SUNY PLATTSBURGH

SCHOOL OF BUSINESS & ECONOMICS

Fifth-Year Maintenance of Accreditation Report

Prepared for AACSB International – December 2011

Future Home of the School of Business & Economics, January 2013

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OUR MISSION:

To provide our diverse undergraduate student population with the requisite professional skills, knowledge, and experience demanded by a global economy.

OUR VISION:

To be the top public, accredited school for business education in Northern New York known for innovative programs and dedication to our students, faculty, alumni and regional community and having a reputation among academia and industry for leadership in business education and as a driving force for economic growth.

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EXECUTIVE SUMMARY

The State University of New York (SUNY) College at Plattsburgh is a four-year, public, comprehensive college located in upstate New York, about 25 miles south of the Canadian border, in the City of Plattsburgh. It is one of 64 SUNY institutions in the SUNY System, and falls within the category of SUNY's 13 comprehensive colleges. The School of Business & Economics (SBE) is distinct among business schools in the SUNY systems because of our offerings of specialized programs of study, such as: Entrepreneurship, Global Supply Chain Management, and Management Information Systems.

Both our faculty and students represent diverse backgrounds and experiences. The student headcount in the SBE is 871 undergraduate students (63% male and 37% female) of which 159 are international students representing 31 countries, 18% of the total SBE enrollment. The faculty of the SBE is 78% male and 22% female and includes representation of 17 countries. This diversity provides students exposure to a wide variety of perspectives, thereby enhancing their ability to succeed in an increasingly global business environment.

SBE Five-Year Highlights:

- The intellectual contribution of the SBE faculty has grown significantly since our previous visit with total **intellectual contributions increasing by 111% from 219 to 462**. Our most significant increase was in the area of peer reviewed journal publications rising by 452% from 21 to 116 publications.
- The SBE will move in to a **$14.2 million, newly constructed, LEED™ Silver certifiable building** in spring 2013. Planning has included members of the SBE faculty and administration to ensure incorporation of spaces and equipments that will allow for realization of our vision.
- **Two new major offerings** were created in Global Supply Chain Management and Management Information Systems and were supported with **the hiring of 2 AQ faculty for each area**.
- Via the Global Supply Chain Management faculty, the SBE secured and maintain institutional support for SUNY Plattsburgh as a **SAP Alliance University**, and are the first campus in the SUNY system to be involved in this partnership. We utilize the SAP enterprise resource planning software, a package valued at over $1.5 million dollars by industry, to give students exposure and a significant working knowledge of the package.
- **Passing rate on the CPA is between 75-80%** for our accounting graduates of those reporting that they have taken the CPA examination.

Effective Practices:

- Since 2007, the SBE has created, approved, communicated and implemented a clear, **faculty driven Assurance of Learning (AoL) Process** that has, in turn, created a culture of assessment in the School. Response rates have been near 100% since 2008.

- **Internship placements** have experience marked improvement in quality and significant increase in placements. The SBE is at a point where we can guarantee placement to any qualified student seeking an internship.
- **Shared governance** among the faculty of the SBE allows for participation from all faculty and buy-in to the policies, procedures, and practices of the School.
- **Requiring all students to take and pass the ETS MFT-Business** as a requirement for graduation.

SBE Opportunities for Improvement:

- **Budget issues** nationally and statewide has certainly impacted the ability to recruit and hire faculty in areas needing additional support – namely, Management & Marketing.
- While the total percentage of AQ faculty in the school is at 70%, we do have 12% of the faculty who have fallen outside the **AQ or PQ designation**. We do have plans in place to return these three faculty members to AQ status.
- The SBE needs to **formalize and document our strategic planning process** and ensure involvement of all stakeholders.

Looking Ahead to 2016:

With the Strategic Plan for the School being a work in progress, formal goals have yet to be set with action plans. Regardless, plans are in motion to continue to improve the SBE as well as it's functioning into the future:

1. **Assembling a formal Strategic Planning Committee** consisting of a representative from each academic department, two members of the business community, and one student representative.
2. **Review of the AoL Process and Learning Goals** in an effort to streamline the process; reducing total learning goals, assessing resources necessary to maintain the process, coordinating retreats to ensure that all faculty are aware of the process and its goals.
3. **Petitioning the administration of the College for positions** in:
    a. Management (1)
    b. Marketing (1)
    c. Assessment Coordination (1)

SITUATIONAL ANALYSIS

HISTORICAL, NATIONAL, LOCAL AND OTHER FACTORS THAT SHAPE THE MISSION AND OPERATIONS

The State University of New York (SUNY) College at Plattsburgh is a four-year, public, comprehensive college located in upstate New York, about 25 miles south of the Canadian border, in the City of Plattsburgh. Plattsburgh has a population of approximately 40,000 people. It is the economic and cultural hub for Clinton, Essex and Franklin counties in New York State. The surrounding three-county area has a number of small and medium enterprises that provide opportunities for internships for students and placements for graduates. A recent survey by independent data collection for the fDi (Foreign Direct Investment) magazine, published by the Financial Times of London, found Plattsburgh to be among the top micro-cities in North and South America for economic potential, thus indicating potential for growth in internships for SBE students and placement for SBE graduates and likely influenced by the city's proximity to the Canadian border.

SUNY Plattsburgh is one of 64 SUNY institutions, and falls within the category of SUNY's 13 university colleges in the system. In addition, there are 4 university centers/doctoral degree granting institutions, 8 technology colleges, and 30 community colleges. The SUNY system has a total enrollment of 467,845 students, with 426,314 at the undergraduate level with a 6-year graduation rate of 62.3% among all campuses and 59% among the university colleges.

SUNY Plattsburgh's undergraduate enrollment is 5,859. The campus is home to 403 international students representing 71 countries, 6.8% of the total student population. SUNY Plattsburgh prides itself on small classes with an average class size across campus at 21 and student to faculty ratio of 16:1, with 90% of the faculty holding the highest degree in their field. SUNY Plattsburgh remains consistent with the system as a whole having a 6-year graduation rate of 58.7%.

SUNY Plattsburgh offers quality education, at an affordable price (tuition for in-state students = $4,970/year and for out-of-state students = $13,380/year) and was rated as such in the February 2011 "Kiplinger 100: Best Values in Public Colleges". Being a part of the SUNY system provides name recognition within New York State, as well as nationally and internationally. SUNY Plattsburgh's SBE was the first SUNY comprehensive business school to be accredited by AACSB-International, further enhancing our academic reputation.

A recent global survey of international students ranked SUNY Plattsburgh number one in the world on a number of measures. The 2010 International Student Barometer–the world's largest international student survey–ranked the college first in the world when it came to making friends and first in the United States when it came to student satisfaction with the overall learning environment. SUNY Plattsburgh has one of the largest international student populations per capita of any comprehensive college in the State University of New York

system, with 385 students coming from a wide variety of countries including Canada, Antigua, China, the Peoples Republic of China, Egypt, Japan, South Korea, Sri Lanka, United Arab Emirates, Vietnam, Tanzania and India. In fact, for the first time in the college's history, the president of the Student Association is an international student, Prajwal (PJ) Shah. PJ Shah comes from Nepal and he is an Economics and Finance major!

The School of Business and Economics (SBE) as a division of the college was established in 1985 with an autonomous administrative structure and budget to serve regional needs for academic and economic development services. The SBE is made up of 6 departments: Accounting; Business & Supply Chain Management; Economics & Finance; Management, International Business & Information Systems; and Marketing & Entrepreneurship. Also in the SBE, but not factored into any calculations in this document, the Hotel, Restaurant & Tourism Management department which has been excluded from review. In addition to our main campus offerings listed above, the SBE also offered a BS in Business Administration at our SUNY Plattsburgh at Queensbury (SPQ) branch campus.

The student headcount in the SBE is 871 undergraduate students of which 159 are international students representing 31 countries, 18% of the SBE enrollment. The average class size within the SBE is 32. The student to faculty ratio is 26:1 with 73% of the faculty holding the highest degree in their field.

The faculty of the SBE is diverse, not only in gender (78% male, 22% female) but also in ethnicity, with 17 countries represented among them. The student body is quite diverse as well and includes 63% male and 37% female students from 13 states and 31 countries. This diversity provides students exposure to a wide variety of perspectives, thereby enhancing their ability to succeed in an increasingly global business environment.

The administration of the SBE has been in a state of flux for the past 3 years. In 2008, with the resignation of the Dean of the SBE, an Interim Dean was named, Dr. Ray Guydosh. In the period between 2008 and 2010, two national searches occurred and both were unsuccessful. In July 2011, Interim Dean Guydosh was named the permanent Dean for the SBE.

In 1998, The North Country Small Business Development Center (SBDC) became a part of the SBE, further strengthening our connections with the business community of Plattsburgh. The North Country SBDC is part of a statewide and national network of business assistance centers supported by SUNY and the Federal Small Business Administration. The SBDC is accredited by the Association of Small Business Development Centers (ASBDC) and is charged with assisting North Country entrepreneurs, small business, and industry through advising, training, and research.

RELATIVE ADVANTAGES AND DISADVANTAGES IN REPUTATION, RESOURCES, SPONSORS & SUPPORTERS

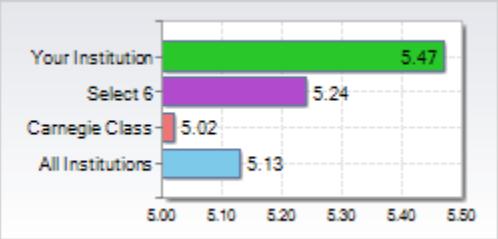
Advantages and Disadvantages in Reputation:

The quality of academic advisement in the SBE has been consistently above average as is displayed through the tables below and excerpted from the EBI student survey results. Furthermore, we rank higher than our peer institutions, the Carnegie Class, and all institutions with students who complete the survey.

EBI - External Benchmark Comparison of Advisors

Factor 11. Advisor

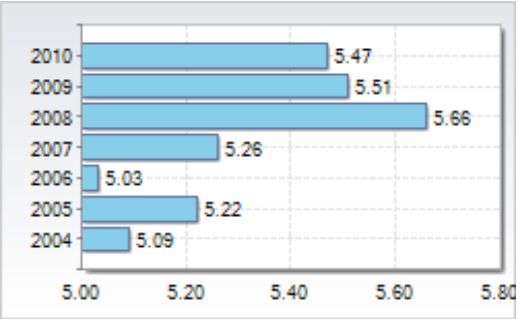
Key: (1) Very dissatisfied, (2) Moderately dissatisfied, (3) Slightly dissatisfied, (4) Neutral, (5) Slightly satisfied, (6) Moderately satisfied, (7) Very satisfied, Not applicable



	N	Mean	Std Dev
Plattsburgh	216	5.47	1.51

	N	Mean	Std Dev	Min	Max	Difference	Rank
Select 6	560	5.24	1.72	4.68	5.64	0.23	3 of 7
Carnegie	7612	5.02	1.72	4.04	6.20	0.45	22 of 56
All	31252	5.13	1.68	4.04	6.60	0.34	68 of 180

EBI – Longitudinal Changes - Factor 11. Advisor



	N	Mean	Difference	Std Dev
2010	216	5.47	0.00	1.51
2009	184	5.51	-0.04	1.57
2008		5.66	-0.19	
2007		5.26	0.21	
2006		5.03	0.44	
2005		5.22	0.25	
2004		5.09	0.38	

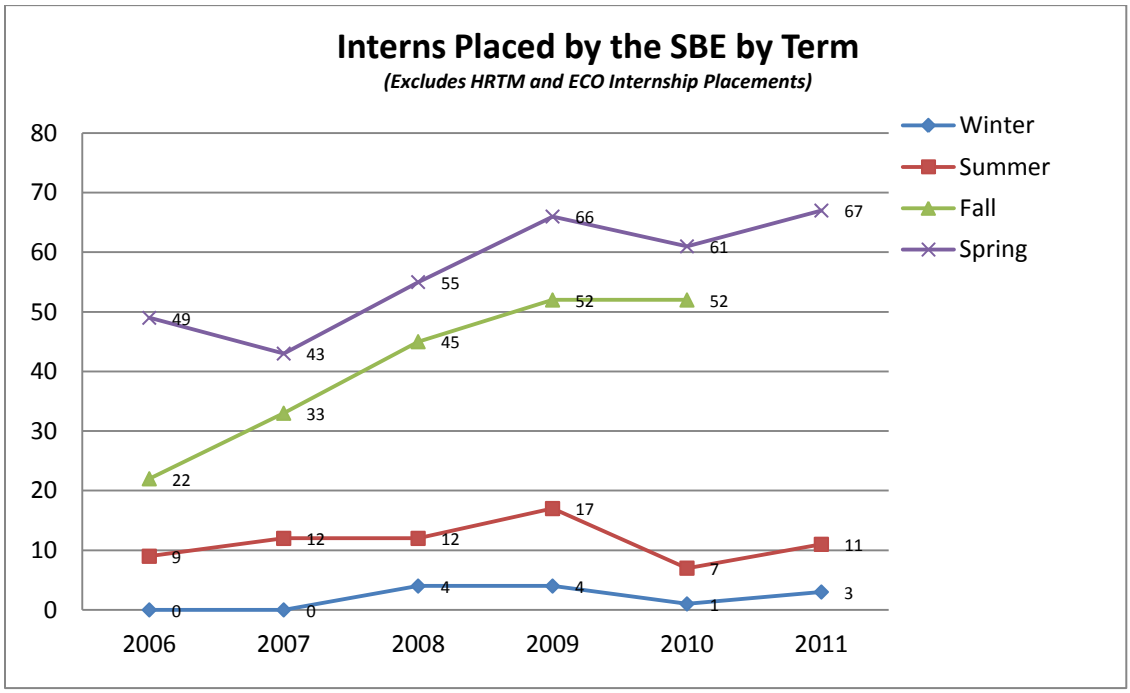
Factor 11 . Advisor – Categorical Questions

Question	N	Std Dev	Mean
Q048. - Satisfaction with: Advisor's availability	214	1.52	5.61
Q049. - Satisfaction with: Advisor's knowledge of requirements	213	1.62	5.51
Q050. - Satisfaction with: Advisor's helpfulness of recommendations	212	1.73	5.40
Q051. - Satisfaction with: Advisor's interest in students' progress	215	1.79	5.38

The SBE functions from a perspective of decentralized advisement. While all new first and second year students majoring in Business Administration are advised by the Assistant Dean, all upper level and major specific students are advised by a faculty member in his/her major department. This provides greater access to faculty as well as fostering opportunities for mentoring relationships between faculty and students. Furthermore, all teaching faculty are required to hold office hours each week to allow for greater faculty access by students outside of the classroom.

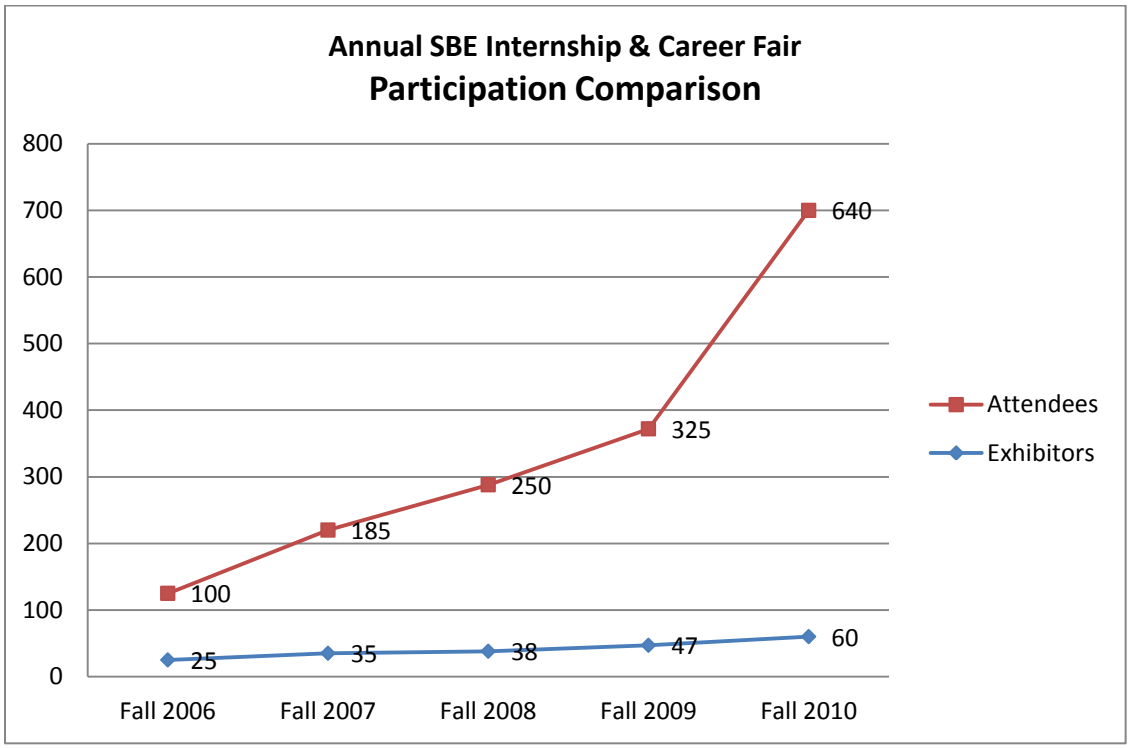
As the mission of the SBE states, development of professional skills and experience in a student's field is paramount. With that, we strive to provide all students with an opportunity to engage in experiential learning. Below is a list of some of our noteworthy experiential learning opportunities:

- Two majors require internships as part of the curriculum (Entrepreneurship & Global Supply Chain Management) while all others strongly encourage experiential learning. In many departments students are permitted to use internships towards degree completion as an elective.
- The hiring of a dedicated director and improved management of the SBE Office for Internships and Career Placement has resulted in a significant increase in the number of internship opportunities for SBE students in all disciplines, with 172 placements in 2010-11 as compared to 159 in 2009-2010. In addition, academic credit hours were at an all-time high this year at 440 as compared to 403 credit hours in 2009-10. Our completion rate, students who successfully complete their internship, remained strong at 96%.



- Every fall, since 2006, the SBE Office for Internships and Career Placement hosts an Internship and Career Fair. As the table below shows, the attendance by both exhibitors and students has increased

significantly over the past 4 years and the location was changed in fall 2010 to accommodate the increasing interest.



- Accounting majors have the opportunity to participate in the Volunteer Income Tax Assistant Program (VITA Program - AARP-Tax Aide). This is the tenth year that qualified accounting majors have volunteered to offer free tax preparation as part of a collaborative effort between the Department of Accounting, the Internal Revenue Service (IRS), and AARP-Tax Aide.
- Professionals from IMA (The Association for Accounting and Finance Professionals in Business) – Green Mountain Chapter of Vermont conducted a seminar for the SBE to engage students in a discussions with professionals from IBM, Green Mountain Power, National Life Insurance of VT, Blue Cross Blue Shield, and St. Michael's College. Topics discussed include the Environment, Business Innovation, Community Service, among other topics.
- "The Global Business Strategy Game" by Thompson, Stappenbeck, & Reidenbach is used in certain sections of the Strategic Management. The Global Business Strategy Game (BSG) is one of the best strategic management games worldwide and has been used at more than 600 campuses, in over 40 countries, and is played by more than 700,000 students worldwide.
- Students learn the value of community service, consultation and collaboration through class projects that serve non profits and for-profits business and organization in the Plattsburgh area and beyond. Following are some examples of projects completed by SBE students:

- Principles of Advertising students develop ad campaigns for "clients," some of whom include: Ultimate Skin Solutions, Plattsburgh State Art Museum, Plattsburgh Paving Company, and Adirondack Sleep Disorder Center.
- Teams of students in the Public Relations in the Promotion Mix course prepare and present Public Relations campaigns to "clients," some of whom include: SBDC, Therapy Night Club, Cheechako Taco, and Clinton-Essex-Franklin Library System.
- In the International Marketing course students conduct comparative marketing research projects in the US and Canada including site visits to the businesses in both countries.
- The Entrepreneurial Learning Project, which requires the students to conceive of and execute micro-enterprises that raised funds for the SIFE Entrepreneurship Club, provides students the opportunity to experience entrepreneurship and a variety of outcomes associated with launching new ventures as part of the Entrepreneurship and Intrapreneurship course.
- Procurement students identified suppliers of flooring materials for the New Academic Building in fall 2010.

- SUNY Plattsburgh has participated in the St. Michael's Business Ethics Case Competition since 2004. The competition starts on each of six campuses: University of Vermont, St. Michael's College, Nichols College (MA), SUNY Potsdam, SUNY Plattsburgh and Champlain College (VT). Student teams develop case analyses and present papers to judges on their respective campuses. The winners on each of the six campuses then have the opportunity to move on to compete among the top three selected by judges at St. Michael's College. SUNY Plattsburgh placed 1st in 2004 and 2010 and placed 2nd in 2008 and 2009.
- In March 2011, Mary Carpenter, Director of the SBE Office for Internships and Career Placement initiated a pilot project called ***Career Coaches***. The purpose of the program was to pair successful local business leaders with SBE students to determine if the interaction could enhance the students' ability to succeed in today's job market. Due to its success with the 5 initial participants, Mary sought the help of Rotary Club of Plattsburgh in identifying more mentors for our students. Thirty-two members of Rotary were selected and will be paired with SBE students throughout fall 2011. Each student will meet with his/her coach one hour a week for four or five weeks. Topics to be covered include but are not limited to : Life lessons, Communication and people skills, Ethics and integrity, Interview types and tips, The art of negotiation, Importance of mentors, Networking for career success, Doing well and doing good (Community involvement)and Career opportunities in the local business community.
- *A complete list of activities for individual SBE academic departments is available upon request.*

The SBE is continually seeking to expand and create partnerships on national and international levels, thus supporting our mission and vision focusing on globalization and reputation:

- In spring 2011, the SBE faculty and administration met with the delegation from Zhejiang Wanli University to clarify our exchange agreement and partnership. In fall 2011, the SBE welcomed the first group of students from Zhejiang Wanli University. The 15 transfer students from Wanli will be studying in the following programs: Global Supply Chain Management (11), Management (2), and International

Business (2). At present, we do not have any students from SUNY Plattsburgh studying at Zhejiang Wanli University.

- The FIPSE (Fund to Increase Programs in Secondary Education) North America Mobility Grant program provides opportunities for SBE students to study abroad in either Canada or Mexico for a semester. This program also allows students from Canadian and Mexican universities to study at SUNY Plattsburgh SBE for a semester.
- Each spring, the Global Supply Chain Management (GSCM) Department, with the North Country Chamber of Commerce, hosts the Annual Global Supply Chain Management Conference. Revenues generated totaled $145,000 in grants and it is anticipated that there will be a yearly income of $10,000 in registration fees, $20,000 in yearly sponsorships, and $20,000 in yearly grants. The conference increases awareness of the GSCM major, the SBE and the University on a national scale. Speakers are invited from academia, industry and government in US and Canada and represent all areas of supply chains. As the result of a marketing consultant contract, the conference and registrations are anticipated to double. By broadening the promotion area of the conference to the entire Northeast U.S. and Northeastern Canada, it will further enhance the image of the SBE and the SUNY Plattsburgh with the ultimate goal of setting SUNY Plattsburgh's GSCM major apart as a program of distinction within these regions.
- The Entrepreneurship program is the home to Sigma Nu Tau, the national honor society for Entrepreneurship. Sigma Nu Tau was founded as a local entrepreneurship honor society at SUNY Plattsburgh in May 2009 and became incorporated in New York State in 2010. It has since embarked on a national campaign to promote the establishment of new chapters at other universities. The mission of Sigma Nu Tau (ΣNT) is: To promote, recognize, honor, and reward academic excellence in entrepreneurship and to encourage and recognize the practice of principled entrepreneurship. By the end of April 2011, two schools (Kent State University and Belmont University) were presented with their charters to operate a Sigma Nu Tau chapter by President of ΣNT and SUNY Plattsburgh Distinguished Service Professor, Dr. Nancy J. Church.

Beyond program specific collaboration and development, the faculty is active in the community and beyond. With multiple members of the faculty involved with corporate boards, Rotary, Kiwanis, the Chamber of Commerce, consulting, teaching internationally and advising student groups, the SBE experience as a whole is enriched.

While not having a graduate degree is congruent with the current mission of the SBE, the SBE is aware that externally (to prospective hires, prospective students, current students and the business community) this may be viewed as a disadvantage. The SBE is committed to exploring the creation of an MBA but is cognizant of the resources necessary to launch an MBA program and, at present, those resources are limited. In order to ensure that the program is of quality, the decision has been made to delay the creation of a MBA for the next few years.

Advantages and Disadvantages in Resources & Sponsors:

The SBE will move into a newly constructed academic building in the spring 2013. The commitment of the college and the SUNY-system to our program is exemplified by the continuation of this project despite state and national budget cuts. The new building will provide a state of the art, professional home for the SBE programs, thereby providing another opportunity for reinforcement of their quality. It is the second building to be constructed on campus in the past three years and the first stand alone structure to be built since the 1970's, this nearly $14.2 million academic building will house faculty offices and a number of specialized rooms, including the following:

- A 63-seat case, or u-shaped, classroom with video conferencing capabilities.
- A 40-seat accounting lab and trading room with a stock-market ticker.
- Two 30-seat computer labs, one for computer science and one for management information systems.
- A 48-seat and a 20-seat shared classroom.
- A 48-seat conference room.
- A 12-seat seminar/conference room.
- Two student commons, which will be equipped with computers.
- And multiple four-person study rooms.

The GSCM Department has a corporate agreement with CSCMP, the U.S. premier industry association in supply chain management (with over 7,000 supply chain professional members). This agreement gives the students free membership, access to cutting edge educational material, access to the CSCMP job postings, and networking opportunities with executives in the supply chain management field. Beyond this, the school may send two individuals to the CSCMP Annual Conference and is able to promote the SCM program in their national directory and via an annual press release by CSCMP.

The New York state budget deficit and cuts to higher education has impacted the resource situation at SUNY Plattsburgh and the SBE. This has led to a temporary increase in the teaching load for the tenured faculty from 18 credit hours per year to 21 credit hours. Non-tenured, tenure-track faculty were exempt from this increase to allow them to continue research. We will return to the 18 credit hour teaching expectation in fall 2012.

Due to the fact that the college has a centralized Institutional Advancement (IA) office that coordinates all fundraising efforts, the SBE is somewhat limited in our ability to independently seek funds. While the faculty and dean are encouraged to make contacts with alumni and donors via events sponsored by IA and/or request, the culture of the campus is one of unrestricted giving. The SBE continues to seek channels to fund raise which will directly support the SBE.

Advantages and Disadvantages in Support:

The SBE Business Advisory Council (BAC) *(Appendix SA1)* embodies the relationship between the businesses in the area and the SBE, as well as providing links to alumni. The new Dean has evaluated membership, invited new representatives and revitalized commitments by setting forth a more clear vision and outlined expectations for its members:

- To represent the School of Business and Economics to friends and colleagues in the community.
- To support SBE students in experiential learning activities such as internships and mentoring projects.
- To consider SBE students in organization hiring processes.
- To participate as guest speakers, either personally or through recommendations of colleagues.
- To assist the SBE in reviewing our mission, vision, and expected goals for SBE students.
- To serve as needed on committees or assist with various SBE projects.

We resurrected a student advisory group to the Dean in the SBE in spring 2011, titled SBE VOICES. It is an elite group of students nominated by the faculty and representing all majors in the SBE. SBE VOICES serve as the "voice" for the students in the SBE by:

- Providing advisement to the Dean on academic and other SBE related issues;
- acting as ambassadors to the SBE for distinguished visitors and guests; and
- developing and fostering student/alumni connections.

The group successfully held a SBE Town Meeting in late spring; coordinated a welcome reception in the fall for all new and returning SBE students, student groups, and faculty; and were consulted on the revisions of the SBE mission, vision, and goals.

The SBE is proud of our students and continually tries to develop ways and means to recognize them for their achievements through awards and scholarships. Presently, we have 5 honor societies in the SBE and over 10 awards and/or scholarships ranging from the gift of a certificate and plaque up to full tuition. The SBE and the students are grateful from the support of sponsors, endowments, and donors for making these gifts possible. It is the hope of the SBE that we will be able to offer even more awards to students for recognition in the future.

INTERNAL, ENVIRONMENTAL, OR COMPETITIVE FORCES THAT ARE FUTURE CHALLENGES

There is an implicit demand for master's programs – an MBA and/or a MS in Accounting. The NYS-CPA certification requires 150 credit hours of coursework, and the lack of a Master's program puts the school at a competitive disadvantage.

With budget deficit and cuts to higher education, specifically among public institutions in New York State, we have already seen the impact of these cuts with respect to travel funding for faculty as well as increasing class sizes with diminishing resources due to hiring freezes at SUNY Plattsburgh. The SBE will continue to lobby for more positions with competitive salaries regardless of the budget situation but we are aware that requests for lines may continue to be denied in the future. With that, evaluations of course offerings and class sizes will be

under continuous review to ensure quality delivery of education to our students. Based on these evaluations, the SBE will lobby for the following faculty positions in the next 5 years:

- One full-time, tenure-track faculty member in Management
- One full-time, tenure-track faculty member in Marketing

While the location of SUNY Plattsburgh is desirable on many levels, there is, at times, a lack of potential jobs for spouses/partners due to the relatively small size of the area and the types of employment available; therefore, limiting the ability to attract and retain faculty. The lack of diversity of business in the surrounding area also limits the opportunity to find professionally qualified adjunct instructors when needed. Furthermore, there is little support institutionally and financially to create endowed chairs, in turn, reducing the ability to attract high profile academicians.

OPPORTUNITIES FOR ADVANCING DEGREE OPTIONS

There exists an opportunity for offering one or more Masters Degrees, namely an MBA with specializations geared towards the needs of the region and our students. For example, a specialization in Accounting for those students intending to sit for the CPA (NYS has increased credit hours for certification from 120 to 150), or a focus on health care administration, as one of the largest employers in the area is the CVPH Medical Center.

There is potential for offering a BS in Accounting at SUNY Plattsburgh at Queensbury (SPQ) branch campus, where we already offer a BS in Business Administration.

There also exist opportunities for offering certificate programs targeted towards individuals in the community who desire to enhance their qualifications in specific areas. Examples of potential certificates include Global Supply Chain Management, Health Informatics (under review), International Business, and Entrepreneurship.

DEGREE PROGRAM(S) IN REVIEW AND NUMBER OF GRADUATES

While we have seen an increase in total majors in the SBE, we remain steady at approximately a 60/40 split between male/female majors. Our diversity statistics have remained consistent with about 60% of the students reporting themselves as white, approximately 19% reporting themselves as international, and about 21% reporting to be other than white or international. Below is an overview of SBE headcount by major, gender and reported ethnicity for 2010-11. *Historical data is available upon request.*

STUDENT DATA FOR SBE BY MAJOR 2010-11

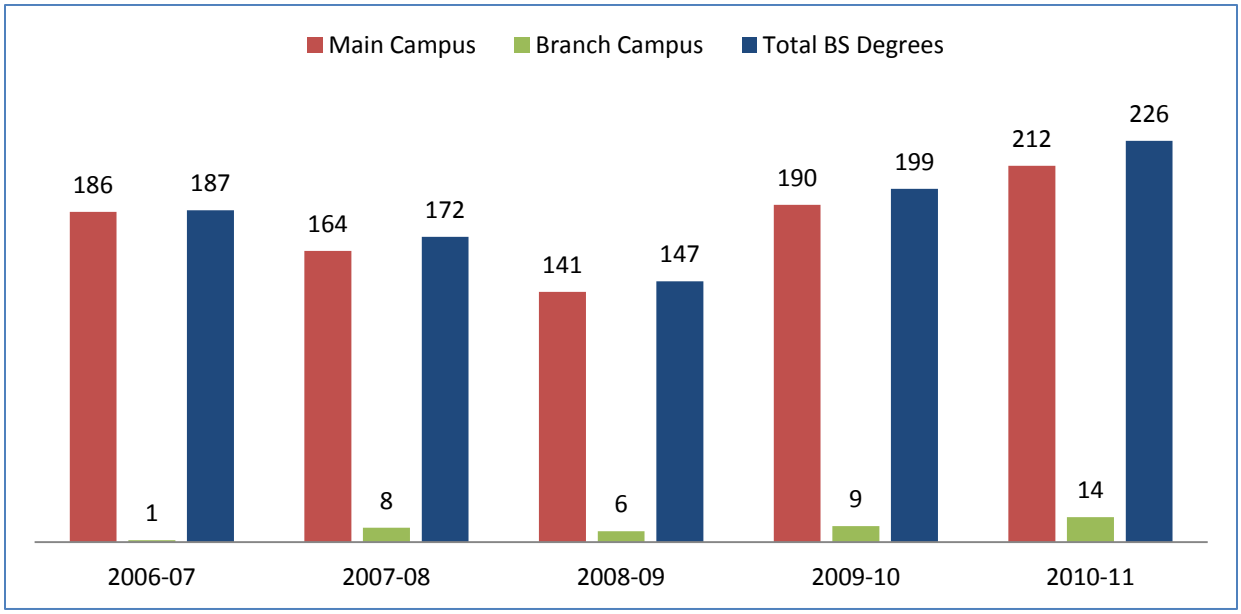
(NOTE: TOTALS ARE NOT INDICATIVE OF HEADCOUNT. STUDENTS THAT ARE DOUBLE MAJORS ARE COUNTED TWICE.)

A = Asian/Pacific Islander; B = Black; H = Hispanic; I =American Indian; O = Other; U = Unreported; W = White/Caucasian; Y = International
Categories are consistent with US Department of Education and reporting procedures for SUNY Plattsburgh.

Major	Code(s)	Male	Female		A	B	H	I	O	U	W	Y	TOTAL
Accounting	755	*102*	*83*		*10*	*8*	*13*	*0*	*4*	*8*	*112*	*30*	**185**
Business	725/697	*281*	*122*		*13*	*23*	*20*	*1*	*2*	*30*	*249*	*65*	**403**
Finance	698	*71*	*25*		*4*	*4*	*3*	*0*	*1*	*3*	*47*	*34*	**96**
Marketing	108	*72*	*64*		*3*	*11*	*8*	*1*	*0*	*6*	*90*	*17*	**136**
Entrepreneurship	105	*25*	*13*		*1*	*0*	*3*	*0*	*0*	*3*	*27*	*4*	**38**
Management	107	*26*	*27*		*1*	*5*	*0*	*1*	*0*	*1*	*34*	*11*	**53**
International Business	106	*36*	*41*		*2*	*8*	*9*	*1*	*0*	*3*	*27*	*27*	**77**
MIS	200	*17*	*10*		*1*	*3*	*2*	*0*	*1*	*1*	*12*	*7*	**27**
GSCM	294	*18*	*6*		*2*	*0*	*1*	*0*	*0*	*0*	*14*	*7*	**24**
BUS at Branch Campus	696	*12*	*14*		*0*	*0*	*2*	*0*	*0*	*1*	*22*	*1*	**26**
MGM at Branch Campus	295	*9*	*6*		*1*	*0*	*1*	*0*	*0*	*0*	*13*	*0*	**15**
	TOTAL	**669**	**411**		**38**	**62**	**62**	**4**	**8**	**56**	**647**	**203**	**1080**
		62%	**38%**		**4%**	**6%**	**6%**	**0%**	**1%**	**5%**	**60%**	**19%**	

The SBE has conferred 1634 Bachelor of Science degrees since 2006, with Business/Business Administration (434), Accounting (315) and Marketing (277) as our top majors. We saw a decrease in degrees granted from 2006-2008 but have since seen a continued rise in the number of SBE graduates. Our largest class since 2005 graduated in 2010-11. Despite rises and falls in the degrees conferred the SBE has seen steady increases in total majors over the past 5 years.

DEGREES CONFERRED BY THE SBE (2004 -2011)



PROGRESS UPDATE ON CONCERNS FROM PREVIOUS REVIEW

CONCERNS AS LISTED IN DECEMBER 1, 2003 COMMUNICATION FROM AACSB

1. **Better utilization by students of career services and better record keeping of student and alumni usage (S.2).**

   PROGRESS UPDATE: Since the initial accreditation, many changes have occurred in the area of Career Services. The new part-time Director for the SBE Office of Career and Internship Opportunities was brought on in fall 2007. She continued to coordinate an annual career and internship fair each fall, and has done so with increasing success with each passing year. In fall 2010, she began to focus on the career aspect of her position. She has developed a Career Choices seminar series as well as piloted a Career Coaches mentoring program in spring 2011. The SBE continues to survey our graduates as they leave but depends on the centralization of alumni affairs on campus to know where our graduates are in the future.

   Furthermore, one cannot ignore the connection between internships and full-time placement. By solidifying the process and ensuring quality of placements and students placed, we are positioning our students to go on to find full-time positions more easily and are creating more widespread positive view of the SBE in the business community and beyond.

2. **Tightened standards for internships and better monitoring of internships, including on-site visit, written reports, and feedback from both employers and students (IN.2, C.2).**

   PROGRESS UPDATE: The new Director for the SBE Office of Career and Internship Opportunities has worked hard for her first 3 years to ensure that internship placements are quality learning experiences for our students as well as useful additions to the businesses where the students are placed through site visits and by seeking feedback from employers, students, and faculty advisors. Furthermore, she has cultivated new and exciting opportunities through outreach, networking, and site-visits to companies where a fit seems promising for our students – examples include Husky, ASML, Green Mountain Coffee Roasters, Mold-Rite Plastics, Daimler Bus North America and more. Most recently, she started the Career Coaches program which is dedicated to enhancing the students' ability to succeed in today's job market by connecting them with mentors in the local business community.

3. **Better linkage of the promotion and tenure process, clarification and clear communication of procedures and expectations to newly recruited faculty (FD.3.b).**

PROGRESS UPDATE: Since 1995 the campus has distributed to all new hires the *Performance Reviews of Academic Employees: Policies and Procedures*. The document is currently in its 3rd revision and was updated in July 2005. It outlines all aspects of the review process for promotion from schedule to structure to criteria to process. In addition, all academic departments are called upon by the Provost to develop department specific departmental elaborations that outline specific review criteria and serve as an explanatory statement to clarify expectations. The SBE, rather than have each department create their own elaborations, came to a common standard across all SBE departments and follows that standard consistently. The SBE elaborations are perfectly aligned with the *SBE Academic and Professional Qualifications Policy*. All new faculty members receive all documents upon hire and continuing faculty members receive email notifications of the review schedule as they approach their cycle review date.

4. **Further continuous improvement in the quality and quantity of intellectual contributions of faculty with specific emphasis on peer reviewed journal publications (IC.1).**

   PROGRESS UPDATE: The intellectual contribution of the faculty has grown significantly since our previous visit with total intellectual contributions increasing by 111% from 219 to 462. Our most significant increase was in the area of peer reviewed journal publications rising by 452% from 21 to 116 publications since our last review.

5. **Additional process changes resulting from the assessment process for continuous quality improvement (IN.2, C.2, M.5).**

   PROGRESS UPDATE: The current SBE assurance of learning framework was initiated by the assessment planning committee of the SBE in 2006. The assessment planning committee includes seven full-time faculty members representing around 25% of the full-time faculty from the SBE.

   In the planning stage, the committee began with a brain-storming process to set the program-level learning goals for addressing the SBE mission, followed by breaking down each learning goal into multiple learning objectives. After communicating the learning goals/objectives in the faculty assembly meeting and consulting with the administration as well as individual faculty, courses were identified that would contribute to measuring student performance in the learning goals and mapped the identified courses into the initial Assurance of Learning (AoL) framework.

   In fall 2007, the first collection of the course-embedded assessment data from *all* courses taught by the SBE faculty began. Data is collected from *all* courses rather than only the *core* courses in the program level for the following two reasons. First, it is fair to require the instructors in all courses involved in the assurance of learning process and to do so would reduce resistance from faculty concerned about workload fairness when participating in the assurance of learning. Second, the data collected from *all* courses can also facilitate administrative efforts to address the new assessment requirements from the SUNY central administration which requires assessment of student learning in the department/division

level rather than the program level as required by the AACSB. With the support from the SBE faculty and administration, the percentage of faculty participating in the Assurance of Learning process has increased to almost 100% by spring 2008 and maintained at this level ever since. *(See Appendix AOL1 for complete report.)*

6. **Improvement in, usage of, and accessibility to state-of-the-art computer technology throughout the Business School (IN.1, IN.2, C.2)**

   PROGRESS UPDATE: The SBE has become much better at communicating our commitment to educating students on state-of-the-art informational technology skills and providing resources to do so. In 2007, the Dean created an Information Technology Group made up of faculty in the SBE to ensure that technology needs and issues are addressed regularly.

   In 2007, the SBE began requiring all new students to come to our school with a wireless laptop capable of running Microsoft Office. That requirement has become a recommendation without the need for enforcement when a survey conducted by a faculty member found that over 90% of our students arrive on campus with a laptop. This allows for students to use their laptops in classes to actively work with the professor, access online texts, and or supplement their learning. Encouraging students to have laptops sets the tone for businesses as they are operating in a global and adaptable marketplace.

   Furthermore, through a gift from Joseph Peterson ’87 (Accounting) a new accounting lab was created in August 2006. This hands-on accounting lab is equipped with current accounting software to address the growing technological challenges facing accounting majors. Furthermore, when not in use for Accounting related courses and seminars it is open for all SBE students to use.

   The SBE will have a new academic building in spring 2013 which will be shared with the Computer Science department. In addition to office space for all faculty and staff, the new building will have one 20-person shared classroom, a 60-person case classroom, two 30-person computer labs (one for Computer Science and one for Management Information Systems), a 40-person accounting lab/trading room (with a ticker), a 48-person shared video conferencing classroom, a 12-person seminar/conference room, a 48-person shared conference room, and multiple 4-person study rooms. All spaces will be designed to incorporate state-of-the-art teaching equipment and access.

STRATEGIC MANAGEMENT

MISSION, VISION & GOALS:

The SBE's Vision:

To provide our diverse undergraduate student population with the requisite professional skills, knowledge, and experience demanded by a global economy.

The SBE's Vision:

To be the top public, accredited school for business education in Northern New York known for innovative programs and dedication to our students, faculty, alumni and regional community and having a reputation among academia and industry for leadership in business education and as a driving force for economic growth.

The SBE's Goals – *Draft*:

1. Prepare a diverse student body with academic and practical knowledge that will help them gain employment or continued education in their field of choice.

2. To be recognized within the region for excellence in the academic and professional preparation of business students by developing and maintaining innovative undergraduate programs; with a desire to develop graduate programs in business.

3. To be recognized in our region as a leader in professional development by encouraging faculty to engage local industry, promoting the SBE as a resource available to regional organizations and working with economic development agencies within our community.

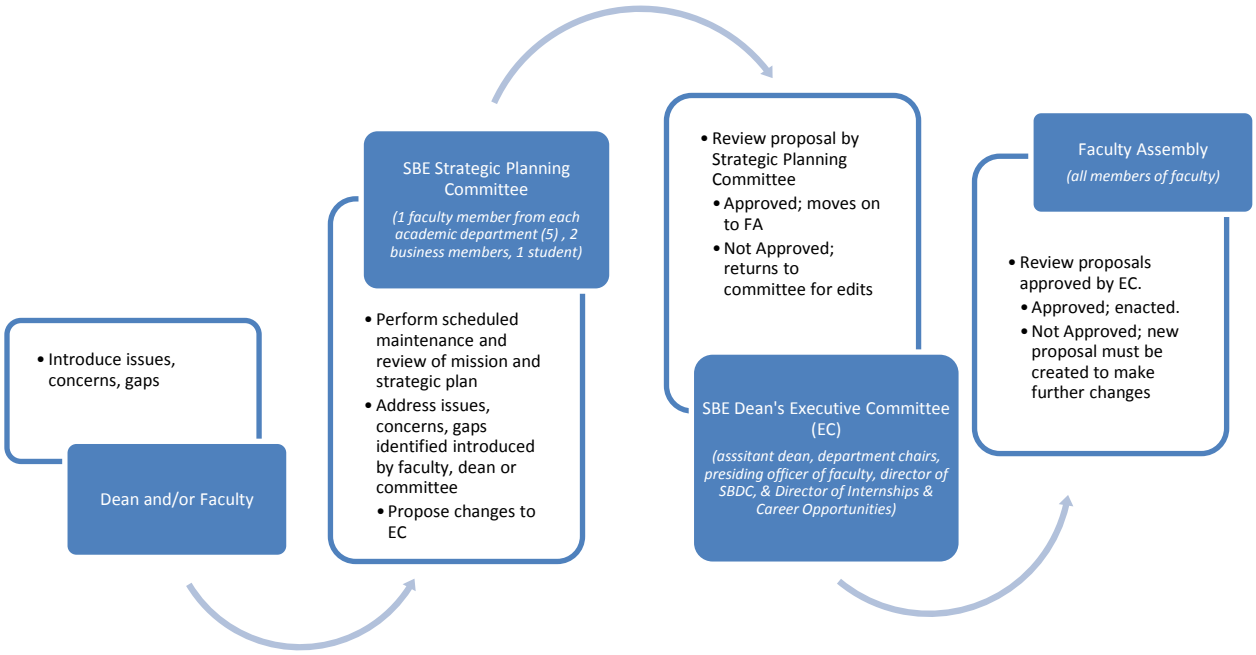
4. Provide our faculty and staff with resources necessary to expand the research capacity, collaboration and intellectual contribution of the school.

5. To foster an integrative relationship between our main campus and branch campus at Queensbury by ensuring the coordination and standardization across curriculums and faculty credentials.

The SBE also has a set of 10 Learning Goals that guide our Assessment of Learning (AOL) and will be discussed and explained in the AOL section later in this report.

STRATEGIC MANAGEMENT PLANNING PROCESS & OUTCOMES

SBE Strategic Planning Process:



The SBE has attempted to align its goals with that of the College, and with its own particular mission and vision. Although strategic planning committees had previously reviewed the SBE's mission, vision, and goals, it appeared that many of the expectations of those had been realized. As a result, in 2010, ad hoc committee was charged by the Dean to revisit the mission and vision. The proposed revisions were discussed and approved by the School's Executive Committee and Faculty Assembly. The committee continued its work and offered a set of goals, consistent with the mission and vision, for review by the School's Executive Committee and Faculty, a review now in progress.

Following are some key planning events that have occurred recently in the SBE:

AREA	*ACTION ITEM*	*DATE*	*ACTION PLAN*	*OUTCOME*
STRATEGIC PLANNING	Campus-wide increase of teaching requirements for tenured faculty from 3:3 to 3:4	Spring 2010	None	Implemented campus-wide Fall 2010; plan to return to 3:3 teaching in Fall 2012
	Enrollments and class sizes continue to increase	Ongoing	TBD	
	Bylaws found to be outdated	Fall 2010	Faculty Affairs Committee reviewed and revised	Approved by Faculty Assembly, Spring 2011
	Mission and Goal statement periodic review	Fall 2010	Dean charged an ad hoc committee with the review and revision of SBE Mission, Vision and Goals	Mission & Vision approved Spring 2011; Draft of goals submitted Spring 2011

ACTION PLANS TO IMPROVE STRATEGIC PLANNING AT THE SBE LEVEL:

With work of the ad hoc committee continuing longer than anticipated and the discovery that the standing committee on Strategic Planning had been deleted from the by-laws in a 2008 revision, the Faculty Affairs Committee was asked to revisit the bylaws and specifically address this gap. In October 2010, the standing committee on Strategic Planning was brought back into the by-laws and was vetted through the Executive Committee and the Faculty Assembly. The committee is currently being assembled with a representative from each academic department having already been named. The two business community members and student member assignment assignments are currently in progress. The committee's first charge will be to continue work on the goals and develop appropriate action plans and initiatives as well as to evaluate the current process and identify means of incorporating all stakeholders.

As a point of expansion, below is the outline of how strategic planning occurs within the SUNY System and at SUNY Plattsburgh as a whole:

<u>SUNY System Strategic Plan</u>

In April 2010, the new Chancellor of the State University System, Nancy Zimpher, met with SUNY faculty members, staff, students, alumni groups, affiliate organizations, and community and business leaders during her visits to each of the campuses constituting Phase I of a strategic planning process, as well as with congressional and legislative representatives, the SUNY Board of Trustees, the SUNY campus presidents and members of the media. Sixteen preliminary themes and several core infrastructure issues emerged to serve as a foundation for a strategic plan for the System. Eventually, a representative core committee refined this input to form the basis of

a System strategic plan, now referred to as The Power of SUNY. In summary, SUNY will commit its energy and resources to the realization of "Six Big Ideas:"

- SUNY and the Entrepreneurial Century
- SUNY and the Seamless Education Pipeline
- SUNY and a Healthier New York
- SUNY and an Energy-Smart New York
- SUNY and the Vibrant Community
- SUNY and the World

Details of these themes are available at http://www.suny.edu/powerofsuny/BigIdeas.cfm

SUNY-Plattsburgh's Strategic Plan and College Themes and Goals

At the campus level, the Strategic Plan (2009-2012) of SUNY Plattsburgh "provides a framework for future program development, guides decisions within the college, and provides a broad focus for the college's strategic planning." The campus is beginning another strategic planning cycle in spring 2012.

The Strategic Plan incorporates contributions by many representative College constituencies. It consists of strategic directions, related objectives, and action plans, and addresses means to enhance the college's reputation as a selective regional comprehensive public institution offering a high-quality and affordable education, as well as means to improve several important aspects of the College that will have significant benefits to students, faculty, and staff over the plans lifetime. In summary, it hopes to:

- Enhance the College's Academic Excellence and Reputation
- Enrich Student, Faculty, and Staff Experiences
- Increase Environmental Conservation/Sustainability
- Promote More Effective Use of Resources
- Provide Service to Our Region and Beyond

Details of the goals, strategies and action plans for addressing the goal are available at: http://web.plattsburgh.edu/files/215/files/Strategic-Plan-Template-May-2011.pdf

The College's Strategic Plan Task Force, formed in 2009, was responsible for developing the plan, vetting it with various constituencies and ensuring the effective assessment and implementation of the strategic plan (2009-2012), including the following:

- Develop strategies to oversee progress of the strategic plan;
- Develop strategies to assess the outcomes of the strategic plan;
- Ensure the implementation and integration of planning, assessment and budgeting of the plan;
- Serve as an information resource to other campus groups on the implantation and progress of the strategic plan; and
- Determine how to integrate the strategic plan with the upcoming Middle States Self Study and other college reaccreditation efforts.

FINANCIAL STRATEGIES

As a public university with funding coming directly from New York State, our campus operating budget is dependent on the decisions of the Governor's office in consultation with the Chancellor, SUNY Administration, SUNY system Presidents, and Vice Presidents for Administration of the various campuses. Over the past years, as have most, we have been charged with doing more with less and have on multiple occasions been pushed to make mid-year and, at times, mid-semester cuts. Cuts have come mainly in the form of operating funds due to the fact that faculty and staff salaries are set and protected by the various unions present in our system (namely, UUP and CSEA.) Once budget allocations are sent to each campus by the state, distribution of funds by division, department and or office are made based on proposals from each sector.

SCHOOL OF BUSINESS AND ECONOMICS 2011-12 BUDGET ALLOCATIONS	Professional Salaries (Full-time, Faculty & Staff)	Temporary Service (Adjuncts, etc.)	Operating Funds	GRAND
SBE ADMINISTRATIVE STAFF	$ 349,183	$ 72,500	$ 54,900	$ 476,583
DEPT OF ACCOUNTING	$ 619,630			$ 619,630
DEPT OF ECONOMICS & FINANCE	$ 758,536			$ 758,536
DEPT OF MARKETING & ENTREPRENEURSHIP	$ 364,692			$ 364,692
DEPT OF MGT INT'L BUS & INFO SYSTEMS	$ 543,616			$ 543,616
DEPT OF BUSINESS/SUPPLY CHAIN MGT	$ 363,244			$ 363,244
DISTANCE LEARNING - SBE		$ 1,500		$ 1,500
ACCREDITATION: SBE			$ 24,240	$ 24,240
BRANCH CAMPUS: BUS/SUPPLY CHAIN MGT	$ 80,000			$ 80,000
SMALL BUSINESS DEVELOPMENT CENTER	$ 67,470		$ 23,455	$ 90,925
Total	**$ 3,146,371**	**$ 74,000**	**$ 102,595**	**$ 3,322,966**

In fiscal year 2010-11, the SBE operating budget totaled $3.32 million, with the campus operating budget just over $50 million. The tuition dollars generated by the courses taught in the SBE totaled $6.36 million. Therefore, the SBE was allocated 52% of the revenue generated in the previous year as a divisional operating budget. The remainder covered indirect costs, not included in the operating budget, and provided a return to the university. Of the total budget, 97% of the funds are allocated for faculty salaries.

The SBE operates from a centralized operating budget, departments within the school do not have separate operating budgets and all resources and supplies are shared. All travel authorizations and funding occur via the Dean's Office based on an agreed upon format approved by the departments as a group.

The SBE together with its departments has a small endowment of $ 126K, this is in the form of specific donations to scholarships and other pre-determined destinations. Very little of our funding is not earmarked ahead of time for its use or if donated on the SBE's behalf used as an unrestricted gift. For example, in 2010, $250K was donated in recognition of one of our standout faculty members and a conference space in the new building will be named after him. The gift itself was deemed a gift of confidence in the College and given without restriction. It is not part of the campus culture at SUNY Plattsburgh to give to specific areas, departments, or programs, while a donor can give in that way it is not the encouraged path of giving. Knowing this is the culture, the SBE has tread lightly on fundraising to this point. The intent is to move toward a more School based approach but we acknowledge this will not be successful without collaboration with Institutional Advancement.

Despite limitations on the SBE's ability to raise funds and, in turn, our endowment, we do feel confident in the support from the President in assisting us in achieving our goals and moving to the next level. A letter of support to this statement is available in *Appendix SM1*.

As stated previously, the commitment of the college and the SUNY-system to our program is exemplified by the continuation of the new building construction project despite state and national budget cuts. Again, this nearly $14.2 million academic building will house faculty offices and a number of specialized rooms. To date, the College has secured three donations that have lead to the naming of spaces within this building and further exemplify the commitment of external stakeholders to our programs.

History has shown support from the campus where needs are clear. The campus valued the addition of the GSCM and MIS majors due to the recognition that such majors would provide a competitive advantage to the School and the College. With that, they supported the creation of these majors with the dedication of 4 full-time faculty lines at the time of inception. It has been 3 years, since the MIS faculty members joined the SBE and up until this point have been used in somewhat interdisciplinary approaches. As the MIS major grows, the demand for their specialties does as well the same is true in the area of Entrepreneurship.

Furthermore, with the average class size across campus at 21 and the SBE average at 32, we are certainly teaching larger classes than the average. With increasing enrollments and routine progress toward graduation our senior capstone course, MGM 490, is becoming too large.

In the next five years, with an eye on our mission to provide quality undergraduate education, we are cognizant of our growing class sizes and need for specialization within our faculty to provide our students with the resources necessary to be competitive in the global economy. Our plan for financial changes is as follows:

- One position in Management (now)

- One position in Marketing (now)
- Continual commitment to increasing travel funding (on-going)
- Investigate opportunities for fundraising for the SBE (1 year)
- Hire full-time Assessment Coordinator (2-4 years)
- Begin to lay the framework for pursuing a MBA program (3 years)
- Dean search as the result of current Dean's retirement (3-5 years)

NEW PROGRAMS

Changes to majors within the SBE have been significant since the last visit. The goal was to clarify requirements and align curriculum more appropriately with individual areas of concentration. Apart from clarification and the addition of majors within the SBE and under the Bachelor of Science offering, no new degrees have been added.

During the last visit, the SBE had majors in Accounting (BS), Business (BS), Business with Study Options in International Business (BS), Marketing (BS), Management (BS), Business Economics (BA or BS) and Economics with Study Option in Finance (BA or BS). In 2003, a fifth study option was created in Entrepreneurship. The Business Economics (BA/BS) was deleted in 2005.

In 2006, in order to more accurately portray our offerings in the SUNY system and beyond, we disaggregated and revised the study options into stand alone majors: Entrepreneurship (BS), International Business (BS), Management (BS), Marketing (BS) and Finance (BS). Furthermore, the Business (BS) name was changed to Business Administration (BS) in 2010 to become more aligned with terminology used throughout the SUNY system and beyond.

In the past 4 years, the SBE added majors in Global Supply Chain Management (BS) and Management Information Systems (BS).

BS Global Supply Chain Management (GSCM) ***(Fall 2007)***

Employment needs served: The program is aligned with the SBE Learning Goal #7 which states that our program will enhance students' learning in applying the knowledge of global management and supply chain management to diverse situations of the decision making process. Furthermore, it was created to fill a void in expertise that is most acute in this region given the importance of GSCM and cross-border activity along the NYC-Quebec corridor, via the Port of Montreal, and the region's emerging airport initiatives. At the time of its creation – it was distinct among the SUNY colleges and its emphasis on cross-border movement of goods and services distinguished it nationally and internationally. The program is designed to prepare graduates for entry into professional positions in their selected GSCM program track (customer relations management, logistics, information technology, or import/export) or for admission to an MBA or M.S. SCM, operations, or logistics graduate program.

Student market: The major is intended to educate students by providing them with the core supply chain body of knowledge consistent with other GSCM undergraduate programs and external professional organizations (e.g. Institute of Supply Management, Council of SCM Professionals, APICS).

Sources of faculty, technology, and facility support: At the program's inception (2006), one new full-time, academically qualified professor was hired along with a second AQ faculty with split responsibilities between teaching and career services. Other program support (teaching, advising, & program coordination) was distributed across the existing SBE faculty. In 2008, given the growth of the program and its recognition by local and regional businesses and trade organizations, the program was moved into its own department (Business & Supply Chain Management) with dedicated faculty and a coherent administrative structure. Currently, the program is staffed by three AQ faculty members, with support from a fourth AQ faculty through video conferencing from our Branch Campus.

Technologically, GSCM is one of two majors (the other being MIS) that utilizes SAP, and lead the way to secure and maintain institutional support for SUNY Plattsburgh as a SAP alliance university. As a result of the alliance:

- One student received a job because of his experience with SAP. This company has asked us to recommend another student for a position and requested that we examine internship and/or co-op arrangements with them.
- All SBE students are able to apply for a $5,000 SAP scholarship; one student in the SBE was awarded this competitive scholarship in 2009.
- Graduates with SAP experience earn, on average, $5,000 more to start than business majors without SAP experience.

Potential for program growth:
With experience with developing the Business Administration program at the branch campus and the development of online and hybrid delivery for our core GSCM courses, we have the ability and interest to offer this major at the branch campus in Queensbury.

There is immense interest by graduate programs to recruit graduates from undergraduate supply chain curriculums. Clarkson and Syracuse, for example, have extremely highly ranked GSCM graduate programs and they are recruiting SUNY Plattsburgh graduates. The SBE continues to have discussions with graduate programs on other campuses to develop unique partnerships such as these.

Furthermore, we have articulation agreements at the undergraduate level with international universities including: Zhejiang Wanli University in China, Universidad de Monterrey (UdeM) in Mexico, Concordia University in Canada. To date the agreements have attracted one UdeM student who will finish his GSCM degree at SUNY Plattsburgh and 15 students from Zhejiang Wanli University who began in the fall 2011. Eleven of 15 will be studying in the GSCM program.

BS Management Information Systems (MIS) ***(Fall 2008)***

Employment needs served: The MIS program was designed to connect business and information technology and is aligned with the SBE Learning Goal #4 stating our program will prepare our students with the knowledge and skills in applying technology in business decision making.

The major is intended to educate students by providing them with a comprehensive understanding of how information systems will affect customers, employees, costs, and revenues of business and to assist employers to better utilize their large investments in information systems. Furthermore, the market in the IT arena is continuously growing and to provide SBE students the marketability in a tough economic time this major is necessary.

Student market: The major is intended to educate students by providing them with a comprehensive understanding of how information systems affect all aspects of business. The program was launched in 2008/2009. It has been offered for three years. Seven students have already graduated from the program. One student graduated in May 2009; two students in 2010 and four students in 2011. Six of them have landed jobs only a few months after graduation.

Sources of faculty, technology, and facility support: The MIS program is housed in the Department of Management, International Business & Information Systems (MIBIS). The SBE has for many years identified the importance of introducing information systems to all SBE majors and a course is dedicated to this in the core curriculum (MGM275). In fall 2007 one academically qualified faculty member with a specialization in information systems was hired by the Management Department to solidify the necessity of and commitment to this discipline. Upon approval of the program in fall 2008, a second academically qualified faculty member with a specialization in information systems was hired to further enhance the course offering and diversity of the knowledge base to enrich the program.

All students are expected to come to campus with a laptop; therefore, computer labs have not been of significant concern but as the program grows and offerings become more complex the need for a designated space has been addressed by the creation of an MIS Lab in the New Academic Building scheduled for completion in spring 2013.

The department recently developed a new mission statement for the MIBIS department that clearly specifies the MIS program main objectives. As a consequence of the previous program assessments, all courses in the MIS program were reviewed. Most importantly, course description, course contents, learning objectives and prerequisites were reviewed and updated. In 2010-2011, the MIBIS department plans to review and revamp the MIS program learning objectives as well as the assessment process in order to better capture and quantify students' learning objectives outcomes.

INTELLECTUAL CONTRIBUTIONS

The intellectual contribution of the SBE faculty has grown significantly since our previous visit with total intellectual contributions increasing by 111% from 219 to 462. Our most significant increase was in the area of peer reviewed journal publications rising by 452% from 21 to 116 publications since our last review. The 116 peer-reviewed journal publications are present in a wide array of journals with the total count at 105. Faculty contributions are varied and represent a reasonable cross-section within the various types of intellectual contributions – 18.6% in Learning & Pedagogical Scholarship, 31.6% in Contributions to Practice, and 49.8% in Discipline-Based Scholarship. Furthermore, the contributions seem to reasonably spread across the various disciplines, especially when consideration is given to contributors within each area. Please see ***Table 2-1***, ***Table 2-2*** *(Appendix SM2 & SM3)* for a more comprehensive view of the SBE intellectual contributions.

Faculty at SUNY Plattsburgh are hired to teach a 4:4 annual course load with the expectation that two course releases would be granted per year to focus on scholarship, thus bringing them to a 3:3 load. For 2010-11 and 2011-12, budgetary issues caused the campus to only allow on course release per year to all tenured faculty members and, in turn, increasing their loads to 4:3. Non-tenured, tenure-track faculty members were unaffected by this change and remained at a 3:3 teaching load. We are happy to report that the second course release will be returned to the faculty in fall 2012; therefore, all tenured and tenure-track faculty who are producing scholarship will be teaching 3:3 loads.

The campus does impose the *Criteria for Courses Release for Scholarship (Appendix SM4)* which indicates that if a tenured faculty member is not producing scholarship at the level outlined in the policy he/she will be required to teach a 4:3 load. For the SBE, our AQ/PQ Policy exceeds the minimum requirement of this policy; therefore, most of our tenured faculty remain unaffected and maintain their course releases for scholarly research.

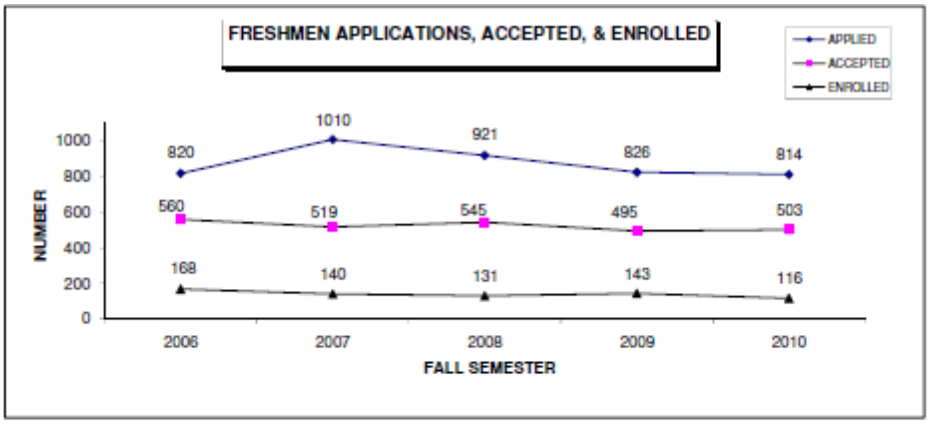
While travel budgets have been decreasing as operating budgets have been cut the SBE is committed to attempting to maintain our travel support for faculty. We are unable to provide unrestricted support for travel but have developed a standard that was approved by the faculty as a matrix for reimbursement based on level of involvement of the faculty member in the travel funding requested *(Appendix SM5).* The budget has remained constant at $17K for the past few years, despite cuts. Beyond the SBE budget for travel, faculty are encouraged to seek funding from labor management funds, college foundation accounts (limited), and external grants.

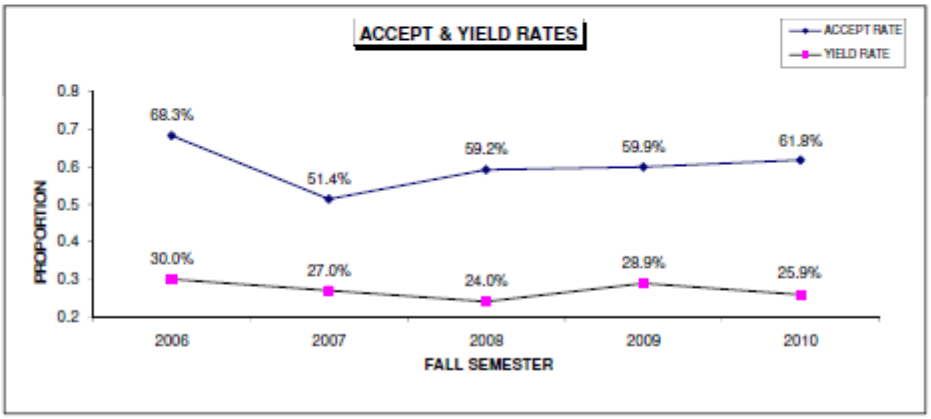
PARTICIPANTS

STUDENTS

Admissions decisions are centralized on campus with the SBE having no influence over acceptances beyond requiring a 2.3 GPA of all new transfers (which is higher than the 2.0 required by other areas at the college) and that all new freshmen must have completed mathematics through Course III or Trigonometry at the high school level. The campus as a whole has become more selective over the past 5 years down from 57.7% in 2006 to 55.7% in 2010 for new transfers and down from 67.5% to 60.4% for new freshman. Snapshots below are excerpts from the *SUNY PLATTSBURGH - Applications, Accept & Enrolled Yield Rates, ACT/SAT scores, High School Averages, and Selectivity Report* and show the increase in selectivity in the SBE is even more significant:

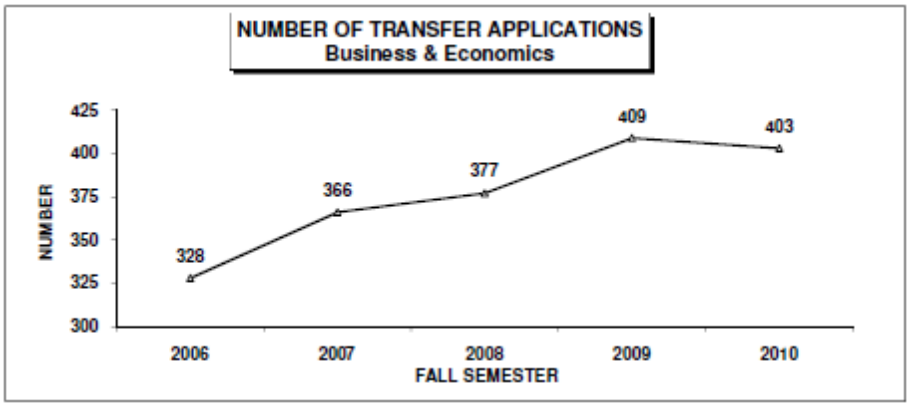
Freshmen Applicants – School of Business & Economics – Fall, 2006-2010

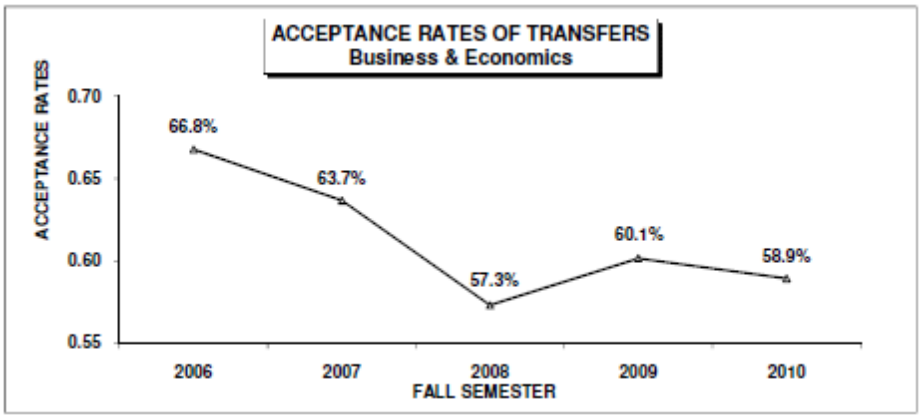




NOTE: Yield Rate = Enrolled/ Total Accepted; Acceptance Rate = Total Accepted / Total Applied
International Freshmen are included - but not EOP and Special Admit

Transfer Applicants – School of Business & Economics – Fall, 2006-2010





According to the *SUNY Undergraduate Admissions Selectivity Matrix (Appendix P1),* SUNY Plattsburgh is deemed "Very Selective," well exceeding the minimum of 60% or more of the students categorized as Selectivity Group 3 or higher. The SBE alone, is also deemed "Very Selective" with over 98% of our students categorized as Group 3 or higher and upwards of 44% being categorized as Group 2 or higher over the past 5 years. Furthermore, enrollments in general in the SBE have increased steadily.

As a public, state institution the SUNY Plattsburgh student population largely consists of students from New York. The table below represents student distribution in the SBE from areas outside of New York.

SBE STUDENTS FROM OUTSIDE NEW YORK & NUMBER OF REGIONS REPRESENTED

Total International Students	*159*
Number of Countries Represented	*31*
Total Out-of-State Students	*36*
Number of States Represented	*13*

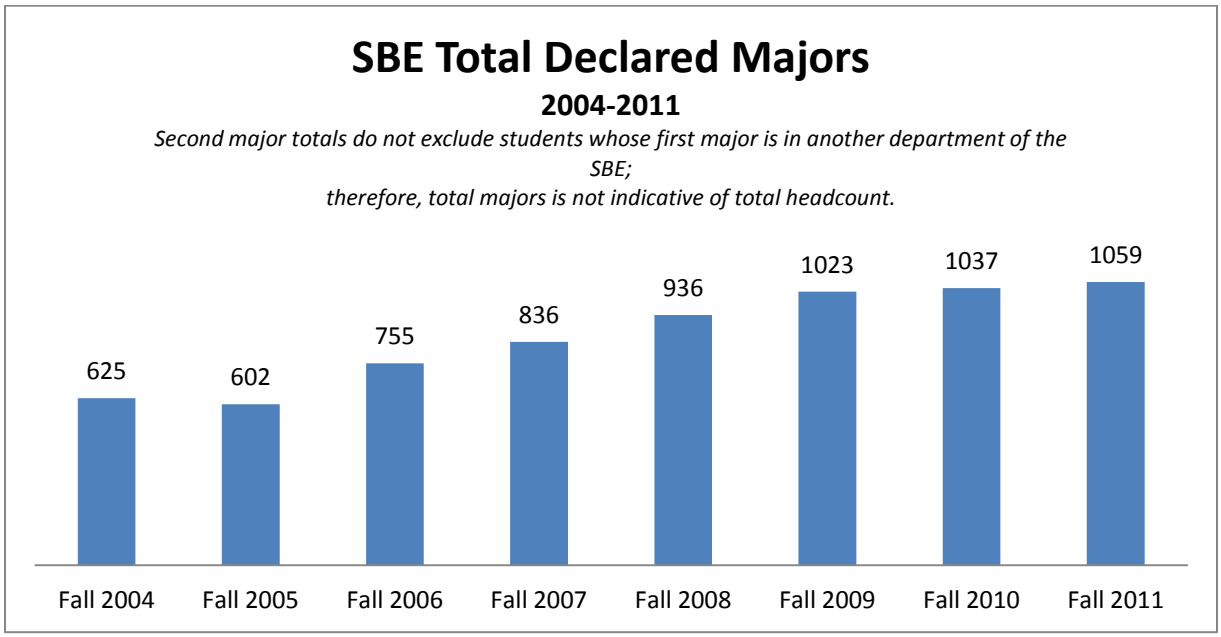
FALL ENROLLMENTS COMPARISONS BY MAJOR IN THE SBE 2010 & 2011

(COMPARISONS BACK TO FALL 2004 AVAILABLE IN *APPENDIX P2)*

Major	Curriculum Code	Fall 2010			Fall 2011		
		First Major	Second Major*	Totals	First Major	Second Major*	Totals
Accounting	*755*	166	14	*180*	169	11	*180*
Business	*725/697*	306	103	*409*	309	79	*388*
Branch Campus	*696*	16	0	*16*	47	0	*47*
Entrepreneurship	*105*	34	2	*36*	36	6	*42*
Finance	*698*	76	16	*92*	66	15	*81*
GSCM	*294*	17	7	*24*	31	7	*38*
International Business	*106*	65	8	*73*	76	11	*87*
Old Code	*749*						
Regional Studies - Old Code	*789*						
Marketing	*108*	106	20	*126*	86	33	*119*
Old Code	*743*						
Management	*107*	36	6	*68*	34	8	*48*
Branch Campus	*295*	26	0		6	0	
Old Code	*742*						
Management Info Systems	*200*	10	3	*13*	13	16	*29*
	TOTALS	*848*	*176*	*1037*	*873*	*186*	*1059*

** Second major totals do not exclude students whose first major is in another department of the SBE; therefore, total majors are not indicative of total headcount.*

Majors beyond the second are not factored.



Beyond the numbers, the students of the SBE are very active on campus. Many hold positions in the SUNY Plattsburgh Student Association (the student governing unit) and in various groups on campus. Most notable is the number of student organizations specific to the SBE. There are 8 student clubs and organizations: Accounting & Finance Association, Economics Club, International Business Club, Management Club, Marketing Club, SIFE (Students in Free Enterprise), Stock Market Club/MIRUS, and the Supply Chain Management Club. Examples of the SBE club activities follow:

- The **Accounting and Finance Association** sponsors two educational field trips each academic year. In the fall, students travel to New York City to visit the Financial District, Federal Reserve Bank, and some Wall Street firms. In the spring, students travel to Boston to visit the Financial District. On average, 25-30 students and two SBE faculty members participate. The trips enrich students understanding of the complex business environment and give students an opportunity to get first-hand knowledge by interacting with professionals and business leaders from different disciplines including private and public accounting, investment banking, as well as other leaders from government and nonprofit organizations. On such trips students have the opportunity to interact with successful alumni from the surrounding areas of New York City and Boston.
- In 2011, the **Stock Market Club** was given a generous donation of $10,000 from the SUNY Plattsburgh Endowment so that it may open its investment account. The mission of this nascent fund is to provide students of all majors a hands-on opportunity to engage in securities transactions in various exchanges with the intent of attaining long term gains and to actively educate them throughout the process to develop their analytical skills, research techniques, and due diligence. It is strongly held by the current members of the group, as well as members of the faculty within the SBE, given the financial turbulence and recession of the past few years, it is of critical importance that students learn to take control of their own financial destinies. The student investment fund aims to empower students with knowledge of the markets and the global economy.
- The **Supply Chain Management (SCM) Club** visits local and regional industries within upstate NY and Vermont where they examined their supply chain processes. They network with professionals in the area and even helped to secure internship possibilities with some of them, for instance, IBM in Burlington, VT. By engaging in industry practices, they bring what they learn back to the classroom to enhance the academic experience of all students. The SCM also organizes sessions on internship and interviewing skills, talking with freshman and sophomore level students about what they can expect out of internship experiences and how they might better prepare for the interviewing process.
- Chartered in 1979, the **SUNY Plattsburgh Collegiate Chapter of the AMA/Marketing Club** remains one of the most active student organizations on campus. This award-winning club has a wall full of plaques won for their participation in national AMA competitions. These awards recognize them for their annual fall speaker series, marketing week events, their 25-year history of organizing the Champy Advertising Awards Competition, their 23-year history of running the Business Etiquette Seminar Series, field trips to marketing-related businesses, attendance at the International AMA Collegiate Conference in New Orleans, community service activities, AMA Saves Lives events, their annual Year-End Banquet with the

Alpha Mu Alpha Marketing Honor Society induction ceremony, participation in various club fairs, and their website and Facebook page.

- **Students in Free Enterprise (SIFE)** increased their microloan program through KIVA.com and expanded their lending to help fund entrepreneurs in Africa, the Middle East, and South America. They also organized the Global Entrepreneurship – Go-venture business simulation competition in which 92 students competed for prizes.

ALUMNI

Alumni for all of SUNY Plattsburgh are tracked through Alumni Affairs Office and placement data is tracked by Institutional Research. While individual departments track their students informally, the official tracking is centralized on this campus. According to the most recent survey, 88% of SBE graduates are employed full-time, with a 100% response rate for Accounting and Finance. Of those, 54% feel they are employed in an area closely related to their major field of study at Plattsburgh while 90% feel that their position is at least somewhat related.

The SBE sends the *Business Essentials* newsletter tri-annually to all alumni via e-mail to update them on what is happening in the SBE as well as to encourage them to update their contact and employment information with the college. (Archives of the newsletter are available on the SBE website at http://plattsburgh.edu/academics/buseco/businessessentials/index.php.)

FACULTY & STAFF

The SBE administration consists of the Dean and Assistant Dean with Chairpersons from each department contributing one-third time to this task as well. In addition, there are 4 support staff, a half-time Director of the SBE Office for Career Opportunities and Internships, and the Director of the Small Business Development Center (SBDC) *(Appendix P3 –Organizational Chart).*

The SBE operates from a perspective of shared governance wherein all decisions are guided by the Faculty Assembly with processes outlined in the SBE Faculty Bylaws *(Appendix P4).* While the Dean has the ultimate power to veto decisions of the faculty and enact change, this is not the preferred means of functioning within the SBE.

There are 31 full-time, faculty members in the SBE, of whom 7 are women (22%). The SBE only uses adjunct faculty when appropriate, on average we have approximately 2 (FTE) teaching in an adjunct or temporary capacity. Of the full-time faculty, 11 represent backgrounds other than white (35%). We are proud of our diversity, both for gender and ethnicity, we feel that it contributes to the mission of the

school and introduces students to global perspectives early in their studies and compliments the student body as well.

Tenure-track faculty members are evaluated based on campus imposed cycles and may be recommended for 1 or 2 year renewals. Once a faculty member is tenured formal review no longer occurs. The SBE finds that AACSB's qualifications requirements allow us to continue to evaluate all faculty members informally to ensure qualifications. We use SEDONA to do so but have found that not all faculty are good about updating their CV's. The Dean is considering implementing a policy that would assist with these gaps that would require all faculty to submit annual reports and consideration for discretionary salary increase (DSI) via SEDONA. If updates are not made, faculty would not be reviewed for DSI.

Hiring plans for teaching faculty are based on a review of course section size and demand with respect to total majors. As stated prior the average class size for the SBE is larger than the campus average and the goal is to maintain an incremental class sizes based on level (e.g. 100-level courses at 40, 200&300-level courses at 30, and 400-level courses at 25-30). As of late we have exceeded these goals regularly but with budget cuts new lines were out of consideration. Nonetheless, we will continue to request lines and the two most needed lines fall in the areas of Management and Entrepreneurship.

Following is an overview of notable recruitment/personnel items that have occurred over the past few years and had an impact on the SBE:

AREA	*ACTION ITEM*	*DATE*	*ACTION PLAN*	*OUTCOME*
RECRUITMENT / PERSONNEL	Return of half-time director of the SBE Office for Career and Internship Opportunities to full-time teaching faculty	Spring 2007	Authorized by Provost to hire a half-time director for the SBE Office for Career and Internship Opportunities	Mrs. Mary Carpenter hired as half-time director, fall 2007
	Resignation of Dean of SBE effective January 1, 2009	Fall 2008	Assigned Interim Dean and began search for new Dean	Dr. Raymond Guydosh (AQ) named Interim Dean, search failed, Dr. Guydosh continued as Interim Dean
	AACSB charged colleges with the creation of their own AQ/PQ Standards	Spring 2009	Committee formed to draft standards; proposal submitted to SBE Executive Committee and Faculty Assembly	Approved November 2009
	Resignation of full-time, Assistant Professor in Economics effective May 2010	Spring 2010	Authorized by Provost to hire full-time, temporary Lecturer for 2010-11	Hired Ms. Gina Combs (non-qualified) MBA in progress, 2010-2011
		Fall 2010	Authorization denied to recruit an Assistant Professor in Economics	Dr. Ellen Fitzpatrick (AQ) reassigned to Economics faculty effective Fall 2011

			for 2011-12	
	Resignation of Interim Dean effective July 1, 2011	Fall 2010	National search for SBE Dean approved by President with intended start date of July 2011	Search failed, Provost appointed Dr. Ray Guydosh as permanent SBE Dean effective July 1, 2011
	AQ/PQ standards clarity question	Spring 2011	Dean and Assistant Dean reviewed and proposed edits to PQ standards to SBE Executive Committee and Faculty Assembly	Approved March 4, 2011
	Leave of absence MIBIS faculty member	Spring 2011	Two adjunct lines approved to cover three courses	Hired Adjunct Lecturer, Ms. Maiko Barcomb (PQ), to cover two courses, converted third course to polycom and covered by Dr. Kenneth Strang (AQ) at SPQ
	Resignation of Economics & Finance Department Chairperson	Summer 2011	Economics & Finance department faculty vote on replacement	Dr. Colin Read (AQ) selected as Interim Chair of Economics & Finance for 2011-12 academic year
	MIBIS faculty member on sabbatical	2011-12	Full replacement requested	Half-time replacement granted, 2 adjuncts granted
	Economics & Finance faculty member sabbatical	2011-12	Full replacement requested	Half-time replacement granted, 2 adjuncts granted

FACULTY SUFFICIENCY

The AACSB standards (Standard 9) make an important distinction between "Participating" and "Supporting" faculty members. The SBE adheres to the definitions of participating versus supporting as set forth by AACSB and summarized below:

- Participating faculty members are engaged in an ongoing basis in the activities of the academic life of the school and who are supported in their continuing professional development beyond classroom teaching.
- Supporting faculty members are ad hoc appointments to the instructional staff with little, or no, engagement in activity beyond their direct instructional function.

Beyond the definitions above and regardless of whether a faculty member is full-time or part-time, a teaching individual is considered participating if they perform three of the following on a regular annual basis:

- Serve as an academic advisor
- Engage in research activities
- Serve on a department, college, or university committees
- Vote in SBE Faculty Assembly and/or department meetings
- Serve as an advisor and/or directors of campus extracurricular activities

The SBE has no concerns with respect to sufficiency, 97.27% of our credit hours are taught by Participating faculty. This is likely due to the very small number of adjunct faculty employed by the SBE. A detailed overview of the SBE faculty sufficiency is provided in TABLES 9-1 in *Appendix P5.*

FACULTY QUALIFICATIONS

In November 2009, the SBE faculty approved the first SBE Academic & Professional Qualifications Policy *(Appendix P6)* and in March 2011 minor updates were made. In 2006, a policy was approved that the faculty soon found to be overly complicated as it employed ranking and points. Given our College missions commitment to teaching and the School's mission to quality undergraduate preparation, it was felt that a more clear and easy to interpret policy was more fitting of our School. In 2009, due to a faculty initiative the AQ/PQ Policy was revisited and revised by a committed consisting of the department chairs. It was vetted through the SBE Executive Council and SBE Faculty Assembly and approved in November 2009. Less than one year later, issues were identified with the PQ qualifications as written with respect to clarity. Edits were made and again vetted through the appropriate channels and approved in March 2011.

Once all faculty contributions were reviewed and verified using Sedona and other sources when necessary, we found that our ratios for the SBE as a whole were fairly solid with AQ at 70%, PQ at 18% and O at 12%. A detailed overview of the SBE faculty qualifications is provided in TABLES 10-1 & 10-2 in *Appendix P7 & P8*. While we are a little above the 10% cut-off for faculty classified as Other, we felt this was a small discrepancy considering the small size of our School and the impact only three faculty members can have on the whole.

The SBE did experience some more concerning issues with respect to ratios when breaking down by discipline in Accounting (O=18%), Management (O=16%) and Management Information Systems (MIS) (O=50%, only two faculty in this area). Certainly within MIS, we see the impact that one non-qualified faculty member can have on a small discipline.

Due to the fact that Economics is excluded from this review all faculty teaching solely in that department have been removed from calculations. Faculty members teaching in both, Economics and Finance have had their FTE adjusted to remove Economics courses from the calculations and to ensure consistent reporting across the board.

Plans for Returning Faculty Classified as Other Back to AQ Qualified:

1. ACCOUNTING: Due to health issues, one previously qualified and tenured faculty member had fallen outside the standards for academic qualification in Accounting. He has been working on his research and found co-authorship to be his best route for success. He has one co-authored article submitted and in-press and a second in the pipeline for submission in the next few months. This should bring this faculty member back into AQ standing by fall 2012 if his second article is accepted.
2. MANAGEMENT INFORMATION SYSTEMS (MIS): The faculty member in MIS, was very close to qualification with multiple peer-reviewed presentations and proceedings, unfortunately his last peer-reviewed journal article was in 2005 which moved him out of AQ qualification for our capture year. He did have an article submitted in 2010 but it was returned with edits. He has edited and resubmitted and is actively working to bring himself into AQ status. The SBE has no concerns with this faculty member's ability to return to AQ status by fall 2012.
3. MANAGEMENT: The faculty member in Management has two proceedings and three presentations but has not had an article published since2000. She does have three research articles in progress and has made submission with requests for edits. She has taken a sabbatical for 2011-12 with the intention of finalizing edits and resubmitting. This faculty member is committed to publication in A-level journals and does not settle for less. It is our hope that the sabbatical is useful in allowing her to focus and successfully publish to become AQ for fall 2012 or spring 2013.

ASSURANCE OF LEARNING

ASSESSMENT SUMMARY, TOOLS & PROCEDURES

Overview

This SBE Assessment Report is generated each semester and presents the SBE's conceptual framework for assurance of learning including the use of the concurrent Assurance of Learning (AoL) model and the SBE faculty-driven process to collect assessment data, convert data into useful information, analyze the information to identify problems, and propose action to address the problems for closing the loop. It also summarizes the major system-wide components we have accomplished for closing the loop via the SBE AoL model, and discusses what could be achieved system-wide in the future to insure our continuous process in closing the loop.

History

The current SBE assurance of learning framework was initiated by the Assessment Planning Committee of the SBE in 2006. The Committee included seven full-time faculty members, which represented about 20% of the full-time faculty from the SBE. In the planning stage, the committee began with a brain-storming process to set the program-level learning goals for addressing the SBE mission, followed by breaking down each learning goal into multiple learning objectives. After communicating the learning goals/objectives in the faculty assembly meeting and consulting with the administration as well as individual faculty, we identified the courses that would contribute to measuring student performance in the learning goals and mapped the identified courses into the initial Assurance of Learning (AoL) framework.

In fall 2007, the committee started collecting the course-embedded assessment data from *all* courses taught by the SBE faculty, excluding the courses taught by the HRTM faculty. Data was collected for *all* courses rather than only the *core* courses at the program level for two reasons: (1) it is fair to require the instructors in all courses to be involved in the assurance of learning process, and to do so would reduce resistance from faculty concerned about workload fairness when participating in the assurance of learning, and (2) the data collected from *all* courses can also facilitate administrative efforts to address the new assessment requirements from SUNY System Administration, which focuses on assessment at the department/division level rather than the program level. This approach has created a culture of assessment in the SBE.

With the support of the SBE faculty and administration, the percentage of faculty participating in the AoL process increased to almost 100% by spring 2008, a level that has been maintained ever since. In the initial stage, one challenge was how to use our limited resources to develop a system of assurance of learning that would ensure faculty's involvement in assessment and provide effective feedback for continuous improvement. Since spring 2008, with our limited resources, we have been striving to improve the AoL Model in order to streamline the reporting process and make it more effective in generating information that facilitates closing the

loop. We are proud of what we have achieved so far in this faculty-driven AoL process as we look back into the past. The AoL process has raised our faculty's awareness of student learning outcomes and provides a mechanism to examine the effectiveness of SBE programs in serving our students.

Following are a few examples of changes made as a result of AoL:

- We realigned the curriculum of our two Business Statistics courses to address the conflicting student performance issue in two courses. Result: We bridged the student performance gap in these two courses.
- We launched a required zero-credit course to create incentives for our students to take the ETS exam seriously and provide a chance for students to review and retain the discipline knowledge before their graduation. Result: We observed improvement in students' ETS performance.
- In the capstone course (MGM490) the new instructor adopted more case studies to improve the students' critical and integrative thinking. Result: The volatility of student performance in goal 1 was reduced and student performance was improved.

Scope of the Assurance of Learning (AoL) Model

This AoL model is aimed at evaluating the SBE undergraduate program for the assurance of student learning. The courses involved in this assessment model are the required *core* courses of the undergraduate program for all SBE students regardless of concentration**s**.

The SBE Learning Goals and the SBE Learning Objectives

The SBE has ten learning goals to support the SBE mission (below). These goals include four overarching goals (from Goals #1 to #4) and six discipline-related goals (from Goals #5 to #10).

THE SBE'S LEARNING GOALS:

Learning Goal #1: Our program will prepare our students with the skills necessary to integrate thinking and decision making in a global market place.

Learning Goal #2: Our program will prepare our students with the knowledge necessary for legal and ethical decisions in a global market place.

Learning Goal #3: Our program will prepare our students with the skills and techniques required to behave professionally and communicate effectively.

Learning Goal #4: Our program will prepare our students with the knowledge and skills to applying technology in business decision making.

Learning Goal #5: Our program will enhance student learning in evaluating marketing opportunities and threats facing organizations in a changing marketing environment and applying marketing strategy knowledge in a diverse market.

Learning Goal #6: Our program will enhance student learning in interpreting and using accounting information for decision making.

Learning Goal #7: Our program will enhance students learning in applying the knowledge of global management and supply chain management to diverse situations of decision making process.

Learning Goal #8: Our program will enhance student understanding of price theory and business cycles in a changing global environment.

Learning Goal #9: Our program will enhance student understanding of financial analysis, the time value of money and the cost of capital in a changing global environment.

Learning Goal #10: Our program will enhance student understanding of descriptive and inferential statistics and probability theory.

Under each goal, several learning objectives were established to support the learning goal (see *Appendix AOL1*, *Exhibit 2)*. *Appendix AOL1, Exhibit 3* demonstrates how we map the core courses into the corresponding learning goals. As indicated by *Appendix AOL1, Exhibit 3*, we currently evaluate student performance with three different measures, including two direct measures and one indirect measure.

The two direct measures are course-embedded assessment and the ETS assessment. Also, we may consider use of the EBI survey as the indirect measure to supplement the direct measures. The ETS assessment is a direct measure for student performance in the discipline-related goals (from Goals #5 to #10). The ETS assessment as a general measure of students' knowledge in disciplines with a national benchmark may not provide a direct fit into our learning goals/objectives. However, we are interested in using the ETS results to measure our student performance as they exit our program and comparing our result with the national average.

The Goals/Courses Matrix

In order to assess the SBE students' performance in achieving the learning objectives under each learning goal, we consulted with the departments of the required core courses and identified the areas of courses in which we can evaluate student performance in the learning goals/objectives using course-embedded assessment tools such as rubrics. This matrix for matching the core courses and the learning goals from Goals #1 to #10 is presented in *Appendix AOL1*, *Exhibit 4*.

We have experienced some issues with consistency of measures across sections of common courses. The Assessment Chair is currently working with faculty in some of these areas to consider common questions on

exams, rather than common exams as a step to bridging that gap and allowing for more accurate evaluation and comparison.

The SBE Assurance of Learning (AoL) Procedures to Close the Loop

Our assessment framework offers the SBE the opportunity to close the loop at three different levels, including course-level (Form A) and goal-level (Form B) for minor issues, and the SBE level for major issues concerning structural change in our curriculum.

Appendix AOL1, *Exhibit 5* illustrates the end-of-semester assessment process and procedures – the most important part of our assessment framework. We have been collecting and processing the assessment information since fall 2007 and the process is outlined below:

1. Course-embedded assessments are performed for *all* courses of the SBE undergraduate program. The results of the rubrics from each course are summarized in Form A (see *Appendix AOL1*, *Exhibit 7*) and submitted by course instructors to their department chairs as well as the assessment chair.
2. The assessment chair upon receiving Form A from individual faculty will review Form A for completeness of the information.
3. Discussion with chairs of departments wherein there are incomplete submissions and other assessment issues using Form B (see *Appendix AOL1*, *Exhibit 8*).

   Form B includes two parts:

   I. The department chairs will need to advise the individual faculty regarding any issues indentified from Form A by the assessment chair, provide explanations for questions, and/or suggest remedial actions for identified issues.

   II. The department chairs review the current departmental procedures to evaluate the assessment results for the learning goals/objectives under jurisdiction, identify issues that warrant attention based on the assessment results, discuss the plans to address the identified issues, and comment on the results of implementing the previous proposals for closing the loop in the goal level.

4. The completed Form B is returned to the assessment chairs for monitoring continuous improvement. This end-of-semester course-embedded assessment is illustrated by *Appendix AOL1, Exhibit 5.*
5. The Assessment Committee chair presents the results to the Faculty Assembly of the SBE each year and disseminates the entire report to all faculty via email(see *Appendix AOL1, Exhibit 9*).

As illustrated in *AppendixAOL1, Exhibit 6*, in addition to the end-of-semester course-embedded assessment, we also consider ETS assessment results and EBI surveys as inputs into our assessment system. For major issues that require coordination across departments and curriculum change to close the loop, discussions with the executive committee and the faculty assembly occur.

While this approach has worked to date, we have begun to see a bit of burn-out, especially on the part of the Assessment Planning Committee and Chair. Since the SBE has created a culture of assessment, we are at a point where we can relax the submission rate and develop a rotating schedule that would not require reports for every course every semester. Furthermore, we are fully aware that our list of learning goals is far too extensive and the Committee is planning to revisit these goals and attempt to pare them down to 6 or fewer by spring 2013.

Despite budget issues, our commitment to AoL is strong and the need for a dedicated staff member is needed in order to support the process. It is the hope that in the next 2-4 years that we will be able to secure at minimum a half-time position committed to the AoL process and reporting and at best a full-time position for an Assessment Coordinator. In the meantime, the Chair of the Assessment Committee receives a course release for his work on this task.

CURRICULAR DEVELOPMENT

The SBE has a Curriculum Committee (CAC) composed of representatives from all academic departments in the SBE as well as the Assistant Dean in an ex-officio status. All proposals for curricular/course changes/revisions/additions start at the departmental level and are submitted to the Dean of the SBE, with the Dean's approval it is moved on to CAC for review. With CAC's approval, it is returned to the Dean for re-examination and approval. Once approved by the Dean it is forwarded to the Vice President for Academic Affairs for review and approval before the change is enacted.

Program changes/revisions/additions must also, in addition to those listed above, be reviewed by the Dean of Library Information Services for evaluation of technological or resource needs. Furthermore, in most cases, the Faculty Assembly of the SBE reviews the program changes and then they are also reviewed by the Faculty Senate for the College, either at the subcommittee level only for minor changes or at both the subcommittee level and by the assembly at large for major changes.

Curricular changes are made for a number of reasons:

- Findings from AoL Processes
- Identified underserved target markets, leading to creation of new major, minors and/or certificates
- Discipline advancement, leading to a shift in curriculum concentration
- Cyclic departmental review of individual courses to maintain and ensure currency of course content

Following is an overview of major programmatic and/or curricular revisions and updates that have occurred since the last review:

AREA	*ACTION ITEM*	*DATE*	*ACTION PLAN*	*OUTCOME*
PROGRAM/MAJORS	Clearly convey to all stakeholders that sufficient preparation is necessary for entry into the SBE	Fall 2006	A comparison study was completed and a proposal was submitted to increase the required transfer GPA from 2.0 to 2.3 for entry into the SBE	Approved by all Spring 2006, effective Fall 2007
		Fall 2008	A proposal was made in to further increase admission GPA from 2.3 to 2.5	Voted down by SBE Faculty Assembly
	Coordinator of Global Supply Chain Management Major resigns duties	Spring 2008	Identify the appropriate "home" for the major	New department created in June 2008 - Business & Supply Chain Management (BSCM)- chaired by Dr. Kevin O'Neill (AQ)
	NYS identified discrimination in the SBE 2.3 Transfer GPA Admission Standard	Fall 2008	Adjustments were made to the prior proposal clarifying that all transfer students (internal and external to both the SBE and College) need to adhere to the 2.3 GPA entry requirement	Approved and enacted Fall 2008
	Ensure that all of Plattsburgh's programs are searchable with similar programs in the SUNY directory	Fall 2009	Change name of Business major to Business Administration	Approved by all Fall 2009, effective Fall 2010
	Increase marketability of the Branch Campus program	Fall 2009	Change program offering at SPQ from Management to Business Administration	Approved by all Fall 2009, effective Fall 2010
	Formal recognition of the Management Information Systems major	Spring 2010	Changing the name of the Department of Management & International Business to the Department of Management, International Business & Information Systems (MIBIS)	Approved by President's Executive Council April 2010
	Request from SPQ for an Accounting major to be offered	Spring 2011	The Accounting Department and Associate Dean for SPQ collaborated to proposed a BS in Accounting at SPQ	Process suspended by President due to budget concerns
		Summer 2011	SPQ Accounting program revisited and cost analysis requested by president, SBE Dean and Dean of SPQ will collaborate	In progress

CURRICULUM	Necessary curricular review, changes, additions	Fall 2006	Three one-credit courses MGM 396, 397, & 398 were combined into a 3-credit course, BUS 388 – Seminar in Professionalism, which serves as the designated writing course in the SBE	Approved Fall 2007, enacted Spring 2007
		Fall 2006	Two one-credit courses MGM 271 & 272 were combined into a 3-credit course, MGM 275 – Business Applications & Information Systems, and content was added to provide a more solid introduction to information systems	Approved Fall 2007, enacted Spring 2007
		Spring 2008	Supply Chain Management courses requested an original prefix of SCM to be changed from general MGM prefix	Approved Summer 2008, enacted Fall 2009
		Spring 2009	Require SCM 370 (Supply Chain Management intro course) of all Business majors to increase global aspect provide to Business majors	Approved Spring 2009, effective Fall 2009
		Spring 2010	ACC 201 & 202 changes course titles from Principles of Accounting I & II to Introduction to Financial and Managerial Accounting to adhere to a request from SUNY to standardize course and facilitate transfer among SUNY institutions	Approved by department, dean, curriculum committee, & VPAA, effective Fall 2010
		Spring 2011	Management Information Systems courses requested an original prefix of MIS to be changed from general MGM prefix	Approved Summer 2011, enacted Fall 2012
	ETS Business MFT scores continued to fall below the national average	Spring 2010	ETS Review committee charged with review of process and test administration; assessment results showed that students were not performing as well as expected on the exam; proposal submitted to create a 0-credit course that all SBE students majoring in Accounting, Business Admin, Entrepreneurship, Finance, SCM, International Business, Management, MIS, & Marketing must pass in order to graduate	Approved by all (dean, curriculum committee, and faculty assembly, VPAA and faculty senate), effective Spring 2011

CONCLUSION

The faculty and staff of the School of Business and Economics are committed to continuing to improve our efforts to *provide our diverse undergraduate student population with the requisite professional skills, knowledge, and experience demanded by a global economy*. We appreciate the opportunity afforded by the AACSB Maintenance of Accreditation process to review and evaluate our efforts. And we look forward to receiving additional advice and counsel on further means of successfully accomplishing our mission.

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Appendix SA1:

SCHOOL OF BUSINESS & ECONOMICS
BUSINESS ADVISORY COUNCIL
(BAC)

CO-CHAIRS:

Pat Russell
Abbott, Frenyea, Russell & Coffey

Trent Trahan '70
Champlain Telephone Co.

MEMBERS:

Bruce Carlin '81
Media Central

Herb Carpenter '72, G'79
The Northeast Group

Jon Cooper
Champlain National Bank

Bob DeCamp '97, G'99
Deringer Logistics Consulting Group

Garry Douglas
North Country Chamber of Commerce

Victoria Zinser Duley
Clinton Community College

Paul Grasso
North Country Workforce Investment Board

Adore Flynn Kurtz
The Development Corporation

Jessica Miller '00
Stafford, Piller, Murnane, Plimpton, Kelleher & Trombley, PLLC

Kurt Mowry
Lockrows

Jeff Rendinaro '84
Darwood Associates

Bob Smith
Nine Platt Hospitality Group

Appendix SM1:

Plattsburgh
STATE UNIVERSITY OF NEW YORK

OFFICE OF
THE PRESIDENT

101 BROAD STREET
Plattsburgh, NY
12901-2681
Tel: (518) 564-2010
Fax: (518) 564-3932

December 12, 2011

Robert D. Reid, Chair
Maintenance of Accreditation Committee
Association to Advance Collegiate Schools of Business
777 South Harbour Island Boulevard, Suite 750
Tampa, Florida 33602

Dear Dr. Reid,

The State University of New York College at Plattsburgh is pleased to support Maintenance of Accreditation for the business programs of our School of Business and Economics.

Since the School's first review by AACSB ten years ago, we have created a second faculty position in the area of finance as suggested by that previous visitation team. We have created two new faculty positions in connection with a new major in Global Supply Chain Management. We have created two new faculty positions in connection with a new major in Management Information Systems. In addition, the School of Business and Economics will shortly move into a new $14.2 million facility currently under construction with expected occupancy as of January 2013.

The SUNY College at Plattsburgh remains committed to maintaining the quality of the School of Business and Economics in its various dimensions and to supporting the School's further continuous improvement. The College fully expects to provide appropriate staffing and other necessary resources to the extent possible to accomplish these goals.

Sincerely,

John Ettling, PhD
President,
State University of New York College at Plattsburgh

www.plattsburgh.edu

Appendix SM2:

SUNY PLATTSBURGH - SCHOOL OF BUSINESS & ECONOMICS

Table 2-1: Summary of Intellectual Contributions

ALL Full/Part-time members in 2010-11 for the period 2006-2007 through 2010-2011

Accounting

	Portfolio of Intellectual Contributions										Summary of IC Types		
Member Name	**PRJ**	**Mono**	**Book**	**Chap**	**PRP**	**PRPP**	**FW**	**NPRJ**	**Other**	**Total**	**LPS**	**CTP**	**DBS**
AQ: Gaber, Mohamed	1		1	1		3			5	**11**	9	1	1
Lee, Chuo-Hsuan	6				1	8	2		1	**18**	4	1	13
Lusk, Edward	25			4	7	11	5		9	**61**		5	56
PQ: Kaiser, Mark E										**0**			
Steria, Dean						2				**2**	2		
NQ: Kandiel, El Sayed									1	**1**			1
Accounting Totals:	**32**	**0**	**1**	**5**	**8**	**24**	**7**	**0**	**16**	**93**	**15**	**7**	**71**

Business Law

	Portfolio of Intellectual Contributions										Summary of IC Types		
Member Name	**PRJ**	**Mono**	**Book**	**Chap**	**PRP**	**PRPP**	**FW**	**NPRJ**	**Other**	**Total**	**LPS**	**CTP**	**DBS**
AQ: Coffey, James J	2								2	**4**		3	1
Business Law Totals:	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**4**	**0**	**3**	**1**

Global Supply Chain Management (GSCM)

	Portfolio of Intellectual Contributions										Summary of IC Types		
Member Name	**PRJ**	**Mono**	**Book**	**Chap**	**PRP**	**PRPP**	**FW**	**NPRJ**	**Other**	**Total**	**LPS**	**CTP**	**DBS**
AQ: Choe, Kwangseek	3				3	3			1	**10**		1	9
Neureuther, Brian	9				3	5	1		11	**29**	8	9	12
O'Neill, Kevin R	1				3	2			1	**7**	4	2	1
GSCM Totals:	**13**	**0**	**0**	**0**	**9**	**10**	**1**	**0**	**13**	**46**	**12**	**12**	**22**

Finance

	Portfolio of Intellectual Contributions										Summary of IC Types		
Member Name	**PRJ**	**Mono**	**Book**	**Chap**	**PRP**	**PRPP**	**FW**	**NPRJ**	**Other**	**Total**	**LPS**	**CTP**	**DBS**
AQ: Christopherson, Robert	1			1	1	1	2		1	**7**	2	5	
Gregoriou, Greg N	17		30	18	1	1			2	**69**			69
Henry, Stephen	5				1					**6**	4		2
Read, Colin L			9	12			2	56	13	**92**	1	83	8
PQ: McPartlin, Kenneth										**0**			
Finance Totals:	**23**	**0**	**39**	**31**	**3**	**2**	**4**	**56**	**16**	**174**	**7**	**88**	**79**

Management *(courses in Business Communication and International Business are taught in this area)*

	Portfolio of Intellectual Contributions										Summary of IC Types		
Member Name	**PRJ**	**Mono**	**Book**	**Chap**	**PRP**	**PRPP**	**FW**	**NPRJ**	**Other**	**Total**	**LPS**	**CTP**	**DBS**
AQ: Barakat, Areeg I ABD, 2008					1					**1**			1
Chrysostome, Elie V	5				1					**6**		1	5
Djerdjouri, Mohamed	2				2				1	**5**	1	4	
Strang, Kenneth	25		1	6	3	10			1	**46**	23	9	14
PQ: Baker, David										**0**			
Carpenter, Herbert										**0**			
NQ: Moussa, Faten					2	3				**5**			5
Managmement:	**32**	**0**	**1**	**6**	**9**	**13**	**0**	**0**	**2**	**63**	**24**	**14**	**25**

Management Information Systems (MIS)

	Portfolio of Intellectual Contributions										Summary of IC Types		
Member Name	**PRJ**	**Mono**	**Book**	**Chap**	**PRP**	**PRPP**	**FW**	**NPRJ**	**Other**	**Total**	**LPS**	**CTP**	**DBS**
AQ: Zhang, Justin	8			4	4					**16**			16
Rampal, Rohit					5	5			2	**12**	7	1	4
MIS Totals:	**8**	**0**	**0**	**4**	**9**	**5**	**0**	**0**	**2**	**28**	**7**	**1**	**20**

Marketing *(courses in Entrepreneurship are taught in this area)*

	Portfolio of Intellectual Contributions										Summary of IC Types		
Member Name	**PRJ**	**Mono**	**Book**	**Chap**	**PRP**	**PRPP**	**FW**	**NPRJ**	**Other**	**Total**	**LPS**	**CTP**	**DBS**
AQ: Church, Nancy J	1		1		4	2	5	1	10	24	13	10	1
Gottschall, Richard *****(ABD, 2009)						8			1	9			9
Heroux, Lise A	5				6	2	2		4	19	7	10	2
PQ: Barcomb, Maiko									2	2	1	1	
McArdle, James										**0**			
Marketing Totals:	**6**	**0**	**1**	**0**	**10**	**12**	**7**	**1**	**17**	**54**	**21**	**21**	**12**
Totals:	**116**	**0**	**42**	**46**	**48**	**66**	**19**	**57**	**68**	**462**	**86**	**146**	**230**

PRJ: Articles in peer-reviewed journals

Mono: Monographs (teaching/pedagogical, practice/applied and /or research)

Book: Books (textbooks, professional/practice/trade, and/or scholarly)

Chap: Chapters, Readings in books (textbooks, professional/practice/trade, and/or scholarly)

PRP: Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings

PRPP: Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings

FW: Faculty workshops (teaching/pedagogical, practice oriented, and/or research seminar)

NPRJ: Non-Peer Reviewed Journals
Other: papers presented at faculty workshops, peer-reviewed cases with instructional materials, instructional software, study guides, instructor's manuals, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, supplements, etc.

LPS: Learning & Pedagogical Scholarship

CTP: Contributions to Practice

DBS: Discipline-Based Scholarship

Appendix SM3:

SUNY PLATTSBURGH - SCHOOL of BUSINESS & ECONOMICS

Table 2-2: Summary of Peer Reviewed Journals and Number of Publications in Each; 2006-2011

Total Journals 105	Publication Count 116
Academic Exchange Quarterly	**2**
Academy of Accounting and Financial Studies Journal	**1**
Accounting Instructors' Report	**1**
Advances in Management	**1**
American Journal of Business Education	**1**
American Journal of Economics and Business Administration	**1**
Annals of Operations Research	**1**
Asian English Foreign Language Journal Quarterly	**1**
Asian Journal of Management Cases	**1**
Asian Journal of Management Cases	1
Business Process Management Journal	**2**
Business Research Yearbook	**1**
China Insights Today	**1**
Computers & Operations Research	**1**
Computers in Human Behaviour	**1**
Czech Journal of Economics and Finance	**1**
Decision Sciences Journal of Innovative Education	**3**
Delti Pi Epsilon Journal	**1**
Environmental Quality Management	**1**
European Management Journal	**1**
Expert Systems With Applications	**1**
Financial Management and Analysis	**1**
Gender, Work and Organization	**1**
IEB International Journal of Finance	**1**
IEEE Transactions on Semiconductor Manufacturing	**1**
INFOR	**1**
Information Systems Management	**1**
International Journal of Behavioural Accounting and Finance	**1**
International Journal of Business and Economics Perspective	**1**
International Journal of Business Disciplines	**1**
International Journal of Business Strategy	**1**
International Journal of Chinese Culture and Management	**1**
International Journal of Collaborative Enterprise	**1**
International Journal of Continuing Engineering Education and Life-Long Learning	**1**
International Journal of Corporate Governance	**1**
International Journal of E-Business Research	**1**
International Journal of Economic Policy in Emerging Countries	**1**

International Journal of Education Research	**1**
International Journal of E-Entrepreneurship and Innovation	**1**
International Journal of Excellence in Public Sector Management	**1**
International Journal of Information & Learning Technology in Campus-Wide Information Systems	**1**
International Journal of Information Communication and Technology Education	**1**
International Journal of Information Systems and Supply Chain Management	**1**
International Journal of Information Systems in the Service Sector	**1**
International Journal of Innovation and Learning	**1**
International Journal of Internet and Enterprise Management	**1**
International Journal of Investment Management and Financial Innovations	**1**
International Journal of Management and Decision Making	**1**
International Journal of Networking and Virtual Organisations	**1**
International Journal of Project & Organisation Management	**1**
International Journal of Virtual and Personal Learning Environments	**1**
Journal of Applied Business Research	**1**
Journal of Asset Management	**1**
Journal of Business Case Studies	**1**
Journal of Business Finance and Librarianship	**1**
Journal of Cases on Information Technology	**1**
Journal of Comparative International Management	**1**
Journal of Cost Analysis and Management	**1**
JOURNAL of DERIVATIVES AND HEDGE FUNDS	**3**
Journal of Derivatives Use, Trading and Regulation	**1**
Journal of Education and Information Technology	**1**
Journal of Education and Information Technology	1
Journal of Education for Business	**1**
Journal of Employee Ownership, Law, and Finance	**1**
Journal of Finance Case Research	**2**
Journal of Financial Management and Analysis	**1**
Journal of Foodservice Business Research	**2**
Journal of Futures Markets	**1**
Journal of Instructional Techniques in Finance	**1**
Journal of Intercultural Education	**1**
Journal of Intercultural Education	1
Journal of International Business and Entrepreneurship Development	**1**
Journal of Marketing Channels	**2**
Journal of Pensions Management	**1**
Journal of Portfolio Management	**1**
Journal of The Operational Research Society	**1**
Journal of Wealth Management	**5**
Knowledge and Process Management	**1**
Knowledge Management Research & Practice	**1**
La Revue des Sciences Commerciales	**1**
Managerial Finance	**1**
Multicultural Education & Technology Journal	**1**
New York State Bar Journal	**1**
Nursing Economics	**1**

Online Information Review	**1**
Palmetto Review	**1**
Pensions: An International Journal	**1**
Personalwirtschaft	**1**
Persorama	**1**
Practical Assessment Evaluation & Research	**1**
Project Management Journal	**2**
RAC	**1**
Reveiw of Business Research	**1**
Revue de Recherche en Tourisme TEOROS	**1**
SBR: Schmalenbach Business Review	**1**
Special Libraries Association Business and Finance	**1**
Taxation of Exempts	**1**
The Open Business Journal	**1**
The Review of Asset Pricing Studies	**1**
Thunderbird International Business Review	**2**
World Review of Entrepreneurship, Management and Sustainable Development	**1**
Total Journals **105**	**Publication Count** **116**

Appendix SM4:

Criteria for Course Release for Scholarship

Responsibilities of faculty members fall into three areas: teaching, scholarship, and service. Every faculty member is expected to contribute departmental service to include, but not limited to, advising, departmental governance, curriculum development, assessment, scheduling, supervision of independent study students, self-studies and accreditation, regardless of teaching load. Additional service expectations may be met by service to the campus, profession, or, in some cases, community. Exceptional service, determined by the Provost, may also justify release time, such as chairing a Middle States review or the Faculty Senate.

The Report of the Provost's Review Committee on the Use of the Boyer Principles in Evaluating Faculty Scholarship (November 27, 2007) sets the governing principles used in defining scholarship. The process, product, or outcome must be accessible to others and assessed by them, and must be public. Generally, intellectual contributions must satisfy the following requirements:

1. Scholarship must result in a product or outcome;
2. Scholarship is best expressed in a forum for presentation appropriate to its outcomes;
3. The product of scholarship must be subjected to a process of peer or professional review or evaluation, and
4. Scholarly products must be evaluated using appropriate quality standards.

These criteria for course release do not set standards for promotion and continuing appointment. During times of mandatory increased course load, such as a 4/3 load, the expectations for scholarship set below are halved.

To be considered for a course release for scholarship each semester from the normal 12 credit teaching load (Supple memo of October 1, 1982), a tenured full-time faculty member must continually engage in significant scholarly or creative activities in his/her academic field in terms of quality and quantity. Faculty members are expected to be involved in a variety of intellectual development and professional growth activities that are directly related to their primary teaching responsibilities. A faculty member must meet at least one of the attached criteria related to the faculty member's discipline over a five year period. (In recognition of the special role of department chairs, the five year window stops during their term of office.) Since examples of appropriate scholarly and creative work are highly varied, no lists can include all possibilities. Departments are encouraged to develop more detailed lists of appropriate activities at each of these levels, and distribute the list to all tenure track faculty after the list has been approved by their dean.

Process and Appeal. Deans make recommendations for faculty to have the release time based on evidence provided in Annual Activity Reports. A faculty member who wishes to appeal should first discuss it with the dean, and then may appeal to the provost. Faculty teaching the 4/4 course load who wish to reengage with their scholarship and receive the course release may work with their chair and dean to develop a very specific program and timeline for scholarship and publication that may be implement with the consent of the Provost.

Appendix SM5:

SBE TRAVEL POLICY

A. General

1. SBE travel funding is allocated towards both faculty and administrative needs. Administrative travel is funded from the budget of the dean, academic vice-president, or other administrator, and is usually set aside for department chairs, search committee chairs, and other faculty who are traveling for the purpose of performing administrative duties. Faculty travel is usually funded through the office of the dean, through the New York State/United University Professions Joint Labor-Management program (PDIAP), and through mini-grants.
2. Where funds are encumbered for a meeting and the meeting is later cancelled, or the faculty member does not attend, such funds will be returned to the pool of funds for alternative distribution. The distribution shall be consistent with the policies and procedures originally used to allocate funds.
3. When faculty members do not have specific information available, they must still make travel requests in as complete a form as possible. These requests will be considered along with all other requests.
4. Faculty should apply for grants and other travel funds whenever possible. In all cases, these other funds will be applied to the travel reimbursement before SBE travel funds are made available.
5. Every school-related trip requires completion of an "Authorization to Travel" form, whether the trip is funded or not.
6. Travelers using a state van, or a rental vehicle, are subject to the License Event Notification System (LENS) program, available through the University Police. LENS certification is required before operating the motor vehicle.
7. State employees are entitled to pay state per diem rates for transportation and lodging in any state, even for personal use.

B. Process

1. Discuss conference travel plans with department chair and/or dean at least one month prior to travel.
2. If travel is verbally approved, first consult with Secretary II concerning airline options, and then submit via email the SBE "Estimated Travel Expenditures and Travel Policy" form; also include the conference website, or attach to the email pertinent conference information such as the organization, location, dates, fees, etc.
3. Secretary II will review the travel expenditures form before sending to Dean.
4. Dean will review form and either approve or disapprove travel, and will return form to Secretary II with the appropriate reimbursement percentage.
5. Secretary II notifies the applicant of the estimated reimbursement amount, and applicant completes an "Authorization to Travel" form.
6. Both forms are then sent to the provost's office for approval or disapproval.
7. If reimbursement is approved, airline arrangements can be made. Consult with Secretary II to discuss flight options, and if desired complete an "Application for Travel Advance" form (AC-1214).

8. Within two weeks of return from travel, bring all original receipts (except for meals), to Secretary II to complete a "Travel Voucher".
9. Reimbursement checks are usually made available within three weeks.

C. Funding and reimbursement

1. For the first trip of the year, covered costs are a) 70% if there will be a published and printed proceedings that is publicly disseminated, b) 50% if the traveler is moderator, presenter, organizer, or accompanying students on an approved student trip, and c) 0% otherwise.
2. Percentages drop by 10 points for a subsequent trip of any type.
3. Maximum allowable airfare (including baggage) is $500, and reimbursement will apply the same percentage guidelines as above.
4. Maximum allowable expenses submitted on the Estimated Expense form are $1500, prior to application of the above percentages.
5. A maximum of two conference trips per academic year can be reimbursed.
6. Approved registration, airline, and car-rental fees are prepaid with the SBE procurement card or approved purchase order. Hotel, meals, and membership fees can not be similarly prepaid.
7. Travel advances can be up to $400 and cover lodging and meals only.
8. Late registration fees (i.e. the excess above the advance registration fee) will not be reimbursed.
9. For travel within New York both meals and lodging are state and municipal tax exempt. The traveler must submit to the vendor the NYS "Exemption Certificate" (ST-129) form for lodging, and the NYS "Tax Exemption Certificate" (AC-946) form for meals.
10. All car rentals are through Enterprise. Personal cars can also be used, but mileage reimbursement ($.50/mile in 2010) cannot exceed the rental car cost (excluding gasoline expense). For rentals, the gasoline expense is reimbursable.
11. At the site of a conference, only public transportation expenses are reimbursable.
12. Although the traveler may attempt to find lower cost alternative airfares on their own, there are advantages to using the state agent, Albany Travel Leaders:
    a. Even last-minute bookings are charged only the state-contracted rate.
    b. There is no advance purchase, or minimum requirement.
    c. You will not have to use a personal credit card.

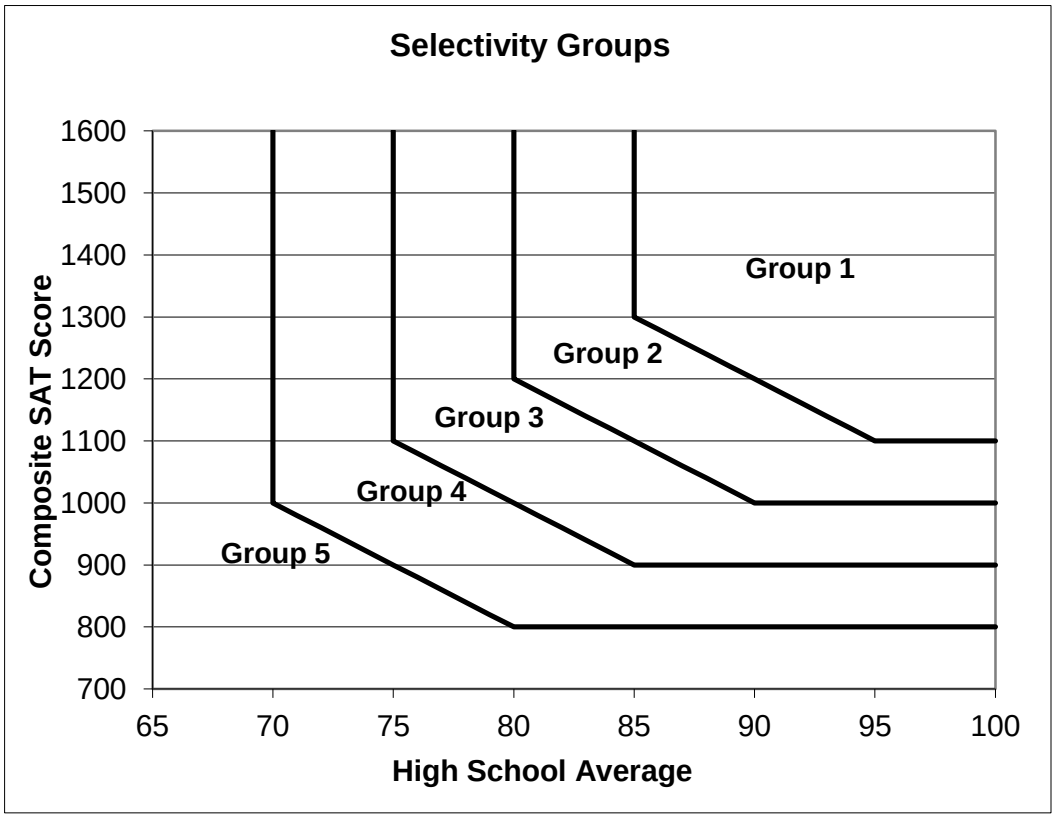
Appendix P1:

SUNY Undergraduate Admissions Selectivity Matrix

The Mission Review process characterizes institutional "selectivity" using one of five categories. The categories and their definitions are listed below. In part, these categories are defined by the SAT[1]/High School Average matrix at the bottom of this page. The bold lines on the matrix define the lower threshold of each category in terms of combinations of SAT scores and high school averages (there is no upper threshold). The Groups on the chart are cascading, e.g., Group 2 contains Groups 1 and 2; Group 3 contains Groups 1, 2, and 3, etc.

The selectivity categories apply to students accepted and enrolled by the institution as regularly admitted first-time, full-time freshmen. This excludes part-time students, students admitted into EOP or other risk admissions programs, and special programmatic admissions.

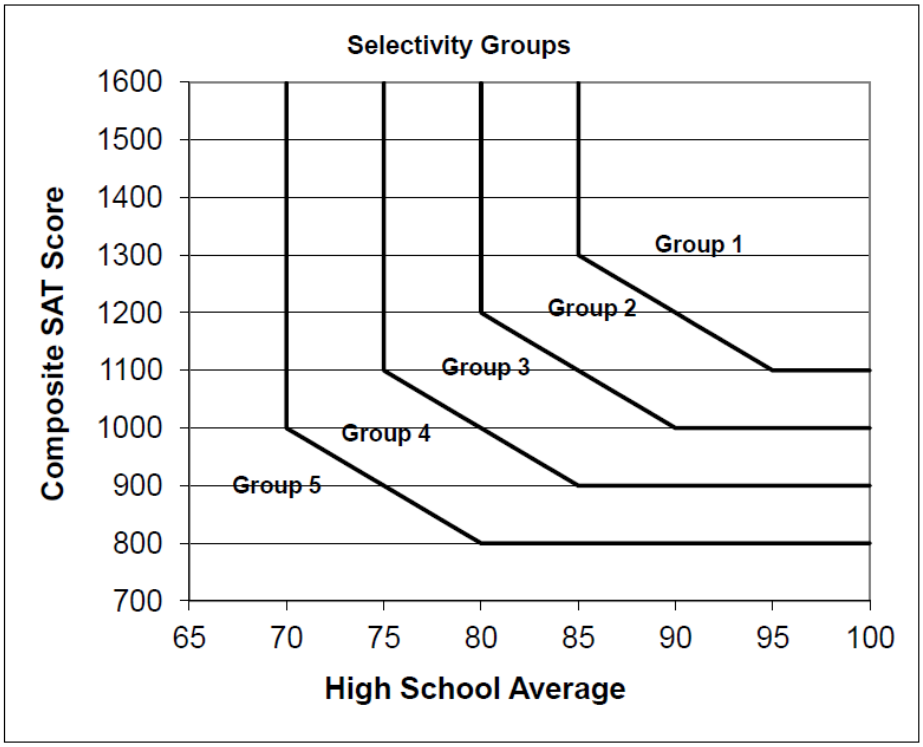
Most Selective - At least 60% of first-time, fulltime students enrolled are Group 1.
Highly Selective - At least 60% of first-time, fulltime students enrolled are Group 2 or higher.
Very Selective - At least 60% of first-time, fulltime students enrolled are Group 3 or higher.
Selective - At least 60% of first-time, fulltime students enrolled are Group 4 or higher.
General Admission - Not meeting any of the above categories.



[1] Or equivalent/converted ACT.

NB: With the upcoming changes to the SAT I, the SUNY Undergraduate Admissions Selectivity Matrix may need to be revised during the Mission Review II (2005-2010) cycle

Definitions of Selectivity Groups
Used in Mission Review and Enrollment Planning



Group 1		Group 2		Group 3		Group 4	
High School Average	Minimum Composite SAT	High School Average	Minimum Composite SAT	High School Average	Minimum Composite SAT	High School Average	Minimum Composite SAT
84 and lower	[1]	79 and lower	[1]	74 and lower	[1]	69 and lower	[1]
85	1300	80	1200	75	1100	70	1000
86	1280	81	1180	76	1080	71	980
87	1260	82	1160	77	1060	72	960
88	1240	83	1140	78	1040	73	940
89	1220	84	1120	79	1020	74	920
90	1200	85	1100	80	1000	75	900
91	1180	86	1080	81	980	76	880
92	1160	87	1060	82	960	77	860
93	1140	88	1040	83	940	78	840
94	1120	89	1020	84	920	79	820
95 and higher	1100	90 and higher	1000	85 and higher	900	80 and higher	800

[1] The minimum High School Average for Group 1 is 85, for Group 2 is 80, for Group 3 is 75 and for Group 4 is 70.
[2] High School Averages are rounded to the nearest integer.
[3] Group 5 defines open admission and has no minimum High School Average or SAT score.

System Administration
Academic Planning, Policy and Evaluation-IR
State University of New York
23 February 2000

00/78
PDB
P:\OPA\PERMDATA\Selectivity Groups.XLS

Appendix P2:

SBE FALL ENROLLMENTS COMPARISONS BY MAJOR
IN THE SBE

Major	Curriculum Code	Fall 2004			Fall 2005			Fall 2006			Fall 2007		
		First Major	Second Major*	Totals	First Major	Second Major*	Totals	First Major	Second Major*	Totals	First Major	Second Major*	Totals
Accounting	*755*	140	1	*141*	122	2	*124*	154	7	*161*	152	12	*164*
Business	*725/697*	153	52	*205*	173	32	*205*	220	50	*270*	206	65	*271*
Branch Campus	*696*												
Entrepreneurship	*105*						*0*	18	0	*18*	33	2	*35*
Finance	*698*	1	1	*2*	41	1	*42*	52	4	*56*	84	23	*107*
GSCM	*294*										6	1	*7*
International Business	*106*			*57*			*46*	35	2	*51*	46	4	*55*
Old Code	*749*	53	3		41	3		12	1		4	0	
Regional Studies - Old Code	*789*	1	0		2	0		1	0		1	0	
Marketing	*108*			*105*			*88*	60	1	*102*	85	5	*103*
Old Code	*743*	103	2		84	4		41	0		13	0	
Management	*107*			*105*			*97*	36	1	*97*	51	3	*94*
Branch Campus	*295*							13	0		27	0	
Old Code	*742*	112	3		95	2		45	2		12	1	
Management Info Systems	*200*												
	TOTALS	*563*	*62*	*615*	*558*	*44*	*602*	*687*	*68*	*755*	*720*	*116*	*836*

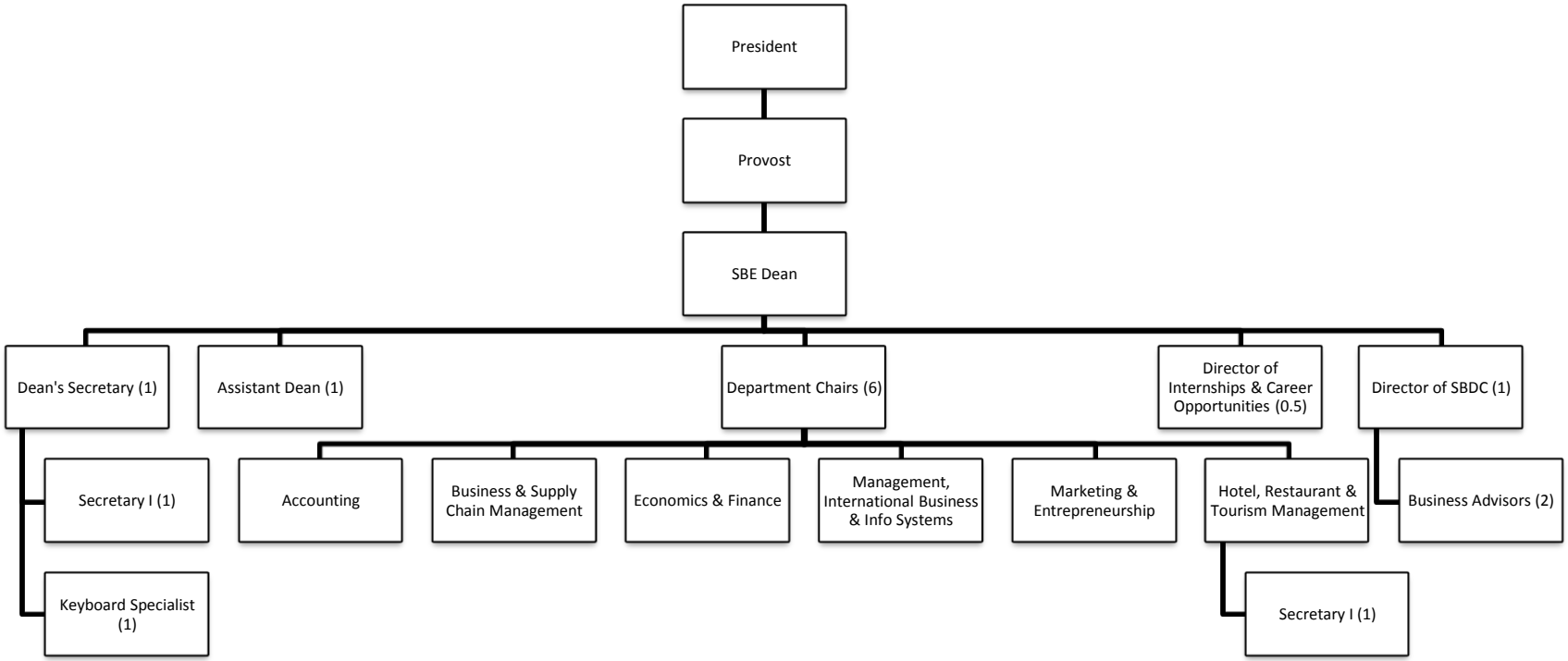
** Second major totals do not exclude students whose first major is in another department of the SBE; therefore, total majors is not indicative of total headcount.*
Majors beyond the second are not factored.

TOTAL DECLARED SBE MAJORS	Total Enrollment
Fall 2004	**625**
Fall 2005	**602**
Fall 2006	**755**
Fall 2007	**836**
Fall 2008	**936**
Fall 2009	**1023**
Fall 2010	**1037**
Fall 2011	**1059**

Appendix P2 (continued):

Fall 2008			Fall 2009			Fall 2010			Fall 2011		
First Major	**Second Major***	**Totals**	**First Major**	**Second Major***	**Totals**	**First Major**	**Second Major***	**Totals**	**First Major**	**Second Major***	**Totals**
168	15	*183*	160	14	*174*	166	14	*180*	169	11	*180*
240	68	*308*	279	111	*390*	306	103	*409*	309	79	*388*
						16	0	*16*	47	0	*47*
37	2	*39*	38	1	*39*	34	2	*36*	36	6	*42*
96	21	*117*	79	18	*97*	76	16	*92*	66	15	*81*
13	8	*21*	18	14	*32*	17	7	*24*	31	7	*38*
60	4	*66*	67	7	*74*	65	8	*73*	76	11	*87*
1	0										
1	0										
94	8	*107*	114	11	*125*	106	20	*126*	86	33	*119*
5	0										
45	4	*91*	34	11	*82*	36	6	*68*	34	8	*48*
37	0		37	0		26	0		6	0	
2	0		2	0							
4	0	*4*	8	2	*10*	10	3	*13*	13	16	*29*
799	*130*	*936*	*828*	*187*	*1023*	*848*	*176*	*1037*	*873*	*186*	*1059*

Appendix P3:


President
Provost
SBE Dean
Dean's Secretary (1)
Assistant Dean (1)
Department Chairs (6)
Director of Internships & Career Opportunities (0.5)
Director of SBDC (1)
Secretary I (1)
Keyboard Specialist (1)
Accounting
Business & Supply Chain Management
Economics & Finance
Management, International Business & Info Systems
Marketing & Entrepreneurship
Hotel, Restaurant & Tourism Management
Business Advisors (2)
Secretary I (1)

Appendix P4:

SBE Faculty Bylaws

Article I General

A. Name

This organization shall be known as the Faculty of the School of Business and Economics (SBE) of The State University of New York College at Plattsburgh (SUNY-Plattsburgh).

B. Composition

Membership of the Faculty of the School of Business and Economics shall consist of the president of the college, the provost and vice-president for Academic Affairs, the dean of the SBE, and all members of the academic, administrative, and professional staff of the school.

C. Authority

All actions, decisions, policies, and processes of the SBE faculty shall be in conformity with the Policies of the Board of Trustees of the State University of New York, the SUNY-Plattsburgh Campus Handbook, the Faculty Senate Bylaws, and the current Agreement between United University Professions and the State of New York. The SBE recognizes the importance of achieving the educational standards set forth by the Association to Advance Collegiate Schools of Business (AACSB) and the Accreditation Commission for Programs in Hospitality Administration (ACPHA). All academic, faculty, and organizational policies of the SBE shall take into consideration AACSB and ACPHA recommendations and guidelines for improvement of academic programs.

Article II Definitions

In interpreting these bylaws, the terms *college* and SUNY-Plattsburgh shall mean The State University of New York College at Plattsburgh; *school* and *SBE* shall mean the School of Business and Economics at that college; the term *dean* shall refer to the dean of said school; and the terms *Faculty Senate* and *Faculty Senate Bylaws* shall refer to the respective senate and bylaws of the overall college faculty. All other references to the *faculty* shall mean that of the school, and *assembly* shall refer to the SBE Faculty Assembly. AACSB is the Association to Advance Collegiate Schools of Business, while ACPHA is the Accreditation Commission for Programs in Hospitality Administration.

Article III Governance

A. General

In general, the faculty shall follow the principle of shared governance recommended and authorized by the Policies of the Board of Trustees (Article X, Section 4), the Faculty Senate Bylaws (Articles 1.3, 2.1), and the Campus Handbook. The dean and the Faculty Executive Committee fulfill the executive role, while the assembly, as described in Article IV of these bylaws, shall serve as the main advisory body to the dean for purposes of establishing academic and faculty programs, policies, and procedures.

(1) Academic proposals

The approval process for major academic program proposals requires review by the initiating department, the SBE Curriculum Committee, the dean, the assembly, and the Faculty Senate. The provost and vice-president for academic affairs as well as the president of the college have final ratifying authority for all academic proposals.

B. Office of the Dean

The dean's office shall (1) execute and administer the policies of both the college and the SBE as specified in the Policies of the Board of Trustees (Article IX, Title B) and Section III of the Campus Handbook; (2) recommend appointment of department chairs, the director of the Small Business Development Center, and the director of Internships and Career Services; (3) apply and interpret the accreditation guidelines set forth by AACSB and ACPHA ; and (4) periodically review the mission, goals, and objectives of the SBE.

C. Organization of Academic Faculty

(1) Academic faculty shall be organized into six departments: Accounting; Economics and Finance; Hotel, Restaurant, and Tourism Management; Management, International Business, and Information Systems; Marketing and Entrepreneurship; and Business and Supply Chain Management. Each department is considered to be a separate governance unit entitled to representation on the Faculty Senate.

(2) Departments and centers, as referred to in these bylaws, may be either or both academic or non-academic in their primary mission. As specified in the Faculty Senate Bylaws (Article 2.1.3) each department shall be responsible for the conduct, evaluation, and improvement of those programs under its jurisdiction, and for initiating appropriate action within the school and the Faculty Senate.

(3) Department chairs and center directors shall be recommended by the dean and appointed by the president for up to three-year renewable terms as specified in the Policies of the Board of Trustees (Article IX, Title C), with responsibilities as designated by the president of the college and Section III of the Campus Handbook.

(4) A presiding officer of the faculty is elected for a three-year term by majority vote of the voting members of the faculty. Election is conducted by the Faculty Affairs Committee using a process of written nomination and mailed ballots. Eligible members include all academic faculty, except for department chairs and directors.

(5) Departmental representatives for the SBE standing committees specified in Article V, Sections B, C, and D are elected by majority vote within each department.

(6) Unless otherwise specified in these bylaws, all formal meetings within the SBE, other than the Faculty Executive Committee and those organized by the dean, shall follow Robert's Rules of Order Newly Revised. No meetings shall be scheduled prior to the first day of classes or during official holiday breaks.

(7) Any number of ad-hoc committees may be formed by the faculty, with membership and voting procedures established by the organizing body.

D. Records

(1) The office of the dean shall maintain records of all policies, programs, and procedures related to the SBE. In consultation with the Faculty Affairs Committee, the dean's office will update and re-issue every year an official SBE Handbook that contains the policies, programs, and procedures deemed most relevant to the academic life of the SBE and its faculty. The handbook is made available to both the faculty and the general public through SEDONA, ANGEL, and the SBE website.

(2) Minutes will be taken of assembly and formal meetings of the SBE committees listed in Article V, Sections A, B, C, and D. To allow access and review, minutes will permanently reside in the offices of the SBE's professional staff.

Article IV Faculty Assembly

The Faculty Assembly of the School of Business and Economics exercises its right to shared governance by acting in an advisory capacity to the dean for the conduct, evaluation and improvement of academic programs and faculty policies under school jurisdiction. All of the above are functions designated to the school faculty by the shared governance provisions of the Faculty Senate Bylaws (Article 1.3) and the Policies of the Board of Trustees (Article X, Section 4).

A. Jurisdiction

The assembly shall review and make recommendations to the dean concerning all academic and faculty policies within the SBE, with the exception of those matters designated:

(1) As being internal to a single department

(2) By the Faculty Senate Bylaws

(3) By the collective bargaining agreement

(4) By the SUNY-Plattsburgh Campus Handbook

B. Presiding Officer

The presiding officer of the faculty shall preside at all meetings of the assembly. The responsibilities of the presiding officer shall include the calling of meetings, setting agendas, conducting votes, maintaining the voting faculty roster, establishing quorums, and assuring that all votes and other actions of the Faculty Assembly are in compliance with these bylaws and with Robert's Rules of Order Newly Revised.

C. Meetings

The Faculty Assembly shall meet at least twice during the academic year, once each in the fall and spring semesters. Meetings may be called by the dean, the presiding officer, or by the chair of the Faculty Affairs Committee. A majority of the voting members of the assembly shall constitute a quorum. No meetings shall be scheduled prior to the first day of classes or during official holiday breaks.

D. Agenda

All matters taken up by the assembly for decision must be noted on the official agenda circulated with the meeting call, and the meeting call shall invite additional discussion items. Unless it is designated as emergency business by the presiding officer, no matter requiring vote shall be placed on the agenda without having been acted upon by the Faculty Executive Committee, as specified in Article V, Section A(4).

E. Voting

(1) Voting members of the assembly shall consist of all center directors, program directors, and participating academic faculty, whether full- or part-time. An academic faculty member is considered to be *participating* according to AACSB standards, as detailed in the document Eligibility Procedures and Accreditation Standards for Business Accreditation, Section 3.9.

(2) Faculty members on temporary leaves of absence or sabbatical do not lose their voting or membership privilege in any organization within the SBE; nor are they required to vote while on leave (Faculty Senate Bylaws, Article 1.2).

(3) The presiding officer may vote whenever ballots (confidential) are used; in the case of a rising or voice vote he or she may vote (last) only if their vote would make a difference to the outcome.

Article V Committees

A. Executive Committee

The Executive Committee (EC) is an advisory body to the dean and shall be responsible for reviewing all proposals concerning (1) academic and faculty policies, and (2) school governance, except as provided in Article IV, Section A of these bylaws.

(1) Membership

The EC shall be composed of the dean, the assistant dean, the presiding officer of the faculty, department chairs, the director of Internships/Career Placement, and the director of the Small Business Development Center (SBDC).

(2) Presiding Officer

The presiding officer of the faculty shall be the presiding officer of the EC. Within this committee he or she shall have the same responsibilities set forth in Article IV, Section B of these bylaws.

(3) Meetings

Meetings shall be convened by the dean, by the presiding officer, or by the request of two members of the EC. No meetings shall be scheduled prior to the first day of classes or during official holiday breaks. Possible agenda items can only be rejected twice by a presiding officer, and then they must appear on the agenda of the next meeting.

(4) Disposition of Proposals

After sufficient discussion, the EC shall deal with a proposal or policy item by (a) reporting it to the assembly with either a favorable or unfavorable recommendation, or (b) returning it to an originating source for further action.

(a) If the item is rejected by the EC, the proposal can be taken up for discussion by the assembly if a motion is made and seconded to further discuss the item.

(b) If the item is returned to the originating source more than twice, it shall then be transmitted to the assembly for action, accompanied by such positive and negative recommendations as may have been developed by the EC and by the originating source.

(5) Voting

In general, after sufficient discussion, proposals may be voted favorably or unfavorably by consensus of those present.

B. Strategic Planning Committee

Recognizing the importance of long-term, strategic planning to the continued success of the School of Business and Economics, the Strategic Planning Committee plays a leading role in this important function.

(1) Membership and Governance

Each department will elect one representative to serve a renewable two-year term. One SBE student and two members of the SBE Business Advisory Council will also be invited by the dean to serve on the committee for one-year renewable terms. The chairperson is elected annually at the beginning of each academic year. Faculty members and Business Advisory Council members are eligible to serve as chair.

(2) Responsibilities

The Strategic Planning Committee leads the strategic planning function in the SBE, consistent with the strategic plans and goals of both SUNY-Plattsburgh and the State University of New York. Its responsibilities include modifying the SBE mission statement and strategic goals, conducting situation/SWOT analyses, visioning, formulating and implementing strategy, and evaluating the success of strategy, when necessary.

C. Assessment Committee

In accordance with AACSB and ACPHA guidelines and the interpretation of those standards by the faculty, the Assessment Committee designs and implements appropriate assessment processes and instruments to evaluate learning outcomes for both the school and individual departments. It then recommends specific actions based on assessment of those learning outcomes.

(1) Membership and Governance

Each department will elect one representative to serve a renewable two-year term. The chairperson is elected annually at the beginning of each academic year.

D. Curriculum Committee

The Curriculum Committee serves as the school's Course and Program Review Committee authorized by the Faculty Senate Bylaws (Article 2.4.1). It reviews both school and departmental proposals related to courses, curricula, and programs, and then may either: (1) ratify, (2) reject, or (3) send back a proposal to the originating source. In the case of ratification or rejection, the committee's decision is recorded by the chairperson in the transmittal record of the appropriate college form (*Course Proposal* or *Program Proposal*); major decisions are reported to the Faculty Assembly for possible discussion and review. If a proposal is sent back to the originating source, the committee chair will at the minimum provide reasons for rejection, but may also provide advice on possible revision.

(1) Membership and Governance

Each department will elect one representative to serve a renewable two-year term. The chairperson is elected annually at the beginning of each academic year.

E. Faculty Affairs Committee

The bylaws of the Faculty Senate specify the creation of a Faculty Affairs Committee (FAC) within the School of Business and Economics. The FAC has responsibilities given to it by both the college and the school.

(1) Membership and Governance

Each department will elect one representative to serve a two-year, renewable term. The chairperson is elected annually at the beginning of each academic year.

(2) Responsibilities (College)

In accordance with the Faculty Senate Bylaws (Article 2.3), the SBE Faculty Affairs Committee evaluates the dean of the SBE during every third year of an appointment. At a minimum, the FAC will adopt the process, procedures, and standards suggested by the Faculty Senate Bylaws (Article 2.3.2.2), but may use additional criteria related to the achievement and maintenance of AACSB and ACPHA accreditation standards.

(3) Responsibilities (School)

In general, the FAC reviews academic, faculty, and governance policies of the SBE and may make recommendations to the dean, the Executive Committee, or to the Faculty Assembly. Policy concerns may be brought by the faculty to the FAC at any time for discussion and review. The specific responsibilities of the committee shall include:

(a) Monitoring of faculty evaluation procedures. These are described in school and departmental elaboration documents (SBE Faculty Bylaws, Article V, Section E); the committee will periodically verify that the elaborations are being fairly applied for each faculty member under review for promotion or reappointment.

(b) Course, classroom or student issues related specifically to the SBE.

(c) Maintenance of the SBE Handbook. The FAC oversees the yearly editing and updating of the SBE Handbook, which is made available by the dean's office through SEDONA, ANGEL, and the SBE website.

(d) Review of all proposals to amend or revise the SBE Faculty Bylaws. Any member of the SBE faculty may submit a proposal. Each will be reviewed and then sent either back to the originating source with suggested modifications, or to the Executive Committee for further action (See Article V, Section A(4)). The FAC will also conduct a general review of the bylaws every three years.

(e) Updating the voting faculty roster. The condition for eligibility to vote is described in Article IV, Section E of these bylaws. The list of voting members of the faculty is provided to the presiding officer at the beginning of each academic year and whenever an update is required.

(f) Conducting the election of the presiding officer. Nominations are solicited during the last semester of a presiding officer's tenure, followed by election through a system of mailed ballots.

F. Peer Review Groups

Each department establishes a Peer Review Group for purposes of evaluation and promotion of faculty members within the department, as dictated by individual faculty contracts. The composition of the committee is specified in Article III, 2.1.2 of Performance Reviews of Academic Employees: Policies and Procedures of the Agreement between United University Professions and SUNY-Plattsburgh. Each departmental Peer Review Group applies the elaboration procedures approved within the department for promotion, evaluation, and continuing appointment.

Article VI Amendments

Amendments to the bylaws, however initiated, must first be reviewed by the Faculty Affairs Committee as specified in Article V, Section D (3d). Proposals must then be reviewed by the Executive Committee as specified in Article V, Section A (4). Final approval of bylaw amendments requires the presiding officer to circulate the proposed text to all members of the assembly seven days in advance of the meeting at which it shall be considered. Approval requires a two-thirds affirmative vote of faculty members present and eligible to vote.

Appendix P5:

SUNY PLATTSBURGH - SCHOOL OF BUSINESS & ECONOMICS

Table 9-1: Summary of Member Sufficiency by Discipline

2011-Spring, 2010-Fall (Student Credit Hours by Department)

Accounting

Member Name	Participating or Supporting	Taught by Participating	Taught by Supporting	P/(P+S)	Total
AQ: Gaber, Mohamed	P	526			
Lee, Chuo-Hsuan	P	804			
Lusk, Edward	P	459			
PQ: Kaiser, Mark E	P	836			
Steria, Dean Ŧ	P	375			
NQ: Kandiel, El Sayed	P	629			
Total Accounting:		**3,629**		**100.00%**	**3,629**

Business Law

Member Name	Participating or Supporting	Taught by Participating	Taught by Supporting	P/(P+S)	Total
AQ: Coffey, James J	P	873			
Total Business Law:		**873**		**100.00%**	**873**

Finance

Member Name	Participating or Supporting	Taught by Participating	Taught by Supporting	P/(P+S)	Total
AQ: Christopherson, Robert L*	P	413			
Duffy, Neal E	P	558			
Gregoriou, Greg N	P	705			
Henry, Stephen	P	707			
Read, Colin L*	P	693			
PQ: McPartlin, Kenneth	S		69		
Total Finance:		**3,076**	**69**	**97.81%**	**3,145**

**Contact hours adjusted; ECO101 sections omitted.*

Global Supply Chain Management

Member Name	Participating or Supporting	Taught by Participating	Taught by Supporting	P/(P+S)	Total
AQ: Choe, Kwangseek	P	576			

Neureuther, Brian	P	534			
O'Neill, Kevin R	P	290			
Total Global Supply Chain Management:		**1,400**	**0**	**100.00%**	**1,400**

Management *(Courses in Business Communication and International Business are included in this area.)*

Member Name	Participating or Supporting	Taught by Participating	Taught by Supporting	P/(P+S)	Total
AQ: Barakat, Areeg I	P	351			
Chrysostome, Elie V	P	603			
Djerdjouri, Mohamed	P	569			
Steria, Dean ₮	P	381			
Strang, Kenneth	P	424			
PQ: Baker, David	S		42		
Barcomb, Maiko ₮	S		252		
Carpenter, Herbert	P	860			
NQ: Moussa, Faten	P	785			
Total Management:		**3,973**	**294**	**93.11%**	**4,267**

Management Information Systems

Member Name	Participating or Supporting	Taught by Participating	Taught by Supporting	P/(P+S)	Total
AQ: Zhang, Justin	P	407			
NQ: Rampal, Rohit	P	328			
Total Management Information Systems:		**735**	**0**	**100.00%**	**735**

Marketing *(Courses in Entrepreneurship are taught in this area.)*

Member Name	Participating or Supporting	Taught by Participating	Taught by Supporting	P/(P+S)	Total
AQ: Church, Nancy J	P	409			
Gottschall, Richard	P	804			
Heroux, Lise A	P	640			
PQ: McArdle, James	P	624			
Barcomb, Maiko ₮	S		90		
Total Marketing:		**2,477**	**90**	**96.49%**	**2,567**

Totals:		**16,163**	**453**	**97.27%**	**16,616**

₮ Faculty with assignments in two departments.

Appendix P6:

SBE Academic and Professional Qualifications Policy

AACSB-International accreditation standards require that business schools be able to demonstrate that their faculty members have the appropriate academic preparation, and that they stay current in their field of primary teaching responsibilities. The standards also require that a large cross-section of the business school's faculty be engaged in research activities. Standard 10 states:

> "The faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission and to assure that this occurs, the school has a clearly defined process to evaluate individual faculty member's contributions to the school's mission…" (AACSB 2006).

Faculty members are classified in one of three categories: academically qualified (AQ), professionally qualified (PQ) or other (neither AQ nor PQ). The purpose of this document is to develop explicit guidelines for the SBE to assess faculty members' academic and professional qualifications. Moreover, a process for determining whether a faculty member is AP/PQ or "Other" is presented.

1. Academically qualified (AQ) designation

To be considered academically qualified (AQ) a faculty member must have an adequate academic preparation and she/he must continuously engage in professional development activities to maintain currency in his/her field. AACSB Standard 10 states:

> "Academic qualifications require a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities. . . . The intent of academic qualifications is to assure that faculty members have research competence in their primary field of teaching".

An SBE faculty member (including full and part time positions) is considered academically qualified if she/he meets the following standards:

1.1 Academic preparation:

To be academically prepared, an SBE faculty must satisfy one of the following criteria:

1. A doctoral degree in a business field and
    a. The degree is in the area of primary teaching responsibilities;

OR

    b. The degree is not in the area of primary teaching responsibilities. In this case, the faculty member's development activities must directly relate to their teaching area. Such

activities include specialized graduate coursework or intellectual contributions in the teaching field.

2. A doctoral degree outside of a business field and

   a. Primary teaching responsibilities incorporate the area of academic preparation. In this case, the faculty member's doctorate directly relates to the teaching field. This means that the academic preparation includes coursework/research in the primary teaching field (for example a doctorate in industrial/organizational psychology includes enough academic preparation to teach organizational behavior). Moreover, the faculty member's development activities must directly relate to the teaching area;

   OR

   b. Primary teaching responsibilities do not incorporate the area of academic preparation. In this case, the faculty member must have completed additional graduate coursework in the primary teaching field and her/his development activities must directly relate to the teaching area.

3. No doctoral degree, but substantial specialized graduate coursework in the field of primary teaching. One of the following criteria must be met:

   a. Currently enrolled in a business doctoral program and has completed all required course work for the degree;

   OR

   b. Have a specialized graduate degree in taxation or a combination of a graduate degree in law and accounting;

   OR

   c. Have a graduate degree in law when teaching courses in business law, legal environment, or ethics.

1.2 Maintenance of academic currency in the field:

Academically qualified faculty members are expected to be involved in a variety of intellectual development and professional growth activities that are directly related to their primary teaching responsibilities. These activities include intellectual contributions, participation in professional or academic meetings, consulting, and other professional development activities. To be considered and to remain academically qualified, a faculty member must first satisfy one of the academic preparation criteria above and also meet at least one of the following criteria:

1. Publication in refereed scholarly journals of two peer-reviewed articles within the last five years.

OR

2. At least four intellectual contributions from the following list within the last five years:

    a. Publication of a refereed proceedings article
    b. Publication of a scholarly book or textbook
    c. Publication of cases with instructional materials
    d. Publication of technical reports related to funded research projects
    e. Development of instructional software that is widely used
    f. Publication of a chapter in a scholarly book or a monograph that involves scholarly research and that is published by a university press, academic or equivalent publisher
    g. Editor of an academic journal, conference proceedings or an academic book

OR

3. One peer-reviewed article and two other intellectual contributions from the list in 2 above.

Other types of intellectual growth activities are also valued by the SBE. These activities include, but are not limited to, the following:

a. Obtaining a new professional certification

b. Obtaining a new degree

c. Writing research grant proposals leading to external grant awards

d. Presenting at academic or professional meetings

e. Consulting and publication of consulting reports

f. Invited or peer-reviewed address, presentation, lecture, or colloquium in a faculty member's area of expertise that includes written materials

g. Publishing articles on business practice or other areas relevant to the faculty member's discipline in newspapers with national or regional distribution, or in magazines/journals with a broad readership

h. Completing a faculty internship where a faculty member works full-time for a company for a minimum period of time (at least 5 weeks), and is given a project to complete or a set of responsibilities to execute

Note: In exceptional situations where substantial original scholarly contributions are evident, the department chairs and the dean, or a research committee set up by the dean and the department chairs, can accept up to one activity from the above list to replace intellectual contributions listed in 2.

AACSB standards require that intellectual contributions must be of acceptable quality and value. Generally, to meet AACSB standards, intellectual contributions must satisfy the following requirements:

1. They have been publicly disseminated (in written form, video, software, etc.);
2. They have been examined by academic peers, practitioners or editors before publication.

2. Professionally qualified (PQ) designation

AACSB Standard 10 states:

"Both relevant academic preparation and relevant professional experience will be required to establish a faculty member as professionally qualified. Normally, the academic preparation should consist of a master's degree in a field related to the area of the teaching assignment. Normally, the professional experience should be relevant to the faculty member's teaching assignment, significant in duration and level of responsibility, and current at the time of hiring…" (AACSB, 2003b, 41)

Consistent with AACSB standards, an SBE faculty member (including full and part time positions) will be considered to be professionally qualified if she/he meets the following qualifications:

1. She/he has a master's degree in a business field or a master's degree with at least 5 years of professional experience in business with a substantial level of responsibility at the time of hire.

and

2. She/he possesses substantial professional experience in the area of primary teaching at the time of hiring

and

3. Over the most recent five years, she/he must show evidence of continuous professional growth and development to perform his/her primary teaching responsibilities. The instructor must engage in at least three professional growth activities, which might include:

a) Work full or part-time in area of primary teaching responsibilities.
b) Business consulting. *(Each substantial consulting experience can be counted as a separate contribution.)*
c) Maintain or obtain a professional certification.
d) Attend professional conferences, professional association meetings and workshops.
e) Serve as active member on Board of Directors.
f) Professional Leadership: Officer in national, regional, local associations.
g) Publish academic or practitioner-oriented book.
h) Publish peer and non-peer reviewed articles in practitioner journals.
i) Serve as editor in professional magazines or journals.
j) Make presentations at local, regional, national or international practitioner conferences.
k) Authoring public or professional reports.
l) Take continuing education courses or workshops for professionals.
m) Internships with companies or associations.
n) Take on other professional activities and responsibilities which could be deemed satisfactory to demonstrate currency in teaching area.

3. AQ/PQ deployment limitations

3.1 AACSB standards place limitations on the deployment of PQ faculty in an accredited school. The limitations depend on the level of the programs and the school's mission. Standard 10 states:

> "the academically qualified portion of the faculty should not fall below 50 percent of the total faculty resources for schools with undergraduate programs only",

and it also requires that

> "total faculty resources that are academically qualified or professionally qualified must constitute at least 90 percent of the total faculty resources".

Consistent with the above requirements, an accredited business school can have up to 10 percent of its faculty resources classified as "other", that is, neither AQ nor PQ. In sum, to meet AACCSB standards for schools with undergraduate programs only, the SBE must meet the deployment proportions of AQ/PQ faculty presented in the following table:

Category	**Proportion of total faculty**
Minimum proportion of "AQ" faculty in the school	50%
Minimum total proportion of "AQ" and "PQ" faculty in the school	90%
Maximum proportion of "Other" faculty in the school	10%

3.2 In addition to using SBE faculty headcount to satisfy the AQ/PQ condition, it is necessary to insure that the appropriate proportion of student credit hours are taught by academically and professionally qualified faculty members. For that, a "Student Credit Hours" (SCH) metric will be used, in which

SCH/course = (number of students enrolled in a course) x (number of credits hours per course)

At the beginning of each semester, calculate each of the following:

1) TSCH= Total SCH for the SBE
2) TSCH-AQ = Total SCH taught by AQ faculty
3) TSCH-PQ = Total SCH taught by PQ faculty
4) A = TSCH-AQ / TSCH (in %)

5) B = TSCH-PQ / TSCH (in %)

To comply with the AACSB requirement, the following must be satisfied:

1) A ≥ 50% and (A+B) ≥ 90%
   where A = percentage of "Student Credit Hours" taught by AQ faculty members
   B = percentage of "Student Credit Hours" taught by PQ faculty members

4. Evaluating and documenting AQ/PQ faculty qualifications

Standard 10 also requires that schools provide "information on academic and professional qualifications for each faculty member". At the end of the spring semester of each academic year, the chair of each department in the SBE must assess the AQ/PQ qualifications of all faculty members (full and part time) who are on the department's roster. The evaluation should also be conducted for each new hire in the SBE. The following form should be used:

SBE AQ/PQ Evaluation Form Year:_____

Department: _____

Chair:_____

Faculty member Full name	Degree / Year	Field Major / Minor	Pursuing Doctoral Degree? # of years since ABD	Relevant Intellectual contributions in the last five years (List category only and # of ICs)	"AQ"; "PQ" or "Other"?	Comments

Note: All faculty members who fall in the "Other" category should meet with the Chair and develop a clear action plan to get their AQ/PQ designation. Moreover, to be proactive, the chair should also identify "border line" AQ/PQ faculty members. These are members who have not been active for a few years since they last received their AQ/PQ designation and are in danger of losing it if they do not produce any intellectual contribution within a year.

Appendix P7:

SUNY PLATTSBURGH - SCHOOL OF BUSINESS & ECONOMICS

Table 10-1: Summary of Member Qualifications, Development Activities, and Professional Responsibilities

ALL Full/Part-time members for academic year 2010-11 with IC's and Supporting Records for the period 2006-2007 through 2010-2011

Accounting

				Qualifications			Activities Supporting AQ/PQ					
Member Name	**Degree / Year**	**Appt**	**% Time**	**AQ**	**PQ**	**Oth**	**ICs (PRJ)**	**Exp**	**Cons**	**PDev**	**Oth**	**Responsibilities**
AQ: Gaber, Mohamed	Ph.D., 1985	1985	100.0 %	**Yes**			11 (1)			9		UG,ADM
Lee, Chuo-Hsuan	Ph.D., 2003	2006	100.0 %	**Yes**			18 (6)			1	1	UG
Lusk, Edward	Ph.D., 1972	2006	100.0 %	**Yes**			61 (25)		2			UG
PQ: Kaiser, Mark E	M.B.A., 1981	1986	100.0 %		**Yes**				36	7		UG
Steria, Dean ♦	M.B.A., 2000	2005	62.5%		**Yes**		2		2	4		UG
NQ: Kandiel, El Sayed	Ph.D., 1985	1989	100.0 %			**Yes**	1				1	UG
Accounting:				**3**	**2**	**1**	**93 (32)**	**0**	**40**	**21**	**2**	
Full-time Equivalent (FTE):				**3.00**	**1.63**	**1.00**						
Percentage of Total FTE:				**53%**	**29%**	**18%**						

Business Law

				Qualifications			Activities Supporting AQ/PQ					
Member Name	**Degree, Year**	**Appt**	**% Time**	**AQ**	**PQ**	**Oth**	**ICs (PRJ)**	**Exp**	**Cons**	**PDev**	**Oth**	**Responsibilities**
AQ: Coffey, James J	J.D., 1974	1978	100.0 %	**Yes**			4 (2)			2	4	UG
Business Law:				**1**	**0**	**0**	**4 (2)**	**0**	**0**	**2**	**4**	
Full-time Equivalent (FTE):				**1.00**	**0.00**	**0.00**						
Percentage of Total FTE:				**100%**	**0%**	**0%**						

Global Supply Chain Management (GSCM)

				Qualifications			Activities Supporting AQ/PQ					
Member Name	**Degree, Year**	**Appt**	**% Time**	**AQ**	**PQ**	**Oth**	**ICs (PRJ)**	**Exp**	**Cons**	**PDev**	**Oth**	**Responsibilities**
AQ: Choe, Kwangseek	Ph.D., 1993	2006	100.0%	**Yes**			10 (3)					UG
Neureuther, Brian	Ph.D., 1999	2006	100.0%	**Yes**			29 (9)			8	1	UG
O'Neill, Kevin R	Ph.D., 1993	1993	100.0%	**Yes**			7 (1)					UG,ADM
GSCM:				**3**	**0**	**0**	**46 (13)**	**0**	**0**	**8**	**1**	
Full-time Equivalent (FTE):				**3.00**	**0.00**	**0.00**						
Percentage of Total FTE:				**100%**	**0%**	**0%**						

Finance

				Qualifications			Activities Supporting AQ/PQ					
Member Name	**Degree, Year**	**Appt**	**% Time**	**AQ**	**PQ**	**Oth**	**ICs (PRJ)**	**Exp**	**Cons**	**PDev**	**Oth**	**Responsibilities**
AQ: Christopherson, Robert L	Ph.D., 1990	1990	80.0%	**Yes**			7 (1)					UG,ADM
Gregoriou, Greg N	Ph.D., 2004	2003	100.0%	**Yes**			69 (17)			1		UG
Henry, Stephen	Ph.D., 1999	2009	100.0%	**Yes**			6 (5)					UG
Read, Colin L	Ph.D., 1987	2005	85.7%	**Yes**			92				3	UG
PQ: McPartlin, Kenneth	M.B.A., 1975	2010	12.5%		**Yes**				1		7	UG
Finance:				**4**	**1**	**0**	**174 (23)**	**0**	**1**	**1**	**10**	
Full-time Equivalent (FTE):				**3.66**	**0.13**	**0.00**						
Percentage of Total FTE:				**97%**	**3%**	**0%**						

Management *(Courses in Business Communication and International Business are taught in this area.)*

				Qualifications			Activities Supporting AQ/PQ					
Member Name	**Degree, Year**	**Appt**	**% Time**	**AQ**	**PQ**	**Oth**	**ICs (PRJ)**	**Exp**	**Cons**	**PDev**	**Oth**	**Responsibilities**
AQ: Barakat, Areeg I	A.B.D., 2008	2007	50.0%	**Yes**			1				1	UG
Chrysostome, Elie V	Ph.D., 2000	2004	100.0 %	**Yes**			6 (5)					UG
Djerdjouri, Mohamed	Ph.D., 1988	1999	100.0 %	**Yes**			6 (2)					UG,ADM
Strang, Kenneth	Ph.D., 2005	2010	100.0 %	**Yes**			45 (25)			1		UG
PQ: Carpenter, Herbert	M.A., 1979	2006	100.0 %		**Yes**			1	2	3	5	UG
Barcomb, Maiko ♦	MSBA., 2010	2011	25.0%		**Yes**							
Steria, Dean ♦	M.B.A., 2000	2005	37.5%		**Yes**							UG
Baker, David	M.B.A., 2007	2010	12.5%		**Yes**			4				UG
NQ: Moussa, Faten	Ph.D., 1990	1989	100.0 %			**Yes**	5					UG
Management:				**4**	**4**	**1**	**63 (32)**	**5**	**2**	**4**	**6**	
Full-time Equivalent (FTE):				**3.50**	**1.75**	**1.00**						
Percentage of Total FTE:				**56%**	**28%**	**16%**						

Management Information Systems (MIS)

				Qualifications			Activities Supporting AQ/PQ					
Member Name	**Degree, Year**	**Appt**	**% Time**	**AQ**	**PQ**	**Oth**	**ICs (PRJ)**	**Exp**	**Cons**	**PDev**	**Oth**	**Responsibilities**
AQ: Zhang, Justin	Ph.D., 2005	2008	100.0 %	**Yes**			16 (8)				1	UG
NQ: Rampal, Rohit	Ph.D., 1999	2007	100.0 %			**Yes**	5					UG
MIS:				**1**	**0**	**1**	**21 (8)**	**0**	**0**	**0**	**1**	
Full-time Equivalent (FTE):				**1.00**	**0.00**	**1.00**						
Percentage of Total FTE:				**50%**	**0%**	**50%**						

Marketing *(Courses in Entrepreneurship are taught in this area.)*

				Qualifications			Activities Supporting AQ/PQ					
Member Name	**Degree, Year**	**Appt**	**% Time**	**AQ**	**PQ**	**Oth**	**ICs (PRJ)**	**Exp**	**Cons**	**PDev**	**Oth**	**Responsibilities**
AQ: Church, Nancy J	Ph.D., 1987	1977	100.0 %	**Yes**			24 (1)		7	12		UG,ADM
Gottschall, Richard	A.B.D., 2009	2007	100.0 %	**Yes**			9				1	UG
Heroux, Lise A	Ph.D., 1987	1987	100.0 %	**Yes**			19 (5)			14		UG
PQ: Barcomb, Maiko ♦	MSBA, 2010	2011	12.5%		**Yes**		2	2		1	3	UG
McArdle, James	M.B.A, 1973	2010	100.0 %		**Yes**				5		2	UG
Marketing:				**3**	**2**	**0**	**54(6)**	**2**	**12**	**27**	**8**	
Full-time Equivalent (FTE):				**3**	**1.1**	**0**						
Percentage of Total FTE:				**73%**	**27%**	**0%**						
SBE Totals:				**19**	**9**	**3**	**455 (115)**	**7**	**55**	**63**	**32**	
Full-time Equivalent (FTE):				**18.16**	**4.63**	**3.00**						
Percentage of Total FTE:				**70%**	**18%**	**12%**						

♦ Member taught in more than one department; activities counted in home department only.

BRANCH CAMPUS *(Faculty listed below are also included in discipline calculations above.)*

				Qualifications			Activities Supporting AQ/PQ					
Member Name	**Degree, Year**	**Appt**	**% Time**	**AQ**	**PQ**	**Oth**	**ICs (PRJ)**	**Exp**	**Cons**	**PDev**	**Oth**	**Responsibilities**
AQ: Strang, Kenneth	Ph.D., 2005	2010	100.0 %	**Yes**			45 (25)			1		UG
PQ: Baker, David	M.B.A., 2007	2010	12.5%		**Yes**			4				UG
McPartlin, Kenneth	M.B.A., 1975	2010	12.5%		**Yes**				1		7	UG
Branch Campus:				**1**	**2**	**0**	**45 (25)**	**4**	**1**	**1**	**7**	
Full-time Equivalent (FTE):				**1.00**	**0.25**	**0.00**						
Percentage of Total FTE:				**80%**	**20%**	**0%**						

Appendix P8:

SUNY PLATTSBURGH - SCHOOL OF BUSINESS & ECONOMICS

Table 10-2: Calculations Relative to Deployment of Qualified Faculty; 2010-11

Accounting

Member Name	AQ/PQ	% Assign as AQ	% Assign as PQ	Other	AQ /Total	(AQ+PQ) /Total	Total
AQ: Gaber, Mohamed	AQ	100					
Lee, Chuo-Hsuan	AQ	100					
Lusk, Edward	AQ	100					
PQ: Kaiser, Mark E	PQ		100				
Steria, Dean ♦	PQ		62.5				
NQ: Kandiel, El Sayed	None			100			
Total Accounting:		**300.0**	**162.5**	**100.0**	**53%**	**82%**	**562.5**

Business Law

Member Name	AQ/PQ	% Assign as AQ	% Assign as PQ	Other	AQ /Total	(AQ+PQ) /Total	Total
AQ: Coffey, James J	AQ	100					
Total Business:		**100.0**	**0.0**	**0.0**	**100%**	**100%**	**100**

Global Supply Chain Management (GSCM)

Member Name	AQ/PQ	% Assign as AQ	% Assign as PQ	Other	AQ /Total	(AQ+PQ) /Total	Total
AQ: Choe, Kwangseek	AQ	100					
Neureuther, Brian	AQ	100					
O'Neill, Kevin R	AQ	100					
Total GSCM:		**300.0**	**0.0**	**0.0**	**100%**	**100%**	**300**

Finance

Member Name	AQ/PQ	% Assign as AQ	% Assign as PQ	Other	AQ /Total	(AQ+PQ) /Total	Total
AQ: Christopherson, Robert L	AQ	80					
Gregoriou, Greg N	AQ	100					
Henry, Stephen	AQ	100					
Read, Colin L	AQ	85.7					
PQ: McPartlin, Kenneth ♥♣	PQ		12.5				
Total Finance:		**365.7**	**12.5**	**0.0**	**97%**	**100%**	**378.2**

Management *(Courses in Business Communications and International Business are taught in this area.)*

Member Name	AQ/PQ	% Assign as AQ	% Assign as PQ	Other	AQ /Total	(AQ+PQ) /Total	Total
AQ: Barakat, Areeg I ♣♠	AQ	50					
Chrysostome, Elie V	AQ	100					
Djerdjouri, Mohamed	AQ	100					
Strang, Kenneth ♥	AQ	100					
PQ: Barcomb, Maiko ♦ ♥♣	PQ		25				
Carpenter, Herbert	PQ		100				
Steria, Dean ♦	PQ		37.5				
Baker, David ♥♣	PQ		12.5				
NQ: Moussa, Faten	None			100			
Total Management:		**350.0**	**175.0**	**100.0**	**56%**	**84%**	**625**

Management Information Systems (MIS)

Member Name	AQ/PQ	% Assign as AQ	% Assign as PQ	Other	AQ /Total	(AQ+PQ) /Total	Total
AQ: Zhang, Justin	AQ	100					
PQ: Rampal, Rohit	None			100			
Total MIS:		**100.0**	**0.0**	**100.0**	**50%**	**50%**	**200**

Marketing *(Courses in Entrepreneurship are taught in this area.)*

Member Name	AQ/PQ	% Assign as AQ	% Assign as PQ	Other	AQ /Total	(AQ+PQ) /Total	Total
AQ: Church, Nancy J	AQ	100					
Gottschall, Richard	AQ	100					
Heroux, Lise A	AQ	100					
PQ: Barcomb, Maiko ♦ ♥♣	PQ		12.5				
McArdle, James ♥	PQ		100				
Total Marketing:		**300.0**	**112.5**	**0.0**	**73%**	**100%**	**412.5**

SBE Totals:		**1815.7**	**462.5**	**300.0**	**70%**	**88%**	**2578**

BRANCH CAMPUS *(Faculty listed below are also included in calculations above.)*

Member Name	AQ/PQ	% Assign as AQ	% Assign as PQ	Other	AQ /Total	(AQ+PQ) /Total	Total
AQ: Strang, Kenneth ♥	AQ	100					
PQ: Baker, David ♥ ♣	PQ		12.5				
McPartlin, Kenneth ♥ ♣	PQ		12.5				
Total BRANCH CAMPUS:		**100.0**	**25.0**	**0.0**	**80%**	**100%**	**125**

At least 90 % must be academically or professionally qualified members ;

At least 50 % must be academically qualified members

♥ Members who were hired during 2011-Spring, 2010-Fall.

♣ Member who did not teach in one or more of selected terms (2011-Spring, 2010-Fall).

♦ Member taught in more than one department.

♠ On leave for one semester.

Appendix AOL1:

Exhibit 1

Vision

To be the top public, accredited school for business education in Northern New York known for innovative programs and dedication to our students, faculty, alumni and regional community. We will have a reputation among academia and industry for leadership in business education and as a driving force for economic growth.

SBE Mission

We provide our diverse undergraduate student population with the requisite professional skills, knowledge, and experience demanded by a global economy.

SBE Learning Goals

Learning Goal #1: Our program will prepare our students with the skills necessary for integrating thinking and decision making in a global market place.

Learning Goal #2: Our program will prepare our students with the knowledge necessary for legal and ethical decisions in a global market place.

Learning Goal #3: Our program will prepare our students with the skills and techniques required to behave professionally and communicate effectively.

Learning Goal #4: Our program will prepare our students with the knowledge and skills in applying technology in business decision making.

Learning Goal #5: Our program will enhance student learning in evaluating marketing opportunities and threats facing organizations in a changing marketing environment and applying marketing strategy knowledge in a diverse market.

Learning Goal #6: Our program will enhance student learning in interpreting and using accounting information for decision making.

Learning Goal #7: Our program will enhance students learning in applying the knowledge of global management and supply chain management to diverse situations of decision making process.

Learning Goal #8: Our program will enhance student understanding of price theory and business cycles in a changing global environment.

Learning Goal #9: Our program will enhance student understanding of financial analysis, the time value of money and the cost of capital in a changing global environment.

Learning Goal #10: Our program will enhance student understanding of descriptive and inferential statistics and probability theory.

Exhibit 2

SBE Learning Goals and Learning Objectives

Learning Goal 1:
Our program will prepare our students with the skills necessary for integrating thinking and decision making in a global market place.

Learning Objective 1:
Students will develop an ability to conduct a strategic analysis of industry and firms and develop and implement strategic plans.

Learning Goal 2:
Our program will prepare our students with the knowledge necessary for legal and ethical decisions in a global market place.

Learning Objective 1:
Students will develop the ability to apply knowledge for making ethical decisions

Learning Objective 2:
Students will develop the ability to identify those situations, which may have important legal ramifications.

Learning Goal 3:
Our program will prepare our students with the skills and techniques required to behave professionally and communicate effectively.

Learning Objective 1:
Students will develop the skills to write and communicate effectively and to use information technology as an important tool in their career success

Learning Objective 2:
Students will increase their ability to attain and maintain a successful career through leadership and ethical conduct in the ever-changing work environment

Learning Goal 4:
Our program will prepare our students with the knowledge and skills in applying technology in business decision making.

Learning Objective 1:
Students will demonstrate a competency level capability in utilizing spreadsheets, word processing, and database applications and an understanding of the ways in which technology can facilitate problem solving and decision making in organizations.

Learning Goal 5: (for Marketing)
Our program will enhance student learning in *evaluating marketing opportunities and threats facing organizations in a changing marketing environment and applying marketing strategy knowledge in a diverse market*.

Learning Objective 1: (MKE 290)
Students will be able to evaluate marketing opportunities and threats facing organizations in a changing marketing environment.

Learning Objective 2: (MKE 290)
Students will be able to apply marketing strategy knowledge in diverse business environments.

Learning Goal 6: (for Accounting)

Our program will enhance student learning in *interpreting and using accounting information for decision making.*

Learning Objective 1: (ACC 201)

Students will be able to apply accounting concepts to common business transactions and understand the effect of business transactions on the financial statements.

Learning Objective 2: (ACC202)

Students will be able to use relevant accounting information in making typical business decisions.

Learning Goal 7: (for Management)

Our program will enhance students learning in *applying the knowledge of global management and supply chain management to diverse situations of decision making process* (MGM 280, and MGM 350).

Learning Objective 1: (MGM 280)

Students will demonstrate an understanding of the core functions of management and the social and ethical contexts engaging the managerial environment, as well as the ability to access and analyze the rapidly shifting environment.

Learning Objective 2: (MGM 350)

Develop an understanding of the use of quantitative techniques in decision making and an expertise to build mathematical models for decision problems.

Learning Goal 8: (for Economics)

Our program will enhance student understanding of price theory and business cycles in a changing global environment.

Learning Objectives 1: (ECON 110)

Students will be able to understand market structures, marginal analysis and explain resource allocation.

Learning Objectives 2: (ECON 111)

Students will be able to understand real Gross Domestic Product **[GDP]**, inflation, economic growth and how these relate to overall US economic goals.

Learning Goal 9: (for Finance)

Students will understand and be able to apply the major concepts of finance to business decision-making. In addition, students will be able to integrate finance concepts into the other business disciplines.

Learning Objective 1: (FIN355)

Students will understand both present and future values and the weighted average cost of capital to evaluate the profitability of various projects.

Learning Goal 10: (for Statistics)

Our program will enhance student understanding of descriptive & inferential statistics and probability theory.

Learning Objective 1: (ECON 260)

Students will be able to use computer software to describe, analyze and present statistics.

Learning Objective 2: (ECON 362)

Students will be able to conduct hypothesis testing and use techniques of multivariate analysis to understand inferential statistics.

Exhibit 3

The Expanded Assessment of Learning Model

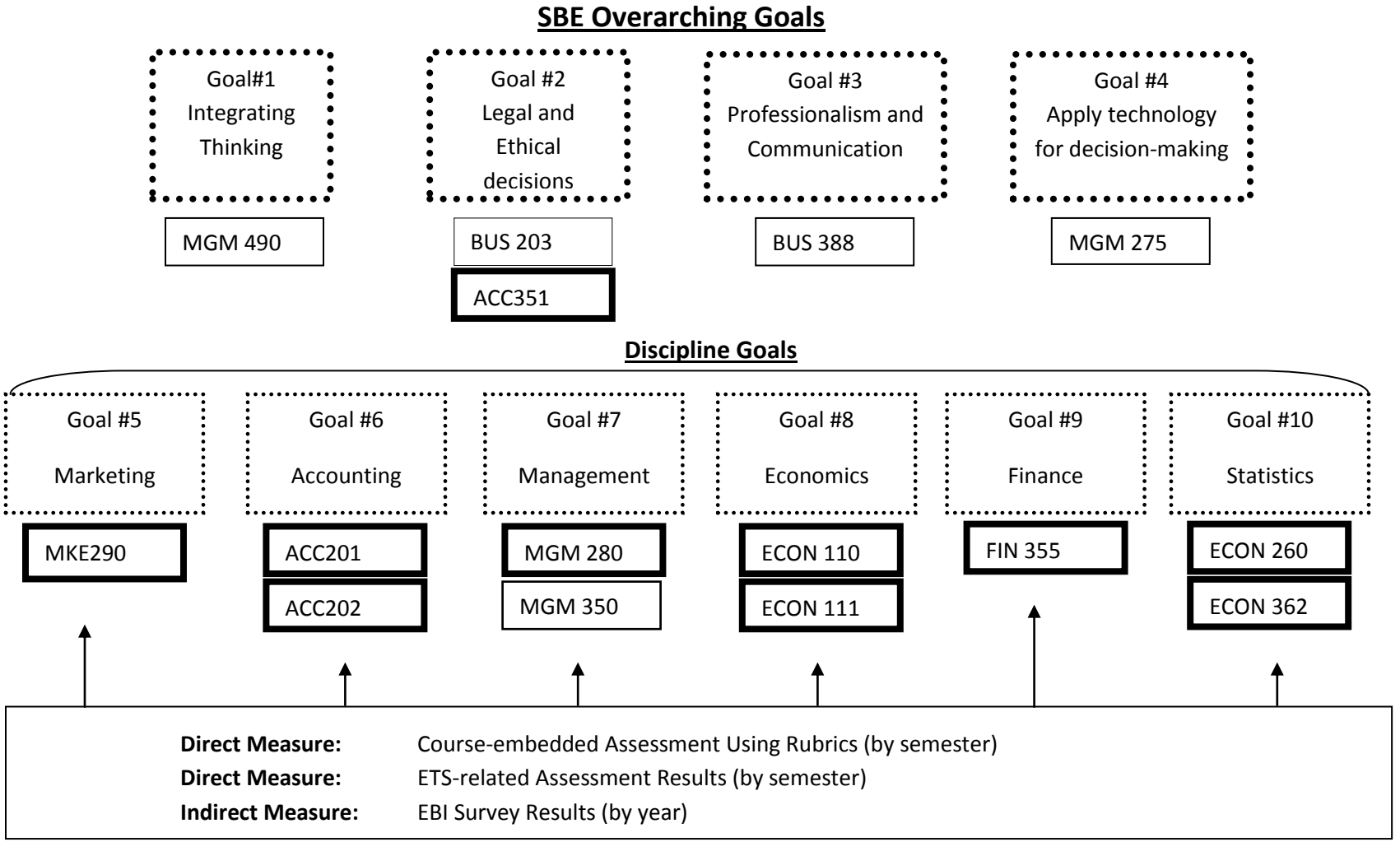


Exhibit 4

Goals/Courses Matrix

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8	Goal 9	Goal 10
MGM490	X									
ACC201		X				X				
ACC202						X				
ACC351		X								
MGM275				X						
BUS203		X								
BUS388			X							
MKE290					X					
MGM280							X			
MGM350							X			
ECON110								X		
ECON111								X		
FIN355									X	
ECON260										X
ECON362										X

Exhibit 5

End-of-Semester Assessment Procedures

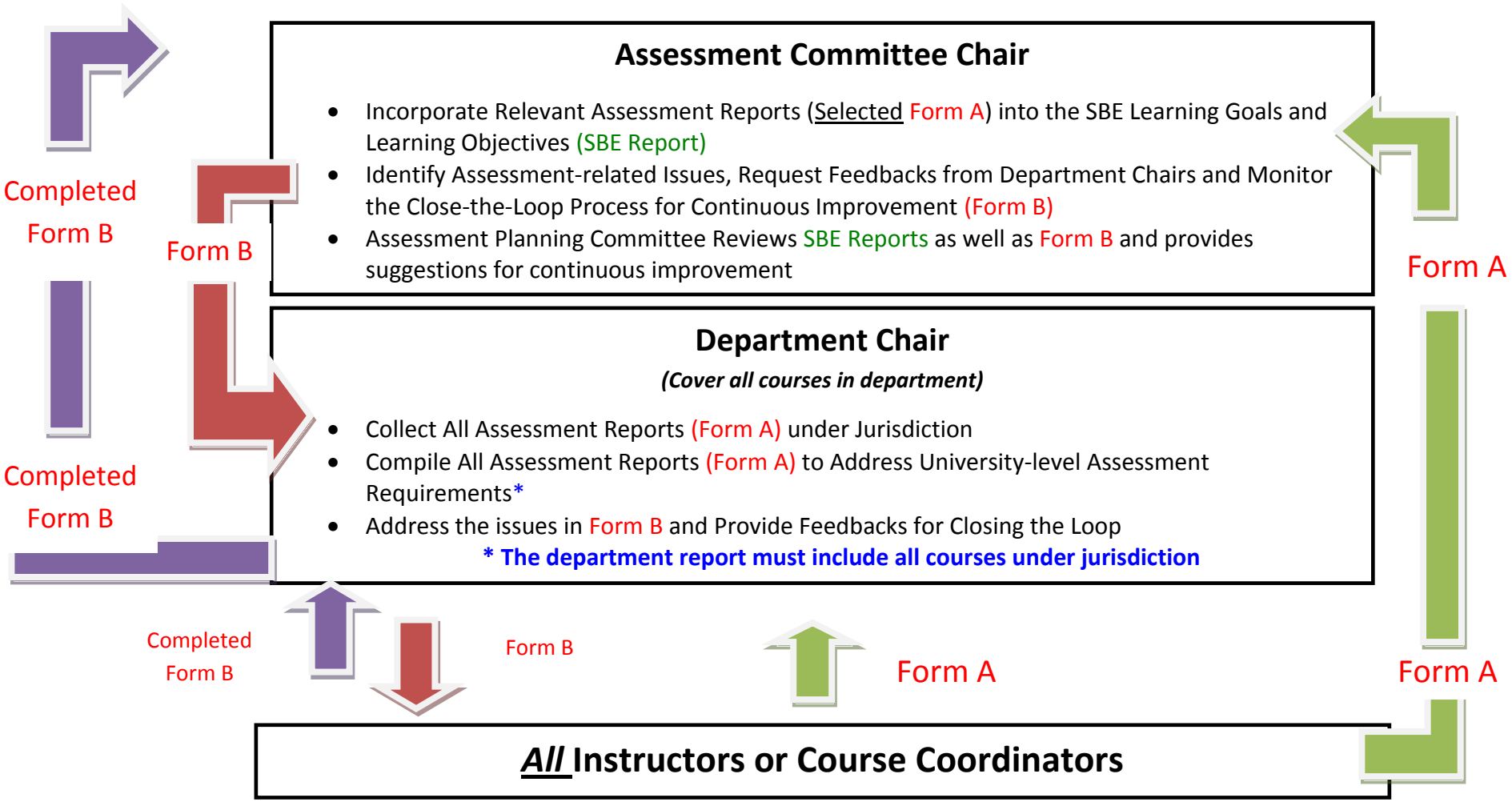


Exhibit 6

The SBE Assurance of Learning (AoL)

Procedures to Close the Loop

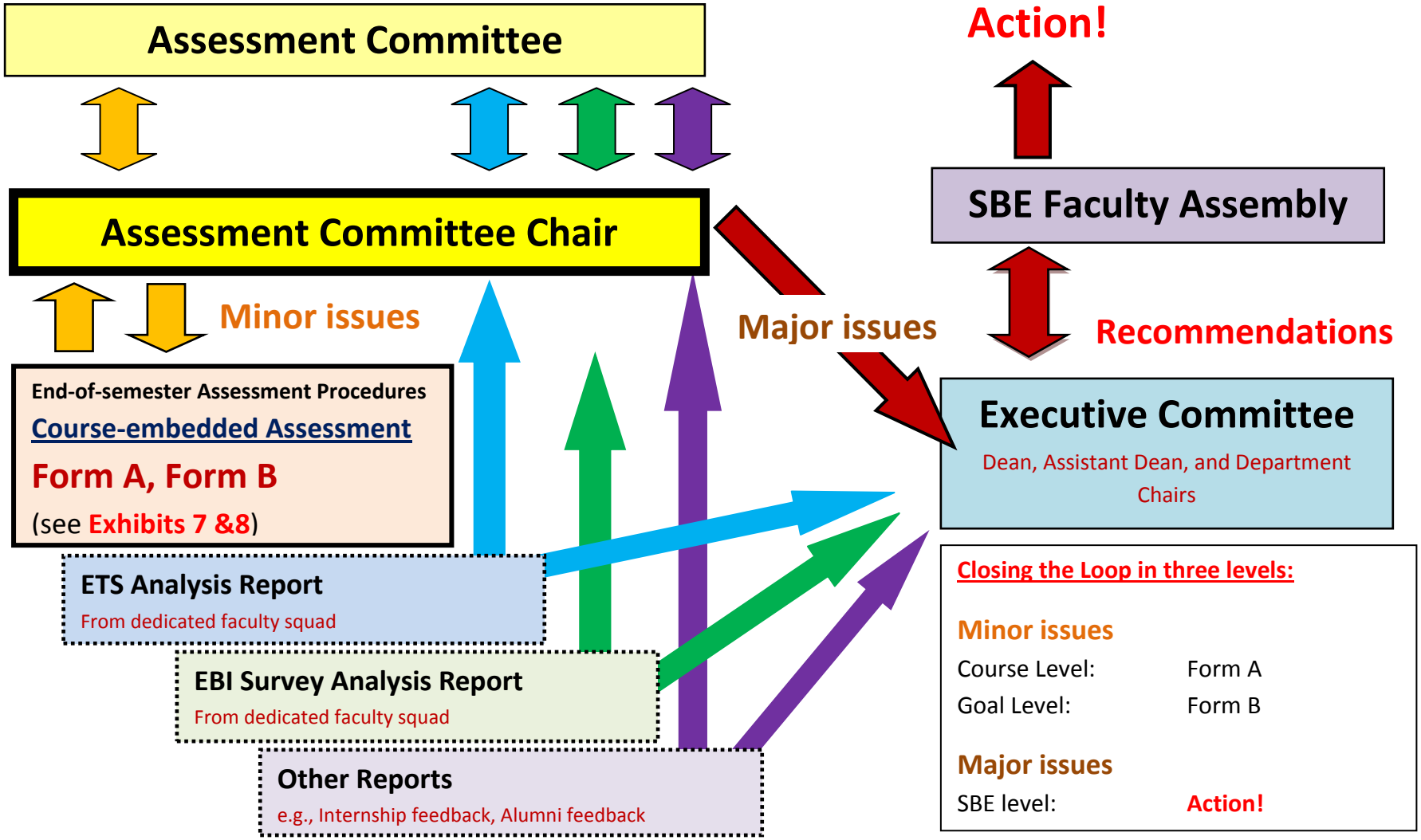


Exhibit 7

Fall 2010 **Course Level**
Form A **Assessment Report**

Course: ACC201
Instructor(s): Lee and Gaber
Prepared by: Jason Lee

Due date: December 22nd, Wednesday
Please email Form A, your syllabus, and a sample of your measures (e.g., exams) to
1. Your Department Chair
2. Copy to Jason Lee (leeca@plattsburgh.edu)

Part A: Summary (Course Level)

Course	Course goal	Course Learning Objectives	Measures used to evaluate course learning objectives	The evaluation results	What changes have you made compared with the previous results?	Did your previous recommendation(s) work? What is (are) your recommended change(s) for continuous improvements?
ACC201	*It is expected at the conclusion of this course that 75% or better of the total number of students taking the "Principles of Accounting I" have met or exceeded expectation in the three course learning objectives.*	1. Students should be able to understand the accounting profession and its role in society.	Exams & Quizzes	The results show that 89% of all students have met or exceeded expectation set forthis learning objective. The results indicate that this objective was achieved.	The percentage of students who met or exceeded expectation of the LO1 has been staying the same from spring 2010 to fall 2010.	Student performance in LO1 remains the same during fall 2010 . Overall, the percentage of students who achieved LO 1 has increased from 83% to 89% in the past two years. Although we still need to monitor this area in the future, the result indicates that student performance in achieving LO1 has been steadily above our expectation.
ACC201	*It is expected at the conclusion of this course that 75% or better of the total number of students taking the "Principles of Accounting I" have met or exceeded expectation in the three course learning objectives.*	2. Students should have good understanding of the basic concepts and principles of the financial accounting processing systems for both service and merchandising organizations. .	Exams & Quizzes	The results show that 77% of all students have met or exceeded expectation set for this learning objective. The results indicate that this objective was achieved.	The results from this semester indicate that student performance in achieving LO 2 (i.e., correctly answer 70% of the assessment questions in that objective) improved during this semester by 14% from 63% of spring 2010 to 77% of fall 2010. We have achieve the 75% goal of the second objective.	We observed 14% and 9% increase in the percentage of students who met or exceeded our expectation in LO2 and LO3, respectively during fall 2010. The percentage of students who have met or exceeded our expectation has increased to 77% and 75% respectively for LO2 and LO3. We are excited to see that finally we have achieved our goals in these two learning objectives. The significant improvement in both LOs are due to our effort to close the cross-sectional gap identified in the previous semester. In spring 2010, we identified some weak areas for continuous improvement based on student performance. Also, our analysis indicated that (1) there exist significant differences in student performance over the LO 2 and LO 3 across sections taught by different instructors, and (2) it is critical to close the cross-sectional gap if we want to improve student performance in these two learning objectives. In fall 2010, following the recommendations of spring 2010 we communicate with course instructors to ensure that we allocate enough time to cover the material in the identified weak areas of LO2 and LO3. Our effort in fall 2010 has made a big difference in our student performance over these two LOs. [continued to next cell]
ACC201	*It is expected at the conclusion of this course that 75% or better of the total number of students taking the "Principles of Accounting I" have met or exceeded expectation in the three course learning objectives.*	3. Students should be able to apply generally accepted accounting principles and methods used to classify and account for the individual components of financial statements.	Exams & Quizzes	The results show that 75% of all students have met or exceeded expectation set for that learning objective. The results indicate that this objective was achieved.	In comparison with the results from spring semester of 2010, the results this semester indicate that our student performance in achieving the LO 3 improved significantly. The percentage of students who met our expectation (i.e., correctly answer 70% of the assessment questions in this objective) increased from 66% to 75% of total students and we achieved the 75% goal of the LO 3.	[continued from above] However, the detailed analysis shows that we still need improvement to close the cross-sectional gap in the following areas: (1) the concept of matching principle (LO2), (2) journal entries related to issue of bonds (LO2), (3) journal entries related to issue of notes payable (LO3), (4) calculation of inventory cost using LIFO under the periodic system (LO3), and (5) adjustments to net income under the indirect method for statement of cash flows (LO3). We need to closely monitor our teaching in these areas for continous improvement.

Part B: Data Analysis and Assessment Results (Course Level)

Course	Course Learning Objectives	*Have not met Expectation (<70%)*	*Met Expectation (>70% and <=85%)*	*Exceeded Expectation (>=85%)*
ACC201	**1. Students should be able to understand the accounting profession and its role in society.**	11%	20%	69%
ACC201	**2. Students should have good understanding of the basic concepts and principles of the financial accounting processing systems for both service and merchandising organizations.**	23%	45%	32%
ACC201	**3. Students should be able to apply generally accepted accounting principles and methods used to classify and account for the individual components of financial statements.**	25%	36%	39%

Exhibit 8

Form B

Feedback Report Fall 2010

1. Feedbacks on submitted individual instructors' reports concerning the SBE goals from the assessment committee.

Identified Issues	Courses involved (instructor)	Department's response	So, Is this problem solved? (Yes or No)	Any remedial action needed? (If yes, please explain)

2. Department chair's report on the assessment results under jurisdiction.

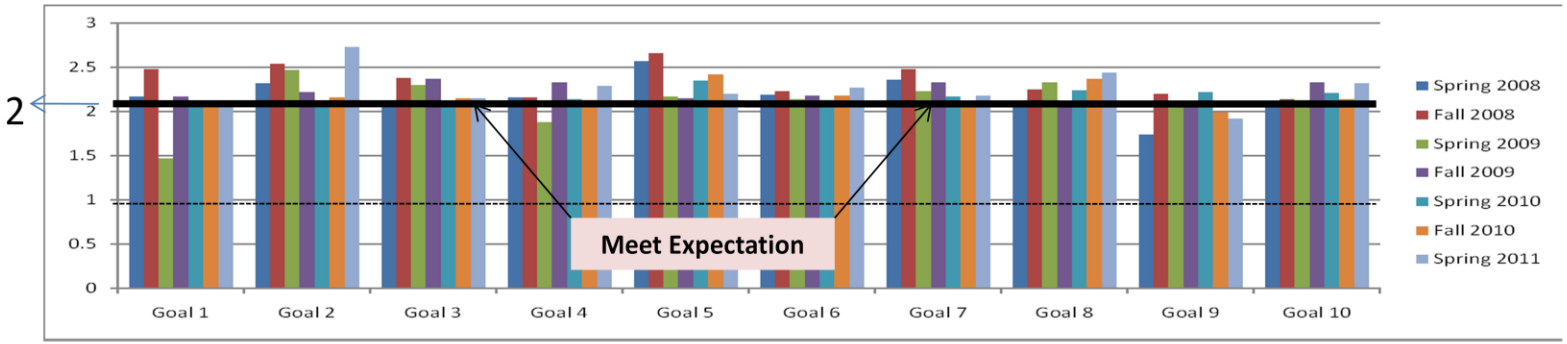
a. What procedures does your department follow to evaluate the assessment results?
b. What issues (new and existing) has your department identified according to the assessment results in your department?
c. Please indicate your plan to address the above issues for closing the loop and continuous improvement.
d. Please refer to your previous Form B. How does your plan work out during this period in terms of addressing the previously identified issues?

Exhibit 9

Exhibit 9 Scorecard of the SBE program in achieving the SBE Goals

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8	Goal 9	Goal 10	Average
Spring 2008	2.172	2.31875	2.114	2.16	2.569	2.19	2.36	2.06	**1.74**	2.06	2.174375
Fall 2008	2.48	2.544	2.38	2.16	2.663	2.235	2.48	2.25	2.2	2.14	2.3532
Spring 2009	**1.469**	2.47	2.305	**1.88**	**2.175**	2.145	2.23	2.3365	2.08	2.13	2.12205
Fall 2009	2.175	2.218	2.368	2.33	2.15	2.185	2.33	2.11	2.07	2.33	2.2266
Spring 2010	2.06	2.05	2.11	2.14	2.35	2.13	2.17	2.24	2.22	2.21	2.168
Fall 2010	2.057	2.157	2.148	2.13	2.425	2.178	2.09	2.375	**1.99**	2.14	2.169
Spring 2011	2.093	2.73	2.155	2.29	2.205	2.27	2.18	2.44	1.92	2.325	2.2608

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8	Goal 9	Goal 10	Average
Spring 2008	2.172	2.31875	2.114	2.16	2.569	2.19	2.36	2.06	1.74	2.06	2.174375
Change	14%	10%	13%	0%	4%	2%	5%	9%	26%	4%	8%
Fall 2008	2.48	2.544	2.38	2.16	2.663	2.235	2.48	2.25	2.2	2.14	2.3532
Change	-41%	-3%	-3%	-13%	-18%	-4%	-10%	4%	-5%	0%	-10%
Spring 2009	1.469	2.47	2.305	1.88	2.175	2.145	2.23	2.3365	2.08	2.13	2.12205
Change	48%	-10%	3%	24%	-1%	2%	4%	-10%	0%	9%	10%
Fall 2009	2.175	2.218	2.368	2.33	2.15	2.185	2.33	2.11	2.07	2.33	2.2266
Change	-5%	-8%	-11%	-8%	9%	-3%	-7%	6%	7%	-5%	-3%
Spring 2010	2.06	2.05	2.11	2.14	2.35	2.13	2.17	2.24	2.22	2.21	2.168
Change	0%	5%	2%	0%	3%	2%	-4%	6%	-10%	-3%	0%
Fall 2010	2.057	2.157	2.148	2.13	2.425	2.178	2.09	2.375	1.99	2.14	2.169
Change	2%	27%	0%	8%	-9%	4%	4%	3%	-4%	9%	4%
Spring 2011	2.093	2.73	2.155	2.29	2.205	2.27	2.18	2.44	1.92	2.325	2.2608



Note:		
	1	Did not meet expectation
	2	Met expectation
	3	Exceeded expecation

Appendix AOL2:

Action Plans and Results of AOL (Fall 2010)

Summary of Assessment Results

Following our previous efforts to close the loop in spring 2010, the assessment results of fall 2010 present encouraging outcomes as shown in Exhibit 9. The results in Exhibit 9 indicate that the previous decline of student performance in Goals #1, #2, #3, #4 and #6 observed during spring 2010 have been halted and/or reversed in fall 2010, supporting the notion that our system with the operating cycle from data generation to closing the loop provides useful mechanism for detecting and addressing the identified assessment issues. We also see continuous improvement of student performance in Goal #5 and Goal #8 within the last two consecutive periods. Despite the above encouraging findings, there are some weaknesses as shown in Exhibit 9 over Goals #7, #9, and #10 that need to be addressed for continuous improvement, including the repeated decline of student performance in Goal #7 and Goal #10 as of fall 2010 and the sharp decline of student performance in Goal #9.

Major Findings and Identified Issues:	**Action Plans & Results**
Follow-Up of The ETS Puzzle: The SBE received the fall 2010 ETS results for the major field tests in business (see *Appendix AOL1, Exhibit 11*). It is important to note that our new zero-credit course requiring students to take the ETS exam seriously for letter grade was not effective until spring 2011. We have seen some improvement in the fall 2010 ETS result. However, the result is still not pleasing even though the differences between the SBE average and national norm in each field are not statistically significant.	1. We expected to see a large enhancement in the spring 2011 ETS result given that the zero-credit course will be fully implemented in spring 2011.

	Major Findings and Identified Issues:	**Action Plans and Results:**
Learning Goal 1:		
Our program will prepare our students with the skills necessary for integrating thinking and decision making in a global market place.	1. During fall 2010, there is no further decline in student performance for Goal #1 following the 5% decline in spring 2010. Consider that during fall 2010 the new instructors had redesigned the MGM 490 courses with more case studies used in teaching to improve students' critical and integrative thinking, we are glad to see that the decline in student performance in spring 2010 has been halted in fall 2010. However, it is important to note that the assessment results between fall 2010 and spring 2010 may not be quite comparable given the changes that have been made.	1. Since it takes time for the new instructor to learn from teaching, we are looking forward to seeing continuous improvement of student performance in Goal #1 in the future. This goal is still the area that requires more resources from the SBE and should be the focal point as we strive for closing the loop. 2. Based on the data collected over the last few years, the new instructors of MGM490 decided to revise the learning objectives of the course to make them capture exactly what students are supposed to learn in the course. The revised learning objectives are fewer, precise and easily quantifiable.

Learning Goal 2:		
Our program will prepare our students with the knowledge necessary for legal and ethical decisions in a global market place.	1. Exhibit 9 shows a 5% score improvement in student performance for Goal #2 during fall 2010, resulting from the 13% score increase in Business Ethics and 3% decrease in Business Law. This 13% increase in Business Ethics reflects the collaborative efforts during fall 2010 made by the course instructor and department chair. As indicated by the Form B, the course instructor and department chair had made contribution to the improved performance by taking actions in fall 2010 to realign the course contents with the learning objectives after 8% of decline was observed in the assessment outcome of spring 2010.	1. We will continue monitoring this area for continuous improvement.
Learning Goal 3:		
Our program will prepare our students with the skills and techniques required to behave professionally and communicate effectively.	1. Following the 11% decline of student performance in spring 2010, we have seen 2% improvement in Goal #3 for student performance in fall 2010. This 2% increase in student performance is related to the improved score in the Learning Objective 2 measured by BUS 388.	1. Consider that several changes will be made for the BUS 388 courses in spring 2011 to revise and realign course content with learning objectives, this 2% improvement indicates that this issue is now under control and hopefully we will see more improvement as the new changes take place in spring 2011.
Learning Goal 4:		
Our program will prepare our students with the knowledge and skills in applying technology in business decision making.	1. Following the 8% decline of student performance in spring 2010, we do not observe any significant change in student performance during fall 2010.	1. We will continue monitoring this area for continuous improvement.

Learning Goal 5: (for Marketing)		
Our program will enhance student learning in evaluating marketing opportunities and threats facing organizations in a changing marketing environment and applying marketing strategy knowledge in a diverse market.	1. Following the 9% improvement of student performance in spring 2010, student performance in this goal further increases 3% during fall 2010.	1. In Fall 2010, we initiated a new procedure for developing the marketing plan. The process for evaluating marketing threats and opportunities in the environment was well laid out for the students, which explains the improved performance on Learning Objective 1 of Goal #5. The process for applying the marketing strategy knowledge in diverse environments may not have been laid out for the students as specifically, thereby leading to decreased performance on Objective 2 of Goal #5.
	2. The detailed analysis, however, reveals some interesting patterns. Student performance in Learning Objective 1 of this goal (measured by MKE 290) has increased by 18.4% while student performance in Learning Objective 2 of the same goal (measured by MKE 290) has decreased by 10%. It is noteworthy for the instructor to investigate whether or not the emphasis of the course content on these two learning objectives are balanced.	2. Continue to monitor and ensure that the instructions and template for the assignment provide sufficient guidance so that the students can successfully prepare the marketing strategy portion of the marketing plan.

Learning Goal 6: (for Accounting)		
Our program will enhance student learning in interpreting and using accounting information for decision making.	1. Following the 3% decline of student performance in spring 2010, we had observed a slight increase of 2% in student performance in fall 2010. This 2% improvement stems from the 3% improvement in Learning Objective 1 measured by ACC201 and 1% improvement in Learning Objective 2 measured by ACC202. 2. The result of fall 2010 shows that student performance in CLO3 of ACC202 has improved largely from 51% to 76%. It appears that our efforts to switch the textbook again make differences in student learning. Also, in spring 2010 we made a recommendation to close the cross-sectional gap in student performance. We are excited to see that the cross-sectional gap in CLO3 has been erased.	1. In ACC201, the significant improvement in both, CLOs 2&3 of ACC201 are due to our effort to close the cross-sectional gap identified in the previous semester. In fall 2010, following the recommendations of spring 2010 we communicate with course instructors to ensure that we allocate enough time to cover the material in the identified weak areas of CLO2 and CLO3. Our effort in fall 2010 has made a big difference in our student performance over these two CLOs. 2. However, the detailed analysis shows that we still need improvement to close the cross-sectional gap among ACC201 sections in the following areas: (1) the concept of matching principle (CLO2), (2) journal entries related to issue of bonds (CLO2), (3) journal entries related to issue of notes payable (CLO3), (4) calculation of inventory cost using LIFO under the periodic system (CLO3), and (5) adjustments to net income under the indirect method for statement of cash flows (CLO3). We need to closely monitor our teaching in these areas for continuous improvement. 3. In ACC202, The cross-sectional difference in student performance of CLO2 has been closed in fall 2010, indicating that the instructors across all sections have been teaching consistently during fall 2010 in CLO2. In summary, the topics our students did not perform well during fall 2010 are as follows. (1) classification of inventory, (2) journal entries to record application of manufacturing overhead, (3) the concept of responsibility accounting, (4) the concept of ROI versus Residual income. The topics of the CLO3 in which students did not perform well are listed as follows: (1) the concept of static budget versus flexible budget, and (2) responsibility for price/quantity variance. We need to consider add more hands-on questions to the assignment and quiz to ensure that students have more opportunities to practice over these concepts.

Learning Goal 7: (for Management)		
Our program will enhance students learning in applying the knowledge of global management and supply chain management to diverse situations of decision making process.	1. Following 7% decline of student performance in spring 2010, we had observed a further decline of 4% during fall 2010. Our further analysis indicated that this 4% decline in fall 2010 was due to 6% slide in Leaning Objective 1 and 2% decrease in Learning Objective 2, respectively. A. MGM280: for the four sections (A, B, C and D) results of the Fall 2010 assessment show that Learning objectives 1 and 4 were not achieved and that there was actually a decrease in the % of students who achieved expectations for these two learning objectives from the previous semesters. B. MGM350: All learning objectives were achieved. Since this was the first time I used the revised four learning objectives, it is not possible to directly compare results. With 88% students having achieved expectations for CLO2, it is actually a good result. However, CLO1 with only 77% of students having achieved expectations is the CLO which needs monitoring.	A. MGM280: For CLO1: The instructors pledged that they will focus more on enhancing students' skills in dealing with the management functions in organizations through real world examples, videos, cases and in-class discussions. For CLO4: The instructors still look for opportunities for continuous improvement in the ethical context of the organization. This semester, one of them introduced additional topics in ethics such as "the Prisonner's Dilemma," and "The Milgram Classic Experiment: When Good People Do Evil." They mentioned that they will focus more on the social and ethical context in the environment of the organization. B. MGM350: As a result of my previous assessments, I have reviewed the learning objectives. I have decided to use four "updated" learning objectives. As a result, it's not easy to directly compare one to one, these results to last semester's results. I will monitor the results. I will increase the use of assignments and cases dealing for formulating mathematical models of Business problems.
Learning Goal 8: (for Economics)		
Our program will enhance student understanding of price theory and business cycles in a changing global environment.	1. Following the 6% improvement of student performance in spring 2010, student performance goes up by 6% again during fall 2010. Our further analysis indicates that this 6% improvement results from the almost 11% increase of student performance in Learning Objective 2, measured by ECO111 (Introduction to Macroeconomics). There is no change of student performance in Learning Objective 1.	1. We will continue monitoring this area for continuous improvement.

Learning Goal 9: (for Finance)		
Students will understand and be able to apply the major concepts of finance to business decision-making. In addition, students will be able to integrate finance concepts into the other business disciplines.	1. Following the 7% increase of student performance in spring 2010, we had observed a decline of 10% during fall 2010. Although the net change across two semesters is only 3%, it is worthy of examining what is behind the 10% change.	1. Semester to semester variation is to be expected and the net effect is only a 3% decrease. More importantly, students have shown continued mastery of this learning goal by scoring at least 2.0 or better for the past four years. 2. We will continue monitoring this area for continuous improvement.
Learning Goal 10: (for Statistics)		
Our program will enhance student understanding of descriptive & inferential statistics and probability theory.	1. Following the 5% decline in spring 2010, we observed an extra decline of 3% in fall 2010. This 3% overall decrease in student performance resulted from the 11% decline of student performance in Learning Objective 1 measured by ECO 260 (Business Statistics I) and 9% improvement of student performance in Learning Objective 2 measured by ECO362 (Business Statistics II). Recall that we raised a question in spring 2010 concerning the divergent assessment results between these two courses. It appeared that the large gap in student assessment performance between these two courses had been narrowed down after some changes had been made by teaching faculty and department chair. We needed to give credits to the collaborative efforts of instructors teaching these two courses and the department chair who coordinated the focus group to close the gap. However, it would be important to observe the performance change in this area in spring 2011.	1. We will continue to monitor these results to ensure that student performance does not fall below the 2.0 threshold.

Appendix AOL3:

Action Plans and Results of AOL (Spring 2011)

Summary of Assessment Results

According to the assessment results of spring 2011 in Exhibit 9, student performance improves in all Learning Goals except Goal #5 (9% decline) and Goal #9 (4% decline). The highest percentages of improvement in student performance have been observed in the following goals: Goal #2 (27%), Goal #10 (9%) and Goal #4 (8%). It is a relief to see that the continuous slide of student performance in Goal #7 and #10 within the two consecutive periods from fall 2009 to fall 2010 has been finally reversed. From fall 2010 to spring 2011, student performance in Goal #7 and #10 has increased by 4% and 9% respectively. In contrast, the decline of student performance in Goal #9 (4% down) during spring 2011 has become a new concern. Although the 4% decline in Goal #9 is not large by itself in spring 2011, student performance in Goal #9 has dropped down 14% in total over one-year period from spring 2010 to spring 2011 to a new low level that cannot meet the expectation (i.e., lower than 2)!

Major Findings and Identified Issues:	**Action Plans & Results:**
Follow-Up of The ETS Puzzle: The spring 2011 ETS result for the major field tests is presented in the Exhibit 12. Spring 2011 is the first semester that we start implementing our new zero-credit course requiring students to take the ETS exam seriously for letter grade. Therefore, it is interesting to observe the changes in student performance before and after implementation of this new policy. Consistent with our expectation, we observe a significant improvement of student performance according to the ETS result of spring 2011 (see Exhibit 12). This result demonstrates that the performance of the SBE students in the ETS exam, on average, outperformed 61% of the students nationwide taking the ETS exam in spring 2011. We are excited although still not satisfied to see such a change. However, this change proves that the SBE is providing a good quality of business program and provides an answer for the ETS puzzle previously observed in spring 2010.	1. There are two areas that will merit our investigation in the future according to the ETS result. The first area is the finance subject and the second area is the subject of information systems. Recommendation #1 for closing the loop: We recommend the information systems faculty to examine the current curriculum and answer the following questions for assurance of learning purpose. (1) Are you comfortable with the gap between the course-embedded assessment of MGM275 and the ETS assessment result in terms of addressing the SBE Learning Goal #4? (2) What are the possible reasons behind the aforementioned gap? (3) Indicate whether or not you will address the aforementioned gap. Why or Why not? Recommendation #2 for closing the loop: It is important for Department of Economics and Finance to research on the curriculum of FIN355 to ensure (1) the curriculum provides reasonable assurance for student learning in the finance subject, and (2) the same curriculum will be closely followed by instructors and there will be no significant cross-sectional gap in content and standards among course sections.

	Major Findings and Identified Issues:	Action Plans for Closing the Loop
Learning Goal 1:		
Our program will prepare our students with the skills necessary for integrating thinking and decision making in a global market place.	1. Goal #1 (2% improvement): During fall 2010 the instructor had redesigned the MGM 490 courses with more case studies used in teaching to improve students' critical and integrative thinking. The MGM490 curriculum was redesigned as an important step to close the loop following our analysis of the assessment data and student performance in ETS prior to spring 2010. In spring 2010 the assessment committee made two recommendations to address the ETS puzzle including (1) creating a zero-credit course for students to take ETS exam seriously and (2) redesign of MGM490 curriculum to promote integrative thinking. The assessment result of spring 2011 confirms that our collaborative efforts to close the loop have improved our student performance. Student performance has improved by 2% from fall 2010 – our base year with resigned curriculum to spring 2011.	1. This goal is still the area that requires more resources from the SBE and should be the focal point as we strive for closing the loop. 2. Continue to prepare a formal strategic plan with the students.

Learning Goal 2:		
Our program will prepare our students with the knowledge necessary for legal and ethical decisions in a global market place.	1. Goal #2 (27% Improvement): Exhibit 9 shows a 27% score improvement in Goal #2 during spring 2011 following a 5% score improvement for Goal #2 in fall 2010! This 32% combined improvement in a one-year period appeared to be quite impressive. This 27% score improvement in this goal was entirely driven by the outstanding performance of students in the first Learning Objective measured by Business Ethics - BUS203. Although during spring 2011 the instructor of BUS203 reduced the number of the course learning objectives that contribute to measurement of the first Learning Objective, the improvement is still very large (34%) as we compared the scores of the existing three course learning objectives with their historical data. It is interesting to explore the reason behind such a positive change in this Learning Objective. However, the Form A provided by the instructor for spring 2011 was the old form and cannot offer enough detailed information for our further investigation. We have communicated with the instructor and department chair to request resubmission of the Form A. There was no change of student performance in the second Learning Objective of this goal. We assume that the performance of students in the second Learning Objective measured by ACC351 is the same as the previous period since the instructor of Business Law - ACC351 indicated that there is no data available from spring 2011 for he changed his assessment methodology during spring 2011.	1. We will continue monitoring this area for continuous improvement. Also, we are looking forward to the new assessment result of ACC351 in fall 2011.
Learning Goal 3:		
Our program will prepare our students with the skills and techniques required to behave professionally and communicate effectively.	1. Goal #3 (no change): Prior to spring 2011, student performance in this goal improved by 2% during fall 2010 following 11% decline in spring 2010. In spring 2011, we have observed on average no significant change of student performance in this goal. This shows that student performance in this area is now stabilized.	1. We will continue monitoring this area for continuous improvement.

Learning Goal 4:		
Our program will prepare our students with the knowledge and skills in applying technology in business decision making.	Goal #4 (8% improvement): Following the 8% decline of student performance in spring 2010, we did not observe any significant change in student performance during fall 2010. In spring 2011, student performance improved 8% from fall 2010. Taken together, student performance in this area of course-embedded assessment is steady in a one-year period. However, the ETS result in Exhibit 12 indicated that student performance in the subject area of information systems was lower than the national average across all majors of students. There are three possible explanations to bridge the gap between the course-embedded assessment and the ETS result. First, the ETS assessment covers more topics than what is currently covered in our curriculum of MGM275 so that our students performed worse than the national benchmark. Second, our students did meet our expectation but the standards we have in our course are lower than the national average assuming that the ETS assessment covers the same content as what is currently covered in MGM275. Third, the ETS assessment covers the same content as what we taught but tests our students in a way different from what we expected in our curriculum.	1. Therefore, we have the following recommendation for MGM275. Recommendation #1 for closing the loop: We recommend the information systems faculty to examine the current curriculum and answer the following questions for assurance of learning purpose. (1) Are you comfortable with the gap between the course-embedded assessment of MGM275 and the ETS assessment result in terms of addressing the SBE Learning Goal #4? (2) What are the possible reasons behind the aforementioned gap? (3) Indicate whether or not you will address the aforementioned gap. Why or Why not? DEPARTMENTAL RESPONSES: 1) Yes we are comfortable with this gap for now. The main reason is that, as you mentioned in your report (the ETS Puzzle), ETS was not taken too seriously by many students taking it. After the new change (0-credit course) was implemented in Spring 2011, we expect the results to improve. However, It is still too early and we need to wait for more results before we can conclude if the gap is a real issue that needs to be dealt with more closely. 2) In our opinion the main reason for the gap is that SBE students take only one course in MIS, MGM275 which is an introductory course. Also, many questions asked in the ETS test might deal with topics that are beyond what is covered in MGM 275. Moreover, students do not use Excel, Access, and other tools learned in MGM275, in subsequent courses they take in their respective programs. 3) In our opinion this issue if it persists can be solved by requiring all SBE students to take a second advanced course in MIS, and I suggest MGM440, that will introduce them to more advanced topics in Information technology use in business. Also, we should strongly recommend that other courses make more use of these IT tools in their course work/assignments (Excel, Access, Dbase, etc.) throughout the Business curriculum.

Learning Goal 5: (for Marketing)		
Our program will enhance student learning in evaluating marketing opportunities and threats facing organizations in a changing marketing environment and applying marketing strategy knowledge in a diverse market.	Goal #5 (9% decline): Following the 9% improvement of student performance in spring 2010, student performance in this goal further increases 3% during fall 2010, and in spring 2011 student performance declined again by 9%. The 9% overall decline in this goal resulted from 24.75% decline of student performance in Learning Objectives 1 of this goal (measured by MKE 290) and 9.5% improvement of student performance in Learning Objective 2 of this goal (also measured by MKE 290). It is interesting to note that during the previous semester (i.e., fall 2010), student performance in Learning Objective 1 had increased by 18.4% while student performance in Learning Objective 2 of the same goal had decreased by 10%.	1. It appears that the change of student performance from fall 2010 to spring 2011 in the two Learning Objectives of this goal is in the opposite direction of the change from spring 2010 to fall 2010. The 24.75% decline of student performance in the Learning Objective 1 of this goal is quite large. We suggest the course instructor to research on this issue and provide more information concerning this pattern. 2. We continue to discuss the marketing plan project assignment in MKE 290. In particular, the professors who teach the MKE 290 course work together to improve the assignment and try to articulate it better to the students. It was improved for fall 2011, but we feel it still needs work because students still have questions about some of the components. 3. One of the professors who teaches the majority of the MKE 290 students has initiated a comprehensive final exam in order to encourage students to review the material for the entire semester. We will evaluate the success of this new approach.

Learning Goal 6: (for Accounting)		
Our program will enhance student learning in interpreting and using accounting information for decision making.	1. Goal #6 (4% improvement): We observed an increase of 4% following the previous increase of 2% in fall 2010 and the 3% decline of student performance in spring 2010. The 4% improvement in spring 2011 resulted from the 9.5% increase of student performance in achieving the second Learning Objective measured by ACC202. In addition, according to the ETS result in *Exhibit 12*, the SBE average in this field is slightly above the national average. It appears that this area is relatively stable in comparison with some of the other goals.	1. Our analysis for CLO2 of ACC201 indicates that there are two areas that merit attention in the future for continuous improvement. Our students are still overall weak in their understanding of the concepts of (1) matching principle, and (2) disposal of long-term assets. Student performance in achieving CLO3 of ACC201 declined from 75% to 63%. This decline can be attributed to the cross-sectional gap in student performance over the topics related to statement of cash flows which is the last chapter before the final exam. Students are overall weak when tested for their understanding of the indirect method. They did not perform well in the adjustment using indirect method for payable, receivable and the gain due to sale of long-term assets. To improve stduent performance in the future we need to ensure that (1) we attribute the same amount of time in teaching this chapter and (2) we add more questions to cover these topics comprehensively. 1. The topics our students did not do well in addressing CLO2 of ACC202 are as follows: (1) The concept of responsibility accounting, (2) calculation of profit change in respnse to sales change using the concept of operating leverage, and (3) calculation of payback periods. We barely missed the CLO3 of ACC202 in spring 2011. The weak areas we identified for continuous improvement are as follows. (1) responsibily for price-quantity variances, and (2) the concept of static budget versus flexible budget. Since these two topics are in the same chapter, we need to consider adopt more practice questions in chapter 10 to improve student understanding of the material.

Learning Goal 7: (for Management)		
Our program will enhance students learning in applying the knowledge of global management and supply chain management to diverse situations of decision making process.	1. Goal #7 (4% decline): Student performance in this goal improved by 4% during spring 2011. Previously, during fall 2010 we had observed a further decline of 4% following 7% decline of student performance in spring 2010. We are pleased to see this declining pattern from the previous semesters has finally been reversed. Our further analysis indicated that the improvement in Goal #7 is even across two Learning Objectives of this goal.	1. We will continue monitoring this area for continuous improvement.
Learning Goal 8: (for Economics)		
Our program will enhance student understanding of price theory and business cycles in a changing global environment.	1. Goal #8 (3% increase): Student performance went up 3% during spring 2011, continuing the 6% increase during fall 2010 and 6% increase during spring 2010. Our further analysis indicates that this 3% improvement is the net result of the 11% improvement of student performance in Learning Objective 1, measured by ECO110 (Introduction to Microeconomics) and 4.5 % decline of student performance in Learning Objective 2 measured by ECO111 (Introduction to Macroeconomics).	1. We will continue monitoring this area for continuous improvement.

Learning Goal 9: (for Finance)		
Students will understand and be able to apply the major concepts of finance to business decision-making. In addition, students will be able to integrate finance concepts into the other business disciplines.	1. Goal #9 (4% decline): Following the 7% increase of student performance in spring 2010, we had observed a decline of 10% during fall 2010 and another decline of 4% during spring 2011. In a one-year period, student performance has declined by 14%! It is alarming to note that as indicated by Exhibit 9, the score of student performance in Goal #9 is 1.92, falling below the level that met the expectation for this Learning Goal. This observation from the course-embedded assessment is consistent with the evidence provided by the ETS result as shown in Exhibit 12. Exhibit 12 indicated that our students from all majors except for Finance majors performed worse than the national average in Finance and this pattern is unique in comparison with the ETS performance of the same group of students in the other subjects.	1. Recommendation #2 for closing the loop: It is important for Department of Economics and Finance to research on the curriculum of FIN355 to ensure (1) the curriculum provides reasonable assurance for student learning in the finance subject, and (2) the same curriculum will be closely followed by instructors and there will be no significant cross-sectional gap in content and standards among course sections.
Learning Goal 10: (for Statistics)		
Our program will enhance student understanding of descriptive & inferential statistics and probability theory.	1. Goal #10 (9% improvement): Following the 5% decline in spring 2010 and a further decline of 3% in fall 2010, we observed a 9% improvement during spring 2011. This 9% overall increase in student performance resulted from the 7 % increase of student performance in Learning Objective 1 measured by ECO 260 (Business Statistics I) and 10% improvement of student performance in Learning Objective 2 measured by ECO362 (Business Statistics II). Recall that we raised a question in spring 2010 concerning the divergent assessment results between these two courses. It appeared that the large gap in student assessment performance between these two courses has been diminishing after some changes had been made by teaching faculty and department chair.	1. We will continue monitoring this area for continuous improvement.