

Annual Departmental Report 2023-2024

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 AY23-24

Department Lessons Learned and Accomplishments

This was a challenging 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...

- Created a Business Administration Department's Policy and Procedure Document at the request of the provost.
- Began offering a new undergraduate concentration in Information Systems Management for both the day school and online Business Administration major.
- Aligned our Intended Student Learning Outcomes for the graduate program to the updated ISLOs from our external accreditor.
- In the process of creating course syllabus templates for the MBA program to assist the adjuncts in their course setup.
- Participated in training for our external accreditor, International Accreditation Council for Business Education (IACBE).
- Attended IACBE's annual regional conference at Salve Regina University where Fitchburg State University was a keynote speaker.
- Attended IACBE's annual conference and assembly meeting (ACAM).
- Delivered multiple sessions by our faculty during Faculty Development Days and Faculty Research Days.
- Many of our students completed their honor's program thesis with our faculty as their mentors.

Business Administration Department's Policy and Procedures Document

The Provost requested that the department create a Policy and Procedures document. The document was created and voted upon.

Implementation of New Information Systems Management Concentration

The Business Administration Department began offering the Information Systems Management concentration for the Business Administration major. We will continue in the AY 2024-25 with advertising.

Master of Business Administration Intended Student Learning Outcomes (ISLO)

This year the Graduate Curriculum Committee reviewed our existing ISLOs and updated them to align with new wording from our external accreditor, International Accreditation Council for Business Education (IACBE).

Critical Thinking/Problem Solving: Students will be able to integrate theory and practice to analyze business problems.

Teamwork/Collaboration: Students will be able to create a cohesive team environment by building on contributions of members to accomplish a team goal.

Oral/Written Communication: Students will be able to construct and present effective business communications to reach diverse audiences by being clear and easy to interpret; concise and providing evidence, insightful data, and logic; and by adhering to ethical standards.

Business Knowledge: Students will be able to analyze business decisions using business knowledge and theories.

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

Analysis & Technology Utilization: Students will be able to analyze business problems using decision-support tools & technology to make, improve, and defend business decisions in a responsible and sustainable manner.

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

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 Regional 1 Conference October 2023

IACBE Regional 1 held its annual meeting at Salve Regina University in Rhode Island on October 27, 2023. Dr. Denise Simion represented Fitchburg State University. The conference included a keynote address by Dr. Marian Gh. Simion titled “The Risks of AI and Why the Human Ingredient is Vital in Program Assessment” (<https://iacbe.org/wp-content/uploads/2022/04/Region-1-Agenda-2023-1.pdf>). Dr. Marian Gh. Simion is a Visiting Professor and instructor in the Master of Business Administration program.

IACBE ACAM April 2024

The International Accreditation Council for Business Education (IACBE) held its Annual Conference and Assembly Meeting April 2-4, 2024. 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.

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 2022-2023.

Lessons Learned: This year was challenging and emotional as we are all still dealing with the untimely death of our colleague and friend, John Crawley.

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 2024
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 2024
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 2024
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 2024

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?
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 2024
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 2024
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 2024
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 2024
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 2024
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 2024

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?
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 2024
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 2024
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 2024
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 2024
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 2024

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.

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.
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	See above description.	See above description.	See above description.	<u>ISLO #7:</u> (100% > 70%) Proficient = 27% Exemplary = 61%. 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”?
	Case				
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: 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</p>

	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 2023-24 data since it was just reported.</p> <p>We made changes based upon data from AY 2022-23 data.</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 began 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.
		<p>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.</p>
<p>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>		<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 23-24 <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
Created a Business Administration Department’s Policy and Procedure Document at the request of the provost.		
Began offering a new undergraduate concentration in Information Systems Management for both the day school and online Business Administration major.		
Aligned our Intended Student Learning Outcomes for the graduate program to the updated ISLOs from our external accreditor.		
In the process of creating course syllabus templates for the MBA program to assist the adjuncts in their course setup.		
Participated in training for our external accreditor, International Accreditation Council for Business Education (IACBE).		

Planned Initiatives for AY 24-25 <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
Initiative to map the MBA course objective to the MBA ISLOs		
IACBE Site Visit Training		
IACBE Annual Web Reporting Requirement		

Planned Initiatives for AY 24-25 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
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