MBA course, MGMT 9500 Strategic  Management has been implemented to ascertain the achievement of the PLOs.  In order to streamline the Business Technical Knowledge (BTK) categories inherent in the  PLOs into the MBA program, and also to improve measurability, it was recommended that  each course syllabus in the MBA program includes a table to demonstrate how each  particular course builds the BTK skills through assignments and activities. The added value  of such a summary being included into each syllabus is that it serves as an instrument  which will provide a basis for quantification and assessment of the educational objectives. |

1. **Assessment Plan for Program/Department**
2. Insert the program or department Assessment Plan
3. 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.
4. If you do not have a plan, would you like help in developing one?

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Yes

1. **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)*

* 1. **Programs that fall under Program Review:**
     1. Date of most recent Review:
     2. 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.

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| **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** |
| Need for new  concentrations | UG Program: Add Entrepreneurship  MBA Program:  Add  Construction  Mgmt &  Technologies  Mgmt | Curriculum  Committees | | Fall 2021 Grad  Council | Faculty with expertise in area to instruct | Assessment will be addressed in the indirect measure for both programs (exit survey; Peregrine assessment tool | | AUC has  Approved  new UG  concentration | | |

* + 1. 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

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

* 1. **Programs with external Accreditation:**
     1. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
     2. Date of most recent accreditation action by each listed agency.
     3. Date and nature of next review and type of review.

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| **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. |  | 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 in that representatives from these groups are or have been members of the Business Administration Department Advisory Board. The Business Administration 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 of our curricula. The mission of the Business Administration Department, 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 related to the programs and curricula are followed. In addition, the Department’s Graduate Curriculum Committee includes alumni and other professionals in the business community. |
| 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. |  | The Business Administration Department is committed to working closely with the university’s office of International Studies in supporting faculty-led study abroad programs. The academic business unit recognizes the need for greater integration and exposure to the real world, hands on business practices and the factoring guiding the local, national and global economies.  With regards to international study abroad programs, the Business Administration Department is committed to working to increase learning opportunities for students. For example, the changes being made to address this need include the academic business unit will be sending two full time business faculty members to teach in Shanghai, China as part of the FSU/AUIA extended campus program during summer 2020. Full-time business faculty will be instructing three (3) out of the (4) FSU business courses during the five (5) week summer semester.  Business unit faculty as part of the advising process encourage business students to apply and to study aboard and to ensure that the courses taken apply to their degree requirements. Also, faculty assist students in applying for scholarship funds that are available for students seeking to study abroad. Such funding is granted by a recently endowed Global Ambassadors Scholarship Program available to all FSU students traveling abroad for experiential learning opportunities.  Future faculty-led study abroad programs for summer 2022 includes a full time business faculty member to take business students to Milan as part of her Luxury Brand Management course. In addition to the endowment (described above), students can also apply to the FSU Center for Italian Culture Scholarship.  With regard to the internship, experiential learning opportunities. The Business Administration Department is progressively increasing the opportunities for students to engage in internships. While not a curricular requirement, yet the department will revisit this as the University implements the new general education curriculum which requires all students to complete an applied learning experience such as an internship.  The academic business unit continues to work closely with its Advisory Board members in identifying their employment needs and possible internship opportunities. The academic business unit also works closely with the FSU Career Services department in identifying potential permanent and internship positions and by providing business student candidates for such positions. Currently, the Business Administration Department is collaborating with Career Services to host a Career Fair in spring 2020.  Department faculty also encourage hands on experiential experience and exposure through the Business Society and the Entrepreneurship Club, both groups are advised by full time business faculty members and take students to the internship/career fairs, also allowing students to engage in business plan writing and case competitions. Finally, the Business Administration Department in collaboration with the other two departments in the School of Business and Technology, sponsor a residential learning community and with the Dean assistance are seeking to identify specific internships for these students. |

1. **Departmental Strategic Initiatives**

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| **Accomplished Initiatives AY 20-21 Add more rows as needed** | **Corresponding Strategic Plan Goal & Strategy**  **Goal # followed by Strategy # ex: 1.3** | **Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal** |
| FYE Course Developed for BSBA program | Goal 1, Strategy 1.1 |  |
| LA&S Designation for BSAD 3500 Business Law I (ER), BSAD 4230 Business Fluctuations and Forecasting (IAI), BSAD 4880 International Business Management (DP) | Goal 1, Strategy 1.1 |  |
| Implementation of new MBA concentrations in Marketing & Supply Chain Management | Goal 5, Strategy 5.3 |  |
| Create new UG concentration in Management Information Systems | Goal 5, Strategy 5.2 |  |
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| **Planned Initiatives for AY 2021-22 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** |
| Hire One Year Temporary FT Faculty | Goal 4, Strategy 4.1, 4.4 |  |
| 2+2+1 Initiative with MWCC | Goal 5, Strategy 5.4 | X |
| Add new MBA concentrations: Construction Management & Technologies Management | Goal 5, Strategy 5.4 |  |
| Implement Experiential Learning & Required Internship in BSBA program | Goal 1, Strategy 1.2 |  |
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**F. Departmental Reflection:Goa;**

*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.*

Study Abroad to Milan – Luxury Brand Management course – hybrid modality with studies in Milan during spring break week.

1. *Reflect on how the department adapted to the pandemic. Reflect on actions that surprised you and on lessons learned that will help in the future.*

The Business Administration Department was fully prepared to teach all courses 100% online at both the Undergraduate and Graduate levels. Both programs were already being offered in the online modality. Only issues were conducting virtual advising appointments, numerous faculty in the department only advised students via emails.