

Reaffirmation of Accreditation 2013-2014 Self-Study

FOR

Fairmont State University
School of Business



Respectfully Submitted to the

**ACCREDITATION COUNCIL FOR BUSINESS
SCHOOLS AND PROGRAMS (ACBSP)**

11520 West 119th Street
Overland Park, KS 66213 U.S.A.
Phone: (913) 339-9356
Fax: (913) 339-6226
info@acbsp.org

In Accordance with ACBSP Standards and Criteria for
Demonstrating Excellence in Baccalaureate/Graduate Degree
Schools and Programs

Original December, 2012
Revision F, May 2013



BUSINESS

**2013-2014 Self-Study
For
Reaffirmation of Accreditation**

Fairmont State University
School of Business



**ACBSP Standards and Criteria for Demonstrating Excellence in
Baccalaureate/Graduate Degree Schools and Programs
Original December, 2012
Revision F, May 2013**

**Respectfully
Submitted to
the**

**ACCREDITATION COUNCIL FOR BUSINESS
SCHOOLS AND PROGRAMS (ACBSP)
11520 West 119th Street
Overland Park, KS 66213 U.S.A.
Phone: 913-339-9356
FAX: 913-339-6226
info@acbsp.org**

TABLE OF CONTENTS

Table of Figures	3
List of Appendixes	4
INSTITUTIONAL OVERVIEW	5
1. Contact Information	5
2. Individuals Who Helped Prepare the Self-study	6
3. Review of All Academic Activities	7
4. Organizational Charts	8
5. Conditions of Accreditation	8
6. Organizational Profile	11
STANDARD #1. Leadership	17
Criterion 1.1	17
Criterion 1.2	19
STANDARD #2. Strategic Planning	23
Criterion 2.1	23
Criterion 2.2	24
STANDARD #3. Student and Stakeholder Focus	30
Criterion 3.1	30
Criterion 3.2	31
Criterion 3.3	38
Criterion 3.4	38
Criterion 3.5	38
Criterion 3.6	40
Criterion 3.7	40
STANDARD #4. Measurement and Analysis of Student Learning and Performance	42
Criterion 4.1	42
Criterion 4.2	53
Criterion 4.3	63
Criterion 4.4	63
STANDARD #5. Faculty and Staff Focus	71
Section 5.1	71
Section 5.2	72
Section 5.3	74
Section 5.4	82
Section 5.5	90
Section 5.6	93
Section 5.7	95
Section 5.8	97
STANDARD #6. Educational and Business Process Management	100
Section 6.1	100
Section 6.2	118
Section 6.3	122

Table of Figures

Figure 1.2	Table for Ethical Behavior	22
Figure 2.1	School of Business Strategic Goals and Objectives – AY 2014-2015 – AY 2015-2016	25
Figure 2.2	Action Plan Table	27
Figure 2.3	Action Plan Measurement Table	27
Figure 3.1	Enrollment by Race and Gender – Current (Fall 2014)	32
Figure 3.2	Enrollment by Age and Gender – Current (Fall 2014)	32
Figure 3.3	Enrollment by Geographic Dispersion – Current (Fall 2014)	32
Figure 3.4	Enrollment Ranked by West Virginia County – Current (Fall 2014)	33
Figure 3.5	School of Business Student Survey	34
Figure 3.6	2012 Employer Survey – Mean of Responses for Question-Set Categories	35
Figure 3.7	FSU Graduate Survey Questions – School of Business Graduates	36
Figure 3.8	Summary of Stakeholder Feedback Mechanisms and Performance Standard	40
Figure 4.1.a	Learning Outcomes by Program	46
Figure 4.1.b	Assessment Methods for Program Learning Outcomes	48
Figure 4.1.c	Student Learning Outcomes Assessment Data	53
Figure 4.2	Student Learning Objectives Chosen as Important or Essential by Faculty	55
Figure 4.3	Raw Average Scores for Student Ratings	56
Figure 4.4	Course Participation in IDEA Course Evaluations	57
Figure 4.5.a	Major Field Test – Institutional Data	57
Figure 4.5.b	Major Field Test – Mean Scores by Topic	58
Figure 4.6	Course Assessment Results	58
Figure 4.7	Tables for Comparative Information Data	63
Figure 4.8	Recommendations and Results	64
Figure 5.1	Faculty and Staff by Department – Self-Study Year 21013-2014	72
Figure 5.2.a	Faculty Qualifications – Full-Time Faculty	75
Figure 5.2.b	Full-Time Faculty Qualifications – Faculty Additions for 2014-2015 Academic Year	75
Figure 5.2.c	Faculty Qualifications – Part-time Faculty (Adjunct)	76
Figure 5.3.a	Faculty Credit Hour Production – All Campuses – Self-Study Year 2013-2014	78
Figure 5.3.b	Faculty Credit Hour Production – Main/Virtual Campuses – Self-Study Yr. 2013-2014	79
Figure 5.3.c	Faculty Credit Hour Production – Caperton Center – Self-Study Year 2013-2014	80
Figure 5.4.a	Faculty Coverage Summary – All Campuses – Self-Study Year 2013-2014	81
Figure 5.4.b	Faculty Coverage Summary – Main/Virtual Campuses – Self-Study Year 2013-2014	81
Figure 5.4.c	Faculty Coverage Summary – Caperton Center – Self-Study Year 2013-2014	81
Figure 5.5.a	Deployment of Faculty by Program – All Campuses – Self-Study Year 2013-2014	84
Figure 5.5.b	Deployment of Faculty by Program – Main/Virtual Campuses – Self-Study Yr. 2013-2014	86
Figure 5.5.c	Deployment of Faculty by Program – Caperton Center – Self-Study Year 2013-2014	87
Figure 5.5.d	Student – Faculty Ratio – All Campuses – Self-Study Year 2013-2014	88
Figure 5.6	Deployment of Full-time Faculty by Major and Location – Current	89
Figure 5.7	Faculty Load: Full-Time Faculty – Self-Study Year 2013-2014	92
Figure 5.8	Scholarly and Professional Activities	98
Figure 6.1	List of New Prefixes and Course Numbers	103
Figure 6.2	Minor Program Five-Year Graduation Totals (Fall 2009 through Spring 2014)	105
Figure 6.3	Educational Design	106
Figure 6.4.a	Degree Programs	108
Figure 6.4.b	Time to Degree – Three Academic Years	109
Figure 6.5.a	Undergraduate Common Professional Component: B.S. in Accounting & Business Adm.	110
Figure 6.5.b	Undergraduate Common Professional Component: B.S. in Information Systems Mgmt.	111
Figure 6.6	Table of Baccalaureate Curriculum Credits	112
Figure 6.7	School of Business Classrooms & Student Support Spaces	120
Figure 6.8	Five-Year Graduate Totals – School of Business	126
Figure 6.9	Retention Rates – Second Year Students	127
Figure 6.10	Graduation Rates – First-Time Full-Time Students – All Programs	127

List of Appendixes

Appendix I.1	Fairmont State University Organizational Chart
Appendix I.2	School of Business Organizational Chart – Self-Study Year and Current
Appendix I.3	School of Business Undergraduate Information (abridged catalog)
Appendix I.4	University Business Center Report
Appendix 1.1	Fairmont State University Faculty Handbook
Appendix 1.2	Fairmont State University Staff Handbook
Appendix 2.1	Strategic Plan Report & Retreat Synopsis
Appendix 3.1	IDEA® Student Ratings of Instruction Group Summary Reports
Appendix 3.2	Student Satisfaction Survey Results
Appendix 3.3	Employer Survey
Appendix 3.4	List of Service Courses
Appendix 3.5	Orientation Materials
Appendix 3.6	Student Handbook
Appendix 4.1	2013-2014 Institutional Assessment Reports
Appendix 5.1	Abbreviated Staff Job Descriptions
Appendix 5.2	Full-time Faculty Curriculum Vitae
Appendix 5.3	Part-time Faculty Vitae
Appendix 5.4	Student Self-Registration Guide
Appendix 5.5	Sample Annual Faculty Report (AFR)
Appendix 6.1	General Studies Profile and Attributes
Appendix 6.2	Memorandum to Provost on Hospitality Program
Appendix 6.3	MBA Program Review
Appendix 6.4	Program Sheets
Appendix 6.5	Abbreviated Syllabi for CPC Courses
Appendix 6.6	MBA Model Schedules (15 & 26 Month Tracks)

INSTITUTIONAL OVERVIEW

1. Contact Information

Name of institution: **Fairmont State University**
Name of business school or program: **School of Business**
Name/title of president/chancellor: **Dr. Maria Rose**
Name/title of chief academic officer: **Dr. Christina Lavorata**
Name/title of business unit head: **Dr. Richard Harvey**
Academic year covered by the self-study: **2013-2014**

The institution's self-study coordinator contact information:

Name: **Dr. Timothy Oxley** Title: **Associate Dean, School of Business**
Campus Address: **Room 109-B, Jaynes Hall** Country: **USA**
1201 Locust Avenue
City: **Fairmont** State/Province: **WV** Zip/Postal Code: **26554**
Phone: **304-367-4183** FAX: **304-367-4613**
E-mail: timothy.oxley@fairmontstate.edu

Date of submission of this self-study: **January 2015**

The primary institutional contact information during the accreditation site visit:

Name: **Dr. Timothy Oxley** Title: **Associate Dean, School of Business**
Campus Address: **Room 109-B, Jaynes Hall** Country: **USA**
1120` Locust Avenue
City: **Fairmont** State/Province: **WV** Zip/Postal Code: **26554**
Phone: **304-367-4183** FAX: **304-367-4613**
E-mail: timothy.oxley@fairmontstate.edu

Proposed date of accreditation site visit: **March 8 – 11, 2015**

2. Individuals Who Helped Prepare the Self-study

<u>Name</u>	<u>Title</u>
Dr. Richard Harvey	Dean
Dr. Timothy Oxley	Associate Dean
Dr. Rebecca Giorcelli	Assessment Coordinator
Dr. Gina Fantasia	University Business Center Director
Dr. Edward Gailey	MBA Program Director
Ms. Ashley Tasker	Learning Coordinator

3. Review of All Academic Activities

Table 1 – Review of Academic Activities

A. Business or Business Related Programs	B. Program in Business Unit	C To be Accredited by ACBSP	D. Number of Degrees Conferred During Self- Study Year
B.S. in Accounting	Yes	Yes	9
B.S. in Business Administration, Finance	Yes	Yes	12
B.S. in Business Administration, General Business	Yes	Yes	33
B.S. in Business Administration, Hospitality Management	Yes	No ¹	2
B. S. in Business Administration, Management	Yes	Yes	13
B.S. in Business Administration, Marketing	Yes	Yes	9
B.S. in Business Administration, Sport Management	Yes	No ²	5
B. S. in Information Systems Management	Yes	Yes	2
Master of Business Administration	Yes	Yes	22

COMMENT:

¹: The B. S. in Business Administration with a concentration in Hospitality Management was terminated during the 2013-2014 academic year and is currently on a “teach-out” status.

²: The B. S. in Business Administration with a concentration in Sport Management is expected to be terminated during the 2014-2015 academic term with a “teach-out” commencing for current majors effective Fall 2015 term. Though this degree was active during the self-study year, reaccreditation is not being sought pending termination.

4. Organizational Charts

Fairmont State University's Organization Chart is located in Appendix I.1. The School of Business' Organization Chart is located in Appendix I.2. Charts depicting the self-study year, 2013-2014, and the current year, 2014-2015, are included.

5. Conditions of Accreditation

a. Institutional Accreditation

Fairmont State University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. Fairmont State University received its last reaffirmation of accreditation in the 2012-2013 academic term. The full Self-Study report may be accessed at <http://www.fairmontstate.edu/hlc>.

Dr. Richard Harvey, Dean of the School of Business, and Dr. Timothy Oxley, Associate Dean (then MBA Program Director) chaired self-study committees for Criterion 1: Mission and Integrity, and Criterion 4: Acquisition, Discovery and Application of Knowledge, respectively. A School of Business student representative also served on each these committees: Jessica Kromer, and Jay Cooke, respectively.

b. Statement of Mission—Institution

The Mission of Fairmont State University is to provide opportunities for individuals to achieve their professional and personal goals and discover roles for responsible citizenship that promote the common good.

The Mission Statement, Vision Statement, Philosophy and Objectives, among other institutional information is located in the 2013-2014 Undergraduate Catalog beginning on page 4.

c. Statement of Mission—Business School or Program.

Mission Statement:

The School of Business at Fairmont State University is committed to delivering a quality business education through effective teaching in a caring learning environment that is responsive to the shared needs of students, employers, and the community.

Vision Statement:

The School of Business at Fairmont State University aspires to be the preeminent regional business school in West Virginia and the surrounding area, recognized for academic excellence and for contributing to the overall development of our region and broader environment.

Core Goals:

In accordance with our mission statement, the School of Business is committed to the following core goals:

- *Quality Programs. Provide rigorous and relevant programs that are intellectually and ethically grounded, innovative, integrative, technologically advanced and global in perspective.*
- *Effective Teaching and Scholarship. Collaborate with stakeholders to align our teaching, scholarship, and service with the needs of the community.*
- *Improved Community. Serve as a primary source for creating and applying business knowledge to promote regional economic development.*

The School of Business Mission Statement and Core Goals may be found on the School's webpage under "About Us:" <http://www.fairmontstate.edu/schoolofbusiness/about-us/mission-and-vision>

d. Public Information.

The following references are taken from the 2013-2014 Undergraduate Catalog for Fairmont State University:

- 1) Listing of the business degree programs - page number(s) Pages 91 – 98; also found at <http://www.fairmontstate.edu/schoolofbusiness/>
- 2) The academic credentials of all faculty members - page number(s) Pages 205 – 213; also found at <http://www.fairmontstate.edu/schoolofbusiness/faculty-staff>
- 3) The academic policies affecting students along with a clear description of the tuition and fees charged the students - page number(s) Pages 9 – 22; Pages 38 – 46; also found on Student Resources webpage <http://www.fairmontstate.edu/currentstudents>
- 4) The statement of mission of the institution - page number(s) Pages 4 – 5; also found at <http://www.fairmontstate.edu/aboutfsu/>
- 5) The statement of mission of the business school or program – The School of Business Mission Statement is not in the institutional print catalog. This information is visible at <http://www.fairmontstate.edu/schoolofbusiness/about-us/mission-and-vision>

The School of Business began producing an abridged version of the catalog in Fall 2013 which contains programmatic information, course descriptions, degree requirements, Mission and Vision Statements, and Core Goals. A copy of the School of Business Undergraduate Information may be found in Appendix I.3

Information regarding the MBA Program is available by following this link:

<http://www.fairmontstate.edu/schoolofbusiness/academics/mba-program> and by accessing the Graduate Programs webpage at <http://www.fairmontstate.edu/graduatestudies>

e. Accreditation of Doctoral Programs

The School of Business does not award doctoral programs.

f. Campuses at which a student can earn a business degree.

All degrees:

Fairmont State University's Main Campus
1201 Locust Avenue
Fairmont, WV

B. S. in Business Administration, General Business (evening program)
The Gaston Caperton Center of Fairmont State University
501 West Main Street, Clarksburg, WV

The Gaston Caperton Center is located in Clarksburg, Harrison County, West Virginia, approximately 22 miles from the main campus. For the purposes of ACBSP, this campus is considered “an educational site.” The Caperton Center does not confer degrees separately from the main campus and is not separately accredited by the Higher Learning Commission. The Center Director is Dr. Nancy McClure. Dr. McClure develops course schedules in consultation with the School of Business, and coordinates adjunct faculty assignments with the Dean and Associate Dean of the School.

g. Public Information Dissemination

In addition to public information provided through the institutional catalog as identified above under item 5.d above, the School of Business provides information to the public on programs, performance, and student achievement in the following ways:

- A. *Institutional Website*: Though under some reorganization, the institutional website contains information and access to reports. Guests to the website may access information by clicking on the “About” menu on the institutional homepage. A sub-menu will then appear that offers several options including “FSU Facts” and link to “Institutional Assessment and Effectiveness.” From this page, several options exist for data and reports. A direct link for the later page is: <http://www.fairmontstate.edu/assessment-effectiveness>
- B. *School of Business Website*: From the institutional website, the School of Business homepage may be accessed through “Academics.” This site offers information specific to the School of Business, including Mission, Vision, programs of study, faculty directory, and other initiatives. There is a “News & Events” tab that includes a number of news releases and photo gallery of special activities and events. This link is: <http://www.fairmontstate.edu/schoolofbusiness/news-events>
- C. *University Communications*: All public announcement and public relations/information dissemination, by policy, go through the Office of University Communications. This office is responsible for marketing, public relations, web & graphic design (creative services), communications and information services, and events coordination. These functions are managed by Vice President for University Communications. The primary news and announcements are maintained via *FSUNow*. This webpage offers the latest news as well as access to archived stories and releases. The web address is: <http://www.fairmontstate.edu/fsunow/>
- D. *LCD Monitors*: In addition to utilizing the University Communications processes, the School of Business offers information dissemination using LCD monitors in the main corridor of Jaynes Hall. In addition to School news and announcements, this capability also allows for institutional messages of importance.
- E. *Annual Awards Event*: The School of Business holds a Delta Mu Delta Induction Ceremony and School of Business Scholarship & Award Presentation each spring. This event not only includes DMD inductees, faculty, staff, family, and student award winners, but many donors and institutional officials attend. The School of Business awards fifteen scholarships each year, and presents *Outstanding Seniors* in Accounting, Business, and Information Systems Management with plaque and monetary award. Outstanding faculty awards for Professor of the Year and Adjunct Professor of the Year are also awarded.
- F. *Social Media*: The School of Business has begun to engage in other social media including, Facebook, Twitter, and LinkedIn.
- G. *Dean’s Council/Graduate Council*: As one academic unit within the larger institutional community, the Dean and Associate Dean regularly communicates activities and concerns within the School of Business with faculty and staff at monthly meetings, with Deans and staff from other academic units during Deans’ Council meetings, Graduate Council, and/or other formal venues and committee meetings on campus.

6. Organizational Profile

a. Organizational Description

1) Organizational Environment

Fairmont State University (FSU) is a public university located in Marion County, West Virginia, in a region referred to as North Central West Virginia. The contiguous counties comprising the north central region also are home to the I-79 Technology Corridor and one of the most economic viable regions in the State of West Virginia. FSU is the fourth largest public institution in the state system coordinated by the West Virginia Higher Education Policy Commission, with a 2013-2014 official enrollment (headcount) of 4,230 students: 3,956 undergraduate and 274 graduate. These numbers represent a 3.8% decline in undergraduate enrollment from the previous year and an 18.9% decline in graduate enrollment. Overall, between 2009 and 2013, Fairmont State has seen an overall undergraduate enrollment decline of 6.3% and, during the same period, a decline in graduate enrollment of 21.5%.

Fairmont State University is one of 11 four-year public higher education institutions serving the State's 1,854,304 population – a population that only saw a one-tenth of one percent increase since 2010. Of these 11 institutions, only two saw undergraduate headcount enrollment increases between 2012 and 2013, and only three saw positive increases between 2009 and 2013.

In addition to the 11 four-year public institutions, West Virginia has a community and technical college system consisting of nine institutions with 27 campuses. There are also eight independent public, non-profits institutions, and a number of private, proprietary schools providing post-secondary degrees in technical and business fields.

Seven counties comprise the major market of the FSU's School of Business in the North Central West Virginia region. These seven counties contribute 80% of the School of Business' student enrollment and are home to 320,063 people, or 17.3% of the State's population. They include: Harrison; Lewis; Marion; Monongalia; Preston; Taylor; and, Upshur Counties. In addition to FSU, these counties are also home to West Virginia University, the State's land-grant and largest institution, West Virginia Wesleyan College, Salem International University, Pierpont Community & Technical College (with which we are co-located), West Virginia Junior College with two locations, and a branch of West Virginia Business College. Within an approximately 50 mile radius, West Virginia University (WVU), West Virginia Wesleyan College (WVWC), and Salem International University (SIU), each offer baccalaureate business administration degrees comparable to FSU's School of Business, and each offers an MBA program. SIU is a private proprietary institution with both online and on-campus MBA and undergraduate programs, however, this past spring SIU was placed "on notice" by the Higher Learning Commission for persistent accreditation weaknesses. WVU is accredited by the Association to Advance Collegiate Schools of Business (AACSB), and WVWC is currently a Candidate for Accreditation with ACBSP.

FSU remains competitive with its tuition & fees. The State's average undergraduate tuition and fees for in-state students in 2013 was \$5,827. FSU's 2013 undergraduate tuition and fees for in-state students was \$5,824. Of the 11 sister institutions, having tuition and fees ranging from \$3,336 to \$6,456, only three had total tuition and fees lower than FSU.

The campus of FSU is located on the west side of Fairmont, West Virginia, approximately 20 miles south of Morgantown, home of the state's largest institution, West Virginia University. The main campus of FSU consists of 120 acres and 23 buildings which support the institution's 80 undergraduate degree and 5 graduate degree programs.

FSU's institutional history has spanned 149 years since its inception as a private normal school. It was established as a public teachers college in 1931 until its designation as a university in 2004. FSU is organized around two colleges and four schools, as follows: College of Liberal Arts; College of Science and Technology; School of Business; School of Education, Health & Human Performance; School of Fine Arts; and School of Nursing and Allied Health Administration. The Office of Graduate Studies is charged with the administrative responsibility of governing graduate programs within the university and coordinating the same through the respective academic college or schools.

FSU follows a shared governance model. The President reports to the statutorily-created Board of Governors, which is appointed by the governor of the state. The Faculty Senate serves as a deliberative body and assists in the governance of the institution through its committee structure. The teaching and learning emphasis of the institution provides for an environment which is student-centered. The current President, who previously served as the institution's retention officer, Vice President for Academic Services, and Provost and Vice President of Academic Affairs, has a strong student orientation and tends to place student interests as central to the mission and vision of the institution.

The School of Business offers four degrees:

- a. Bachelor of Science in Accounting
- b. Bachelor of Science in Business Administration,
 - (1) General Business Concentration
 - (2) Finance Concentration
 - (3) Management Concentration
 - (4) Marketing Concentration
- c. Bachelor of Science in Information Systems Management
- d. Masters of Business Administration

Over the last several years, the School of Business has had to do more with less due to shrinking state budgets, but it has striven to do better with less. In addition to the assessment initiative of the institution, the School's faculty has taken on a renewed interest and commitment to improving their assessment responsibilities, and has reached consensus on several curricula issues. These include:

- *Elimination of minor programs of study due to low enrollment*
- *Change of prefix for courses shared with Pierpont Community & Technical College to enable improved control on scheduling, faculty credentials, and assessment.*
- *Approve the elimination of the Hospitality Concentration due to low enrollments, staffing, and curricular issues, and*
- *Most recently provided input on the elimination of the Sport Management concentration because of the same issues*

Courses are delivered primarily through face-to-face course sections. Though some online sections are offered, the School does not offer any online programs. All degrees are offered on the main campus of FSU. The Bachelor of Science in Business Administration with a concentration in General Business is available as an evening program at the Gaston Caperton Center in Clarksburg, West Virginia. The Caperton Center is a full service campus in a downtown location in the county seat of Harrison County. The Caperton Center is approximately 22 miles from the main campus.

A strength of the School of Business is its low student-faculty ratio. The overall ratio for the School is 22:1. This is the same as the ratio for full-time faculty with part-time faculty ratio averaging 24:1.

The faculty of the School of Business is highly productive and qualified. Thirteen of the 17 full-time faculty members, during the self-study year, were academically qualified for a rate of 76%. Currently, thirteen of 18 full-time faculty members are academically qualified. In addition to the academic qualifications of the majority of the faculty, 89%, or 16 of 18, have practical and professional experience outside of academia. This experience helps to enrich and inform the classroom experience for many students.

As described in Section 5.3 – Faculty Qualifications, Workload and Coverage, the faculty of the School of Business meet ACBSP expectations with 100% of all undergraduate and graduate courses being taught by academically and professionally qualified faculty. Courses taught by academically or professionally qualified faculty at the Caperton Center, an educational site in Clarksburg, which utilizes a higher number of part-time faculty, is at 97.3%. When considering only academically qualified faculty, the rate for main campus, including virtual sections, is nearly 54%. The rate for courses taught by academically qualified faculty at the Caperton Center is 36.03%. While this rate is below the 40% threshold established by ACBSP, it is within the 5% tolerance range.

A senior faculty member, Ms. Burnell, retired at the end of the self-study year. The School of Business was, however, fortunate to rehire Ms. Muto to replace her. Ms. Muto is a former member of the faculty who left to pursue an international teaching opportunity. During her prior service for the School of Business, Ms. Muto was selected as an Outstanding Faculty Member of the Year, and regarded and remarkably well received by students. Not only does she return with that international perspective, she is currently redesigning principles of accounting courses to improve student success.

Perhaps the most significant staffing change occurred with the hiring of Ms. Janet Floyd as a full-time, non-tenure track Instructor. The position of Instructor was created to provide coverage by a full-time faculty member whose primary responsibility is to teach five sections per term. As a non-tenured track position, teaching is the primary responsibility with expectations for community, university, and school service being tempered. Ms. Floyd has taught as an adjunct for a number of years, recently receiving the Outstanding Adjunct Faculty Member award. In addition to being well received by students, she brings professional service and substantial teaching experience to the position.

2) Organizational Relationships

The primary stakeholders of the School of Business include students, graduates/alumni, faculty/staff, and employers/community. In addition to a number of initiatives described in the self-study report which fulfill expectations and meet the needs of these stakeholders, the following initiatives and activities help highlight how the School is working to further meet needs and expectations in ways that engage and enhance the learning experience while providing strong community and regional ties:

University Business Center

Recurring interface with business and industry through the University Business Center (UBC) helps to ensure the relevance and efficacy of our curriculum and hones the skills of our faculty. The UBC offers business, economic, and community development consulting and assistance services to businesses, government agencies, and non-profit community-based organizations.

The dual vision of the UBC's partnering activity is to: (1) provide our students with a wide variety of experiential learning opportunities, helping to ensure we produce students ready to step into key jobs essential to West Virginia's economic prosperity; and (2) provide to our region's public and private sector decision makers the business and economic development data, information, skills and know-how they need through targeted outreach programs, applied research, trend and scenario analyses, demand forecasting, strategic planning, marketing planning, feasibility studies, and modeling for resource allocation, process improvement, and economic impact studies.

The willingness of our Faculty to contribute their expertise has made the School of Business a key partner for the West Virginia High Technology Consortium foundation, the Marion and Harrison County Chambers of Commerce, Main Street Fairmont and the City of Fairmont Urban Renewal Authority. Refer to Appendix I-4 for a list of faculty projects, internships, and companies with whom the UBC developed contacts during the self-study year.

The UBC also expanded the student professional development series to include Dress for Success events for male and female School of Business students. Partnering with Talbots, Joseph A. Bank and Tuscan Sun Spa, the events offered students examples of appropriate professional attire, and also provided students an opportunity to have questions answered and to receive individual consultations. The events augmented the on-going etiquette networking events and Lunch and Learn series the School of Business has offered regularly for several years.

Title III Strengthening Institutions Grant

In 2012, Fairmont State University was one of only 13 applicants nation-wide selected to receive a grant from the U.S. Department of Education's Title III Strengthening Institutions Program. This five-year grant, totaling nearly \$2 million, has enabled Fairmont State's College of Science & Technology and School of Business to pilot a project designed to improve student success in targeted high-risk courses—the courses that traditionally have high rates of D's, F's and withdrawals.

Throughout the five-year grant period, an investment of nearly \$2 million will fund a number of updates and additions to the College of Science & Technology and the School of Business to promote experiential and collaborative learning and provide a technology-rich environment, including:

- Student peer mentoring programs in the College of Science & Technology and the School of Business
- “Lecture Capture” technology to extend learning beyond the classroom, enabling students to access past lectures for review and to prepare for in-class collaborative activities by completing pre-recorded learning modules before class
- A LearnLab in the School of Business (located in 104 Jaynes Hall) to provide a flexible environment for collaborative learning and peer mentoring
- New “Smart” classrooms
- iPads and laptops to ensure students will have access to technology in the classroom
- New equipment and supplies in the science and technology labs
- Faculty development for integrating experiential, collaborative and technology-rich learning in their courses
- A STEM (Science, Technology, Engineering and Math) Learning Coordinator and a Business Learning Coordinator to work with faculty on curriculum redesign and to coordinate the student peer mentoring program
- An endowment challenge in the last two years of the grant to leverage philanthropic support for the University by providing Federal funds to match private donations

Throughout this self-study, the Title III initiative is addressed. In addition to improvement of learning environments, two areas that have positively impacted student and faculty stakeholders include Peer Mentoring and Faculty professional development. Peer mentoring is offered in Econ 2200, Acct 3301, BSBA 2201, BISM 1200, and BISM 3000. For fall 2014, the redesigned Econ 2200 DFW rate dropped from 50.7% to 35%, increasing the rate of students receiving a C or above from 49.3% to 65%. The two other redesigned courses (Acct 3301 and BSBA 2201) increased the rate of students receiving a C or above to 57%. Faculty development is addressed under Standard #5, Section 5.7 - Faculty and Staff Operational Procedures, Policies and Practices, and Development.

Volunteer Income Tax Assistance

The Accounting Program at Fairmont State University offers students a significant experiential learning opportunity through our Volunteer Income Tax Assistance (VITA) program. A VITA site provides free income tax assistance to target populations, such as low-income or elderly taxpayers, who cannot afford to pay for professional income tax assistance. To participate in the program, the student must pass an IRS certification exam and then they must work a minimum of 40 hours at one of our locations.

In order to increase our community outreach, we established a roving VITA site that travels to various locations in Marion, Harrison, Tucker, and Preston counties. For Spring 2014, our locations were the Kingwood Baptist Church in Kingwood, WV; the Mannington Public Library in Mannington, WV; the Fairmont State Library in Fairmont, WV; the Caperton Center in Clarksburg, WV; the WesBanco Building in Fairmont, WV; the Monongah Baptist Church in Monongah, WV; and the Five Rivers Public Library in Parsons, WV. In the most recent tax season, the students volunteered 784 hours and prepared 1,277 income tax returns. The following table summarizes the number of students involved in the program, the total number of hours volunteered by the students, and the total number of Federal and State income tax returns prepared by the students for the last six academic terms.

	2013 - 2014	2012 - 2013	2011 - 2012	2010 - 2011	2009 - 2010	2008 - 2009
Number of Student Volunteers	15	12	13	18	14	9
Total Hours Volunteered	784	761	798	935	720	526
Total Number of Tax Returns Prepared	1,277	1,459	1,251	1,072	678	730

While other colleges may offer the VITA program, few can match the focused commitment of the VITA program at Fairmont State University. During the 2011 filing season, our rejection rate for filed-returns was the lowest among all colleges and universities in the IRS’s Richmond Virginia territory. By Spring 2012, we were the 4th largest VITA site in the state and in 2013, we were recognized as the Higher Education Partner of the Year by the

West Virginia Alliance for Sustainable Families. It is a unique opportunity for students to gain “real world” experience while simultaneously helping taxpayers in the local community.

IBM Academic Initiative

The IBM Academic Initiative is an innovative program that partners colleges and universities around the world to better educate students for a more skilled and competitive IT workforce. By becoming a member of the Academic Initiative, The School of Business obtained a firsthand view of current IT industry philosophies and trends. Faculty and students who participate in the IBM Academic Initiative have access to courseware and certification training programs based on open standards and IBM proprietary technologies. Faculty participate in educational events that show how emerging technologies work and have a front row seat for exciting new directions in software development. The IBM Academic Initiative builds relationships with a broad spectrum of business and industry, and gains access to mainframe systems for FSU’s faculty and students. Our participation in the Initiative has allowed our students to step into satisfying, in-demand and high-paying career opportunities.

b. Organizational Challenges

1) Competitive Environment

As a state university, we strive, first and foremost, to educate West Virginia residents. While labor statistics suggest that jobs in business, accounting, and related fields are available and expanding both in West Virginia and the throughout the nation, enrollment trends at business schools, including FSU, have declined. Similarly, the number of business school applications and enrollments have dropped similarly. The declining pool of interested students coupled with the overall downturn in traditional-age students, places significant pressure on programs like ours which desire enrollment growth or maintenance. The competitive pressure of this trend poses a major threat that we work continually to offset.

In addition to the forces of those broader trends, our direct competitive pressures include other state colleges and university. Perhaps most importantly, due to its close proximity, is West Virginia University (WVU). FSU’s strongest competitors in the region are WVU (22,401 FTE), and Glenville State College (1,301 FTE).

For the School of Business programs, WVU’s College of Business & Economics holds a competitive advantage due to its larger size, greater resources and a long tradition of excellence. WVU generally attracts top-tier students who are interested in business, particularly those interested in careers with major national/international companies. In comparison, the FSU School of Business positions itself as more intimate, supportive and affordable, and serves a much greater access mission--especially for rural, economically-disadvantaged, and first generation students. We strive to produce well-educated students who are more “market ready” for positions in the region. Many of our students develop baseline business knowledge and confidence with us and then continue their graduate studies at WVU.

In general, affordability and location are among the primary attractors of students to Fairmont State University. While being West Virginia’s third largest university in enrollment (3,595 FTE in 2013) according to the 2014 WV Higher Education Policy Commission Annual Report, FSU has maintained among the lowest-cost for its students, ranking 8th out of 11 schools in student costs. In other words, we are third largest school in enrollment, with the fourth-lowest total tuition and fees for our students.

2) Strategic Challenges

Our strategic challenges center on enrollment management and resource acquisition. We have strategically considered our enrollment numbers, population demographics, and the state’s fiscal/economic issues that influence all public entities. Enrollment declines combined with declining state revenues and state support, present significant obstacles to our pursuit of strategic growth.

West Virginia’s pool of traditional-age college students (as measured by numbers of high school graduates) is expected to continue to decline through 2018. This decline in high school graduates, coupled with a similar

decline in the college-going rate, has resulted in enrollment declines at Fairmont State University and the School of Business. Possible alternatives to address this declining student base include increasing the enrollment of distance education students, out-of-state students, and nontraditional students. Because large numbers of state residents have some college but no degree, the School of Business works to improve access to higher education through innovative academic calendars and/or course schedules, regional initiatives or outreach affiliations.

Similarly, West Virginia's state revenues have been on the decline primarily due to the unstable economy. As a result, state support for higher education continues to decline. The impact on the School of Business budget was an approximately \$123,000 budget rescission and reduction in fiscal year 2014. This was followed by an approximately \$60,000 rescission at the mid-point of fiscal year 2015. Additional budget reductions are expected in 2015. The budget reduction goals were achieved through a combination of reduced operating expenses, delayed faculty hires, and a significant reduction of adjunct faculty. Fortunately, the School of Business achieved successful passage and implementation of a differentiated tuition or program fee for business students in academic year 2014-15. As a result, business students pay a \$150 business program fee each term. This additional source of revenue is being used to offset the continued budget reductions.

An additional strategic challenge involves the separation, but continued co-location, of Fairmont State University and Pierpont Community & Technical College. On December 31, 2009, in response to legislative mandate, the two institutions entered into a Separation Agreement, making them fully independent while maintaining joint occupancy of the campus in Fairmont. Five years later, this separation continues to cause confusion and disruption among faculty, staff, and, most importantly, students of the two institutions. Because of the closely integrated business programs in both institutions, the separation and disentanglement from Pierpont C&TC has been particularly difficult for the School of Business. As described under Criterion 6.1.1 – Educational Design, Standard #6 – Education and Business Process, the School of Business created a new course prefix (BSBA) to more clearly delineate the School of Business courses. Issues such as classroom, lab, and office space are generally resolved, but the ill will engendered has not yet dissipated.

A final strategic challenge would be the "institutionalization" of the initiatives developed through the Title III *Strengthening Institutions* grant. We are past the mid-point of the grant and will soon need to determine how to self-sufficiently maintain the Peer Mentor program, the technology-rich learning environments, and the Learning Coordinator position in the School of Business.

3) Performance Improvement System

FSU and the School of Business use several systems to improve educational quality and outcomes. As mentioned throughout the self-study, the School of Business has implemented (and continues to refine) an assessment plan; administer stakeholder surveys and gather stakeholder feedback in areas such as the curriculum, required skills, and academic/administrative processes; conduct student and peer evaluations of faculty; hold monthly faculty/staff meetings at which we discuss benchmarking and program data; hold meetings of the Advisory Council and Student Leadership Board each academic term; and hold an annual retreat to discuss programmatic changes for the upcoming year. Learning outcomes assessment alone led to numerous changes to our curriculum and learning processes and closing the loop in all cases. Every five years, we conduct an extensive program review. These efforts allow the School of Business to routinely gauge progress on Program goals and document the changes made from assessment and stakeholder feedback. Aside from methods of evaluating and improving the assessment of student learning, a regular review of processes occurs which includes student, faculty and adjunct faculty orientation; advising/mentoring practices; governance and decision making processes; and support methods, among others. Many of these key improvements, up to and including the self-study year, will be mentioned in each of the criterions.

STANDARD #1. Leadership

Criterion 1.1

The School of Business is one of six main academic units which comprise Fairmont State University. The other academic units include: the College of Liberal Arts; the College of Science and Technology; the School of Education, Health & Human Performance; the School of Fine Arts; and the School of Nursing & Allied Health.

The University President, Dr. Maria Rose, is responsible to the Institutional Board of Governors and provides overall institutional leadership for all academic units. The President further delegates leadership and academic administration to the Provost and Vice President for Academic Affairs, Dr. Christina Lavorata.

The Dean of the School of Business, Dr. Richard D. Harvey is a direct report of the Provost and Vice President for Academic Affairs. Dr. Harvey served as Interim Dean for AY 2007 – 2008 prior to his appointment as Dean beginning with the Fall 2008 term. Since taking the role as Dean, Dr. Harvey has fostered a number of initiatives to enhance the teaching and learning experiences of the School's majors and improve the quality of the School's programs.

These include:

- Recruiting and retaining high quality faculty, most of whom are academically qualified and possess industry experience.
- Building community in the School of Business through various initiatives such as annual tailgates and picnics; "Finals Fuel" food giveaways; open, collaborative study spaces; and other events exclusive to School of Business faculty, staff, and students.
- Joining the IBM Academic Initiative to infuse information systems management curriculum with IBM technologies; provide faculty access to IBM software and courseware and certification training; and produce students with these skills who are "market ready" and in high demand
- Creating and staffing the University Business Center to communicate with the regional business community and collaborate on shared, fundamental goals of a relevant curriculum and graduates who possess the job skills employers are seeking.
- Developing transformational, technology-rich learning environments to enhance student success and retention.
- Engaging Faculty in the process of Assessment through recurring training and communication and the creation of the position of Assessment Coordinator for the School of Business
- Increasing the employability and market readiness of graduates through various initiatives such as "lunch and learn" sessions on networking, professional attire, and corporate expositions; a business etiquette dinner and reception; elevator pitch contests; and participation in on-site corporate recruiting events.

Dr. Harvey developed an administrative structure to assist in actuation of these initiatives and to further the quality improvement of the School. The Leadership Team of the School of Business, moderated by the Dean, is comprised of the Associate Dean, Director of the University Business Center, Business Learning Coordinator, Assessment Coordinator, and Program Coordinators. The Leadership Team serves as a deliberative body on policies, initiatives, problem troubleshooting, etc., prior to these items being addressed by the full faculty.

Refer to Appendix I.2 for the School of Business Organizational Chart.

Criterion 1.1.a.

The Dean, Associate Dean, and the School of Business faculty members work collaboratively to improve the academic programs including the curricular aspects and supporting processes to comply with ACBSP standards. Communication between the Dean, the Associate Dean, and faculty occurs constantly with a free

flowing exchange of information between all parties, especially relating to the programs and accreditation guidelines. The Associate Dean meets periodically with the Dean to discuss accreditation requirements, standards, accreditation timeline, costs, and progress. This collaborative work has resulted in changes to the common business core, the development of new courses, the revision of existing courses, and the elimination of certain concentrations, i.e. Hospitality Management, within the BS Business Administration.

In developing/revising mission, vision, and core goal statements, the Dean, Associate Dean, and faculty solicit and discuss input from such key stakeholders as academic administrators, Advisory Council members (who represent the business community), and students (through the Student Leadership Board). Specific ideas from these stakeholder groups that have been implemented by the School of Business include:

- Moving all courses online during the summer session, which resulted in an enrollment increase of over 200%;
- Improving the professional image of our students, which is accomplished through various workshops and events, including the annual business etiquette dinner, and results in high graduate placements rates particularly in Accounting and Information Systems Management; and
- Improving the quality and access to technology in the classroom in order to ensure students are market ready. In response, the School of Business has been investing heavily in classroom renovations and increased technology. In combination with the Title III grant, the School of Business invested in laptop and iPad carts, increased the functionality of instructor workstations, and is installing lecture capture recorders in all classrooms.

Because of stakeholder needs, both demonstrated and perceived, the Dean increased the professional staff members of the School of Business. The first addition was a Director of the University Business Center (UBC). The UBC Director serves as a liaison with the regional business community, coordinates student internship experiences, and aids career placement. Funded initially by the Title III *Strengthening Institutions* grant, the School of Business Learning Coordinator assists faculty members with the re-design and improvement of their courses. The Learning Coordinator also directs the School of Business Peer Mentor program. Because an increased focus was needed for the assessment of student learning, the Dean created the position of Assessment Director by giving a course release to a faculty member who is skilled at assessment. One additional professional staff member is planned in the near future. The Dean is seeking a full-time advisor for business students who will be the primary advisor for all first and second year students, and also be available over semester breaks to advise all business students.

The School of Business benefits from the Dean's experience leading the most recent revision of the Fairmont State University Strategic Plan and his training as a Higher Learning Commission (HLC) Peer Reviewer. As a result, the School of Business programs closely align with the mission and strategic plan of the university.

Criterion 1.1.b.

The Dean, Associate Dean and Leadership Team annually evaluate academic programs to examine performance, success, and changing needs. Overall, the Team documents performance and success, and specifically considers mission centrality, environmental scans, demand, enrollment trends, faculty and student achievement, program learning outcomes, student learning outcomes, and unique program features. The Dean, Associate Dean and Leadership Team uses various student/alumni/business surveys, learning outcomes data, course assessments, demographic data, retention/graduation rates, and benchmarking to make programmatic changes.

Following an HLC accreditation review which identified student learning assessment and strategic planning as institutional weaknesses, the President created a new Vice President position for institutional effectiveness. The new Vice President has primary responsibility for strategic planning, assessment, and institutional research. Initially focusing on assessment, the new Vice President created a "critical friends" group consisting of faculty from all academic units. The Critical Friends created a template for annual institutional assessment reports, and plans to review the reports annually to provide feedback and recommendations.

Criterion 1.1.c.

The process for faculty evaluation is described under Criterion 5.6.1, Section 5.6 – Faculty Evaluation. This description includes the submission by faculty of an Annual Faculty Report (AFR) each fall, evaluation of

probationary faculty, and institutional promotion and tenure review. Fairmont State University has not yet instituted any type of post-tenure review other than the AFR that is submitted on an annual basis.

In addition to these formal processes, the Dean annually meets one-on-one with each member of faculty and staff. This affords an opportunity, similar to annual performance evaluations, for open discussions on performance and expectations. This qualitative process has afforded the Dean with insights into needs, concerns and involvement of faculty and staff beyond what may be identified through the APR for faculty, or through other reporting processes for non-teaching staff.

Criterion 1.2 Social Responsibility

Criterion 1.2.a.

Faculty and Staff

Fairmont State University does not have a formal Code of Ethics for use by the faculty and staff to establish behavioral expectations, and the School of Business had not separately established such a formal code. However, as a public institution, there is an expectation that all full-time and part-time faculty and staff minimally comply with all laws, policies, rules and procedural expectations established in accordance with the West Virginia State Constitution, West Virginia State Code, Higher Education Policy Commission Policies, and FSU Board of Governor's Policies.

Specific Board of Governor's policies that established expectations of behavior for faculty and staff include:

- Title 133 – Procedural Rule – West Virginia Higher Education Policy Commission Series 9 – Academic Freedom, Professional Responsibility, Promotion, and Tenure
- Fairmont State University Board of Governors Policy 9 – Sexual Harassment
- Fairmont State University Board of Governors Policy 35 – Gift Acceptance Policy
- Fairmont State University Board of Governors Policy 41 – Institutional Employment and Family Relationships
- Fairmont State University Board of Governors Policy 42 – Consensual Romantic or Sexual Relationships
- Fairmont State University Harassment Policy Statements
 - Racial Harassment Policy
 - Sexual Harassment Policy
 - Romantic or Sexual Relationships
 - Social Justice Policy
 - Smoking
- Fairmont State University Policy Statement – Protection Against Prejudicial or Capricious Academic Evaluation
- Fairmont State University Policy Statement – Sales to Students by Faculty Members

The above policies are found in the Faculty Handbook attached as Appendix 1.1. The Fairmont State University Staff Handbook, found in Appendix 1.2, provides a detailed description of Workplace Standards including, but not limited to, dress codes, general harassment, drug-free workplace policy, and smoking policy. Staff policies such as these, also apply to faculty members.

Students

The Fairmont State University Student Handbook elaborates on a number of policies which establishes behavioral expectations for students. Among them, the most significant under Academic Regulations and Policies on page 49, is the policy on Academic Dishonesty. The policy states:

All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern.

Cheating is defined here as

- the obtaining of information during an examination;
- the unauthorized use of books, notes, or other sources of information prior to or during an examination;
- the removal of faculty examination materials;
- the alteration of documents or records;
- or actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit.

In the Faculty Handbook, beginning on page 73, Syllabus Requirements are delineated that faculty are to include in their syllabi, whether print or electronic. A statement of Academic Integrity is among the required syllabi content to be included. It states:

Fairmont State University values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

The Student Handbook outlines the disciplinary procedures used in the event of a violation of any of the policies or rules that make up the Student Code of Conduct.

A recent tradition has been the taking of the Academic Pledge as the culminating activity of the annual Orientation Convocation. All attending freshmen students take the following pledge:

In coming to the University, I recognize that I am being handed a gift of opportunity, and I pledge to make my best effort to realize the promise of this opportunity. Though I will need the help of professors and the support of family, friends, and even other students, I also recognize that only I can do this. I, therefore, take responsibility for my own success.

I acknowledge that this success will require me

- to attend class faithfully and engage wholeheartedly in class activities,
- to complete coursework diligently and on time,
- to reflect on course content and to discuss it with others outside of class,
- to conduct myself with honesty and integrity in all my activities,
- to track my own progress continuously, assessing it honestly and seeking guidance whenever I encounter academic and personal difficulties.

Finally, I recognize that openness to and respect for the ideas of others must be balanced with a critical examination of those ideas as well as my own.

In all of this, I resolve to become a truly education person.

Criterion 1.2.b.

As a common program objective, the School of Business seeks to graduate students who can solve problems while considering the ethical implications of their actions. The curriculum introduces and reinforces concepts and theoretical perspectives related to ethical decision-making at various points in the curriculum.

Business core courses address ethics, social responsibility, and corporate citizenship. The School of Business also added a specific course to the business core (BSBA 4420) that focuses on ethics, social responsibility, sustainability, and accountability. Along with required and elective courses, School of Business students have the opportunity for experiential learning in internships which allow our students to work with/for local businesses in such areas as tax accounting, market research, and systems analysis. A few School of Business courses embed experiential learning for community service learning. These opportunities not only provide a learning experience for the student, but serve the community business with a valuable resource. Also, our upper-level courses often host successful alumni as guest speakers who emphasize to our students the importance of charity, giving back to the community, and being productive citizens. The School of Business's curricular offerings have incorporated not only these concepts of social responsibility, but also feedback from the business community so graduates have the requisite knowledge, skills, and abilities to be productive citizens and contribute to society.

The School of Business is a member of the three Chambers of Commerce in the region, and faculty members regularly participate in board meetings and served on ad hoc committees. The Director of the UBC also serves on the Affiliate Leadership Council for the local technology research park which houses NASA, NOAA, and numerous small government contractors.

The Business Advisory Council regularly provides input to the School of Business regarding our impact on the community. Also the School of Business will be surveying alumni and regional employers on a rotating basis to further ascertain the impact of our program.

Perhaps the single, most productive community outreach service of the Fairmont State University School of Business is our VITA program. The accounting students in the VITA program work tirelessly and produce great results in a short period of time. Their level of expertise and professionalism is routinely praised by both the participants and the IRS. The students, along with their faculty sponsor travel extensively throughout the region to deliver this service.

Criterion 1.2.c.

The FSU Faculty, Employee and Student handbooks outline behavioral expectations for faculty, employees and students in their interactions with both internal and external stakeholders. Procedures are in place to address violations of West Virginia law, WVHEPC policies, and/or University policies, some of which are included in Figure 1.2. Disciplinary processes which generally involve committees are in place for both students and faculty/staff.

Criterion 1.2.d.

Fairmont State University processes for compliance are applied to the School of Business. The University has established processes in various areas of operation which include *examples* listed in Figure 1.2.

Figure 1.2
Table for Ethical Behavior

Key Process for Measuring/Monitoring Ethical Behavior		Measures or Indicators	Frequency of Measure
Within the SoB			
<i>Students</i>	Distribute FSU Student Handbook	Compliance with FSU policies as measured by number of incidents and repeat offenders	As needed and ongoing
	Distribute SoB policies and expectations in course syllabi	Compliance with SoB policies as measured by number of incidents and repeat offenders	As needed and ongoing
<i>Faculty/Staff</i>	Distribute FSU Faculty Handbook	Compliance with all WV and FSU BOG policies	Regular ongoing review
	Require signature indicating that outside activities do not interfere with job performance	Noncompliance is reported.	Annual
Key Partners			
<i>Advisory Council</i>			Regular ongoing review
<i>Vendors</i>	Distribute for signature of Purchasing Order Terms and Conditions	Compliance with WV and FSU terms and conditions for Preparing and Processing Contracts for Goods and Services	Regular ongoing review
	Distribute for signature Standard Contract Terms and Conditions for Services	Compliance with WV and FSU terms and conditions for Preparing and Processing Contracts for Goods and Services	Regular ongoing review
	Federal ID number check	Vendors must be eligible to do work in West Virginia	Regular ongoing review
<i>Governance Structure</i>	Compliance with FSU Board of Governors' policies which include such areas as academics, ethics, social justice, debt, human resources, gifts, travel, among others	Audits and reporting in general	Regular ongoing review
	FSU Internal Audit and Risk Assessments in such areas as purchasing card, student fees, payroll, grants, travel, policy development (as examples)	Compliance with internal control	According to the FSU Work Plan for Internal Audits and Risk Assessments

STANDARD #2. Strategic Planning

Criterion 2.1 Strategic Planning Process

Prior to the self-study year, the School of Business fulfilled this strategic planning criteria by being an active participant in the strategic planning process of the institution. During the 2005-2006 academic term, Fairmont State University and Pierpont Community & Technical College released a comprehensive strategic plan entitled *Defining Our Future 2006-2011*. This plan established core values and set forth a number of strategies to guide activities and initiatives.

In 2010, an update to the Strategic Plan, *Redefining Our Future*, was developed. This update did not make significant changes to the direction of the institution, but did provide sufficient revisions to move the university into the next few years in preparation for the 2012 reaccreditation visit by the Higher Learning Commission of the North Central Association of Colleges and Schools. Dr. Harvey, Dean of the Business School, served as Chair of the Strategic Plan Update committee. Dr. Oxley, then MBA director, also represented the School of Business on this committee.

Subsequent to the 2010-2012 revised plan, the Board of Governors allocated \$500,000 to fund proposals in support of the plan's goals. The School of Business was successful in receiving funds to support the procurement and deployment of digital signage, a Laptop Cart and installation of Distance Learning capabilities in classrooms. The original plan and its most recent update may be found at <http://www.fairmontstate.edu/assessment-effectiveness/strategic-plan-update>

Following the 2012 HLC site visit team report, the Vice President for Institutional Assessment and Effectiveness has been charged with the development of assessment and evaluation of strategic initiatives, including fostering an active strategic planning process. Since 2012, most of the Vice President's efforts have been on developing an institutional process for assessment and preparation for the HLC focused site visit in 2015. As a result, institutional update to the 2010-2012 Strategic Plan has been somewhat delayed. Realizing the need for any academic unit strategic plan to align to institutional efforts, the School of Business had slowed its formal strategic planning process.

In 2013, however, a decision was made by the School of Business leadership to pursue its own strategic planning process for two primary reasons: (1) such a process conforms to ACBSP Standards and Criteria, and, (2) lack of an institutional effort should not be an impediment to the School pursuing such a process. The intent of the plan is to develop strategic goals and objectives addressing a number of issues facing the School of Business to guide resource allocation and decision-making through Academic Year 2015-2016.

In 2013, the School of Business conducted a day-long retreat at Stonewall Resort, Roanoke, WV, on Saturday, September 21st. The venue is approximately 50 miles from campus but provided a serene, comfortable location to focus on the planning process.

Those who participated in the process included seven Advisory Board members, 14 faculty and staff members, and 11 students. The day started with a Meet-n-Greet and Registration at 9:30 AM, and concluded at 4:00 PM. Dr. Tim Oxley, Associate Dean, facilitated the session, with Dr. Richard Harvey, Dean, serving as an observer of the process.

Members of three stakeholder groups were assigned to one of five teams for activities related to Mission/Vision/Values and Environmental Scan. In the afternoon, each of the three groups – advisory board members, faculty/staff members, and students – reconvened to consider, develop, and report on strategies and action plans. Finally, a prioritization activity was conducted using an affinity process enabling each participant to consider and vote on the action issues each participant thought were most important. After the day-long participation, goals and objectives were developed around eight areas:

- Recruitment
- Retention

- Teaching and Learning
- Assessment
- Curricular
- Fundraising/Friend Raising
- Extra-Curricular
- Engagement

In addition to the formal planning process described above, the Dean and Associate Dean of the School of Business meet regularly with the Advisory Council and Student Leadership Board to solicit their input regarding planning. Topics of discussion during these meetings include strengths and weaknesses of the School, as well as possible opportunities and threats. One example of a specific action that resulted from these discussions was the decision to move all business courses online for the summer session. This was a specific recommendation of the Student Leadership Board and endorsed by the Advisory Council. This change resulted in an increase in summer enrollments of over 200%.

Appendix 2.1 contains the Strategic Planning & Retreat Synopsis. This synopsis includes an evaluation analysis of the event.

Criterion 2.1.a.

Faculty and staff members participated in the Strategic Planning retreat discussed previously. They actively participated in the identification of the eight focus areas. The Leadership Team of the School of Business is comprised of faculty members who represent their respective departments. When a strategic action is under consideration, the Team members discuss it with their departments and return to the Team meeting with a departmental perspective regarding the proposed action. This form of governance has proven very effective in assuring that faculty and staff are engaged in the strategic planning process.

Criterion 2.1.b.

Because of continuing budget rescissions and reductions, the School of Business has had to struggle to maintain forward momentum on many initiatives and action plans. However, the Figure 2.2 summarizes both the current year and anticipated long-term action plans as they relate to the specific strategic goals and objectives outlined in Figure 2.1.

Criterion 2.2 Strategy Deployment

Criterion 2.2.a

Figure 2.2 below summarizes current year and long-term actions plans and objectives.

Criterion 2.2.b

Figure 2.3 below identifies performance measures pertaining to each action item identified in Figure 2.2.

Criterion 2.2.c

The strategic objectives, action plans, and the key measures are regularly shared with the faculty and staff during monthly faculty/staff meetings. The objectives, plans, and measures are also shared with the Advisory Council and Student Leadership Board during meetings which generally occur each semester. Because some of the objectives, plans, and measure involve other units on campus, they are also shared during regular meetings of Academic Affairs, the Dean's Council, and the President's Cabinet. Upon completion, many of the objectives, actions, and measures are used as the basis for *FSUNow* news stories about the School of Business.

Figure 2.1
School of Business Strategic Goals and Objectives – AY 2014-2015 through AY 2015-2016

Topic	Goal	Objectives	Timeline
Recruitment	Improve the quality of majors through 'qualified' selectivity processes	Establish minimum GPA for students seeking a business degree	AY 2015-2016
		Establish specific classes or entrance exam scores (Pre-test)	AY 2015-2016
		Engage with recruitment office on improving quality of applicants	AY 2014-2015
	Increase recruitment in specific target areas	Engage with recruitment office on establishing specific target market segments	AY 2014-2015
		Increase internal and external MBA student recruitment	AY 2014-2015
	Improve access to program delivery	Increase non-traditional course delivery for degree completers and working adults;	AY 2014-2015
		Increase summer online offering for core and major courses	AY 2014-2015
	Increase presence on social media	Develop video clips of School activities, classes, events, etc.	AY 2014-2015
Retention	Improve consistency and quality of academic advising	Provide professional development opportunities for effective academic advising strategies	AY 2014-2015
		Improve access and quality of "transfer" and "non-traditional" advising	AY 2015-2016
		Hire a full-time professional advisor for the School of Business to advise all 1 st and 2 nd year business students	AY 2015-2016
	Grow peer mentor program	Increase student participation and course engagement for peer mentor program	AY 2014-2015
	Improve courses through redesign	Redesign high D, W, F courses with active learning strategies	AY 2014-2015
Teaching and Learning	Improve teaching and learning pedagogies and strategies	Increase faculty training for active learning and technology utilization	AY 2014-2015
	Grow peer mentor program	Increase student participation and course engagement for peer mentor program	AY 2014-2015
	Increase Internships and Placements	Increase internship opportunities and placement	AY 2014-2015
		Increase awareness of opportunities and develop system of tracking all placements	AY 2014-2015
	Improve professional development opportunities for students	Provide "Lunch-n-Learn" mini-seminars on such topics as security clearance; social media pitfalls; job placement skills	AY 2014-2015

Assessment	Improve course assessment processes	Engage faculty in institutional <i>Critical Friends</i> Assessment group	AY 2014-2015
		Hold refresher training for <i>TaskStream</i> and Course Assessment Mechanics	AY 2014-2015
	Finalize Program Assessment Processes	Extend program assessment processes to minors and all BSBA concentrations	AY 2014-2015
	Consolidate reporting of faculty scholarly and professional activities	Deploy single reporting process for faculty scholarly and professional activities	AY 2014-2015
	Create graduate survey data base	Initiate data base and internal survey instrument for all graduates	AY 2014-2015
Curricular	Maintain up-to-date software training for all programs	Offers courses and professional development opportunities for current business and industry needs	AY 2014-2015 through AY 2015-2016
	Develop qualitative assessment approaches for programs	Create and require a “professional portfolio” course for all incoming students	AY 2015-2016
Fundraising/ Friend Raising	Fulfill Title III commitments	Raise \$100,000 external funds for Title III by 5 th year	AY 2014-2015 through AY 2015-2016
	Increase faculty involvement in grant writing	Offer professional development and training opportunities for grant proposal writing	AY 2015-2016
	Improve input and involvement of business community in the School of Business	Increase diversity and composition of advisory board	AY 2014-2015
Extra-curricular	Engage Student Organizations in Community Service activities	Engage alumni in a “Backpack to Briefcase” (B2B) program where alumni participate in our job readiness programs	AY 2014-2015
	Increase opportunities for student participation in business student organizations	Re-energize ENACTUS chapter (formerly SIFE)	AY 2014-2015
		Support ISSO activities to increase meaningful participation	AY 2014-2015
Engagement	Foster relationships with area employers regarding internship and career opportunities	Conduct seminars and “Lunch-n-Learns” and mock interview sessions with area employers	AY 2014-2015
	Foster relationships with area employers regarding professional development and executive training	Continue to build relationships with area companies who have expressed interest in formalizing training and development relationships	AY 2014-2015
	Foster relationships with area businesses in need of assistance	Increase faculty consulting opportunities with area businesses	AY 2014-2015

**Figure 2.2
Action Plan Table**

Current year (2014-15 AY) action plans:	
<ul style="list-style-type: none"> • Hire an academically qualified faculty member (Economics/Finance) • Hire either an academically or professionally qualified faculty member (Accounting) • Submission of ACBSP Self Study and reaffirmation of accreditation • Engage with Office of Recruitment and participate in College Fairs in the area • Provide professional development opportunities for effective academic advising, i.e. appreciative advising • Hire a full-time professional advisor for the School of Business to advise all 1st and 2nd year business students • Redesign high D, W, F courses with active learning strategies • Increase the number of Business Core courses that are available through online delivery • Expand the use of lecture capture technology • Expand the use of distance delivery of courses to the Caperton Center • Provide “Lunch-n-Learn” mini-seminars professional dress • Engage faculty in institutional <i>Critical Friends</i> Assessment group • Hold refresher training for <i>TaskStream</i> and Course Assessment Mechanics • Deploy single reporting process for faculty scholarly and professional activities • Increase diversity and composition of advisory board • Engage alumni in a “Backpack to Briefcase” (B2B) program where alumni participate in our job readiness programs • Continue to build relationships with area companies who have expressed interest in formalizing training and development relationships • Continue classroom renovations and learning environment enhancements including GroupSpace II and a recording studio 	
Long-term action plans:	
<ul style="list-style-type: none"> • Increase enrollments in business programs, both undergraduate and graduate • Increase internal and external MBA student recruitment efforts • Establish minimum GPA for students seeking a business degree • Establish specific classes or entrance exam scores (Pre-test) • Engage with recruitment office on improving quality of applicants • Ensure ongoing compliance with accreditation standards • Explore additional specializations or tracks in the MBA program • Redesign high D, W, F courses with active learning strategies • Improve access and quality of “transfer” and “non-traditional” advising • Increase the number of Business Core courses that are available through online delivery • Expand the use of lecture capture technology • Expand the use of distance delivery of courses to the Caperton Center • Create and require a “professional portfolio” course for all incoming students • Enlarge presence on social media • Increase diversity and composition of advisory board • Re-energize ENACTUS chapter (formerly SIFE) • Continue to build relationships with area companies who have expressed interest in formalizing training and development relationships, i.e. Mylan and Lockheed Martin • Offer professional development opportunities for regional business and industry needs • Expand internship and career placement opportunities • Increase faculty consulting opportunities with area businesses • Continue classroom renovations and learning environment enhancements including a corridor project and re-design of computer labs for more active learning 	

**Figure 2.3
Action Plan Measurement Table**

Current year (2014-15 AY) action plans:	Key Measures:
Hire an academically qualified faculty member (Economics/Finance)	Completion of a successful search
Hire either an academically or professionally qualified faculty member (Accounting)	Completion of a successful search
Submission of ACBSP Self Study and reaffirmation of accreditation	Accreditation is reaffirmed

Engage with Office of Recruitment and participate in College Fairs in the area	Participation in one or more College Fairs
Provide professional development opportunities for effective academic advising, i.e. appreciative advising	Faculty participation in the seminar during January Faculty Development Week
Hire a full-time professional advisor for the School of Business to advise all 1 st and 2 nd year business students	Completion of a successful search
Redesign high D, W, F courses with active learning strategies	Redesigned courses are piloted
Increase the number of Business Core courses that are available through online delivery	Additional online sections of core courses are offered
Expand the use of lecture capture technology	More courses include the use of lecture capture and additional uses of the technology are explored
Expand the use of distance delivery of courses to the Caperton Center	Offering additional sections of courses through distance delivery to the Caperton Center
Provide "Lunch-n-Learn" mini-seminars on professional dress	Student participation in the seminars
Engage faculty in institutional <i>Critical Friends</i> Assessment group	Faculty participation in the <i>Critical Friends</i> group
Hold refresher training for <i>TaskStream</i> and Course Assessment Mechanics	Faculty participation in the training
Deploy single reporting process for faculty scholarly and professional activities	Use by faculty of a single database for this information
Increase diversity and composition of Advisory Board	Advisory Board member credentials
Engage alumni in a "Backpack to Briefcase" (B2B) program where alumni participate in our job readiness programs	Alumni participation in a program
Continue to build relationships with area companies who have expressed interest in formalizing training and development relationships, i.e. Mylan and Lockheed Martin	At least one relationship is formalized
Continue classroom renovations and learning environment enhancements including GroupSpace II and a recording studio	Completion of the projects
Long-term action plans:	
Key Measures:	
Increase enrollments in business programs, both undergraduate and graduate	Enrollment increases year over year
Increase internal and external MBA student recruitment efforts	Increased MBA enrollment from other academic areas at Fairmont State University
Establish minimum GPA for students seeking a business degree	A minimum GPA is established and applied to applicants
Establish specific classes or entrance exam scores (Pre-test)	An admission class(es) or exam is established and applied to applicants
Engage with recruitment office on improving quality of applicants	The average GPA of the incoming freshman class increases year over year
Ensure ongoing compliance with accreditation standards	Accreditation is maintained
Explore additional specializations or tracks in the MBA program	An additional MBA track is piloted
Redesign high D, W, F courses with active learning strategies	Redesigned courses are piloted
Improve access and quality of "transfer" and "non-traditional" advising	Retention of transfer and non-traditional students increases year over year
Increase the number of Business Core courses that are available through online delivery	Additional online sections of core courses are offered
Expand the use of lecture capture technology	More courses include the use of lecture capture and additional uses of the technology are explored
Expand the use of distance delivery of courses to the Caperton Center	Offering additional sections of courses through distance delivery to the Caperton Center
Create and require a "professional portfolio" course for all incoming students	Course curriculum proposal passes all stages of approval and is implemented
Enlarge presence on social media	Increased number of Facebook likes, Twitter followers, and LinkedIn connections
Increase diversity and composition of advisory board	Advisory Board member credentials

Re-energize ENACTUS chapter (formerly SIFE)	A chapter is organized and recognized by the institution as a student organization
Continue to build relationships with area companies who have expressed interest in formalizing training and development relationships, i.e. Mylan and Lockheed Martin	At least one relationship is formalized
Offer professional development opportunities for regional business and industry needs	Business persons participate in professional development opportunities
Expand internship and career placement opportunities	More opportunities are available year over year
Increase faculty consulting opportunities with area businesses	More consulting opportunities occur year over year
Continue classroom renovations and learning environment enhancements including a corridor project and re-design of computer labs for more active learning	Completion of the projects

STANDARD #3. Student and Stakeholder Focus

Criterion 3.1

Fairmont State University, and its sister institutions, are referred to as “regional universities” within the West Virginia Higher Education System. The regional designation is in comparison to the state’s land grant and flagship institution, West Virginia University, approximately 20 miles north in Morgantown. But the term most accurately depicts the fact that Fairmont State University, and the School of Business, draws most of its student population from a seven-county area in North Central West Virginia. These counties are dissected by and/or contiguous to Interstate-79 that threads the North Central West Virginia region. Marion County, home of the main campus, provides the greatest share of students to the School of Business and is situated between Monongalia County to the north and Harrison County to the south – the two other major contributors to the student population. During the self-study year, the School of Business had a student population (headcount) of 556 students.

Based on an analysis of enrollment, the basic student profile of a School of Business student during the self-study year is as follows:

- As likely to be female as male
- Most likely to be a resident of West Virginia
- Most likely to be from the North Central West Virginia region
- Most likely to be white/non-Hispanic
- More likely to be between 24 – 26 years of age
- Most likely to be pursuing a Business Administration degree.

Figure 3.1 through Figure 3.4 provides enrollment demographic and geographic dispersion information.

The vision of the School of Business states:

The School of Business at Fairmont State University aspires to be the preeminent regional business school in West Virginia and the surrounding area, recognized for academic excellence and for contributing to the overall development of our region and broader environment.

Recognizing the fact that most of the School of Business enrollment comes from a seven-county area in North Central West Virginia, the School truly meets the definition of “regional.” For the self-study year, 80% of the School of Business West Virginia students came from the following North Central West Virginia counties: Harrison; Lewis; Marion; Monongalia; Preston; Taylor; and, Upshur Counties. Enrollment representing 34 additional counties make-up the balance of the School of Business’s West Virginia enrollment. Figure 3.4 provides a ranking of enrollment from West Virginia counties.

Presently, anyone who meets the admission standards of the University may declare a major within the School of Business. Though some consideration has been given to a “pre-business” status or other qualifications to become a full major, recent enrollment declines have resulted in placing these discussion on hold until the total separation of Pierpont Community & Technical College has been complete. This is discussed elsewhere in this study.

Early in the spring term of 2014, a campus-wide “critical friends” group was formed to focus on issues related to recruitment and retention. This group, known as the Campus Collaborative for Recruitment and Retention (CCRR) is co-chaired by the Vice President for Student Services and Vice President for Assessment and Institutional Effectiveness. Research conducted by two FSU professors for the CCRR was a result of survey data collected from 289 incoming first-year students during the Fall 2014 Welcome Weekend (orientation and move-in event). The intent of the research was to ascertain why students chose FSU – what impacted their decisions to enroll at FSU. Data was also segregated for each academic unit.

Respondents to the survey who had identified a major in the School of Business, indicated they chose FSU primarily due to location (45%) followed by program of study (22%) and size of institution (22%). The most significant factor identified as impacting their decision to enroll at FSU was attendance at

Campus Visitation Day (72%) followed by campus tour (14%) and admissions counselor (14%). The data collected from this survey reinforces the positioning of the School of Business as a regional institution with programs of interest and accessible faculty.

Criterion 3.2

The primary stakeholders of the School of Business include:

- Students
- Employers/Area Businesses and Industries
- Graduates/Alumni
- Faculty and Staff
- Other programs at FSU
- Pierpont Community & Technical College (co-located institution)

The School of Business School of Business has developed formal and informal mechanisms to listen and to learn from its stakeholders in order to maximize the effectiveness with which the School of Business continues to serve their needs and expectations. Each will be briefly discussed below.

Students

Surveys

The School of Business utilizes several surveys to obtain feedback from students. One of the primary instruments used to solicit feedback from students include the *IDEA® Student Ratings of Instruction* to help ascertain effectiveness of teaching to certain common learning objectives. The instrument used by FSU allows instructors to choose from among 12 objectives which are most important or essential for each course. Each of the IDEA Objectives map to one or more of the program outcomes in the School of Business. Student input on their perspective provides faculty and administrators with data on how well students perceived the objectives were achieved. This instrument is administered in all courses each fall and spring term. Reports are generated and provided to each full-time and adjunct faculty member with copies to the Dean. Group reports aggregate the information for the School. See Appendix 3.1 for copies of the Group Summary Reports by term of the self-study year. In addition to the *IDEA®* instrument, the School of Business utilizes the *Major Field Test®* produced by ETS on a biennial basis as an external assessment instrument. Though this instrument is primarily used for assessment, it informs not only progress on learning, but also on the effectiveness of programs across topical areas aligned with the Common Professional Component (CPC).

Fairmont State University has participated in a number of surveys to determine student satisfaction and proficiency, including Collegiate Learning Assessment (CLA), Noel-Levitz Student Satisfaction Survey, and National Survey of Student Engagement (NSSE). The CLA was last administered in 2010-2011 and NSSE in Spring 2010. However, neither of these surveys strongly informed the School of Business with information directly related to its effectiveness or its student's level of satisfaction. For this reason, a decision was made to develop a survey to administer to a sample of students within the School of Business that would provide more relevant and informative feedback from students. Ms. Ashley Tasker, the School of Business Learning Coordinator, developed a survey that was administer to a cohort of course representative of all academic ranks and programs. A total of 155 responses were receive out of 206 enrolled in the cohort of courses for a response rate of 75%. Overall, the survey evidenced that nearly 91% of the respondents reported being "somewhat satisfied" to "satisfied" with their experience in the School of Business, with nearly 54% being satisfied. Figure 3.5 provides a summary of the 14 questions from the survey. Refer to Appendix 3.2 for a copy of the full survey results.

Student Leadership Board

The Student Leadership Board consists of 20 students representing all majors in the School of Business. The group is convened at least once each term with lunch provided. The Dean presents a number of issues and solicits input from the students (*continued on page 26*).

Figure 3.1
Enrollment by Race and Gender – Current (Fall 2014)

Program	American Indian/ Alaskan Native		Asian/Pacific Islander		Black/Non-Hispanic		Hispanic		White/Non-Hispanic		Not Reported		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Accounting	-	-	1	-	2	3	-	-	43	33	9	6	97
Business Administration:													
<i>Finance</i>	-	1	-	-	2	1	-	-	16	13	3	1	37
<i>General Business</i>	-	-	1	-	5	7	-	2	52	37	7	6	117
<i>Hospitality Management</i>	-	-	-	-	-	-	-	-	4	1	1	0	6
<i>Management</i>	-	-	1	3	3	8	1	1	36	39	2	7	101
<i>Marketing</i>	-	-	1	3	3	6	-	4	25	24	4	7	77
<i>Sport Management</i>	-	-	-	-	-	7	-	-	7	21	-	6	41
<i>MBA</i>	1	-	-	-	-	1	-	1	10	5	1	1	20
Information Systems Mgt.	-	-	1	1	1	1	-	-	12	33	1	10	60
TOTAL	1	1	5	7	16	34	1	8	205	206	28	44	556

Figure 3.2
Enrollment by Age and Gender – Current (Fall 2014)

Program	Mean Age		Median Age		Range		Total
	Female	Male	Female	Male	Female	Male	
Accounting	28	23	23	21	18 - 55	18 - 41	97
Business Administration:							
<i>Finance</i>	24	23	22	21	19 - 39	18 - 51	37
<i>General Business</i>	27	22	23	21	18 - 59	18 - 51	117
<i>Hospitality Management</i>	25	23	22	23	20 - 40	-	6
<i>Management</i>	27	24	22	22	18 - 51	18 - 50	101
<i>Marketing</i>	22	22	21	21	18 - 32	18 - 28	77
<i>Sport Management</i>	23	21	20	21	19 - 41	18 - 29	41
<i>MBA</i>	33	30	28	24	21 - 55	23 - 49	20
Information Systems Mgt.	26	24	21	22	19 - 47	18 - 56	60
TOTAL							556

Figure 3.3
Enrollment by Geographic Dispersion – Current (Fall 2014)

Location	Enrollment	Percentage
State of West Virginia	507	91.2%
Domestic Out-of-State	44	7.9%
Foreign/Unknown	5	.90%
TOTAL	556	100%

Figure 3.4
Enrollment Ranked by West Virginia County – CURRENT (Fall 2014)

County¹	Enrollment	Percentage
Marion	145	28.6%
Harrison	113	22.3%
Monongalia	65	12.8%
Taylor	24	4.7%
Lewis	23	4.5%
Preston	21	4.1%
Upshur	15	3.0%
Wood	12	2.4%
Berkeley	8	17.6%
Kanawha	7	
Barbour	6	
Braxton	5	
Hancock	5	
Jefferson	5	
Doddridge	4	
Greenbrier	4	
Putnam	4	
Randolph	4	
Wetzel	4	
Boone	2	
Roane	3	
Brooke	2	
Cabell	2	
Marshall	2	
Mason	2	
Mercer	2	
Mineral	2	
Morgan	2	
Pendleton	2	
Gilmer	1	
Grant	1	
Hardy	1	
Jackson	1	
Logan	1	
Monroe	1	
Nicholas	1	
Pleasants	1	
Raleigh	1	
Ritchie	1	
Tucker	1	
Tyler	1	
TOTAL	507	100.0%

¹: West Virginia has 55 counties. The School of Business has enrollment from 41 counties.
 Shading represents North Central WV.

Figure 3.5
School of Business Student Survey

Question	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	I have not yet developed an opinion
My instructors display a personal interest in me and my learning.	42.66%	42.96%	12.59%	2.80%	0.00%
My instructors encourage student-faculty interaction outside of class.	46.15%	37.76%	14.69%	0.00%	1.40%
My instructors schedule course work in ways which encourage me to stay up to date with the work.	44.06%	41.96%	6.99%	6.99%	0.00%
My instructors explain course material clearly and concisely.	30.77%	42.66%	23.08%	3.50%	0.00%
My instructors provide timely and frequent feedback on tests, reports, projects, etc. to help me improve.	37.06%	36.36%	18.18%	7.69%	0.70%
General quality of academic advising that you have received.	49.65%	28.67%	9.76%	10.49%	1.40%
Availability of academic advising	48.95%	32.87%	9.76%	5.59%	2.80%
Information about course, program and requirements through academic advising.	41.96%	33.57%	15.38%	7.69%	1.40%
My advisor listened to my concerns.	48.95%	29.37%	12.59%	6.99%	2.10%
My advisor seemed genuinely interested in me.	50.35%	27.27%	13.29%	7.69%	1.40%
My advisor provided me with accurate information.	54.55%	30.07%	9.09%	4.90%	1.40%
My advisor clearly communicates what is my responsibility and what he/she can do for me.	54.55%	24.48%	11.89%	8.39%	0.70%
My advisor is helpful in discussing my career plans and goals.	35.66%	26.57%	22.38%	9.79%	5.59%
Overall, to what extent are you satisfied with your experience in the School of Business ?	53.85%	37.06%	6.29%	1.40%	1.40%

Faculty Advising System

Each student is assigned a faculty advisor upon declaring a major in the School of Business. Students must meet with advisors at least once each term for advising and receipt of their Personal Identification Number to register for their classes. During Leadership Team or faculty & staff meetings, often discussions will ensue as a result of anecdotal observations brought forth from a faculty member related to the advising system. Many faculty members also keep an open-door policy with students who from time-to-time share their frustrations with or opinions on any number of issues.

Employers/Area Businesses and Industry

Surveys

The School of Business last completed an employer survey in 2012. Though efforts were made to increase participation, the response rate was low ($n = 16$). Though the results were not sufficient to infer to all School of Business graduates, the data does provide a description of the respondents' perspectives. Overall, the nearly 93% of the respondents indicated that School of Business graduates are in the top 50% of college graduates in their performance meeting expectations. Nearly 30% place the graduates in the top 25%, and 21% place them in the top 5%

A survey is being planned in conjunction with the ACBSP Skills Gap Survey. The University Business Center Director has tentatively arranged to use the membership of the area Chambers of Commerce as the population for the Skills Gap Survey, and the same population may also be used for a new employer satisfaction survey. Figure 3.6 provides a summary of the Employer Survey by identifying the mean for the question-sets for each category. The complete employer survey results may be found in Appendix 3.3.

Figure 3.6
2012 Employer Survey – Mean of Responses for Question-Set Categories

	Lacks Skill	Minimal Skill	Average Skill	Above Average Skill	Exceptional Skill	Not Applicable
Communication Skills	1.6%	4.7%	19.3%	54.0%	20.6%	0.0%
Problem Solving/Decision Making Skills	4.7%	1.6%	34.4%	34.4%	25.0%	0.0%
Teamwork	2.5%	1.3%	21.3%	47.5%	26.3%	1.3%
Self Management	5.3%	6.3%	28.2%	37.5%	22.9%	0.0%
Initiative	6.3%	5.0%	28.8%	37.5%	22.5%	0.0%
Technical Skills	0.0%	4.7%	20.3%	40.7%	34.4%	0.0%

Advisory Council

The School of Business Advisory Council (formerly Advisory Board) is comprised of executives from both traditional and emerging companies. Through its diverse membership, the Advisory Council serves as the single board for all of the School's programs representing finance, high-technology, service, communications, and research sectors. The Council provides advice and counsel to the Dean, faculty, and staff on strategy, important issues affecting the future of the School, curricula and programs, and external affairs; provide insights to the Dean, faculty, and staff on how the School can enhance the impact of its services on various stakeholder groups; provide valuable contacts for faculty to provide access to the business community for research purposes, to increase the impact of their work on the business community, to inform their research and teaching, and to help them further develop their research, teaching, and public service skills; provide valuable contacts for students and advice in their career selection decisions and job-seeking activities; and provide input to the Dean, faculty, and staff for assessing the progress of the school and charting future courses.

Though the role of the Council is advisory in nature, their input and advice provides needed perspectives on curricula, outreach, engagement, and involvement. Members of the Council are frequently invited to School of Business functions, but also may lecture in the classroom, collaborate with faculty on research projects, mentor students, and provide guidance in curriculum development.

The Advisory Council meets one time each academic semester. Generally, the dates will be the first Friday in November and the first Friday in May. A list of Advisory Council members may be found on the School of Business web page at <http://www.fairmontstate.edu/schoolofbusiness/about-us/advisory-board>.

Outreach

In addition to the University Business Center which provides for a reoccurring interface with business and industry, the School of Business maintains membership in the Harrison County Chamber of Commerce, Marion County Chamber of Commerce, and Morgantown Area Chamber of Commerce. These three counties constitute the most populous counties of the 7-county primary service area, and is represented by nearly 64% of the West Virginia student enrollment in the School of Business. The Dean, Associate Dean, Director of the University Business Center, and various faculty members frequently attend Business-After-Hours events, annual and special dinner events, speaker series and workshops, and select committee work.

The Dean, Dr. Harvey is a resident of Monongalia County and is active in the community. In addition to the Chamber, Dr. Harvey is a member of the I-79 Development Council, TechConnect WV,

Affiliate Leadership Council of the West Virginia High Technology Consortium Foundation, and the Monongalia County Development Authority.

The Director of the University Business Center, Dr. Gina Fantasia, who resides in Fairmont, Marion County, is an Advisory Board member for the West Virginia Development Office’s Small Business Development Division, a member of the Affiliate Leadership Council of the West Virginia High Tech Foundation, a Director on the BB&T-West Virginia Advisory Board, a member of the Urban Renewal Authority/Fairmont Renaissance Authority, and an ex-officio member of the Board of Directors of Fairmont Community Development Partnership, among others.

The Associate Dean, Dr. Oxley, resides in Harrison County and is actively involved in the non-profit sector serving a multi-county region. He is currently Treasurer for The Connecting Link, Inc., a non-profit social service agency operating in a multi-county area dealing with social assistance and homelessness initiatives. Dr. Oxley serves as FSU’s representative to the Region VI Planning and Development Council, a multi-county sub-state district charged with economic and community planning and development in a six-county region, all of which are within the School of Business’s primary service region. Prior to joining the School of Business, Dr. Oxley served as Assistant Vice President for Academic Services responsible for the Gaston Caperton Center in Clarksburg, WV and administrative operations at the Robert C. Byrd National Aviation Center in Bridgeport, WV. Dr. Oxley developed a number of business, industry, and governmental contacts in this role and continues to maintain business contacts.

Through the formal outreach efforts of the Advisory Board, and the informal contacts by leadership of the School of Business through Chamber and other organizational involvement, the School of Business is positioned to have significant anecdotal feedback on its programs and graduates throughout these communities. Such feedback also is found in allied services to the University and School of Business. For example, the Chair of the Fairmont State Foundation is a local businessman and a former member of the faculty and Associate Dean of the School of Business. He and ten other board members, of the 24 total, are alumni with accounting or business degrees from the School of Business. Through this individual and his contacts, routine input is received on and about alumni and graduates of the School of Business.

Graduates/Alumni

Fairmont State University has not conducted a formal graduate survey for undergraduate alumni since the 2010-2011 academic term. Figure 3.7 provides responses for School of Business graduates on two primary questions: 1) Reflecting back, how would you rate your overall educational experience at FSU?; and, 2) Reflecting back, do you think the benefits you received from attending FSU were worth the financial costs to you and your family?

**Figure 3.7
FSU Graduate Survey Questions – School of Business Graduates**

Reflecting back, how would you rate your overall educational experience at FSU?						
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	Total
2008-2009	10	18	6	0	0	34
	29%	53%	18%	0%	0%	100%
2009-2010	5	7	2	0	0	14
	36%	50%	14%	0%	0%	100%
2010-2011	6	16	2	1	0	25
	24%	64%	8%	4%	0%	100%
Reflecting back, do you think the benefits you received from attending FSU were worth the financial costs to you and your family?						
	Yes	No	Total	1: Two respondents did not answer this question		
2008-2009	27	7	34			
	79%	21%	100%			
2009-2010	8	4	12 ¹			
	67%	33%	100%			
2010-2011	18	7	25			
	72%	28%	100%			

Only recently was an institutional decision made to decentralize this function to each academic unit. The School of Business has received a list of graduates from the Alumni Association to serve as a population from which to conduct a survey. It is expected this graduate survey for undergraduate programs to be conducted before the next academic year.

Surveys for MBA graduates were conducted in 2011 and 2013. Graduates in the 2011 and 2013 surveys rated their overall satisfaction with the program, as well as provided responses on questions related to program and satisfaction. On a scale of 1 – 5, an overwhelming majority of respondents rated their satisfaction at a level 4 or 5. The surveys conducted were for two sets of MBA alumni: 2011 Survey – Graduates from May 2008 (first graduate) through May 2011; 2013 Survey – Graduates from August 2011 through applicants for May 2013. Response rate for the 2011 survey was 48.68%; the 2013 survey response rate was 71.43%. A description of survey methods and response rates and survey summaries may be found in the MBA program review appendices, attached to the self-study as Appendix 6.3.

In addition to formal surveys, the nature of small institutions in general, and typical of Appalachian culture in general, many graduates remain in close proximity to the University's service area or in the general region. Many graduates have become local and regional business leaders. Many of these graduates stay in touch with many members of faculty, sharing in their post-graduation endeavors, etc. Facebook and LinkedIn have become useful in maintaining contact with alumni and graduates. Though formal surveys should be the primary methods with which data is collected on graduates, the informal face-to-face contact that is very much a part of the culture of this region provides for anecdotal feedback and information.

Faculty and Staff

Faculty and staff of the School of Business regularly meet during each term. Faculty meetings are held the first Thursday of each month following the beginning of the term beginning at 12:20 pm and ending at 1:30 pm. This time slot has been set aside in the institutional calendar each Thursday for faculty, committee and called meetings. The Dean provides electronic copies of minutes and agenda items to faculty and staff members in advance of the meetings. Attendance at the meetings is generally required unless an excuse has been approved. The Dean conducts the meetings, provides announcements, and solicits input from those in attendance. Business is conducted in accordance with Roberts Rules of Order in keeping with the Faculty Senate Constitution. The agenda includes reports from the Associate Dean, Assessment Director, University Business Center Director, Learning Coordinator, etc. The School's representatives to Senate and various institutional committees will provide updates and announcements as needed.

The Dean and Associate Dean both operate with an open-door policy. Faculty members feel free, and routinely take advantage of this freedom, to express themselves and solicit feedback from the Dean or Associate Dean. These informal, impromptu discussions are often the genesis of more formalized discussions that lead to policy, curricula, or operational changes.

Other FSU programs

The School of Business provides service courses to other programs within the University. At present, courses within the School of Business are required in majors in all other colleges and schools within the University except for School of Fine Arts. Refer to Appendix 3.4 for a comprehensive list of service courses and programs affected.

The Dean and Associate Dean participate in bi-monthly meetings of the Dean's Council. This forum provides an opportunity to share information and feedback regarding plans and initiatives that affect other units. In addition to this forum, the committee structure used to consider issues and initiatives impacting stakeholders allows for input and feedback. For example, the curricula development process managed by the Associate Provost through the Curriculum Committee allows for such exchanges related to curriculum issues. The Curriculum Committee consists of elected representatives from each academic unit. It is currently chaired by Dr. Rebecca Giorcelli, a faculty member in the School of Business. All curriculum proposals passed by the Curriculum Committee are forwarded to the Faculty Senate for approval. This representative body also offers an additional forum for deliberation and exchange of information.

Pierpont Community & Technical College

Pierpont Community & Technical College is a co-located, independently governed, and separately accredited institution within the Community and Technical College System of West Virginia. Once an academic division of Fairmont State University, legislation forced a divestiture of this unit from its host. While co-location is the primary connection, the divestiture has taken several years to complete. Various stages of this separation resulted in many changes in policy, financial arrangements, curricula considerations, and staffing apportionment. There are currently a number of shared services, though academics, enrollment management, recruitment, and registrar functions are now separate.

In as much as the School of Business shared several programs with the community college component, recent curricula changes have resulted in a complete separation between the School of Business programs and Pierpont Community & Technical College. However, due to co-location, and a high transfer rate between Pierpont students to the University, they are a stakeholder for the School of Business.

Criterion 3.3

The School of Business does not yet have a formal evaluation process for reviewing listening and learning methods beyond what has been described above. However, through the Leadership Team, faculty meetings, interaction with various stakeholders, including anecdotal and qualitative feedback as described above, the School of Business strives to improve the effectiveness and quality with which it interact and serves its stakeholders.

However, the current formal mechanisms with which the School of Business receives feedback from students are continually under review. The *IDEA® Student Ratings of Instruction* and the *Student Survey* described above, are two methods that will continue to be used for this purpose. The planned graduate/alumni survey will also be administered in the near future for the purposes of keeping current with educational and service needs of stakeholders.

Criterion 3.4

The School of Business Leadership Team, previously described, serves as the first deliberative body regarding planning and implementation of initiatives regarding marketing, program and process improvement. From this group, the Dean or Associate Dean then takes the initiative to the faculty of the School of Business, the Dean's Council, the Graduate Council, and/or Faculty Senate as appropriate, using the institutional committee process and procedures as described in the Faculty Handbook.

Criterion 3.5

Recruitment and Retention are two topics that are of utmost importance at Fairmont State University and the School of Business. Statewide, enrollment and retention rates are declining. With increased competition for fewer high school graduates, retention has become even more critical to the sustainability of viable programs and institutions.

As found on page 77 of the Faculty Handbook (See Appendix 1.1), recruitment and retention are both identified as professional responsibilities of faculty in addition to the traditional teaching, research, and service. Title 133, Procedural Rule of the West Virginia Higher Education Policy Commission Series 9, Section 2.4 states:

In addition to meeting the primary responsibilities of addressing institutional missions in teaching, research, and service as defined by the institution, all faculty have an obligation to foster the quality, viability, and necessity of their programs. The financial stability of a program and recruitment of an adequate number of students depend in part on the faculty. The common goal of quality must be nurtured and responsibility for it shared by all. Integrity, objectivity, and service to the purposes and missions of the institution are expected.

The Vice President for Student Services, who reports to the President, has oversight of the offices responsible for Admissions, Financial Aid, and Registrar. This position also has oversight of the following student-centered services:

- The Director of Admissions and Recruitment, including the Retention Office
- The Director of Career Services
- The Director of Financial Aid and Scholarships
- The Registrar
- The Director of Residence Life
- The Student Affairs Counselor
- The Coordinator of Student Disability Issues and Psychological Services

The Office of Admissions and Recruitment, in addition to the traditional recruiting mechanisms of typical colleges and universities, conducts Campus Visitation Day Exploration Days each term, and Orientation events each academic term. The School of Business participates in these campus events during the Academic Fair segments. This event allows for faculty to engage with potential students as they seek information and consider their future major. Post the event, letters are sent to those who visited the School of Business tables. This personal contact has been favorably received by recent recruits. In addition to the Campus Visitation day, summer orientation sessions focusing on School of Business students are facilitated through the Office of Admissions and Recruitment, the Dean and Associate Dean lead these sessions which culminate with student scheduling. Appendix 3.5 provides an example of the handout provided to the students who attend these summer orientation events, and material on the current recruiting events.

The Office of Retention sponsors events such as Welcome Weekend which acclimates new students to campus and provides information on services which will help them succeed. The School of Business Dean and faculty members regularly participate in this event as presenters and/or panelists.

Within the School of Business, the Business Learning Coordinator and Peer Mentoring program is focused on improving the success of students in high *DWF* courses (course in which a higher percentage of students perform below average, fail, or withdraw). This initiative is part of an overall retention objective within the School.

As part of the strategic plan initiatives, a third position is planned to commence for the 2015-2016 academic term within the School of Business which will serve as an academic advisor and retention specialist. This position will work to provide advising to students when faculty are not on campus or unavailable, develop academic plans and provide intervention with at-risk students.

Other processes employed to improve retention and success of students in addition to those previously described include:

- *4-week grades* – *D* and *F* grades are posted for students within FELIX (Falcon Electronic Information Exchange). Students are provided an opportunity to know their status early in an attempt to help with success and persistence. The posting of 4-week grades also allows the institution to identify those students who are enrolled but have stopped or have not attended classes.
- *Mid-Term grades* – All grades are posted post mid-term for all students. Again, this early notification is intended to provide students with information to aid them in successfully completing the course.
- *BlackBoard 9.0 (LMS) Utilization* – All courses at FSU are provided course space in Blackboard. Institutional practice requests faculty to post syllabi, provide grade and performance feedback, and engage in course communications through this platform. Increasingly faculty are using this media to accept written assignments, provide additional content, post captured lectures or PowerPoints, and as a communications medium.
- *Course Redesign and Lecture Capture* – With the Title III Strengthening Institutions grant as an impetus, the School of Business has provided training, equipment, and software to enable faculty members to redesign courses to improve student engagement and/or to capture lectures to post for students review outside of class. Several high *DWF* courses

targeted for redesign included economics (BSBA 2200) accounting (BSBA 2201 and ACCT 3301). The DFW rate dropped on the three redesigned courses.

- *Peer Mentoring* – Peer mentoring is now offered for a survey economics course (BABA 2200), BISM 1200 – Introduction to Computing, ACCT 3301 – Intermediate Accounting I, BSBA 2201 – Principles of Accounting I, and BISM 3000 – Business Programming Logic. Peer mentors assist students with understanding concepts, exam preparation, and homework assignments. Though not tutoring or supplemental instruction, peer mentoring often results in group work which follows a collaborative learning model.

Criterion 3.6

In addition to the mechanisms and methods previously described in this section to seek information and input from students and stakeholders, the institution has established formal processes to deal with complaints and appeals from the School of Business’s primary stakeholders – students. The Student Handbook, attached as Appendix 3.6, describes the policies and procedures for complaints or appeals to be followed by students. These include:

- Appeals, Academic Suspension, page 49
- Procedural for Appeals Not Otherwise Provided for in Certain Academic Penalties, page 52
- Protection Against Prejudicial or Capricious Academic Evaluation Appeal Procedure, page 54

As stated previously, the Dean and Associate Dean operate under an open door policy regarding students. If the student has a complaint, the Dean defers hearing the student’s complaint to the Associate Dean. The Associate Dean serves as the first point of contact for grade appeals or complaints in the School of Business.

Criterion 3.7

Based upon analysis and discussion in preparation of this self-study, assessment planning, and best practices, the leadership of the School of Business, and subsequently the Leadership Team, have recognized several weaknesses with the institutional collection of survey data on a consistent basis, and the overall utility of some of the data and information collected.

Though throughout the discussion for Standard # 3 several current surveys and mechanisms have been described, the frequency and statistical relevance is a weakness which warrants addressing. The following Figure 3.8 summarizes plans being put forth for data collection by the School of Business in an effort to improve stakeholder input and feedback regarding satisfaction/dissatisfaction, programming, and assessment.

Figure 3.8
Summary of Stakeholder Feedback Mechanisms and Performance Standard

Stakeholder	Method/Instrument	Frequency/Target	Improvement	Performance Standard
<i>Students</i>	<i>IDEA®</i> Student Rating of Instruction	Every course each term	Improve response rate of students completing instrument for each section	75% of section achieve a 4.0 or above on selected objectives
	<i>Major Field Test®</i>	Annually	Increase number of eligible students taking assessment and increase frequency from biennial to annual	Mean scores for all students participating to be at or above comparative data (national)
	Student Satisfaction Survey (internal)	Annually	Increase the sample size without duplicating respondents	At least 75% of students reporting “somewhat satisfied” or above; with at least 50%

				reporting "satisfied."
<i>Graduates - recent</i>	Internal Institutional Instrument	Annually	Administer annual survey for graduates during Spring commencement.	Not yet determined.
<i>Alumni</i>	Internal SoB Instrument	Every third year	Develop internal instrument and administer beginning with Spring 2015 term	Not yet determined.
<i>Employers/Businesses</i>	ACBSP Skills Gap Survey	Not Yet Determined	Administer during Spring 2015	Not yet determined.
	Employer Survey	Biennially	Administer during Spring 2015	Not yet determined.

STANDARD #4. Measurement and Analysis of Student Learning and Performance

Criterion 4.1

Prior to and during the self-study year for the institutional self-study report for the Higher Learning Commission, the School of Business was pursuing course assessment and program assessment though it was not systemic within all programs or across all courses. Incremental efforts were being made to develop course learning outcomes and mapping those outcomes to program outcomes. Though training on the use of *TaskStream* as the repository of analysis and archives continued, the process did not begin to revitalize until after the HLC site visit and report. A major concern of the HLC review team was the inconsistent program and course assessment efforts across the campus. Some areas were progressing better than others. As a result of the HLC study and subsequent report, in 2013 the President appointed a Vice President for Institutional Assessment and Effectiveness. The Vice President for Institutional Assessment and Effectiveness has led efforts to improve the institution's systematic approach to assessment of learning. The following narrative provides a comprehensive overview of the assessment approaches now being undertaken at the University and some successes to date in which the School of Business has been an active participant:

In the fall term 2013 Fairmont State University leadership critically examined structures and resources in place to ensure that all academic programs could confirm that students were meeting challenging learning outcomes and were providing high quality experiences. This was coupled with an examination of structures and strategies to ensure that University programs collected and analyzed data to ensure those outcomes were in place and guiding continuous improvement.

To support this work the University in January 2014 created the "Critical Friends Group" (CFG), a group of sixteen faculty and academic leaders from across the six colleges and schools who would provide direction to and create structures for campus-wide, comprehensive assessment of learning and of academic programs, including General Studies and its "Attributes" (FSU's parallel to HEPC's General Education Areas). This group is convened and led by two faculty members with strong backgrounds in program design and assessment. Through the planning and design efforts provided by the CFG, and their University-wide leadership, the campus engaged in three key goals and foci in their first year of the work:

- 1) Implementation of a program assessment process, cycle, and reporting structure, including delineation of program learning outcomes and goals (e.g. graduation rates, academic benchmarks, faculty scholarship);*
- 2) Capacity building for faculty mentoring and collaborative support, and direct, broad-based faculty participation in the assessment process; and*
- 3) Adoption of TaskStream as the University-wide tool to support assessment for learning and program assessment/reporting.*

The CFG, in collaboration with the Vice-President for Institutional Assessment and Effectiveness, and leadership in Academic Affairs (Provost, Associate Provost, and Deans and college/school leadership teams), engages in an ongoing structure to support assessment and integration of the above goals. The CFG determines working guidelines and procedures for supporting the process. They then work through the Vice-President to coordinate efforts and implementation strategies with the academic leadership.

From March through September 2014 the University piloted all elements of the capacity building, structural design and implementation and reporting processes to generate a systemic University assessment system. This now includes assessment artifacts of the process itself:

- Audits of all programs to ensure that elements of the assessment process, cycle and reports are in place or in development;*
- Production of draft or working elements of the program assessment reports;*

- *Participation of all academic programs in the assessment cycle; and,*
- *Production of assessment reports for all programs.*

In the spring term 2014 the University adopted TaskStream as the campus-wide tool for development of and archiving assessment of learning and program assessment. The tool had previously been piloted in multiple academic programs across several University colleges and schools. These pilot initiatives laid the groundwork for campus-wide adoption and implementation that began in the late spring 2014. In the fall 2014 term the University is for the first time using TaskStream as a tool available to all students, faculty and staff.

The design, implementation and support of the structure and strategies are the result of a campus-wide process involving all academic programs, and all six colleges and schools. The CFG group, approximately one-quarter of the total faculty, has developed in less than a year, from a process involving the VPIAA and two faculty leaders, to the sixteen original CFG members, to now 44 members. The process has been designed and driven by faculty perspectives, identification of professional needs, and strategic faculty choices about how to allocate professional development resources.

From January 2014 through the present, the CFG members at the varying stages have used campus-based expert knowledge and resources, and have accessed research and professional knowledge bases as relevant to the stages of building the program design, assessment of learning strategies, and program goals/outcomes structures.

Key steps in the process have been:

- *Design of the CFG process and identification of the original sixteen members (December 2013 – January 2015);*
 - *Includes the design and adoption of a campus-wide structure for program and program assessment design, program reporting of assessment, assessment cycle benchmarks, and design and definition of program assessment elements, including program goals, outcomes, and corollary data sources.*
- *Original planning and design work by the original CFG group (January – May 2014);*
- *Initial audit of all program assessment components for all academic programs on campus (March 2014);*
- *Design of the CFG Faculty Assessment Academy (April – June 2015);*
- *Second audit of all program assessment components in all programs (May 2014);*
- *CFG Faculty Academies (July-August 2014);*
- *Submission of program assessment reports campus-wide as a result of the first “assessment cycle” established by the CFG (September 2015); and,*
- *Development of peer review and academic review processes for reports (in-progress).*

Purposes of this process and strategic outcomes include the following:

- *Creation and ongoing support of a faculty-based, collegial leadership and support team to ensure the academic integrity of all programs as evidenced in articulation of program goals and outcomes, assessment for learning, and production and analysis of program assessment reports (for all programs campus-wide);*
- *Design and implementation of a program assessment process, with integrated assessment of learning strategies and measures;*
- *Adoption, continued implementation and continued faculty development support for campus-wide implementation of TaskStream as the primary tool to support assessment for learning and program assessment;*
- *Implementation of cross-program collegial review and within-program faculty review of programs;*
- *Design and delivery of professional development to support faculty and CFG members;*
- *Integration of strategies, structures and expectations into all academic programs; and,*
- *Full implementation of the program assessment cycle with key annual dates and benchmarks.*

This strategy focuses on the design and delivery of a program assessment structure, process and annual timeline with benchmarks and key dates. These elements are designed to ensure ongoing assessment of and for student learning, focusing on evidence that programs use to support design and delivery, and that inform how programs are effective for students. The program assessment focus on key components relative to ensuring that graduates are knowledgeable and competent in their chosen disciplines, and also are proficient in General Studies Attributes adopted by Fairmont State University.

In the assessment process programs are asked to articulate program learning outcomes as statements that describe the significant and essential learning that students achieve and can demonstrate at the end of the program. These include the essential and enduring knowledge, skills, attitudes, and habits of mind that constitute the integrated learning needed by a graduate of the program. They are outcomes that can be assessed across the curriculum, at a variety of levels, and in multiple courses. They are outcomes that capture the “essence” of what the ideal graduate of each program should know, be able to do, value, and think about. Specific examples include reference to and evidence of:

- *Graduates pursuing further academic study (admission to graduate/professional school);*
- *Graduate employment in associated professional areas and fields;*
- *Graduate licensure/certification in professions;*
- *Enrollment of highly qualified candidates; and*
- *Students persisting to graduation.*

In general, for assessment purposes programs are asked to pose the question: “Are students using the knowledge, skills, attitudes, and habits of mind that they have learned in their later pursuits such as further study, in their careers, or in community service. They also look for evidence as to whether the knowledge, skills, attitudes, and habits of mind that students have acquired are helping them achieve their goals and the University’s goals for them.

The process for the implementation of the assessment structure and process applies to all academic programs in all colleges and schools at Fairmont State University. While programs are at varying stages of development and implementation of assessment expectations, all programs are now to some degree participating in the process. The six colleges and schools have at a minimum six members in the CFG and approximately one in four faculty have participated directly in the CFG process and Faculty Academies. This process is being translated into the learning experiences and programmatic experiences for students across campus.

The general process described above is in its second cycle in 2014-15. It is important to note that while the cycle is designed to occur over 12 months (July – June), the initial cycle in 2014 transpired over six months. The cycle was developed in March 2014 and programs were asked to participate in a truncated cycle for 2014 in order to create “first-run” program reports. These reports now serve as the baseline for the campus-wide process. The “audits” which were used in 2014 to construct a campus-wide portrait of the assessment elements in place is being replaced with an annual calendar stipulating assessment steps and components.

The CFG work is supported through faculty service, in-kind contributions of time. This process has continued into 2014-15. CFG members have become mentors and leaders of the assessment process within the six colleges and schools, working with their units’ academic leadership. In the summer 2014 the University provided support for the CFG Faculty Academy. Forty-four faculty members participated for three days in professional development in assessment for learning, program assessment, and use of TaskStream. The University provided approximately \$30,000 in support to cover the cost of stipends and materials. In addition the University provided funding (approximately \$1500) to support a strategic planning session for assessment of General Studies. This included a cross-section of CFG members and members of the University’s General Studies Committee. The focus was to provide mentoring and logistical support to the design and implementation of assessment of the General Studies Program. The University also received a grant of \$5,000 from the WV Higher Education Policy Commission to support the design and integration of the assessment process into the General Studies Program. As part of the design of this process, the Chair and two members of the General Studies Committee are also members of the CFG, and participated in the Faculty Academies.

For 2014-2015 the University created a full-time position to support implementation of TaskStream. TaskStream is now the University's primary assessment technology tool for assessment for learning, program assessment, and the creation and archiving of assessment data. The 2014-15 budget includes \$175,500 to support the TaskStream contract and subsequent implementation.

The auditing process for all programs that took place in March and May of 2014 provided the baseline for participation by all program areas in the assessment process. (As programs learn to use and implement TaskStream that tool is being used for the auditing process.) TaskStream now provides the basis for the submission process and for screening and auditing submissions, and the presence and substance of program report elements. The audit serves as a screening tool for prioritizing program support, with primary emphasis being placed on helping programs to develop missing or under-developed elements of the program assessment reports. The audit also provides a mechanism for providing deans, program leaders and faculty with reviews of individual program reports.

The School of Business has submitted its first institutional assessment reports for the 2013-2014 academic terms under the new process. These reports for each degree program are attached in Appendix 4.1. These reports provided a self-evaluation of the strengths and weaknesses of our programs, as well as the areas in need of improvement. The School of Business continues to improve its course and program assessment processes. During the self-study year, the following major activities and actions took place:

- Prior to Fall 2013, Dr. Rebecca Giorcelli was named as the Assessment Director for the School of Business. Dr. Giorcelli's role, in conjunction with the Associate Dean, is to develop sustainable assessment processes and procedures and serve as faculty support in all phases of the assessment cycles.
- Prior to Fall 2013, membership on the School's Assessment and Accreditation Committee was defined, with subsequent meetings being held.
- *Assurance of Learning* Procedures have been drafted and this document continues to be a work in progress.
- Beginning with Fall 2013 term, course learning outcomes for every course in the School of Business have been reviewed. Improvements have been made in learning outcomes and appropriate language, as well as steps taken to assure consistency of learning outcomes across course sections. This work is substantially complete, though faculty are continuing to make improvements.
- Course Champions have been identified for all courses, particularly courses that are taught by adjuncts and multiple instructors. Course Champions are responsible to coordinate the gathering of assessment data used in course assessment. Standing requirements have been identified for a number of courses, and continues to be work in progress.
- A number of trainings on TaskStream and faculty work sessions have been conducted to complete the 2012-2013 assessment cycle for targeted courses. Data entry into TaskStream for targeted courses by Course Champions has been accomplished for a number of courses. Faculty continues to work on this element.
- By the end of the Spring 2014 term, it is anticipated that the findings and recommendations on the 2012-2013 assessment cycle will be completed.
- By the beginning of the Fall 2014 term, it is anticipated that data entry for courses offered during the 2013-2014 assessment cycle will be completed.
- As time allows, it is anticipated that a number of courses will have data entered into TaskStream for the 2011-2012 assessment cycle.

The School of Business will continue to use a standardized, normed exam, survey data, and qualitative methods as program assessment. A number of initiatives are being considered to determine appropriate internal, external, formative, and summative assessment measures for program assessment. Some work elements to be addressed in the coming months include:

- Identification of program learning outcomes and assessment measures for concentrations in the B.S. in Business Administration program, including General Business, Finance, Marketing, Management, and Sport Management.

- Formalize the *Assurance of Learning* procedures and operationalize into the School's governance processes to ensure completion of the assessment process, including establishing plans for correction or improvement based on outcome of data analysis.
- Finalize assessment measures for program outcomes that may be employed from cycle to cycle, including pre- and post-tests, portfolio development and evaluation, etc., for consistency of assessment data.

Figures 4.1.a through 4.1.c identifies the program outcomes and assessment methods for each degree within the School of Business.

Figure 4.1.a
Learning Outcomes by Program

Outcomes for all majors offered by the School of Business	Quality Programs. Provide rigorous and relevant programs that are intellectually and ethically grounded, innovative, integrative, technologically advanced and global in perspective.
	Effective Teaching and Scholarship. Collaborate with stakeholders to align our teaching, scholarship, and service with the needs of the community.
	Improved Community. Serve as a primary source for creating and applying accounting knowledge to promote regional economic development.
Outcomes for Accounting major	Demonstrate a foundation of business knowledge and technical skills that supports and facilitates lifelong professional development.
	Use critical thinking, and creative and logical analysis skills, strategies and techniques to solve complex business and accounting problems.
	Use clear and concise communication (oral and written) to convey relevant financial and non-financial information to target audiences so that decision makers can formulate informed decisions and take action.
	Identify ethical issues associated with business situations and apply appropriate principles of ethics and civic responsibility.
	Demonstrate general knowledge of accounting and apply relevant national and international accounting principles and standards to specific business activities and workplace situations
	Use technology (e.g. Computers, accounting software, information databases, and the World Wide Web) to facilitate and enhance accounting and financial research and reporting.
Outcomes for Business Administration major	Demonstrate a foundation of business knowledge and technical skills that supports and facilitates an appreciation of lifelong professional development.
	Use critical thinking to solve complex organizational problems.
	Communicate effectively using oral, written, and technology skills.
	Assess the implications of personal value, legal, ethical and social issues of individual and organizational business activities.
	Demonstrate a conceptual understanding of the overall context of international business and the ability to link theory to practice.

Outcomes for Information Systems major	The student will be able to apply foundational knowledge in the areas of business and information systems to support decision-making in business environments.
	The student will be able to apply critical thinking and logical analysis skills to solve complex business and information systems management problems.
	The student will be able to communicate effectively with a range of audiences using oral, written, and electronic documentation skills.
	The student will be able to analyze the impact of information systems on individuals, organizations and society, including ethical and legal perspectives.
	The student will be able to explain the overall context of national and international business as related to information systems management principles.
	The student will be able to implement team-based practices to effectively participate on teams to accomplish a common goal.

Outcomes for Masters of Business Administration <i>(currently under revision)</i>	Graduates of the Fairmont State MBA program will have the ability to use various business and managerial tools to logically and consistently address organizational issues
	Graduates of the Fairmont State MBA program will be able to utilize business knowledge and skills to solve organizational problems, overcome threats, and take advantage of opportunities to assure business success.
	Graduates of the Fairmont State MBA program will be able to utilize business tools and information systems to gather and analyze internal and external organizational information.
	Students will also have the ability to use various research tools to keep current in the business field and to analyze internal operations and external environmental factors.
	Graduates of the Fairmont State MBA program will be able to communicate in various business settings in a clear, consistent and logical manner. Students will also be able to utilize technology to assist in these communications.
	Graduates of the Fairmont State MBA program will understand the role of business and business education in the broader societal context will understand the environmental impacts on business practices and will be able to make organizational decisions accordingly.
	Graduates of the Fairmont State MBA program will be able to apply general business tools, knowledge, theories and best practices, as well as sub-discipline tools, knowledge, theories and best practices to organizational situations.
	Graduates of the Fairmont State MBA program will demonstrate an ability to lead organization in a dynamic and turbulent business environment.
	Graduates of the Fairmont State MBA program will be able to effectively work in a team environment.

Figure 4.1.b
Assessment Methods for Program Learning Outcomes

Accounting	
Comparative Information and Data	Targets/Performance Improvements
<p>Outcome 1, Measure 1 Students will complete the School of Business core classes before enrolling in ACCT 4410.</p>	<p><i>Satisfactory:</i> 70% of students who enroll in ACCT 4410 will have completed the School of Business core classes. <i>Ideal:</i> 90% of students enrolling in in ACCT 4410 will have completed the School of Business core classes.</p>
<p>Objective 1, Measure 2 Students will complete the major fields test before enrolling in ACCT 4410.</p>	<p><i>Satisfactory:</i> 70% of students who enroll in ACCT 4410 will have completed the major fields test. <i>Ideal:</i> 90% of students who enroll in ACCT 4410 will have completed the major fields test.</p>
<p>Outcome 2, Measure 1 Students in ACCT 3301 will complete two questions per course outcome demonstrating the ability to creatively and logically solve complex accounting problems.</p>	<p><i>Satisfactory:</i> 80% of students will complete the questions with a grade of 60% or better. <i>Ideal:</i> 80% of students will complete the questions with a grade of 60% or better.</p>
<p>Outcome 2, Measure 2 Students in ACCT 3302 will complete two questions per course outcome demonstrating the ability to creatively and logically solve complex accounting problems</p>	<p><i>Satisfactory:</i> 80% of students will complete the questions with a grade of 60% or better. <i>Ideal:</i> 95% of students will complete the questions with a grade of 60% or better.</p>
<p>Outcome 2, Measure 3 Students in ACCT 3325 will complete two questions per course outcome demonstrating the ability to creatively and logically solve complex accounting problems.</p>	<p><i>Satisfactory:</i> 80% of students will complete the questions with a grade of 60% or better. <i>Ideal:</i> 95% of students will complete the questions with a grade of 60% or better.</p>
<p>Outcome 2, Measure 4 Students in ACCT 4410 will complete accounting research case on subject which there is no predetermined correct answer.</p>	<p><i>Satisfactory:</i> 80% of students will complete the case with a grade of 60% or better. <i>Ideal:</i> 95% of students will complete the case with a grade of 60% or better.</p>
<p>Outcome 2, Measure 5 Students in ACCT 4405 will complete an audit simulation case including planning, evidence evaluation, report generation, and communication</p>	<p><i>Satisfactory:</i> 80% of students will complete the simulation with a grade of 60% or better. <i>Ideal:</i> 95% of students will complete the simulation with a grade of 60% or better.</p>
<p>Outcome 3, Measure 1 Students will complete COMM 2202 before enrolling in ACCT 3302 – Intermediate Accounting II.</p>	<p><i>Satisfactory:</i> 70% of students enrolled in ACCT 3302 should have completed COMM 2202 with a grade of “C” or better. <i>Ideal:</i> 90% of students enrolled in ACCT 3302 should have completed COMM 2202 with a grade of “C” or better.</p>

<p>Outcome 3, Measure 2 Students in ACCT 3350 – Accounting Information Systems will deliver a brief, informal, individual presentation pertaining to an accounting information system subject.</p>	<p><i>Satisfactory:</i> 70% of students should complete the presentation in ACCT 3350 – Accounting Information Systems with a grade of “C” or better. <i>Ideal:</i> 90% of students should complete the presentation in ACCT 3350 – Accounting Information Systems with a grade of “C” or better.</p>
<p>Outcome 3, Measure 3 Students in ACCT 4406 will deliver an original presentation of a comprehensive individual income tax return.</p>	<p><i>Satisfactory:</i> 80% of students will complete the presentation with a grade of 60% or better. <i>Ideal:</i> 95% of students will complete the presentation with a grade of 60% or better.</p>
<p>Outcome 3, Measure 4 Students in ACCT 4407 will deliver an original presentation of a comprehensive business income tax return.</p>	<p><i>Satisfactory:</i> 80% of students will complete the presentation with a grade of 60% or better. <i>Ideal:</i> 95% of students will complete the presentation with a grade of 60% or better.</p>
<p>Outcome 3, Measure 5 Students in ACCT 4410 will deliver an original twenty-minute presentation on an accounting topic.</p>	<p><i>Satisfactory:</i> 80% of students will complete the presentation with a grade of “C” or better. <i>Ideal:</i> 95% of students will complete the presentation with a grade of “C” or better.</p>
<p>Outcome 3, Measure 6 Students will complete ENGL 1108 before enrolling in ACCT 3302</p>	<p><i>Satisfactory:</i> 70% of students will have completed ENGL 1108 before enrolling in ACCT 3302. <i>Ideal:</i> 90% of students will complete ENGL 1108 before enrolling in ACCT 3302.</p>
<p>Outcome 3, Measure 7 Students in ACCT 3325 will complete short writing assignments on selected accounting topics.</p>	<p><i>Satisfactory:</i> 80% of students will complete the writings with an average of “C” or better. <i>Ideal:</i> 95% of students will complete the writings with an average of “C” or better.</p>
<p>Outcome 3, Measure 8 Students in ACCT 4410 will write effective memos to other accounting professionals and to the file</p>	<p><i>Satisfactory:</i> 80% of students will complete the memos with an average grade of “C” or better. <i>Ideal:</i> 95% of students will complete the memos with an average grade of “C” or better.</p>
<p>Outcome 4, Measure 1 Students will complete an Accounting Ethics and Legal Liability course before enrolling in ACCT 4410.</p>	<p><i>Satisfactory:</i> 70% of all students enrolling in ACCT 4410 will have completed an accounting ethics and legal liability course. <i>Ideal:</i> 90% of all students enrolling in ACCT 4410 will have completed an accounting ethics and legal liability course.</p>
<p>Outcome 4, Measure 2 Students in ACCT 4410 will use the accounting Code of Professional Conduct to determine appropriate ethical choices.</p>	<p><i>Satisfactory:</i> 80% of all students in ACCT 4410 will complete a case paper with a grade of “C” or better demonstrating appropriate ethical choices based on the accounting Code of Professional Conduct. <i>Ideal:</i> 95% of all students in ACCT 4410 will complete a case paper with a grade of “C” or better demonstrating appropriate ethical choices based on the accounting Code of Professional Conduct</p>
<p>Outcome 5</p>	<p></p>
<p>Outcome 6, Measure 1 Students will complete BISM 2200 before enrolling in ACCT 3302.</p>	<p><i>Satisfactory:</i> 70% students enrolled in ACCT 3302 will have completed BISM 2200 with a grade of “C” or better. <i>Ideal:</i> 90% of students enrolled in ACCT 3302 will have completed BISM 2200 with a grade of “C” or better.</p>

<p>Outcome 6, Measure 2 Students in ACCT 3350 will complete a financial reporting project using commercially available accounting software.</p>	<p><i>Satisfactory:</i> 70% of students in ACCT 3350 should complete a financial reporting project using commercially available software. <i>Ideal:</i> 90% of students in ACCT 3350 should complete a financial reporting project using commercially available software.</p>
<p>Outcome 6, Measure 3 Students in ACCT 4406 will complete individual income tax returns using commercially available income tax software.</p>	<p><i>Satisfactory:</i> 80% of students will complete the tax return with a grade of 60% or better. <i>Ideal:</i> 95% of students will complete the tax return with a grade of 60% or better.</p>
<p>Outcome 6, Measure 4 Students in ACCT 4407 will complete business income tax returns using commercially available income tax software.</p>	<p><i>Satisfactory:</i> 80% of students will complete the tax return with a grade of 60% or better. <i>Ideal:</i> 95% of students will complete the tax return with a grade of 60% or better.</p>
<p>Outcome 6, Measure 5 Students in ACCT 4410 will complete an original design for a presentation using personal productivity software.</p>	<p><i>Satisfactory:</i> 80% of students in ACCT 4410 will complete an original design for a presentation using personal productivity software with a grade of "C" or better. <i>Ideal:</i> 95% of students in ACCT 4410 will complete an original design for a presentation using personal productivity software with a grade of "C" or better.</p>
<p>Outcome 6, Measure 6 Students in ACCT 4410 will complete a case which requires the use of a database and personal productivity software.</p>	<p><i>Satisfactory:</i> 80% of the students in ACCT 4410 will complete a case which requires the use of a database and personal productivity software with a grade of "C" or better. <i>Ideal:</i> 95% of the students in ACCT 4410 will complete a case which requires the use of a database and personal productivity software with a grade of "C" or better.</p>

Business Administration

Comparative Information and Data	Targets/Performance Improvements
<p>Outcome 1, Measure 1 Comprehensive multiple choice and essay exam administered to all students in capstone course.</p>	<p><i>Satisfactory:</i> 2/3 of students will achieve a score at or above the national mean. <i>Ideal:</i> All students will achieve a score within the 50th percentile.</p>
<p>Outcome 1, Measure 2 Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.</p>	<p><i>Satisfactory:</i> All students will achieve a score of C or better.</p>
<p>Outcome 2, Measure 1 Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.</p>	<p><i>Satisfactory:</i> All students will achieve a score of C or better.</p>
<p>Outcome 3, Measure 1 Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.</p>	<p><i>Satisfactory:</i> All students will achieve a score of C or better.</p>
<p>Outcome 4, Measure 1 Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.</p>	<p><i>Satisfactory:</i> All students will achieve a score of C or better.</p>

Outcome 4, Measure 2 Comprehensive multiple choice and essay exam administered to all students in capstone course.	Mean scores for cohort will be at or above the national median for Assessment Indicator "International issues."
Outcome 5, Measure 1 Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.	Satisfactory: All students will achieve a score of C or better.
Outcome 5, Measure 2 Comprehensive multiple choice and essay exam administered to all students in capstone course.	Mean scores for cohort will be at or above the national median for Assessment Indicator "Legal and Social Environment."

Information Systems Management

Outcome/Measure	Targets/Performance Improvements
Outcome 1, Measure 1 Comprehensive multiple-choice administered to students in BISM 1200	<i>Satisfactory:</i> All students will achieve a score of 70% or better <i>Ideal:</i> All students will achieve a score of 85% or better
Outcome 1, Measure 2 Comprehensive multiple-choice administered to students in BISM 2200	<i>Satisfactory:</i> 75% of students will achieve a score of 70% or better <i>Ideal:</i> 90% of students will achieve a score of 80% or better
Outcome 1, Measure 3 Comprehensive multiple-choice administered to students in BISM 3400	<i>Satisfactory:</i> 75% of students will achieve a score of 70% or better <i>Ideal:</i> 90% of students will achieve a score of 80% or better
Outcome 1, Measure 4 Comprehensive multiple-choice administered to students in BISM 3600	<i>Satisfactory:</i> 75% of students will achieve a score of 70% or better <i>Ideal:</i> 90% of students will achieve a score of 80% or better
Outcome 2, Measure 1 Students complete multiple practice problems for formative feedback during the class and then complete a summative assessment during the Capstone course.	<i>Satisfactory:</i> 75% of students will achieve a score of 70% or better <i>Ideal:</i> 90% of students will achieve a score of 80% or better
Outcome 2, Measure 2 Programming Project	<i>Satisfactory:</i> 75% of students will achieve a score of 70% or better <i>Ideal:</i> 85% of students will achieve a score of 80% or better
Outcome 2, Measure 3 Final Project	<i>Satisfactory:</i> 75% of students will achieve a score of 70% or better <i>Ideal:</i> 90% of students will achieve a score of 80% or better
Outcome 2, Measure 4 Google Project	<i>Satisfactory:</i> 75% of students will achieve a score of 70% or better <i>Ideal:</i> 90% of students will achieve a score of 80% or better
Outcome 3, Measure 1 Comprehensive projects based on ISM problems and content; these projects will be administered to all students in all courses	<i>Satisfactory:</i> 75% of students will achieve a score of 70% or better <i>Ideal:</i> 90% of students will achieve a score of 80% or better

<p>Outcome 3, Measure 2 Comprehensive projects based on ISM problems and content. These projects will be administered to all students in all courses.</p>	<p><i>Satisfactory: 90% of students will achieve a score of 70% or better</i> <i>Ideal: All students will achieve a score of 80% or better</i></p>
<p>Outcome 3, Measure 3 Written Assignment and Final Project Presentation</p>	<p><i>Satisfactory: 75% of students will achieve a score of 70% or better</i> <i>Ideal: 85% of students will achieve a score of 80% or better</i></p>
<p>Outcome 4, Measure 1 Comprehensive discipline specific problems administered to all students in course. Students complete multiple practice written assignments for formative feedback during the class</p>	<p><i>Satisfactory: 90% of students will achieve a score of 70% or better</i> <i>Ideal: All students will achieve a score of 80% or better</i></p>
<p>Outcome 5, Measure 1 Comprehensive problem solving and critical analysis administered to all students in capstone course.</p>	<p><i>Satisfactory: 90% of students will achieve a score of 70% or better</i> <i>Ideal: All students will achieve a score of 80% or better</i></p>
<p>Outcome 6, Measure 1 Comprehensive problems will be assigned and researched in a team setting. This will be administered to all students in BISM level courses.</p>	<p><i>Satisfactory: 90% of students will achieve a score of 70% or better</i> <i>Ideal: All students will achieve a score of 80% or better</i></p>

Masters of Business Administration

<i>Graduates of the Fairmont State MBA Program will...</i>	Assessment Measures
... have the ability to use various business and managerial tools to logically and consistently address organizational issues.	Case studies in each course, internal and external practicum experiences, post-graduate surveys, employer surveys, business case presentations, class discussion
...be able to utilize business knowledge and skills to solve organizational problems, overcome threats, and take advantage of opportunities to assure business success.	Case studies in each course, internal and external practicum experiences, post-graduate surveys, employer surveys, business case presentations, class discussion
... be able to utilize business tools and information systems to gather and analyze internal and external organizational information.	Case studies, exams, projects, course discussion, business case presentations, employer surveys
... have the ability to use various research tools to keep current in the business field and to analyze internal operations and external environmental factors.	Business research cases, problems and exams, research papers and presentations
... be able to communicate in various business settings in a clear, consistent and logical manner. Students will also be able to utilize technology to assist in these communications.	Written assignments and case studies, debates, business case presentations, class discussion, employer surveys
... will understand the role of business and business education in the broader societal context; will understand the environmental impacts on business practices and	Business Case studies

will be able to make organizational decisions accordingly.	
... be able to apply general business tools, knowledge, theories and best practices, as well as sub-discipline tools, knowledge, theories and best practices to organizational situations.	Cases, problems, practicum experiences, business case presentations
... will demonstrate an ability to lead organization in a dynamic and turbulent business environment.	Case studies, business case presentations
... be able to effectively work in a team environment.	Team Projects

Figure 4.1.c
Student Learning Outcomes Assessment Data

Degree Program	Internal Data and Information	External Data and Information
Business Program		
Accounting Major	Exams, case studies, simulations, presentations, memos, projects, and other assessment instruments.	<i>IDEA® Student Rating of Instruction;</i> <i>Major Field Test®</i> Accounting faculty is searching for a comprehensive external accounting exam to measure the effectiveness of the overall program.
Business Administration Major	Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.	<i>IDEA® Student Rating of Instruction;</i> <i>Major Field Test®</i>
Information Systems Management Major	Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.	<i>IDEA® Student Rating of Instruction;</i> <i>Major Field Test®</i>
Master of Business Administration	Case studies in each course, internal and external practicum experiences, post-graduate surveys, employer surveys, business case presentations, class discussion	<i>Ivy Soft-ware Pre- and Post-Test</i>

Criterion 4.2

Two primary external assessment methods used in the School of Business include IDEA® Student Ratings of Instruction and Majors Field Test® produced by ETS. Each will be discussed below:

Course Evaluation - IDEA® Student Ratings of Instruction

The Accounting, Business Administration, and Information Systems Management degree programs within the School of Business share a number of common program learning outcomes. These outcomes generally relate to:

- (1) Demonstrating a foundation of business knowledge and technical skills;
- (2) Use of critical thinking to solve complex problems;
- (3) Communicating effectively using oral, written, and technology skills; and,
- (4) Identifying ethical issues and applying appropriate decision-making accordingly.

Fairmont State University (FSU) and the School of Business utilize *IDEA® Student Ratings of Instruction* to help ascertain effectiveness of teaching to certain common learning objectives. The instrument used by FSU allows instructors to choose from among 12 objectives which are most important or essential for each course. Each of the IDEA Objectives map to one or more of the program outcomes in the School of Business.

These list of objectives from which faculty identify important or essential outcomes include:

- Objective 1: Gaining faculty knowledge (terminology, classifications, methods, trends)
- Objective 2: Learning fundamental principles, generalizations, or theories
- Objective 3: Learning to apply course material (to improve thinking, problem solving, and decisions)
- Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Objective 5: Acquiring skills in working with others as a member of a team.
- Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.).
- Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).
- Objective 8: Developing skill in expressing myself orally or in writing.
- Objective 9: Learning how to find and use resources for answering questions or solving problems.
- Objective 10: Developing a clearer understanding of, and commitment to, personal values.
- Objective 11: Learning to analyze and critically evaluate ideas, arguments, and points of view.
- Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers.

For FALL 2012, SPRING 2013, FALL 2013, AND SPRING 2014 reports, the School of Business consistently ranked the following objectives as **important** or **essential**:

- Objective 1: Gaining faculty knowledge (terminology, classifications, methods, trends)
- Objective 2: Learning fundamental principles, generalizations, or theories
- Objective 3: Learning to apply course material (to improve thinking, problem solving, and decisions)
- Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Objective 9: Learning how to find and use resources for answering questions or solving problems.
- Objective 11: Learning to analyze and critically evaluate ideas, arguments, and points of view.

Figure 4.2 provides an overview of the objectives chosen as important or essential from the faculty members' perspective using the IDEA

Figure 4.2
Student Learning Objectives Chosen As Important or Essential by Faculty

Objective	Percent of School of Business Sections Selecting Objectives as Important or Essential			
	FALL 2012	SPRING 2013	FALL 2013	SPRING 2014
	(n=80)	(n=76)	(n=84)	(n=74)
Objective 1: Gaining faculty knowledge (terminology, classifications, methods, trends)	94%	96%	96%	88%
Objective 2: Learning fundamental principles, generalizations, or theories	88%	87%	88%	88%
Objective 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	85%	88%	86%	92%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	63%	72%	75%	64%
Objective 5: Acquiring skills in working with others as a member of a team	33%	37%	37%	31% ¹
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	21%	21%	19%	11%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	24%	21%	27%	15%
Objective 8: Developing skill in expressing myself orally or in writing	39%	36%	27%	18%
Objective 9: Learning how to find and use resources for answering questions or solving problems	41%	46%	50%	31%
Objective 10: Developing a clearer understanding of, and commitment to, personal values.	26%	28%	26%	19%
Objective 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	54%	53%	41%	35%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	35%	42%	37%	22%
Average Number of Objectives Selected as Important or Essential	6.0	6.3	6.2	5.1

¹ – For Spring 2014, Objective 5 tied with Objective 9 as *Important or Essential*

Student ratings of progress on objectives chosen as important or essential become significant regarding their relevance to assessment. By comparing ratings of progress on the objectives among responses from the School of Business, Fairmont State University, and IDEA database results, it is readily apparent how well students perceived the objectives were achieved. For the purposes of assessment analysis, the Raw Average scores are used.

Figure 4.3 provides a comparison for the students' rating of progress on the twelve learning objectives. Objectives chosen as important or essential across the four cycles of data are highlighted for ease of comparison. As a measure of success for this data, the School of Business strives for a score which would be at or above a 4.0 average raw score, on a scale of 1 – 5 with 1 representing “no apparent progress” and 5 representing “exceptional progress.” The target score, 4.0 represents “substantial progress; I made large gains on this objective.” For the complete Group Summary Reports by term, see Appendix 3.1.

Figure 4.3
Raw Average Scores for Student Ratings

Objective	RAW AVERAGE SCORES – Student Ratings of Progress on Objectives Chosen as Important or Essential			
	FALL 2012	SPRING 2013	FALL 2013	SPRING 2014
Objective 1: Gaining faculty knowledge (terminology, classifications, methods, trends)	SoB = 4.3	SoB = 4.3	SoB = 4.3	SoB = 4.3
	FSU = 4.4	FSU = 4.4	FSU = 4.4	FSU = 4.4
	IDEA = 4.0	IDEA = 4.0	IDEA = 4.0	IDEA = 4.0
Objective 2: Learning fundamental principles, generalizations, or theories	SoB = 4.3	SoB = 4.2	SoB = 4.2	SoB = 4.3
	FSU = 4.3	FSU = 4.3	FSU = 4.3	FSU = 4.3
	IDEA = 3.9	IDEA = 3.9	IDEA = 3.9	IDEA = 3.9
Objective 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	SoB = 4.2	SoB = 4.3	SoB = 4.2	SoB = 4.2
	FSU = 4.3	FSU = 4.3	FSU = 4.3	FSU = 4.3
	IDEA = 4.0	IDEA = 4.0	IDEA = 4.0	IDEA = 4.0
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	SoB = 4.2	SoB = 4.2	SoB = 4.1	SoB = 4.2
	FSU = 4.3	FSU = 4.3	FSU = 4.3	FSU = 4.3
	IDEA = 4.0	IDEA = 4.0	IDEA = 4.0	IDEA = 4.0
Objective 5: Acquiring skills in working with others as a member of a team	SoB = 4.2	SoB = 4.1	SoB = 4.1	SoB = 4.0
	FSU = 4.2	FSU = 4.2	FSU = 4.2	FSU = 4.2
	IDEA = 3.9	IDEA = 3.9	IDEA = 3.9	IDEA = 3.9
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	SoB = 4.0	SoB = 4.0	SoB = 4.0	SoB = 4.1
	FSU = 4.2	FSU = 4.2	FSU = 4.2	FSU = 4.2
	IDEA = 3.9	IDEA = 3.9	IDEA = 3.9	IDEA = 3.9
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	SoB = 3.8	SoB = 3.4	SoB = 3.6	SoB = 3.4
	FSU = 4.1	FSU = 4.1	FSU = 4.1	FSU = 4.1
	IDEA = 3.7	IDEA = 3.7	IDEA = 3.7	IDEA = 3.7
Objective 8: Developing skill in expressing myself orally or in writing	SoB = 4.0	SoB = 4.0	SoB = 3.9	SoB = 4.1
	FSU = 4.1	FSU = 4.1	FSU = 4.1	FSU = 4.1
	IDEA = 3.8	IDEA = 3.8	IDEA = 3.8	IDEA = 3.8
Objective 9: Learning how to find and use resources for answering questions or solving problems	SoB = 4.2	SoB = 4.1	SoB = 4.2	SoB = 4.0
	FSU = 4.2	FSU = 4.2	FSU = 4.2	FSU = 4.2
	IDEA = 3.7	IDEA = 3.7	IDEA = 3.7	IDEA = 3.7
Objective 10: Developing a clearer understanding of, and commitment to, personal values.	SoB = 4.0	SoB = 3.9	SoB = 3.7	SoB = 3.9
	FSU = 4.1	FSU = 4.1	FSU = 4.1	FSU = 4.1
	IDEA = 3.8	IDEA = 3.8	IDEA = 3.8	IDEA = 3.8
Objective 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	SoB = 4.2	SoB = 4.1	SoB = 4.1	SoB = 4.0
	FSU = 4.2	FSU = 4.2	FSU = 4.2	FSU = 4.2
	IDEA = 3.8	IDEA = 3.8	IDEA = 3.8	IDEA = 3.8
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	SoB = 4.2	SoB = 4.0	SoB = 4.0	SoB = 3.8
	FSU = 4.2	FSU = 4.2	FSU = 4.2	FSU = 4.2
	IDEA = 3.8	IDEA = 3.8	IDEA = 3.8	IDEA = 3.8

The School of Business consistently scored at or above the target score of 4.0 for each of the objectives chosen by faculty as important or essential, based on students' perceptions. It should be noted that these results may not be representative of the progress toward learning outcomes as the average response rates for each of the cycles of data were below the requisite 65% response rate that IDEA states is needed for dependable results. Figure 4.4 provides a description of courses included in the Group Summary Report for the School of Business.

Figure 4.4
Course Participation in IDEA Course Evaluation

Description of Courses Included in IDEA Group Summary Report – School of Business				
	FALL 2012	SPRING 2013	FALL 2013	SPRING 2014
Number of Classes Included	80	76	84	74
Number of Excluded Classes	19	23	15	8
Classes below 65% Response Rate	58	65	65	46
Average Response Rate	51%	37%	49%	52%
Average Class Size	21	23	22	23

Though the reported results for the Group Summary report indicated success in achieving the targeted score for the objectives identified as important or essential, the School of Business will undertake efforts to increase the response rates of the instrument in subsequent cycles. The increase in response rates, at least above the 65% threshold, should help provide more conclusive analysis of students' perception of progress on learning objectives.

Biennial Major Field Test® Administration

Every other year during the spring term, the School of Business generates a report of students who are eligible to sit for the *Major Field Test®* (MFT). The MFT is administered on a biennial basis. This approach provides a sufficient population of students from which to draw participants. Eligibility is defined as (1) students who have completed 90 hours or more (senior status); and, (2) have completed the business core foundational courses.

Participation in the MFT is voluntary, though discussions have been held as to how best to require the exam of all students as a condition of a capstone course or graduation. To date, this approach is still in the formative phase. Prior to the spring 2012 cohort, participation was based on student volunteerism fostered by persistent faculty prodding. For 2012, the School of Business offered monetary and gift incentives for the students receiving the highest scores.

The incentives resulted in an increase in student participation, as a percentage of those eligible, from 33% in 2010 to 52% in 2012. In addition to increased participation, a new high score was achieved though the Standard Deviation remained relatively constant. 2014 also resulted in greater participation and a new high score.

Though 2012 saw an improvement in scores at or above the national mean across topics, as a percentage of correct responses, results from 2014 indicate some of the gains may not be consistent. Further analysis of the data, and further consideration of requiring the test of all students, is warranted. Refer to Figure 4.5a and Figure 4.5b for MFT data for the last three years.

Figure 4.5.a
Major Field Test – Institutional Data

	2010	2012	2014
Eligible Participants (N)	48	77	54
Participants (n)	16	40	31
Percent of Participation	33%	52%	57%
SoB Mean Score	152.8	153.4	152.0
ETS Individual Student Mean	153.1	152.6	152.1
SoB Median Score	151.0	151.0	151.0
ETS Individual Student Median	152.0	152.0	152.0
SoB Standard Deviation	12.0	12.9	15.9
ETS Individual Student SD	14.1	13.8	13.9
SoB Range of Scores	172 - 134	184 – 131	190 - 128

In addition to the two external assessment measures described above, the MBA program has initiated a testing program to evaluate the knowledge gained from the MBA Program by the MBA students. This online testing program which was developed by Ivy Software (IS) incorporates a test given during the

first term of new MBA students (referred to as the 'pretest') and a test given during the last term before graduation of MBA students (referred to as the 'posttest').

The MBA program started testing incoming MBA students in the 2013 summer term. Eighteen of these students took the pretest. Three of these students completed the MBA Program in August 2014 and took the posttest. However, IS changed the format of the test between the initial pretest and the posttest. As result, the test scores from the first students who took both tests are not comparable and therefore provide no useful information.

Figure 4.5.b
Major Field Tests – Mean Scores by Topic

Assessment Indicator Number	Assessment Indicator Title	2010		2012		2014	
		SoB Mean Percent Correct	ETS Comparative Institutional Data	SoB Mean Percent Correct	ETS Comparative Institutional Data	Comparative Data	SoB Mean Percent Correct
1	Accounting	60	49.5	50	43.9	44	41.7
2	Economics	48	47.5	42	44.3	38	40
3	Management	45	55	60	57.2	51	54.6
4	Quantitative Business Analysis	48	46	42	40.6	37	36.5
5	Finance	62	54.7	46	42.8	51	42.7
6	Marketing	45	51.7	57	55.2	54	55.1
7	Legal and Social Environment	51	45.8	56	55.6	60	60
8	Information Systems	60	57.4	55	48.4	58	50.5
9	International Issues	51	53.9	55	52.8	38	40.6

Bold print with gray highlight indicate scores at or above national comparative data.

Course Assessment

Figure 4.6 provides course assessment results for Accounting, Business Administration, and Information Systems Management programs.

Figure 4.6
Course Assessment Results

Accounting			
Comparative Information and Data	2011-2012 Results	2012-2013 Results	2013-2014 Results
Outcome 1, Measure 1 Students will complete the School of Business core classes before enrolling in ACCT 4410.	100% of students in ACCT 4410 completed the Business Core.	100% of students in ACCT 4410 completed the Business Core.	4 out of 15 students (27%) in ACCT 4410 completed the Business Core.
Objective 1, Measure 2 Students will complete the major fields test before enrolling in ACCT 4410.	12 out of 13 (92%) students in ACCT 4410 took the Major Fields test	12 out of 13 (92%) students in ACCT 4410 took the Major Fields test	12 out of 13 students (92%) enrolled in ACCT 4410 took the Major Fields Test.
Outcome 2, Measure 1 Students in ACCT 3301 will complete two questions per course outcome demonstrating the ability to creatively and logically solve complex accounting problems.	<i>No Findings Added</i>	<i>No Findings Added</i>	9 out of 20 students (45%) completed the exam questions with a grade of 60% or better.

Outcome 2, Measure 2 Students in ACCT 3302 will complete two questions per course outcome demonstrating the ability to creatively and logically solve complex accounting problems	<i>No Findings Added</i>	<i>No Findings Added</i>	6 out of 15 students (40%) completed the exam questions with a grade of 60% or better.
Outcome 2, Measure 3 Students in ACCT 3325 will complete two questions per course outcome demonstrating the ability to creatively and logically solve complex accounting problems.	<i>No Findings Added</i>	<i>No Findings Added</i>	6 out of 19 students (32%) completed the exam questions with a grade of 60% or better.
Outcome 2, Measure 4 Students in ACCT 4410 will complete accounting research case on subject which there is no predetermined correct answer.	18 out of 24 students (75%) completed the accounting research case with a grade of 60% or better.	13 out of 13 students (100%) completed the accounting research case with a grade of 60% or better.	12 out of 12 students (100%) completed the accounting research case with a grade of 60% or better.
Outcome 2, Measure 5 Students in ACCT 4405 will complete an audit simulation case including planning, evidence evaluation, report generation, and communication	16 out of 16 students (100%) completed the audit case with a grade of 60% or better.	7 out of 7 students (100%) completed the audit case with a grade of 60% or better.	13 out of 13 students (100%) completed the audit case with a grade of 60% or better.
Outcome 3, Measure 1 Students will complete COMM 2202 before enrolling in ACCT 3302 – Intermediate Accounting II.	15 out of 17 students (80%) of students enrolling in ACCT 3302 had completed COMM 2202, COMM 2200, COMM2201, or SPCH 1100.	15 out of 17 students (80%) of students enrolling in ACCT 3302 had completed COMM 2202, COMM 2200, COMM2201, or SPCH 1100.	12 out of 15 students (80%) of students enrolling in ACCT 3302 had completed COMM 2202, COMM 2200, COMM2201, or SPCH 1100.
Outcome 3, Measure 2 Students in ACCT 3350 – Accounting Information Systems will deliver a brief, informal, individual presentation pertaining to an accounting information system subject.	<i>No Findings Added</i>	<i>No Findings Added</i>	No findings reported. Temporary instructors completed no assessment.
Outcome 3, Measure 3 Students in ACCT 4406 will deliver an original presentation of a comprehensive individual income tax return.	15 out of 15 students (100%) completed the presentation with a grade of 60% or better.	15 out of 15 students (100%) completed the presentation with a grade of 60% or better.	15 out of 15 students (100%) completed the presentation with a grade of 60% or better.
Outcome 3, Measure 4 Students in ACCT 4407 will deliver an original presentation of a comprehensive business income tax return.	16 out of 16 students (100%) completed the presentation with a grade of 60% or better.	8 out of 8 students (100%) completed the presentation with a grade of 60% or better.	27 out of 27 students (100%) completed the presentation with a grade of 60% or better.
Outcome 3, Measure 5 Students in ACCT 4410 will deliver an original twenty-minute presentation on an accounting topic.	21 out of 22 students (96%) completed the presentation with a grade of 60% or better.	13 out of 13 students (100%) completed the presentation with a grade of 60% or better.	13 out of 13 students (100%) completed the presentation with a grade of 60% or better.

Outcome 3, Measure 6 Students will complete ENGL 1108 before enrolling in ACCT 3302	16 out of 17 students (94%) of students enrolling in ACCT 3302 had completed their English composition requirement.	16 out of 17 students (94%) of students enrolling in ACCT 3302 had completed their English composition requirement.	13 out of 15 students (87%) of students enrolling in ACCT 3302 had completed their English composition requirement.
Outcome 3, Measure 7 Students in ACCT 3325 will complete short writing assignments on selected accounting topics.	13 out of 14 students (93%) completed the writing assignments with a grade of 60% or better.	7 out of 7 students (100%) completed the writing assignment with a grade of 60% or better.	46 out of 46 students (100%) completed the writing assignments with a grade of 60% or better.
Outcome 3, Measure 8 Students in ACCT 4410 will write effective memos to other accounting professionals and to the file	22 out of 22 students (100%) completed the writing assignment with a grade of 60% or better.	12 out of 13 students (92%) completed the writing assignments with a grade of 60% or better.	12 out of 12 students (100%) completed the writing assignment with a grade of 60% or better.
Outcome 4, Measure 1 Students will complete an Accounting Ethics and Legal Liability course before enrolling in ACCT 4410.	<i>No Findings Added</i>	<i>No Findings Added</i>	7 out of 15 students (47%) enrolled in ACCT 4410 had completed an ethics class.
Outcome 4, Measure 2 Students in ACCT 4410 will use the accounting Code of Professional Conduct to determine appropriate ethical choices.	16 out of 21 (76%) students completed the writing with a grade of 60% or better.	13 out of 13 (100%) students completed the writing with a grade of 60% or better.	13 out of 13 (100%) students completed the writing with a grade of 60% or better.
Outcome 5 Demonstrate general knowledge of accounting and apply relevant national and international accounting principles and standards to specific business activities and workplace situations.	<i>No Findings Added</i>	<i>No Findings Added</i>	No findings reported. Accounting faculty is searching for a comprehensive external accounting exam to assess this outcome.
Outcome 6, Measure 1 Students will complete BISM 2200 before enrolling in ACCT 3302.	17 out of 17 students (100%) enrolling in ACCT 3302 had completed their Business Applications requirement.	17 out of 17 students (100%) enrolling in ACCT 3302 had completed their Business Applications requirement.	14 out of 15 students (93%) enrolling in ACCT 3302 had completed their Business Applications requirement.
Outcome 6, Measure 2 Students in ACCT 3350 will complete a financial reporting project using commercially available accounting software.	<i>No Findings Added</i>	<i>No Findings Added</i>	No findings reported. Temporary instructors completed no assessment.
Outcome 6, Measure 3 Students in ACCT 4406 will complete individual income tax returns using commercially available income tax software.	15 out of 15 students (100%) completed the tax return with a grade of 60% or better.	13 out of 15 students (87%) completed the tax return with a grade of 60% or better.	22 out of 23 students (96%) completed the tax return with a grade of 60% or better.
Outcome 6, Measure 4 Students in ACCT 4407 will complete business income tax returns using commercially available income tax software.	14 out of 16 students (88%) completed the tax return with a grade of 60% or better.	8 out of 9 students (89%) completed the tax return with a grade of 60% or better.	16 out of 17 students (94%) completed the tax return with a grade of 60% or better.

Outcome 6, Measure 5 Students in ACCT 4410 will complete an original design for a presentation using personal productivity software.	<i>No Findings Added</i>	10 out of 13 students (77%) completed the design and presentation with a grade of 60% or better.	13 out of 13 students (100%) completed the design and presentation with a grade of 60% or better.
Outcome 6, Measure 6 Students in ACCT 4410 will complete a case which requires the use of a database and personal productivity software.	23 out of 23 students (100%) completed the case with a grade of 60% or better.	13 out of 13 students (100%) completed the case with a grade of 60% or better.	12 out of 12 students (100%) completed the case with a grade of 60% or better.

Business Administration

Comparative Information and Data	2011-2012 Results	2012-2013 Results	2013-2014 Results
Outcome 1, Measure 1 Comprehensive multiple choice and essay exam administered to all students in capstone course.			Performance standards were not met: 52% of the cohort scored at or above the national median for individual student scores. Ideal results were not met: 61% of the cohort scored in the 50th percentile.
Outcome 1, Measure 2 Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.			Of the five, MKRT 2204, MGMT 2209, and BUSN 4420 reported performance standards were met. ACCT 2201 and ACCT 2202 reported mixed results.
Outcome 2, Measure 1 Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.			For outcomes mapped to GS Attribute 1.A. and Program Outcome 2, achievement targets were met.
Outcome 3, Measure 1 Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.			No assessment data were reported for this Assessment Cycle.
Outcome 4, Measure 1 Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.			Performance standard was not met. Mean scores for the cohort was below the national average.
Outcome 4, Measure 2 Comprehensive multiple choice and essay exam administered to all students in capstone course.			No assessment data were reported for this Assessment Cycle.
Outcome 5, Measure 1 Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.			Performance standard was met. Mean scores for the cohort was equal to the national mean.
Outcome 5, Measure 2 Comprehensive multiple choice and essay exam administered to all students in capstone course.			Performance Standard met on two measures; Performance Standard substantially met, but short of goal, on remaining measure.

Information Systems Management

Outcome/Measure	2011-2012 Results	2012-2013 Results	2013-2014 Results
Outcome 1, Measure 1 Comprehensive multiple-choice administered to students in BISM 1200	58% of students met or exceeded the proficiency	64% of students met or exceeded the proficiency	66% of students met or exceeded the proficiency
Outcome 1, Measure 2 Comprehensive multiple-choice administered to students in BISM 2200	82% of students met or exceeded the proficiency	88% of students met or exceeded the proficiency	81% of students met or exceeded the proficiency
Outcome 1, Measure 3 Comprehensive multiple-choice administered to students in BISM 3400	90% of students met or exceeded the proficiency	100% of students met or exceeded the proficiency	70% of students met or exceeded the proficiency
Outcome 1, Measure 4 Comprehensive multiple-choice administered to students in BISM 3600	80% of students met or exceeded the proficiency	100% of students met or exceeded the proficiency	95% of students met or exceeded the proficiency
Outcome 2, Measure 1 Students complete multiple practice problems for formative feedback during the class and then complete a summative assessment during the Capstone course.	80% of students met or exceeded the proficiency	89% of students met or exceeded the proficiency	80% of students met or exceeded the proficiency
Outcome 2, Measure 2 Programming Project	67% of students met or exceeded the proficiency	64% of students met or exceeded the proficiency	81% of students met or exceeded the proficiency
Outcome 2, Measure 3 Final Project	70% of students met or exceeded the proficiency	85% of students met or exceeded the proficiency	88% of students met or exceeded the proficiency
Outcome 2, Measure 4 Google Project	90% of students met or exceeded the proficiency	91% of students met or exceeded the proficiency	100% of students met or exceeded the proficiency
Outcome 3, Measure 1 Comprehensive projects based on ISM problems and content; these projects will be administered to all students in all courses	90% of students met or exceeded the proficiency	71% of students met or exceeded the proficiency	81% of students met or exceeded the proficiency
Outcome 3, Measure 2 Comprehensive projects based on ISM problems and content. These projects will be administered to all students in all courses.	% of students met or exceeded the proficiency	% of students met or exceeded the proficiency	95% of students met or exceeded the proficiency
Outcome 3, Measure 3 Written Assignment and Final Project Presentation	93% of students met or exceeded the proficiency	91% of students met or exceeded the proficiency	50% of students met or exceeded the proficiency
Outcome 4, Measure 1 Comprehensive discipline specific problems administered to all students in course. Students complete multiple practice written assignments for formative feedback during the class	% of students met or exceeded the proficiency	% of students met or exceeded the proficiency	90% of students met or exceeded the proficiency
Outcome 5, Measure 1 Comprehensive problem solving and critical analysis administered to all students in capstone course.	% of students met or exceeded the proficiency	% of students met or exceeded the proficiency	95% of students met or exceeded the proficiency

Outcome 6, Measure 1 Comprehensive problems will be assigned and researched in a team setting. This will be administered to all students in BISM level courses.	% of students met or exceeded the proficiency	% of students met or exceeded the proficiency	95% of students met or exceeded the proficiency
---	---	---	---

Criterion 4.3

Trend data for Major Field Test® and IDEA® instruments are reviewed and analyzed for program improvement. Course assessment data have been used by the Accounting and Information Systems Management programs to review current practices and/or make incremental program improvements. Assessment Results are reported in Figure 4.6 above reflects additional course assessment results. Figure 4.7 below delineates comparative results for MFT® and IDEA® *Student Ratings of Instruction* instruments.

Figure 4.7
Tables for Comparative Information and Data

Comparative Information and Data	Targets/Performance Improvements	Results
Major Field Test®	SoB mean scores at or above mean scores of comparative data	Mean scores were met for 2012, but scores were slightly below for 2010 and 2014.
Major Field Test®	SoB median scores at or above median scores of comparative data	Median scores were consistently below by 1 point each of the three cycles of data
Major Field Test®	SoB mean Scores by Topic at or above mean scores of comparative data	Accounting, Quantitative, Finance, Legal/Social and Information Systems consistently met the targeted performance. Economics, Management, Marketing and International Issues met targeted performance only once in the three cycles.
IDEA® <i>Student Ratings of Instruction</i>	Mean score of 4.0 on student rating of progress on objectives chosen as important or essential	Mean scores were consistently above 4.0 for all objectives chosen as important or essential.
Program Outcomes	Identified in Figure 4.6 by program	Identified in Figure 4.6 by program

Criterion 4.4

Program improvements and recommendations are identified in Figure 4.8 below.

Figure 4.8
Recommendations and Results

Accounting

Comparative Information and Data	Recommendation	Result
Outcome 1, Measure 1 Students will complete the School of Business core classes before enrolling in ACCT 4410.	There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.	There are no results to report because there were/are no recommendations.
Objective 1, Measure 2 Students will complete the major fields test before enrolling in ACCT 4410.	There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.	There are no results to report because there were/are no recommendations.
Outcome 2, Measure 1 Students in ACCT 3301 will complete two questions per course outcome demonstrating the ability to creatively and logically solve complex accounting problems.	There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.	There are no results to report because there were/are no recommendations.
Outcome 2, Measure 2 Students in ACCT 3302 will complete two questions per course outcome demonstrating the ability to creatively and logically solve complex accounting problems	There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.	There are no results to report because there were/are no recommendations.
Outcome 2, Measure 3 Students in ACCT 3325 will complete two questions per course outcome demonstrating the ability to creatively and logically solve complex accounting problems.	There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.	There are no results to report because there were/are no recommendations.
Outcome 2, Measure 4 Students in ACCT 4410 will complete accounting research case on subject which there is no predetermined correct answer.	There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.	There are no results to report because there were/are no recommendations.
Outcome 2, Measure 5 Students in ACCT 4405 will complete an audit simulation case including planning, evidence evaluation, report generation, and communication	There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.	There are no results to report because there were/are no recommendations.
Outcome 3, Measure 1 Students will complete COMM 2202 before enrolling in ACCT 3302 – Intermediate Accounting II.	There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.	There are no results to report because there were/are no recommendations.
Outcome 3, Measure 2 Students in ACCT 3350 – Accounting Information Systems will deliver a brief, informal, individual presentation pertaining to an accounting information system subject.	There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.	There are no results to report because there were/are no recommendations.
Outcome 3, Measure 3 Students in ACCT 4406 will deliver an original presentation of a comprehensive individual income tax return.	There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.	There are no results to report because there were/are no recommendations.

<p>Outcome 3, Measure 4 Students in ACCT 4407 will deliver an original presentation of a comprehensive business income tax return.</p>	<p>There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.</p>	<p>There are no results to report because there were/are no recommendations.</p>
<p>Outcome 3, Measure 5 Students in ACCT 4410 will deliver an original twenty-minute presentation on an accounting topic.</p>	<p>There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.</p>	<p>There are no results to report because there were/are no recommendations.</p>
<p>Outcome 3, Measure 6 Students will complete ENGL 1108 before enrolling in ACCT 3302</p>	<p>There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.</p>	<p>There are no results to report because there were/are no recommendations.</p>
<p>Outcome 3, Measure 7 Students in ACCT 3325 will complete short writing assignments on selected accounting topics.</p>	<p>There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.</p>	<p>There are no results to report because there were/are no recommendations.</p>
<p>Outcome 3, Measure 8 Students in ACCT 4410 will write effective memos to other accounting professionals and to the file</p>	<p>There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.</p>	<p>There are no results to report because there were/are no recommendations.</p>
<p>Outcome 4, Measure 1 Students will complete an Accounting Ethics and Legal Liability course before enrolling in ACCT 4410.</p>	<p>There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.</p>	<p>There are no results to report because there were/are no recommendations.</p>
<p>Outcome 4, Measure 2 Students in ACCT 4410 will use the accounting Code of Professional Conduct to determine appropriate ethical choices.</p>	<p>There are no recommendations due to the fact that there is still no consistency in the faculty teaching the courses. A temporary faculty member was hired to teach several courses.</p>	<p>There are no results to report because there were/are no recommendations.</p>
<p>Outcome 5 Demonstrate general knowledge of accounting and apply relevant national and international accounting principles and standards to specific business activities and workplace situations.</p>	<p>There are no recommendations due to the fact that accounting faculty is searching for a comprehensive external accounting exam to assess this outcome.</p>	<p>There are no results to report because there were no assessment measures, standards, or findings for this outcome.</p>
<p>Outcome 6, Measure 1 Students will complete BISM 2200 before enrolling in ACCT 3302.</p>	<p>There are no recommendations due to the fact that accounting faculty is searching for a comprehensive external accounting exam to assess this outcome.</p>	<p>There are no results to report because there were no assessment measures, standards, or findings for this outcome.</p>
<p>Outcome 6, Measure 2 Students in ACCT 3350 will complete a financial reporting project using commercially available accounting software.</p>	<p>There are no recommendations due to the fact that accounting faculty is searching for a comprehensive external accounting exam to assess this outcome.</p>	<p>There are no results to report because there were no assessment measures, standards, or findings for this outcome.</p>

<p>Outcome 6, Measure 3 Students in ACCT 4406 will complete individual income tax returns using commercially available income tax software.</p>	<p>There are no recommendations due to the fact that accounting faculty is searching for a comprehensive external accounting exam to assess this outcome.</p>	<p>There are no results to report because there were no assessment measures, standards, or findings for this outcome.</p>
<p>Outcome 6, Measure 4 Students in ACCT 4407 will complete business income tax returns using commercially available income tax software.</p>	<p>There are no recommendations due to the fact that accounting faculty is searching for a comprehensive external accounting exam to assess this outcome.</p>	<p>There are no results to report because there were no assessment measures, standards, or findings for this outcome.</p>
<p>Outcome 6, Measure 5 Students in ACCT 4410 will complete an original design for a presentation using personal productivity software.</p>	<p>There are no recommendations due to the fact that accounting faculty is searching for a comprehensive external accounting exam to assess this outcome.</p>	<p>There are no results to report because there were no assessment measures, standards, or findings for this outcome.</p>
<p>Outcome 6, Measure 6 Students in ACCT 4410 will complete a case which requires the use of a database and personal productivity software.</p>	<p>There are no recommendations due to the fact that accounting faculty is searching for a comprehensive external accounting exam to assess this outcome.</p>	<p>There are no results to report because there were no assessment measures, standards, or findings for this outcome.</p>

Business Administration

Comparative Information and Data	Recommendations	Result
<p>Outcome 1, Measure 1 Comprehensive multiple choice and essay exam administered to all students in capstone course.</p>	<p>Efforts are underway to alter the curriculum to increase the number of eligible students completing the exam. These efforts would commence with the AY 2015-2016 incoming freshman class.</p> <p>The School of Business has drafted revised assessment procedures and is drafting a revised assessment plan with a goal of 100% course assessment data collected each term for each course.</p> <p>Course Champions have been named for each course.</p> <p>Champions are responsible for aggregating data from multiple sections and ensuring data is entered for the 2014-2015 Assessment Cycle.</p>	<p>To be determined</p>
<p>Outcome 1, Measure 2 Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.</p>		
<p>Outcome 2, Measure 1 Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.</p>		
<p>Outcome 3, Measure 1 Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.</p>	<p>Some faculty members report concerns with the level of written and oral communication skills among upper-level business students who have completed this course. BISM 2800 has a prerequisite of ENGL 1108 and BISM 1200.</p> <p>Efforts are now being made to review the course outcomes and content of this course to determine if outcomes and content need to be more appropriately aligned with modern business organization communication abilities, skills and media. Additionally, planning efforts are underway to add a portfolio experience/professional development component to the curriculum to emphasize importance of oral and written communication skills. These efforts would commence with the AY 2015-2016 incoming freshman class.</p> <p>Faculty assignments and shortages have resulted in this course being taught by adjunct staff. This is a core course and staffing issues are of utmost</p>	<p>BISM 2800 is being reviewed for redesign with more emphasis on written and oral communication skills and application.</p>

	concern with regard to students meeting this Program Outcome.	
Outcome 4, Measure 1 Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.	Efforts are now being made to review the course outcomes, content, and measures to determine an appropriate strategy for achieving performance goals for this Program Outcome.	In progress
Outcome 4, Measure 2 Comprehensive multiple choice and essay exam administered to all students in capstone course.	Course Champions have been named for this course. Champions are responsible for aggregating data from multiple sections and ensuring data is entered for the 2014-2015 Assessment Cycle.	In progress
Outcome 5, Measure 1 Quizzes, exams, essays, papers, projects, case studies, and other assessment instruments.		
Outcome 5, Measure 2 Comprehensive multiple choice and essay exam administered to all students in capstone course.	Course Champions have been named for this course. Champions are responsible for aggregating data from multiple sections and ensuring data is entered for the 2014-2015 Assessment Cycle.	In progress

Information Systems Management

Outcome/Measure	Recommendations	Result
Outcome 1, Measure 1 Comprehensive multiple-choice administered to students in BISM 1200	Given BISM 1200 is a freshman level course, there are a variety of issues related to attendance and simply completing and submitting the work. Recommendations were to provide open lab sessions to provide assistance outside of the classroom and to implement the Peer Mentor program to facilitate collaborative peer learning which has been shown to positively affect retention in the classroom. Simply getting students to take advantage of these can be difficult.	There have been significant improvements over the past three years. The failure rate has decreased from 30% to 23%. The attendance rate has increased from 69% to 84%.
Outcome 1, Measure 2 Comprehensive multiple-choice administered to students in BISM 2200		Able to increase success rates by 7%. The success rates stay consistently between 81% and 88%.
Outcome 1, Measure 3 Comprehensive multiple-choice administered to students in BISM 3400		Met most of its benchmark goals. However, results indicated a slight decrease in the last assessment because external factors. The success rates stay between 70% and 100%.
Outcome 1, Measure 4 Comprehensive multiple-choice administered to students in BISM 3600		Met all of its benchmark goals. The success rates stay between 80% and 100%.
Outcome 2, Measure 1 Multiple practice problems for formative feedback during the class and then complete a summative assessment in BISM 2200		Able to increase success rates by 8%. The success rates stay consistently between 80% and 88%.

<p>Outcome 2, Measure 2 Final programming project in BISM 3000</p>	<p>Start the project as early in the semester as possible and complete it in baby steps. Allow the students to propose a topic as opposed to using a pre-defined project. Provide an open lab session with a Lab Assistant for support outside of the classroom. Implement a peer mentoring program to facilitate a collaborative learning environment.</p>	<p>Student feedback has been positive with respect to proposing topics. Students have used projects for personal and professional purposes as well as assisting local charities and indicate that proposing his/her own topic positively motivated. The open lab has helped tremendously in providing additional support to students. Overall, the attendance rate has improved from 71% to 92%. Additionally, academic performance in the class has improved with the failure rate decreasing from 35% to 29%. Note: The labs are well attended especially with scheduling being one hour before the class. The peer mentor program was not implemented until the fall 2014 semester. No data to review.</p>
<p>Outcome 2, Measure 3 Final Project in BISM 3400</p>		<p>Met most of its benchmark goals. Able to increase success rates by 18% (from 70% to 88%).</p>
<p>Outcome 2, Measure 4 Google Project in BISM 3600</p>		<p>Met all of its benchmark goals. The success rate has increased from 90% to 100%.</p>
<p>Outcome 3, Measure 1 Comprehensive project based on ISM problems and content in BISM 3400</p>		<p>Met most of its benchmark goals. The success rate stays between 71% and 90%.</p>
<p>Outcome 3, Measure 2 Comprehensive project based on ISM problems and content in BISM 4000</p>	<p>The rubric used does not evaluate at the level needed for a Professional Presentation</p>	<p>A new rubric will be designed with a deeper level of rigor based on the needs of a Professional Presentation</p>
<p>Outcome 3, Measure 3 Written Assignment and Final Project Presentation in BISM 4800</p>	<p>Student performance on the Project Management Framework pre-assessment activity during the Spring 2012 and 2013 semesters indicated that students did not have a sufficient background in fundamental Project Management before entering the capstone course. It was recommended to create an Introduction to Project Management course topic to pilot in the BISM 4400 Current Topics in IS. The course was offered in Fall 2013.</p>	<p>Data was not statistically significant for the spring 2014 semester; only 3 students enrolled and 1 stopped attending mid-semester. And of the three only 1 had completed the pilot course for the Introduction to Project Management. Anecdotally, the student who had not completed the pilot course reported that after working with the student who had completed the course, he felt he would have been much better prepared had he taken it.</p>
<p>Outcome 4, Measure 1 Problem Solving based on assignments in Information Systems Management in BISM 4000</p>	<p>Quizzes may need to be added to course. This should allow students to measure their performance in smaller segments The repetitive nature of three exams appears to help enforce learning of the course concepts. Rigor needs reviewed</p>	<p>Instead of Quizzes be at the option of the instructor quizzes will be mandatory. The each quiz shall be constructed based on the material to be covered in the current class or the material that has been covered in the previous class.</p>
<p>Outcome 5, Measure 1 Comprehensive research project in BISM 4000</p>	<p>The report criteria should be reviewed for rigor.</p>	<p>A new rubric will be designed with a deeper level of rigor based on the needs of a Professional Presentation</p>
<p>Outcome 6, Measure 1 Group project assignments and written reports in BISM 4000</p>	<p>Although assessments used require student presentations & written reports, the original intent of the outcome with respect to Global, Economic, Ethical, and Social IS was not addressed at the level needed.</p>	<p>The requirements for the students written research report will be strengthened and very tightly interwoven to incorporate the areas of Global, Economic, Ethical, and Social IS.</p>

Overall Recommendations for the Information Systems Management Program

- *For the program – what should be maintained, what should be changed, what resources are needed?*
 - The ISM program currently provides four courses as part of the School of Business core courses, two of which are also General Studies course options:
 - BISM 1200 Introduction to Computing
 - also provided as a General Studies Course option to fulfill Attribute IF-Technology Literacy
 - BISM 2200 Business Information Management Tools
 - also provided as a General Studies Course option to fulfill Attribute IA-Critical Analysis and Attribute IF – Technology Literacy
 - BISM 2800 Corporate Communications & Technologies
 - BISM 3200 Management Information Systems (MIS)

With only three full-time faculty members and several sections of instructors; therefore, the department heavily relies upon adjuncts to teach many sections of these courses. BISM 2800 has been taught by only adjuncts since its development in Fall 2010. Currently, a change to this course is being considered such that it will be owned by the Business program using a BSBA prefix, and thus the Business program would be responsible for providing instruction for this course.
 - The BISM 4000 Global, Economic, Ethical and Social IS was implemented in Fall 2010 to meet the need for the ethics and global perspective requirements for accreditation. Since this time, the BUSN 4420 Business Ethics and Corporate Accountability course has been developed and is taught by Dr. Tim Oxley in the Business program. Given the shortage of ISM faculty and the potential for the BUSN 4420 course to meet the needs of the ISM program, a program requirements change is being considered to substitute the BUSN 4420 course for BISM 4000.
 - The ISM program needs to require an Introduction to Project Management course as a prerequisite to the BISM 4800 Information Systems Project Management capstone course. Student feedback has indicated that there is not enough exposure to Project Management topics prior to the capstone course. Additionally, students that took the BISM 4400 Current Topics course which was related to Project Management performed better in the capstone course than students that did not.
- *For the program assessment process – what should be maintained, what should be changed, what resources are needed?*
 - The ISM Program Assessment process needs to develop a formal process of meetings and deadlines for course assessments and program review.
 - To date, the ISM Program assessment process has been focused on the Learning Outcomes. It is requested that the CFG provide assistance with developing the appropriate metrics and plan for completing the assessment for the Program Goals.
 - The ISM Program needs assistance from the CFG with respect to reviewing the specific metrics used to evaluate the program learning outcomes. During the process of completing this report, it was realized that some of the courses mapped to program learning outcomes do not actually provide significant measures for those outcomes.

STANDARD #5. Faculty and Staff Focus

Fairmont State University (FSU) is a comprehensive, multi-site, selective institution serving the needs of its students through a diverse and supportive learning environment that strives to prepare its students for career, professional and life-long learning achievements. FSU serves the north-central West Virginia region, home to a majority of its students. FSU's main focus is on the education of its students through effective teaching and learning. This focus is augmented by a faculty which mentors and engages with students in a broad, liberal approach to learning.

Section 5.1 Human Resource Planning

Criterion 5.1.1

Human Resources planning in the School of Business follows strategic initiatives as identified by the current Strategic Plan, and the Leadership Team, to support the School's mission and vision. This is accomplished through the annual institutional budgeting and financial resources allocation process. In consultation with the Leadership Team, the Dean presents staffing needs to address strategic initiatives. The Dean presents his annual budget request through the Provost's office for consideration.

The self-study year represents the second year of significant budget reductions. The 2014-2015 fiscal year was the third successive year of budget reductions with anticipation of further reductions. The School of Business School of Business has used attrition and vacant position lines to develop faculty and staffing patterns over the last several budget cycles which best address strategic goals. This approach, the award of a Title III Strengthening Institutions Grant, and approval of a fee structure to sustain several critical initiatives, have positioned the School of Business to move into the future to address several significant strategic issues. These include:

- Recruitment
- Retention
- Teaching and Learning
- Assessment
- Engagement

In addition to the seventeen (17) faculty positions, the School of Business human resources currently include four full-time staff positions: Dean's Executive Secretary, Faculty Secretary, Director of the University Business Center, and Business Learning and Peer Mentor Coordinator.

The Director of the University Business Center reports to the Dean and is responsible for directing and coordinating activities of the University Business Center (UBC). The Center's primary responsibilities include developing and coordinating outreach and engagement with area business and industry, coordination of professional development activities for the School, coordination of internship and practicum placements, and overseeing report and publications of the School. In addition to these primary duties, the Director is expected to teach two undergraduate courses for the School of Business per term. The current Director is Dr. Gina Fantasia.

The Title III Strengthening Institutions grant, which is shared between the School of Business and the College of Science and Technology, has funded several initiatives to improve retention and graduation rates within the School of Business. Beginning with the Fall 2013 term, a full-time Business Learning Coordinator was hired to support specific initiatives and grant activities within the School of Business. The Coordinator is responsible for assisting faculty in the redesign of high-risk business courses to improve learning and retention. One major program element that supports strategic issues which was initiated in the self-study year is the Peer Mentoring program. Peer mentors were selected and trained to support select high-risk courses. Now in the second year of the initiative, the peer mentoring program continues to gain momentum with increased faculty and student participation. Dr. Stephen Moore was the Business Learning Coordinator during the self-study year. Ms. Ashley Tasker was hired to succeed Dr. Moore who has since left the University.

A third position that is planned to commence for the 2015-2016 academic term is a full-time faculty equivalent (FEAP) position that will serve as an academic advisor and retention specialist. This position

will work to provide advising to students when faculty are not on campus or unavailable, develop academic plans and provide intervention with at-risk students. This position will augment faculty advising. Appendix 5.1 contains abbreviated job descriptions of these three staff positions.

Figure 5.1 provides a departmental listing of faculty and staff for the School of Business. See Appendix 2.1 for the Strategic Plan Report and Initiatives, and Appendix I.2 for the School of Business Organizational Charts.

**Figure 5.1
Faculty and Staff by Department – Self-Study Year 2013-2014**

Administration	
Name	Title
Dr. Richard Harvey	Dean, Professor of Finance/Business Law, Graduate Faculty
Dr. Timothy Oxley	Associate Dean, Associate Professor of Business, Graduate Faculty
Ms. Martha Amos	Dean's Executive
Ms. Trucilla Harton	Faculty Secretary
Accounting	
Prof. Mary Burnell	Associate Professor of Accounting
Dr. T. Jean Engebretson	Associate Professor of Accounting
Mr. Jonathan Stevens	Temporary Assistant Professor of Accounting
Business Administration	
Prof. Mohamed Alshallah	Associate Professor of Business Administration
Dr. Macgorine Cassell	Professor of Business Administration, Graduate Faculty
Dr. Edward Gailey	MBA Program Director, Associate Professor of Business Administration, Graduate Faculty
Dr. Amy Godfrey	Assistant Professor of Economics
Dr. Gregory Hinton	Senior Professor of Business Law
Dr. Mohamad Khalil	Senior Professor of Business Administration, Graduate Faculty
Dr. Joseph Kremer	Assistant Professor of Finance, Graduate Faculty
Dr. Sunil Surendran	Professor of Marketing/Management, Graduate Faculty
Prof. Robert Weaver	Associate Professor of Management/Marketing
Information Systems Management	
Dr. Joseph Blankenship	Associate Professor of Information Systems, Graduate Faculty
Dr. C. Frank Lee	Assistant Professor of Information Systems, Graduate Faculty
Dr. Rebecca Giorcelli	Assessment Coordinator, Associate Professor of Information Systems, Graduate Faculty
Master of Business Administration	
Dr. Edward Gailey	MBA Program Director, Associate Professor of Business Administration, Graduate Faculty
University Business Center	
Dr. Gina Fantasia	Director, University Business Center
LearnLab	
Dr. Stephen Moore	School of Business Learning Coordinator

Section 5.2 Employment Practices

Criterion 5.2.1

All new hires for full-time, tenure-track positions within the School of Business, at a minimum, are academically or professionally qualified. The optimal qualifications for new full-time positions include a completed in-field doctorate, or ABD with dissertation defense within 12 months, when the hiring process allows a competitive search within personnel budget restrictions. Certain high-demand fields, such as the recent accounting position search, may require a decision to seek the best candidate with professional qualifications and strong teaching credentials. In addition to academic qualifications and teaching experience, an additional selection criterion deemed important to the School of Business is practical experience.

Figure 5.2.a provides a description of full-time faculty qualifications. Current full-time faculty curriculum vitae for the self-study and current year are contained in Appendix 5.2. A perusal of faculty credentials will reveal that a majority of the full-time tenure track faculty have business, industry, or governmental experience. Part-time faculty vitae for the self-study year are included in Appendix 5.3.

The School of Business follows institutional policy and procedure for faculty hiring, promotion, tenure, benefits and accountability. Employment practices for faculty employed in the since July 1, 1999, are defined on page 29 of the 2013-2014 Faculty Handbook. The Faculty Handbook is attached as Appendix 1.1. Areas of teaching responsibility can be found in Figure 5.2.a. Figure 5.2.b depicts recent hires.

Criterion 5.2.2

The School of Business offers four degrees:

- e. Bachelor of Science in Accounting
- f. Bachelor of Science in Business Administration,
 - (1) General Business Concentration
 - (2) Finance Concentration
 - (3) Management Concentration
 - (4) Marketing Concentration
- g. Bachelor of Science in Information Systems Management
- h. Masters of Business Administration

Courses are delivered primarily through face-to-face and online sections. All degrees are offered on the main campus of FSU. The Bachelor of Science in Business Administration with a concentration in General Business is available as an evening program at the Gaston Caperton Center in Clarksburg, West Virginia. The Caperton Center is a full service campus in a downtown location in the county seat of Harrison County. The Caperton Center is approximately 22 miles from the main campus.

Though an increasing number of courses are being taught online or in hybrid formats (a proportion of face-to-face sessions relative to content being delivered online), the degree programs are available in traditional delivery format only. The Masters of Business Administration (MBA) program is a three-term, evening program. More on program content and design will be described under Standard # 6 – Educational and Business Process Management.

As detailed in Figure 5.3.a – Faculty Credit Hour Production – during the self-study year, the undergraduate credit hours produced for Fall 2013 and Spring 2014 equaled 12,942. Of this total, 3,635 hours were delivered by adjunct faculty, representing slightly more than 28% of the credit hours produced. For the 492 total graduate credit hours, slightly more than 23% were produced by adjunct faculty, all of whom are academically qualified.

Adjunct faculty have become a necessary resource for delivering an array of courses on the main campus, but particularly at the Caperton Center. As described in Figure 5.3.c, of the 2,190 credit hours produced at the Clarksburg Center, approximately 73% were delivered by adjunct faculty. This figure, which exceeds levels determined to be acceptable, is tempered by the fact that many students pursuing a B. S. in Business Administration at the Caperton Center blend their schedules with courses on the main campus. Further research on the extent to which students blend their courses between main campus and the Caperton Center is warranted.

Adjunct faculty credentials at the Caperton Center are evaluated by the Dean of the School of Business in consultation with respective Program Coordinators. The Director of the Caperton Center, who has the ultimate hiring decision, works closely with the Dean in hiring decisions. Dr. Macgorine Cassell, Professor of Business Administration, is officially housed at the Caperton Center. With enrollment fluctuations, Dr. Cassell also teaches on main campus. Though housed at the Caperton Center, Dr. Cassell is a direct report to the Dean of the School of Business. He coordinates with both the Dean and Director of the Caperton Center on course schedules.

Developing Full-time and Adjunct Faculty

New full-time faculty attend “New Faculty Orientation” sessions held during Faculty Development Week which precedes the start of the term each fall and spring. These sessions are conducted through the Office of Provost and Vice President for Academic Affairs. These sessions cover most aspects of faculty responsibility and management.

Within the School of Business, in most instances, new and full-time faculty are paired with a faculty mentor to assist orienting the faculty member(s) as needed. In most instances this falls to the Program Coordinator. The new faculty member(s) are meet with the Dean and Associate Dean, both of whom maintain an “open door” policy for faculty members and students. A formal orientation for new full-time faculty is not held within the School of Business.

The Dean of the School of Business does provide an orientation for new adjunct faculty members. At present, this orientation is not a formal presentation but a one-on-one session. Only two new adjunct faculty members were hired during the self-study year.

Orienting New Faculty to Assigned Courses

The School of Business maintains collects and maintains copies of all course syllabi each term, including summer. These syllabi are made available to faculty members who request them. Each course taught in the School of Business program are assigned a “course champion.” The course champion is responsible for collecting, synthesizing, and maintain course outcome information from all faculty members. This process was initiated as a result of institutional efforts to improve course and program assessment. Course champions also interface with new faculty regarding course learning outcomes.

Dr. Nancy McClure, Director of the Caperton Center provides orientation for adjunct faculty members who teach at her center. The School of Business maintains course content, textbook selection, and certain assessment requirements for business courses taught at the Center.

Course Evaluation

Feedback is sought for all courses taught from students on the degree to which certain learning objectives are emphasized in courses. FSU utilized the IDEA Center Student Ratings of Instruction instrument. Report summaries for individual new full-time and part-time faculty are reviewed by the Dean. Problematic areas are dealt with on a case-by-case basis with respective faculty members.

Section 5.3. Faculty Qualifications, Workload, and Coverage

Criterion 5.3.1

Faculty Qualifications

Figure 5.2.a depicts faculty qualifications for full-time faculty. For the self-study year, the School of Business was comprised of a total of seventeen (17) full-time faculty members.

Figure 5.2.b provides faculty qualifications for changes since the self-study year. Ms. Leisa Muto was hired as a full-time tenure-track Assistant Professor of Accounting to replace the vacancy created upon Ms. Mary Burnell’s retirement. Mr. Joseph Pitrolo was hired as a Temporary Assistant Professor of Accounting to replace Mr. Jonathan Stevens.

Perhaps the most significant staffing change occurred with the hiring of Ms. Janet Floyd as a full-time, non-tenure track Instructor. The position of Instructor was created to provide coverage by a full-time faculty member whose primary responsibility is to teach five sections per term. As a non-tenured track position, teaching is the primary responsibility with expectations for community, university, and school service being tempered. Figure 5.2.c provides qualifications for part-time (adjunct) faculty.

Figure 5.2.a
Faculty Qualifications – FULL-TIME FACULTY
Self-Study Year: 2013-2014

Faculty Member	Initial Appointment	Rank	Highest Degree		Assigned Teaching Disciplines	Professional Certification	Level of Qualification	Tenure
			Type	Discipline				
Alshallah, M.	1988	Associate Professor	M.B.A.	Economics	Economics		PQ	Yes
Blankenship, J.	2008	Associate Professor	D.Sc.	Information Systems	Information Systems		AQ	Yes
Burnell, M. ¹	1989	Associate Professor	M.P.A.	Accounting	Accounting	CPA	PQ	Yes
Cassell, M.	1992	Professor	Ph.D.	Leadership & Human Behavior	Business; Management		AQ	Yes
Engbretson, T	2008	Associate Professor	D.B.A.	Accounting	Accounting	CPA	AQ	Yes
Gailey, E.	2007	Associate Professor	D.B.A.	Marketing	Management; Marketing		AQ	Yes
Giorcelli, R.	2005	Associate Professor	Ph.D	Industrial Engineering	Information Systems		AQ	Yes
Godfrey, A.	2012	Assistant Professor	Ph.D.	Economics	Economics		AQ	No
Harvey, H.	1988	Professor	J.D.	Corporate Law	Finance; Law	WV State Bar License	AQ	Yes
Hinton, G.	1989	Professor/Sr. Level	J.D.	Law	Law	WV State Bar License	AQ	Yes
Khalil, M.	1988	Professor/Sr. Level	Ph.D.	Economics	Business; Management		AQ	Yes
Kremer, J.	2012	Assistant Professor	Ph.D.	Finance	Finance	CFP, CFA	AQ	No
Lee, C	2009	Associate Professor	Ph.D.	Business Information Systems	Information Systems		AQ	No
Oxley, T.	2008	Associate Professor	Ed.D.	Leadership Studies	Business; Management		AQ	Yes
Stevens, J. ²	2013	Temporary Assistant Professor	M.B.A.	Business	Accounting	CPA	PQ	No
Surendran, S.	1994	Professor	Ph.D.		Business; Management; Marketing		AQ	Yes
Weaver, R.	1988	Associate Professor	M.P.A.	Administration	Business; Marketing		PQ	Yes

Notes:

¹: Ms. Burnell retired upon completion of the 2013-2014 academic term.

²: Mr. Stephens was hired as a temporary assistant professor of accounting for the 2013-2014 academic term (self-study year). Though a candidate, he was not offered the permanent position beginning with the 2014-2015 academic term.

Figure 5.2.b
FULL-TIME Faculty Qualifications – Faculty Additions for 2014-2015 Academic Year

Faculty Member	Initial Appointment	Rank	Highest Degree		Assigned Teaching Disciplines	Professional Certification	Level of Qualification	Tenure
			Type	Discipline				
Floyd, J. ¹	2014	Instructor	M.B.A.	Marketing	Management; Marketing		PQ	No
Muto, L. ²	2014	Assistant Professor	M.P.A.	Accounting	Accounting	CPA	PQ	No
Pitrolo, J. ³	2014	Temporary Assistant Professor	M.B.A	Business	Accounting	CPA	PQ	No

Notes:

¹: Ms. Floyd was hired as a full-time instructor with only teaching responsibilities beginning with Fall 2014 term. Ms. Floyd previously taught as an adjunct instructor.

²: Ms. Muto was hired as full-time tenure track faculty member for the position previously held by Ms. Burnell.

³: Mr. Pitrolo was hired as a temporary replacement to fill vacancy created upon Mr. Stephens. The search for this position is currently underway.

Figure 5.2.c
Faculty Qualifications – PART-TIME FACULTY (Adjunct)
Self-Study Year: 2013-2014

Faculty Member	Initial Appointment	Highest Degree		Assigned Teaching Disciplines	Professional Certification	Level of Qualification
		Type	Discipline			
Bock, S. ¹	2013	M.S.	Journalism	Corporate Communications		PQ
Dalton, T.	2001	MBA	Business	Marketing; Business Communications		PQ
Floyd, J.	1998	MBA	Business	Management; Marketing		PQ
Freeman, J. ²	2013	M.Ed.	Online Learning	Information Systems Management		PQ
Gilberti, T.	2011	Ph.D	Industrial Arts Education	Strategic Management		AQ
Goodwin, S. ³	2005	B.S.	Business Administration	Corporate Communications		Other
Haynes, W.	1999	MBA	Business	Accounting	CPA	PQ
Heslep, J.	2007	JD	Law	Employment Law		AQ
Holbert, D. ⁴	2012	MPA	Public Administration	Information Systems Management		PQ
Jacowitz, L. ⁵	2007	Ph.D.	Chemical Engineering	Project Management		AQ
Keller, A.	2013	MBA	Business	Information Systems Management		PQ
Kifer, J. ⁶	2012	M.Ed.	Online Learning	Information Systems Management		PQ
Malfregeot, M.	2012	MBA	Business	Management		PQ
McClure, A.	2014	JD	Law	Business Law		AQ
Schaupp, U.	2014	MBA	Business	Corporate Communications		PQ
Shreve, D. ⁷	1988	JD	Law	Business Law; Accounting		AQ
Shepherd, B.	2013	JD	Law	Business Law		AQ
Stalnaker, G.	2013	MBA	Business	Corporate Communications		PQ
Trunzo, T.	2003	MBA	Business	Economics		PQ
Wilson, R. ⁸	2002	Ph.D	Educational Technology	Knowledge Management; Information Systems Management		AQ

¹: Ms. Bock’s focus in her M.S. in Journalism was Integrated Marketing Communication. Ms. Bock has been approved to only teach BISM 2800 – Corporate Communications and Technology.

²: Ms. Freeman also holds a B. S in Business Education and has completed professional training and certification in management and technology. Ms. Freeman holds a West Virginia Professional Teaching Certificate in Business Education at the Master’s Level. She is approved to teach BISM 1200 – Introduction to Computing.

³: Ms. Goodwin does not hold a completed Master’s degree although she has extensive teaching and administrative experience. She does hold a B. S. in Business Administration and a B.A. in English. Ms. Goodwin’s experience and education offer unique qualifications to teach BISM 2800 – Corporate Communication and Technology.

⁴: Mr. Holbert also holds a Graduate Certificate in Information Security and Assurance, and is nearly ABD with a Ph.D. in Technology Education. He is approved to teach BISM 2200 – Business Information Tools.

⁵: Dr. Jacowitz resigned at the end of Summer 2014 term relocating out-of-state.

⁶: Mr. Kifer also holds a B. S. in Secondary Education (Pre-K to Adult) specializing in Computer Science and Technology. Mr. Kifer is currently employed by a local Board of Education as a Technology Integration Specialist. Mr. Kifer is approved to teach BISM 1200 – Introduction to Computing.

⁷: Dr. Shreve also holds a Masters in Professional Accountancy. His most recent teaching assignment is Business Law.

⁸: Dr. Wilson retired in 2011 as a full-time member of the faculty teaching Information Systems Management. He continues to teach online courses for the MBA and undergraduate program.

Section 5.3. Faculty Qualifications, Workload, and Coverage, continued

Criterion 5.3.1, continued

Faculty Credit Hour Production

Figures 5.3.a through 5.3.c depict full-time and part-time Faculty Credit Hour Production for all campuses, for main and virtual campuses and for the Caperton Center, respectively.

Faculty Coverage Summary

Figures 5.4a through 5.4c provide an analysis of Faculty Coverage by academically and professionally qualified faculty members for all campuses, for main and virtual campuses, and for the Caperton Center.

Criterion 5.3.2.a

A curriculum vitae for each full-time and part-time faculty member identified in Figures 5.2a through 5.2c are included in Appendix 5.2 and 5.3, respectively. Vitae appear in the same order as listed in the respective tables.

Criterion 5.3.2.b

The faculty coverage as described in Figures 5.4.a through 5.4.c provide a summary for all campuses, for main and virtual campuses, and for the Caperton Center. The summary indicates the School of Business exceeds expectations established by the ACBSP Standards and Criteria, with one exception:

At least 80 percent of the undergraduate credit hours in business and 90 percent of the graduate credit hours in business are taught by academically or professionally qualified faculty.

Summary results – Courses taught by academically or professionally qualified faculty:

- All Campuses Undergraduate: 99.54%
- All Campuses Graduate: 100.00%
- Main & Virtual Campuses Undergraduate: 100.00%
- Main & Virtual Campuses Graduate: 100.00%
- Caperton Center Undergraduate: 97.30%

At least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by academically qualified faculty.

Summary results – Courses taught by academically qualified faculty:

- All Campuses Undergraduate: 51.83%
- All Campuses Graduate: 100.00%
- Main & Virtual Campuses Undergraduate: 53.9%
- Main & Virtual Campuses Graduate: 100.00%
- Caperton Center Undergraduate: 36.03%

The Caperton Center's percent of total credit hours taught by academically qualified faculty members falls below the ACBSP threshold of 40%, but the 3.97% deficit is within the 5% tolerance allowed by ACBSP before a rationale/explanation is required. Strategies already deployed by the School of Business to help achieve the 40% threshold: (1) all new hires fully understand course assignments may include one or more courses at the Caperton Center; (2) assigning current faculty to teach courses at the Caperton Center; (3) increase number of online sections taught by academically qualified faculty.

Figure 5.3.a
Faculty Credit Hour Production – ALL CAMPUSES - Self-Study Year 2013-2014

Faculty Members	Total Student Credit Hours in School of Business									
	Fall Term		Spring Term		Qualification Level Undergraduate			Qualification Level Graduate		
FULL-TIME	UG	GRAD	UG	GRAD	AQ	PQ	Other	AQ	PQ	Other
Alshallah, M.	492		342			834				
Blankenship, J.	267		279		546					
Burnell, M.	435		351			786				
Cassell, M.	309		354		663					
Engebretson, T	294		138		432					
Gailey, E. ¹	93	57	99	39	192			96		
Giorcelli, R. ²	210		225		435					
Godfrey, A.	438		555		993					
Harvey, H. ³	108	3	0	54	108			57		
Hinton, G.	234		255		489					
Khalil, M.	168	63	222	57	390			120		
Kremer, J.	285		279		564					
Lee, C	210	60	255		465			60		
Oxley, T. ⁴	198		75	45	273			45		
Stevens, J.	282		405			687				
Surendran, S.	333		255		588					
Weaver, R.	399		462			861				
Sub-Total	4755	183	4551	195	6138	3168	0	378	0	0
PART-TIME	UG	GRAD	UG	GRAD	AQ	PQ	Other	AQ	PQ	Other
Bock, S.	60		60			120				
Dalton, T.	204		261			465				
Fantasia, G.	78	24	168	3	246			27		
Floyd, J.	240		258			498				
Freeman, J.	255		84			339				
Goodwin, S.			60				60			
Haynes, W.	183		240			423				
Heslep, J.	48		78		126					
Holbert, D.	51		63			114				
Jacowitz, L.		30		15				45		
Keller, A.	75					75				
Kifer, J.	114		114			228				
Malfregeot, M.	117		126			243				
McClure, A.			39		39					
Schaupp, U.			60			60				
Shreve, D.	57		54		111					
Shepherd, B.	48				48					
Stalnaker, G.	111					111				
Trunzo, T.	132		198			330				
Wilson, R.		42						42		
Sub-Total	1773	96	1863	18	570	3006	60	114	0	0
TOTAL	6528	279	6414	213	6708	6174	60	492	0	0

¹: Dr. Gailey has a 25% teaching load reduction to serve as MBA Program Director; ²: Dr. Giorcelli has a 25% teaching load reduction to serve as Director of Assessment
³: Dr. Harvey has a 100% teaching load reduction to serve as Dean of the School of Business; ⁴: Dr. Oxley has a 50% teaching load reduction to serve as Associate Dean of the School of Business

Figure 5.3.b
Faculty Credit Hour Production – MAIN & VIRTUAL CAMPUSES – Self-Study Year 2013-2014

Faculty Members	Total Student Credit Hours in School of Business									
	Fall Term		Spring Term		Qualification Level Undergraduate			Qualification Level Graduate		
FULL-TIME	UG	GRAD	UG	GRAD	AQ	PQ	Other	AQ	PQ	Other
Alshallah, M.	492		342			834				
Blankenship, J.	267		279		546					
Burnell, M.	435		351			786				
Cassell, M.	90		150		240					
Engebretson, T	294		138		432					
Gailey, E.	93	57	99	39	192			96		
Giorcelli, R.	210		225		435					
Godfrey, A.	399		555		954					
Harvey, H.	108	3	0	54	108			57		
Hinton, G.	234		255		489					
Khalil, M.	168	63	222	57	390			120		
Kremer, J.	225		210		435					
Lee, C	210	60	255		465			60		
Oxley, T.	198		75	45	273			45		
Stevens, J.	282		405			687				
Surendran, S.	333		255		588					
Weaver, R.	399		462			861				
Sub-Total	4437	183	4278	195	5547	3168	0	378	0	0
PART-TIME	UG	GRAD	UG	GRAD	AQ	PQ	Other	AQ	PQ	Other
Bock, S.	60		60			120				
Dalton, T.	90		180			270				
Fantasia, G.	78	24	168	3	246			27		
Floyd, J.	240		258			498				
Freeman, J.	255		84			339				
Goodwin, S.										
Haynes, W.										
Heslep, J.			78		78					
Holbert, D.										
Jacowitz, L.		30		15				45		
Keller, A.	75					75				
Kifer, J.	114		114			228				
Malfregeot, M.	117		126			243				
McClure, A.										
Schaupp, U.			60			60				
Shreve, D.										
Shepherd, B.	48				48					
Stalnaker, G.	60					60				
Trunzo, T.										
Wilson, R.		42						42		
Sub-Total	1137	96	1128	18	372	1893	0	114	0	0
TOTAL	5574	279	5406	213	5919	5061	0	492	0	0

Figure 5.3.c
Faculty Credit Hour Production – CAPERTON CENTER – Self-Study Year 2013-2014

Faculty Members	Total Student Credit Hours in School of Business									
	Fall Term		Spring Term		Qualification Level Undergraduate			Qualification Level Graduate		
FULL-TIME	UG	GRAD	UG	GRAD	AQ	PQ	Other	AQ	PQ	Other
Alshallah, M.										
Blankenship, J.										
Burnell, M.										
Cassell, M.	219		204		423					
Engebretson, T										
Gailey, E. ¹										
Giorcelli, R. ²										
Godfrey, A.	39				39					
Harvey, H. ³										
Hinton, G.										
Khalil, M.										
Kremer, J.	60		69		129					
Lee, C										
Oxley, T. ⁴										
Stevens, J.										
Surendran, S.										
Weaver, R.										
Sub-Total	318	0	273	0	591	0	0	0	0	0
PART-TIME	UG	GRAD	UG	GRAD	AQ	PQ	Other	AQ	PQ	Other
Bock, S.										
Dalton, T.	114		81			195				
Fantasia, G.										
Floyd, J.										
Freeman, J.										
Goodwin, S.			60				60			
Haynes, W.	183		240			423				
Heslep, J.	48				48					
Holbert, D.	51		63			114				
Jacowitz, L.										
Keller, A.										
Kifer, J.	114		114			228				
Malfregeot, M.	0									
McClure, A.			39		39					
Schaupp, U.										
Shreve, D.	57		54		111					
Shepherd, B.										
Stalnaker, G.	51					51				
Trunzo, T.	132		198			330				
Wilson, R.										
Sub-Total	750	0	849	0	198	1341	60	0	0	0
TOTAL	1068	0	1122	0	789	1341	60	0	0	0

Figure 5.4.a
Faculty Coverage Summary – ALL CAMPUSES – Self-Study Year 2013-2014

Self-Study Year 2013-2014	Undergraduate Level	Graduate Level
Total Student Credit Hours Taught by Faculty Members in the Business Unit	12,942	492
Total Student Credit Hours Taught by Academically and Professionally Qualified Faculty Members	12,882	492
Percent of Total Credit Hours Taught by Academically and Professionally Qualified Faculty Members	99.54	100.0
Total Credit Hours Taught by Academically Qualified Faculty Members	6,708	492
Percent of Total Credit Hours Taught by Academically Qualified Faculty Members	51.83	100.0

Figure 5.4.b
Faculty Coverage Summary – MAIN & VIRTUAL CAMPUSES – Self-Study Year 2013-2014

Self-Study Year 2013-2014	Undergraduate Level	Graduate Level
Total Student Credit Hours Taught by Faculty Members in the Business Unit	10,980	492
Total Student Credit Hours Taught by Academically and Professionally Qualified Faculty Members	10,980	492
Percent of Total Credit Hours Taught by Academically and Professionally Qualified Faculty Members	100.0	100.0
Total Credit Hours Taught by Academically Qualified Faculty Members	5,919	492
Percent of Total Credit Hours Taught by Academically Qualified Faculty Members	53.9	100.0

Figure 5.4.c
Faculty Coverage Summary – CAPERTON CENTER – Self-Study Year 2013-2014

Self-Study Year 2013-2014	Undergraduate Level	Graduate Level
Total Student Credit Hours Taught by Faculty Members in the Business Unit	2190	0
Total Student Credit Hours Taught by Academically and Professionally Qualified Faculty Members	2130	0
Percent of Total Credit Hours Taught by Academically and Professionally Qualified Faculty Members	97.3	0
Total Credit Hours Taught by Academically Qualified Faculty Members	789	0
Percent of Total Credit Hours Taught by Academically Qualified Faculty Members	36.03	0

Section 5.4 Faculty Deployment

Criterion 5.4

Faculty deployment information is provided in Figure 5.5.a through 5.5.c for all campuses, main and virtual campuses, and the Caperton Center, respectively. Figure 5.5.d provides an analysis of student-faculty ratios for all full-time and part-time faculty for the self-study year.

Criterion 5.4.1

Figure 5.6 – Deployment of Faculty by Major and Location – describes the faculty assignments for each of the degrees and concentrations by academic or professional qualifications.

The General Business concentration for the B. S. in Business Administration degree is an 18-hour concentration that gives students flexibility to choose any six upper level (3000-4000) business courses that are of interest or prepares them for specific positions in a variety of contexts. As such, a number of faculty members teaching within a specific discipline or concentration, i.e., management, may also teach students within this concentration.

Criterion 5.4.2

All students who have declared majors in the School of Business are “administered” by the processes of the University regarding admissions, enrollment services, and student support. Advising and assessment are managed by the leadership and faculty of the School of Business for all of its students. Students have access through their Unified Computer Account (UCA – username/password) to their accounts, transcripts, personal information, schedules, etc., through Falcon Electronic Information Exchange (FELIX). Student may access their account and schedule for classes from any location via Internet access.

Once students are entered into the database as a major, they are assigned to an academic advisor. The student is assigned to an advisor according to the degree and/or concentration they have chosen. In larger programs, individual advisors are assigned by the initial of the student’s last name. Students who are taking a majority of their classes at the Caperton center, may have Dr. Cassell assigned as their advisor, or may choose to have an advisor on the main campus.

Currently, the Associate Dean serves as a “default” advisor when faculty advisors are not on campus, as do Program Coordinators in many instances. The Dean and Associate Dean also advise students during summer orientations, campus visits, and transfer students until permanent advisors are assigned. The following list describes the advisor assignment schedule for the self-study year:

Accounting:

Students A – J: Professor Mary Burnell
Students K – Z: Dr. T. Jean Engebretson

Finance:

All Students: Dr. Joseph Kremer

General Business:

Students A – F: Professor Mohamed Alshallah
Students G – L: Dr. Macgorine Cassell
Students M – S: Dr. Amy Godfrey
Students T – Z: Dr. Mohamad Khalil

Management:

All Students: Dr. Sunil Surendran

Marketing:

All Students: Professor Robert Weaver

Sports Management:

All Students: Dr. Greg Hinton

Masters of Business Administration:

All Students: Dr. Edward Gailey

Changes for the 2014-2015 (current) year include: (1) All accounting students are assigned to Dr. Engebretson upon retirement of Professor Burnell. Traditionally, in the School of Business, new faculty and temporary faculty are not assigned advisees; (2) During the teach out of the Hospitality Management program, Dr. Oxley, Associate Dean, will serve as the point of contact and academic advisor for students enrolled in this program.

Figure 5.7 provides the advising load for faculty during the self-study year. Though it may be noted that few faculty members have a disproportionate faculty load, steps are being taken to more equitably assign advisees, including the addition of a full-time Academic Advisor/Retention specialist discussed elsewhere in this report.

Advising and Scheduling:

Students are able to view schedule of courses through the “Enrollment Center” accessible from the main webpage or the “myCampus” portal. Class schedules are generally posted at least two terms in advance. Students who may be scheduling for the Spring 2015 term may also be able to see Summer 2015. Students will seek meetings, email, or phone conversations with advisors to determine their schedules and obtain advice prior to receiving their Personal Identification Number (PIN). They then will use this PIN to enroll in courses. Refer to Appendix 5.4 for a student self-registration guide.

In addition to Dr. Cassell headquartered at the Caperton Center, Dr. Nancy McClure, Assistant Vice President of Academic Services and Director of the Caperton Center provides advising to business students at that location. Dr. McClure works closely with the Dean and Associate Dean on curricular changes, prerequisite requirements, etc. When questions may arise, open communications with the Dean or Associate Dean are maintained to ensure appropriate advising.

Beginning with the Fall 2012 term, all incoming freshmen are provided access to *DegeeWorks*. This program interfaces with the institutional database and the students’ transcripts to provide up-to-date information regarding progress toward degree completion and unmet requirements. The following excerpt from the Registrar’s Office provides a brief explanation of the tool.

What is DegreeWorks?

DegreeWorks is a web-based tool that you can use to monitor your academic progress toward degree completion. DegreeWorks allows you and your academic advisor to plan future academic coursework. DegreeWorks looks at the major requirements for the catalog in the year you began taking coursework and the coursework you have completed to produce an easy-to-read audit. PLEASE REMEMBER THAT THE DEGREEWORKS AUDIT IS UNOFFICIAL and only the Registrar’s Office determine eligibility for graduation.

How can I access DegreeWorks?

DegreeWorks is located in your *myCampus* portal. Simply log on to *myCampus* and click on the FELiX link. From there, select Student and Financial Aid.

Who can use DegreeWorks?

Students who began attending Fairmont State University in the Fall of 2012 can use DegreeWorks. Catalogs prior to Fall of 2012 are not available in DegreeWorks. Students who started before 2012 cannot access DegreeWorks information. Also, the Education degree and RBA degree are not programmed in DegreeWorks. Students with these majors must contact their department for degree

Figure 5.5.a
Deployment of Faculty by Program – ALL CAMPUSES - Self-Study Year 2013-2014

Faculty Member	Number of Sections Taught in the School of Business Programs												FTE	
	Fall 2013						Spring 2014							
	Undergraduate (UG)			Graduate (GR)			Undergraduate (UG)			Graduate (GR)			UG	GR
	Day	Evening	Virtual	Day	Evening	Virtual	Day	Evening	Virtual	Day	Evening	Virtual		
FULL-TIME														
Alshallah, M.	4						4						1.000	
Blankenship, J.	4	1					4	1					1.250	
Burnell, M.	4	1					1	4					1.250	
Cassell, M.	4	2					4	2					1.500	
Engebretson, T	4						3	1					1.000	
Gailey, E. ¹	1		1		1		3				1		0.625	0.333
Giorcelli, R. ²	4						5						1.125	
Godfrey, A.		2	3					1	3				1.125	
Harvey, R. ³		1									1		0.125	0.167
Hinton, G. ⁴	4						3						0.875	
Khalil, M.	3				1		2	1			1		0.750	0.333
Kremer, J.	3	1					3	1					1.000	
Lee, C	4				1		4						1.000	0.167
Oxley, T. ⁵		2	1				1	1			1		0.625	0.167
Stevens, J.	2	2					2	2					1.000	
Surendran, S.	5						4	1					1.250	
Weaver, R.	4						4	1					1.125	
FT Sub-Total													16.625	1.167
PART-TIME														
Bock, S.		1						1					0.250	
Dalton, T.	2		1				1		2				0.750	
Fantasia, G. ⁶	1				1		2						0.375	0.167
Floyd, J.	1		1				1		1				0.500	
Freeman, J.		3						1					0.500	
Goodwin, S.								1					0.125	
Haynes, W.	1	2					1	2					0.750	
Heslep, J.		1						1					0.250	
Holbert, D.		1						1					0.250	
Jacowitz, L.					1						1			0.333
Keller, A.			1										0.125	
Kifer, J.		2						2					0.500	
Malfregeot, M.		1						1					0.250	
McClure, A.								1					0.125	
Schaupp, U.								1					0.125	
Shreve, D.		1						1					0.250	
Shepherd, B.		1											0.125	
Stalnaker, G.	1	1											0.250	
Trunzo, T.		2						2					0.500	
Wilson, R.						1								0.167
PT Sub-Total													6.000	0.667
TOTAL													22.625	1.834

- 1: Dr. Gailey receives a 25% reduction in course load as MBA Program Director.
- 2: Dr. Giorelli serves as Director of Assessment.
- 3: Dr. Harvey receives a 100% reduction in course load as Dean of the School of Business.
- 4: Dr. Hinton taught an Interdisciplinary Studies (INTR 2280 – Empowering Leadership) honors course for the College of Liberal Arts for the Spring 2014 term.
- 5: Dr. Oxley receives a 50% reduction in course load as Associate Dean of the School of Business.
- 6: Dr. Fantasia is a faculty equivalent administrative position (FEAP) which teaches as an adjunct.

Figure 5.5.b
Deployment of Faculty by Program – Main & Virtual Campuses - Self-Study Year 2013-2014

Faculty Member	Number of Sections Taught in the School of Business Programs												FTE	
	Fall 2013						Spring 2014							
	Undergraduate (UG)			Graduate (GR)			Undergraduate (UG)			Graduate (GR)				
	Day	Evening	Virtual	Day	Evening	Virtual	Day	Evening	Virtual	Day	Evening	Virtual		
FULL-TIME														
Alshallah, M.	4						4						1.000	
Blankenship, J.	4	1					4	1					1.250	
Burnell, M.	4	1					1	4					1.250	
Cassell, M.	2						2						0.500	
Engebretson, T	4						3	1					1.000	
Gailey, E.	1		1		1		3				1		0.625	0.333
Giorcelli, R.	4						5						1.125	
Godfrey, A.		1	3					1	3				1.000	
Harvey, R.		1									1		0.125	0.167
Hinton, G.	4						3						0.875	
Khalil, M.	3				1		2	1			1		0.750	0.333
Kremer, J.	3						3						0.750	
Lee, C	4				1		4						1.000	0.167
Oxley, T.		2	1					1			1		0.500	0.167
Stevens, J.	2	2					2	2					1.000	
Surendran, S.	5						4	1					1.250	
Weaver, R.	4						4	1					1.125	
FT Sub-Total													15.125	1.167
PART-TIME														
Bock, S.		1						1					0.250	
Dalton, T.			1						2				0.375	
Fantasia, G.	1				1		2						0.375	0.167
Floyd, J.	1		1				1		1				0.500	
Freeman, J.		3						1					0.500	
Heslep, J.		1											0.125	
Jacowitz, L.					1						1			0.333
Keller, A.			1										0.125	
Malfregeot, M.		1						1					0.250	
Schaupp, U.								1					0.125	
Shepherd, B.		1											0.125	
Stalnaker, G.	1												0.125	
Wilson, R.						1								0.167
PT Sub-Total													2.875	0.667
TOTAL													18.000	1.834

Figure 5.5.c
Deployment of Faculty by Program – Caperton Center – Self-Study Year 2013-2014

Faculty Member	Number of Sections Taught in the School of Business Programs												FTE	
	Fall 2013						Spring 2014							
	Undergraduate (UG)			Graduate (GR)			Undergraduate (UG)			Graduate (GR)				
Day	Evening	Virtual	Day	Evening	Virtual	Day	Evening	Virtual	Day	Evening	Virtual			
FULL-TIME														
Cassell, M. ¹	2	2					2	2					1.000	
Godfrey, A.		1											0.125	
Kremer, J.		1						1					0.250	
Oxley, T.							1						0.125	
FT Sub-Total													1.500	
PART-TIME														
Dalton, T.	2						1						0.375	
Goodwin, S.								1					0.125	
Haynes, W.	1	2					1	2					0.750	
Heslep, J.		1											0.125	
Holbert, D.		1						1					0.250	
Kifer, J.		2						2					0.500	
McClure, A.								1					0.125	
Shreve, D.		1						1					0.250	
Stalnaker, G.		1											0.125	
Trunzo, T.		2						2					0.500	
PT Sub-Total													3.125	
TOTAL													4.625	

¹: Dr. Cassell is officially headquartered at the Caperton Center in Clarksburg, though he also teaches on the main campus in Fairmont.

Figure 5.5.d
Student - Faculty Ratio – ALL CAMPUSES – Self-Study Year 2013-2014

Faculty Member	No. of Sections	Total Enrollment	Average Student-Faculty Ratio
FULL-TIME			
Alshallah, M.	8	278	35:1
Blankenship, J.	10	182	18:1
Burnell, M.	10	260	26:1
Cassell, M.	12	221	18:1
Engebretson, T	8	144	18:1
Gailey, E.	7	96	14:1
Giorcelli, R.	9	145	16:1
Godfrey, A.	9	331	37:1
Harvey, R.	2	39	20:1
Hinton, G.	7	163	23:1
Khalil, M.	8	170	21:1
Kremer, J.	8	188	24:1
Lee, C	9	155	17:1
Oxley, T.	6	106	18:1
Stevens, J.	8	229	29:1
Surendran, S.	10	196	20:1
Weaver, R.	9	133	15:1
FT Sub-Total	140	3036	22:1
PART-TIME			
Bock, S.	2	40	20:1
Dalton, T.	6	155	26:1
Fantasia, G.	2	55	28:1
Floyd, J.	4	166	42:1
Freeman, J.	4	113	28:1
Goodwin, S.	1	20	20:1
Haynes, W.	6	141	24:1
Heslep, J.	2	42	21:1
Holbert, D.	2	38	19:1
Jacowitz, L.	2	15	8:1
Keller, A.	1	25	25:1
Kifer, J.	4	76	19:1
Malfregeot, M.	2	81	41:1
McClure, A.	1	13	13:1
Schaupp, U.	1	20	20:1
Shreve, D.	2	37	19:1
Shepherd, B.	1	16	16:1
Stalnaker, G.	2	37	19:1
Trunzo, T.	4	110	28:1
Wilson, R.	1	14	14:1
PT Sub-Total	50	1214	24:1
TOTAL	190	4250	22:1

**Figure 5.6
Deployment of Full-time Faculty by Major and Location - CURRENT**

MAIN CAMPUS		
	Academically Qualified Faculty	Professionally Qualified Faculty
B. S. in Accounting	Dr. T. Jean Engrebretson, CPA	Ms. Leisa Muto, CPA (replaced Burnell) Mr. Joseph Pitrolo, CPA (replaced Stevens)
B. S. in Business Administration		
Finance	Dr. Joseph Kremer, CFP®, CFA Dr. Richard Harvey	
General Business	Dr. Amy Godfrey Dr. Richard Harvey Dr. Gregory Hinton Dr. Mohamad Khalil Dr. Timothy Oxley	Prof. Mohamed Alshallah
Management	Dr. Macgorine Cassell Dr. Sunil Surendran	Ms. Janet Floyd
Marketing	Dr. Edward Gailey Dr. Sunil Surendran	Prof. Robert Weaver
B. S. in Information Systems Management	Dr. Joseph Blankenship Dr. C. Frank Lee Dr. Rebecca Giorcelli	
Masters of Business Administration¹	Dr. Edward Gailey	
CAPERTON CENTER - CLARKSBURG		
B. S. in Business Administration		
General Business ²	Dr. Macgorine Cassell	

¹: As depicted in Figure 5.3b – Faculty Credit Hour Production for Main and Virtual Campuses and Figure 5.5a – Deployment of Faculty by Program for Main and Virtual Campuses, several academically qualified faculty members also teach in the graduate program.

²: Dr. Cassell is headquartered at the Caperton Center. Other Academically qualified faculty who teach at the Caperton Center are identified in Figure 5.3c – Faculty Credit Hour Production for Caperton Center and Figure 5.5c – Deployment of Faculty by Program for Caperton Center.

Section 5.5 Faculty Size and Load

Faculty Load information for full-time faculty is described in Figure 5.7 below.

Criterion 5.5.1

The School of Business follows institutional policy for the determination of faculty workload. The following excerpt from the Faculty Handbook, page 41, under the heading of “Faculty Workload” states:

The workload of full-time faculty members may include any or all of the following: instruction and evaluation, student advising, committee assignments and faculty meetings, consultation, in-service programs, preparation for teaching, professional and scholarly development, and research. Classroom instruction and related obligations represent the greatest expenditure of effort for most full-time faculty members. The minimum teaching load is 12 credit hours, or equivalent, each semester. As enrollments fluctuate, the teaching load may exceed the minimum.

On occasion, faculty members may be given special assignments or may be engaged in special projects which warrant consideration for a reduction in teaching load. Requests for such adjustment will be considered when recommended by the appropriate administrator to the Provost and vice President for Academic Affairs. Approval of such request is based on the need for the activity or the project, the time necessary, and the academic impact on the institution.

Within the School of Business, the following faculty have reductions in teaching load which have been approved by the Provost:

Name	Role	Course Load Reduction	Tenure
Dr. Richard Harvey	Dean	100%	12-month (full-time)
Dr. Timothy Oxley	Associate Dean	50%	10-month
Dr. Edward Gailey	MBA Program Director	25%	9-month
Dr. Rebecca Giorcelli	Assessment Director	25%	9-month

In addition to those identified above, the faculty members identified below had Program Coordinator responsibilities during the self-study year. Undergraduate Program Coordinators are provided an administrative stipend but do not receive workload reductions. Primary responsibilities of Program Coordinators are to assist with course scheduling, adjunct coordination, coordinate curricula issues, and troubleshoot departmental problems. The majority of administration, operational, and fiscal management across all programs in the School of Business occurs in the Dean’s office.

Program Coordinators – Self-study Year:

Name	Department or Disciplines
Dr. Joseph Blankenship	Information Systems Management
Prof. Mary Burnell	Accounting
Dr. Mohamad Khalil	Business Administration
Dr. Joseph Kremer	Finance
Prof. Robert Weaver	Marketing & Management

Program Coordinators – Current Year:

Name	Department or Disciplines
Dr. Joseph Blankenship	Information Systems Management
Dr. T. Jean Engebretson	Accounting
Dr. Joseph Kremer	Finance
Prof. Robert Weaver	Business Administration (all concentrations except Finance)

With the institutional focus on teaching and learning, full-time faculty are expected to give their priority to instructional activities. Though scholarship, service, and academic advising remain a significant portion of faculty expectations, the School of Business has taken steps to provide staffing support to assist with these as well as other critical areas considered essential to the role of faculty member, including assessment, teaching improvement, engagement, retention and advising. These include the University Business Center, Business Learning Coordinator, and the Academic Advisor/Retention Specialist expected to begin with 2015-2016 Academic Term, as previously described, as well as the Director of Assessment.

Adjunct faculty members are contracted on a term basis to teach courses within broad guidelines and in accordance with school or departmental requirements such as common syllabi, required assessment instrument and measures, and expectations with grading submission and course management. Neither the institution nor the School of Business have any expectations that adjunct faculty members engaged in essential functions, such as scholarship, service, or advising, expected of full-time faculty.

Adjunct faculty members are invited to professional development opportunities and often participate. However, most of the current adjuncts in the School of Business are fully employed professionals and continue to practice their professional roles, which can strengthen their teaching effectiveness in their respective disciplines.

Criterion 5.5.2

As described in the excerpt from the Faculty Handbook identified under Criterion 5.5.1, the institution does offer reduction in teaching load when circumstances are such to warrant the reduction. This reduction is negotiated between the faculty member and the Dean, then is submitted for approval by the Provost and Vice President for Academic Affairs. See Appendix 1.1, Faculty Handbook, for further description.

For the self-study year, Drs. Harvey, Oxley, Gailey, and Giorcelli are the only faculty members on a reduced load for administrative duties.

Figure 5.7
Faculty Load
Full-Time Faculty – Self-Study Year 2013-2014

Full-Time Faculty	Hours Taught ¹	Preps per Year	Number Of Disciplines Taught		Number of Advisees ²	Scholarly Activity	Professional Activity	Number of Committees	Community Service	Administrative Duties	Business/Industry Interaction	Special Projects	Travel
			Fall	Spring									
Alshallah, M.	24	3	1	2	49	Yes	Yes	1	No	No	Yes	No	No
Blankenship, J.	30	7	1	1	18	No	Yes	2	No	Program Coord.	Yes	No	No
Burnell, M.	30	7	1	1	46 ³	No	Yes	1	Yes	Program Coord.	Yes	No	No
Cassell, M.	36	6	2	2	16 ⁴	No	No	0	No	No	No	No	Yes
Engebretson, T	24	6	1	1	73	No	Yes	1	No	No	No	Yes	No
Gailey, E.	21	7	1	2	15	Yes	No	3	Yes	MBA Director	Yes	No	No
Giorcelli, R.	27	6	2	1	11	Yes	Yes	2	Yes	Assessment Dir.	Yes	Yes	No
Godfrey, A.	27	4	2	2	10	Yes	No	1	No	No	Yes	No	Yes
Harvey, R.	6	2	1	1	0 ⁵	No	Yes	1	Yes	Dean	Yes	n/a	No
Hinton, G.	24	3	1	2	58	Yes	Yes	0	No	No	Yes	No	No
Khalil, M.	24	4	3	3	42	Yes	Yes	3	Yes	Program Coord.	No	No	No
Kremer, J.	24	5	1	1	33	No	Yes	3	No	Program Coord.	Yes	No	Yes
Lee, C	24	3	1	1	22	Yes	Yes	3	No	No	Yes	Yes	No
Oxley, T.	18	3	2	2	1 ⁶	Yes	Yes	5	Yes	Assoc. Dean	Yes	Yes	Yes
Stevens, J.	24	5	2	2	0 ⁷	n/a	n/a	n/a	n/a	No	Yes	No	No
Surendran, S.	30	3	2	1	87	Yes	Yes	1	Yes	No	No	No	No
Weaver, R.	30	5	2	2	53	Yes	Yes	2	Yes	Program Coord.	Yes	Yes	No

¹: Hours taught are exclusive of Independent Study, Internship or research mentoring. These course are generally not part of official load at FSU.

²: Average number of advisees for the academic year.

³: Due to impending retirement and other personal reasons, Ms. Burnell's Spring 2014 advising load was assigned to Dr. Engebretson.

⁴: Dr. Cassell is assigned advisees who prefer to take all courses at the Caperton Center in Clarksburg.

⁵: As Dean, Dr. Harvey is not assigned advisees.

⁶: As Associate Dean, Dr. Oxley is not assigned advisees unless extenuating circumstances exists. The Associate Dean serves as a general advisor when faculty are not on campus.

⁷: As a new one-year temporary instructor, Mr. Stevens was not assigned advisees, nor expected to engage in scholarly or professional activities.

Section 5.6 Faculty Evaluation

Criterion 5.6.1

New Faculty Evaluation

In accordance with institutional policy, all new faculty members are considered probationary until after their second year. All new faculty members go through two successive annual evaluations of their performance. A self-evaluation is completed in addition to a Dean's evaluation. Each faculty member also are evaluated by two peer reviewers. One reviewer is chosen by the probationary faculty member, and one is chosen by the Dean. All evaluations are accompanied with an in-class observation which are then forwarded to the Provost and Vice President for Academic Affairs.

Promotion and Tenure

A process similar to probationary faculty is used for each promotion in rank sought by eligible faculty members. The process for all new faculty is described in detail beginning on Page 29 of the Faculty Handbook, Appendix 1.1. As part of the promotion and tenure review, the faculty member's scholarship, professional development, service, and engagement activities are taken into consideration. From page 34 of the Faculty Handbook, faculty seeking promotion and/or tenure will be evaluated by:

- (1) *Excellence in teaching (classroom performance; development or revision of courses or curriculum; development of new or modified forms of instruction appropriate to course content and student),*
- (2) *Accessibility to student, including advising,*
- (3) *Professional and scholarly activity and recognition,*
- (4) *Significant contribution and service to the University,*
- (5) *Significant contribution and service to one's School,*
- (6) *Evidence of continual professional growth,*
- (7) *Publications and research,*
- (8) *Service to the people of the state of West Virginia.*

Faculty seeking promotion are vetted by the Faculty Personnel Committee. The Faculty Personnel Committee provides recommendations on promotion and tenure through the Provost and Vice President for Academic Affairs to the President to the University. Application materials and guidelines are described beginning on page 36 of the Faculty Handbook, Appendix 1.1.

At this time, FSU does not engage in post-tenure review.

Course Evaluations

Each term, every course section taught by full-time and part-time faculty members are evaluated by student participants. FSU currently uses the *IDEA Center Student Rating of Instruction* forms. A report is made available to each faculty member, including anecdotal comments, for each section. A copy of the report is also made available to the Dean of the School of Business. The Dean routinely reviews the faculty members' reports paying particularly close attention to new and adjunct faculty members.

A more detailed discussion of the results of the IDEA reports from the self-study year is included under Standard 4 – Measurement and Analysis of Student Learning. Group Summary Reports for the self-study year are included in Appendix 3.1.

Annual Faculty Report

By mid-October each year, every full-time faculty member must have completed and submitted their Annual Faculty Report (AFR) to the Dean. The Annual Faculty Report, previously known as the Annual Faculty Evaluation, includes several major elements of information that address several of the essential faculty responsibilities.

FSU utilized the *Learning Achievement Tools* (LAT) by TaskStream. This electronic format enables faculty members to upload data and to maintain an archive of past academic terms. The LAT also enables the attachment of a number of artifacts for documentation of activities.

The Annual Faculty Report consists of the following:

- Updated Faculty Vita
- Teaching
 - Description of Workload
 - Teaching Improvements
 - Course Materials
 - Student Evaluations
- Scholarly/Creative Activities
 - Professional Organizations
 - Education/Professional Development
 - Scholarly/Creative Activities
 - Awards, Grants, Fellowships
 - Unique School or College Activities
 - Other Activities not otherwise described
- Service
 - Service to the University
 - School/College/Department and/or Program
 - Recruitment
 - Retention
 - Academic Advising and Mentoring
 - Other Campus Service
 - Community Service

Faculty members may also download a PDF version of their respective reports. Once their reports are complete, they submit their reports for review. The Dean receives notice via email the report has been submitted. The Dean then reviews the reports of each faculty member. In years in which merit evaluation salary increases are offered, the AFRs are also used for this purpose. Upon the Dean's review, the AFRs are then forwarded to the Provost and Vice President for Academic Affairs.

Dr. Oxley, Associate Dean/Professor of Business has consented to provide a copy of his AFR as an example of the reports submitted by each faculty member. Dr. Oxley's AFR is attached as Appendix 5.5. It should be noted that the PDF of the AFR does not allow for viewing of the attachments or artifacts that were uploaded in TaskStream's LAT. The attached AFR does allow for some understanding of the level of information and material provided.

Outside Activities Disclosure

Each year, faculty members must disclose all outside activities that would interfere with their roles as full-time faculty members, including any consulting activities. As a public institution, this disclosure is required in accordance with Higher Education Policy Commission (HEPC) and FSU Board of Governors policy.

Section 5.7 Faculty and Staff Operational Procedures, Policies and Practices, and Development

Criterion 5.7.1

The FSU 2013-2014 Faculty Handbook is attached as Appendix 1.1. It has been referenced several times during the narrative addressing previous criteria. This document is made available to faculty and staff through the institutional website. It and many other resources addressing academics, administration, and governance topics may be found by clicking the "Faculty & Staff" menu button on the very top of the institutional webpage: www.fairmontstate.edu.

Much of the content contained in the Handbook is addressed at the new faculty orientation sessions held during Faculty Development Week which precedes the start of each fall and spring academic term.

FSU follows a shared-governance model. As such, the Faculty Senate is a pivotal component in the policy and procedure process of the institution. The Senate has a number of standing committees addressing faculty needs. Those most directly related to the improvement of procedures, policies and practices, include:

- Faculty Development Committee
- Faculty Harassment Complaint Committee
- Faculty Personnel Committee
- Faculty Welfare Committee

These committees are described in greater detail beginning on page 19 of the Faculty Handbook, attached as Appendix 1.1. Attached as Appendix 1.2 is the Staff Handbook. The Staff Handbook will provide policies, procedures, and practices governing classified and non-classified staff - primarily full-time, 12-month staff members.

Policies, procedures, and practices within the School of Business not addressed within the Faculty or Staff Handbooks, or instances where some discretion is allowed, are addressed by the Dean in consultation or collaboration with the Leadership Team. This may occur at a monthly meeting or via email.

Criterion 5.7.2

Professional development needs of faculty and staff may be determined at several points within the institution. These include:

- The Office of Human Resources
- The Dean's Council (Council of all Dean's and Chairs moderated by the Provost)
- The Faculty Senate or one of its Committees
- School, College, or Department

Faculty development opportunities are available during Faculty Development Week for professional development sessions deemed important on an institution-wide basis. During this week, there are also times available for school or department specific opportunities. Within the self-study year, professional development sessions were devoted to assessment, teaching, and technology. Several of these sessions were made available through the Title III Strengthening Institutions Grant and FSU's Critical Friends for Assessment through the office of Vice President for Institutional Assessment and Effectiveness.

Resources for individual faculty development are managed by the Dean. Faculty members who wish to attend a conference or other professional development opportunities may request financial support from the Dean. In addition to the Office of Provost and Vice President for Academic Affairs maintains budget allocations for professional development opportunities. Though competitive, faculty members may petition the Provost for consideration. The Faculty Handbook, Appendix 1.1, describes leaves of absence and sabbatical leave policies.

Adjunct faculty are invited to attend professional development activities at the institutional level and within the School of Business. These activities may include guest speakers, workshops, or webinars. In addition to new faculty orientations previously described, the Dean provides an orientation to new adjunct faculty members. At present, this orientation is not a formal presentation but a one-on-one session. Only two new adjunct faculty members were hired during the self-study year.

A sample of professional development activities made available to and attended by various faculty members include:

Mediasite Training (December 2-3, 2013)

- Three drop-in sessions/workshops were conducted for each of the following topics:
 - “Recording in the classroom”
 - “Setting up and recording using your desktop”
 - “Editing and publishing video”
- Presented by Bill Cherne of Sonic Foundry

Active Learning Workshops (January 7-8, 2014—Spring Faculty Development Week)

- Guest speaker Todd Zakrajsek conducted the following workshops:
 - “Active & Engage Student Learning”
 - “Evidence-Based Strategies We can Teach Students to Help Them Learn Better”
 - “Identifying and Addressing Critical Challenges in Creating Effective Learning Experiences for our Students”

Apple iPad Professional Development (January 8-9, 2014—Spring Faculty Development Week)

- A representative from Apple conducted workshops on the following:
 - Keynote Presentation Skills
 - Pages Word Processing Skills

“Sticky” Syllabi: Creating Course Guides to Motivate Students (August 12, 2014—Fall Faculty Development Week)

- All-day workshop presented by Drs. Christina Petersen and Cheryl Neudauer

How Research Can Inform Course Design, Active Learning, and Assessment (August 14-15, 2014—Fall Faculty Development Week)

- Three workshops presented by Drs. Tim Wilson and Ollie Dreon

Clicker Training- Turning Technologies Training (November 13, 2014)

- One-on-one drop in sessions
- Presentation on getting started with clickers, using mobile devices for audience response, integrating TurningPoint with Blackboard, and FAQ’s

Mediasite Training (December 3-4, 2014)

- Three drop-in sessions/workshops were conducted for each of the following topics:
 - “Recording in the classroom”
 - “Setting up and recording using your desktop”
 - “Editing and publishing video”
- Presented by Sonic Foundry

Section 5.8 Scholarly and Professional Activities

Criterion 5.8.1

Scholarly activities of full-time faculty scholarly activities are provided in Figure 5.8. FSU follows the Boyer model for scholarship and as such accepts a liberal interpretation of scholarship. The following list of “scholarly/creative activities” are listed in current FSU Faculty Evaluation documents as examples of acceptable scholarship.

- *Gave a presentation at a professional conference (indicate national/regional or state/local conference)*
- *Served on a discussion roundtable/panel*
- *Published an article, short story, play, or poem in a scholarly publication*
- *Published a book or monograph*
- *Published a new edition of a book*
- *Published a book review in an appropriate scholarly publication*
- *Served as an editor on a scholarly publication*
- *Served as a referee for a scholarly publication*
- *Reviewed a manuscript for publication*
- *Published a comment, note, or letter to the editor in a scholarly publication*
- *Developed a new course*
- *Developed a new graduate level course*
- *Mentored a student research project*
- *Referee article or book*
- *Served on a grant review panel*
- *Authored or prepared a grant proposal*

More recently, assessment and outreach activities have been added as acceptable scholarly activities. The primary determination is the extent to which these activities have been shared with the academic community. Faculty vitae of full-time faculty, found in Appendix 5.2, provide descriptions of their individual scholarly endeavors.

Criterion 5.8.2

Figure 5.8 provides information regarding full-time faculty professional activities. Faculty vitae of full-time faculty, found in Appendix 5.2, provide descriptions of their individual professional endeavors.

Criterion 5.8.3

The School of Business does not offer a doctoral program.

**Figure 5.8
Scholarly and Professional Activities**

Faculty Member	Highest Degree Earned	Professional Certification	Academic Year of Activities	Scholarly Activities				Professional Activities					
				Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences Workshops	Professional Meetings	Professional Memberships	Other	
Alshallah, M.	M.B.A.		2013-2014						3	2	3		
			2012-2013					1	2	3			
			2011-2012					1	3	1			
Blankenship, J.	D.Sc.		2013-2014					D=1	2	2	1		
			2012-2013					D=1	2	4	2		
				C=1		1	1	2			4		
Burnell, M.	M.P.A.	CPA	2013-2014					A=1			5		
			2012-2013					A=1	1	1	5		
			2011-2012						1	1	5		
Cassell, M.	Ph.D.		2013-2014										
			2012-2013										
			2011-2012		C=1		2	8	2	2	1		
Engebretson, T	D.B.A.	CPA	2013-2014					D=1	1		1		
			2012-2013					D=1	2		1		
			2011-2013					D=1	4	1	2	3	
Gailey, E.	D.B.A.		2013-2014			A=6 B=1 C=4 D=2		C=3	1	6	3		
			2012-2013			A=6 B=1 C=4 D=2		C=2			3		
			2011-2012		D=1	D=2		D=1	1	2	3	3	
Giorcelli, R.	Ph.D.		2013-2014	B=1		B=1		A=2	2	1	3		
			2012-2013									3	
			2011-2012					A=3 B=1 C=1 D=1				1	1
Godfrey, A.	Ph.D.		2013-2014			D=1							
			2012-2013			D=1							
			2011-2012	<i>Joined faculty beginning with 2012-2013 Academic Year</i>									
Harvey, H.	J.D.	WV State Bar License	2013-2014					D=2	6	3	2		
			2012-2013					D=2	8	3	2		
			2011-2012				D=2	D=2		2	2		

Hinton, G.	J.D.	WV State Bar License	2013-2014	A=8 B=2 C=1		D=2	D=5	D=5	3	2		
			2012-2013	A=9 B=3 C=2		D=3	D=6	D=6	3	3		
			2011-2012				D=1		1	1	1	
Khalil, M.	Ph.D.		2013-2014		D=100	C=3			2	2	1	
			2012-2013		D=1	C=3		2	2	2	1	
			2011-2012			C=1	1	1	2	2		
Kremer, J.	Ph.D.	CFP, CFA	2013-2014								6	
			2012-2013								6	
			2011-2012	<i>Joined faculty beginning with 2012-2013 Academic Year</i>								
Lee, C	Ph.D.		2013-2014	A=4 B=2				4	2	2		
			2012-2013	A=2 B=2	B=1			3	2	2		
			2011-2012		A=1 B=3	B=1		A=1 C=5	4		2	
Oxley, T.	Ed.D.		2013-2014	D=1					3	2	4	2
			2012-2013	D=1		A=1			3	2	3	2
			2011-2012				D=1	D=3	5		2	7
Stevens, J.	M.B.A.	CPA	2013-2014	Mr. Stevens was a temporary full-time instructor for 2013-2014 academic year. No scholarly or professional activity was expected beyond teaching assignment.								
			2012-2013									
			2011-2012									
Surendran, S.	Ph.D.		2013-2014	A=1	A=2			C=1	3	1	2	2
			2012-2013	A=1	A=2	B=2		A=1 D=2	3	1	1	1
			2011-2012			A=2		2	2	3	2	2
Weaver, R.	M.P.A.		2013-2014			C=1	D=2	C=2	1			
			2012-2013			C=1	D=2	C=2	2			
			2011-2012				D=4	2	3			2

STANDARD #6. Educational and Business Process Management

Section 6.1 Education Design and Delivery

Criterion 6.1.1 Educational Design

Design of Programs and Curricular Changes

The School of Business offers three undergraduate degrees and one graduate degree: B.S. in Accounting, B. S. in Business Administration with five concentrations, and B.S. in Information Systems Management compile the undergraduate programs. A Masters of Business Administration is the sole graduate program.

The B. S. in Accounting and B. S. in Business Administration consists of four elements:

- (1) Business Core
- (2) Major or Concentration Curriculum
- (3) General Studies Requirements
- (4) Free Electives

The B. S. in Information Systems Management consists of three elements:

- (1) Comprehensive Curriculum
- (2) General Studies Requirements
- (3) Free Electives

The Masters of Business Administration program consists of the following:

- (1) One prerequisite course
- (2) 8 core courses
- (3) 4 elective courses. Students may pursue tracks in Project Management or Human Resources through select elective courses.

Curricula changes may originate from several sources: (1) Program faculty member(s) or Program Coordinator; (2) School of Business administration; (3) Institutional directive; and/or (4) West Virginia Higher Education Policy Commission mandates.

Any curricular changes must follow a process that consists of several phases. The first phase occurs within the School of Business. Once a curricula changes is apparent from one of the points of origination, the proposal is considered by the Leadership Team. If the change is discretionary, the Leadership Team will offer its recommendation to the Dean. A faculty member, Program Coordinator, and/or Associate Dean will be involved in developing a proposal that conforms to institutional procedures. As needed, an ad hoc committee may be appointed to consider a proposed change before consideration by the Faculty.

Once the proposal is drafted, it is presented to the School of Business Faculty at a duly called faculty meeting. The faculty meetings are generally held the first Thursday of each month following the start of the term. If approved by the School of Business faculty, a final draft is developed with any changes agreed upon by the faculty.

For undergraduate programs, the completed proposal is then forwarded to the Associate Provost for consideration by the institutional Curriculum Committee. The institutional Curriculum Committee is a committee of the Faculty Senate and consists of elected members of each academic department. For undergraduate programs, this procedure is identified in the Faculty Handbook under "Institutional Practices" beginning on page 70. The Faculty Handbook is attached as Appendix 1.1. For graduate programs, all

curriculum proposals move from the School directly to the Associate Provost and Director of Graduate Studies then to the Graduate Council.

Proposals generally include quantitative and/or qualitative justification of the proposed changes, its impact on other academic units as applicable, and the fiscal and physical resource implications. For proposals related to specific courses, the proposal must include content outlines, learning outcomes, assessment measures, and performance standards.

Upon approval of undergraduate proposals by the Curriculum Committee, the proposal then must be submitted to the Faculty Senate for its consideration and subsequent approval. Both the Curriculum Committee and Faculty Senate follow a process of two readings before approval is considered. For graduate programs, the Graduate Council makes final approval before implementation.

New academic program proposals must include additional steps to curricula or course changes. New undergraduate or graduate programs must submit an Intent to Plan with the Higher Education Policy Commission prior to proposal development. If approved, the approval process described above is followed. Once approval is obtained by the Faculty Senate or Graduate Council, the proposal must then be approved by the Board of Governors before being forwarded to the Higher Education Policy Commission.

Curricular Changes

Prior to and during the self-study year, there were five major curricula changes which impacted the School of Business and several relatively minor curricula changes. These are briefly described below.

Reduction in Hours to Degree

During the 2012-2013 academic term, a directive came forth from the West Virginia Higher Education Policy Commission requiring all institutions to reduce the hours for degree completion. For the School of Business, this resulted in all undergraduate programs being reduced from 128 total hours to 120 hours. This reduction required abridged curriculum proposals.

Primarily, two strategies were employed to remove 8 hours from each of the degree programs: (1) reduction in the number of free electives needed to complete the degree; and/or (2) alignment of five business core course with one or more of the general studies attributes. The general studies program will be discussed further below. The 120-hour degree requirement took effect with the 2013-2014 academic term.

New General Studies Program

General Studies Committee was charged with development of a new outcomes-based general studies program. This new program was to replace the long-standing “distributive” model currently in use. This initiative began as an ad hoc initiative of the Faculty Senate and was a joint venture with the then component community college, Pierpont Community and Technical College. Over several academic years, the General Studies Committee became a standing committee of the Faculty Senate and a university-only initiative.

The final program consisted of sixteen attributes that meets the desired profile of a FSU undergraduate – those attributes a student should possess upon graduation from the University. The program was designed to provide students flexibility in meeting the outcomes of each attribute and fulfill major requirements for select attributes. In essence, each program now describes the general studies program for each major as long as the institutional program requirements are fulfilled. This action required each program to develop and submit curriculum proposals. The new general studies program requirements include:

- Students must complete at least one course in each of the following attributes from the approved course list:

I.A. – Critical Analysis
 I.B. – Quantitative Literacy
 I.C. – Written Communication
 I.D. – Teamwork
 I.E. – Information Literacy
 I.F. – Technology Literacy
 I.G. – Oral Communication
 III.A. – Citizenship
 IV.A. – Ethics
 V.A. – Health and Well-being
 VI.A. – Interdisciplinary and Lifelong Learning
 VII.A – Fine Arts
 VII.B. – Humanities
 VII.C. – Social Sciences
 VII.D. – Natural Sciences
 VIII.A. – Cultural Awareness and Human Dignity

- Students must complete at least 30 hours of coursework outside of their major **as determined by the course prefix**. Academic units may select courses for majors to fulfill certain attributes as long as the 30 hours of coursework outside of the major is achievable.
- Students may use a single course to satisfy no more than 2 attributes.
- Students must complete **6 hours of Written English** (ENGL 1104 and ENGL 1108). These courses may also be used to fulfill any additional attribute for which they have been approved.
- Students must complete **3 hours** (single course or multiple course) to fulfill Attribute VIIA – Fine Arts.
- Students should choose courses to fulfill attributes by using knowledge of any program requirements and course prerequisites.

Appendix 6.1 contains the desired profile, the corresponding attribute, sub-attribute, and learning outcomes. The General Studies program is located on page 126 of the 2013-2014 Undergraduate Catalog. Further information will be discussed under Criterion 6.1.4.a below.

Change of Course Prefixes

A major concern of the School of Business over the last several years has been the incremental separation of Pierpont Community and Technical College (PC&TC) from a component community college division into a free-standing, separately governed and accredited, but co-located two-year institution.

Historically, PC&TC shared a number of lower level and introductory business core and other courses with the University. Sharing the same Enrollment Management System, students are able to see both PC&TC and School of Business sections of the same courses in the schedule. Students could register for sections in off-campus locations taught by adjunct faculty members not vetted by the Dean. The business core and other select courses shared include:

- ACCT 2201 Principles of Accounting I
- ACCT 2202 Principles of Accounting II
- BUSN 2205 Small Business Fundamentals
- ECON 2200 Economics
- ECON 2201 Economic Principles and Problems I
- ECON 2202 Economic Principles and Problems II
- FINC 2201 Introduction to Finance
- MGMT 2209 Principles of Management
- MKTG 2204 Principles of Marketing

Though PC&TC had announced it was separating its data and enrollment management system from the University, the timeline for implementation continue to lag and was becoming increasingly problematic. In order to more fully comply with ACBSP Standards and Criteria, a decision was unanimously approved by the School of Business faculty to change course prefixes. Shared courses in the business core and all courses with the BUSN prefix were changed to a BSBA prefix. This prefix was not one assigned to PC&TC.

As part of this curriculum change, the University abandoned the BUSN prefix for use by PC&TC until their database is finally separated. This proposal was approved through the institutional processes for curricular changes and was effective with the 2014-2015 academic term. Prior to the pursuing the formal process, Pierpont was informed of the changes, subsequent to an informational meeting with the President, Vice President for Academic Affairs and Provost, and Associate Provost.

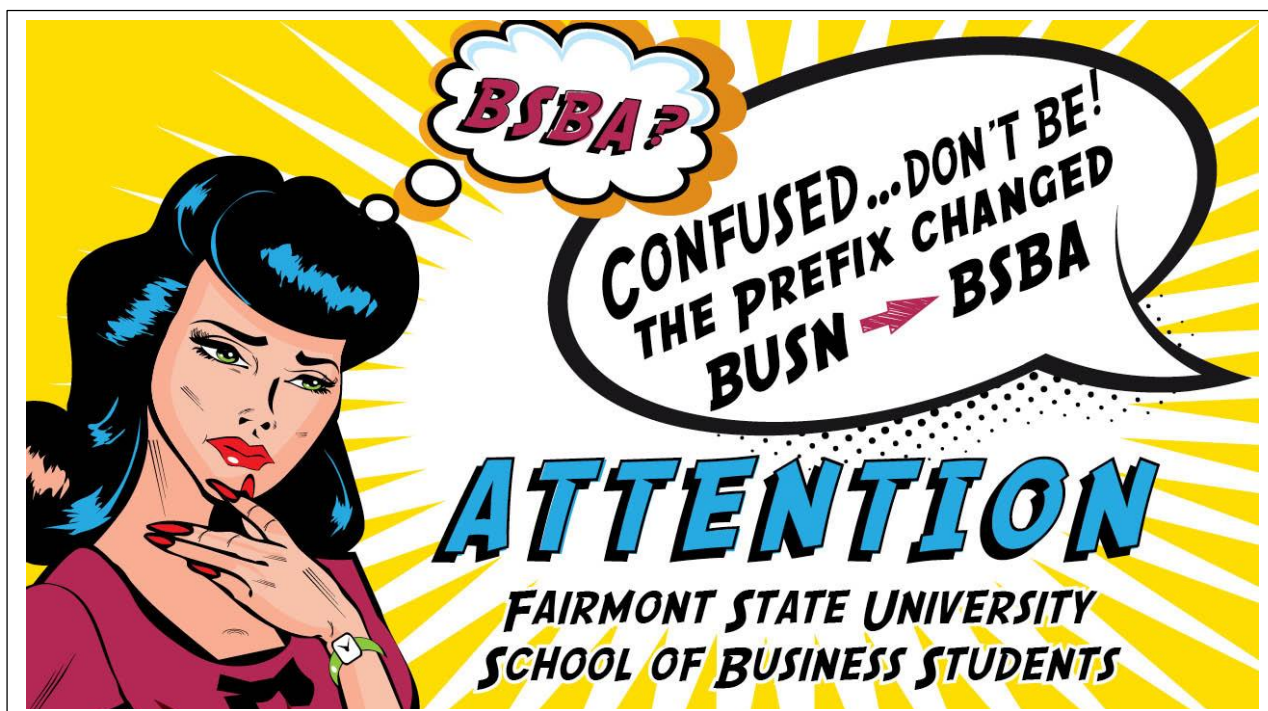
Figure 6.1 provides the final course prefix and number changes made to accommodate a complete separation of the School of Business curricula from PC&TC.

Figure 6.1
List of New Prefixes and Course Numbers

University Controlled Business Foundation Courses administered by Fairmont State School of Business Conversion to BSBA				
Core Courses				
Existing Course Prefix and Number:			New Prefix and Number:	
ACCT	2201	Principles of Accounting I	BSBA	2201
ACCT	2202	Principles of Accounting II	BSBA	2202
ECON	2200	Economics	BSBA	2200
ECON	2201	Economic Principles and Problems I	BSBA	2211
ECON	2202	Economic Principles and Problems II	BSBA	2212
FINC	2201	Introduction to Finance	BSBA	2221
MGMT	2209	Principles of Management	BSBA	2209
MKTG	2204	Principles of Marketing	BSBA	2204
Other Business Administration (BUSN) Courses				
Existing Course Prefix and Number:			New Prefix and Number:	
BUSN	1199	Special Topics in Business	BSBA	1199
BUSN	2299	Special topics	BSBA	2299
BUSN	3300	Entrepreneurship	BSBA	3300
BUSN	3306	Business Law I	BSBA	3306
BUSN	3307	Business Law II	BSBA	3307
BUSN	3310	Business and Economic Statistics	BSBA	3310
BUSN	3319	Employment Law	BSBA	3319
BUSN	3320	International Business	BSBA	3320
BUSN	3322	Managing Business in Europe	BSBA	3322
BUSN	3325	Women and Work	BSBA	3325
BUSN	3399	Special Topics in Business	BSBA	3399
BUSN	4405	Entrepreneurial Leadership	BSBA	4405
BUSN	4408	Business and Economics Field Studies	BSBA	4408
BUSN	4410	Enterprise Development	BSBA	4410

BUSN	4415	Strategic Management and Policy	BSBA	4415
BUSN	4420	Business Ethics & Corporate Acc'tability	BSBA	4420
BUSN	4440	Hospitality Management Internship	BSBA	4440
BUSN	4450	Business Internship	BSBA	4450
BUSN	4998	Undergraduate Research	BSBA	4998

A publicity campaign was initiated to help notify and inform students of the impending changes in prefixes. To help reduce confusion, a matrix was developed for students and was made available to all advisors. Posters and flyers were placed throughout Jaynes Hall. In addition to the publicity efforts and efforts made by advisors, faculty members helped students understand the implications by taking a few minutes in classes to explain the changes.



Elimination of Hospitality Management Concentration

In addition to issues related to the PC&TC separation, the Hospitality Management concentration within the B. S. in Business Administration degree program faced several problematic issues:

- (1) Graduation rates: A five-year average of 5 graduates per year; 3.12% of all graduates in School of Business
- (2) Faculty qualifications and deployment: Criterion 5.3.1 requires one full-time faculty member for each program of study consisting of 12 or more hours. This standard is not being met.
- (3) Learning Outcome Assessment: The curriculum configuration for this concentration results in additional learning outcomes for the concentration being difficult to assess.
- (4) Educational Design and Delivery – Curriculum design beyond the Common Professional Component (CPC): The curriculum design does not allow for these students to fully comply with Criterion 6.1.4.a. Additionally, the credit hour distribution for this concentration results in a dearth of upper-level courses. Students pursuing this concentration were only completing 18 hours of upper-level courses, far less than is expected of baccalaureate students.

With faculty approval to eliminate this concentration, the proposal was discussed with leadership of the PC&TC. Agreement was made to teach out all students currently in the PC&TC program as some students had been recruited with understanding they would be able to complete the B. S. in Business Administration concentration upon completion of their associate degree. The proposal was approved by Faculty Senate effective Fall 2014. The teach-out resulted in a list of current students eligible for admission to the University upon completion of the associate degree. This list is being used by Enrollment Services to qualify current students for admission into the School of Business. A detailed memorandum from the Dean to the Provost and Vice President for Academic Affairs is included as Appendix 6.2.

Elimination of Minor Programs of Study

The School of Business curricula does not require its students to complete a minor program of study. The existing minors were part of the curriculum for over two decades. The General Business minor is specifically designed for non-business majors. Figure 6.2 provides information on five-year graduation totals.

Figure 6.2
Minor Program Five-Year Graduation Totals (Fall 2009 through Spring 2014)

Minor Program	Five-Year Graduation Count
Accounting	10
Finance	2
General Business	35
Information Systems Management	5
Retail Management	13

After consideration by the Leadership Team and approval by the faculty, a curriculum proposal was developed to eliminate the accounting, finance, information systems management, and retail management minors. The rationale for the removal of the four low-performing minor programs include:

- 1) Students within the School of Business are not required to complete a minor program of study. This is largely based on a comprehensive 45-hour business core that is completed by accounting and business administration majors, and substantially completed by information systems management majors.
- 2) Some courses in the accounting, finance and retail management minors have prerequisite courses not required of non-business majors in these minor programs. This reduces non-business student preparedness for the specific course(s) should these prerequisites be waived. Requiring additional courses to alleviate this impact further reduces the attractiveness of the minor program to non-business students.
- 3) Opportunity costs to the faculty and the School of Business to maintain an assessment process for the low numbers of graduates in these minor programs outweigh the benefit for maintaining the minors.
- 4) The School of Business will retain the General Business minor for non-business majors. This minor has nearly 3 times the graduation count over the five academic terms as the four minors being eliminated. Future adjustments to this minor will eliminate any hidden course prerequisites for non-business students.

This proposal is still in process, but approval is anticipated with elimination of the four minors effective with the 2015-2016 academic term. Another proposal that is forthcoming that is anticipated to take effect during the 2015-2016 academic term is the elimination of the Sport Management Concentration within the B. S. in Business Administration program. This program is delivered in cooperation with the School of Education, Health and Human Performance. Staffing changes in this program are making delivery increasingly difficult. A proposal is currently in process.

Figure 6.3 provides a summary of these and other curricular changes taking effect in the self-study year or currently in process resulting from the self-study.

Figure 6.3
Educational Design

<i>Program or Course</i>	<i>Curricular Change</i>	<i>Student/Stakeholder Input</i>
All Undergraduate Baccalaureate Programs	Reduction of Total Degree Hours from 128 to 120 effective AY 2013-2014	WV HEPC FSU Academic Administration SoB Faculty Curriculum Committee Faculty Senate
All Undergraduate Baccalaureate Programs	New General Studies Program effective AY 2013-2014	SoB Faculty General Studies Committee Curriculum Committee Faculty Senate
All Undergraduate Baccalaureate Programs	Change of Course Prefixes for PC&TC Shared Courses and abandonment of BUSN prefix effective AY 2014-2015	SoB Leadership Team SoB Faculty PC&TC Leadership Administration Curriculum Committee Faculty Senate
B. S. in Business Administration: Hospitality Management Concentration	Elimination of the Hospitality Management Concentration effective AY 2014-2015	SoB Leadership Team SoB Faculty PC&TC Leadership Administration Curriculum Committee Faculty Senate
Accounting Minor; Finance Minor; Information Systems Management Minor; Retail Management Minor	Elimination of these minor programs effective AY 2015-2016	SoB Leadership Team SoB Faculty Curriculum Committee Faculty Senate
BSBA 2211 – Economic Principles and Problems I	Change course title to BSBA 2211 – Principles of Microeconomics effective AY 2015-2016	SoB Leadership Team SoB Faculty Curriculum Committee Faculty Senate
BSBA 2212 – Economic Principles and Problems II	Change course title to BSBA 2212 – Principles of Macroeconomics effective AY 2015-2016	SoB Leadership Team SoB Faculty Curriculum Committee Faculty Senate
All Undergraduate Baccalaureate Programs	Creation of a new BSBA elective course at the 3000 level titled “Managerial Economics”	SoB Leadership Team SoB Faculty Curriculum Committee Faculty Senate
All Undergraduate Baccalaureate Programs	Changing BUSN 2205 – “Small Business Fundamentals” to MGMT 3350 – Small Business Management and added three prerequisite courses effective AY 2014-2015	SoB Leadership Team SoB Faculty Curriculum Committee Faculty Senate
B. S. in Business Administration; Marketing Concentration	Change MKTG 2205 – Salesmanship and Sales Management to MKTG 3400 – Salesmanship and Sales Management reinstating the course to an upper level requirement.	SoB Marketing Faculty SoB Leadership Team SoB Faculty Curriculum Committee Faculty Senate
Master of Business Administration	Elimination of the Safety Track	MBA Program Director SoB Leadership Safety Faculty (Sci-Tech) Graduate Council

Criterion 6.1.2. Degree Program Delivery

Fairmont State University follows a traditional fall/spring rotation of courses with a 15 week term. A single 3 credit hour course has 45 contact hours. All courses within the School of Business curriculum are 3 credit hours. Exceptions to this would be research or internship courses which may have variable hours.

All degrees within the School of Business are delivered through face-to-face formats, though some courses may be offered online. No programs offered by the School of Business are online or nontraditional. Increasingly, and fostered by the Title III Strengthening Institutions Grant, faculty members are using technology and the institution's Learning Management System (Blackboard 9.0) to flip courses and/or deliver content online. This new approach to learning is in an effort to reduce the lecture format and inject more collaborative, team-based, active learning approaches in the classroom. However, these teaching approaches do not alter the delivery of the degree programs.

The MBA program is a three-term program. Rotation of courses is such that summer term becomes a "third" term. Required courses are offered in the summer that are needed to complete the program. The program offers a "fast track" that enables students to complete the program in 15 months: Summer A, Fall, Spring, and Summer B terms. Appendix 6.3 includes a detailed description of the program delivery of the MBA program.

With the beginning of Academic Year 2013-2014, all baccalaureate degrees within the School of Business required a total of 120 hours for completion. The same year, a new general studies program was initiated. These two initiatives comprise the most significant changes to degree delivery since Accounting and Information Systems Management became separate degrees. "15 to Finish", a new initiative of the West Virginia Higher Education Policy Commission, is encouraging full-time students to enroll in at least 15 credit-hours per term to ensure completion in 8 terms (4 years).

The following represent each degree component for the undergraduate degrees and MBA:

B. S. in Accounting	
Business Core	45 hours
Accounting Curriculum	36 hours
General Studies Courses	33 hours
Free Electives	6 hours
Total Degree Hours	120 hours

B. S. in Business Administration Finance Concentration	
Business Core	45 hours
Finance Curriculum	21 hours
General Studies Courses	33 hours
Free Electives	21 hours
Total Degree Hours	120 hours

B. S. in Business Administration General Business Concentration	
Business Core	45 hours
General Business Curriculum	18 hours
General Studies Courses	33 hours
Free Electives	24 hours
Total Degree Hours	120 hours

B. S. in Business Administration Management Concentration	
Business Core	45 hours
Management Curriculum	24 hours
General Studies Courses	33 hours
Free Electives	18 hours
Total Degree Hours	120 hours

B. S. in Business Administration Marketing Concentration	
Business Core	45 hours
Marketing Curriculum	18 hours
General Studies Courses	33 hours
Free Electives	24 hours
Total Degree Hours	120 hours

B. S. in Information Systems Management	
ISM Business Core	33 hours
ISM Curriculum	30 hours
General Studies Courses	42 hours
Free Electives	15 hours
Total Degree Hours	120 hours

Master of Business Administration	
Prerequisite Course	3 hours
MBA Core Curriculum	24 hours
Elective Courses	12 hours
Total Degree Hours	39 hours

All courses are taught on the main campus, through the virtual campus (online) or at the Gaston Caperton Center in Clarksburg, West Virginia. All degrees are available on the main campus. The B. S. in Business Administration, General Business concentration is available at the Caperton Center. Students may complete the degree in eight-terms during evening hours. Course rotations are such that students may start at 4:00 pm or 5:30 pm with courses offered during weekdays, Monday – Thursday.

Figure 6.4.a describes each of the School of Business programs and respective methods of delivery. Figure 6.4.b provides a three-year perspective on actual Time to Degree. Appendix 6.4 includes copies of current Program Sheets – A brief program description with model schedules.

**Figure 6.4.a
Degree Programs**

Degree Program	Time to Degree	Delivery Methods	Coverage Hours/3 Semester Hours
B. S. in Accounting	120 hrs.	Classroom	45
B. S. in Business Administration:			
Finance	120 hrs.	Classroom	45
General Business	120 hrs.	Classroom	45
Management	120 hrs.	Classroom	45
Marketing	120 hrs.	Classroom	45
B. S. in Information Systems Management	120 hrs.	Classroom	45
Masters of Business Administration	39 hrs.	Classroom	45

Figure 6.4.b
Time to Degree - Three Academic Years

B. S. in Accounting			
Term	Graduates	Average Hours Completed	Cataloged Total
2013-2014	9	155	120
2012-2013	8	149	128
2011-2012	15	153	128
Three Year Total	32	143	
B. S. in Business Administration			
Term	Graduates	Average Hours Completed	Cataloged Total
2013-2014	74	142	120
2012-2013	93	144	128
2011-2012	123	143	128
Three Year Total	290	155	
B. S. in Information Systems Management			
Term	Graduates	Average Hours Completed	Cataloged Total
2013-2014	1	169	120
2012-2013	15	147	128
2011-2012	15	149	128
Three Year Total	31	149	
TOTAL Undergraduate	353	145	
Master of Business Administration			
Term	Graduates	Average Hours Completed	Cataloged Total
2013-2014	22	41	39
2012-2013	22	41	39
2011-2012	23	40	39
Three Year Total	67	40	
TOTAL Graduate	67	40	

Criterion 6.1.3 Undergraduate Common Professional Component (CPC)

Students pursuing a B. S. in Accounting or B.S. in Business Administration complete the same business core program. Figure 6.5.a provides the Common Professional Component (CPC) coverage for these degrees. All component exceeded the ACBSP threshold of 30 coverage hours. Figure 6.5b provides the CPC coverage for the B. S. in Information Systems Management program. Likewise, all CPC components exceeded the threshold of 30 coverage hours.

Appendix 6.5 contains abbreviated syllabi for each course in the degree programs in which a CPC is achieved.

Figure 6.5.a
Undergraduate Common Professional Component (CPC)
B. S. in Accounting; B. S. in Business Administration Business Core Courses.

B.S. in Accounting and B.S. in Business Administration Business Core Courses													
		Hour Class Sessions by CPC Topic											Total
		a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k. l.	
Prefix and Number	Course Title	MKT	FIN	ACC	MGT	LAW	ECON	ETH	GLO	IS	QM/STAT	POL/COMP	
BISM 2200	Business Information Tools		5	5						45	2	1	58
BISM 2800	Corp. Comm. & Technology	2			2		2	1	1	45	1	1	55
BISM 3200	Management Information Systems	1			1	1	1	1	2	45	1	1	54
BSBA 2201	Principles of Accounting I		1	45						3			49
BSBA 2202	Principles of Accounting II		1	45		1					2		49
BSBA 2204	Principles of Marketing	45	2		5	2	2	2	2		2	4	65
BSBA 2209	Principles of Management	1			45	1		4	3	3	3		60
BSBA 2211	Economic Principles & Problems I		2	1			45	2	2		5		57
BSBA 2212	Economic Principles & Problems II	1				1	45	1	1		9		58
BSBA 2221	Introduction to Financial Management		45	2		1	1	2			1		53
BSBA 3306	Business Law I	1	1		1	45	1	4	1	1		3	57
BSBA 3310	Business and Economic Statistics	4			2		1	2			45		54
BSBA 3320	International Business	2	2	2	5	2	2	2	45			5	68
BSBA 4415	Strategic Management & Policy	2	2	2	5	2	2	2	2	2		45	67
BSBA 4420	Business Ethics & Corp. Accountability	5	3	2	9	5		45		5			72
TOTAL		64	64	104	73	61	103	68	60	148	71	60	

Figure 6.5.b
Undergraduate Common Professional Component (CPC)
B. S. in Accounting; B. S. in Business Administration Business Core Courses.

B.S. in Information Systems Management Business Core & Required Courses													
		Hour Class Sessions by CPC Topic											Total
		a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k. l.	
Prefix and Number	Course Title	MKT	FIN	ACC	MGT	LAW	ECON	ETH	GLO	IS	QM/STAT	POL/COMP	
ISM - Business Core:													
BSBA 2201	Principles of Accounting I		1	45						3			49
BSBA 2202	Principles of Accounting II		1	45		1					2		49
BSBA 2204	Principles of Marketing	45	2		5	2	2	2	2		2	4	65
BSBA 2209	Principles of Management	1			45	1		4	3	3	3		60
BSBA 2212	Economic Principles & Problems II	1				1	45	1	1		9		58
BSBA 2221	Introduction to Financial Management		45	2		1	1	2			1		53
BSBA 3306	Business Law I	1	1		1	45	1	4	1	1		3	57
BSBA 3310	Business and Economic Statistics	4			2		1	2			45		54
BISM 2200	Business Information Tools		5	5						45	2	1	58
BISM 2800	Corp. Comm. & Technology	2			2		2	1	1	45	1	1	55
BISM 3200	Management Information Systems	1			1	1	1	1	2	45	1	1	54
SUBTOTAL		55	54	97	55	52	53	17	10	142	66	10	
ISM - Curriculum:													
BISM 2400	Operating Systems Concepts				2			2	1	45		1	51
BISM 2600	Introduction to Networking Admin.				2			2	1	45		1	51
BISM 3000	Business Programming Logic									45		12	57
BISM 3400	Database Design and Development				1			1	1	45	1	1	50
BISM 3600	E-Commerce/Web Development Strat.	2			2	1	1	1	1	45		1	54
BISM 3800	Object-Oriented Business Applications									45			45
BISM 4000	Global, Economic, Ethical, & Social IS						5	30	25	2	1	1	64
BISM 4200	Systems Analysis and Design				2	1	1	2	1	40	1	2	50
BISM 4400	Current Topics in Information Systems				3	1	3	2	1	40	1	2	53
BISM 4800	Information Systems Project Mgmt.		1		12		1	1	1	20		24	60
TOTAL		57	55	97	79	55	64	58	42	514	70	55	

Criterion 6.1.4.a. Curriculum Design Beyond CPC

Each degree or concentration provides breadth and depth beyond the Common Professional Components. This is achieved through advanced curriculum of 3000 and 4000 level courses and general education courses. Students have options for taking business courses as their free electives, or they may pursue interests outside of the School. Figure 6.6 provides a summary of the baccalaureate curriculum credits for each program.

Figure 6.6
Table of Baccalaureate Curriculum Credits

Major	Minimum Credit Hours in General Education	Business			Free (General) Electives	Total Credit Hours Required for Graduation
		Core Requirements	Requirements Beyond Core	Business Electives		
B. S. in Accounting	33	45	36	0	6	120
B. S. in Business Administration						
Finance	33	45	21	0	21	120
General Business	33	45	18	0	24	120
Management	33	45	24	0	18	120
Marketing	33	45	18	0	24	120
B. S. in Info. Systems Mgmt.	42	33	30	0	15	120

Criterion 6.1.4.b. Curriculum Design for General Education

As previously discussed in this section, Fairmont State University instituted a new general studies program beginning with the Fall 2013 term. The general studies program is described on page 126 of the 2013-2014 Undergraduate Catalog (self-study year).

The program is an outcomes-based program and requires each student to complete one course for each of the sixteen (16) attributes. These may include major requirements that have been mapped to particular attributes as long as the student completes at least 30 hours outside of their major. This represents 25% of the total required hours for a degree. The attributes include:

- I.A. – Critical Analysis
- I.B. – Quantitative Literacy
- I.C. – Written Communication
- I.D. – Teamwork
- I.E. – Information Literacy
- I.F. – Technology Literacy
- I.G. – Oral Communication
- III.A. – Citizenship
- IV.A. – Ethics
- V.A. – Health and Well-being
- VI.A. – Interdisciplinary and Lifelong Learning
- VII.A. – Fine Arts
- VII.B. – Humanities
- VII.C. – Social Sciences
- VII.D. – Natural Sciences
- VIII.A. – Cultural Awareness and Human Dignity

The School of Business has mapped five of its business core classes to the general studies program. To be approved, a course must map its learning outcomes to the general studies attribute outcomes and document levels of achievement in the assessment process. The courses mapped by the School of Business and the corresponding attribute include:

BISM 2200 – Business Information Tools: Attribute 1A – Critical Analysis
BSBA 2209 – Principles of Management: Attribute 1D – Teamwork
BSBA 4420 – Business Ethics and Corporate Accountability: Attribute IV – Ethics
BSBA 2211 – Economic Principles and Problems I: Attribute VIIC – Social Science
BSBA 3320 – International Business: Attribute VIII – Cultural Awareness and Human Dignity

Business students completing these core course meet the respective general studies attribute. Appendix 6.1 contains the desired profile, the corresponding attribute, sub-attribute, and learning outcomes.

Criterion 6.1.5 Other Business-related Programs

The School of Business does not offer and therefore is not seeking accreditation for any business-related programs other than those described in this narrative and identified in Table 1 in the Institutional Overview.

Criterion 6.1.6 Curriculum Design in Graduate Programs

All courses in the MBA program are 3 credit-hour courses. With the exception of MSBA 5000 – *MBA Essentials*, MSBA 6010 – *Managerial Practicum*, and MSBA 6020 – *Global Experience* which are graded on a Credit/No Credit basis, all remaining courses are graded in compliance with institutional grading policies. The MBA curriculum consists of the following courses:

Prerequisite Course: 3 credit hours

MSBA 5000 – *MBA Essentials*

Required Core Courses: 24 credit hours

MSBA 5110 - *Leadership Workshop*
MSBA 5200 - *Management Information Systems*
MSBA 5300 - *Managerial Economics*
MSBA 5400 - *Business Environments*
MSBA 5550 - *Financial Reporting and Analysis*
MSBA 5600 - *Marketing for Managers*
MSBA 5700 - *Quantitative Analysis*
MSBA 6000 - *Strategic Management*

Elective Courses: 12 credit hours

MSBA 5100 - *Personal Development Workshop*
MSBA 5120 - *Tactical Human Resources Practices (HR Track)*
MSBA 5130 - *Labor Relations and Dispute Resolution (HR Track)*
MSBA 5140 - *Strategic Human Resources Management (HR Track)*
MSBA 5610 - *Supply Chain Management*
MSBA 5710 - *Operations Management*
MSBA 5800 - *Knowledge Management*
MSBA 5810 - *Project Management (PM Track)*
MSBA 5820 - *Advanced Project Management (PM Track)*
MSBA 5850 - *Project Management Capstone (PM Track)*
MSBA 6010 - *Managerial Practicum (HR & PM Tracks)*
MSBA 6020 - *Global Experience (may involve international travel requirement)*

See Appendix 6.3 – MBA Program Review - for Course Descriptions and for current syllabi of all courses.

The MBA program was originally designed to attract area working professionals as well as to afford graduate opportunities to undergraduates. The initial courses were offered in an eight-week format with

two courses being offered the first term of the program's history. In response to student feedback, the eight-week format was soon adjusted to a full semester-length term. Courses with face-to-face delivery are scheduled on a Monday, Tuesday, Wednesday, or Thursday evening, meeting one evening per week beginning at 6:00 pm and ending at 8:50 pm. All but four courses are delivered in a "hybrid" format consisting of at least one face-to-face meeting supplemented by online delivery. In some cases, this approach has allowed for two courses to be scheduled on the same evening alternating sessions on an every-other-week format. At present, two courses are delivered completely through Blackboard Learn™ 9.1 online learning delivery platform, and two courses are considered face-to-face relying more on weekly classroom instruction.

Given the present enrollments in the program, a static course rotation is sufficient to accommodate the 15-month "fast track" or the 26 month part-time model schedule. Please see Appendix 6.6 for a copy of the MBA model schedules.

In addition to the MBA degree, the Project Management and Human Resource Management tracks are available. The Occupational Safety Administration track was the last track added to the curriculum but has since been terminated due to lack of enrollment and academically qualified faculty. Matriculating students may complete the tracks, or non-degree seeking students may do so as a graduate certificate. The project management and human resource management certificates consist of the three respective track courses plus the MSBA 6010 – *Managerial Practicum* course. Specific track courses are identified by parenthetical notation in the course rotation schedule below. The 12 hours of Occupational Safety courses constitute the graduate certificate for this track.

The course rotation schedule and primary delivery modes are as follows:

Summer Term:

MSBA 5000 – <i>MBA Essentials</i>	Hybrid
MSBA 5100 - <i>Personal Development Workshop</i>	Online
MSBA 5140 - <i>Strategic Human Resources Management (HR Track)</i>	Hybrid
MSBA 5550 - <i>Financial Accounting</i>	Hybrid
MSBA 5850 - <i>Project Management Capstone (PM Track)</i>	Hybrid
MSBA 6000 - <i>Strategic Management</i>	Hybrid
MSBA 6010 - <i>Managerial Practicum (HR & PM Tracks)</i>	Hybrid

Fall Term:

MSBA 5200 - <i>Management Information Systems</i>	Hybrid
MSBA 5600 - <i>Marketing for Managers</i>	Hybrid
MSBA 5700 - <i>Quantitative Analysis</i>	Face-to-Face
MSBA 5120 - <i>Tactical Human Resources Practices (HR Track)</i>	Hybrid
MSBA 5800 - <i>Knowledge Management</i>	Online
MSBA 5810 - <i>Project Management (PM Track)</i>	Hybrid
MSBA 6020 - <i>Global Experience (may involve international travel)</i>	Hybrid

Spring Term:

MSBA 5110 - <i>Leadership Workshop</i>	Hybrid
MSBA 5300 - <i>Managerial Economics</i>	Face-to-Face
MSBA 5400 - <i>Business Environments</i>	Hybrid
MSBA 5130 - <i>Labor Relations and Dispute Resolution (HR Track)</i>	Hybrid
MSBA 5710 - <i>Operations Management</i>	Hybrid
MSBA 5820 - <i>Advanced Project Management (PM Track)</i>	Hybrid

Criterion 6.1.7 Education (Design and Delivery) Evaluation

Fairmont State University and the School of Business employ several methods of formal evaluation and incremental monitoring to provide continuous quality improvement:

- Five Year Program Review
- Annual Program and Course Assessment
- Course Evaluation - *IDEA® Student Ratings of Instruction*
- Biennial *Major Field Test®* Administration

Periodic Monitoring of Enrollment Reports
School of Business Leadership Team Observations
Dean's Council Observations and Discussions

Five Year Program Reviews

Higher Education Policy Commission mandates and FSU policy requires each undergraduate baccalaureate degree and graduate degree to undergo a five year review. Program reviews, required by state law, require the following topics and sub-topics to be addressed:

Viability:

- Enrollment
- Liberal (general) Studies Requirements
- Assessment Requirements
- Adjunct Utilization
- Graduation/Retention Rates
- Previous Program Review Results

Adequacy:

- Program Requirements
- Faculty Data
- Accreditation/National Standards (as applicable)

Necessity:

- Placement and success of graduates
- Program in WV of similar type

Consistency with Mission

- Conformance with Mission of Institution
- Relationship to Other Institutional Programs

The B. S. in Accounting and B. S. in Information Systems submitted Program Reviews in 2012. The Master of Business Administration program submitted a Program Review in 2013. The B. S. in Business Administration last submitted a program review in 2009 and is due to submit this five-year report at the conclusion of the ACBSP self-study process. The B. S. in Business Administration received a one-year deferment to accommodate the reaccreditation process through ACBSP.

The Program Review reports may be accessed through <http://www.fairmontstate.edu/aboutfsu/board-governors/program-reviews>. The reports are not included as appendixes to this report except for the MBA program:

In an anticipation of ACBSP accreditation of the MBA program post its period of eligibility, and the reaccreditation process of the balance of School of Business programs, it is intended that the MBA program review be used to augment material in this self-study report. Thus, the program review report is included as Appendix 6.3, including its appendixes. The full report, including outside review comments and recommendations may be accessed via the web address provided above.

Annual Program and Course Assessment

The School of Business continues to pursue course assessment and improve its performance in this area. The School of Business has submitted its first institutional assessment reports for the 2013-2014 academic terms under the new process. These reports provided a self-evaluation of the strengths and weaknesses of our programs, as well as the areas in need of improvement. Results are part of Standard #4 – Measurement and Analysis of Student Learning and Performance. The School of Business continues to improve its course and program assessment processes. During the self-study year, the following major activities and actions took place:

- Prior to Fall 2013, Dr. Rebecca Giorcelli was named as the Assessment Director for the School of Business. Dr. Giorcelli's role, in conjunction with the Associate Dean, is to develop sustainable

assessment processes and procedures and serve as faculty support in all phases of the assessment cycles.

- Prior to Fall 2013, membership on the School's Assessment and Accreditation Committee was defined, with subsequent meetings being held.
- *Assurance of Learning* Procedures have been drafted and this document continues to be a work in progress.
- Beginning with Fall 2013 term, course learning outcomes for every course in the School of Business have been reviewed. Improvements have been made in learning outcomes and appropriate language, as well as steps taken to assure consistency of learning outcomes across course sections. This work is substantially complete, though faculty are continuing to make improvements.
- Course Champions have been identified for all courses, particularly courses that are taught by adjuncts and multiple instructors. Course Champions are responsible to coordinate the gathering of assessment data used in course assessment. Standing requirements have been identified for a number of courses, and continues to be work in progress.
- A number of trainings on TaskStream and faculty work sessions have been conducted to complete the 2012-2013 assessment cycle for targeted courses. Data entry into TaskStream for targeted courses by Course Champions has been accomplished for a number of courses. Faculty continues to work on this element.
- By the end of the Spring 2014 term, it is anticipated that the findings and recommendations on the 2012-2013 assessment cycle will be completed.
- By the beginning of the Fall 2014 term, it is anticipated that data entry for courses offered during the 2013-2014 assessment cycle will be completed.
- As time allows, it is anticipated that a number of courses will have data entered into TaskStream for the 2011-2012 assessment cycle.

The School of Business will continue to use a standardized, normed exam, survey data, and qualitative methods as program assessment. A number of initiatives are being considered to determine appropriate internal, external, formative, and summative assessment measures for program assessment. Some work elements to be addressed in the coming months include:

- Identification of program learning outcomes and assessment measures for concentrations in the B.S. in Business Administration program, including General Business, Finance, Marketing, Management, and Sport Management.
- Formalize the *Assurance of Learning* procedures and operationalize into the School's governance processes to ensure completion of the assessment process, including establishing plans for correction or improvement based on outcome of data analysis.
- Finalize assessment measures for program outcomes that may be employed from cycle to cycle, including pre- and post-tests, portfolio development and evaluation, etc., for consistency of assessment data.

Course Evaluation - IDEA® Student Ratings of Instruction

Course evaluations are conducted each term for each section. Face-to-face sections produce greater response rates than online sections, but overall, the response rate for these instruments need to be improved.

Fairmont State University (FSU) and the School of Business utilize *IDEA® Student Ratings of Instruction* to help ascertain effectiveness of teaching to certain common learning objectives. The instrument used by FSU allows instructors to choose from among 12 objectives which are most important or essential for each course. Each of the IDEA Objectives map to one or more of the program outcomes in the School of Business. This process is discussed in length in Standard #4 – Measurement and Analysis of Student Learning and Performance.

Student ratings of progress on objectives chosen as important or essential on the IDEA instrument become significant regarding their relevance to assessment. By comparing ratings of progress on the objectives among responses from the School of Business, Fairmont State University, and IDEA database results, it is readily apparent how well students perceived the objectives were achieved. For the purposes of assessment analysis, the Raw Average scores are used.

Biennial Major Field Test® Administration

Every other year during the spring term, the School of Business generates a report of students who are eligible to sit for the *Major Field Test®* (MFT). The MFT is administered on a biennial basis. This approach provides a sufficient population of students from which to draw participants. Eligibility is defined as (1) students who have completed 90 hours or more (senior status); and, (2) have completed the business core foundational courses.

Participation in the MFT is voluntary, though discussions have been held as to how best to require the exam of all students as a condition of a capstone course or graduation. To date, this approach is still in the formative phase. Prior to the spring 2012 cohort, participation was based on student volunteerism fostered by persistent faculty prodding. For 2012, the School of Business offered monetary and gift incentives for the students receiving the highest scores.

The incentives resulted in an increase in student participation, as a percentage of those eligible, from 33% in 2010 to 52% in 2012. In addition to increased participation, a new high score was achieved though the Standard Deviation remained relatively constant. 2014 also resulted in greater participation and a new high score.

Though 2012 saw an improvement in scores at or above the national mean across topics, as a percentage of correct responses, results from 2014 indicate some of the gains may not be consistent. Further analysis of the data, and further consideration of requiring the test of all students, is warranted. Refer to Figure 6.10a and Figure 6.10b for MFT data for the last three years.

Periodic Monitoring of Enrollment Reports

The Dean regularly receives enrollment “funnel” reports that provide current information on enrollment, retention, and graduation. Such reports are routinely reviewed and shared with the Leadership Team members as needed.

Graduation information, enrollment information, faculty credit hour production, and current majors are examples of enrollment data provided to the Dean and/or academic leaders of the institution.

School of Business Leadership Team Observations

In addition to assessment and quantitative data provided to academic leaders, qualitative analysis and anecdotal observations play a role in education evaluation. The Dean, Associate Dean, Business Learning Coordinator, University Business Center Director, and Program Coordinators often engage in informal discussion of problems, issues, and trends as they relate to in-class, classroom management, curricular, and student management issues. These discussions often lead to a more formalized review or evaluation which often results in new policies, curricula alterations, or process development and/or adjustments. A recent example is the concerns expressed by Program Coordinators in the Leadership Team meeting regarding the required assessment processes for minor programs of study with low enrollments. This discussion led to a review of historic enrollment numbers which then led to a decision to seek elimination of all but one minor program of study.

Dean's Council Observations and Discussions

A similar process is often followed in the Dean's Council. The Dean and Associate Dean participate in Dean's Council. This bi-monthly meeting, which includes the Provost, Associate Provost, Deans, Associate Deans, Chairs, and the Caperton Center Director. From time-to-time, issues begin as informal discussions which are formalized into action plans or feedback from responsible parties. Frequently Vice Presidents, Directors, and program personnel responsible for various support units attend and provide input or receive feedback from the academic units' leadership.

Section 6.2 Management of Educational Support Service Processes and Business Operation Processes

Criterion 6.2.1 Education Support Processes

Fairmont State University and the School of Business provide substantial educational support for its students. Most of the institutional services fall under the purview of the Vice President for Student Services and are housed within the Turley Student Services Center. These services include:

- Enrollment Services
- Admissions and Recruiting
- International Student Services
- Academic Advising
- Retention Office
- Honors Program
- Disability Services
- Counseling Office

Currently, usage data for some services are maintained internally, but not shared with the campus community. Part of the previously described assessment efforts being pursued through the Vice President for Institutional Assessment and Effectiveness will include all support services, including physical plant. These assessment activities will continue to be improved.

Brief descriptions of each education support processes will be addressed by topic concentrating narrative elaboration on the most significant.

Counseling

The Counseling Center provides undergraduate and graduate students with psychological, emotional, and mental well-being services. The center is staffed by a licensed psychologist and a mental health therapist. The Center provides crisis and emergency counseling working through Campus Security and Housing as circumstances warrant.

Advising

The advising processes within the School of Business were previously discussed under Criterion 5.4.2. In addition to the School of Business advising services, the institution places a high priority on students receiving appropriate and quality advising.

The Academic Advising Center was created initially to provide a one-stop-shop for student advising particularly focused on new and transfer students, undeclared students, and majors when their faculty advisors had not yet been assigned or were unavailable. Currently, the primary focus of the Academic Advising Center is to assist undeclared students with advising and support. The Center staff also provides an array of services for assisting students with selecting a major and navigation of degree requirements.

A recent initiative spearheaded by The Academic Advising Center is the development of the "FSU Academic Advising Network (A.A.N.). This efforts brings together critical faculty and staff members from throughout the University to share information and provide input on issues or challenges regarding academic advising. In addition to presentations as warranted, the venue offers an open forum format to maximize the level of engagement among the participants. From the School of Business, the Dean, Associate Dean, and/or Business Learning Coordinator attend the meetings.

Placement

Placement support services within the School of Business has two primary focal points. The first is the Career Development Center. The Career Development Center provides resources and assistance in preparation and development of students for job search, resume evaluation and development, networking and interviewing skills development, among other assistance.

The Career Development Center maintains *FalconLink*, an online register for students/alumni and employers. In addition to employment openings, volunteer opportunities are also posted for students interested in community service. To aid students in choosing a career and appropriate academic major, the Career Development Center also provides students with access to *Focus – Career and Education Planning*. Students may use this interactive program to help them with self-assessment to determine appropriate disciplines which may be matched to their aspirations.

A second focal point for placement available for business students is through the University Business Center within the School of Business. In addition to coordination of internship and practicum placement opportunities, the Director also receives and inquiries from area business and industry for potential job applicants. This networking approach is a benefit of this outreach effort. The University Business Center also sponsors student professional development series. Most recently a “Dress for Success” event for male and female School of Business students were held. These events augment the etiquette and networking event sponsored each year.

Tutorial Services

The University provides assistance to maintain a University Writing Center. This center provides services through tutors to university students who need assistance with writing assignments. Currently, additional tutoring services are available to FSU students through the Pierpont Tutoring Services Center which is shared with Pierpont Community & Technical College.

The aforementioned Peer Mentoring Program within the School of Business is gaining popularity and momentum. Trained peer mentors moderate study sessions on high-risk courses. During the first year of the program, peer mentors were available for Principles of Accounting and Economics courses.

Computer Facilities

Fairmont State University and the School of Business have invested much to maintain technology to support student learning. There are open labs on campus for student use, as well as free campus-wide wireless connectivity available throughout the campus. The two primary open labs are located in the Ruth Ann Musick Library. This lab sits adjacent to a Starbucks Bar that offers students access to hot and cold drinks and grab-n-go food. The second open lab is available on the third floor of the Falcon Center adjacent to the Campus Dining Hall. The Falcon Center is FSU’s student activities center which also includes recreation, bookstore, conference, and foodservice facilities.

The School of Business does not have a traditional computer lab in Jaynes Hall, but does have a laptop cart which can be used to turn any classroom into a computer lab using the wireless connectivity. Two computer labs are assigned to the School of Business in the Engineering Technology (ET) building: Room 208 and Room 212. Room 208 is utilized full-time, and Room 212 is available 50% of the time, being shared with Pierpont Community & Technical College. The computer labs in ET serve the Information System Management program. In addition to the laptop cart in Jaynes Hall, through the Title III Strengthening Institutions grant, the School has purchased an iPad cart for classroom use.

All technology and software applications are managed through the Teaching and Learning Commons (TLC) which is under the purview of the Vice President & Chief Information Officer. The TLC is the interface between the Office of Information Technology and the campus community. The TLC maintains walk-up service during office hours, telephone assistance and “Live Help” through email. In addition to technology issues, the TLC assists with Blackboard 9.0 Learning Management System, mobile device applications, and classroom media troubleshooting.

Classrooms

The School of Business programs are located in two campus buildings. The School office, faculty offices and classrooms for the B. S. in Accounting and B. S. in Business Administration are located in Jaynes Hall, the second oldest building on the main campus. Jaynes Hall is located adjacent to the parking garage across from Hardway Hall – the institutional administration building. The School of Business occupies the entire first (main) floor, and part of the second floor. The School shares Jaynes Hall with the College of Liberal Arts’ Department of Language and Literature, and Pierpont Community & Technical Colleges’ School of Academic Studies.

The faculty offices and classrooms for the B. S. in Information Systems Management are located in the Engineering Technology building. The Engineering Technology building was underwent a complete renovation approximately 8 years ago with the addition of two new floors. This ISM program is located on the second floor of this facility

The B. S. in Business Administration, General Business concentration is also available at the Gaston Caperton Center in Clarksburg, West Virginia. The Caperton Center is a regional campus facility located in a 36,000 square feet building with 15 classroom and three computer labs, among other facilities. One full time Business Administration professor is house at the Caperton Center.

A description of classroom and other teaching/student related rooms are described in Figure 6.7.

Figure 6.7
School of Business Classrooms & Student Support Spaces

Jaynes Hall			
<i>Room No.</i>	<i>Capacity</i>	<i>Availability</i>	<i>Amenities/Comments</i>
101	45 seats	100%	Wireless connectivity; teaching station & desk; projector; networked computer; document projector; Node chairs for collaborative learning
103	24 seats	100%	Collaborative workspace with mini-whiteboards; wireless connectivity; teaching station & desk; Eno Smart board; projector; networked computer
104	15 seats	100%	LearnLab room – not for general instruction; All amenities of Room 103 with MediaScape tables; Mediasite lecture capture recorder; iPad cart w/ 30 iPads
105	35 seats	100%	Wireless connectivity; teaching station & desk; projector; networked computer
117	30 seats	100%	Tables for collaborative workspace; wireless connectivity; teaching station; projector; document projector; distance education equipment; and Mediasite lecture capture recorder. This room is also the MBA/Executive Classroom
118	n/a	100%	GroupSpace – small informal student group or study setting with five computers and printing availability; seating for individual, couple, or group study sessions; wireless connectivity
211	45 seats	100%	Wireless connectivity; teaching station & desk; projector; networked computer; document projector; Node chairs for collaborative learning
214	45 seats	100%	Wireless connectivity; teaching station & desk; projector; networked computer; document projector; Node chairs for collaborative learning
Engineering Technology Building			
<i>Room No.</i>	<i>Capacity</i>	<i>Availability</i>	<i>Amenities/Comments</i>
208	30	100%	Computer lab with 30 hardwired computers arranged in clusters of 6 stations; Wireless connectivity; Teaching Station & Desk; Projector; Networked computer
212	30	50%	Computer lab with 30 hardwired computers arranged in rows/classroom format; Wireless connectivity; Teaching Station & Desk; Projector; Networked computer

Through the responsible use of student fees, the Dean has improved technology and made class room upgrades over the last several years. The first significant investment culminated with total renovation of Room 117 in Jaynes Hall from an outdated classroom to a modern facility with multi-media and distance education technology. Recently this room also received installation of lecture capture capabilities.

The Title III Strengthening Institutions grant provided for classroom renovations and technology upgrades in Rooms 101 and 103. Room 104 was converted to a LearnLab space to accommodate collaborative learning. The LearnLab currently houses the Peer Mentoring program and serves as a study space for this effort.

Rooms 214 and 212 in Jaynes Hall also have receive new desks that better accommodate contemporary needs. Room 118 was renovated as a Group Space for business students. Collaborative study and lounge space, five computer stations, and wireless connectivity make this a popular spot between classes.

Office Space

As described, faculty offices are located in Jaynes Hall and the Engineering Technology Building. At present, all full-time faculty members have private offices. This allows for confidential meetings with students for advising or assistance. As the School office is located near the middle of Jaynes Hall, it serves as the reception area and support center for faculty. The University Business Center and Business Learning Coordinator are also located in Jaynes Hall in close proximity to the Dean's office. This arrangement provides access and convenience for collaboration on respective activities and initiatives.

Libraries

The Ruth Ann Music Library at FSU is a full-service library providing students with optimal learning support and resources. In addition to the aforementioned computer lab, the Library also houses the Teaching and Learning Commons (TLC) and ample study space for students. In addition to the traditional stacks of cataloged book, periodicals, and computer labs in the library, students have access to over 50,000 e-books, 150 databases, and virtual references through online chat support accessible from any computer at any location.

Criterion 6.2.2 Business Operation Processes

Primary Business Operation Processes for the School of Business are managed through cabinet officers: Vice President for Administration Fiscal Affairs, Vice President for Student Services, Vice President and Chief Information Officer, and Vice President for University Communications. The interface between these three units maintain all budgetary and fiscal accountability compliance, registration and student accounts, and the software and electronic processes applicable to each and facilities and operations. These include:

Vice President for Administration and Fiscal Affairs is responsible for:

- Accounting and Sponsored Programs
- Budget
- Student Activities Center
- Campus-Community Relations
- Human Resources & Benefits
- Campus Safety & Emergency Planning
- Payroll Processing
- Procurement and Payment Services
- Capital Projects Management & Physical Plant
- Copy/Printing Services

Administrative and Fiscal Affairs web page may be found at <http://www.fairmontstate.edu/adminfiscalaffairs/>

Vice President for Student Services is responsible for:

- Career Development
- Registrar/Information Systems
- Enrollment Services
- Admissions and Recruitment
- Financial Aid
- International Student Services

- Retention
- Disability Services and Counseling
- Housing and Residential Life
- Campus Judicial Affairs

Further information on Student Services may be found at <http://www.fairmontstate.edu/studentservices/>

Information Technology is responsible for:

- Fairmont State Libraries
- Application Services (administrative systems and data assurance)
- Teaching & Learning Commons (end-user support)
- Networks, Servers and Security
- Web & Media Systems

More information on Information Technology may be found at <http://www.fairmontstate.edu/it/>

Vice President for University Communications is responsible for:

- Marketing
- Public Relations
- Web & Graphics (Creative Services)
- Communications Administration
- Information Services
- Alumni Relations
- Events
- Institutional Advancement

University Communications web page locations are disbursed across the web site.

As a public institution, the institution must not only comply with applicable policies and procedures set forth by the Board of Governors, but must also operate within the state code and regulations as any state agency. All employees of Fairmont State University are employees of the State of West Virginia, and as such, are subject to compliance with all laws applicable to all state employees.

Post the Higher Learning Commission accreditation visit, a concern was raised regarding assessment of all non-academic, support and ancillary programs and operations. To date, no institutional data has been received regarding business operation processes. It is expected assessment of these processes will be part of the assessment initiatives of the institution during the next assessment cycle.

Within the School of Business, the Dean, Associate Dean, and Leadership Team continually monitor operations with the unit that interface with the major units as described above. These discussions are often brought to the Dean's Council for consideration. An example of a recent change in procedures that impacted student stakeholders relates to processing of course overrides. Prior to the pre-registration period during Spring 2014, students were required to process overrides through the Office of Registrar. The process was changed to enable the academic units to process all overrides with a few exceptions.

Section 6.3 Enrollment Management

Criterion 6.3.1. Admissions Policies and Procedures

Currently the School of Business does not have an admission policy separate from the University policy. Once admitted to the University, students may declare a business major without meeting further requirements. Admission policies and procedures of the University are located page 9 of the 2013-2014 Catalog (Self-study year). Transfer policies may be found on page 13 of the same academic term catalog. Admission information may also be obtained online, as well as accessing the online application, by clicking on "Admissions" on the top menu of the University's main web page: <http://www.fairmontstate.edu/>

Criterion 6.3.2. External Articulation Process

The School of Business currently does not have any formal articulation agreements with any other institution. The policies for transfer students and transferring core coursework is found on page 13 of the 2013-2014 Undergraduate Catalog.

The Dean, Associate Dean, and/or program faculty work closely with staff of Enrollment Services when issues arise regarding the transferability of business related course. Enrollment Services maintains database of course equivalencies from the most common institutions with which FSU corresponds. Once course are transferred onto the FSU transcript, students may also petition for course to be accepted as equivalent credit through an appeal process. In circumstances when a course has not been transcribed as an equivalent course, students may petition the Dean for a course substitution for a degree requirement if the course in question meets at least 70% of the content and learning outcomes of an FSU course. This process involves submission of syllabi, course descriptions, and/or texts used. Memorandum of Substitutions are typically recommended by faculty to the Dean. Copies of all memoranda submitted are maintained in the Dean's office.

Students transferring from another public college or university in West Virginia may transfer up to thirty-five (35) credit hours of undergraduate general studies coursework. Acceptance of upper level course work is discretionary. A list of courses that may be fulfilled by transfer credit is found on page 19 of the 2013-2014 Undergraduate Academic catalog.

Criterion 6.3.3 Graduate Program Articulation & Admissions Policy

All students seeking admission to the MBA program must first meet the minimum standards for graduate study. Regular admission to any graduate degree program at Fairmont State University requires a baccalaureate degree from a regionally accredited institution and a minimum 2.75 overall undergraduate grade point average (GPA) on a four-point scale (4.0), or a 3.0 GPA on the last 60 hours attempted. The MBA program has targeted an overall 3.00 GPA as a threshold for admission into the program.

Official transcripts are required to be submitted from all institutions attended. Additionally, applicants are required to submit scores on the Graduate Management Aptitude Test (GMAT), or the Graduate Record Exam (GRE). Other standardized scores, such as the Law School Admission Test (LSAT) may be accepted on a case-by-case basis in lieu of the GRE or GMAT. Scores more than five years old are not accepted. To date, no specific cut scores have been established. GRE, GMAT or other scores are used to support the applicants' transcript analysis.

Until the 2014-2015 academic term, early application deadline was February 1st. Admission decisions were made and students notified prior to the start of the summer term. The summer term was considered the start of the program rotation. All students entering the program enroll in the MSBA 5000 – *MBA Essentials* course. Most recently, the MBA Essentials is being offered each summer and admissions are being made on a rotation basis.

While undergraduate GPA and test scores are measures used to determine a prospective student's chances of success, letters of recommendation, a statement of purpose and interviews may also be utilized. Applicants who do not meet all minimum admission criteria may be admitted provisionally, applying at least 5 years of progressively responsible work experience as an additional measure. This provisional admission policy was approved by the Graduate Council and intends to afford admission to those who have progressively responsible professional management experience. The policy allows applicants, who have at least five years of progressively responsible work experience, to substitute this experience for either a low GPA or a GMAT/GRE score. Progressively responsible work experience is defined as management, supervisory, or other responsible experience in which the applicant has decision-making or other authority over institutional resources including human, fiscal, and capital assets, and/or decision-making or other authority over sales, revenue, or policy issues.

To apply the provisional admission option, students must achieve an index of 950 through the following formula: *(Overall GPA of 2.5 or better x 200) + minimum of 400 GMAT score or better [Note: GRE scores may be accepted and converted to a GMAT equivalent]*. Should an applicant wish to substitute their 5-year work experience for a low GPA or a GMAT/GRE score, they will receive the

minimum points allowed for the substitution. Substitution for the GPA would equal 500 points maximum; substitution for GMAT/GRE would equal 400 points maximum.

The Graduate Council maintains an electronic Graduate Bulletin. Academic policies, grievance policies and other information important to graduate students may be found at <http://www.fairmontstate.edu/graduatestudies>

Graduate students are classified as “graduate” students who have been admitted into the program. Additional statuses may be attached to “active” students. These may include probationary, provisional, or suspended. Academic policies for graduate programs are administered by the Associate Provost and Director of Graduate Programs. Policy, procedures, academic requirements, curricula, and appeals are handled by the Graduate Council. The Graduate Council is representative of the Schools and Colleges offering graduate programs and at-large members. The Provost and Vice President for Academic Affairs serves as an ex-officio member.

The MBA program is an evening, traditional program. Program architecture is addressed in more detail under Criterion 6.1.6 above. See Appendix 6.3 for a detailed program analysis of the MBA program.

Criterion 6.3.4. Academic Policies for Probation, Suspension, and Readmitting of Students

The School of Business follows institutional policy for probation, suspension and readmission of students. These policies are administered by the Office of the Registrar and are delineated beginning on page 42 of the 2013-2014 Academic catalog under the section on Academic Information. Additionally, the Registrar provides other general information and frequently asked questions on the website at <http://www.fairmontstate.edu/admissions/registrar>.

Criterion 6.3.5. Academic Policies for Recruiting, Admitting, and Retaining Students

The School of Business follows institutional policies and initiative for recruiting, admitting, and retaining students. Recruitment is managed by the Office of Admissions and Recruitment. The Director of Recruitment & Admissions and the Assistant Director of Recruitment and Admissions/Special Events Coordinator regularly attend Dean’s Council meetings to inform the Deans and staff and collaborate on recruitment events. For more information on a Campus Visitation Day, please see <http://www.fairmontstate.edu/fsunow/fairmont-state-host-campus-visitation-day-nov-8>

The School of Business does not have any admission requirements beyond admission to the University. Any student admitted to the University is eligible to declare a major offered by the School of Business. Undergraduate admissions requirements may be viewed at: <http://www.fairmontstate.edu/admit/undergraduate-admissions>

Graduate Admission requirements may be found at: <http://www.fairmontstate.edu/graduatestudies/graduate-programs>

For more information on Admissions and Recruitment, follow <http://www.fairmontstate.edu/admit/admissions-staff>

Criterion 6.3.6. Results of Enrollment Management

Figure 6.8 provides five-year graduate totals for all programs in the School of Business. Figure 6.9 provides information received for Retention Rates for first-time, full time students. It was not until the self-study year that reports became available on inquiry and admission data. Data will be further refined from these reports and incorporated into the information depicted in Figure 6.9.

Criterion 6.3.7 Enrollment Management will be pursued on a continuous basis.

Declining enrollments has become a significant talking point in most meetings of faculty and staff, Dean's Council, and other relevant committees and working groups. The Campus Collaborative for Recruitment and Retention (CCRR) is co-chaired by the Vice President for Student Services and Vice President for Assessment and Institutional Effectiveness. This group is tasked with looking at institutional practices and processes to improve recruitment and retention. The School of Business has engaged with initiatives, as has been described within this report, to improve recruitment and retention for its programs.

Figure 6.8
Five-Year Graduate Totals – School of Business

5 YEAR GRADUATE TOTALS										
	2013-2014		2012-2013		2011-2012		2010-2011		2009-2010	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
B.S. in Accounting	9	10.59%	8	6.84%	16	10.19%	18	12.08%	23	16.08%
B.S. in Business Administration	74	87.06%	93	79.49%	124	78.98%	129	86.58%	120	83.92%
Accounting ¹							2	1.55%	0	0.00%
Entrepreneurial Studies	0	0.00%	0	0.00%	1	0.81%	0	0.00%	2	1.67%
Finance	12	16.22%	9	9.68%	10	8.06%	15	11.63%	10	8.33%
General Business	33	44.59%	36	38.71%	59	47.58%	34	26.36%	38	31.67%
Hospitality Management	2	2.70%	4	4.30%	5	4.03%	10	7.75%	3	2.50%
Human Resource Management	0	0.00%	4	4.30%	11	8.87%	17	13.18%	14	11.67%
Information Systems ²							12	9.30%	11	9.17%
Management	13	17.57%	17	18.28%	20	16.13%	14	10.85%	17	14.17%
Marketing	9	12.16%	17	18.28%	16	12.90%	19	14.73%	18	15.00%
Sports Management	5	6.76%	6	6.45%	2	1.61%	6	4.65%	7	5.83%
	74	100.00%	93	100.00%	124	100.00%	129	100.00%	120	100.00%
B.S. in Information Systems Management	2	2.35%	16	13.68%	17	10.83%	2	1.34%		
UNDERGRADUATE TOTAL	85	100.00%	117	100.00%	157	100.00%	149	100.00%	143	100.00%
UNDERGRADUATE TOTAL	85	79.44%	117	84.17%	157	87.22%	149	88.69%	143	86.67%
MASTER OF BUSINESS ADMINISTRATION	22	20.56%	22	15.83%	23	12.78%	19	11.31%	22	13.33%
SCHOOL OF BUSINESS TOTAL	107	100.00%	139	100.00%	180	100.00%	168	100.00%	165	100.00%

¹ AY 2010-2011 represents the final teach-out of Accounting concentration within the B. S. in Business Administration Program.

² AY 2010-2011 represents the final teach-out of Information Systems concentration within the B. S. in Business Administration Program.

Source: *Grads_by_Degree_and_Major_since_2003*, Institutional Research

Figure 6.9
Retention Rates – Second Year Students

Four Year Undergraduate Retention Rates					
Fall Term	First Time Full Time Student	Returned Spring	Spring Retention Rate	Returned Next Fall	Next Fall Retention Rate
B. S. in Accounting					
2010	21	20	95%	14	67%
2011	16	13	81%	13	81%
2012	23	17	74%	15	65%
2013	16	15	94%	15	94%
B. S. in Business Administration					
2010	53	45	85%	31	58%
2011	57	45	79%	35	61%
2012	56	45	80%	30	54%
2013	73	58	79%	43	59%
B. S. in Information Systems Management					
2010	1	0	0%	0	0%
2011	3	2	67%	1	33%
2012	2	2	100%	2	100%
2013	7	7	100%	7	100%

Source: Graduation_Retention_Rates, Institutional Research

Figure 6.10
Graduation Rates – First-Time Full Time Students – All Programs

Fall Term	First Time Full Time Student	Returned Next Fall	Graduated
2004	98	71	40
2005	74	43	25
2006	64	34	32
2007	75	48	41
2008	79	49	34
2009	68	44	19

Source: Graduation_Retention_Rates, Institutional Research