



**FIFTH YEAR MAINTENANCE OF ACCREDITATION
REPORT FOR**

AACSB INTERNATIONAL

Academic Years 2006-2010

**Frostburg State University
College of Business**

July 20, 2010

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EXECUTIVE SUMMARY

A. Summary of Major Points

The College of Business (also referred to as *FSUBusiness*, College, or COB) at Frostburg State University (also referred to as "FSU", "University", "institution") received AACSB accreditation in early 2006. Since that time, many changes in the leadership of the institution and of *FSUBusiness* have occurred. At the University level, FSU installed a new president, Jonathan Gibraltar, in the fall of 2006, and in the past year, Ahmad Tootoonchi replaced outgoing dean, Danny Arnold, who moved to another University.

In the past five years, the faculty of *FSUBusiness* has distinguished itself not only in the classroom, but also in professional development through publication of academic books and journal articles. At the same time, members of the College faculty have contributed many hours of service both to the University and to the surrounding community.

B. Background Information

The College of Business faculty and administrators set out to seek and affect continuous improvement in accordance to the AACSB standards, and to firmly establish the business program within the larger goals of the COB and the University, as stated in its Mission Statement.

Since earning AACSB accreditation, the College of Business has seen its overall enrollment numbers rise among undergraduate students. With undergraduates, the prospect of earning a degree from an AACSB-accredited institution made an *FSUBusiness* degree more attractive. On the graduate MBA side, however, AACSB meant the establishment of more rigorous entrance standards and curriculum which temporarily lowered enrollment. However, the trend in the past few years (particularly since fall 2008) has showed an upward movement. We attribute this to factors such as a redesign of the MBA curriculum, increased advertisement, and improved coordination between the Office of the Dean, the MBA Coordinator, and the Director of FSU Graduate Services to this improvement.

Table 1 shows undergraduate enrollment trends from 2003 to 2009.

Table 1
Undergraduate Enrollment, FSU College of Business
2003-2009

Major	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Accounting	125	110	112	108	126	135	137
Business Administration	507	506	529	592	550	617	574
Economics	36	29	36	34	29	28	28
Health Science Administration	4	2	2	3	3	2	3
Total	672	647	679	737	708	782	742

Table 2 shows the graduate MBA enrollment trends from 2003 to 2009.

Table 2
MBA Enrollment, FSU College of Business
2003-2009

Term	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Enrollment	303	222	167	126	106	109	115

The administrative leadership of FSU*Business* plans to increase enrollment in both the undergraduate and graduate programs. FSU*Business* added a new undergraduate concentration in International Business, and is in the process of finishing its plans to expand the MBA program to include offering the entire course of study online. While this would not be a new program, it will make the MBA more attractive to qualified and promising students who cannot take their MBA classes in traditional, face-to-face, or blended settings.

Some highlights from the past five years under AACSB accreditation include:

- An average growth of 2.5% in the undergraduate student body in the COB.
- The establishment of an undergraduate concentration in International Business.
- A continuing initiative to offer the entire MBA program online.
- Continuous improvement in the FSU*Business* faculty in the area of Intellectual Contributions.
- Initiatives to seek new relationships with institutions overseas, especially those located in the emerging economies such as India and China.
- Development of new minors in Management, Marketing, and Finance.
- High honors conferred on a number of FSU*Business* faculty both internally at the University level, and externally at the University System of Maryland level, in the areas of teaching, academic achievement, and service.

C. Effective Practices

FSU*Business* has instituted a number of “effective practices” that include:

- Enhancing the relationships between the College of Business and the rest of the University community. Examples: 1) Dean of the COB makes motivational presentations for the new students at the Freshman Orientation sessions on a regular basis; 2) One member of the business faculty serves as the co-coordinator (with one faculty member from the College of Liberal Arts and Sciences) for the Leadership Minor program; 3) One business faculty member serves as advisor for the Liberal Studies program for the College of Liberal Arts and Sciences.
- Enhancing the relationships between the College of Business and the surrounding community. Examples: 1) Dean of FSU*Business* makes uncompensated Leadership Development presentations for the not-for-profit and community organizations on a regular basis; 2) FSU*Business* sponsors the Center for Regional Progress under the

leadership of a professor in the Economics department. The Center provides the local community with up-to-date information and analysis regarding the region's economy that impacts the community's life and business activities; 3) Both faculty and the Dean of the COB serve on an array of local business development committees and Board of Directors on a volunteer basis; 4) FSU *Business* sponsors the Volunteer Income Tax Assistance (VITA) program through which two College faculty and a group of accounting students assist in the filing of income tax returns for the community free of charge. Since the program's establishment, over 500 tax reports have been filed, every year, for the community by FSU *Business* faculty and students.

- Improving the mentoring process for both new faculty and students. Examples: 1) All new faculty members go through a formal orientation program at the University level as well as an orientation session specifically developed for the College of Business faculty; 2) Every new faculty member is assigned to one or more mentors who will work with him/her to acculturate to the College, as well as in guiding them through College expectations in the areas of teaching, professional development, and service, 3) All students in the COB receive advising and mentoring formally via assignment to individual faculty members. Student club memberships and enrollment in professional development classes offer additional opportunities for students to receive additional mentoring from faculty, alumni, and local business leaders.
- Initiating and implementing an effective Assurance-of-Learning program. Example: 1) Appointment of an experienced faculty member as the Coordinator of the COB Assurance of Learning program; 2) Formation of an Assurance of Learning Committee composed of faculty and students; 3) Participation of the entire COB faculty (individually and in teams) in the Assurance of Learning process, evaluation, and recommendation for improvement (please see the Assurance of Learning report later in this report).

I. Situation Analysis

A. Historical Factors

Frostburg State University, established in 1898, is a comprehensive regional University located on the Allegheny Plateau in Frostburg, Maryland. It is one of 11 universities within the University System of Maryland (USM), and is the only four-year degree-granting, primarily teaching-oriented state institution in Western Maryland, with approximately 4,750 undergraduate students and 630 graduate students.

The College of Business is one of three Colleges at FSU. The College of Business program reached a milestone in 1971 with the offering of a master's degree in management science, which, in 1989, became the Master of Business Administration (MBA).

B. How Internal and External Forces Impact the Future of FSU and FSUBusiness

There is a contrast in the internal and external forces that affect FSU and FSUBusiness. On one hand, the University enjoys outstanding leadership in its administration and faculty governance. On the other hand, FSU is not insulated from events that occur in or impact the region or the state. The University leadership can only try to deal with those circumstances and try to produce the best outcomes despite the challenges.

Since FSUBusiness received AACSB accreditation, there has been a change of leadership in the office of president. Dr. Catherine Gira retired at the end of the 2005-06 Academic-Year, and was replaced by Dr. Jonathan Gibraltar. Since becoming president, Dr. Gibraltar has been supportive of FSUBusiness. He is well-respected on and off campus, and has proven to be an effective leader.

Furthermore, Danny Arnold, who was dean of FSUBusiness in 2006 left in March 2009. His successor is Ahmad Tootoonchi, who first served as Associate Dean and later Interim Dean.

With a full support of the FSUBusiness faculty, the internal position of FSUBusiness is strong, especially when one examines the *external* factors and challenges facing the University at this time. The major external challenges include the following:

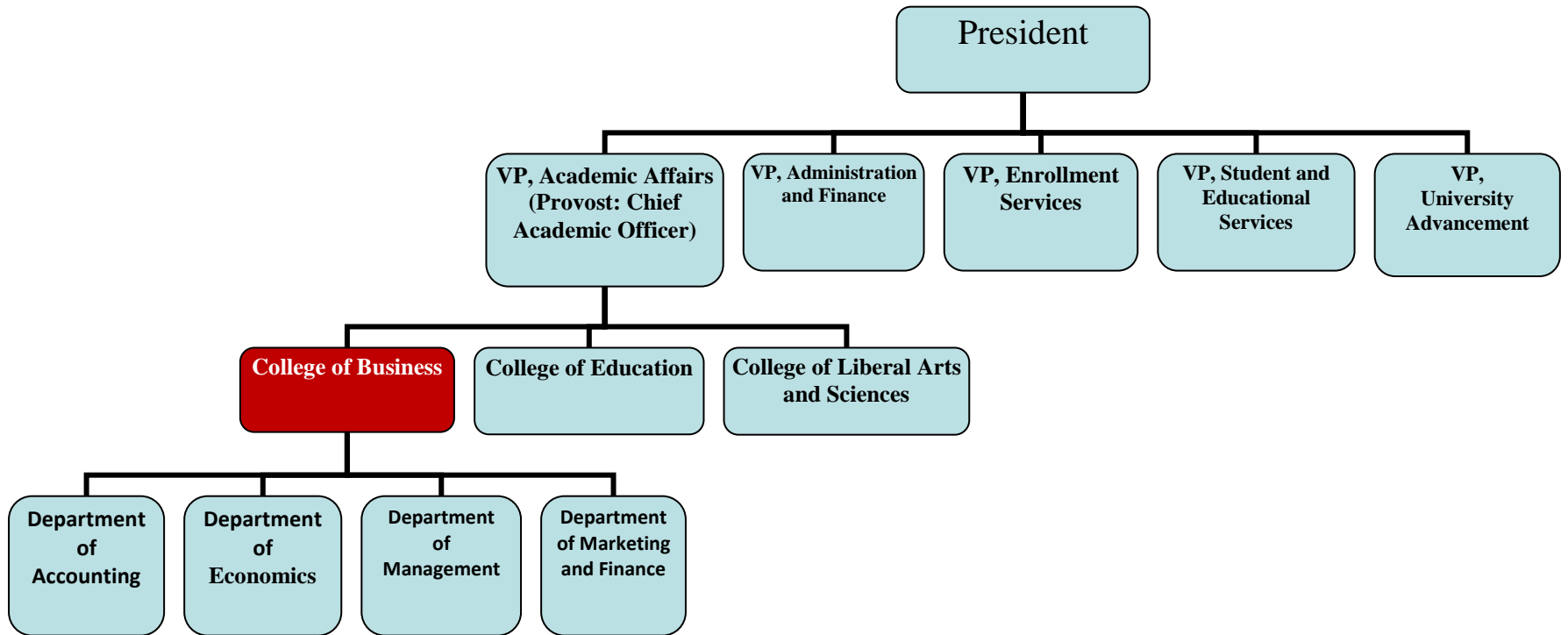
- FSU is located in a region that has suffered population losses in the past few decades.
- The majority of students at FSU must come from outside Western Maryland.
- The Maryland State Government has been experiencing serious budget problems; therefore, the USM appropriations have consequently experienced serious reductions.

Because of the challenge of location and because FSU must look toward large population centers to find new students, the University works hard to recruit young people from the Baltimore-Washington, D.C. area. One of the benefits of this recruitment effort has been the increased diversity of students at FSU.

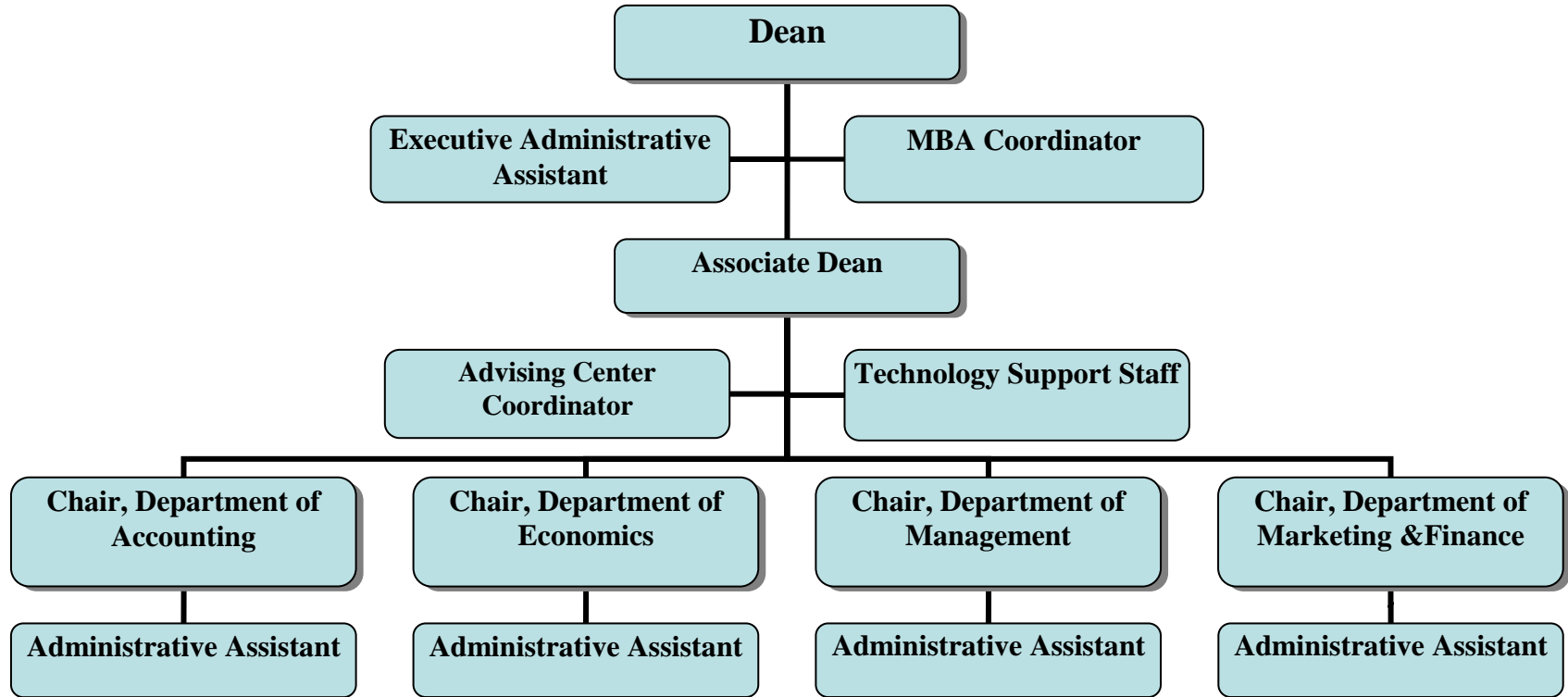
While FSU is actively involved in community economic development, and although it is a major employer in Western Maryland, this area of the state has nonetheless seen thousands of jobs lost as manufacturing industries have been shuttered over the past three decades. For example, the population of Cumberland, the largest city in Allegany County, is less than half of what it was 50 years ago. This presents a number of challenges to the leadership at FSU but it also presents opportunities for the University to play an important role in fostering local economic development, as well as, to provide leadership in other areas such as growth in the arts community.

C. Campus/Organizational Structure

Frostburg State University



College of Business Organizational Chart



D. Enrollment/Demographics

As noted earlier, Frostburg State University currently has approximately 4,750 undergraduate students and 630 graduate students. Table 1 below lists the 5-year enrollment figures. While the Allegany County region is not racially diverse, the student body at FSU is well noted for its diversity; as shown in Tables 2 and 3, as well as Figure 1.

Table 1

Undergraduate and Graduate Student Enrollment

Status	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Undergrad Full Time	4053	4004	4096	4296	4439
Undergrad Part Time	268	248	239	286	316
Graduate	720	658	658	633	630
Total	5041	4910	4993	5215	5385

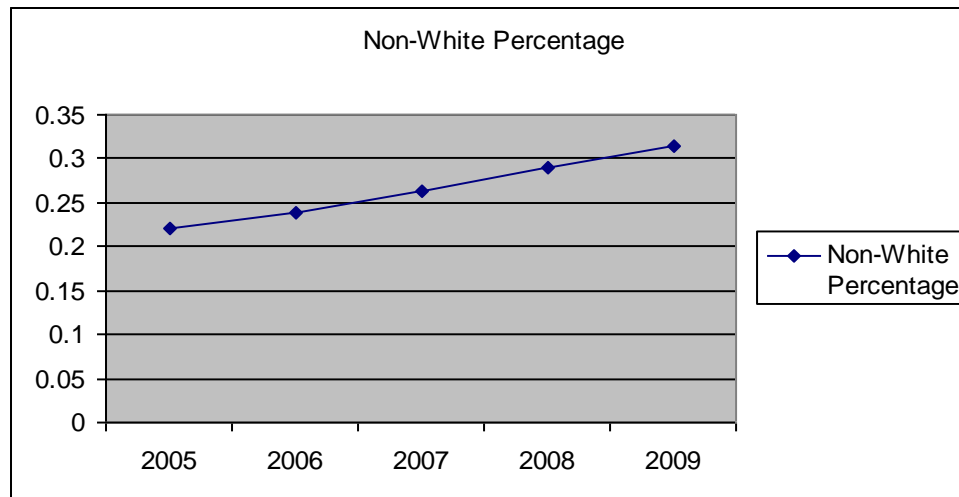
Table 2

Undergraduate Student Diversity

Racial Status	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Unknown	100	92	98	103	106
Black	638	704	848	1004	1127
American Indian	18	17	19	15	18
Asian	69	71	69	81	77
Hispanic	91	83	90	96	123
White	3367	3242	3191	3250	3257
Non-Resident Alien	38	43	20	33	47
Total	4321	4252	4335	4582	4755
Undergraduate Percentage of Nonwhite Undergraduates	22.1%	23.8%	26.4%	29.1%	31.5%

Figure 1

**Growth in Percentage of Non-White Undergraduate Student Body
2005-2009**



**Table 3
Graduate Student Diversity**

Racial Status	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Unknown	13	21	22	13	14
Black	30	21	20	17	20
American Indian	5	4	0	2	3
Asian	6	6	6	4	3
Hispanic	7	5	5	4	4
White	648	594	597	585	572
Non-Resident Alien	11	7	8	8	14
Total Graduate	720	658	658	633	630
Percentage of Nonwhite Graduates	10%	9.7%	9.3%	7.6%	9.2%

While the diversity in the undergraduate student body has increased in the past five years, the same cannot be said of the graduate student body. The decrease in overall enrollment in the MBA program since FSU *Business* received AACSB accreditation is the major reason that diversity statistics at the graduate level have not mirrored those at the undergraduate level.

E. Competitive Environment

Because there is no other four-year institution in this area of Western Maryland, it would seem that there would be little competition for FSU in higher education, but that is not the

case. First, there are two, two-year colleges in the immediate vicinity: Allegany College of Maryland, located in Cumberland, Maryland, and Potomac State College in Keyser, West Virginia. While these institutions do play a limited role as feeder colleges for FSU, they also compete with Frostburg State University for freshmen and sophomores. Second, FSU also competes for students with numerous four-year and two-year colleges and universities in the Baltimore-Washington, D.C. areas. Thus, even though FSU is more than 140 miles from institutions such as Towson University, Morgan State University, and Salisbury University, these universities can also be viewed as our competitors.

We believe that FSU has something unique to offer and many FSU alumni still fondly recall their days at the ‘Burg’. FSU is committed to students who come here to have the opportunity to develop their own skills and abilities while being guided by faculty and staff that are excellent at what they do. We are particularly proud of our small class size environment that enables us to provide individualized attention to students.

F. Location: Challenges/Advantages

Frostburg State University is located in Frostburg, Maryland at the western edge of Allegany County with an elevation of about 2,000 feet, in one of the most scenic areas in the east. It is a favorite with students who enjoy outdoor winter sports. The Wisp Resort, a popular ski resort located by Deep Creek Lake, is only about 40 minutes away from campus. The weather, however, can also be a challenge to students who are not used to snow and cold winters. They find that they must make some adjustments if they wish to enjoy their time at FSU.

A disadvantage to living in the Cumberland-Frostburg area is the lack of proximity to major airports. There are four major airports, Pittsburgh International, Baltimore-Washington International, Dulles International, and Reagan National—all within about three hours of FSU. Three small regional airports located in Morgantown, West Virginia, Johnstown, Pennsylvania, and Hagerstown, Maryland are nearby but have very limited flight options. Therefore, FSU employees and students must drive considerable distances to airports in most cases.

G. Strategic Opportunities/Challenges

The future of FSU and FSU *Business* obviously are inextricably linked and so strategic opportunities and challenges that face the University also affect the college. However, out of challenges also arise opportunities that provide the impetus for development and promotion of online academic programs, such as the online MBA, which will make FSU’s programs more accessible and attractive to qualified students who are not able to participate in traditional face-to-face classes offered in Frostburg or Hagerstown.

H. Programmatic Theme

The College of Business emphasizes a number of important and timely themes in order to provide direction in its curriculum and to help enable students to gain the necessary tools to be productive and ethical individuals in their chosen professions. The general themes include:

- **Entrepreneurship:** This theme is emphasized throughout the entire curriculum because entrepreneurs are the backbone of any economy and we want FSU *Business*

- graduates to have the requisite academic and practical tools to pursue entrepreneurship in their careers, regardless of discipline.
- **Ethics:** Business Ethics and Social Responsibility is a required course for all undergraduate students in the COB. Additionally, most courses in both the undergraduate and graduate curriculum emphasize strong ethical decision-making and conduct.
 - **International Business:** As the world becomes "flatter" and more integrated, FSU*Business* graduates are going to have to participate in this "global village". This means having the tools to understand international commerce and developing a mindset that will prepare them to be successful in a global economy.
 - **Leadership:** Today, the global economy needs leaders with commitment to ethics and excellence. With this in mind, one of the goals of FSU*Business* is to provide our students with learning opportunities and experiences to develop and to demonstrate skills and knowledge in leading groups to successful outcomes.

II. Progress Report in Response to the Initial Accreditation Letter from the Peer-Review Team

In the letter dated January 12, 2006, Richard E. Sorensen, Chair of the AACSB Accreditation Council, while confirming the FSU*Business*' initial accreditation, indicated five areas needing improvements identified in the Peer-Review Team Report. The following is a progress report in response to the concerns that were raised by the Peer Review Team.

A. Academic Qualifications and Intellectual Contribution of Accounting Faculty

In the past 5 years, faculty members in the Accounting Department have made a determined effort to enhance their productivity in the area of Intellectual Contribution. As evidenced in the College of Business Record, in 2006 the Accounting faculty productivity stood at **2** Peer Reviewed Journal Articles (PRJ), **5** Peer Reviewed Proceedings (PRP), and **15** Peer Reviewed Paper Presentations (PRPP). However, during 2007-2010, the Accounting faculty produced **12** PRJ, **9** PRP, and **27** PRPP. This positive result was primarily due to the enhanced commitment of accounting faculty to support our efforts towards maintenance of accreditation.

B. Assessment of Learning Outcome for Undergraduate and Graduate Programs

Since the FSU*Business* initial accreditation in 2006, the College of Business has established a well-designed Assurance of Learning (AOL) program through the guidance of an external consultant, the leadership of the College's assessment coordinator, and active participation of faculty. The result has been a record of successful and continuous assessment of students' learning outcomes and successfully "closing the loop". (Please see more details in the AOL report in the following pages).

C. Improvement in the Quality of Entering MBA Students

The College of Business has taken the following steps to maintain the quality of students and the curriculum in our MBA program. First the total credit hours required for the degree program were reduced from 46 to 45 for participants with non-business background. Second, the 10

courses (one credit each) that were established as a requirement for students with non-business undergraduate background were replaced by three 3-credit courses (Accounting and Finance, Management and Marketing, and Quantitative Analysis). Third, MBA students are required to maintain a minimum of 3.00 GPA and will be dismissed from the program if they earn more than two grades of “C”. MBA students are able to repeat a course only once and up to a maximum of one course in which a grade of C, F, FX or WF was earned. Further, a new director for the Office of Graduate Services was appointed in 2008. She has been working closely with the College of Business’ MBA Coordinator in our effort to enforce all MBA program policies and requirements. (A copy of the graduate catalog is available for further review).

D. Improvement of the Racial Diversity of Faculty

Since FSU *Business*’ initial accreditation in 2006 (although we have not been successful in our attempts to attract any African American faculty in part due to our location), the College has successfully attracted several qualified faculty members with diversity in gender, national, and ethnic backgrounds. In 2007 and 2008, the COB hired two faculty members of Chinese origin—one each in the department of Accounting and Marketing and Finance. In fall 2009, a female faculty member was hired in the Department of Economics.

Presently, the College of Business employs a total of 43 full-time faculty: 25 male (five of whom are Asian - two of Iranian origin, one Korean, and two of Indian-Pakistani origin) and 18 female (three of whom are of Asian origin). One of our faculty members is also a veteran.

E. Attempt to Improve Career Services and Placement Opportunities for Students

Career Services at FSU are offered at the institutional level to its entire student body. However, since its initial accreditation, the College of Business has made significant strides in servicing students’ need for support towards career services and post-graduation placement. Two important factors have contributed to preparation and mentoring of our students, which resulted in a number of internships and full-time placement: (1) professional development (PD) courses; and (2) invitations of alumni or guest speakers in discipline-specific classes on a regular basis. Student clubs offer additional opportunities for internships with invited speakers that sometimes result in full-time employment. The College also participates in the Career Expo organized at the University level in November each year via the hosting of both undergraduate and graduate alumni who address students and offer career-related advice.

More recently, we have significantly increased the participation and contribution of our Advisory Board members (comprising of prominent alumni, small business owners, community leaders, and successful executives) to students’ professional preparation via invited talks, panel discussions, critiquing of resumes, and follow-up career advice and mentoring on a one-on-one basis. Graduating students taking the second PD course are also required to attend an "Etiquette Dinner" as a finishing experience that prepares them to be cognizant of such norms in today’s competitive business world.

III. Educational System (International Schools)

Presently, the majority of our students come from the United States. However, FSU *Business* is trying to recruit new students for the MBA program from two institutions in China and India. Additionally, the College of Business continues its efforts to create opportunities for its

faculty and students to travel overseas and gain international experiences. As in the academic year 2008-2009, some of our faculty members received financial support to travel to India, Portugal, Spain, China, and Bahrain.

IV. Mission Statement

FSUBusiness revised its Mission and Vision Statements in August 2009.

A. Mission Statement of *FSUBusiness*

FSUBusiness provides progressive learning experiences to help students prepare to successfully meet professional opportunities through a dynamic educational environment that emphasizes applied learning and a framework for professional growth embodied by **LEAD--Leadership, Excellence, Achievement, and Development**.

B. Components of the Mission Statement (accessible on the *FSUBusiness* web page)

- *FSUBusiness* emphasizes excellence in teaching at the undergraduate and masters levels through its small class environment, caring faculty, and interactive focus.
- *FSUBusiness* provides intellectual and professional development to business students through coursework, student organizations, and research opportunities, with a focus on leadership, ethical values, and regional engagement.
- *FSUBusiness* secures inputs from significant constituencies such as business practitioners, alumni, and students regarding their educational needs and their view of *FSUBusiness's* quality.
- *FSUBusiness* faculty are involved in research and regional engagement endeavors, thereby allowing them to enhance their ability to engage in effective teaching, contribute to the body of knowledge in their academic field, and provide assistance to organizations in the local community.

C. *FSUBusiness* Vision Statement

FSUBusiness will be recognized and respected as a premier regional business program.

D. The Principles of the College of Business Culture

FSUBusiness is committed to 10 principles as the building blocks of its working culture: Caring, Collegiality/Professionalism, Commitment, Discipline, Fairness, Openness, Respect, Quality, Teamwork, and Transparency.

E. Strategic Plan and Direction

General Description: The purpose of this process is to ensure that the College maintains a sound strategic planning effort.

Detailed Description: The Strategic Planning Committee consists of the College Executive Council (CEC) plus additional faculty from the College of Business. *FSUBusiness* maintains the strategic plan and ensures that it is updated annually. Input is obtained from the faculty, staff, Student Advisory Council, and Business Advisory Board regarding all components of the strategic plan.

The FSU *Business* Strategic Plan is included in the Process Manual which is available on the College of Business website and will be provided in hard copies for review.

V. Strategic Management Planning Process

It is the goal of the FSU *Business* to serve its students as well as the surrounding community. Therefore, its mission involves listening to people outside the COB who have leadership positions in business, government, and non-profit organizations in the surrounding region.

A. Participants

FSU *Business* is taking the approach that the stakeholders in the COB's programs should have input into what is being done, and how it should be done. To achieve this purpose, we look for ideas and direction from a number of other sources. They include:

- **College Executive Council:** The Strategic Planning Committee includes the College Executive Council (CEC) which is comprised of the Dean, Associate Dean, the Department Chairs, and the College's Executive Administrative Assistant. The CEC is ultimately responsible for the currency and implementation of the COB Strategic Plan.
- **The FSU *Business* Advisory Board:** This consists of a group of outstanding business leaders who provide valuable input on issues of strategic importance to the college. The Board meets at least twice a year and has a significant impact on the college's mission, strategic plan, curriculum, and accreditation efforts.
- **Student Advisory Council:** The FSU *Business* leadership meets with students who are majoring in business-related areas as well as student leaders in the MBA program to obtain their inputs regarding the College's strategic direction.
- **FSU *Business* Faculty:** The COB has regular faculty meetings in which members discuss initiatives, share ideas, and have open communication with the Dean and department chairs regarding the COB vision, mission, strategic direction, and other matters of the college.

B. Activities and Results

The College of Business Executive Council (CEC) solicited distinct inputs from the Advisory Board, faculty, and students throughout the academic year 2008-2009, and at its spring 2009 retreat, and used them as a basis to identify a set of Action Priorities for academic year 2009-2010. The action priorities and the relevant results are shown below.

1. **Develop and implement methods to enhance the College's image, visibility, and transparency.**

The College's home page was completely redesigned with three objectives in mind: to make it attractive, informative, and transparent. The objectives were achieved. Further, the FSU *Business* faculty were encouraged to become more engaged in a variety of activities university-wide to display their talents and make more contributions towards the achievement of institutional goals. This helped improve the image of the College of Business in the eyes of the University community.

2. **Plan, implement, monitor, and continuously improve the Assurance of Learning Programs towards "closing the loop".**

Through collaborative efforts between the Dean, the AOL Coordinator, faculty, and students, we have been able to develop a comprehensive Assurance of Learning program to assess our students' learning outcomes. We have successfully launched the program

with active involvement of faculty and students, and continuously improved our Assessment program, which helped the College of Business to “close the loop” (please see detailed report of Assurance of Learning on the following page).

3. **Develop and implement strategies to increase the undergraduate and MBA enrollment.**

The undergraduate enrollment has increased through the efforts of the Office of Enrollment Services, as well as the establishment of a new standing committee under the title of “Recruitment and Retention” at the College of Business level. This committee is responsible for examining the problems and possibilities regarding the recruitment of new students and retention of current students. The committee reports and recommends to the CEC ideas and strategies for review and implementation.

4. **Support Professional Development programs for faculty members.**

Although the state of Maryland and Frostburg State University experienced significant budget pressures, the College of Business was able to continue the financial support for its faculty’s professional development activities including provision of appropriate technologies, travel for national and international conferences, and other research-related expenses.

5. **Continue to develop international experiences for faculty and students.**

An agreement was signed with the Arab American University in United Arab Emirates to achieve this purpose. Through his official role as President of the International Academy of Business Disciplines, the Dean is negotiating with two universities (one each in France and Spain), to arrange for opportunities for the College of Business faculty to visit these countries to obtain international experience first-hand.

6. **Continue to enhance the College’s technological capabilities.**

The College of Business continues to meet the technological needs of its faculty. Further, due to increased number of online and blended courses, faculty members are encouraged to participate in on-going, internet-teaching programs that are organized by the University’s Center for Information Technology to remain up-to-date with most recent teaching and research-related software.

7. **Develop new Strategic Direction for the College.**

The new strategic direction for the College of Business includes:

- **Surrounding Community** - Building a collaborative and team-oriented relationship between the members of the College of Business and the surrounding community.
- **Coming together as one** - Searching for and finding the funds needed to bring the College of Business faculty together to work in a single state-of-the-art building.

VI. Assurance of Learning

Assessment Goals and Procedures

The College of Business (COB) maintains a comprehensive assessment program that focuses on the teaching and learning activities that reflect our mission. The fundamental components of the assessment program are the learning goals for the bachelor’s and MBA degree programs. The goals were developed with inputs from faculty, students, administrators, and the Advisory Board.

In fall 2003, a comprehensive curriculum review by the entire faculty took place, which stimulated the need for replacing a long-standing Assessment Committee with the Assurance of Learning Committee (AOLC) which is guided by the following concepts:

1. Student achievement, learning goals and objectives are the most important elements in assessment efforts.
2. The goal of assessment is to enable the faculty and administrators to make decisions that will improve instruction and the educational experiences of students.
3. Faculty must be fully involved in all substantive assessment planning and implementation.
4. Faculty must make use a variety of assessment measures and tools; direct and indirect.
5. We desire to improve, continuously, student achievement and learning and to this end we will develop a cycle of assessment activities and will make decisions annually regarding improvement of instruction.
6. Students will be significantly involved in decisions made regarding assessment policies and practices through appointments to important COB committees such as Assurance of Learning, Curriculum, Student Advisory Council, and the COB Advisory Board.

Using both direct and indirect assessment methods from semester-to-semester the AOLC evaluates student achievement relative to the several learning goals. Direct assessment tools include tests and a variety of course-embedded tasks and activities, with much of the embedded assessment work accomplished within capstone courses in the bachelor's degree programs and in the MBA program. Embedded assessment collects information about student performance and learning that is built into course teaching-learning processes and activities.

Assessment activities have been on-going since 2001. The activities included: curriculum review across programs and courses, establishment of learning goals/objectives, and preparation of matrices and rubrics. In 2006, the Assurance of Learning Committee (AOLC) was established, and a faculty member was appointed as the Assessment Coordinator to lead the committee's activities. The AOLC prepared an assessment plan which was accepted and supported by the faculty.

Management of the Curriculum and Faculty Involvement

The AOLC is represented by faculty and students. The AOL Coordinator is a faculty member whose part-time assignment is to manage the AOL efforts through collaboration with the academic departments, the Curriculum and Graduate Policy Committees, and the College Executive Council.

The AOLC is guided by two documents: the AOL Plan (created in 2006) and the AOL Management System (created in 2007). Both documents are the product of deliberations by faculty, and offer the details of the purpose, scope, tasks, and responsibilities of the AOL.

Faculty involvement: 21 (50%) of the faculty members are **directly and continuously** involved with assurance of learning. However, to ensure the highest level of faculty involvement, in fall 2008 the entire College faculty was organized into **11 teams** of three to five members with each team electing a given learning goal and objective to study and to report findings and conclusions to the Deans and the AOL Coordinator. Each team was given the charge of examining existing assessment results per their respective learning goal/objective, reviewing the means of assessment, suggesting desired levels of student performance on the assessment methods, and recommending changes in curriculum and instruction to assist improved student performance. Each team produced a report. The reports were used as a basis for changes in the AOL efforts and offered some new directions for the improvement of instruction.

On December 10, 2008, two faculty task groups were created to study particularly complex and thorny issues: the AOL testing program which includes the Common Body of Knowledge test and the majors/concentrations tests; and the Bachelor’s level learning goal/objective that addresses quantitative computation and problem-solving. Together, the two groups were made up of nine faculty members who provided the AOLC and the College Executive Committee with detailed recommendations for the curriculum and operations to improve assessment efforts and student performance. In short, the entire College faculty has had some direct involvement in AOL work and, on a continuing and recurring bases, more than 50 percent of the faculty is directly involved with AOL activities.

A. Learning Goals for Each Program, Procedures, Measurements, and Results

For AOL purposes, learning goals and objectives were formulated by the faculty in 2005-2006. Over the years, some of the goals and objectives have been modified. The following presents **six** of the current learning goals and objectives by program level as well as information about the process of assessment, measures used, and results of measures. Please see a list of all COB learning goals/objectives in the complete AOL report which is accessible on the COB website, and will be provided in hard copy for review by the team.

Bachelor’s Level

Communication – Writing/Oral Presentation: We want our students to demonstrate skill and competence in written and oral communication as such reflects their professional development.

Process of Assessment: For Writing and Oral Presentation skills, assignments are made in the Professional Development I and II courses. The instructor uses rubric to assess work quality.

Measures Used: Faculty use a rubric for Writing and a separate rubric for Oral Presentations.

Performance Desired (standard): At the minimum, we want all students to achieve a level of Meets Expectation. This is equivalent to “satisfactory” (or, grade of C).

Results – Writing: From course Professional Development II (senior students).

Semester	Course	Number of Students	Performance – Achievement of Students
Fall 2007	PD II	13	All met or exceeded expectations save for grammar/punctuation/spelling (68% of students met expectation), and expression of conclusions reached (60%)
Fall 2008	PD II	21	All met/exceeded expectations save for grammar/punctuation/spelling (70%)
Spg 2009	PD II	29	Overall, 88 % of ratings were at or above meets expectations. Grammar, etc., remains an issue.
Fall 2009	PD II	31	In this semester, 85 % of ratings were at or above meets expectations. Most notable shortcoming is in language use per spelling, punctuation, etc.

Results – Oral Presentation: From course Professional Development II (senior students).

Semester	Course	Number of Students	Performance – Achievement of Students
Fall 2007	PD II	13	All students met or exceeded expectation on the 10-factor rubric.
Spg 2008	PD II	17	All students met or exceeded expectation save for 25 % below

			expectation on voice quality; use of supporting media; and 13 % below expectation on professional behavior (e.g. eye contact)
Fall 2008	PD II	18	97 % of all ratings met or exceeded expectations.
Spg 2009	PD II	31	95 % of all ratings met or exceeded expectations.
Fall 2009	PD II	32	96 % of all ratings met or exceeded expectation. The area in need of most improvement is “preparing an opening statement of purpose”.

Leadership – General Skills/Teamwork and Collaboration Skills

We want our students to demonstrate skill and knowledge in leading groups to successful outcomes and results and in collaboration focus of goals and the like.

Process of Assessment: In the course MGMT 356 – Leadership, students are placed in small teams and each team is to complete a project. Each small team has a different leader and every student has to lead at least one project and serve as a follower on other projects. Peers rate leader behavior and give the ratings to the course instructor. The instructor, using a rubric designed for this activity, assesses leader behavior on project work. A written report gives evidence of project work.

Measures Used: A rubric is used and it contains these performance criteria:

(1) create a vision for the project, (2) demonstrate hours of service applied to the project, (3) demonstration of effort applied to the project, (4) establish goals for the project, (5) actual attainment of project goals, (6) demonstrate how theory was supportive of project, and (7) quality of writing and reporting.

Performance Desired (standard): At a minimum, we want all students to achieve a level of meets expectations. This is equivalent to “satisfactory” performance, or a course grade of “C”.

Results:

Semester	Course	Number of Students	Performance – Achievement of Students
Spg 2008	Mgmt 356	89	70 points is minimum desired performance level. Range of scores: 46-100. Mean point score is 82.9; median score is 85.
Spg 2009	Mgmt 356	60	Per cent of students meeting expectation (score of 70+) ranged from 88% (writing quality) to 97% (create vision, effort, and goals established/attained).

Business Ethics and Values – We want our students to demonstrate knowledge and understanding of theories and concepts of ethics, the application of ethical principles, and the expectations and needs of stakeholders.

Process of Assessment: In the course MGMT 405 – Business Ethics and Social Responsibility, the approach used is a 50-question examination that is administered in the first week of class and in the final week of the course. All students complete the examination.

Measures Used: The examination reflects the content of the course and the areas that the instructor deems important for students to learn. Test items are representative of these content areas: (1) social responsibility framework, (2) business ethics models, (3) the regulatory environment, (4) ethical decision making, (5) practical approaches to improving ethical behavior, (6) corporate governance, (7) consumer and community relationships, (8) employee relations (example: FMLA), (9) environmental & sustainability issues, and (10) strategic philanthropy.

Performance Desired (standard): At the minimum, we want our students to achieve 70 per cent correct responses which is meets expectation or satisfactory.

Results: Average scores in **bold** meet expectation.

		Spring 2008	Fall 2008	Spring 2009	Fall 2009
Content Categories	Meets Expect. Score	Post-test	Post-test	Post-test	Post-test
Social responsibility framework	3.5	3.7	3.9	3.6	3.3
Business ethics models	3.5	3.2	3.6	2.9	2.4
Regulatory environment	4	4.7	4.9	4.7	2.9
Ethical decision making	3.5	2.1	2.7	2.4	3.1
Practical approaches to improving ethical behavior	3.5	4.1	4.2	3.7	3.3
Corporate governance	3.5	4	4	4.1	2.6
Consumer relationships	2.8	3.3	3.5	3.5	3.8
Employee relations	2.8	3.3	2.7	3.3	2.3
Environmental issues	2.8	2.5	2.2	2.9	3.3
Strategic philanthropy	2.8	1.8	1.8	1.7	2.8
Total Score	32.7	32.7	33.5	32.8	29.6

In spring 2009, 31 students in one course section were assessed using the test declared for this purpose. From pre-test to post-test, scores went from 47 percent to 66 percent of items correct. These results mirror the results of prior semesters. With this sample, 27 of 31 students, or 87 percent achieved at least 60 percent of items correct; and 48.4 percent of students achieved 70 percent or more of items correct. In fall 2009, although the 58 students did not perform as well on the different segments of the post-test, 81 percent of the students achieved at least 60 percent of items correct, and 49.2 percent of students achieved 70 percent or more items correct.

Business Knowledge – Practice and Application: We want our students to demonstrate skills and knowledge appropriate to different business disciplines in capstone course project work of an applied nature.

Process of Assessment: We define *applied learning* as student demonstration of knowledge and skills in a task context. This demonstration has both qualitative and quantitative dimensions that includes but is not limited to: (1) relevant use of methods and tools, etc., (2) integration of facts, methods, tools, and concepts from appropriate business disciplines, and (3) the generation of results or outcomes that are considered as grounded, practical, and realistic in the circumstances. At the conclusion of the capstone course, MGMT 485 – Business Policy and Strategy, a rubric is applied to student final project work that represents a measure of problem solving of a qualitative nature, which is another of our learning goals. This well-anchored rubric has been most helpful in our AOL efforts.

Measures Used: The total or composite score on this rubric is used as an index for what we have defined as applied learning. The comprehensive nature of the student project reflects the dimensions of applied learning.

Performance Desired (standard): The level of meets expectations (satisfactory) is the minimally acceptable performance standard.

Results: Using the rubric with its eight ratings categories with five rating levels (from 1, poor/incomplete; to 5, greatly exceeds expectations) we have boundaries of the index range from 8 to 40. A category rating of 3 = meets expectations; hence, across all eight categories a score of

24 or more meets expectation.

Semester	Number of Students	Percentage of Students		
		Not Meeting Expectation	Meeting Expectation	Exceeding Expectation
Fall 2008	51	41 %	35 %	24 %
Spring 2009	59	7 %	72 %	21 %

In addition to using the course MGMT 485—Business Policy and Strategy for assessment of applied learning, we also use MKTG 469 – Marketing Plans Development, to assess applied learning. In the Marketing course, senior marketing majors complete a semester-long marketing plan project in which they work with a client organization and the students to use the knowledge and skills attained in the degree program to create and then demonstrate a marketing plan for the Client. A rubric was prepared to capture substantive elements of student performance as they present their Marketing plan to the course instructor, peers, and the client.

In fall 2009, 11 students were enrolled in the MKTG 469 course. The results of their performance (as rated with the use of a rubric) are shown in the table below.

Rubric category weightings: 1, 2, 3, and 4 corresponding to: unsatisfactory, some deficiencies, satisfactory, very good.

FACTORS	Number At/Above Satisfactory	Percent at Satisfactory or Above
1. Identification of client needs.	11	100 %
2. Project activities explain how the project serves client.	11	100
3. Expression of the task, etc., relationship with the client is offered.	11	100
4. Use & integration of tools, techniques, etc., pursuant to project tasks are explained.	7	64
5. Reflection on one's own learning per project management, and use of knowledge of marketing.	11	100 %
Proportion of all ratings at Satisfactory or above = 93 %		

Business Knowledge – CBK Knowledge and Skills: We want our students to demonstrate skills, knowledge, and competence across all of the discipline areas of the Common Body of Knowledge (CBK).

Process of Assessment: In order to determine how well our students demonstrate their knowledge and skills in those discipline areas of the Common Body of Knowledge (CBK), we have created a testing program. Seniors enrolled in the Professional Development II course (BUAD 400) complete a series of tests in these areas: Business Law, Management of Organizations, Leadership, Marketing, Operations Management, Business Ethics and Social Responsibility, Economics (Macro, Micro), Accounting (Financial, Managerial), and Corporate Finance. Since nearly all seniors are enrolled in the Business Policy & Strategy course during the semester in which this CBK examination is administered, that particular content area is no longer (2009) included in the examinations.

The testing program has evolved over the years. In 2009, the COB faculty made several adjustments in the testing program. Study guides were provided to students in order to help them focus on the important areas of their respective disciplines. Also, in 2009, faculty discussed the latest information in their disciplines, and used influential text books and other information, in order to create an up-to-date pool of test items for each examination. Additionally, they tried to construct the test-items with varying degrees of difficulty (not difficult, moderately difficult, and extremely difficult) in an attempt to determine the levels of students' performance.

Measures Used: There are several examinations, as indicated above, and each one ranges from 15 to 100 questions. The examination content is representative of the knowledge and skill areas we expect a business college-graduate to achieve.

Performance Desired: Students are expected to achieve, at least, a score of 60 per cent on each of the examinations. As an incentive (negative reinforcement) students may take an examination up to five times in order to demonstrate minimal achievement. If a student cannot achieve a score of at least 60 after five attempts, she/he will need to consult with the respective department head in an attempt to find ways to improve.

Results: Number of students examined each semester: Spring 2007 = 15; Fall 2007=21; Spring 2008 = 56; Fall 2008 = 45; and Spring 2009 = 53.

CONTENT AREAS										
Semester	Bus. Law	Mgmt. of Org.	Leadership	Operations	Market.	Ethics	Econ.	Acct.	Finance	Strategy
Spring 2007 % Correct Responses	26	55	58	66	54	53	52	46	34	68
Fall 2007 % Correct Responses	29	52	51	66	47	50	55	40	47	62
Spring 2008 % Correct Responses	27	47	50	67	52	50	60	45	29	58
Fall 2008 * % Meeting Expectation	0	26	50	71	52	42	50	15	10	--
Spring 2009 * % Meeting Expectation	55	64	69	--	65	73	75	60	59	--
Fall 2009 * % Meeting Expectation	64%	84%	89%	98%	89%	95%	92%	77%	74%	-
* a change from % correct to per cent meeting expectation (at least 60 % correct)										

Business Knowledge – Majors & Concentrations:

We want our students to demonstrate knowledge, competence, and skills in their major areas and/or concentrations.

Process of Assessment: For each major and concentration, faculty members who participate in the required and elective courses in the major provide questions for a question pool. The examinations are given in the student's senior year. Examination items are randomly selected from the pool of items which reflect what the graduate of the program should apprehend in terms of knowledge and skill. The examination items also reflect differing levels of difficulty (not difficult, slightly difficult, and extremely difficult).

Measures Used: Since spring 2008, the instructors have been conducting the examinations for majors-concentrations in Professional Development II courses (except for Economics majors because Economics majors complete their examination in a capstone course).

Performance Desired (standard): At the minimum, we want all students to achieve a level of meets expectations. This is equivalent to 60 percent correct responses on the respective examination.

Results and Interpretation: The table below shows examination results from year to year. There is consistency in results, in general. In spring 2009, several adjustments were made in the testing program which has led to somewhat dramatic/positive changes in test outcomes particularly in Accounting and Finance. Commencing in spring 2009, students are provided with program/course study guides and information. They are given more than one opportunity to complete the examinations, incentives are provided to help students take the examinations seriously, and other changes were made to help students want to perform better on the examinations.

**MAJORS – CONCENTRATIONS EXAMINATIONS
2005 – 2009**

Program	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Fall 2009
ACCOUNTING						
# students	11	14	12		7	22
# items	80	80	84		65	100
% correct	48.5	45.8	44.8		70	69
GENERAL MANAGEMENT						
# students	17	10	19		27	53
# items	40	40	40		36	45
% correct	65	62	65		71	69
ECONOMICS						
# students	5	11	18	16	8	
# items	33	33	50	40	40	
% correct	72.2	78.8	76.4	84.4	65	
FINANCE						
# students	3	1	10		6	1
# items	50	50	50		100	100
% correct	49.3	68	55.2		72	28
HUMAN RESOURCES MANAGEMENT						
# students	3	7	4		3	9
# items	40	45	45		100	100
% correct	74	72	65		68	76
MARKETING						
# students	9	12	12		10	8
# items	50	50	50		100	100
% correct	70	68.3	66.2		66	71
SMALL BUSINESS & ENTREPRENEURSHIP						
# students	10	6	10		1	1
# items	50	50	50		100	100
% correct	61	57	63		75	50

% correct is the proportion of correct responses, on average, provided by the students in the group.

Indirect Assessment – Undergraduate – Educational Benchmarking Inc.

The College participates in the Educational Benchmarking Inc. [EBI] survey of students (seniors). Survey results are not indicative of student academic performance. They are based upon the degree of students' satisfaction with the educational environment and experiences at FSU, on a scale of from 1 (low) to 7 (high).

For purposes of efficiency in reporting, we include in the remarks that follow information from our most recent survey (2009). We asked 107 upper-division business students to complete the survey. Sixty-five (65) useful responses were received.

Factors and Comparisons

In EBI-Table 1 (below), we have the display of mean factor ratings for the period 2004-2009. Commencing in 2003, the number of factors increased from 11 to 16 as the survey was lengthened. The last row in Table 1 shows the mean factor rating over all factors. The ratings reflect a 7-point scale where 7 is the highest possible rating. In general, when examining the six-year period, the ratings across nearly all factors have improved in a relatively consistent manner.

EBI - TABLE 1
FSU UNDERGRADUATE STUDENTS
LONGITUDINAL COMPARISON OF FACTORS OVER SIX YEARS

FACTOR [Satisfaction with:]	Mean Factor Rating for Each Year (7 point scale)					
	2009	2008	2007	2006	2005	2004
1. Quality of Faculty & Instruction: Required Courses	4.71	4.86	4.92	4.92	4.70	4.64
2. Faculty Responsiveness, Grades, & Student Effort: Required Courses	5.20	5.35	5.30	5.47	5.16	5.25
3. Quality of Faculty & Instruction: Major Courses	5.27	5.33	5.35	5.56	5.32	5.01
4. Faculty Responsiveness, Grades, & Student Effort: Major Courses	5.66	5.68	5.73	5.97	5.72	5.59
5. Breadth of the Curriculum	5.38	5.54	5.39	5.57	5.25	5.16
6. Size of Enrollments for Required and Major Courses	5.98	6.12	5.96	5.97	5.70	5.89
7. Student Organizations and Extracurricular Activities	4.99	5.56	5.31	5.34	4.58	4.69
8. Facilities and Computing Resources	4.95	5.32	4.95	4.84	4.46	4.73
9. Characteristics of Fellow Classmates	5.00	5.59	5.41	5.40	5.29	5.17
10. Placement and Career Services	4.14	4.47	4.34	4.43	4.13	4.10
11. Advisor (and Advising)	5.07	5.63	5.30	5.47	4.83	5.20
12. Learning Outcomes: Effective Communication and Team Work	5.66	5.92	5.80	5.52	5.61	5.41
13. Learning Outcomes: Use and Manage Technology	5.22	5.47	5.43	5.39	5.28	5.13
14. Learning Outcomes: Effective Management and Leadership Skills	5.79	5.92	5.89	5.80	5.51	5.38
15. Learning Outcomes: Critical Thinking and Problem Solving	5.74	5.85	5.94	5.94	5.74	5.63
16. Overall Program Effectiveness	5.24	5.55	5.36	5.37	4.85	4.91
MEAN FACTOR RATING OVER ALL FACTORS	5.25	5.50	5.40	5.43	5.13	5.12

We have in EBI-Table 2 (below), the mean ratings on factors. The table makes it relatively easy to see how the FSU student group compares with the Select Six and the Carnegie Class schools per each of the factors. FSU student ratings on 10 of the 16 factors are higher than ratings per the Select Six and the Carnegie Class schools. Sixty-two (62) percent of mean ratings are higher in

2009. In 2007 and 2008 mean ratings were even higher. In the six instances where FSU student mean ratings are lower than the other two groups, the differences are not very large.

EBI-TABLE 2
FACTOR COMPARISONS – 2009
Mean Ratings Compared: FSU, Select Six, and the Carnegie Class

FACTOR [Satisfaction with:]	FSU Mean Rating (unweighted)	Select Six Mean Rating (weighted)	Carnegie Class Mean Rating (weighted)
1. Quality of Faculty & Instruction: Required Courses	↑4.71	4.57	4.56
2. Faculty Responsiveness, Grades, & Student Effort: Required Courses	5.20	↑5.34	5.31
3. Quality of Faculty & Instruction: Major Courses	↑ 5.27	4.99	5.03
4. Faculty Responsiveness, Grades, & Student Effort: Major Courses	↑5.66	5.64	5.63
5. Breadth of the Curriculum	↑ 5.38	5.23	5.25
6. Size of Enrollments for Required and Major Courses	↑ 5.98	5.82	5.70
7. Student Organizations and Extracurricular Activities	4.99	↑5.00	4.95
8. Facilities and Computing Resources	4.95	5.20	↑5.24
9. Characteristics of Fellow Classmates	5.00	↑5.32	5.27
10. Placement and Career Services	4.14	4.38	↑ 4.47
11. Advisor (and Advising)	5.07	↑5.30	4.95
12. Learning Outcomes: Effective Communication and Team Work	↑ 5.66	5.40	↑5.66
13. Learning Outcomes: Use and Manage Technology	↑ 5.22	5.11	5.16
14. Learning Outcomes: Effective Management and Leadership Skills	↑ 5.79	5.47	5.51
15. Learning Outcomes: Critical Thinking and Problem Solving	↑ 5.74	5.67	5.69
16. Overall Program Effectiveness	↑ 5.24	5.00	4.98

Note: FSU COB mean ranking is highest in 10 of 16 factors, or 62 percent of factors.

MBA Level

The following table presents **five** of the current learning goals/objectives in the MBA program and the information about the process of assessment, measures used, and results of measures. NOTE: Please see a list of all COB learning goals/objectives in the complete AOL report available on the COB website. Hard copy for review by the AACSB team will be provided.

Communication – Writing/Oral Presentation: We want our students to demonstrate skill and competence in written and oral communication to reflect their professional development.

Process of Assessment: Writing: In the course MGMT 680—Strategic Integration, students must complete a complex analysis of a business or industry. It is one of the culminating

experiences of the MBA degree program. Over the course of the entire semester, students work and the product of their efforts (30 to 60 written pages) is a detailed analysis, synthesis, and integration of a proposed business strategy to guide the organization/industry in the future.

Measures Used: The faculty assessed the report (independent of the course) using a seven-factor rubric with five performance levels per factor. In fall 2009, we commenced with the new writing rubric adopted by COB faculty in August 2009. It has eight factors (five performance levels per factor) and each level has complete performance descriptors to anchor the ratings.

Performance Desired: It is desired that all students perform at the level of meets expectations, which is equivalent to satisfactory performance.

Results:

CATEGORIES FOR ASSESSMENT	Students Rated At or Above Expectation		Students Rated At or Above Expectation	
	Fall 2007 (n=16)		Spring 2009 (n=18)	
	N	%	N	%
1. Organization of the paper	15	94	16	89
2. Writing fluency	14	88	15	83
3. Word choice	14	88	15	83
4. Grammar	13	81	14	78
5. Understanding of subject	15	94	15	83
6. Conclusions reached	13	81	16	89
7. Overall conclusions	13	81	16	89

In fall 2009, using the new rubric, 96 percent of the 12 students achieved at a level of meets or exceeding expectations.

Process of Assessment: Oral Presentation: In the required course, MKTG 640, students have to complete a semester-long project and offer to the class, instructor, and project clients a presentation of the project activities and findings. The presentation is what is assessed.

Measures Used: Faculty (independent of the course) observe the presentations and use a rubric to assess each presentation based on 11 categories of performance and five ratings categories.

Performance Desired (standard): We want all of our students to perform at a level of meets expectations - equivalent to satisfactory performance.

Results:

Rubric Categories Or Factors Spring n = 13, Fall n = 14	Students Below Expectation		Students Meeting Expectation		Students Above Expectation	
	Spring 2008	Fall 2008	Spring 2008	Fall 2008	Spring 2008	Fall 2008
1. Personal Appearance – business casual required			11	9	2	5
2. Professional behavior			12	9	1	5
3. Opening statement of purpose or problem	2		11	9		5
4. Organization/Coherence	1		12	14		
5. Content: relevancy and currency	1		12	14		
6. Appropriate language and grammar			11	14	2	
7. Discussion/ability to answer questions		4	7		6	10
8. Concluding statements			12	14	1	

9. Voice, quality, clarity, and pace			11	10	2	4
10. How well the supporting media contributes to the presentation			10	9	3	5
11. Message appropriate to audience	1		12			14

In fall 2009, the results obtained from a class of nine students revealed that 90 per cent of ratings were at the level of meets expectations, which mirrored the results shown in the table above.

Ethical Issues and Ethics-Based Reasoning: We want our students to demonstrate knowledge and skill in the understanding of ethical issues and the application of ethics-based reasoning.

Process of Assessment: Students are to analyze a case situation with ethical issues content and behavior. This task has been used as a mid-term examination and, thus, it is a high-stakes task for students in the course, MGMT 542 – Organizational Behavior.

Measures Used: A rubric is used to assess students work. The rubric contains six performance categories: (1) identification of ethical issues, (2) evaluation of ethical standards (norms, principles, and ideals), (3) explanation of one’s own values, (4) recognition of ethical responsibilities in the context, (5) formulation of ethical judgments, and (6) correct use of language. The instructor of the course applies the rubric.

Performance Desired (standard): We desire all students to achieve a level of meets expectations or satisfactory.

Results: Summer 2008 – of nine students assessed, eight met expectations on all six performance categories. Fall 2008 – of 21 students assessed, 20 met expectations on five of the six performance categories. Four (4) students did not meet expectations on “language” (spelling, grammar, etc.). Overall, from 81 to 100 per cent of the students met expectation on each of the six performance criteria.

Fall 2009 – of 24 students assessed, 22 (92%) met expectations on five of the six performance rubrics categories. The rubric is arranged such that it may yield a point score of up to 18. On four of the six categories, all students performed at the satisfactory level or above. The high score was 17 (94% of total points, and low score was 14 (77 %) of total points. The lowest performance category was the “correct use of language”.

Apply Knowledge in New and Unfamiliar Situations: We want our students to demonstrate an ability to identify mission-appropriate opportunities, effectively manage organizational resources, and the like.

Process of Assessment: Assessment takes place as a result of student work in the course MGMT 690 – Strategic Change Management. The most significant performance requirement in the course (80 per cent of the course grade) is that the student is to create, from scratch, a complete organization change plan with implementation details. This plan is directed at a situation in an organization that is new to the student.

Measures Used: The course instructor and one other faculty member use a rubric to assess the students knowledge and skills related to MBA program content such as systems theory, internal and external forces for change, finance, marketing, communication, leadership, planning, and measuring and evaluating. Data collection devices are to be used as well. In general, the student is to identify mission, appropriate opportunities, and how to manage organizational resources regarding the implementation of the change strategy.

Performance Desired (standard): We desire that all students achieve a performance level of meet expectations (satisfactory) or better. The specific performance criteria are: (1) create a formal plan for strategic change, (2) demonstrate recognition for the need for change, (3) diagnosis of readiness for change in the organization and its culture, (4) demonstrate that project content is relevant and practical for the organizational context, (5) identify possible strategies in terms of technology, organizational structure, people, and behavior, (6) identify possible sources of resistance to change in the organization, and (7) design implementation strategies.

Results: Fall 2008 – Five (5) students were assessed. The work of the students was such that all of them met expectations on the criteria (above). In the various performance categories, 44 percent of the work completed was above expectations.

Spring 2009 – Ten (10) students were assessed. As in the fall semester, all of the students met expectations on the criteria. Again, the students' work is reviewed repeatedly over the length of the semester and it is reasonable to expect that standards will be met.

Leadership and Management Abilities – General: We want our students to demonstrate knowledge and skills to be able to exhibit vision, goal-setting, planning, etc., and to guide a team.

Process of Assessment: Leadership has been a most challenging area in which to assess student performance. In 2008 students in the course MGMT 510—Leadership Process, were required to prepare and conduct a leadership training workshop in which they used leadership theory and practice to convey some improvement in performance of workshop participants.

For fall 2009, the AOLC approved a different means for assessing performance. Research has identified characteristics of leader behavior shown to be linked to effectiveness in performance in a variety of organizations. The selected characteristics are internal locus of control, expression, self-confidence, socialized power, motivation, moderately high achievement orientation, and cognitive complexity. For the final examination in MGMT 542—Organizational Behavior, students are given a case situation and asked to identify problems, issues, etc., and to propose from the point of view of a manager/leader in the organization, a plan of activities to create positive change in performance, relationships, and so on. Work is to be reflective of the major concepts and theories presented in the course. For this experiment, students are given instruction as to what they must express in their written work that would link or connect with expression of, or demonstration of, the characteristics above. Each of the five characteristics is expressed in varying degrees in a rubric used by the instructor to assess students' expression of their intended behavior as the manager of the situation in the case.

Measures Used: In fall 2008, students (with instructor guidance) created a rubric named “best-practices” for the assessment of the leadership-behavior workshop. The instructor approved the rubric and applied it to the students' work. Eight students were evaluated. Ten performance categories were identified in the rubric along four rating categories (poor, acceptable, good, and exceptional). Each of the 40 cells of the rubric contained behavioral, etc., anchors.

Performance Desired (standard): We desire that all of our students perform at a level of meets expectations. For fall 2008, this translates to a rating of acceptable.

Results –Fall 2008:

The Student Leader Is/Has:	Average Rating per Factor	Meets Expectation
1. Open- Minded/Respectful	9.67	Yes
2. Organized	9.67	Yes
3. Shows Initiative	8.92	Yes
4. Coordinated	9.0	Yes
5. Enthusiastic	8.35	Yes
6. Conflict Resolution Skills	9.33	Yes
7. Decision Making Skills	9.3	Yes
8. Reflective	9.71	Yes
9. Attentive	9.96	Yes
10. Interpersonal/Social Skills	10	Yes

Results – Fall 2009:

For fall 2009, the work of ten students was selected at random from the course work of 24 students. The course instructor applied the rubric (above) to the student work. The ratings results are displayed in the table below. Eighty-eight (88) per cent of the ratings were at the level of meets expectations or above.

Characteristic	Much Below Expectation	Somewhat Below Expectation	Average (meets expectation)	Somewhat Above Average	Well Above Average
Locus of Control			8	2	
Self – Confidence		3	5		2
Socialized Power Motive			3	5	2
Moderately High Achievement Orientation		2	3	3	2
Cognitive Complexity		1	7	2	
Total Ratings per Column		6	26	12	6
Percentage of Ratings per Column		12 %	52 %	24 %	12 %

Leadership and Management Abilities – Teamwork & Collaboration: We want our students to demonstrate knowledge and skills to achieve teamwork and collaboration in a group.

Process of Assessment: In the course MGMT 620 – Strategic Human Resource Management, an instructor-mediated rating of student contributions to a required, high-stakes project is used to assess student performance on six criteria: personal initiative, attendance & responsibility, communication skills, cooperation, contribution as an active participant, and preparedness. These characteristics are operationally defined. The project grade is a major component of the student’s grade in the course.

Measures Used: The instructor supplies the final ratings (see categories above) and the ratings are based on observation of project work (output is interaction in class and written report) and peer ratings. Ratings fall into only two categories: meets expectations, does not meet expectations.

Performance Desired (standard): We desire all students to achieve the expectations met category.

Results:

Fall 2007 – (n=19) 16 or 84 percent of students met expectations.
Summer 2007 – (n=8) 6 or 75 percent of students met expectations.
Spring 2008 – (n=17) 14 or 82 percent of students met expectations.
Spring 2009 – (n=12) 11 or 92 percent of students met expectations.

B. Feedback**EVIDENCE OF CONTINUOUS IMPROVEMENT
“Closing the Loop”**

The material that follows is an expression of what the faculty has learned from assessment efforts and how that learning is applied to changes and improvement in the instruction, programs in the assessment processes, and the learning of students. For several learning objectives, we list the objective, the issues that stimulated change, actions taken, and results of the change.

Communication – Writing – Undergraduate

Issue: Assessment information indicated clearly that student performance in grammar, punctuation, spelling, and expression of conclusions reached was deficient.

Action Taken: Two faculty study groups, an *ad hoc* committee on writing skills and a group of instructors for BUAD 400-Professional Development II, worked to create a new writing rubric template that has core areas to include the areas of deficiency (above) as well as other important areas. The rubric templates had to be flexible enough to permit any faculty member to tailor the rubric to her/his particular writing assignment. The new writing rubric offered to the faculty in August 2009, can be used in writing tasks across the COB curriculum. Students are to be given the rubric up-front for guidance. Quality writing is to be emphasized in all course syllabi.

Writing resources for those faculty members who use writing assignments were provided (The Little Brown Handbook and the APA Rules for Format and Documentation) in September 2009.

Results: The new rubric has been used with the assessed writing work in the PD II course commencing in fall semester 2009, and will continue to be used. Following the course, we can compare student performance across several semesters.

Leadership – General Skills – Undergraduate

Issue: Our assessment of leadership skills is evolving. Each year we have made adjustments to the approach used. We believe it is important to have assessment reflect both instructor and follower input with regard to the observation of performance in the course MGMT 356 – Leadership.

Action Taken: For spring 2009, we used peer (follower) ratings of project leaders as contributing elements to instructor ratings of leader projects. There is now overlap of performance criteria used by followers and the instructor.

Results: For spring 2009, student performance in the leader role per project tasks has improved with 88 % of students meeting expectations (quality of writing expression) to 97 % meets expectations per effort, creating a vision, goals established, and goals attained.

Business Ethics and Values – Undergraduate

Issue: Most students perform very well on most segments of the test used (pre and post-test method) in the course MGMT 405 – Business Ethics and Social Responsibility. However, student performance in the areas of (1) ethical decision making and (2) strategic philanthropy

consistently has been below expectations. In 2008, environmental issues similarly qualified. The need is to help students perform better.

Action Taken: Having the assessment information, course faculty made adjustments in the course in order to enhance the coverage of the topics of decision making, environmental issues, and strategic philanthropy.

Results: In spring 2009, we saw a substantial improvement in performance in environmental issues. More attention needs to be given to decision making, which has improved overall along with strategic philanthropy. Regarding this last topic, it may be that young adults do not clearly envision personal responsibility. In fall 2009, on the CBK exam on ethics, 95 percent of our seniors achieved a level of meets or exceeds expectations on the exam.

Business Knowledge: Skill and knowledge appropriate to the different areas of the Common Body of Knowledge, and the Major/Concentration – Undergraduate

Issues: The areas of business knowledge per the CBK and Major/Concentration could be segregated into several, distinct components. The faculty response to the issues in instruction in both areas has been comprehensive in nature. Hence we take a unified approach to these matters.

One can see from the data/information, above, that student performance in most discipline/major areas tested has been varied and not as great as the faculty desire. In 2008-2009, the faculty represented in three *ad hoc* committees, completed a comprehensive review of the testing program.

Action Taken: Resulting from study and recommendations, in early spring 2009, the faculty created study guides for the students for each area of the examinations, and updated pools of examination items for each area. The pools of items reflected faculty judgment that items represent the knowledge a student should have as a program graduate. Further, the faculty made sure that the exam item pool (for random selection per BlackBoard examination administration) reflected differing levels of difficulty (not difficult, moderately difficult, or very difficult). Commencing in spring 2009, students were advised that they should achieve at least “meets expectations” in every examination area (60 % correct). Also, a student could repeat examinations up to five times in order to demonstrate proficiency. (Examination content is randomly generated per each attempt).

Results: Most examination modifications went into effect in spring 2009 and all adjustments were achieved by the end of the fall 2009 semester. For spring 2009, student performance on discipline components of the CBK exam and on the Major/Concentration examinations improved considerably. For the CBK examination, for example, the percent of students who met expectations were as follows: (spring 2009 is first number, fall 2009 is second number) Business Law = 55, 64 percent; Finance = 59, 74 percent; Accounting = 60, 77 percent; Management of Organizations 64, 84 percent; Marketing = 65, 89 percent; Leadership = 69, 89 percent; Business Ethics = 73,95 percent; Economics = 75, 92 percent; and Operations, fall 2009, only, = 98 percent. Exam scores improved on every CBK exam, some by as much as 24 percent.

Some of the most substantive results of the entire examination review and preparation processes are not visibly apparent, yet they contributed a great deal towards the improvement of the COB curriculum and the educational experiences of our students. In order to create the examination program changes, faculty had to review what was currently being taught on a course-by-course basis, had to determine just what students must know as graduates of the program, had to review new textbook materials, etc., as well as test banks of items for examination purposes, and so on. Hidden from view, most of these tasks involved much faculty discussion and collaboration—

some of which would not have taken place without the stimulus of the need to up-grade the examination process.

Communication – Writing – MBA Program

Issue: Assessment information was reviewed by an *ad hoc* committee in fall 2008 and the committee determined that student performance was not in the areas of basic writing skills (grammar, punctuation, spelling, and organization), and in synthesizing and integrating information that leads to persuasive conclusions.

Action Taken: In spring 2009, the instructor for the course MGMT 680—Strategic Integration, in which the assessment is completed, placed greater emphasis in the course on competent writing. Additionally, it was emphasized that the writing should be geared towards analysis, integration of findings, implementation of plans, and synthesis. Also, in the spring semester 2009, four members of the College Advisory Board were invited to review student papers using the standard rubric. This action was seen as an experiment and as an opportunity for student work to be examined by executives representing business organizations. The Board members gave high ratings on the technical areas of students’ writing. However, “organization of the paper” was seen as an area that was in need of improvement by the external raters.

Results: Comparisons of performance (see above) in different semesters demonstrates improvement with synthesis and integration work (about an 8 % gain in performance). The language aspects did not show much improvement, however, the ratings did not show a large problem initially. Commencing with the spring 2010 semester, the new writing rubric template is being used and the faculty anticipate more gains in student performance as the students will have the rubric for guidance.

Learning Objectives and Instructional Methods – MBA Program

In several of the courses in which assessment activities are embedded, the primary activity in the course is student completion of a substantial project which, when completed at the conclusion of the course, accounts for at least 70 percent of a course grade. The performances assessed in these instances are high-stakes activities for MBA students. More importantly, perhaps, is the concept of iteration of performance and faculty mentoring or guidance. That is, students complete their work in segments over the course of the semester. Work is given to the instructor for review and comment. Students receive feedback on their efforts multiple times. Their work progresses and by semester end, their project work is of a very high quality. It is this final work that is assessed. In most cases, the assessments are very positive. One might call this project approach a “best practice” when it comes to helping students demonstrate a high level of achievement.

What We Have Learned

As a faculty and administration we have learned that assessment is not a destination: it is a journey. We have identified several learning goals and we have set out to assess learning. Our students demonstrate patterns of performance that present a few challenges to our instruction and to our modes and assessment practices. In some instances we need to find better, more effective and efficient means to assess student learning. As a faculty, we have a need for more dialogue and conversation to discover the means to help our students become more effective learners. We have also learned that it is possible, practical, and realistic to involve members of the College Advisory Board to participate directly in the assessment of student work (see above, MBA-Communication-Writing).

Over the past five years we have benefited from having many of our faculty members attend AOL workshops and conferences hosted by AACSB. College faculty members have a much broader understanding of learning assessment on a programmatic level after attending these meetings. We have had a highly dedicated, committed group of faculty who have created and refined our Professional Development II course (BUAD 400), in which several critical assessment activities occur. For several years we have had the benefit of a motivated, talented, and engaged AOL Committee composed of college faculty and student representatives. Our assessment consultant, Dr. David Martin, has visited us twice (once each in April of 2008 and 2009), and has helped us conceptualize our efforts on a macro-scale and has guided us in our specific plans and efforts. Our former Dean, Dr. Danny Arnold, now at Steven F. Austin State University, is a highly-experienced AACSB Accreditation Visiting Team member who has guided and shaped our AOL program and has shared his wide experience and wisdom regarding continuous improvement of academic programs and student learning, which was followed by great support, involvement, and encouragement of his successor. All of these things have helped college faculty learn about and engage in meaningful assessment of student learning.

For the Future

For the immediate future, we need to continue to take steps to enable all or nearly all college faculty to engage with the assessment effort. This includes direct assistance with course-embedded assessment, service on the AOL committee, and service on *ad hoc*, short-term committees intended to investigate special issues. It is also very important to support the efforts of faculty who serve as instructors in our Professional Development courses, I and II, as these courses form the locus for much of our assessment work. We also need to continue to find ways to assist our students to improve in those areas (for example, writing, analysis/computation, business knowledge) that indicate the need for improvement in performance.

VII. Financial Strategies

Frostburg State University is a state-funded institution and, as a result, the College of Business has benefited from a certain degree of stability in its budget trends which remained relatively constant at over \$5 million annually for the past five years. Additionally, all major Technology and Facility expenditures are covered from the General Institutional Fund and not from the College of Business Operating Budget.

Fund raising activities are administered through the Office of University Advancement (UA). However, the Dean of the College collaborates with the UA office to generate financial contribution towards the College's foundation account, which has grown from \$254,524 in July 2005, to \$272,120 in 2009.

Currently, the College of Business faculty members have their offices in two different buildings. According to a report from the Office of the President, a \$22 million dollar fund has been appropriated by the state of Maryland for total renovation of Framptom Hall (a building that is currently shared by the Colleges of Business and Education) to house the entire College of Business faculty and staff, as well as classroom facilities for all business programs on the main campus.

A negotiation is in progress between the College of Business and the Vice President for Human Resources and Communications at the Volvo Powertrain North America to offer a

comprehensive Leadership Development Program conducted by College faculty for Volvo employees in progressive stages over a three-year period.

Negotiation is also underway between the College of Business and the Volvo Powertrain North America for recruitment of 20-25 of its employees to the MBA program, annually, under the company's sponsorship.

In June 2010, FSU *Business* finalized a plan for a collaborative MBA program between FSU and two institutions in India: Santhigiri College in the state of Kerala, and the Institute of Business Studies & Research (IBSAR) in the city of Mumbai. Beginning fall 2010, students will be able to register for online MBA courses for the first two semesters while staying in their home country, and then come to Frostburg to complete their graduate degrees.

The College of Business is committed to continue its financial support of faculty's Intellectual Contribution and Professional Development activities.

Lastly, the College of Business is in the process of hiring two new Academically Qualified (AQ) faculty and publishing a newly designed newsletter.

Financial Strategies Table

Activity	Start Date	First Year Cost of Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Fund
Renovation of Framptom for the COB	2017	\$22,000,000.00	\$0.00	State of Maryland
Increase MBA Enrollment by 50% in the next 3 years	Fall 2010	252,720*	252,720*	Tuition and fees to FSU
Leadership Development program for Volvo	Spring 2011	\$165,000	\$165,000	Volvo Powertrain North America
Journal awards to enhance Faculty IC and PD activities	Ongoing	\$28,000.00	\$28,000.00	COB Operating Budget
Hiring two new AQ faculty	Fall 2010	Existing PIN	Existing PIN	University General Fund
Design and publish a new COB Newsletter	Fall 2010	\$4000.00	\$4,000.00	COB Operating Budget

* We assume all growth in MBA enrollment will occur internationally. Figures shown are marginal and hold for 20 new international students/year enrolling for an average of 9- credit hours/term for 3 terms (fall, spring, summer) @ \$4,212 in out-of-state tuition and fees per term as applied to the Frostburg campus.

VIII. New Degree Programs

A. New Programs

Since FSU *Business* received AACSB accreditation in 2006, most of the academic efforts have been aimed at improving the existing programs that we have. However, the College of Business also has created a new International Business concentration for undergraduate business studies, as well as new minors in Management, Marketing, and Finance.

In addition to these programs, FSU *Business* is seeking to offer a Masters of Business Administration degree completely on-line. The plan of study will be the same as the current MBA program.

B. Strategic Vision

FSU*Business* seeks to make sure that graduates are able to compete and thrive within a 21st Century global marketplace. Certainly, it makes sense to help complete this mission by using 21st Century technology, which will be used to offer the MBA on-line program.

The FSU*Business* Mission Statement declares that the College of Business has taken on the important job of providing “progressive learning experiences to help students prepare to successfully meet professional opportunities through a dynamic educational environment that emphasizes applied learning and a framework for professional growth.” Using the acronym LEAD (Leadership, Excellence, Achievement, and Development), the COB seeks to fulfill its mission as it provides education and influence in Western Maryland.

However, FSU*Business* cannot be a strong *regional* entity without engaging the realities of the global economy, as well as making sure that it is using up-to-date technologies to better instruct traditional students on campus, and to reach potential students outside the area who want what FSU*Business* offers but cannot be at the Frostburg campus.

C. Markets Served: Students and Employers

As previously noted in this document, Frostburg State University primarily serves traditional students in a campus setting. Although FSU is the farthest-west, four-year institution of higher education in Maryland, nonetheless, it must recruit most of its undergraduate students from the heavily-populated Baltimore-Washington, D.C. area.

The FSU*Business* MBA students are more likely to come from Allegany and Garrett counties and the surrounding area. If the program is to grow, then an on-line program will permit FSU*Business* to stretch its boundaries of influence and bring in working adults who would like to take part in this program but do not live in Allegany or Garrett counties and who either are not close to Hagerstown, or are unable to attend traditional classes due to personal situations and limitations of work or family.

D. Source of Faculty, Technology, and Facility Support

FSU*Business* faculty members are trained in the latest technology and enjoy support from both the COB and the University. The following demonstrate the training and support for faculty:

- Training and support for *Blackboard*.
- All FSU*Business* faculty have both desktop and laptop computers, which better enables faculty to serve students both in a classroom setting as well as on-line classes.
- Most classrooms in which FSU*Business* faculty teach are fully equipped with computers and audio-visual equipment to further aid their teaching efforts.
- Faculty members receive technology and training support from the FSU Academic Computing and IT Center. Further, the COB employs its own tech support staff to help faculty members with their technology needs.
- Frostburg State University has modern computer labs, including one that stays open 24/7.
- The University maintains a computing/technology site on its website to assist all faculty members.

E. Learning Goals

Learning goals are the same in all FSU *Business* degree programs: to help students prepare to successfully meet professional opportunities through a dynamic educational environment that emphasizes applied learning and offers a framework for professional growth. A comprehensive and progressive Assurance of Learning Program that involves the majority of the College of Business faculty is continuously active under the direction of the Dean and coordination of the designated faculty member to ensure that these learning goals are achieved effectively.

IX. Faculty Table

**Table 2.1: SUMMARY OF FACULTY INTELLECTUAL CONTRIBUTIONS
(RE: Standard 2) 2006 - 2010**

ACCOUNTING	Portfolio of Intellectual Contributions												
	P R J	M O N O	B O O K	C H A P	P R P	P R P P	F W	N P R J	O T H E R	T O T A L	L P S	C T P	D B S
Name													
Randall Bandura	1						2			3	3		
Yan Bao	3				1	9	1		2	16	4		12
Joseph Gilmore					2				2	4	2	1	1
Connie Groer													
Richard Johnson	1					10				11	8	5	
Joyce Middleton	1					9				10	8	2	
Sharon Robinson						2				2	2		
Ronald Ross					2	2				4	4		
Kathie Shaffer	4				5	5				14	2		12
Chiulien Venezia	4				4	5				13			13
Total	14				14	42	3		4	77	33	6	38
ECNOMICS	P R J	M O N O	B O O K	C H A P	P R P	P R P P	F W	N P R J	O T H E R	T O T A L	L P S	C T P	D B S
Name													
William Anderson	10			1		1	8	4	9	33			33
Margaret Dalton	5				2	9	4		2	22	4	2	16
David Kiriazis	1					2	1			4			4
Daniel Mizak	2						1	1		4			4
John Neral	2					1				3	1	1	1
Armond Rossi							1			1		1	
Anthony Stair	3								1	4			4
Katherine Theyson													
Total	23			1	2	13	15	5	12	71	5	4	62

**Table 2.1: SUMMARY OF FACULTY INTELLECTUAL CONTRIBUTIONS
(RE: Standard 2) 2006 - 2010**

MANAGEMENT	Portfolio of Intellectual Contributions												
	P R J	M O N O	B O O K	C H A P	P R P	P R P P	F W	N P R J	O T H E R	T O T A L	L P S	C T P	D B S
Name													
Lee Fiedler													
Gloria Harrell-Cook	2					4	4			10	1	2	7
Thomas Hawk	4					10			1	15	14		1
Eileen Higgins	1					7				8	3	1	4
Paul Lyons	22				15	3	2		3	45	4	17	24
Martha Mattare	4		1			21			1	27	1	12	14
Jeff McClellan	14	2			1	5			2	24		11	13
Marthe McClive													
Jacquelynne McLellan	1					1		1		3	1		2
Michael Monahan	12					22			3	37	4	3	30
Evan Offstein	13		3	1		6				23			23
Keramat Poorsoltan	2				4				1	7	2	2	3
Shakil Rahman	8					1	6		4	19	11	2	6
Amit Shah	13		1			36			14	64	3	14	47
Thomas Sigerstad	1		1			4				6	1	4	1
Ahmad Tootoonchi	12		1		2	9				24	5	13	6
Total	109	2	7	1	22	129	12	1	29	312	50	81	181

**Table 2.1: SUMMARY OF FACULTY INTELLECTUAL CONTRIBUTIONS
(RE: Standard 2) 2006 – 2010**

Marketing and Finance	Portfolio of Intellectual Contributions												
	P R J	M O N O	B O O K	C H A P	P R P	P R P P	F W	N P R J	O T H E R	T O T A L	L P S	C T P	D B S
Name													
Carol Arnone	1					3				4	3		1
Rahim Ashkeboussi	4				3	3			2	12		11	1
Cathy Ashley-Cotleur	2					1				3		2	1
Dwane Dean	6				3	3				12		1	11
Barry Foltos					1	2				3	2	1	
Carol Gaumer	6				4	4				14	5	6	3
Dan Plucinski	1				3	3				7			7
Allen Shin						4				4			4
JoAnna Shore	1				3	3				7	1	6	
Sudhir Singh	1				10	5			1	17		11	6
Steve Wilkinson													
Lei Ye	1				9	7			1	18			18
Total	23				36	38			4	101	11	38	52
Grand Total: CoB	169	2	7	2	74	222	30	6	49	561	99	129	333

1. Peer reviewed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)
2. Research Monographs (teaching/pedagogical, practice/applied and/or discipline-based research)
3. Books (textbooks, professional/practice/trade, and/or scholarly)
4. Chapters in books (textbooks, professional/practice/trade, and/or scholarly)
5. Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings
6. Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings
7. Faculty workshops (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)
8. Non-peer reviewed journals (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality
9. Others (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc. please specify)

**TABLE 9 -1 (using courses) SUMMARY OF FACULTY SUFFICIENCY BY
DISCIPLINE AND SCHOOL AY 2009-2010
(RE: Standard 9 - Using Courses)**

Name¹	Participating or Supporting (P or S)	Amount of teaching if P (blank if S)²	Amount of teaching if S (blank if P)²	Percent P (must be > 60%)
Accounting				
Randall Bandura	P	8 courses		
Yan Bao	P	3 courses		
Joseph Gilmore	P	8 courses		
Connie Groer	P	7 courses		
Richard Johnson	P	6 courses		
Joyce Middleton	P	6 courses		
Sharon Robinson	P	3 courses		
Ronald Ross	P	6 courses		
Kathie Shaffer	P	0 courses		
Chiulien Venezia	P	6 courses		
Total		53 courses	0	100% P
Economics				
William Anderson	P	6 courses		
Margaret Dalton	P	5 courses		
David Kiriazis	P	4 courses		
Daniel Mizak	P	6 courses		
Lawrence Moore	S		1 courses	
John Neral	P	6 courses		
Armond Rossi	P	6 courses		
Anthony Stair	P	6 courses		
Katherine Theyson	P	6 courses		
Total		45 courses	1 Courses	98% P
Management				
Lee Fiedler	S		6 courses	
Sheila Coleman	S		1 course	
Heidi Diaz	S		1 course	
Gloria Harrell-Cook	P	6 courses		
M. Eileen Higgins	P	8 courses		
Paul Lyons	P	2 courses		
Ryan C. Kentrus	S		1 course	
Jesse Ketterman	S		4 courses	
Martha Mattare	P	6 courses		
Jeffrey McClellan	P	6 courses		
Marthe McClive	P	3 courses		
Jacquelynnne McLellan	P	6 courses		
Michael Monahan	P	2 courses		
Laura Poluka	S		4 course	
Evan Offstein	P	4 courses		
Keramat Poorsoltan	P	6 courses		

Shakil Rahman	P	6 courses		
Amit Shah	P	2 courses		
Robert S. Shaw	S		1 courses	
Amy Shimko	S		3 courses	
Thomas Sigerstad	P	6 courses		
Ahmad Tootoonchi	P	1 course		
Richard Walton	S		2 courses	
Brian Westfall	S		1 course	
Nicole Wigfield	S		4 courses	
Total		64 courses	28 courses	70% P
Marketing & Finance				
Carol Arnone	P	8 courses		
Rahim Ashkeboussi	P	7 courses		
Cathy Ashley-Cotleur	P	6 courses		
Dwane Dean	P	6 courses		
Iryna Bowser	S		1 course	
Stuart Czapski	S		1 course	
Barry Foltos	P	7 courses		
Carol Gaumer	P	2 courses		
F. Eugene Harris	S		1 course	
Pamela Jan	S		2 courses	
Dan Plucinski	P	6 courses		
Allen Shin	P	6 courses		
JoAnna Shore	P	6 courses		
Sudhir Singh	P	4 courses		
Steve Wilkinson	P	2 courses		
Lei Ye	P	6 courses		
Total		66 courses	6 courses	92% P
GRAND TOTALS		228 courses	35 courses	87% P

TABLE 9 – 2: Level of Involvement
Criteria for the classification of members as Participating or Supporting

Name	Member Activities for most recent 5-year period						Involvement
	Governance	Committees	Advising	Professional Development	Curriculum Development	Long Term Commitment	Participating (P) Supporting (S)
Management							
Lee Fiedler	NO	NO	NO	NO	NO	NO	S
Sheila Coleman	NO	NO	NO	NO	NO	NO	S
Heidi Diaz	NO	NO	NO	NO	NO	NO	S
Gloria Harrell-Cook	Yes	Yes	Yes	Yes	Yes	Yes	P
M. Eileen Higgins	Yes	Yes	Yes	Yes	Yes	Yes	P
Paul Lyons	Yes	Yes	Yes	Yes	Yes	Yes	P
Ryan C. Kentrus	NO	NO	NO	NO	NO	NO	S
Jesse Ketterman	NO	NO	NO	NO	NO	NO	S
Martha Mattare	Yes	Yes	Yes	Yes	Yes	Yes	P
Jeffrey McClellan	Yes	Yes	Yes	Yes	Yes	Yes	P
Marthe McClive	Yes	Yes	Yes	Yes	Yes	Yes	P
Jacquelynne McLellan	Yes	Yes	Yes	Yes	Yes	Yes	P
Michael Monahan	Yes	Yes	Yes	Yes	Yes	Yes	P
Laura Poluka	NO	NO	NO	NO	NO	NO	S
Evan Offstein	Yes	Yes	Yes	Yes	Yes	Yes	P
Keramat Poorsoltan	Yes	Yes	Yes	Yes	Yes	Yes	P
Shakil Rahman	Yes	Yes	Yes	Yes	Yes	Yes	P
Amit Shah	Yes	Yes	Yes	Yes	Yes	Yes	P
Robert S. Shaw	NO	NO	NO	NO	NO	NO	S
Amy Shimko	NO	NO	NO	NO	NO	NO	S
Thomas Sigerstad	Yes	Yes	Yes	Yes	Yes	Yes	P
Ahmad Tootoonchi	Yes	Yes	Yes	Yes	Yes	Yes	P
Richard Walton	NO	NO	NO	NO	NO	NO	S
Brian Westfall	NO	NO	NO	NO	NO	NO	S
Nicole Wigfield	NO	NO	NO	NO	NO	NO	S

TABLE 9 – 2: Level of Involvement
Criteria for the classification of members as Participating or Supporting

Name	Member Activities for most recent 5-year period						Involvement
	Governance	Committees	Advising	Professional Development	Curriculum Development	Long Term Commitment	Participating (P) Supporting (S)
Marketing & Finance							
Carol Arnone	Yes	Yes	Yes	Yes	Yes	Yes	P
Rahim Ashkeboussi	Yes	Yes	Yes	Yes	Yes	Yes	P
Cathy Ashley-Coteleur	Yes	Yes	Yes	Yes	Yes	Yes	P
Dwane Dean	Yes	Yes	Yes	Yes	Yes	Yes	P
Iryna Bowser	NO	NO	NO	NO	NO	NO	S
Stuart Czapski	NO	NO	NO	NO	NO	NO	S
Barry Foltos	Yes	Yes	Yes	Yes	Yes	Yes	P
Carol Gaumer	Yes	Yes	Yes	Yes	Yes	Yes	P
F. Eugene Harris	NO	NO	NO	NO	NO	NO	S
Pamela Jan	NO	NO	NO	NO	NO	NO	S
Dan Plucinski	Yes	Yes	Yes	Yes	Yes	Yes	P
Allen Shin	Yes	Yes	Yes	Yes	Yes	Yes	P
JoAnna Shore	Yes	Yes	Yes	Yes	Yes	Yes	P
Sudhir Singh	Yes	Yes	Yes	Yes	Yes	Yes	P
Steve Wilkinson	Yes	NO	NO	NO	NO	NO	S
Lei Ye	Yes	Yes	Yes	Yes	Yes	Yes	P

Table 10.1: SUMMARY OF FACULTY QUALIFICATIONS, DEVELOPMENT ACTIVITIES, AND PROFESSIONAL RESPONSIBILITIES

(RE: Standard 10) 2006 – 2010

ACCOUNTING	Highest Degree - Year	Appointment date	Percent Of time Dedicated To school	AQ	PQ	Other	Summary of Activities Supporting AQ/PQ Status and Professional Responsibilities					
							ICs (PRJ)	Exp	Cons	Dev	Other	Responsibilities
Name												
Randall Bandura	MS, 1976	1983	100		Yes		3 ⁽¹⁾		4	32		UG
Yan Bao	PhD, 2004	2002	100	Yes			16 ⁽³⁾		5	7		UG,GR
Joseph Gilmore	MBA, 1984	1989	100		Yes		4		12	11		UG
Connie Groer	MBA, 1982	1987	100		Yes					40		UG
Richard Johnson	PhD, 1989	1978	100	Yes			11 ⁽¹⁾					UG
Joyce Middleton	PhD, 1992	1990	100	Yes			10 ⁽¹⁾			43		UG
Sharon Robinson	MPA, 1970	1972	100		Yes		2		12	27		CHAIR, UG
Ronald Ross	MBA, 1981	1982	100		Yes		4		3	1		UG,GR
Kathie Shaffer	DBA, 2009	1986	100	Yes			14 ⁽⁴⁾			7	1	UG
Chiulien Venezia	DBA, 2004	2007	100	Yes			13 ⁽⁴⁾			12		UG,GR
Total							77⁽¹⁴⁾	0	36	204	1	
ECONOMICS							ICs (PRJ)	Exp	Cons	Dev	Other	Responsibilities
Name												
William Anderson	PhD, 1999	2001	100	Yes			33 ⁽¹⁰⁾			7		UG, GR
Margaret Dalton	PhD, 1986	1981	100	Yes			22 ⁽⁵⁾					UG
David Kiriazis	PhD, 1997	1997	100	Yes			4 ⁽¹⁾					CHAIR, UG
Daniel Mizak	PhD, 1984	1977	100	Yes			4 ⁽²⁾					UG
John Neral	PhD, 1989	1986	100	Yes			3 ⁽²⁾			1		UG
Armond Rossi	PhD, 1993	1988	100			Yes	1					UG
Anthony Stair	PhD, 1993	1984	100	Yes			4 ⁽³⁾					UG
Katherine Theyson	PhD, 2009	2009	100	Yes							1	UG
Total							71⁽²³⁾	0	0	8	1	

Table 10.1: SUMMARY OF FACULTY QUALIFICATIONS, DEVELOPMENT ACTIVITIES, AND PROFESSIONAL RESPONSIBILITIES

(RE: Standard 10) 2006 – 2010

MANAGEMENT	Highest Degree - Year	Appoint -ment date	Percent Of time Dedicated To school	AQ	PQ	Other	Summary of Activities Supporting AQ/PQ Status and Professional Responsibilities					
							ICs (PRJ)	Exp	Cons	Dev	Other	Responsibilities
Name												
Lee Fiedler	BA, 1963	2002	75			Yes						UG
G. Harrell-Cook	PhD, 1999	2002	100	Yes			10 ⁽²⁾					UG, GR
Thomas Hawk	PhD, 1991	1972	100	Yes			15 ⁽⁴⁾					GR
Eileen Higgins	DM, 2010	1989	100	Yes			8 ⁽¹⁾			5	1	UG, GR
Paul Lyons	PhD, 1970	1970	100	Yes			45 ⁽²²⁾			1		GR
Martha Mattare	PhD, 2006	2001	100	Yes			27 ⁽⁴⁾			1	1	UG, GR
Jeff McClellan	PhD, 2008	2008	100	Yes			24 ⁽¹⁴⁾	3	6	7	2	UG
Marthe McClive	DPA, 1994	1984	100			Yes						UG, GR
J. McLellan	PhD, 1993	1994	100	Yes			3 ⁽¹⁾				1	UG, GR
M. Monahan	EdD, 2004	2004	100	Yes			37 ⁽¹²⁾			2		CHAIR, UG
Evan Offstein	PhD, 2004	2004	100	Yes			23 ⁽¹³⁾		43			UG
K. Poorsoltan	PhD, 1977	1986	100	Yes			7 ⁽²⁾			3		UG
Shakil Rahman	PhD, 1989	1990	100	Yes			19 ⁽⁸⁾					UG
Amit Shah	PhD, 1988	1989	100	Yes			64 ⁽¹³⁾			1		UG
T. Sigerstad	PhD, 2004	2001	100	Yes			6 ⁽¹⁾					UG, GR
A. Tootoonchi	PhD, 1986	1989	100	Yes			24 ⁽¹²⁾			19		Dean
Total							312⁽¹⁰⁴⁾	3	49	39	5	

Table 10.1: SUMMARY OF FACULTY QUALIFICATIONS, DEVELOPMENT ACTIVITIES, AND PROFESSIONAL RESPONSIBILITIES

(RE: Standard 10) 2006 – 2010

MARKETING AND FINANCE	Highest Degree - Year	Appoint-ment date	Percent Of time Dedicated To school	AQ	PQ	Other	Summary of Activities Supporting AQ/PQ Status and Professional Responsibilities					
							ICs (PRJ)	Exp	Cons	Dev	Other	Responsibilities
Name												
Carol Arnone	MBA, 1986	2005	100		Yes		4 ⁽¹⁾					UG
R. Ashkeboussi	PhD, 1984	1996	100	Yes			12 ⁽⁴⁾					UG, G
C. Ashley-Cotleur	PhD, 1998	1983	100	Yes			3 ⁽²⁾			1		UG, G
Dwane Dean	PhD, 2000	2009	100	Yes			12 ⁽⁶⁾					UG
Barry Foltos	PhD, 1997	2006	100	Yes			3					UG
Carol Gaumer	DBA, 2004	1999	100	Yes			14 ⁽⁶⁾					CHAIR, UG
Dan Plucinski	JD, 2002	1974	100	Yes			7 ⁽¹⁾					UG
Allen Shin	PhD, 1991	1991	100			Yes	4			1		UG
JoAnna Shore	DBA, 2004	1999	100	Yes			7 ⁽¹⁾					UG, GR
Sudhir Singh	PhD, 1992	1992	100	Yes			17 ⁽¹⁾			1		UG, GR
Steve Wilkinson	PhD, 1977	1987	100			Yes						UG
Lei Ye	PhD, 2008	2008	100	Yes			18 ⁽¹⁾			3	1	UG
Total							104⁽²⁴⁾	0	0	6	1	
GRAND TOTAL: COLLEGE OF BUSINESS							564⁽¹⁷⁰⁾	3	85	257	8	

MINIMUM STANDARDS FOR MAINTAINING ACADEMIC QUALIFICATIONS

A faculty member is considered “academically qualified” by meeting one of the following standards over a five year period:

1. No doctoral degree, but substantial coursework undertaken as a student in a business doctoral program.
2. Doctoral degree obtained within the previous five years:
 - a. Providing the degree is in the area in which the individual teaches (the AACSB standards includes further elaboration of this definition),
 OR

- b. Providing the doctoral degree is not in the area in which the individual teaches, additional professional development is needed (such as specialized courses or intellectual contributions in a relevant business field).
3. Doctoral degree obtained more than five years previously; the individual is expected to demonstrate professional development via intellectual contributions which meet one of the following standards:
 - a. Publish two refereed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)
OR
 - b. Publish one refereed journal article (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship,) and one book (e.g. text book, professional/practice/trade, and/or scholarly book)
OR
 - c. Publish one refereed journal article (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship,) and four additional intellectual contributions from the list below (two validating experiences may be substituted for two Other ICs).
 - Research Monographs (teaching/pedagogical, practice/applied and/or discipline-based research)
 - Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings
 - Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings
 - Faculty workshops (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)
 - Non-peer reviewed journals (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality
 - Others (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc. please specify)

MINIMUM STANDARDS FOR MAINTAINING PROFESSIONAL QUALIFICATIONS

A faculty member is considered “professionally qualified” by meeting the following criteria:

1. Master’s degree in a field related to the area of the teaching assignment.
2. Professional experience relevant to the teaching assignment, significant in duration and level of responsibility, and current at the time of hiring.
3. In any given five-year period, maintained professional currency by:
 - a. publishing a peer reviewed journal article, OR
 - b. completing at least one validating professional experience.

A validating experience is an activity or accomplishment that is considered to add value to an independent third-party. Typically, the third-party has “purchased” the talent or expertise of a faculty member, either literally or by selecting the faculty member to perform a highly valued function.

Table 10-2: Calculations Relative to Deployment of Qualified Faculty: 2009 Fall and 2010 Spring (FTE by Department)

Accounting							
Member Name	AQ/PQ	% Assign as AQ	% Assign as PQ	Other	AQ /Total	(AQ+PQ) /Total	Total
AQ: Bao, Yan	AQ	100.0					
Johnson, Richard A	AQ	100.0					
Middleton, Joyce M	AQ	100.0					
Shaffer, Kathie J	AQ	100.0					
Venezia, Chiulien	AQ	100.0					
PQ: Bandura, Randall P	PQ		100.0				
Gilmore, Joseph B	PQ		100.0				
Groer, Connie J	PQ		100.0				
Robinson, Sharon L	PQ		100.0				
Ross, Ronald L	PQ		100.0				
Total Accounting:		500.0	500.0	00.0	50.0%	100.0%	1,000.0
Economics							
Member Name	AQ/PQ	% Assign as AQ	% Assign as PQ	Other	AQ /Total	(AQ+PQ) /Total	Total
AQ: Anderson, William L	AQ	100.0					
Dalton, Margaret M	AQ	100.0					
Kiriazis, David M	AQ	100.0					

Mizak, Daniel A		AQ	100.0					
Neral, John A		AQ	100.0					
Stair, Anthony G		AQ	100.0					
Theyson, Katherine		AQ	100.0					
NQ: Moore, Lawrence		None			12.5			
Rossi, Armond		None			100.0			
		Total Economics:	700.0		112.5	86.0%	86.0%	812.5
Management								
Member Name		AQ/PQ	% Assign as AQ	% Assign as PQ	Other	AQ /Total	(AQ+PQ) /Total	Total
AQ: Coleman, Sheila		AQ	12.5					
Harrell-Cook, Gloria J		AQ	100.0					
Higgins, M Eileen		AQ	100.0					
Lyons, Paul R		AQ	100.0					
Ketterman, Jesse		AQ	16.7					
Mattare, Martha M		AQ	100.0					
McClellan, Jeffrey		AQ	100.0					
McLellan, Jacquelynne W		AQ	100.0					
Monahan, Michael L		AQ	100.0					
Offstein, Evan H		AQ	100.0					

Poorsoltan, Keramat		AQ	100.0					
Poluka, Laura		AQ	50.0					
Rahman, Shakil		AQ	100.0					
Shah, Amit J		AQ	100.0					
Sigerstad, Thomas D		AQ	100.0					
Tootoonchi, Ahmad		AQ	25.0					
PQ: Fiedler, Lee		PQ		75.0				
Shaw, Robert		PQ		12.5				
Walton, Richard		PQ		25.0				
Westfall, Brian		PQ		12.5				
Wigfield, Nicole		PQ		25.0				
NQ: Diaz, Heidi		None			12.5			
Kentrus, Ryan		None			12.5			
McClive, Marthe		None			50.0			
Shimko, Amy		None			25.0			
		Total Management:	1,304.2	150.0	100.0	84.0%	94.0%	1,554.2

Marketing and Finance								
Member Name	AQ/PQ	% Assign as AQ	% Assign as PQ	Other	AQ /Total	(AQ+PQ) /Total	Total	
AQ: Ashkeboussi, Rahim	AQ	100.0						
Ashley-Cotleur, Catherine	AQ	100.0						
Dean, Dwane	AQ	100.0						
Foltos, Barry C	AQ	100.0						
Gaumer, Carol J	AQ	100.0						
Plucinski, Daniel M	AQ	100.0						
Shore, JoAnna Burley	AQ	100.0						
Singh, Sudhir	AQ	100.0						
Ye, Lei	AQ	100.0						
PQ: Arnone, Carol S	PQ		100.0					
Harris, F Eugene	PQ		12.5					
Rhodes, Jeffrey	PQ		12.5					
NQ: Jan, Pamela	None			25.0				
Shin, Hung Sik (Allen)	None			100.0				
Wilkinson, Steven P	None			25.0				
At least 50 % must be academically qualified members.	Total Marketing and Finance:		900.0	125.0	150.0	77.0%	87.0%	1,175.0
At least 90 % must be academically or professionally qualified members.	Total College of Business:		3404.2	775.0	362.5	75.0%	92.0%	4,541.70

X. Annual Maintenance Report

Since its initial accreditation in 2006, the College of Business has maintained a maintenance report annually. The FSU*Business* Annual Reports are available on the College of Business website at www.frostburg.edu/colleges/cob/index.htm. Hard copies of the Annual Reports will be available to the AACSB Maintenance of Accreditation Review Team.

XI. Policies for Faculty Management

FSU*Business* maintains a comprehensive Process Manual that covers processes and procedures of all operational aspects of the College of Business including faculty recruitment, retention, and development, as well as, the criteria for classifying faculty as AQ and PQ.

The College of Business Advisory Board, faculty, and students' input is solicited for possible revision and updating of the Process Manual annually. Further, the Process Manual is reviewed, discussed, and voted for implementation at the last faculty meeting in every spring semester.

The electronic version of the Process Manual is available on the College of Business website at www.frostburg.edu/colleges/cob/index.htm. A hard-copy of the Process Manual will be available to the AACSB Maintenance of Accreditation Review Team.