

Plymouth State University

2017 ACBSP Reaffirmation Report

(Site Visit Forthcoming)

July 15, 2017

C1N: Overview of Leadership

In AY 2010-2011, the College of Business Administration (CoBA) became the first college instituted at Plymouth State University after having been the Business Department since 1963 when Plymouth Teachers College became Plymouth State College of the University System of New Hampshire. The Business Department was preceded by Business Education, a department of Plymouth Teachers College.

As a college, CoBA adopted a flat structure having no discipline-based organizational structures internal to the College (see the rationale for the Dean and functional directors taking the place of discipline Chairs in “A History of CoBA at Plymouth State University” page 13).¹

The leadership structure of CoBA is defined in the Bylaws² formally adopted and periodically revised by CoBA faculty. Revisions to CoBA Bylaws demonstrate continuous improvement of leadership processes³.

Following CoBA Bylaws, tenure track and full-time contract faculty meet monthly throughout the academic year as CoBA Faculty⁴ to conduct the business of the college and vote on formal motions (following Roberts Rules of Order). Complementing formal consideration of motions, faculty embraces a dialogical approach to address challenges and opportunities before the college (described below).

CoBA Bylaw also set in place the flat-leadership structure of directors who have oversight of functions collectively performed by department chairs.⁵ CoBA’s directors meet weekly throughout the academic year working collaboratively, engaged in reviewing program performance and addressing changing needs. Directors receive input from CoBA faculty and make recommendations to the Dean.

Currently there are five directorships:⁶ Director of Faculty, Director of Students, Director of Instruction, Director of Operations, and Director of the Enterprise Center at Plymouth (ECP). Director of ECP is a full-time Executive Director focused on external partnerships as well as a contract faculty member.

PSU recognizes the Directors as equivalent to Department Chairs, and Directors attend monthly University-wide Council of Chairs meetings and bi-annual Council of Chairs retreats. Directors fill the roles assigned to Department Chairs as set out in the Handbook for Department Chairs.⁷

In addition, following the Bylaws, all full-time faculty self-select one of three standing committees with which to align their service to the college: The Human Resource Committee (chaired by the Director of Faculty), the Student Engagement Committee (chaired by the Director of Students) or the Curriculum and Instructions Committee (co-chaired by the Directors of Curriculum and Operations).⁸ The standing

¹ Embed a link to the “History” document.

² Embed a link to the current CoBA By Laws

³ Embed a link to a PDF documenting ByLaw Revisions

⁴ Embed a link to CoBA Faculty meeting minutes in the review period, fall 2014 to spring 2016.

⁵ Embed a link to a table of Roles of Directorships

⁶ Embed a link to the table of Directorships

⁷ Embed a link to the Department Chairs’ Handbook

⁸ Embed a link to a table of Standing Committees

committees oversee faculty-led initiatives, make recommendations to the Directors, and bring formal motions before CoBA Faculty.

The dialogical approach to decision making is embedded in CoBA's culture and is evidenced by meetings of CoBA Faculty, faculty forums, and retreats which are the primary processes used to support decision making and change management.

Monthly meetings of CoBA Faculty are scheduled in a Monday/Wednesday time slot, no full-time faculty teach in that time. The format of monthly meetings is transitioning to more meeting time for dialogue in support of action learning and agility essential to PSU's transformation to integrated clusters.

Monthly meetings are supplemented by faculty workshops, forums, and retreats to foster organizational learning and knowledge sharing.

Meeting minutes of CoBA Faculty are a vehicle for documenting and communicating decisions. Dean Robyn Parker instituted a Monthly Dean's Report⁹ as another communication channel. Recently, an information management system was instituted through SharePoint and was named CoBA Brain. This system fosters recordkeeping and the transfer of information.

C1.1N Continuous Improvement

The CoBA Dean is the leader and the Directors continuously evolve to improve evaluation of current performance and define and act on opportunities for continuous improvement. Weekly team meetings take place to discuss change and improvements as needed. A dialogic decision-making process for CoBA faculty engagement leads to continuous improvement.

C1.2N Social Responsibility

FIGURE 1.1 and **FIGURE 1.2** have been combined into one holistic view of the social responsibility that represents how Plymouth State University demonstrates service to the community, state, and more broadly. Both tenure-track and contract faculty are responsible for devoting 20% of their time to community and college service activities. Service activities are incorporated into faculty work plans¹⁰. Evidence on **FIGURE 1.1/1.2** demonstrates exemplars of "key actions" representative of social responsibility and ethical behavior in the world. Faculty and staff are encouraged to engage in their community through social responsibility and supported by administration when assuming these duties. See **FIGURE 1.1/1.2**. Further information is provided in **FIGURE 5.6**.

C2N – Overview of Strategic Planning

CoBA business programs' strategic directions align with the University's strategies. While some processes that set the directions in response to students and programs' needs have been developed within and under the leadership of the College of Business Administration, other overarching processes

⁹ Current Dean's Report Sample

¹⁰ Work plan sample

that reflect the institution's strategic path have been developed at the University level. As included in this report and in previous Quality Assurance report, the College of Business Administration created a strategic plan in which the values of a rigorous and multifaceted curriculum focused on applied business skills were set to guide future actions and long term strategies. The strategic plan also recognizes the importance of preparing the students to successfully compete for jobs or to pursue entrepreneurial ventures. This plan reflects aspirations and many accomplishments of business programs in aspects such as diversity and high applicability of scholarship, engagement with the community and work with partners external to the College or the University. The strategic plan shared in previous Quality Assurance report and its current iteration have been in alignment with the University's processes for developing a new strategic direction and with the current University's transformation towards an experiential learning model that is at the fabric of everything and is supported by an organizational structure that facilitates collaboration.

The business programs have set goals for suitable enrollments, increasing retention and graduation, fostering a culture of entrepreneurial activity, and maintaining appropriate faculty numbers. Strategies for achieving these goals are curriculum development, building new partnerships, and implementing actions for market penetration.

Many of the actions towards achieving enrollment, retention and graduation performance have been deployed at the institution level, such as increased recruitment (e.g., admissions representatives traveling and promoting programs in various parts of the country; new programs' promotions) and increased student support for success (e.g., new positions- such as a Dean of Student Success, a new institution-wide coaching model for incoming students, etc.). Business programs actions on these areas include sustained work with corporate and other partners for recruiting students and providing them with unique experiences (e.g., employers come to COBA to recruit and mentor students). Other initiatives include a redesign of the MBA program to include foundation courses, advising support for faculty, and expansion of student organizations.

Business programs resources, both faculty hours and budget allocation, have been deployed with clear signs of success in regard to curriculum development and building partnerships (e.g., the development of a "model" of innovative and collaborative curriculum design in marketing; the increasing integration of experiential projects and external partnerships/clients/advisories in many programs). Other tactics are described in the strategic plan enclosed in this report. As can be inferred from the strategic plan and from other sections of this document, the business programs leaders and faculty recognized the need for program review and selected development, as well as for more effective strategic allocation of resources. The year 2015 marked the start of a University-wide change to improve these aspects. In a summer retreat in 2015, campus leaders, comprised of both faculty and staff, identified the values of a transdisciplinary/multidisciplinary learning and teaching model that answers to the higher values of bettering students, businesses and the society. The same retreat noted the value of experiential learning as transformational experience for emerging adults. The resulting learning model and the new structure (described at <https://www.plymouth.edu/academics/our-learning-model/>) were created around these aspects. Program decisions and resource allocations are currently taking place in support of this learning model. Business programs are also currently envisioned around the model. The College of Business

Administration is undergoing the organizational transformation towards becoming an “integrated cluster” under the name of “Innovation and Entrepreneurship”. Programs that are currently planning to join business programs inside this new unit are those of school psychology (graduate, <https://www.plymouth.edu/department/cesp/>) social work (undergraduate, <https://www.plymouth.edu/department/social-work/>) and educational leadership (graduate) <https://www.plymouth.edu/department/ellc/>.

The business programs’ journey in the development of applied and multidisciplinary learning with a principled focus on external engagement is ongoing. The University’s transformation towards the same journey is the next step in developing innovative higher education that matches the current and future needs of the business world and the society. The precursor to the current institutional strategic path is a comprehensive program-by-program and services review at the University level under of the umbrella of an initiative known as University Review and Strategic Allocation (URSA). The URSA assessment phase took place in the 2014-2015 academic year. While this initiative was being executed, all programs received a mandate from the Provost to suspend any College-specific Academic Self-Studies and to incorporate that work instead into the University-wide project <https://www.plymouth.edu/office/vpaa/1685/april-2015/>.

For business programs, URSA became the self-study. Processes and procedures that were part of URSA are described in other parts of this report. These processes, procedures, data analyses, outcomes, and interpretations were well-aligned to ACBSP accreditation standards for the business programs and were used at the College of Business Administration to make decisions and outline actions that align with accreditation Standards.

At the University level, URSA created procedures for reviewing and evaluating data and information related to academic programs. Evaluating teams representing all PSU constituencies completed reviews and rankings of all University programs. A majority of business faculty and staff engaged in reviewing and reporting on business programs. Seventeen reports were written and submitted for additional, University-level, comparative review.

In alignment to Standard 1 (Leadership), COBA Directors, program leaders and the Dean have been central to analyzing each program’s purpose, goals, scope, and target audience. As part of this analysis, they reflected on values of business programs and future directions. Specifically, these leaders, along with faculty, considered each program’s expectations, program demand, and ability to adapt to change. Research was performed to determine the student focus of each program. Within the requirements of URSA, business programs administrators led or were involved in strategic planning to identify how the business programs supported the PSU mission and societal needs, analyzed competition, and considered innovations and collaborative opportunities. As a result, a number of business programs have been sequentially planned for dissolution. Other elements, such as the Honors program and the Small Business Institute have been suspended until better integration and format can be designed.

These actions were concomitantly meeting Standard 2 (Strategic Planning). Student and program metrics have been used in the analysis and decision making processes (retention and graduation rates,

tuition and non-tuition revenues and costs, and faculty teaching productivity). Innovation and creativity have been the cornerstones of the URSA process as program innovations that could benefit PSU and collaborative opportunities (internal and external) were integral parts of the analysis and resulting actions. The latter shows a forward-looking focus on stakeholders as partners of business programs.

In line with Standard 3 (Student and Stakeholder Focus), a required element of the URSA process was the evaluation of the effectiveness in recruiting and retaining faculty, staff, students and in deploying resources that contributed to each program's quality. Business programs also had to identify and reflect on their contributions to other entities and programs at PSU (e.g., general education course offerings, students from other programs enrolled in business or economics classes, business student organizations/groups representing PSU in community service, etc.). Thus, URSA placed focus on faculty, staff, internal stakeholders and external stakeholders or partners, in addition to the extensive focus on students.

As for Standard 4 (Measurement and Analysis of Student Learning and Performance), URSA procedures asked for a description and evaluation of evidence supporting quality of program curriculum. Evidence was required to show that each business programs' curriculum was appropriate to the breadth, depth, and level of the discipline, and was complete and coherent. The administrators and faculty who reported on each program completed a review of the curriculum in comparison to other business programs and concluded on the robustness of the core requirements, appropriateness of topics, and variety of electives. Assessment processes described in past accreditation reports were also part of this review. As mentioned previously, the findings were partially used to determine discontinuations of programs. Resulting amendments to the curriculum are part of ongoing conversations, also in light of the desired changes towards the new learning model.

Standard 5 (Faculty and Staff Focus) criteria and overall principles were upheld in URSA's requirements to describe characteristics of faculty relating to program quality and to show examples of scholarship and service for each faculty member. As most of the policies regarding the development and evaluation of faculty are at the University level, URSA review focused on the faculty competencies in relation to the quality and needs of each program.

URSA's curriculum and business process management review requirements were most closely aligned to Standard 6 (Educational and Business Process Management), which referred to each business program's honors, awards and recognitions, and facilities and technology conducive to program quality. Some of the aspects included in other parts of the required URSA review, identified above, gave reporters opportunities to evaluate how a program addressed global topics, how a program equipped students with communication, interaction and advocacy skills, or how courses were instilling creativity and independent thought.

URSA took place as an initiative by which the institution began prioritization for the purpose of balancing the budget, informing future budget decisions, improving overall efficiency and effectiveness, and identifying the programs where resources should be focused to strengthen the institution for the future. As a result, the College of Business Administration pursued a planned discontinuation of

programs identified as areas of significant concern including: Marketing: Public Relations Option, Management: Human Resource Management Option, Management: International Business Option; and suspended the COBA Honors. The graduate International Business MBA and the Small Business Institute were discontinued.

Notably, the URSA procedures and comprehensive analysis placed every program¹¹ in the context of the University, provided for comparisons and gave a framework for considering action based on quality, efficient resource allocation and financial sustainability. The fact that the programs' reports¹² analyses were also reviewed by a team of faculty and staff¹³ that represented other units and programs at PSU was unique. This also presented an opportunity to identify business programs' potential for integration with other programs. Additional details are available in the final URSA report:

<https://campus.plymouth.edu/ursa>.

While CoBA had been given a mandate to be part of it, URSA's outcomes and resulting actions have been meaningful and have set the stage for the current transformation. Essential to the transformation is the ability to showcase singular and differentiating competencies of faculty and students, and to use them to work collaboratively inside and outside business programs to solve societal problems. The institution's new learning model focuses on experiential education where students learn through exploration and pursue their passions through mentored, real experiences with partners and are prepared to make a difference on the local and global community.

C2.1N - Criterion 2.1

The Annual Directors' Retreat is a starting point for setting strategic direction. The Directors and Dean typically engage in strategy conversations and create strategic plans and implementation tactics. In the academic year 2014-2015, they created a strategic plan that was reviewed and approved by faculty. In the 2015-2016 academic year, the Directors and Dean focused on staffing plans and academic program analyses and reviews.

CoBA employs a dialogic process to engage on both internally identified and University-wide strategic programs such as URSA and transformation to Integrated Clusters. Specific internal initiatives are defined by CoBA Faculty working committees, such as Curriculum and Instruction, Student Engagement and Human Resources. As an example, see the Marketing Task Force's display of the dialogical process¹⁴. Triggers for initiatives often include student feedback, faculty innovations, operational challenges and University directives.

University driven strategic initiatives are similarly shared with faculty and the review, discussion and

¹¹ Final URSA university report

¹² 17 CoBA credit-bearing reports

¹³ Minutes from spring 16 URSA internal program reviews

¹⁴ Marketing Task Force website content document-dialogic process

recommendations are brought forward to the Business Faculty for commentary, review and voting as evidenced in updates and Deans' reports¹⁵.

The extensive use of Faculty Retreats ¹⁶as the vehicle for this dialogic exchange ensures the involvement of faculty on strategic direction initiatives.

Through participation in both the URSA process and Integrated Clusters University initiatives, the strategic plan for the business programs has retained its intent to better serve students, to develop a curriculum that is relevant and forward looking, and to successfully apply the multi-disciplinary experiential learning model. CoBA's action plan includes initiatives to redesign core courses and to use market research to guide the choice of focus for the MBA program. CoBA will benefit from recent accomplishments in hiring new faculty with expertise in innovation, entrepreneurship, leadership and data analytics. Educational opportunities will be enhanced by the creation of the new Innovation and Entrepreneurship cluster unit, which includes business programs. The strategy fits the needs of students, and is responsive to the challenges of the business community and society overall. Its essence is truly in the spirit of the accreditation's requirements to create an environment that encourages and recognizes innovation, experimentation, creativity, and continuous improvement.

C2.2N - Strategy Deployment

During the AY15-16 and through the current period, CoBA has participated in a University transformation from a traditional, regional comprehensive university to a model built upon the concept of interdisciplinary clusters. This three-year initiative will see the elimination of the College and the creation of a new Integrated Cluster structure, Innovation and Entrepreneurship. Building upon the CoBA capabilities, new academic programs are being incorporated into this model, including Social Work, School Psychology, and Educational Leadership. Faculty is already recognizing synergy across programs in the areas of leadership and data analytics. Continued use of URSA data, market demand analysis, and leveraging proximity of programs through relocation will influence development and elimination of programs in the future.

The University model will be further developed to enable faculty, staff, students, and collaboration with external partners. Projects and activities will engage resources across the seven clusters to collaborate on addressing real world issues. The use of newly constructed "Open Labs" on campus to foster collaboration and problem-solving is central to the experiential educational opportunities to be provided to the student population. Open labs have three components: students, faculty, and partners.

See FIGURE 2.1¹⁷.

The strategic plan for CoBA has at its foundation the intent to better serve an increased number of undergraduate and graduate students through the creation and delivery of revised, relevant, and engaging curricula. The PSU initiative of multi-disciplinary experiential learning will be the ingredient that will better serve students and energize faculty and external partners. CoBA will undertake a project to reimagine core business courses for undergraduates and substantially revise the approach and course

¹⁵ Deans' Reports

¹⁶ Report on Strategic Director Retreat

¹⁷ FIGURE 2.1

content to enable this model. Simultaneously, CoBA will reposition the MBA based on currently active market research to provide a more relevant educational experience to targeted graduate student populations.

Through these actions, CoBA anticipates a growth in both undergraduate and graduate student enrollments. Further, CoBA fully expects to achieve improved student retention. To pivot into this new business education model, existing faculty will be supported as they employ new skills and pedagogical approaches. The experimentation by faculty will lead to greater innovation in delivering superior learning outcomes. The new faculty additions were and will continue to be chosen for their experiences and aptitudes for this new model.

FIGURE 2.2

FIGURE 2.3

C3N – Overview of Student and Stakeholder Focus

Attracting and retaining students and partnering with external stakeholder are strategic initiatives of CoBA¹⁸ in support of CoBA programs and also in support of transformation to experiential, project-based model. CoBA's Dean provides leadership building relationships with external partners and the Directors and CoBA faculty contribute to sustaining and enhancing relationships through active engagement.

As set out in CoBA's By-laws,¹⁹ the Director of Students provides leadership for attracting and retaining students.²⁰ From a high school senior considering PSU, to an admitted student, to an enrolled student, the Director has oversight of the student journey. Details of key actions taken to support the student journey are presented in response to Standard 3.

The Director of Students coordinates efforts with PSU's Dean of Enrollment Management,²¹ the Admissions staff, the Office of Student Affairs, and the Center for Business and Community Partnerships to link CoBA's efforts to PSU's overall strategic initiatives. The Director works closely with admissions to analyze data for each new class with a focus on change year-over-year as this allows for identification of relevant trends and continuous improvement.

Currently PSU's Drive to 85²² is a high-priority strategic initiative. PSU's overall rate of retention for undergraduate students is 72%. The Drive to 85 raises awareness that every faculty and staff member across the campus contributes to student retention, which has a

¹⁸ C2E FIGURE 2.1

¹⁹ Current CoBA By-laws

²⁰ C1E Table of Directorship Duties and Responsibilities

²¹ Reference evidence provided by Jason Moran to Criterion 6.3.5. Academic Policies for Recruiting, Admitting, and Retaining Students

²² Evidence of the Drive to 85% - use sched link for University Days

strong impact on the University's financial sustainability. Successful graduates and loyal alumni are outcomes of attracting and retaining students.

CoBA engages in marketing initiatives to attract students who are likely to succeed and has used qualitative research methods to build student personas to gain insight into student expectations. This activity improves the undergraduate and graduate student learning experience.²³ See the narrative for Criterion 3.5.

Processes and programs used to listen and learn from students are discussed in response to Standard 3. Advising, course evaluations, faculty engagement with student organizations, and indirect feedback received by CoBA from University support services facilitate listening and learning. Insights into student expectations and opportunities to improve the student experience are gained from listening and learning.

CoBA impacts student satisfaction and retention through academic advising. For graduate students, CoBA makes use of Degree Works software as the primary tool and has defined an administrative coordinator as the point of contact for students needing specialized assistance in choosing a successful path to their master's degree.

In fall 2016, undergraduate students moved to a centralized Student Success Coach advisor model for first-year students. Post first year undergraduate students are assigned to full-time CoBA faculty members who conduct multiple direct and personal exchanges with students as they evolve their academic careers. These exchanges provide students with insights and options to address their individual aspirations; at the same time, these exchanges inform faculty of potential changes and improvements in providing highly satisfactory learning experiences.

Student course evaluations capture candid student feedback used to enable continuous improvement in support of student satisfaction and retention. This is discussed in response to Standard 5, the faculty evaluation process includes feedback to professors from the Director of Faculty based upon findings from student course evaluations.

CoBA's student organizations are considered a student segment.²⁴ Faculty engagement with student organizations provides opportunities to gauge satisfaction and drive improvements in the student experience. CoBA's Student Advisory Council is the voice of students in CoBA decision making, for example the Council participated in the developing student personas and in the search for a new Dean.²⁵ As advisors to student organizations, faculty mentor students and help develop student leaders. Profiled in response to Standard 3 are Delta Mu Delta,²⁶ Marketing at Plymouth State (MAPS),²⁷ Enactus,²⁸ the

²³ Table of Personas

²⁴ The table profiling student organizations

²⁵ C3.1 Student Advisory Council PDF

²⁶ C3.1 Delta Mu Delta PDF

²⁷ C3.1 MAPS PDF

²⁸ C3.1 ENACTUS PDF

Student Accounting Society²⁹, the Sports Management Club,³⁰ and the newly established PSU Investment Club.³¹ Student organizations often engage external stakeholders, enriching the experience for all participants.

Vibrant student organizations are one of many forms of CoBA's engagement with external stakeholders. As demonstrated by the professional activity reported in Standard 5,³² CoBA faculty have significant engagement with external business and community contacts that serve to inform their teaching and advising activities with students.

Major stakeholders are tabled and profiled in **FIGURE 3.1**.³³ Presently, CoBA students and programs are supported by three advisory boards: one for the college, one for the sales program, and one for the PSU Investment Club. In addition, active CoBA alumni host quarterly networking events in Boston (Panther Business Club³⁴) and attend an annual Delta Mu Delta networking dinner that brings students, faculty, and alumni together.

Further, these contacts make it possible to bring major stakeholders into classrooms to engage directly with students through guest lectures, projects, role plays, and academic coursework to align stakeholder expectations with developing student competencies and capabilities. The Professional Sales Program has led the way with these types of stakeholder engagements³⁵ which are now replicated for other programs, such TD Bank engagement in support of finance students.³⁶

CoBA incorporates a variety of programs and processes to determine requirements. In addition, CoBA engages with external stakeholders, including businesses and communities, to understand and incorporate the changing needs and requirements as beneficiaries of PSU work on their behalf and as potential employers of the student population.

The engagement and facilitation by faculty in these activities promotes achievement of both student and stakeholder satisfaction. Insights and opportunities for continuous improvement are shared with the CoBA faculty through dialogic discourse to enable future innovation and adoption of successful learning models.

CoBA has yet to develop processes for measuring stakeholder satisfaction. However, enduring relationships such as CoBA's relationship with the Common Man family of restaurants (since 2007) and donors such as DHL³⁷ are indicators of satisfaction with CoBA students and programs. Internships, supervised and monitored through the PSU Center for Business and Community Partnership (CBCP), are

²⁹ C3.1 Student Accounting Society PDF

³⁰ C3.1 Sports Management Club PDF

³¹ C3.1 Finance Club Invest Policy

³² FIGURE 5.6 Scholarly and Professional Activity

³³ FIGURE 3.1 Major Stakeholders

³⁴ University Advancement doc with names of attendees at Panther Business Club and other networking events

³⁵ C3.2 Nadeau table of stakeholders

³⁶ TB Bank PDF

³⁷ Nadeau's list of donors

a point of contact with external stakeholders at which satisfaction can be measured and conversations between CoBA's Director of Students and the CBCP internship supervisor are moving in that direction.

C3.1 Student Segments

Three undergraduate student segments are served: prospective students, current students, and student organizations.

The CoBA Marketing Task Force conducted qualitative research on March 26 and April 8, 2013 with members of the CoBA's Student Advisory Council. In these workshops, students developed personas of prospective business students.³⁸ From that work, four personas have provided insights into the experience journey of prospective and enrolled business undergraduates. Descriptive profiles, expectations, and a value-driver for each of the four personas are tabled as evidence and are original documents from the focus groups. The four personas are the Confidents, the Strivers, the Athletes, and the Riders.³⁹

- Confidents have college choice options because of good grades in high school and an SAT score that is better than most. PSU is viewed as a "safety school." High school extra-curricular experiences set stage for interest in college student government, clubs, community involvement, volunteer opportunities. May already have taken AP classes, running start, or college-level courses.
- Strivers are students for whom PSU is an aspiration school. He/she could go to a junior college or technical school but is striving to better for him or herself. These students want academic support. For some of these students, acceptance from teachers and peers gives them a fresh start.
- Athletes are young men and women who played two sports in high school and want to keep playing in college. PSU is an option for doing that while keeping sports in balance with course work. PSU went into their college choice options after being contacted by a PSU coach.
- Riders are snowboard and ski enthusiasts. They view PSU as an acceptable option to complete a degree while developing snowboard and ski skills. These students are always looking for "something new." They like class scheduling options and are likely to consider Winterim classes.

Beginning in fall 2012, CoBA's Marketing Task Force began developing web content to attract high school juniors and seniors as they begin their college decision-making process.

<https://www.plymouth.edu/department/business/accreditation/> The Marketing Task Force is an example of CoBA's dialogical process from setting strategic intentions and acting on short and long-term goals. A summary of the work of that task force and its June 2015 final report are appended as evidence.⁴⁰

Enrolled Students

³⁸ C1.1E Persona development with SAC

³⁹ C1.1E Table of Personas

⁴⁰ Marketing Task Force illustration of dialogical processes

The personas of prospective students that are attracted to PSU also provide insight into the expectations of enrolled students. Understanding the student journeys represented by the personas has guided decisions in support of student satisfaction and retention. For example, attending to the needs of Athletes, sections of courses are scheduled in time blocks that do not conflict with team practice schedules. Faculty advisors look for opportunities to challenge the Confidants and mentor the Strivers. Course projects that encourage risk-taking appeal to the Riders.

Delivering on the CoBA Promise, displayed on the home page of the CoBA web pages, motivates continuous improvement in the design of learning experiences that meet the needs of students. From meaningful catalog course descriptions to curricular redesign to Hyde Hall building renovations, decisions are made to support the student journey. The newly formed Advisory Board for business programs will enhance CoBA's capacity to deliver on its promise.

Student Organizations

Student engagement in extra-curricular activities and student organizations play an important role in the student journey and enhances student retention. To support student organizations, CoBA recognizes and values the service of faculty who are advisors to student organizations. Faculty advisors commit time to attend meetings of executive boards and general meetings of student organizations, often traveling with students to competitions and events. Faculty advisors develop student leaders and channel student creativity and innovation, often networking to secure resources. Meeting space is reserved for business program students in CoBA's collaborative working facility. Digital display screens feature events and opportunities for student engagement in areas where they frequently study and collaborate. Faculty makes in-class announcements of the activities of student organizations and celebrate accomplishments.

Recent accomplishments are tabled to highlight the more detailed profiles of Delta Mu Delta and the Student Advisory Council for which membership is selective and general membership organizations including Marketing at Plymouth State (MAPS), ENACTUS, the Accounting Society, and the Plymouth Sports Management Club.⁴¹

Graduate Student Segments

As an online program, the General MBA attracts students seeking a valuable degree with flexible study/schedule options from an accredited university with regional brand recognition. At the graduate programs website, CoBA positions its graduate programs to appeal to those seeking professional development. The General Management MBA is described as "Designed to give you an in-depth understanding of business concepts for different areas of the business world."

⁴¹ Table of student org accomplishments

In response to declining enrollment⁴² in business graduate programs and the need for differentiation from competition in online programs, graduate curriculum will continue to be a high priority of the Curriculum and Instruction Committee in fall 2017.

The PSU mission to support economic development in the region coincides with consideration options to redesign CoBA's MBA to serve needs for business education in the region which may lead to design and delivery of hybrid programs, combining online with more graduate strategic actions.

PSU has also identified 4+1 programs as an opportunity to serve student needs and grow graduate programs. For example, adding a fifth year to earn an MBA is attractive to students graduating with a BA in graphic design. Steps have been taken to support growth of 4+1 programs by aligning graduate and undergraduate terms, effective in fall 2017, and allowing qualified undergraduates to apply up to six credits of graduate course work to their undergraduate degree.

The opportunity to provide graduate education to students with non-business undergraduate degrees led to a change from a 30-credit to a 36-credit General MBA program, effective summer 2016, with two new foundations courses to prepare students for success.

CoBA faculty searches in AY 16-17 were opportunities to increase capacity and deploy full-time faculty in graduate courses and also support the need to redesign graduate curriculum and course offerings.

In order to design graduate programs that meet the needs of students, persona development and journey mapping exercises were conducted as part of a weekend intensive MBA in spring 2017. Of the 10 students participating, one was a 4+1 student extending his undergraduate degree in Marketing to an MBA. The other nine students were Career Enhancers and Career Changers, with Career Changers more likely to move out of the region as they seek new career paths. An insight suggests that all of these student segments pace their coursework at the rate of employer support for tuition benefits. Student segments use enrollment in graduate courses to manage their undergraduate student debt, since payments on public student loans are often deferred while they take classes on a part-time basis. If reliance on employer support for tuition extended the time to complete their degree, the time is seen as an opportunity to gain years of experience on the job. In this time, they are often applying to their current jobs what they were learning through course work and demonstrating the value they are adding to their employer. Having accumulated skills and years of experience, upon degree conferral, Career Enhancers plan to seek promotions on their current career and Career Changers planned to move on to a new career path. Insights about how students pace their progress to degree completions have immediate implications for decisions on redesign of the MBA program.

The MSA program was designed for the busy working professional, primarily already in the accounting field, who would like to earn the additional 30 credits required by the New Hampshire State Board of Accountancy to seek licensure as a Certified Public Accountant (CPA). The program is also helpful for a student segment that is eager to learn detailed accounting information that may assist in their pursuit of a career change or promotional opportunities at their current employer. It is also designed for students

⁴² Sample MBA enrollment reports

who want to further their corporate accounting careers with the pursuit of a Certified Management Accountant (CMA) designation.

C3.2N- Major Stakeholders Listen/Learn Students

In addition to prospective students, enrolled students, and student organizations, CoBA has relationships with external partners.⁴³

1. Grafton Regional Development Corporation
2. Advisory Boards
3. Corporate Sponsors/External Partners
4. Alumni Network

Major external partners and stakeholders are listed in **FIGURE 3.1**.⁴⁴ The CoBA stakeholders are increasingly important as CoBA executes the transformation and partnering is a strategic direction⁴⁵.

Grafton Regional Development Corporation is an important stakeholder based on proximity and impact. The PSU/ CoBA partnership with Grafton RDC began in 2002. Since 2013, PSU and Grafton RDC have jointly operated the Enterprise Center at Plymouth (ECP), a 10,000 sq. ft. business incubator on the edge of campus. CoBA staffs the ECP with a full-time Executive Director who provides services to ECP tenant businesses and is also a contract faculty member and meets regularly with CoBA Directors. The ECP Director facilitates relationships with external partners. These relationships generate partner participation in experiential, project-based learning in- and out of classrooms, student internships, and employment opportunities. The relationship with ECP tenant, Narrative1 Software is an example.⁴⁶ In the transition to Integrated Clusters, these partnerships support students and faculty interested in entrepreneurship, including projects in the Innovation and Entrepreneurship cluster. In AY16-17, a 10-week APEX Accelerator program was created to cultivate additional tenants and educate entrepreneurs.

CoBA created its first **advisory board** focused on sales in 2014. The creation of this board led to many learnings and opportunities. The advisory board participants wanted to be very hands-on in helping design and deliver learning experiences. They also began to open doors for mentoring, internship, and future career path opportunities. The four-year old Sales Advisory Board brings a growing number of business people to CoBA to work with and recruit students. This group paved the way for the Investment Club Advisory Board in 2016. Questions are asked from these important groups surrounding all types of information so that CoBA can gain insight on how to build better programs and deliver well-rounded students ready for the workforce.

⁴³ Link again to the table of major stakeholders.

⁴⁴ C3.2E FIGURE 3.1

⁴⁵ Strategic Direction FIGURE 2.1

⁴⁶ C3.2E Grafton EDC, ECP, Narrative 1 PDF

After two years of experience and evaluation of these two advisory groups, CoBA created an overall business advisory group. This group serves to integrate the use of business professionals to inform the curriculum, assist in assessing future students' needs, and offering cluster projects. The first meeting was held in April 2017 and included business faculty and 25 prospective members. A vision of the Dean of the College of Business Administration, this working advisory board is emerging with significant faculty engagement by inviting partners who are eager to build bridges for the future of PSU business programs. Themes⁴⁷ discussed included curriculum and development, cluster projects and partnerships, career connections, and financial stability. After this meeting, a survey⁴⁸ was conducted to understand participants' specific interests and how to best work together in a truly meaningful way. Reviewing this data allows CoBA to learn about its audience. The resulting information is being integrated into future planning efforts.

CoBA invites many guest speakers to add context to the classroom and allow students to hear from industry professionals. Guest speakers may lecture, perform role playing exercises, or share feedback on student presentations. See further details in **Listening and Learning in Class Experiences with Stakeholders**⁴⁹.

Other stakeholders include **external partners** for projects, coursework, and corporate sponsors seeking to invest in and hire PSU students. CoBA continues to look for linkages and synergies with stakeholders to assist in supporting the student experience and needs. Three partner examples follow:

1. CoBA has been engaging with **Common Man Family Restaurants** since 2007. In fact, a Common Man Apprentice Program was created. Pertinent videos can be watched using the link.⁵⁰ In addition, more information is provided in evidence via the *New Hampshire Journal of Education* article, Common Man web advertisements, and Facebook advertisements.
2. As part of **DHL's** visit in AY15-16, the sales representatives visited all sections of BU-3300 Operations Management and presented their operations and business models and participated in the Sales Challenges with PSU's sales students. In spring 2016, the students in one of the sections of the business capstone course participated in a strategy and logistics competition set forth by an executive team from the DHL company. Student teams were provided an overview of the company's strategic pillars and a spreadsheet of the company's logistics data, including staffing and costs. Each team answered questions that related data analysis to strategic implications. The students did a great job identifying challenges and making suggestions in regards to tradeoffs. At the end of the day, a DHL executive noted: "Your students did a tremendous job today and we look forward to continuing to improve the outstanding relationship DHL enjoys with the PSU students and faculty!" DHL is also a corporate sponsor.⁵¹
3. New Hampshire has a low unemployment rate and employers are actively seeking collaboration with CoBA to attract and retain college graduates in the state. Steven Webb, Market President of TD Bank in New Hampshire met with Dean Parker. On November 16, 2015, Webb and five TD Bank representatives visited came to campus and visited with students from the sales,

⁴⁷ Advisory board themes PP slide

⁴⁸ Advisory board survey

⁴⁹ Nadeau's list of guest speakers

⁵⁰ Add video link – common man

⁵¹ DHL PDF

Investment Principles and Financial Management courses. Students presented on their work and listened as TD Bank executives provided feedback. The visit included a review meeting at the end of the day with TD executives and the CoBA directors. Out of that came a commitment to continue to build the relationship. Evidence of that commitment is TD Bank representation on the newly formed Advisory Board. TD Bank is another example of a partner and stakeholder.⁵²

4. As part of the work with the PSU **alumni network**, CoBA, alumni relations, and university advancement, created a Panther Business Club in June 2014. The Boston-based Panther Business Club is a network of business program alumni who support PSU and participate in networking and mentoring to help students find paths to careers. The event includes presentations from alumni and networking. See evidence for meeting dates, invitations, and attendees.⁵³

Former members of MAPS are another active alumni community. Alumni continue to network with and mentor current MAPS members. Some of what CoBA does with these alumni groups is find out what the alumni would have liked to learn as students and find ways to incorporate this information into the curriculum.

More information pertaining to external stakeholders can be found in the **organizational profile - organizational environment**. CoBA receives useful information from working with external stakeholders. This information is gathered and considered at Director and faculty meetings to identify process changes and how to implement ideas. For the Business Advisory Board a strategy for continuity in two-way communication is in early stages of development.

State-wide marketing is targeted toward accounting firms and corporations that hire recent accounting graduates who desires CPA or CMA certifications. Based upon expectations of retirements in the accounting profession within New Hampshire, and a negative employment rate for accounting jobs, the demand for an MSA program was determined viable. Outreach to accounting firms and corporations supports soon-to-be accounting graduates from the PSU undergraduate program and the MSA. See this article for specific information available in 2014 from the *New Hampshire Business Review*: <http://www.nhbr.com/April-18-2014/Shortage-of-young-people-entering-New-Hampshires-accounting-industry-is-a-worrisome-trend/>.

Also, among the MSA's stakeholders is the regulatory body, New Hampshire State Board of Accountancy. The primary website for continuous monitoring regarding educational requirements for certification is

Main page of New Hampshire State Board of Accountancy:
<https://www.oplc.nh.gov/accountancy/index.htm>

Per the website, the requirements to be eligible to take the Uniform CPA examination to ultimately seek licensure in New Hampshire:

⁵² TD Bank PDF

⁵³ C3.2E Advancement's record of stakeholders events, participation

c 302.03 Educational Qualifications for CPA Examination. Pursuant to RSA 309-B:5, III (c) on or after July 1, 2014 applicants for the CPA examination required pursuant to RSA 310-B:5 and Ac 303 shall have 120 semester hours of college education including a baccalaureate degree conferred by a college or university accredited pursuant to Ac 302.02 (b). The degree shall include at least 30 semester hours of accounting courses which shall include coverage in financial accounting auditing, taxation, and management accounting and be supplemented by 24 semester hours of business courses other than accounting courses which includes, business law, business information systems, finance, professional ethics, business organizations, and economics.

The specific credits mentioned above are fulfilled by completion of the MSA degree. CoBA is evaluating the potential of a 4+1 program for accountants.

Listening & Learning with Students

CoBA finds ways to listen and learn from students, including roundtable dialogues and focus groups. Described throughout this report are specific examples. In the process of developing CoBA web content, admitted students participated in an A/B test of web page layouts⁵⁴ in spring 2015. Focus groups with the Student Advisory Council were instrumental in creating the student personas⁵⁵ as discussed in the narrative for Criterion 3.1. MAPS members participated in a roundtable dialogue to help select one-credit marketing toolbox courses⁵⁶ that were piloted in fall 2016. A broader view into the listening and learning with students follows.

Listening & Learning from CoBA Student Advisory Council

The faculty-nominated Student Advisory Council is invaluable to CoBA's efforts to create meaningful education and programming. The Student Advisory Council made up of 17 students provides student perspective on:

- CoBA student-related initiatives including but not limited to: (1) new student onboarding activities and mentoring, (2) advising methodologies and experiments (group advising, peer advising, etc.), (3) career path methodologies and experiment (internships, shadowing, mentoring, etc.) and (4) new course offerings and/or special topics courses
- The career services function focusing on professional "soft skills" (i.e. manners, communications and writing, interviewing, etc.)
- The coordination of and invitee list for student recognition and/or awards events as well as networking events
- Candidates' favorability and fit for faculty positions -- partaking in morning meet & greet with candidate and current faculty, candidate teaching simulation and tour of campus

⁵⁴ Link to the A/B Test PowerPoint slides which have been converted to a PDF

⁵⁵ C3...Workshops/Focus Groups on Persona Development

⁵⁶ C6.1.1 One-credit toolbox courses focus group guide

Listening & Learning from Marketing Association at Plymouth (MAPS)

As the largest, most vibrant student organization, MAPS provides the student perspective and blueprint for the merit of “self-directed” learning. MAPS is a Top 25 International Collegiate AMA Chapter that utilizes an executive board and general member framework -- student organizations inside CoBA and outside CoBA have emulated the MAPS organizational structure and model.

MAPS’ participants:

- Provide evidence that the broader PSU community should be more proactive in identifying and working with external partners, both for-profit and not-for-profit, to support student-oriented events and initiatives (i.e. Rail Jam, Chuck-a-Puck, social media consulting, conferences, etc.)
- Develop a model student management structure that involves training and transitional leadership processes to ensure student leaders are prepared to carry on year-to-year
- Work with a robust alumni network that provides insights useful in comparing current curriculum and skills gaps necessary to “meet the market” -- useful in curriculum mapping and identifying special topics course and/or new course offerings

Listening & Learning from Sports Management Club

This Club brings together students who have a perspective on the sports management major and the management of PSU sport facilities. The Club’s voice is heard by faculty, including a CoBA faculty member who serves as co-advisor. CoBA’s Director of Students takes a lead role in the sports management major and serves as a representative on PSU’s Athletic Council.

These students provide a perspective on:

- Building utilization, particularly the athletic facilities
- The unique experience and responsibilities of the PSU student-athlete community
- Inspiring school spirit in support of athletics and better commingling athletic constituencies and academic constituencies

C3.3 Review Listening & Learning Methods

As noted in the Standard C3 commentary, the primary methods traditionally employed by CoBA faculty to listen and learn from students and stakeholders include the following:

- Faculty consultative engagements with external business and community constituents
- Faculty engagement in activities, projects, and course-based student learning experiences
- Faculty student advising activities
- Faculty mentoring and facilitation with student clubs and organizations
- Faculty involvement in review and reflection on student course evaluation scores and comments
- CoBA involvement in high impact learning experiences: internships and service learning

The use of dialogic discourse to share and learn from these activities is the basis for evaluation of existing listening and learning methods. These topics are included in CoBA committee meetings, faculty meetings, and CoBA faculty retreats for presentation, review and faculty exchange. Further, these topics are incorporated in meetings of the CoBA Directors and insights and recommendations reviewed with the Dean to determine their effectiveness and potential areas for improvement.

Continuous improvement of the program is a key factor to its vibrancy. Listening and learning from the stakeholders includes reviewing student evaluations, speaking with accounting firms and businesses that hire accountants, and staying aware of the regulatory environment of accounting. The MSA program has two key faculty members who are CPAs. Both faculty members monitor the New Hampshire State Board of Accountancy's educational requirements for changes that could impact curriculum issues that would impact student course needs, specifically for the CPA license. Monitoring also occurs regarding the CMA certification on the Institute of Management Accountants' website.

In addition, with visiting public accounting firms on campus, key faculty members discuss changes and the enhancement of educational needs to ensure fulfillment of accounting and business skills to maximize employment potential for MSA students.

C3.4 Using Listening & Learning Info from Students & Stakeholders

CoBA utilizes multiple processes to employ data and information received from stakeholders and students both in process improvement and in the planning and development of curricula development and the marketing of compelling student educational learning experiences.

As noted in Standard 3.3, CoBA employs dialogic discourse in committee sessions, faculty meetings, and CoBA retreats to identify opportunities and define and assign actions for continuous improvement. Reflection and discussion on the information obtained from existing listening and learning processes has led to a variety of specific initiatives, including:

- Expansion of experiential coursework to further integrate student learning with explicit stakeholder challenges and requirements with the additional support of active learning from courses already delivering project-based, experiential components⁵⁷
- Simplification of undergraduate advising using a template for recommended course sequencing⁵⁸. Ongoing coordination and communication between the Director of Students and the Student Success Coach assigned to first year business students
- Evaluation of the limitations of PSU standardized course evaluation processes in an experiential course model and identification of the need to modify, supplement or create additional feedback processes
- Ongoing monitoring of the Intent to Intern process in collaboration with the internship supervisor in the Center for Business and Community Partnerships

⁵⁷ Table of courses of engaged learning components

⁵⁸ Course sequencing handout

- Articulation of a chart for the Student Advisory Council (SAC) facilitated by the faculty advisors. A chart will enable continuity in SACs role as the voice of undergraduate business students in program and policy decision making.
- Engaging students in evaluating and commenting on alternative approaches to best organize on-line CoBA resources to streamline access to needed information and maximize the utility of the information provided
- Expansion of the prior Advisory Board efforts through allocation of additional faculty resources and recent initiation of the CoBA Advisory Board
- At CoBA's web pages, appealing to Riders, site visitors see a profiled faculty member shown in his ski gear and a bio describing his career in the ski industry. Images of students associated with degree programs show teachers engaged with students one-on-one, appealing to Strivers. A video profile of a student athlete appeals to the Athlete. Video content on the website features success stories of graduates, appealing to the Confidants.

Sales Advisory Board meetings offer critical feedback for course redesign⁵⁹. November 2014 and 2015 were opportunities to listen and learn from board members who represent businesses that recruit and hire students from CoBA business programs and the professional sales program in particular. Information gained from these meetings with the Sales Advisory Board is described here:

- In 2014, Board members provided feedback on redesign of BU 4250 Marketing Management. Redesign focused on value creation and the measurement of value. Board members provided feedback on the approach and marketing metrics to include in the course. Board members endorsed the revisions in the course. Simulation exercises were suggested as a means for students to gain experience using metrics in decision making. Simulations were added to BU 4250 in fall 2015.
- In 2015, feedback on redesign of BU 3340 Consumer Behavior. Consumer Behavior has been redesigned to be a case study with business partners in which students use qualitative research methods to build customer personas and journey maps. While most of the case studies are for Plymouth Main Street businesses serving consumers, two have been business to business (B2B) case studies were conducted for Narrative1 Software. Board members contributed ideas for extending B2B case studies beyond local businesses via virtual connections with businesses. Conversations with the CEO of ExactBid followed in February 2016 after ExactBid acquired Narrative1 Software.

C3.5N Attract & Retain Students + Build Stakeholder Relationships

Attracting Undergraduate Students

Outward-facing communication and digital content development

Prospective students search online for information in their college choice decision process. In fall 2012, CoBA faculty voted to form the Marketing Task Force at the same time that PSU Vice President for

⁵⁹ Sales Advisory Board feedback on course designs

Enrollment Management and Student Affairs instructed all PSU Departments and College to develop outward facing web content.⁶⁰ The Marketing Task Force worked with PSU's Office of Marketing Communication and Creative Services over a period of three years, developing content and participating in the design of site navigation, until new CoBA web pages went live on June 19, 2015. The final report⁶¹ of the Marketing Task Force was submitted to CoBA Directors on June 19, 2015. This three-year project demonstrates CoBA's dialogical decision-making process⁶² and its process for implementing strategic initiatives with the collaboration of CoBA faculty, students, and alumni as well as PSU administration and support services.

CoBA web content development continues with the installation of digital displays in Hyde Hall in fall 2016. Content developed for digital display can also be incorporated into outward facing web content. At present, PSU is migrating outward facing web content to a new site; while CoBA content development is ongoing, CoBA web page maintenance is on hold.

Collateral materials for recruitment have been produced from web content, ensuring message consistency. A handout example is the web page graphic of General Education, common core business courses, and upper-level and free electives⁶³ which is a handout for open house recruitment events. CoBA materials have been used by Admission's Academic Liaisons⁶⁴ in outreach to high school students. Oversized vinyl posters featuring successful graduates were produced and are displayed as wall hangings in auditoriums and hallways during events of admitted students. Student accomplishments are celebrated in web or digital display content and information is shared with PSU's Office of Marketing Communication and Creative Services for public relations messaging. For example, a television interview of the MAPS Sabre team was aired when the team won the national competition in March 2017.

Admitted Students Recruitment Efforts

Admitted students have not yet made their final college choice. Recruitment efforts continue with the Director of Students working closely with the admissions staff to coordinate new student events both on-campus and off-campus through meet and greet sessions in larger metropolitan areas. The Director manages all CoBA on-campus open houses and accepted student days and provides contact information to encourage prospective students and parents to voice concerns and get answers to their questions.

Call programs have engaged faculty who phone admitted students and write personal notes to students and parents. Participating CoBA faculty report findings and insights from these phone conversations⁶⁵ and improvements are made in CoBA recruitment efforts. Changes in the admitted student events in spring 2017 are one example: a strategic marketing computer

⁶⁰ C3.5E Web Instructions to Academic Departments

⁶¹ C3.5E Final Report of Marketing Task Force 19_JUNE_2015

⁶² C1.1E CoBA Illustration of Dialogical Process

⁶³ Graphic display of programs

⁶⁴ C3.5E Academic Liaison Program

⁶⁵ C3.5E Chantalle

simulation engaged admitted students and their parents in a competition to deliver a memorable experience that also demonstrates the student experience in business classes.

CoBA faculty work with PSU's admissions team⁶⁶ in other ways, such as having admitted students observe a class or speak directly to faculty member.

Student Orientation and Retention Efforts

Orientation of First Year Students

On-campus orientation events for first-year students occur in the summer and in the days, now called Panther Days⁶⁷, before the fall semester begins. CoBA faculty participate in these events. First Class is one such orientation event; groups of 15-16 students attend a class led by a professor in a typical classroom. An example of a first-class slides developed by one CoBA faculty member are included as evidence.⁶⁸ CoBA faculty also participate in "Meet Your Major" orientation events.⁶⁹

Advising Undergraduate Students

The Director of Students provides leadership for academic advising of undergraduate business students. All full-time CoBA faculty perform the essential role of student advising. PSU supports student advising with proprietary platforms including Degree Works and the Student Success Collaborative. The Director has a role in training CoBA faculty to use these tools.

In fall 2016, PSU adopted an advising model in which first-year students are assigned to student success coaches. Students meet regularly with their coach. Coaches advise first-years in planning their course schedules through registration for the first semester of their sophomore year. Evaluation of this advising model will use retention data for this first year of student success coaching.

As rising sophomores, business students are assigned to a business faculty advisor by the Director. For the first time, for fall 2017, the Director used risk assessment data from the Student Success Collaborative to assign at-risk students to experienced faculty advisors, adept in mentoring at-risk students.

All PSU faculty members in all undergraduate courses report six-week grades. Faculty advisors receive the six-week grades of advisees prior to the two-week period of academic advising. Required advising, during the two-weeks, prepares students to register the upcoming semester. This advising process supports retention; advisors and advisees form lasting bonds. When there is a poor fit between advisor and advisee, students are able to change their faculty advisor at the Student Success Center (no form or signature required).

⁶⁶ Bradbury

⁶⁷ C3.5E Orientation Panther Days AGU16 (not yet converted to PDF)

⁶⁸ C3.5E First Class Slides (not yet converted to PDF)

⁶⁹ C3.5E Slides from Meet your Major (not yet converted to PDF)

Other Support for Undergraduate Student Retention

All faculty have posted, drop-in office hours every week to encourage students to meet with their professors outside of class. CoBA faculty build relationships with students by their attendance and participation in student life beyond the classroom. Faculty attends hockey games, jazz concerts, and dance performances. Faculty makes chili for the spring Chili Cook-Off and judge student performers at PSU's Got Talent.⁷⁰ Already described in the narrative for Criterion 3.1, CoBA supports student organizations with faculty advisors assigned to each organization.

The Director also works with the CoBA Student Engagement Committee⁷¹ to select recipients for student awards and scholarships. These students are recognized at Honors Convocation each spring. Students are retained as they strive for scholarships and awards.

Student organizations play a role in attracting students. Members of the Student Advisory Council attend open houses. Since winter 2013, RailJam, an event sponsored by MAPS, showcases the ski and snowboard skills of PSU students. The MAPS event is scheduled on the same day as an event for admitted students.

Attracting and Retaining Graduate Students

Marketing research on graduate student populations and marketing communications to prospective graduate students are managed out of the office of PSU's Dean of Enrollment Management. Research findings are reported to CoBA's Dean and Directors and shared with the Curriculum and Instruction Committee.

CoBA makes use of Degree Works software as the primary tool and has defined an administrative coordinator the point of contact for students needing specialized assistance in choosing a successful path to their Master's degree. This model is successful as many students participate, in part, or completely through on-line courses; the matrix⁷² and schedule for these courses are posted on the website so students can easily construct their academic plan. When problems or academic challenges occur, the administrative coordinator ensures that all students are served by assisting with class selection and advising. Students needing assistance may be referred to Lamson Library, the Help Desk, the Writing Center, Counseling Center, or other appropriate PSU resources. There are also student needs for which CoBA Directors provide assistance. For example, the Director of Instruction assists graduate students with requests for course substitutions or independent studies.

Retention of graduate students is supported by predictable schedules of course offerings; their planning horizon is to the completion of their graduate program and often involves employer support. For these reasons, the Director of Operations works with staff and faculty to publish a schedule of courses with a view to the future.

The MSA students are referred to two key faculty members, who are both CPA's and familiar with the state requirements previously mentioned. Response form faculty members address potential and

⁷⁰ C3.5E Bradbury PSU's Got Talent

⁷¹ C1N Roles of CoBA Standing Committees

⁷² Insert grad course schedule matrix

current MSA student concerns, which are often specific questions about the CPA process and experience. Students often express gratitude for the “hands-on” advice and follow up with additional communication about their own CPA and CMA journey. There is no formal requirement for MSA students to report their career progressions or certification pursuits, but MSA faculty encourages students to continue a professional relationship and updates on their accomplishments.

Insights into other touchpoints in the graduate student experience⁷³ were discovered in qualitative research conducted in spring 2017. Data from that research will be considered by a Curriculum and Instruction Task Force to be formed in fall 2017.

Stakeholder Relationship Building

Building partnership connections is a strategic initiative of CoBA.⁷⁴ Project-based learning is enhanced when projects have real world context with external partners. The cluster learning model depends upon engagement with external partners. As a result, CoBA faculty is increasingly building these relationships. Consistent with CoBA’s dialogical decision process, outcomes of faculty forums and retreats shape initiatives and debriefing sessions and action learning are vehicles for harvesting insights to learn from engagements with partners and stakeholders.

Relationships are built with stakeholders via many different ways depending on where the contact originates. Many CoBA faculty members have multiple direct professional engagements⁷⁵ with business stakeholders, including some alumni and community associations. These relationships have often resulted in participation in PSU classroom engagements as speakers and live case studies, semester-long projects and, most recently, academic cluster-project courses. The objective of these experiential learning activities is to address challenges in the real-world environment to the educational benefit of students while delivering substantive value to the stakeholders. CoBA’s experience to date with this model has been encouraging; stakeholders aligning expectations with student formative capabilities and sustaining and expanding such engagements over time.

In 2016, CoBA’s Dean extended a 12-month contract to a CoBA faculty member who has built the Sales Advisory Board to increase capacity to network with external partners and invite their engagement. In fall 2016, an advisory board was formed for the newly established student PSU Investment Club. At the same time, an initiative to establish a business programs advisory board is underway. The Curriculum and Instruction Committee contributed research on best practices⁷⁶ in working with advisory boards, reporting to the directors and Dean in November 2016. Faculty engagement followed CoBA’s dialogical process with outcomes of a faculty retreat⁷⁷ identifying prospective board members to be recruited and specific ways in which board members could be enlisted to support student success. Following the initial

⁷³ C3.1E Touchpoint for grad experience

⁷⁴ C2.1 FIGURE 2.1

⁷⁵ Link to FIGURE 5.6

⁷⁶ Advisory board best practices

⁷⁷ Faculty retreat about advisory board

meeting with prospective board members on April 27, 2017, findings from a survey of attendees⁷⁸ indicate support to move forward to establish the board. In CoBA's advisory board model, participation by stakeholders is aligned to their preferences for the area of involvement and the depth of commitment they choose to make.

CoBA also actively engages stakeholders in an advisory board capacity. This includes the Sales Advisory Board, PSU Investment Club, and, most recently, the new CoBA Advisory Board. Individuals and companies that have engaged with the Board model have sustained their involvement with the University and often expanded the relationship to include guest lecturing, advisor status.

CoBA's relationship with TD Bank is an example. CoBA had experience building relationships with business partners interested in recruiting professional sales students for jobs; the relationship with DHL is an example.⁷⁹ Learning from that experience, TD Bank represented an opportunity for finance and accounting students. CoBA's relationship with TD Bank continues to grow, as indicated by Webb's commitment to join CoBA's Business Advisory Board.

In a similar relationship, CoBA engages with PSU Alumni Relations to ensure that opportunities to engage with PSU alumni are identified and alignment with potential CoBA faculty is achieved. The annual Alumni Networking Dinner sponsored by Delta Mu Delta⁸⁰ reinforces relationships with alumni, many of whom contribute to student success by informal mentoring and job search networking.

PSU and CoBA staff members are trained to make connections across PSU. Some tracking tools that are utilized include spreadsheets and Salesforce.com. PSU is in the middle of building an information technology solution to capture and track stakeholder needs and exchanges inside of Salesforce communities to better allow for visibility across the University and communication. Initial release to coincide with University Days; fully functional release of version 1.1 is scheduled for October 2017.

C3.6N: Seek Information

CoBA employs a university-standard approach to capturing student feedback related directly to academic course satisfaction. This data includes evaluation of all CoBA courses and offers students with the opportunity to provide feedback for potential improvements. This procedure delivers direct candid student input to all faculty and instructors enabling continuous improvement. In addition, the Director of Faculty (DOF) reviews all course evaluation data and provides specific observations and recommendations for improvement to the instructor. Aggregate course evaluation data is compiled and reviewed by the CoBA Directors and Dean providing informing such decisions as faculty course assignment, course curricula changes, course scheduling, and faculty recognition pay.

⁷⁸ Survey of prospective board members

⁷⁹ Compilation of files into a PDF on the DHL Relationship

⁸⁰ Compilation of files into a PDF on Delta Mu Delta

As part of the faculty review process, the Director of Faculty reviews all student course evaluations to flag concerns and surfaces the issues with the faculty member in the spirit of improvement.

When students have issues or complaints, students should go first to the Director of Students (DOS). If a complaint/concern is about faculty, the DOS directs the student to the Director of Faculty (DOF). The DOF reports that 90% of these conversations with students require no follow-up because the issue is resolved in the conversation.

The Director of Instruction (DOI) looks to find trends and needs in the incoming student requests, which informs other decisions that must be made. Patterns in student requests often suggest curriculum revisions. It is also an indirect way to monitor course scheduling and demand. The DOI works closely with the Director of Operations. As student requests inform decisions about course scheduling and program requirements.

When problems or complaints arise, CoBA looks to give students a pathway to success. This process includes an initial discussion with the academic advisor and subsequent discussions with the Director of Students. The advisor and DOS are able to resolve the issue or direct the student to the appropriate support service.

C.A.R.E. Program (Concerns, Awareness, Referral, & Education)

[C.A.R.E. Program](#)

The PSU C.A.R.E. program provides holistic intervention and resource referral to connect students to appropriate campus and local resources supporting their success at PSU. Faculty is able to anonymously provide information on students of concern.

Through the use of a reporting tool, the [C.A.R.E. form](#), faculty, staff, students, and family members are able to alert the **Dean of Students** office when a student may be in need or when they may have experienced an emergency or significant incident impacting their ability to succeed- temporarily or long term- in the campus environment.

The majority of C.A.R.E. reports result in routine referrals to campus and local resources. Most often, the C.A.R.E. program makes small interventions that have a big impact on a student getting connected to the proper people and places on campus. In the event a student may be a danger to self or others, the PSU Dean of Students or his designee reserves the right to contact a parent or guardian if emergency services has not already done so.

Additionally, the C.A.R.E. program has a multi-disciplinary team that meets regularly to promote a safe learning and work environment. The C.A.R.E. team examines and responds to matters of concern related to students and staff, coordinates interventions, and makes recommendations for further action. The team provides assistance to students in distress through consultation with concerned faculty, staff, and students, and referral to campus and local resources.

PSU has created the office of ombudsman staffed by a full-time faculty member to address issues across the institution. This office handles many unique situations and custom support that might otherwise be addressed by standard processes.

C3.7N: Systems to Determine Satisfaction

The College of Business Administration employs a University-standard system to capture feedback from students as they complete their coursework using the PSU CourseEval software. This system captures both quantitative Likert response course evaluation data and qualitative feedback for potential course improvements.

This process is characterized by the following attributes:

- Course section data is provided to each professor and instructor for their review and reflection
- The CoBA Director of Faculty provides documented section-specific comments and analysis to each instructor for every course section
- Data and feedback is used by the Director of Faculty as a component of the Faculty Workplan processes to evaluate faculty performance and identify potential areas for improvement
- Analysis of the quantitative results are compiled for each course taught by semester
- Analysis of aggregate undergraduate course evaluation performance is conducted across semesters

The results of this process are integrated into CoBA's strategic planning processes, curriculum design and evolution activities, and operations planning and scheduling work.

The evaluation of each course over time by semester enables CoBA to identify trends and look for improvements for the course itself and/or for specific instructors. Over time, this allows us to align instructors having favorable ratings with the courses they teach best. This also informs how an instructor's effective approach to a topic might be successfully adapted by others teaching that course through a dialogic reflection.

At a summary level, the trends indicate overall favorable student satisfaction with their courses. There is a trend in the undergraduate results that primary semesters, fall and spring, attain higher scores than do the more lightly scheduled winterim and summer sessions. A contributing factor appears to be correlated to the significant amount of online courses begin taught for winterim and spring which bears further investigation and possible action.

C3.8N: Present Graphs of Satisfaction Assessment

Presented in evidence are **FIGURES 3.2** for graduate⁸¹ students and 3.2 for undergraduates⁸².

Information used to evaluate and analyze student course satisfaction is taken from the PSU CourseEval survey instrument. While this is a voluntary student activity, it typically achieves a significant level of student participation and is considered relevant for the intended use.

The instrument probes a significant number of attributes; analysis for student satisfaction is focused on primary questions. The undergraduate and graduate surveys differ in its questions. CoBA uses the following key questions in analysis of this data.

Graduate student question: Course Evaluation Question: “The course contributed to my knowledge and skills”.

Responses: 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, and 5-Strongly Agree

Undergraduate student question: “How would you rate the overall value of the course?”

Responses: Not at all valuable=1; Somewhat valuable=2; Neutral=3; Mostly valuable=4; Highly valuable=5

Undergraduate student question: “How would you rate the overall effectiveness of the instructor?”

Responses: Not at all Effective=1; Somewhat Effective=2; Neutral=3; Mostly Effective=4; Highly Effective=5

The analysis exhibits provided reflect the data captured over the AY14-15 and AY15-16 period. Course-specific analyses also include the mean student response rates for the courses by semester.⁸³

Exhibits provided:

Evaluation of CoBA mean course data relating to course satisfaction and instructor performance: “Course Evaluation Undergrad 6-30-17” document

Longitudinal trend data for aggregate Semester mean course evaluations of courses and instructors: “PSU CoBA Undergrad Student Stakeholder Assessment” document

Longitudinal trend data for Mean course scores of MBA courses: “CourseEval Charts by Course - Grad” document

⁸¹ FIGURE 3.2

⁸² FIGURE 3.2

⁸³ Grad Mean Student with Response Rates-Deborah

C4N: Overview of Measurement and Analysis of Student Learning Outcomes and Performance.

CoBA has identified separate approaches for undergraduate and graduate students to continuously evaluate their academic achievements and progress in preparing them successfully for their future careers. This data, in combination with course evaluation processes, serves to inform faculty and CoBA leadership in defining areas of opportunity for continuous improvement of pedagogical approaches, curricula content, and overall design of the educational framework.

CoBA's undergraduate assessment program is built upon a standardized nationally accepted testing vehicle, the ETS Major Field Test (MFT). The use of this approach has allowed CoBA to gauge its performance against comparators and national data. For the graduate program, CoBA relies on student feedback from the integrative Capstone Course to provide ongoing quantitative and qualitative feedback.

For the period under review, the data compiled reflected a traditional approach to evaluating student learning success in recalling and applying concepts and analytics in the core topical areas of the curriculum. Progressing into a highly inter-disciplinary and experiential pedagogy, CoBA recognizes the need to revisit student learning and performance evaluation techniques. CoBA will likely need to develop new assessment techniques that reflect PSU's transformative approach and can also be evaluated against external benchmarks of representative or comparable higher education institutions.

C4.1N Learning Assessment Program

CoBA has employed the Educational Testing Service (ETS) Major Field Test (MFT) for over 5 years to capture data on undergraduate students' learning outcomes at the completion of their academic experience. At the start of the application of this approach, the test was voluntary; during the period under review, AY14-15 and AY15-16, and through the current period, this test was a mandatory requirement for all students with CoBA majors and was integrated as a graded element into the capstone course to ensure compliance⁸⁴.

It is recognized that the use of this instrument has some limitations as it evaluates the students' long-term recall of concepts and analytic approaches that were learned over a multi-year period. To partially address that challenge and in response to student feedback, CoBA created and instituted a compilation of student self-help study modules which are made available during their testing semester to assist in their preparation for the examination.

Data gathered from this standardized test is analyzed on several levels:

1. Trends by topical area by semester
2. Comparison of topical performance against selected comparator schools

⁸⁴ FIGURE 4.1

3. Ranking of aggregate performance of test results against national higher education school performance.

Results of these analyses are shared and reviewed by the CoBA Dean and Directors and discussed through dialogic discourse with the faculty body.

For graduate programs CoBA has utilized the feedback from the integrative capstone course to continuously evaluate the students' view of their learning. As this course includes the application of concepts taught throughout the curricula, it has been the primary data source for evaluating students' learning in the program.

The transformation of the University into integrated clusters, open laboratories, and inter-disciplinary experiential learning provides a significant and new opportunity to revisit the current approach to the evaluation of both undergraduate and graduate academic programs. This work will be ongoing and is informed by historic data and assessment activities.

In the current ACBSP reporting period, assessment of graduate programs utilizes student course evaluation data. Student responses to survey items on course evaluations meet the ACBSP criteria to be classified as indirect, formative, and internal indicators of student learning:

- *Indirect* because these questions are based upon feedback from students and not an examination of student work,
- *Formative* because the assessment is conducted during the student's education, while they are making progress toward their degree but the degree has not been conferred, and
- *Internal* because the assessment instrument is developed within the college.

The survey item used is "The course contributed to my knowledge and skills" as a "strongly disagree" to "strongly agree" response scale.

For fall 2016, to add to this one item, CoBA is adding three "department-level" questions to the graduate student course evaluation survey. These questions provide additional indirect, formative, and internal indicators of student learning:

- This course broadened my understanding of everyday challenges and issues organizations face and the context in which decisions are made.
- This course has enabled me to become more effective in decision-making and problem solving.
- This course has been relevant to my professional development.

The response scale for all three "department-level" survey items is a 5-point Likert scale of agreement with the statement, where "5" is strongly agree.

C4.2N: Trends in Assessment Results

Undergraduate

Student performance outcomes are demonstrated by success of students in competitions such as the Competitive Sales⁸⁵ and the success of CoBA's award-winning student organizations⁸⁶. MAPS, affiliated with the American Marketing Association, is among the elite top 25 AMA collegiate organizations. In March 2017, a MAPS team won the national collegiate marketing simulation competition. ENACTUS formed in 2015 and won Rookie Chapter of the Year in its first competition. After a period of declining student engagement, the Accounting Society is rebuilding. The Plymouth Sports Management Club supports extracurricular experiences for its majors with CoBA providing a co-advisor to this interdisciplinary program; the program director in Health and Human Performance is the lead advisor. The newly formed Investment Club, launched in fall 2016, has already established an advisory board and has secured seed money for the investment portfolio the students will build and manage.

Primary evidence of performance of undergraduate test performance is the Major Field Test (MFT), the basis for analysis and benchmarking of the learning accomplishments of CoBA majors at the completion of their academic careers.

Analysis of the MFT score for AY14-15 and AY15-16 reflects a confirming level of performance with respect to goals and anticipated results. Summary comments include:

PSU to National Comparison – Aggregate MFT Scores:

- PSU has consistently scored near the long-term national mean total raw score of 152
- PSU Mean Scores are well within 1 Standard Deviation (15.8 points) of the National Mean
- PSU has a stated long-term objective of being at the 35% national ranking
- Average PSU Rank for the AY14-15 and AY15-16 period was 33.5% against target of 30%

PSU to National Comparison – Topic-specific % Correct Scores:

- Academic topical areas are at or below the national averages at the beginning of the period
- All academic area results indicate a slight downward trend during this period
- PSU scores are consistently within one standard deviation of the national means on topic-specific scores

Overall the MFT scores validated that the learning assessment results were aligned with expectations for CoBA's undergraduate student population. Moving forward with a new pedagogical approach, the continued use of the MFT will be revisited for undergraduates and other relevant assessment approaches will be investigated for the undergraduate and graduate programs.

- Trends and results for PSU, with comparators, and against national school scores: PSU CoBA MFT Analysis 6-19-17⁸⁷

⁸⁵ C4.2E Student Success in Sales Competitions

⁸⁶ Table of Student Orgs with Accomplishments

⁸⁷ PSU CoBA MFT Analysis 6-19-17" PowerPoint document – from Ross

- Longitudinal trend data for Mean course scores of MBA courses: CourseEval Charts by Course - Grad⁸⁸

Graduate

For the graduate student learning assessment, the student feedback for the integrative capstone course, BU-5720 Seminar in Executive Management, was the exclusive data employed. Although self-reported by students and voluntary, the data indicated a continuing acceptable level of learning performance for graduating MBA students. Data consistently exceeds the 4.0 target for knowledge and skills contribution and participation in the survey typically exceeded 50% of the student population.⁸⁹

Graduate Student Learning Outcomes Assessment

An analysis of graduate student course evaluation data for core courses of the MBA program was used to assess graduate student learning outcomes. The primary instrument used to gauge graduate student learning outcomes is a voluntary end-of-course survey which requests input on a variety of course attributes. The course evaluation instrument is internally constructed and used by all PSU graduate programs. Self-reported data collected while students are enrolled in courses is formative data.

All sections of MBA core courses taught in the period AY14-15 and AY15-16 are included in the analysis. The eight core courses are:

1. BU 5110 Managing Organizational Behavior
2. BU 5120, Financial Analysis
3. BU5190 Accounting for Managers
4. BU 5210 Economic Analysis
5. BU 5220 The Legal Environment of Business
6. BU5501 Operations Management
7. BU 5700 Marketing Techniques
8. BY 5720 Seminar in Executive Management

Notably, one item selected from the course evaluation instrument demonstrates agreement with the course attribute *"This course contributed to my knowledge and skills."* This item corresponds most closely with Factor 3, *"Knowledge and Skills to Succeed"* on the Educational Benchmarking Institute (EBI) MBA alumni survey conducted in summer 2012.

The 5-point Likert survey responses are shown as follows:

- [SD] Strongly Disagree=1
- [D] Disagree=2
- [N] Neutral=3
- [A] Agree=4
- SA] Strongly Agree=5

⁸⁸ CourseEval Charts by Course – Grad – from Ross

⁸⁹ C4.2N GD Learning and Performance Outcomes

CoBA's targets for acceptable overall performance relating to the criteria shown below.

- At least 60% of the mean graduate course evaluations will be 4 or above
- No more than 10% of the mean graduate course evaluations will be 3 or below

As is shown in C4.2E GD Table 4.2 Analysis of Graduate Student Learning Outcomes in MBA Core Courses⁹⁰, CoBA has been able to achieve and maintain these standards across the AY14-15 and AY15-16 period. Over the two-year period, for eight core courses, across eight terms, the tabled data shows that between 75% and 100% of respondents agreed or strongly agreed that the core courses they completed in those terms "contributed to my knowledge and skills."

Analysis of this course evaluation data is consistent with the findings from an EBI survey of MBA alumni conducted in the summer of 2012. The EBI study found 72.2% of respondents reported along the continuum from good to exceptional in skills training and 79.6% reported good to exceptional on developing abilities. See a description of the 2012 EBI study in C4.2E GD Assessment 2010 and 2012.⁹¹

Analysis of course-specific data and data by semester were captured, analyzed, and shared with faculty to define opportunities for continuous improvement. See C4.2E GD Assessment by Core Courses⁹² for mean scores by core course along with student response rates for those courses.

Histograms of student responses course-by-course to the "knowledge and skills" course attribute will be used to inform decisions taken by the graduate faculty and the Curriculum and Instruction Committee. A complete set of histograms by course are included as evidence in file C4.2E GD Histograms Learning Outcomes by Core Course.⁹³

A finding revealed by the histogram data and the assessment by core courses is that BU 5720 Seminar in Executive Management scores highest of the eight core courses. BU 5720 is a capstone learning experience at the end of the MBA program, and thus student reports on BU 5720 approach a summative indicator of learning outcomes of the MBA program experience.

Graduate Alumni Employment Analysis

Knowledge and skills gained in the MBA program build competencies and market readiness to pursue career advancement opportunities. Graduate students have been described as either "Career Enhancers" or "Career Changers." For both student segments, job changes after MBA degree conferral represent alumni who are seeking and obtaining desired employment outcomes. Noted is that Career Enhancers enter the program with the intent to enhance their skills in the job they already have and may not seek job changes.

⁹⁰ C4.2E GD Table of Learning Outcome Analysis

⁹¹ C4.2E GD Assessment 2010 and 2012

⁹² C4.2E GD Assessment of Core Courses

⁹³ C4.2E GD Histograms Learning Outcomes by Core Course

For all MBA graduates to whom degrees were conferred between AY14-15 and AY 15-16, LinkedIn profiles were sought to review employment activity after receiving the MBA degree. Employment activity in the form of job changes is used as an indicator of a learning performance outcome. Of all graduates in this time period, 50% had public LinkedIn information. The following information is representative of those with public, self-reported job changes. Tabled data is found in C4.2E GD Employment Activity upon Degree Conferral.⁹⁴

For those completing their MBA degree in AY 14-15, data was collected from public LinkedIn profiles of 74 alumni. Overall, of those having profiles, 73% of graduates (54 alumni) experienced a job change within 24 months of completing the MBA program.

For graduates that completed their MBA in the AY 15-16, of those having LinkedIn profiles, 56% (30 alumni) experienced a job change within 12 months of graduation.

Of those with public profiles, a higher percentage with job changes was observed in 24 months following degree conferral. For students that are employed while studying for their MBA, a number of graduates wait for or seek job opportunities that take longer than 12 months to obtain.

Overall, in the two-year period, of the 128 MBA graduates having public LinkedIn profiles, 84 graduates (66%) had job changes following degree conferral. As indicated by changes in job titles, many of those who did change jobs advanced within their current company or grew into a senior-level position.

While the majority of graduates are employed, 33% of MBA graduates (44 alumni) having public LinkedIn profiles did not change job titles. This third of all graduates can be defined as Career Enhancers who are not seeking job changes.

MSA Graduate Student Learning Outcomes Assessment

In the same manner as the general MBA, an analysis of graduate student course evaluation data for core courses of the MSA program was used to assess graduate student learning outcomes.

All sections of unique MSA core courses taught in the period AY14-15 and AY15-16 are included in the analysis. The four core courses are:

1. BU-5192, Advanced Financial Accounting
2. BU-5226, Business Law for Accountants
3. BU-5600, Federal Taxes & Business Decisions
4. BU-5620, Auditing Perspectives

As with the general MBA, the course attribute *"This course contributed to my knowledge and skills"* was selected.

⁹⁴ C4.2E GD Employment Activity upon Degree Conferral

The 5-point Likert survey responses to this MBA/MSA question are shown as follows:

- [SD] Strongly Disagree=1
- [D] Disagree=2
- [N] Neutral=3
- [A] Agree=4
- [SA] Strongly Agree=5

CoBA targets for acceptable overall performance relating to these criteria are shown below.

- At least 60% of the mean graduate course evaluations will be 4 or above
- No more than 10% of the mean graduate course evaluations will be 3 or below

As is shown in C4.2E Table 4.2 Analysis of Graduate Student Learning Outcomes in MSA Core Courses CoBA has been able to achieve and maintain these standards across the AY14-15 and AY15-16 period. Over the two-year period of the MSA's existence, for four MSA core courses, across eight terms, the tabled data shows that 100% of respondents agreed or strongly agreed that the core courses they completed in those terms "contributed to my knowledge and skills."

All four MSA courses range between 4.0 and 5.0, indicating that students learned skills that were helpful in their pursuit of accounting knowledge and/or their quest for CPA/CMA certification.

C4.3N: Assessment Plans with Respect to Comparator.

Undergraduate test performance in the Major Field Test (MFT) is the basis for analysis and benchmarking of the learning accomplishments of CoBA majors at the completion of their academic careers at PSU.

PSU has established a list of comparator higher education institutions which are relevant for the overall University to gauge such factors as faculty-student ratios; faculty pay scales; student retention rates; etc. Not all of these schools participate in the MFT testing program. Where the PSU comparators were available, they have been included in the analysis; other schools using MFT and seen to be relevant for comparison were included in the data used for analysis.

Based on the data available for the AY14-15 and AY15-16 period, comparisons of PSU MFT results to the aggregate of the comparator institutions were compiled on a topic-specific basis. Limitations of the level of disaggregation of data elements from ETS for MFT did not permit semester-specific comparisons. Based on this analysis, the following observations are available:

- PSU is comparable to the mean of selected comparator business schools
- PSU is slightly below the mean in all academic categories
- PSU is within the standard deviation of 5.1 of the comparator school scores

This analysis validated that the student learning for business courses was similar to that of the comparators. Further, the more analytic course topics scored lower in terms of percent correct in the exam for both PSU and the comparator institutions.

As CoBA transforms its pedagogy and curricula to a more experiential and multi-disciplinary pedagogical model, the use of MFT and the current list of comparator schools for undergraduate learning performance assessment and the course-specific data for the graduate program will need to be reevaluated and possibly replaced to create a more relevant comparator assessment model.

PSU CoBA MFT Analysis 6-19-17 PowerPoint document; displays trends and results for PSU, with comparators, and against national school scores⁹⁵

C4.3 Assessment Plans

The URSA process mentioned earlier included comparisons among PSU programs. URSA criteria include external comparators as well. See the appended description of “URSA Criteria for Comparing Programs.”⁹⁶

In summer of 2015, PSU began transitioning to a cluster structure with a multi-disciplinary, project-based learning model. CoBA business programs are transitioning to incorporate project-based learning that engages students and faculty from multiple disciplines to work with external partners toward solutions to real world problems. No comparator business programs have yet been identified.

For undergraduate programs, faculty is identifying emerging best practices in their respective discipline as well as general business competencies. Academic research within the disciplines and business literature on best practices are being surveyed. Business partners and alumni are contributing to this process for setting measureable learning outcomes.

Key performance indicators and measurement methods will need to be updated as well as comparators while PSU transitions from a regional, comprehensive university model to an Integrated Cluster model.

C4.4N: Learning Outcomes Assessment to Improve Processes

The review and reflection of the learning assessment results as noted in the prior sections had validated the traditional approach of CoBA in terms of its curricula and teaching pedagogies has resulted in student learning outcomes that were consistent with stated expectations and objectives. The applied, project-based learning model suggests a different outcome measurement is needed.

Reflections on test results bring to light assumptions about students that merit further consideration:

- Students may not be enrolling in courses in the recommended sequence to facilitate developmental learning
- Students may not be consciously building their personal knowledge system as they progress through their program. They may not be aware that terms, concepts, frameworks, and tools introduced in foundational courses are to be built upon in upper level courses thus they are

⁹⁵ Ross MFT PP

⁹⁶ URSA Criteria for Comparing Programs

not consciously building their business acumen.

- Students may not take the test seriously as their personal score is of low consequence and they are unaware of the significance that test results have for the institution.
- Students may have experienced outcomes from their educational experience that are not reflected in the content covered by the MFT.

Faculty has an expanding role in shaping the outcomes of the student experience. The following merit further consideration:

- Faculty may need to be more explicit in showing students the linkages among courses
- Faculty may need to provide more opportunities for deliberate practice and support practice with additional developmental feedback
- Faculty, as advisors, may need to emphasize the importance of following the recommended sequence of courses for their program
- Faculty, as curriculum designers, may need to search for a measurement methods better aligned with the objectives and outcomes emerging with project-based learning.

Steps have been taken in light of these considerations. In AY15-16, resources and training to support faculty advisors addressed these challenges and faculty were provided with recommended course sequences to incorporate into one-on-one advising sessions.

A revision of the undergraduate common core business courses is a high priority in AY17-18 and coincides with the movement to a 4-credit course delivery model beginning in AY18-19. Developmental mapping of learning objectives through the common core has been identified as an initiative essential to achieving project-based learning outcomes. These general business competencies must also support development of discipline expertise.

The vision for PSU business programs is for students to have practiced and developed business competencies and gained discipline expertise to enable them to add value in projects to address real-world problems and meet expectations of external partners. By preparing for and engaging in significant project-based learning, students will be preparing to compete for professional career opportunities as they meet the job market upon graduation.

Assessment of learning and performance outcomes is of strategic importance to achieving PSU's vision of project-based learning through the Integrated Clusters model. A search is underway for a PSU Director of Assessment and Institutional Research. The business faculty recognizes that identifying and measuring business competencies and discipline expertise demanded in project-based learning will be essential to sustaining PSU business programs.

The need to assess the relevancy and impact of the MSA program exists as the program moves beyond its first two years. At this time, self-reporting has indicated positive influence of the program for career advancement, attainment of practical knowledge, and certifications that offer significant career opportunities, particularly in New Hampshire.

Potential measures of learning and performance outcomes can entail use of social media, alumni contact and questionnaires, and a registry that can be voluntarily updated by MSA program graduates as they earn positions and promotions at various organizations and public accounting firms.

C5N: Faculty and Staff Focus

Faculty and staff focus is essential to delivering the CoBA Promise.⁹⁷ For CoBA to deliver academic excellence, support student success, and contribute to the transformation of the college to the Innovation and Entrepreneurship Cluster, faculty engagement must be high.⁹⁸ To that end, academic leadership across all business programs continues to be maintained.

PSU business programs have long been positioned as applied business education. Professors trained in the academy work alongside of professors of practice bringing blended perspectives of theory and practice into the classroom.

CoBA faculty are already collaborating with faculty in disciplines beyond business, offering its expertise to colleagues across the university as together the PSU community, with outside partners, will bring ideas to life to address societal needs and to enrich communities.⁹⁹

With CoBA's culture of collaboration and joint action, the transformation to clusters offers opportunities for faculty to thrive at the cutting edge of their disciplines. Faculty development, including ongoing development of pedagogical skills for experiential, project-based learning is a strategic direction of CoBA. PSU's newly established Center for Transformation will provide support for faculty development.¹⁰⁰ Teaching experiments are encouraged as faculty innovate to deliver authentic learning experiences as they bring into their classrooms external partners.¹⁰¹

The documentation for Standard 5 shows that CoBA lost faculty as PSU experienced enrollment declines and is rebuilding faculty resources after having successfully completed faculty searches for seven of ten faculty positions. The HR Plan describes the process in which faculty lines were determined based on the URSA process.¹⁰²

CoBA is seeking accreditation for its Masters in Accounting (MSA) program. Documentation will show that the MSA is staffed and supported by the same administrative coordinator who concurrently maintains the MBA program. As the MSA is a smaller program, the coordinator comfortably manages student inquiries and consults regularly with key accounting faculty members to answer questions and concerns (including course selection and scheduling) of current and potential MSA students.

C5.1N: Human Resource Planning

⁹⁷ CoBA Promise.

⁹⁸ FIGure 2.1 CoBA strategic directions

⁹⁹ IO Table of CoBA leadership in cluster transformation

¹⁰⁰ Mission of the Center for Transformation

¹⁰¹ Table of engaged learning in classes

¹⁰² HR Plan

A goal to “maintain at least 30 full-time faculty members (tenure-track and contract)” is set out as a goal in the College of Business Administration’s Strategic Plan¹⁰³. See this document appended as evidence with Criterion 2.1.

Subsequent to retirements and separations, CoBA has been challenged to maintain this benchmark. By the end of the spring 2016 semester, the number of full-time faculty members had fallen to 29 of whom only 19 were teaching full-time course load of business courses. (Those not teaching a full-time course load in business either had administrative release time or they were teaching non-business courses in other departments or they were on transition to retirement.)

In summer 2015, under the leadership of President Birx, PSU began its transition to an integrated clusters model and was also driving the need for faculty resources. A desired outcome of new faculty hires was to support under-resourced programs believed to be strong contributors to the development of the University’s integrated clusters model. See the URL to current information of the cluster model appended as evidence in Institutional Overview IV, Organizational Description at <https://www.plymouth.edu/academics/our-learningmodel/>.

Using data from AY 15-16, the deans of the colleges assessed the most urgent needs for faculty resources across all PSU colleges and programs. The variables considered¹⁰⁴ were: the number of full-time equivalent students in the major, number of full time faculty, number of course sections, and numbers of student registrations in the major, accreditation requirements, synergy with clusters, general education contributions, and implications for first-year student retention. The current HR plan is presented in C5.1E HR Plan¹⁰⁵.

The outcome of this process was a decision to hire 20 new faculty across the University; COBA was granted ten of those faculty lines.

The CoBA faculty positions were to be in the following areas: management (strategic management, operations management, leadership); marketing; innovation and entrepreneurship; organizational communications; finance; accounting – some with two positions in the discipline. Tenure-track and non-tenure track teaching faculty were to be hired with the intention to maintain the balance between the need for strong theoretical background and practical experience.

In addition to academic and professional qualifications, all 10 job descriptions would specify a values match, inviting applications from “self-directed learners” excited by the changes happening in their disciplines. Duties and responsibilities would include “advising students, engaging with external partners and developing or participating in open labs. The suitable candidate for this position will embrace innovative course and curriculum design, applied experiential student learning, and active engagement in service.” The list of minimum qualifications included demonstrated “ability to collaborate with colleagues and business or institutional partners outside PSU.” Please see as evidence C5.1E Faculty Position Description Template AY16_17¹⁰⁶ At the time of submission of this report, seven new faculty were hired. One position in innovation and entrepreneurship, one position in accounting, and one

¹⁰³ College of Business Administration’s Strategic Plan

¹⁰⁴ C5.1E Variables in HR Plan

¹⁰⁵ C5.1E HR Plan

¹⁰⁶ C5.1E Faculty Position Description Template AY16_17

position in finance were not filled.

The MSA Human Resource Planning is in tandem with the College of Business Administration's human resources plan. Please refer to the description within Criterion 5.1 in the Plymouth State undergraduate reaffirmation submission. The specific needs of the MSA program's human resources refer to hiring an additional contract faculty accounting professor in the short term, with potential to hire additional accounting faculty as the growth of the MSA program necessitates.

C5.2N: Employment Practices

The composition of faculty matches all program objectives. Employment practices ensure intellectual leadership for the development and delivery of each undergraduate business program and the MBA/MSA programs.

Intellectual leadership for program objectives¹⁰⁷ displays program objectives taken from representative course syllabus within each program and describes intellectual leadership for each program.

Intellectual leadership for student learning outcomes¹⁰⁸ (appended as evidence) specifies learning outcomes for each program and describes how the composition of the faculty ensures delivery of depth and breadth of theory and also practical knowledge in each undergraduate business program and the MBA/MSA.

Faculty development resources¹⁰⁹ are deployed in multiple ways. Summarized in a table presented as evidence are University System of New Hampshire tuition waivers, PSU faculty development funds, leave of absence policies, pedagogy support, information technology services, University Week workshops, January Jamboree workshops, Shop Talks, teaching lecturer development funds, and professional development tuition vouchers for teaching lecturers.

Human resource management processes are well defined and systematically followed to orient new faculty members to PSU and CoBA. New faculty orientation processes are tabled and appended as evidence.¹¹⁰ The table includes PSU new faculty orientation program, the CoBA new faculty and teaching lecturer retreat, the CoBA Teaching Lecturer Orientation and Information Guide, and the CoBA Faculty Resources Moodle site.

In addition to these orientation resources, new faculty is supported with other resources and assistance. A partial list is presented in a table of Resources for New Faculty.¹¹¹ The culture of collaboration within CoBA is evident by informal practices of collegial coffees, lunches, and dinners and open-door office hours that encourage new faculty to drop-in. Faculty teaching in the same discipline are encouraged to keep communications channels open; for example, the marketing team meets weekly for coffee and conversation with an eye on opportunities for continuous program improvement.

¹⁰⁷C5.2E Tabled Intellectual Leadership for Program Objectives

¹⁰⁸C5.2E Tabled Intellectual Leadership for Student Learning Outcomes

¹⁰⁹C5.2E Table of Faculty Development Resources

¹¹⁰C5.2E Table of New Faculty Orientation Processes

¹¹¹C5.2E Table of Resources for New Faculty

In addition to formal procedures for promotion and tenure presented with Criterion 5.6 “Faculty Evaluations,” management processes are well defined and systematically followed to observe and evaluate new faculty in order to facilitate their development. A table of New Faculty Evaluation Methods are tabled and presented as evidence.¹¹² Included are syllabus reviews and classroom observation reports, end-of-semester course evaluations, and end-of-year work plan performance evaluations.

For more detailed information addressing Criterion 5.2.2. a, b, c, d, e, and f, please see the appended C5.2.2E Detailed Employment Practices Report¹¹³.

The MSA program requires completion of eight core courses, as well as two electives (available from a current selection of four courses). Of the eight core MSA courses, four of them are courses that are also required for the MBA degree—thus the qualifications and practical experience to cover those courses are part of the regular CoBA faculty who specialize in those areas.

The remaining four core MSA courses (Advanced Financial Accounting, Business Law for Accountants, Federal Taxes & Business Decisions, and Auditing Perspectives) are taught by specialists who are credentialed and experienced in this area. This includes two faculty members who are both CPAs, as well as holding other certifications including CMA, CFM and CGMA. One other faculty specialist teaches the Business Law for Accountants course, and has experience in the area of commercial law, as well as a juris doctorate.

In parallel with other CoBA faculty, MSA faculty human resource management processes are well defined and systematically followed to orient new faculty members to PSU and the College. Faculty teaching in the accounting discipline is encouraged to keep communication channels open and enjoy “talking shop” regarding accounting rules, requirements for certification, and career opportunities for students. There is a particular passion among the accounting faculty to follow the MSA graduates’ CPA/CMA certification journeys.

C5.3N: Faculty Qualifications, Workload, and Coverage

As indicated in other sections of this standard, business programs faculty include a majority of faculty with doctoral degrees. These faculty are actively engaged in research, lead in administrative roles and are championing service and curriculum development. Business courses are also taught by faculty who came to the academy from relevant industry/executive experience. A number of these faculty also lead or participate in service and curricular developments. As shown in Figure 5.1¹¹⁴, academic credentials and professional experience are appropriate for each discipline. Professionally-qualified faculty has allowed programs to expand the practical business and management skills taught to students. For example, these faculty have brought to their classes case studies/business stories of which they have been part in their professional lives, including international examples and projects with local

¹¹²C5.2E Table of New Faculty Evaluation Methods

¹¹³ C5.2.2E Detailed Employment Practices Report

¹¹⁴ FIGURE 5.1

businesses¹¹⁵. Some professionally-qualified faculty have authored publications and are actively involved in consulting. The composition of faculty for the majority of disciplines matches the principle focus on applied business skills – i.e., professionally-qualified faculty are teaching courses with high applied content, such as selling skills courses, specialized marketing courses, etc. While the faculty qualifications across disciplines have been serving programs well in terms of diversity of perspectives and applications, CoBA has pursued the hiring of new qualified faculty with terminal degrees to better meet the accreditation criteria. Spring 2017 has been a successful semester for hiring, with seven new faculty joining CoBA this summer and in the fall. Five of these faculty have doctoral degrees.

For the specific accounting courses taught in the MSA, two of the three faculty members are academically qualified, and one is professionally qualified (nearing completion of a doctoral program at this time and will thus be considered AQ very soon). Two of the accounting faculty has a terminal degree, one with a DBA in Accounting, and the other with a Juris Doctorate. Professional certifications include the CPA, CMA, CFM, and CGMA, as well as real-world public and corporate accounting experience. This experience is embedded in the accounting courses within the program as an enhancement to the textbook exposure to accounting issues, which enriches the learning experience.

As shown in **FIGURE 5.2**¹¹⁶ of the undergraduate credit-hours, about 64% are covered by full-time, qualified (AQ & PQ) faculty and close to 70% of graduate credit-hours are taught by full-time, qualified (AQ & PQ) faculty. As can be expected, part-time coverage comes mainly from professionally-qualified faculty, with more academically-qualified faculty covering graduate credit hours on a part-time basis than undergraduate courses. Recent separations and retirements that were part of the first stages of PSU's current transformation towards a new learning model and new academic structure made an impact on CoBA's faculty composition. As the next stages of the transformation take shape, CoBA has been awarded the ability to invest in new faculty that match the new learning model in abilities and that bring opportunities for curriculum development in innovation, entrepreneurship, leadership, data analysis, global perspectives, etc. The new hires, of which the majority is academically-qualified, are already planned to replace a number of part-time teaching hours this fall. Moving forward, curriculum changes are expected to add focus on topics in which full-time faculty have expertise, thus increasing the full-time faculty coverage.

About 74% of the MSA courses (all eight core courses and electives) are taught by full-time academically-qualified faculty. Full-time faculty teach 97% of the MSA courses, and often 100% during certain semesters. One key accounting faculty member is nearing completion of a doctoral program in accounting, thus 100% of the MSA unique accounting courses will be taught by AQ faculty. This level of quality and practical experience enhances the student's academic learning process and employing the best qualified accounting faculty is a key strategy to the success of the program. Any new hires in the accounting discipline will be carefully screened for their potential impact to reflect the high-quality standards of the MSA program.

¹¹⁵ Table of engaged learning

¹¹⁶ FIGURE 5.2

Academically- and professionally-qualified business faculty taught an appropriate amount of credit hours to maintain coverage of core and elective courses. The percentages of undergraduate and graduate credit hours covered by academically-qualified faculty are expected to increase as a result of current and future faculty hires and plans to make curriculum changes.

Nearly 72% of the courses taught in the MSA program are covered by academically-qualified faculty (this includes full-time and part-time faculty). As mentioned previously, 74% of the courses taught in the MSA program ¹¹⁷are covered by full-time, academically-qualified faculty.

C5.4N: Faculty Deployment

As referenced in **FIGURE 5.4**¹¹⁸, full-time faculty who teach in each program are mainly academically-qualified for most of the programs. Around half of the full-time faculty has been teaching graduate online. Just less than half of the professionally-qualified faculty teach online. The deployment of faculty in these ways has been appropriate for the types of offerings on demand. Only a relatively small number of undergraduate online sections are offered at the moment, with more recent focus away from online offerings in core courses. PSU's strategic direction towards experiential learning means that online undergraduate sections during regular semesters will continue to decrease in numbers. The focus of the graduate programs is currently under consideration.

Business faculty productivity has suited the number of sections that the College had to offer and the demands of accomplishing administrative duties and faculty leaves. The business faculty has good engagement in the classroom. The variability in credits is due to the fact that a number of faculty taught on overload basis, outside the regular teaching load. Faculty leaves and transition to retirement sanctioned by the University affect the number of credits taught by a faculty as well. The deployment of faculty shows that business programs have been responsive to the needs of courses and sections offered; to the requirements of administering and providing leadership of programs¹¹⁹ and to the needs of the faculty in regards to development (i.e., sabbatical) and leaves. Looking forward, CoBA expects a change (undetermined at this time) in the distribution of administrative duties as a consequence of the business programs integrating into a larger unit, the Innovation and Entrepreneurship Cluster.

In response to Criterion 5.4.2, business programs are not delivered at locations outside the main campus. Some courses (e.g., intensive weekend with post and pre-work formats) are, at times, offered off campus. These courses represent a minority of credit-hours across programs and none constitute a program on their own.

¹¹⁷ FIGURE 5.3

¹¹⁸ FIGURE 5.4

¹¹⁹ **TABLE 5.4.1**

The MSA program is taught 100% online at this juncture. Faculty who teach in this program are adept at both live (undergraduate) and online delivery of their courses, and are particularly focused on providing rich content and rigor via the online format of the MSA courses.

Productivity is considered high by the faculty who teach in the MSA program. Teaching loads have been high in some cases as faculty releases, sabbaticals, and additional courses have been added. The need for a new faculty member in accounting is part of the human resources plan—the challenge of finding qualified accounting faculty notwithstanding for business programs across the country.

At the present time, the MSA program is taught 100% in an online format. Expansion of the program is dependent on interest in the accounting field as career opportunities continue to grow. Consideration of live MSA classes is reliant upon the growth trend of the program.

C5.5N: Faculty Size and Load

Full-time business programs faculty have provided appropriate teaching coverage for the courses and sections offered¹²⁰. Only a few of tenure-track faculty have not engaged in scholarship, mainly due to either extensive involvement in professional activity, administrative duties, or transition to retirement. Most faculty have been involved in professional activities. Business and industry interaction and special projects have been fittingly distributed among faculty in light of their disciplines and course topics, as described in a different part of this standard, and also in light of CoBA's aim to provide applied business education. The number of disciplines covered for every faculty shows diversity and good breadth of applicability of competencies. The number of advisees is related to a faculty's contributions to other areas of teaching, scholarship, professional engagement or administration (e.g., the Director of Students typically has a larger number of advisees; the Director of Graduate Business Programs role was eliminated. CoBA now uses an administrative coordinator to provide referrals to any specialized advising needs as the graduate curriculum has much less comprehensive need for academic advising. The number of committees to which each faculty contributes varies and is predicated upon each faculty's level of assignment to a certain committee and each committee's amount of required work. Overall, business programs faculty is suitably deployed across all aspects of engagement, and provides a general standard of excellence in teaching that also draws value from academic, scholarly and professional endeavors.

Determination of Teaching Load

The institutional policy that determines normal teaching load is the section 2.12 A of the PSU Faculty Handbook¹²¹ and Article 11 of the Teaching Lecturers Collective Bargaining Agreement 2014-2016¹²².

¹²⁰ Figure 5.5

¹²¹ Faculty Handbook

¹²² TL Bargaining Agreement

During the time interval for this report, as stated in the PSU Faculty Handbook, a full-time faculty member is expected to teach 12 credits per semester. CoBA Directors currently receive six credits “release” per semester as per CoBA Bylaws. CoBA also applies a process by which a faculty can propose a 3-credit reallocation towards a special scholarship or service project (proposals are reviewed by a faculty subgroup on the CoBA Human Resources Committee who makes a recommendation to the Dean). Other exceptions may occur at the Dean’s discretion.

The Teaching Lecturers Collective Bargaining Agreement 2014-2016 states that a teaching lecturer (part-time faculty) will not teach more than 23 credits in an academic year (fall or spring). The Dean may make exceptions to this limit at his/her discretion when it is in the best interest of the University.

Performance of Essential Faculty Roles

Of the nine functions listed for this criterion, the thesis/dissertation does not apply. The other eight functions are distributed among the faculty members.

The business programs have been able to offer a sufficient number and diversity of courses to allow graduation within an appropriate timeframe (four years or as planned or as implemented by the student). Each faculty member is responsible for teaching, advising, scholarly/professional activities and service at the College, University and community level. Faculty assigned to courses that are off-campus have been able to address the needs of such courses.

Administrative activities are typically performed by the CoBA directors.

Faculty advising student organizations are often interacting with business and industry. Faculty engaged in professional activities also interact with business and industry (e.g., finance). Faculty leading service-learning projects in the classroom interact with business or community partners (e.g., marketing, management). Faculty leading recruiting or training initiatives (e.g., accounting, sales) are also working closely with businesses.

Special research programs and projects are pursued by faculty who receive teaching credit reallocations as described previously or other faculty who are pursuing significant, multi-year or ongoing projects (e.g., a faculty member received a three credit reallocation for pursuing a study on Rumor Propagation – Disbursement and Control in the Fall 2015 semester; a couple of faculty have been developing new texts or textbook supplements for their courses; a faculty has been developing materials and presentations for the local Lakes Region Conservation Trust).

The CoBA structure is one that relies on directors rather than department chairs to perform administrative activities. Directors also model and provide mentorship to faculty in regards to advising, scholarship, community and college service activities, and industry interaction. Full-time faculty are expected, in accordance to PSU policies listed above, to engage in advising, scholarly and professional activities, and service, in addition to teaching. A number of faculty also engage external partners in their courses or research (business and industry interactions). Some faculty coordinate student recruiting with businesses – e.g., for accounting and professional sales students. Faculty also organize campus

events or competitions sponsored by companies (e.g., alumni speakers or sales programs interviews and competitions). As indicated above, faculty has the opportunity to pursue special research projects. Overall, full-time and part-time faculty provides appropriate coverage of capacity in business and economics courses.

Part-time faculty participates mainly in the teaching. The policy stated above also provides support for part-time undergraduate faculty (teaching lecturers) to pursue professional activities. Part-time faculty at times interact with businesses and the industry for guest lectures or for participation in class activities (e.g., the part-time faculty teaching the graduate “New Ventures” course has invited business representatives to run a “shark-tank” like activity for the students).

Criterion 5.5.2

Faculty who engage in an extended research /scholarship or service project, may propose and may be awarded a one-course credit reallocation during a semester (with the possibility of proposing reallocations in subsequent semesters). This means that the faculty would teach one fewer course. The form for proposing reallocation is included in the appendix (entitled “Faculty Workload Adjustment Request (Course Reallocation Proposal”). COBA Bylaws state that each COBA Director receives “Release Time: Twelve credits per academic year / Nine month position.” This release time accounts for each position’s significant administrative duties.

The MSA faculty also teaches the majority of the undergraduate courses in accounting. These courses require a depth of knowledge in specific areas of the discipline. It has been difficult to find qualified individuals to teach particular courses, thus the high number of courses taught in this area by existing accounting faculty. The high number of course preparations reflects the unique and numerous courses needed in the upper-level undergraduate and graduate accounting courses. Nearly all of the upper-level and MSA unique accounting courses are taught only once per year, as indicated by the high number of preparations on Figure 5.5. Accounting faculty advising loads are impacted by the number of accounting majors, as accounting majors are assigned to an accounting faculty member. The undergraduate and graduate accounting programs have a number of prerequisites as well as upper-level courses that only taught in particular semesters (often once per year).

C5.6N: Faculty Evaluation

A systematic process is followed to evaluate faculty. Faculty writes work plans and year-end self-assessments. Work plan assessments are made in writing by the Director of Faculty (DOF) and the Dean. The DOF makes observations and also writes assessment of findings from student course evaluations. All of these steps are used to evaluate and provide feedback to faculty in a process that supports continuous improvement. As faculty write their work plan for the coming year, they volunteer for one of three CoBA standing committees to align their teaching, research, and service goals with CoBA/PSU strategic initiative.

Documentation of the work plan process and report templates are presented as evidence Standard 1, C1.1 Continuous Improvement Processes¹²³.

Faculty prepare for the spring work plan meeting with DOF by preparing a written self-reflection on accomplishments of the current year while also writing a new work plan for the coming year with teaching, research, and service goals. The self-assessment and new work plan are submitted in mid-April and are reviewed by the DOF prior to a one-on-one meeting with the DOF. In the work plan meeting, discussion of faculty goals and accomplishments provides constructive feedback for continuous improvement as well as alignment with CoBA strategic initiatives.

The DOF also reviews student course evaluations every semester and every faculty member (full-time and adjunct) receives a written assessment with key findings to inform faculty as they review and receive course plans.

The DOF observes faculty in class and online following PSU policy and using observation report forms that are approved by the Council of Chairs.

Faculty evaluation in the MSA program mirrors the systems previously mentioned regarding all faculty. This includes preparation of the annual work plans, and observation and feedback from the Director of Faculty.

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

The faculty handbook ¹²⁴is presented as evidence.

The procedures, policies and practices relevant for this criterion are included in the PSU Faculty Handbook and the PSU Undergraduate Teaching Lecturers Collective Bargaining Agreement. Both documents are available on the public website of the Academic Affairs, under “Information for Faculty”, Resources at <https://www.plymouth.edu/office/vpaa/faculty/> and under “Teaching Lecturers” at <https://www.plymouth.edu/office/vpaa/teaching-lecturers/>, respectively. The USNH guides procedures, policies and practices for Operating Staff (the COBA Administrative Assistant and the Senior Program Support Assistant) at <http://usnh.edu/hr/OSHandbook/> and for Professional Administrative Technical Staff (the COBA Director of Graduate Business Programs, position that has currently been eliminated) at <http://www.usnh.edu/hr/PATHandbook/>. These documents are disseminated via the public websites. Faculty and staff are made aware of and introduced to these documents during orientation/onboarding.

Faculty development and eligibility criteria are described in the PSU Faculty Handbook section 2.10 and the PSU Undergraduate Teaching Lecturers Collective Bargaining Agreement Article 16, points 3, 4 and 5.

¹²³ PSU Syllabus and Observation form

¹²⁴ Faculty Handbook

Tenure and promotion policies are presented in the PSU Faculty Handbook sections 2.7 and 2.8. The College of Business Administration also created a document clarifying expectations in accordance to the PSU policy. The document was endorsed by faculty on December 2, 2015 and is available on the public website of the Academic Affairs, under “Departmental Promotion & Tenure Guidelines” at <https://www.plymouth.edu/office/vpaa/files/2015/12/CoBA-PT-Guidelines-Approved-by-CoBA-faculty-12.2.15.pdf> .

Evaluation procedures and criteria are described in the PSU Faculty Handbook section 2.5 and the PSU Undergraduate Teaching Lecturers Collective Bargaining Agreement Article 13. Evaluation procedures for Operating Staff (the COBA Administrative Assistant and the Senior Program Support Assistant) and Professional Administrative Technical Staff (the COBA Director of Graduate Business Programs, position eliminated September 2016) are provided by the PSU Human Resources (HR) under “Performance Evaluations” on the HR public website at <https://www.plymouth.edu/office/human-resources/forms-policies/all-forms/> as well as PAT Handbook section III.G and OS Handbook section III.F.

Workload policies for faculty are stated in the PSU Faculty Handbook section 2.4.C and the PSU Undergraduate Teaching Lecturers Collective Bargaining Agreement Article 11. Workload policies for Operating Staff and Professional Administrative Technical Staff attached to the business programs are consistent to USNH policy for Operating Staff (OS) and Professional Administrative Technical Staff (PAT), as described in the OS Handbook section III.B and the PAT Handbook sections III.C, D and E.

Service policies for faculty are included in the PSU Faculty Handbook sections 2.5 and 2.7.E and the PSU Undergraduate Teaching Lecturers Collective Bargaining Agreement Articles 12 and 21. Service policies for OS and PAT are more generally described across the chapters of the OS and PAT Handbooks.

Professional expectations for faculty are stated in the PSU Faculty Handbook section 2.4 and the PSU Undergraduate Teaching Lecturers Collective Bargaining Agreement Articles 4, 7, 10 and 18. Professional expectations for OS and PAT are more generally described across the chapters of the OS and PAT Handbooks.

Scholarly expectations are included only for tenure-track and tenured-faculty and described in the PSU Faculty Handbook sections 2.5 and 2.7.

Termination policies for faculty are presented in the PSU Faculty Handbook section 2.9.F and the PSU Undergraduate Teaching Lecturers Collective Bargaining Agreement Article 12. Termination policies for OS are listed in the OS Handbook sections III. R, S, T and U. Termination policies for PAT are listed in the PAT Handbook section III. T, U, V, W and X.

PSU revises and improves procedures, policies and practices. The current PSU Faculty Handbook, in its most current version, has been created and endorsed by the faculty in the spring of 2015; the PSU Undergraduate Teaching Lecturers Collective Bargaining Agreement was the first document of its kind, as the union only came into existence in the fall of 2014. COBA has created and ratified the “College of Business Administration Promotion and Tenure Guidelines” in December 2015, as a way to provide clarity and to institute “CoBA Pre-P/T Reviews” as an optional opportunity for faculty to have senior

colleagues review and provide written feedback on their progress towards promotion or tenure. In regards to faculty workload policies, COBA also applies a process by which faculty can propose a 3-credit reallocation towards a special scholarship or service project (proposals are reviewed by a faculty subgroup on the COBA Human Resources Committee who makes a recommendation to the Dean).

In response to Criterion 5.7.2 as described for criterion 5.2.2, faculty development funds are available to full-time faculty. These funds are distributed by the University's academic affairs office. Each faculty submits a proposal/application with the CoBA Human Resources Committee, a faculty committee that reviews and makes recommendations to the Dean in regards to the distribution of funds. The allocation of funds is aligned to the faculty's needs and also to the needs of the institution. For example, funds were awarded for the following activities, during the period of this report:

- A faculty developing and teaching corporate responsibility and sustainability attended the Ceres Investor Summit on Climate Risk;
- Two faculty teaching finance and accounting participated in the 2015 Northeast Region Meeting of the American Accounting Association;
- A faculty building a research portfolio attended a Conference on "Drone Law";
- A faculty developing and teaching courses that relate to career development received an annual membership of the National Association of Colleges and Employers;
- A faculty teaching economics presented in the 2015 Annual Meetings of Northern New England School of Banking;
- A faculty teaching specialized upper level courses in accounting attended the 2015 UVM Income Tax School.

As described in the section 2.10 Faculty Development of the "PSU Faculty Handbook" (available at <https://www.plymouth.edu/office/vpaa/files/2016/05/Faculty-Handbook-3-7-16.1.pdf>), PSU faculty may apply for Sabbatical Leave. Sabbatical Leaves during the time period of this report include:

- A faculty's project to apply work and do outreach related to economic development and local tourism, which is valuable for many state constituencies and distinguishes the University at the regional and national levels and is pertinent for PSU's reputation and involvement in significant state issues;
- A faculty's project that enhanced her teaching and research portfolio and also had direct applications for her courses and the continuous improvement of the Accounting curriculum;
- A faculty's scholarly research and writing of tailored course materials for business courses that are also part of general education, resulting in new cases and course packs;
- A faculty's scholarly research to create a work for publication and for use in a graduate capstone course.

Development needs and allocation of development funds and sabbatical leave is determined mainly on the following criteria (as can be seen in the examples):

- Whether the proposed activity is expected to contribute to the faculty's scholarship;
- Whether the proposed activity is expected to contribute to the faculty's teaching/students, or course and/or curriculum development in general;

- Whether participation in an event/conference allows the faculty to interact with academic peers, stay current in her/his field of specialization, consider new theories or practices, examine new teaching methodologies, and share research with fellow academics and practitioners;
- Whether the proposed activity is expected to reflect positively on the university and COBA.

In accordance to the “PSU Undergraduate Teaching Lecturers Collective Bargaining Agreement”, teaching lecturers can also apply for development funds. As described in the agreement, teaching lecturers’ awards are based on the project's contribution to the candidate's scholarship, teaching, students, department, and the university, as articulated on the application. Teaching lecturers can also receive a Professional Development Tuition Voucher, valid for one course up to 4-credits (covers tuition and mandatory fees only). COBA is not involved in making determinations about allocations of these funds and vouchers.

During the period covered by this report, CoBA ran a series of professional development workshops (called “Shop Talk”). Because the workshops’ topics and discussion were guided by the faculty’s questions, ideas and concerns, they responded directly to relevant needs.

Also during the period covered by this report, the PSU Center for Excellence in Teaching & Learning (currently being reimagined as the Center for Transformation) offered many workshops, seminars and lectures as well as one-on-one opportunities for faculty development. The PSU’s Information Technology Services (ITS) has been organizing training, workshops and showcases on using technology for teaching and learning. The topics were determined by PSU faculty via input or, in many cases, the faculty initiated or ran workshops.

Staff development needs are typically identified informally as staff encounters new technologies, approaches, etc. and more formally during the annual evaluation. For example, one of the new initiatives to which the CoBA Administrative Assistant (AA) contributed during the timeline of this report was a new online platform with information and material relevant for faculty intake, development, information sharing and engagement. The AA was trained in the PSU teaching and learning online platform – Moodle – in order to upload documents, promote and monitor usage of the CoBA’s faculty Moodle site. This occurred informally during the academic year and also became part of the staff’s evaluation.

The section above identifies some development programs available. In regards to other specific orientation and training programs, the following are also in place:

- Every year PSU organizes new faculty orientation for new full-time faculty, as described for criterion 5.2.2.b;
- The yearly COBA faculty retreat before the start of every academic year provides orientation to new faculty while also informing them of key initiatives, as described for criterion 5.2.2.b;

- Additional CoBA retreats and forums, often in January, are called to discuss key initiatives such as Bylaw revisions¹²⁵, engagement of advisory boards¹²⁶, and the 4-credit course delivery model¹²⁷;
- CoBA’s regular manner of orienting and training part-time faculty is the CoBA teaching lecturers and adjunct faculty retreat (ran before the start of the 2014-2015 academic year, but not before the 2015-2016 due to lack of significant number of new part-time faculty hired and available), as described for criterion 5.2.2.b;
- The “CoBA Teaching Lecturer Orientation and Information Guide” provides information on policies, procedures, common practices and sources of information, as described for criterion 5.2.2.b;
- A CoBA page in the PSU’s teaching and learning online platform, Moodle, provides information on key initiatives, documents, general information about working at PSU and CoBA, information on sources of teaching resources, academic policies, information and videos of the CoBA faculty workshops, teaching expectations and best practices, reports to CoBA faculty, advising resources, forms, faculty scholarships and recognition, CoBA events, CoBA committees, and student recruitment and retention. All CoBA faculty and staff have access to this site.

As indicated above, faculty proposes projects and activities that fit their professional development needs via development funds applications and sabbatical applications. The work plan document and process (e.g., work plan meeting and discussion with the Director of Faculty) also gives a faculty the opportunity to identify development needs. The pre-promotion/tenure review that is part of the CoBA promotion and tenure guidelines also offers a faculty the opening to talk about development with colleagues. CoBA’s professional development workshops (called “Shop Talk”) were created around issues determined by the faculty. Staff development needs are identified as part of their annual evaluation more formally and informally throughout the year in conversations with Directors and the Dean.

Faculty and staff development resources are allocated in conformity to University policy – e.g., proposals and approvals for faculty development funds and sabbaticals involving Director of Faculty and Dean reviews. All proposals that were found to have appropriate purpose and merit are typically approved. Teaching lecturers and staff proposals are typically addressed at the University level – e.g., teaching lecturers development funds application process; tuition waiver vouchers process. These procedures were described in a previous section.

Part-time undergraduate faculty professional development support information and availability (Development Funds Request Form and Professional Development Tuition Voucher) are stated on the PSU Academic Affairs website at <https://www.plymouth.edu/office/vpaa/teaching-lecturers/>. Part time faculty are generally invited in all PSU and COBA professional development workshops and activities (such as those organized by the Center for Excellence in Teaching and Learning (CETL), currently reinvented as the Center for Transformation – an example of workshops at <https://www.plymouth.edu/center-for-transformation/files/2013/08/feb-15-newsletter-pdf.pdf>), including University Days (a number of days before the start of each semester dedicated to

¹²⁵ Add bylaws proposed revisions

¹²⁶ All 2017 advisory board documentation

¹²⁷ consequences of 4-credit forum

informational sessions and development workshops in areas such as teaching and learning technologies, pedagogy, etc. – an example is described in a President’s blog at <https://www.plymouth.edu/office/president/2201/welcome-and-the-three-es-empowerment-encouragement-and-excitement/>). All faculty and staff are invited and encouraged to attend University development events, such as those organized by CETL or those offered during University Days.

Section 2.10 of the PSU Faculty Handbook defines development activities in the following categories: Sabbatical Leave; Educational Leave; Other Leaves; Travel: Research, Conferences; Faculty Tuition Waiver Grants; Distinguished Teaching Award. Other Leaves are described like this: “It may occasionally be in the best interests of the University and the faculty member to grant an individual a paid or unpaid leave to pursue a specific project, e.g., a short-term retraining leave, an unpaid leave to enable a faculty member to participate in an exchange program, etc. Terms and conditions of these will be subject to University and University System policies (section 2.14, Leaves).” The undergraduate Distinguished Teaching Award winner receives a stipend of \$1,200 and a calligraphic scroll. The award winner’s photograph is placed in the Distinguished Teacher Award Gallery in Lamson Library. The Graduate and Undergraduate Distinguished Teachers serve as Faculty Marshall during the subsequent academic year. Full-time, part-time faculty and staff are assisted in their projects by a number of CoBA graduate assistants, who assist professors and staff with scholarship and research projects, event planning, course materials formatting and uploading to the online teaching and learning platform, exam proctoring, class activity management, etc.

Operational procedures, policies, and practices regarding MSA faculty falls under the same mandates reported above for all CoBA faculty. Faculty development funds are also available for MSA faculty, which have been used for accounting conference attendance to glean knowledge that can augment the accounting program and student learning experience. The PSU Faculty Handbook applies to MSA faculty, as it does to all CoBA faculty members.

C5.8.1 + C5.8.2: Scholarly and Professional Activities

The University’s mission to serve the region and its aspirations to also contribute to the community and beyond is evident in the business programs faculty’s scholarly and professional activities that range from local environment analysis, practical applications and international studies to consulting and other industry engagements. Please refer to FIGURE 5.6¹²⁸. Some highlights include:

- During the two-year period of the current study, 53 papers were either presented, published or works in progress.
- The highest levels of engagement are in professional memberships and consulting.
- During the two-year period, faculty attended 34 conferences.

Faculty endeavor to relate their scholarship and professional activities to classroom engagement. In line with the development of the experiential, multi-disciplinary and externally engaged learning model at

¹²⁸ **Figure 5.6**

the institution, faculty scholarship in teaching and faculty involvement with the industry and external partners have been increasing.

The MSA faculty parallels the CoBA faculty contributions to scholarly and professional activities, but more particular to accounting. The purpose of their scholarly and professional activities is to focus on accounting-specific changes, updates, and trends with the intention of addressing curricula and content issues that will amplify MSA students' learning experience throughout all their program courses. Publications include a paper in an accounting journal, and memberships and officer roles in professional accounting organizations. MSA faculty is often in demand for consulting services given their skillset, which is reflected in professional activities.

C6N Educational and Business Process Management

Student success is an outcome of academic excellence; both are strategic directions of CoBA.¹²⁹ Continuous improvement in the design and delivery of academic programs is achieved with intellectual leadership of faculty in all programs¹³⁰ informed by partnerships with stakeholders¹³¹ and with institutional support for program delivery.¹³² Business degree programs will continue to be delivered and students will continue to earn baccalaureate and graduate degrees in business when the College of Business Administration transforms to the Innovation and Entrepreneurship Cluster. All business programs will continue to meet all Standard 6 requirements, including the Common Professional Component.

Hand-on experiential learning is already incorporated in select business courses¹³³ and the opportunity to work on problems in project-based courses with external partners will be amplified under the new learning model. CoBA provided leadership in delivering cluster project course¹³⁴ in AY 16-17.

During the study year of AY15-16, CoBA delivered the majority of the undergraduate academic course content primarily in a traditional classroom based lecture and assignment format. For graduate students, there were significantly more options for on-line course delivery which was a significant benefit to the students who were not in close proximity to the Plymouth campus.

The course content for the undergraduate program incorporated a standard set of core courses that align directly to an understanding of the environmental operational context and exposure to the primary functions of a business. Course content, depending on the selected major was approximately one-third of the minimum 120 credits needed for graduation. Course topics included in the undergraduate business core curriculum are presented abbreviated syllabi in Standard 6 and course courses are listed in a graphic at the CoBA web page.¹³⁵

¹²⁹ Figure 2.1 Strategic Directions

¹³⁰ Table 5.4.1 Deployment of Faculty by Major

¹³¹ Table of Major Stakeholders

¹³² Figure 6.9

¹³³ Table of Experiential Learning (Engaged Learning) in Project-based courses

¹³⁴ CoBA Leadership in Transformation Table linked to Robyn's IO on organizational environment.

¹³⁵ Graphic of core courses, gen ed, et.al.

The following majors were offered as Bachelor of Science business degrees:

- Accounting
- Business Administration
- Finance
- Finance with an Accounting Option (new program not yet seeking ACBSP accreditation)
- General Management
- Professional Sales
- Small Business & Entrepreneurship
- Sports Management
- Strategic Marketing

CoBA minors were offered for:

- Business Administration
- Economics
- Marketing
- Professional Sales

The graduate MBA course also drew upon a similar model of core courses and business electives to expand upon a base knowledge of business functions, operations, and strategy. Options for a General Management MBA or Health Care Administration MBA were offered.

In May 2015, the University System of New Hampshire Board of Trustees appointed Dr. Donald L. Birx as the new president of Plymouth State University. President Birx had been engaged by the Board of Trustees to implement a transformational educational and governance model across the University. While some limited successful examples of Integrated Clusters existed, primarily in research institutions, a holistic implementation of this model in a traditional, regional comprehensive University had not been attempted.

This multi-year initiative is at a mid-point at the time of this accreditation document. As the end-state model has not yet been created, the journey is best described as experimental and incomplete. Much of what is described in this narrative and supporting documentation for Standard 6 will likely be significantly changed during the next academic year and beyond. A brief summary of the transformative changes follows.

While PSU had a traditional governance model, with Deans, Department Chairs, and program administrators and support services staff, that model will be disassembled in favor of a construct that supports Integrated Clusters. There are seven distinct Integrated Clusters identified to date. An Integrated Cluster is defined as an organizational unit comprised of Plymouth State University faculty, staff, and students who come together with the intention to engage in collaborative, interdisciplinary work that transcends or takes advantage of individual disciplines and aligns with the specific cluster focus.

Specific to the College of Business Administration, it is planned that the College and CoBA Dean position will be eliminated and the existing business academic programs and faculty will be a major component of the Innovation and Entrepreneurship cluster. Joining the business faculty will be School Psychology, Social Work, and Educational Leadership. Business students will continue to receive degrees in the traditional majors.

Course development and delivery is expected to change as the non-traditional integration of academic programs within a cluster and across clusters is expected to create new educational learning experiences and multi-instructor delivered inter-disciplinary courses. Students will be increasingly exposed to external business and community engagements in their coursework employing “Open Lab” resources. An “Open Lab” is a physical or virtual space that supports Integrated Clusters by enabling engagement and collaborations between PSU faculty, staff, students and external partners and stakeholders.

Business operations will continue to rapidly change and evolve in support of the cluster model. Consolidation of University support specializations has begun with the Financial Services Center and Center for Business and Community Partnerships being recent and materially important examples. As the core functional accountabilities within cluster leadership teams are defined, it is expected that other functions will be centralized and/or streamlined. By redefining the relationships between clusters and support functions, there is expected to be a comprehensive redefinition of responsibilities, functional performance objectives, and KPI responsibilities.

Within clusters, a flattened decision-making model has been seen as a significant benefit in allowing for more rapid decision-making and agility in experimenting and creating new partner and student engagement experiences. For new clusters such as Innovation and Entrepreneurship, this will require planning, creation, and transition phases prior to having an effective operating model. As CoBA has instituted a functional director model¹³⁶ and the two additional academic programs have traditional department chair models, that future integration work is in early stages of development.

PSU is in process of creating and deploying new information technology functionality in support of the cluster construct. The intent of the new capability is primarily to promote the flexibility of the cluster model and enable faculty, students, staff, and external stakeholders to ideate and engage in new and creative activities, projects, and academic experiences. The ability to capture new ideas and transform the experiential learning experience will transform the traditional operating model.

Finally, PSU business faculty will require new ways to evaluate the value and satisfaction of the learning experience, likely abandon traditional standardized tests, and look for new comparators for the cluster model.

Some specific changes precipitated by these assessment results include:

¹³⁶ Table of Directorships

- Increases in full-time faculty available to teach students have been completed which will address the limitations on student learning outcomes created by the reduction of full-time faculty staff in the AY15-16 period.
- Faculty voted for and endorsed the reevaluation and redesign of the CoBA Core Course Curricula in spring 2017. This work will commence in fall 2017 in conjunction with a shift from a 3-credit per course model to a variable (1- to 4-credit) per course model.
- New course model templates have been created and will be proposed to faculty to enable and accelerate the multi-discipline, open lab approach to pedagogy. Business courses taught in AY16-17 have validated the utility of this approach as special topics and CoBA will look to expand the content and coverage across the academic topics going forward.

C6.1.1 Education Design and Delivery

Curriculum development in CoBA follows policies and procedures established for all PSU departments. Curriculum changes, new course proposals, and new program proposals are initiated by faculty and moved through departments or colleges to the University Curriculum Committee for final vote before entering the PSU catalog. The approval process for graduate curriculum will follow the same process as undergraduate curriculum beginning in fall 2017, after PSU faculty voted in spring 2017 to align the processes under the University's Curriculum Committee. An initiative to align graduate and undergraduate course catalog into one PSU catalog is underway.

Within CoBA, the Curriculum and Instruction Committee, co-chaired by the Director of Operations and the Director of Instruction, considers all curricular proposals and submits motions for the vote of CoBA faculty and approval of the Dean before submitting proposals to the University's Curriculum Committee. **Figure 6.1**¹³⁷ displays all curricular proposals considered by CoBA faculty in the two-year period, AY14-15 and AY15-16.

Significant curriculum and course redesign of CoBA programs is evidence of a commitment to meet the demands of the job market. Time and effort are invested to deliver engaging programs of study that are relevant to both students and employers. Programs must align with the mission and be deliverable given PSU and CoBA resources and the intellectual leadership of CoBA faculty.

One undergraduate program, Strategic Marketing¹³⁸, illustrates this curricular change process. Beginning in fall 2015, Strategic Marketing replaced Integrated Marketing Communication (IMC) as an option for a B.S. in Marketing. Integrated Marketing Communication was first an option in 2008. Prior to 2008, B.S. in Marketing had no options.

The redesign of the marketing curriculum was in response to rapidly changing marketing practices and CoBA's need to deliver a differentiated undergraduate educational experience. Prior to proposals being presented to CoBA's curriculum committee, faculty engaged in the redesign starting in spring 2013. The

¹³⁷ FIGURE 6.1

¹³⁸ Marketing Curriculum overview

dialogic discourse began with team meetings of marketing faculty and then was extended to all CoBA faculty in two summit meetings. Revised catalog descriptions for nine marketing courses appeared in the PSU catalog in fall 2014. Other curricular changes and the change in the name of the program followed by an update in the fall 2015 PSU catalog.

Documentation of the curriculum development process¹³⁹ shows that the redesign took a holistic view of marketing strategy that also provided instruction and practice in foundational skills to cultivate in students an agile mindset for lifelong learning demanded in the marketing profession. Ongoing marketing curriculum development is guided by four themes reinforced across all marketing courses: customer focus, value creation, innovation, and social responsibility. Ongoing revisions in course design are guided by best practices in marketing supported by theory to spotlight skills in demand for marketing positions as modern marketing management is evolving.

A second illustration of a program change is the Accounting Option in Finance¹⁴⁰ which entered the PSU catalog in fall 2016 and has not yet sought ACBSP accreditation. The Accounting Option proposal was approved by CoBA faculty in spring 2015, as the URSA process was underway. When the proposal went before the University's Curriculum Committee in fall 2016, the proposal was responsive to queries related to URSA criteria.

Curricular Changes Informed by URSA Findings

URSA reports¹⁴¹ on all PSU credit-bearing programs included assessments of external demand in terms of enrollments as well as demand trends. Demand trends were assessed using data such as:

- The College Board Intended Major Details Report¹⁴² provides data on intentions of college-bound students to declare majors in marketing. Demand has been steady and expected to increase in response to growth rates in occupations demanding marketing-related expertise and skills.
- The Bureau of Labor Statistics reports on employment opportunities¹⁴³
- The Economic Information and Labor Market Bureau of the office of New Hampshire Employment Security published the "New Hampshire Job Outlook and Locator by Industry and Occupation" (base year 2012 to projected year 2022).¹⁴⁴

Before findings from the URSA process were finalized in January 2016, PSU's transformation to project-based learning in the cluster model was initiated. CoBA responded to findings from the University-wide assessment to delete or inactivate programs as shown in **FIGURE 6.1**. Deleted undergraduate programs were the Human Resource option and the International Business option in Management. Inactivated was the Public Relations option in Marketing. The MBA in International Business was deleted.

¹³⁹ Marketing Curriculum overview

¹⁴⁰ Accounting option proposal

¹⁴¹ 17 URSA reports

¹⁴² College Board Intended Major Details Report

¹⁴³ Bureau of Labor Statistics

¹⁴⁴ NH Job Outlook

Curricular Changes Aligning with the Transformation to Clusters

CoBA is well positioned to deliver open lab and cluster project courses, having already designed and delivered courses with significant project-based learning experiences¹⁴⁵. Included in evidence is the documentation on the Common Man Apprentice Project¹⁴⁶ and the many engaged learning experiences delivered in the Professional Sales¹⁴⁷ program.

Academic reviews of CoBA programs¹⁴⁸ continued in spring 2016, following the final PSU URSA report¹⁴⁹, to further assess strengths, weaknesses, and opportunities to align programs and course offerings with the transformation to clusters and project-based learning.

At the same time programs were cut, resources were redirected to align with the transformation to clusters. The decision was taken to invest in the undergraduate Small Business/Entrepreneurship option of Management. In spring 2017, the search for two faculty positions in Innovation and Entrepreneurship¹⁵⁰ was successful in hiring one new faculty member who will lead curricular development in the SB/E program.

A process was put in place over the summer of 2016 to stimulate course design and delivery of project-based learning involving external partners and multi-disciplinary engagements. Proposals began to be submitted and reviewed under this process in fall 2016. Within CoBA, experimental courses are typically offered as Special Topics before advancing to catalog courses. CoBA's Lancaster Cluster Project¹⁵¹ is presented as documentation of this alternative curricular design process. Funding for what became the Lancaster cluster project had begun as a grant proposal to the NH Economic Development Institute¹⁵². Documentation illustrates the cluster project proposal process and includes the final report submitted by students to their external partners in the Lancaster community. Outcomes of the Lancaster project have attracted other New Hampshire communities to seek engagement in projects with PSU and the Innovation and Entrepreneurship cluster.

Aligning the Traditional Curricular Change Process with the Cluster Project Process

For the launch of cluster project-based courses in spring 2017, special topics course designations were used. Work is underway by the University's Curriculum Committee to develop course structures to support project-based classes while ensuring quality in course design and learning outcomes. Within CoBA, the Curriculum and Instruction Committee began to consider proposals to provide project courses¹⁵³ that better meet the challenges of delivering these learning experiences. Over the summer,

¹⁴⁵ Table of Engaged Learning

¹⁴⁶ Common Man Apprentice Project

¹⁴⁷ Nadeau's course design

¹⁴⁸ Minutes from program overviews

¹⁴⁹ Final URSA report

¹⁵⁰ I&E job description

¹⁵¹ Lancaster project PDF

¹⁵² North Country Grant proposal

¹⁵³ CIC document on proposed project course designations

CoBA's draft proposals were included in a Curriculum Committee dialogue. Formal proposals are not expected to move forward until fall 2017.

Transitioning to a Four-Credit Course Delivery Model

At present, most PSU programs and CoBA, with the exception for BS accounting programs, are delivered in three-credit courses. With the vote of PSU Faculty in April 2016 and strong support from the President, all programs are now encouraged to transition to a four-credit model¹⁵⁴. Courses may be one, two, three, or four credits. A new scheduling model is being designed to enable collaboration among courses, across departments, with time blocks set aside for open lab work on cluster projects. The expanded options for course design and delivery will create operational challenges in scheduling faculty, student and physical resources.

The challenge for curriculum redesign is significant. In spring 2017, CoBA faculty voted to begin developing course redesign proposals to align with the four-credit model. The vote came after a dialogical process. CoBA had been represented on the university four-credit task force in the years leading up to the PSU Faculty vote. Immediately after the PSU Faculty vote in April 2016, the CoBA Curriculum and Instruction Committee met to consider CoBA's response. A decision was taken to call a CoBA faculty forum¹⁵⁵ to explore implications of moving to the four-credit model. A straw poll taken at the May 2016 CoBA Faculty meeting was in favor of continuing dialogue. In response to CoBA Faculty, the CoBA Curriculum and Instruction Committee, in fall 2016, submitted a report on implications for scheduling and operations. Dialogue continued on course redesign leading up to the CoBA Faculty vote in spring 2017 resulting in a charge to the CoBA Curriculum and Instruction Committee to move forward with the planning activity.

In Fall 2017, the CoBA Curriculum and Instruction Committee will form a task force to begin redesigning what will be the core courses taken by all business students. The common core learning experience must ensure coverage of the common professional competencies (CPC) and 21st century learning outcomes. At the same time, the common core must prepare students for collaboration with both students from disciplines other than business and external partners to address problems and opportunities identified in cluster projects. With curriculum development a top priority, the faculty search processes moved forward with position descriptions designed to attract candidates interested in, and capable of, contributing to the new learning model.

Graduate Curricular Development

In fall 2017, a second priority for the CoBA Curriculum and Instruction Committee is to continue to assess graduate programs considering findings from outsourced market research managed by the PSU Dean of Enrollment Management and external demand along with demand trends. Findings are expected to inform CoBA on the feasibility of continuing the Health Care Management MBA, for which the application for ACBSP accreditation was withdrawn. Findings are also expected to identify

¹⁵⁴ Final report of 4-credit task force

¹⁵⁵ Call to the CoBA faculty forum on 4-credit delivery

opportunities to serve working adults and employers in the region. Demand for the current online program is declining in face of intense competition; serving the region with a combination of online, face-to-face, and hybrid course delivery may be viable opportunities. With the PSU mission to serve the region, the next generation of graduate students may be area small business owners and entrepreneurs. Curricular design will follow from a clear definition of the targeted student segment.

Curricular changes added two foundational courses to ensure business competencies for the general MBA Fall 2016, enabling student success. The university has a strategic intention to attract students interested in completing a graduate degree within one year after completing their undergraduate degree, a 4 + 1 program.

Outcome Assessment

CoBA recognizes the need to align assessment metrics with intended learning outcomes. For the new learning model to be sustainable, CoBA will demonstrate learning outcomes to prospective students and stakeholders. Undergraduate measurement methods and tools will follow the redesign of the core learning experience. Measurement of graduate program outcomes will then follow the selection of the served graduate student markets and the strategic positioning of program offerings to meet their needs.

The Director of Operations has the lead role in assessment; the incoming Director of Operations follows two faculty members who transitioned in 2016 and 2017 to other universities. Continuity in the Director of Operations will enable more focus on assessment. In addition, the spring 2017 searches attracted new faculty members who are eager to engage in graduate curricular work; one of the new hires has extensive training and career experience in assessing learning.

The Role of the Business Advisory Board

On April 27, 2017, at the inaugural meeting of the PSU CoBA Business Advisory Board, invitees were presented with the opportunity to advocate for and engage in ongoing curriculum development focused on meeting market-driven employment needs. The response¹⁵⁶ was enthusiastic, with nearly a third (27.7%) of participants identifying curriculum design as their preferred focus and volunteering to provide insights and resources to design and deliver robust undergraduate and graduate programming.

C6.1.2N Degree Program Delivery

Undergraduate contact hours meet the New England Association of Schools and Colleges and ACBSP standards.

Students have 15 weeks of actual classroom contact time twice per week for 75 minutes plus 15 minutes per class for transition. In addition, a 2.5-hour class is scheduled during final exam week.

¹⁵⁶ Advisory Board survey results

Graduate online courses mirror a live course experience including discussion boards, quizzes, exams, and Skype sessions. “In-class” teaching equals 3.5 hours per week per 10-week term. Time to Degree for these programs is reported in **FIGURE 6.2**¹⁵⁷.

C6.1.3N Undergraduate Common Professional Component (CPC)

C6.1.3 ACBSP Instructions

A folder of abbreviated course syllabi¹⁵⁸ is presented as evidence for **FIGURE 6.3**¹⁵⁹. **FIGURE 6.5**¹⁶⁰ shows that all courses meet or exceed the ACBSP standard of 30-hours for each of the CPC requirements.

C6.1.4N Curriculum Design Beyond CPC

CoBA Bachelor of Science degree requires 120 credits¹⁶¹. A breakdown between core classes, general education and upper-level course electives are presented in evidence. **FIGURE 6.6**¹⁶² highlights this breakdown by program.

C6.1.5N Other Business-related Programs

The Bachelor of Science in Sports Management is a business-related program delivered in collaboration with the health and human performance department. The sports management degree program includes all of the common core business requirements and, therefore, meets all CPC requirements. The sports management degree includes approximately 88% of the business administration curriculum. See **FIGURE 6.5**¹⁶³ for undergraduate programs.

C6.1.6N Curriculum Design in Graduate Programs

The MSA requires 30 credits of graduate coursework. Thirty-six credits of graduate courses are unique to the MBA and that are above the undergraduate requirements. MBA/MSA share 12 credits of core courses and both allow six credits of electives that provide the student opportunity to learn business knowledge beyond the core courses. See **FIGURE 6.6**¹⁶⁴

¹⁵⁷ FIGURE 6.2

¹⁵⁸ Abbreviated course syllabi

¹⁵⁹ FIGURE 6.3

¹⁶⁰ FIGURE 6.5

¹⁶¹ Graphic of curriculum design

¹⁶² FIGURE 6.6

¹⁶³ FIGURE 6.5

¹⁶⁴ FIGURE 6.6

C6.1.7N Education (Design and Delivery) Evaluation

The URSA process provided evidence that CoBA evaluated its programs. CoBA systematically collected data by student evaluations and reviewed retention and graduation rates. All courses in the MBA/MSA are subject to student evaluations that are reviewed for quality issues. The goal is to maintain relevance within the program. Program leaders monitor best practices in the disciplines and review quality of the programs against those best practices. CoBA faculty retreats include an activity that has the faculty reflect on curricular improvements. Examples include 2016 “The Soft Edge”¹⁶⁵ and scheduled for Fall 2017 is “The Outward Mindset.” Curricular changes represented in **FIGURE 6.1** are the outcome of program evaluation.¹⁶⁶

C6.2.1V Education Support Processes

CoBA utilizes PSU’s support services to assist students. Please see the table below. Based on the new integrated clusters learning model, PSU and CoBA are changing its support structures, processes, and staffing to better meet student needs.

Writing Center – Students can utilize the Writing Center for help with both writing and presentation skills. Faculty might have the Center Director or student worker speak in a class to inform students about the services provided. Students can setup appointments or simply drop-in. Professors are notified¹⁶⁷ when students utilize the service.

PASS office – The primary goal of Plymouth Academic Support Services (PASS) is to collaborate with undergraduate students in becoming efficient, independent learners. The program components of TRIO Student Support Services and Tutoring are designed to engage students in developing effective learning strategies and skills to enable them to enjoy academic success and graduate from Plymouth State University. PASS is primarily funded by a federal TRIO grant that serves students who are first-generation, low income, and/or have disabilities. See PASS office statistics¹⁶⁸

CoBA collaboration space – The relatively new CoBA collaboration space is widely used for brainstorming sessions, hosting visitors, giving presentations, and as student organization meeting space to name a few. Hyde Hall has undergone many renovations from lighting and ventilation to classroom technology to new communication devices. Renovations are continuing through the summer.

First-Year Student Success Coach Advising Program – Program details can be found in criterion 3.5. This program is only in its first year. Many improvements are on the horizon as evidenced in the AY16-17 report¹⁶⁹.

¹⁶⁵ Faculty retreat 2016 Soft Edge

¹⁶⁶ FIGURE 6.1

¹⁶⁷ Writing Center Visit: Madailein McLaughlin email & usage report-email from Denise

¹⁶⁸ Tutoring Totals by Course

¹⁶⁹ First Year Success Coach CoBA Report for AY16-17

Counseling – Counseling trends are up nationally and PSU is no different. See PSU Counseling Center handout¹⁷⁰

Center for Business and Community Partnerships link - <https://www.plymouth.edu/office/research-engagement/engage/service-learning-partnership/>
and <https://www.plymouth.edu/center-for-business-and-community-partnerships/>

CoBA directly engages the resources of the PSU Center for Business and Community Partnership (CBCP) to enable business students to engage in high impact learning opportunities, including internships and curriculum-based service learning assignments. The use of a centralized organization to perform these functions allows for greater student preparation, potential for a highly satisfactory experience, and an increase in external stakeholder value. Linkage between CoBA and the CBCP is provided through an ongoing exchange and relationship with the CoBA Director of Students. The Director of the CBCP is also a direct report to the CoBA Dean.

CoBA utilizes the PSU processes for identifying external organization participants/stakeholders. The PSU Center for Business and Community Partnerships (CBCP) manages those activities on behalf of all academic disciplines at PSU. The CBCP is responsible for:

- Preparing and placing students in these learning environments
- Evaluating the success of these activities from the students' perspective
- Evaluating the success of these activities from the stakeholders' perspective
- Capturing qualitative feedback use for continuous improvement in the processes

This information is shared in a dialogic exchange with the CoBA Director of Students and Director of Instruction as inputs into academic planning, student retention, and curriculum development strategic planning initiatives.

Internships – The internship administration needed to be overhauled so it was sustainable and centralized. The result was the CBCP, formerly the Center for Rural Partnerships overseeing all CoBA internships. See the internship evidence outlining the procedures, forms and student advising advice along with marketing collateral for student high-impact learning workshops centered around internships and resume writing. The CBCP also assists CoBA in connecting students with internships and cluster project opportunities. A Pass/no pass curriculum and variable credit change happened. Changing this process allows the student to experience how to seek out the internship, apply, interview and work the internship¹⁷¹.

Career Services – ¹⁷²Students can utilize PSU's Career Services Center beginning as soon as they are on campus. CoBA faculty have Career Services staff speak in classes and advise students to schedule one-on-one sessions for pertinent advice as well as recommend students to attend Career Services-organized Job Fairs and/or bring classes to the Job Fairs as part of experiential learning and/or

¹⁷⁰ 6.2.1 PSU Counseling Center handout

¹⁷¹ Combine Intent to Intern, procedure document and Workshop into one PDF

¹⁷² **email from Eric sent by Denise**

workshops. See CareerShift information: <https://www.plymouth.edu/services/career-services/1228/career-shift-1-job-searching-tool/>

Alumni Relations + University Advancement – Improved accessibility with alumni and integration into key CoBA events as well creation of new groups such as the Panther Business Club and involvement in Delta Mu Delta Networking Dinner plus enriching courses as guest speakers – **see evidence files**

Lamson Learning Commons (Library) Open Laboratories – Lamson Open Lab 031 (Downstairs Lab) - This lab is designed as a creative production studio and features hardware and software that allows for high end media production and editing. Technologies in the lab include:

- **One Button Studio with Green/Blue screen capabilities:** With the touch of a single button, and no need to learn complicated video cameras or software, visitors to the lab can record an .mp4 video straight to a USB flash drive (formatted as FAT). A “Chromatte” backdrop allows you to record with a blue or green screen, which can be replaced with other backgrounds in video editing software.
- **Touchscreen display with annotation software:** Up to eight participants can collaborate on a single display using wired and wireless connections. Annotation software allows visitors to draw, highlight, and type directly on any media.
- **Large format display:** The large screen is ideal for practicing presentations or watching course videos in a group. Students can also preview video, graphic design, and animation projects in HD.
- **Collaborative Editing Suites:** Up to four students can work together on creative projects such as videos, music tracks, animations, or class presentations. Each of the three stations features a high-end Mac and or PC, four audio outputs for headphone use, and all the latest software including the Adobe Creative Suite, Final Cut X (Macs), and Autodesk.
- **High-end Macs and PCs:** There are 12 Macs and 6 PCs in the lab, outfitted with the latest media production and design software including iMovie, the Adobe Creative Suite (for video, photo, animation, and effects), Autodesk (for design and animation), and more. The PCs are “Oculus Ready” and support the use of Oculus RIFT Virtual reality software and headsets.
- **Oculus RIFT Capability:** Take a trip around the world, travel through the human body, or explore the moon on the Apollo 11 mission—with the Oculus RIFT virtual reality system, the options are endless! Use any PC in the Open Lab (031) with Oculus Headsets that can be checked out from the Help desk.

Lamson Open Lab 114 (Upstairs Lab) - This lab is designed as a collaborative work space and features three distinct areas that can be used separately or combined into a single presentation area. Features of this lab include:

- **Three large display screens:** North and west displays feature wired and wireless connections that enable collaboration and participation among eight students at once. The main display also has a Blu-ray player for showing movies. Video and audio can be shared to all three displays.
- **Touchscreen PC:** With a built-in PC and all the software applications you’re used to, the touchscreen on the west wall is ideal for small group collaboration and video conferencing. You can type or write with the onscreen keyboard, and easily navigate between applications with the touch of a finger. A keyboard, mouse, and stylus for the touchscreen can be checked out from the Help Desk.

- **Flexible furniture and whiteboards:** In this lab, you can forget the traditional podium and desk layout of a traditional classroom. Feel free to rearrange the tables, chairs, and whiteboards to suit the needs of your group or class. Bonus: increase or test your core strength by trying out one of the “buoy” seats!

Undergraduate and graduate support services are also evidenced in PSU’s academic catalogs are submitted as part of the evidence file.

C6.2.2N Business Operation Processes

CoBA does not evaluate the institutional processes and performance of support services at this time. Given the level of reorganization, restructure and change, CoBA anticipates that these will be evaluated in support of integrated clusters.

PSU captures the most global data - student retention and graduation rate in this case relative to CoBA. See **FIGURE 6.10 and FIGURE 6.10 MSA**¹⁷³.

C6.3.1N Enrollment Mgmt: Admissions Policies and Procedures

When the PSU admissions committee reviews a student application, the key question committee members ask is, “Will this student succeed at Plymouth State University?” While many factors are considered in the admission process, a student’s academic record is regarded as the best predictor of University grades. Therefore, the greatest emphasis is placed on previous courses taken and grades. Other important factors include recommendations, the admission essay, class standing, and activities. Personal experiences such as work, travel, or community service are also considered in the decision process. Students are encouraged to include as much information as possible in their applications¹⁷⁴ to assist the admissions committee in making its best decisions.

Admission Policy

PSU considers applications for both the fall and spring semesters. Deadlines for priority consideration are as follows: completed applications should be received by April 1 for the fall semester and December 1 for the spring semester. The Admissions Office administers a rolling admission program, which provides applicants with prompt action on their request for admission. For additional information, please visit <https://www.plymouth.edu/prospective/>.

New students must attend New Student Orientation to enroll for their first semester. Exceptions to this policy will be made only under extra-ordinary circumstances by appeal to the Admissions Office. For more information, please visit: <https://www.plymouth.edu/firstyear/>.

To provide reliable assurance of the quality of the educational preparation of its applicants for admission, PSU supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accreditation status.

Admission Standards

¹⁷³ FIGURE 6.10 and FIGURE 6.10 MSA

¹⁷⁴ Common application and Panther application

Reading of Application:

There is no single answer to the frequently asked question, “What grades and standardized test scores do I need to be admitted to PSU?” However, most successful applicants have completed at least:

- four years of English,
- three years of mathematics,
- three years of science,
- three years of social studies, and
- two years of foreign language.

Most students have taken at least Algebra I, Geometry, and Algebra II (or an equivalent sequence). Students who do not have this minimum mathematics background, but are otherwise qualified, will need to satisfy the mathematics proficiency requirements within the first 45 credits taken at PSU.

PSU does not require applicants to submit standardized test scores. Submitted scores are viewed as a voluntary submission of information that an applicant wishes to share with the admissions committee and are not considered to be an academic credential.

While a student’s academic record is most important, consideration is also given for character, leadership, initiative, and special talents. The director of admissions possesses the authority to make professional judgment exceptions or changes to the admission policy and standards. In certain cases, the director of admissions may require students to complete university-level courses with at least a 2.00 grade point average in addition to, or in lieu of, regular admission requirements.

Application Requirements for First Year Students

1. Completed application for PSU and a \$50 nonrefundable application fee (if applicable).
2. An official secondary school transcript and evidence of secondary school graduation or a satisfactory secondary school equivalency certificate (GED). Work of high quality in a program that is well balanced is very important. For more information concerning secondary school preparation, students should refer to the section of this catalog pertaining to the specific academic program.
3. One recommendation (academic).
4. An essay.
5. DD214 military record (if applicable) and/or Joint Services Transcript (JST).

Transfer Students

1. Completed application for PSU and a \$50 nonrefundable application fee (if applicable).
2. An official secondary school transcript with date of graduation or a satisfactory secondary school equivalency certificate (GED). This is not required if an applicant has received an associate degree.
3. Official transcripts of all post-secondary work attempted. A minimum grade point average of 2.00 on a 4.00 scale is required for admission consideration. Credits earned with grades of C and above at

regionally accredited degree-granting institutions may be considered for transfer at the time of admission to Plymouth State University. Academic work attempted, but not reported at the time of admission, will not be retroactively transferred after enrollment.

4. An essay.

5. DD214 military record (if applicable) and/or Joint Services Transcript (JST).

International Students

1. Completed application for PSU and a \$50 nonrefundable application fee (if applicable).

2. An official secondary school transcript with date of graduation or a satisfactory secondary school equivalency certification, with English translations if appropriate.

3. Language Proficiency:

- TOEFL (Test of English as a Foreign Language) results with a minimum score of 500 on the paper test, 190 on the computer test, 59 on the online test; or
- IELTS (International English Language Testing System) results with a minimum score of 5.5; or
- Attainment of level 112 from ELS; or
- PTE Academic (Pearson Test of English) results with a minimum score of 46.
- Other evidence of ability to use and understand the English language must be submitted by students from non-English speaking countries.

4. Declaration and Certification of Finances form.

5. For international transfer students entering from a non- American institution, transfer credit must be reviewed by the Plymouth State University admissions

PSU's 2014-2015 admissions policies and procedures can be found linked below inside the course catalogs beginning on page 9. Business program information begins on page 90.

<http://www.plymouth.edu/wp-content/uploads/2016/10/2014-15AcademicCatalog.pdf>

PSU's 2015-2016 admissions policies and procedures can be found linked below inside the course catalogs beginning on page 8. Business program information begins on page 87.

<http://www.plymouth.edu/wp-content/uploads/2016/10/2015-16AcademicCatalog.pdf>

PSU's 2016-2017 admissions policies and procedures can be found linked below inside the course catalogs beginning on page 8. Business program information begins on page 83.

<http://www.plymouth.edu/wp-content/uploads/2016/10/2016-17AcademicCatalog.pdf>

C6.3.2N External Articulation Process

There are two types of [transfer agreements](#) between community colleges and PSU. All of these agreements are managed at the University level. For 2 + 2 agreements with community colleges, students must complete the associates degree prior to transferring. PSU revisits these agreements each year. They can be found [here](#).

When entering into a 2 + 2 agreement, enrollment managers work with the Registrar's Office to determine courses to be accepted toward general education and/or elective credit. Decisions related to major courses are sent to the departments for determination of course equivalency.

CoBA's review process includes an initial review by the Director of Operations who makes those determinations for courses falling within the common business core. If courses to be transferred are more specialized in a particular discipline (e.g. finance, marketing, accounting, management), the Director of Operations consults with lead faculty within the discipline to determine equivalency.

Once complete, the results are sent back to the Registrar and enrollment manager for incorporation into the agreement. Agreements tied to particular programs are sent back to the program before being finalized to ensure they are correct.

For all but two of the schools with which PSU has a 2+2 articulation agreement, the agreement is to have students transfer in with an AS in a business discipline (accounting, management or marketing) and complete the BS in business administration. At one school, Great Bay Community College, the 2 + 2 does not include business. At River Valley Community College, students can pursue the BS in business or the BS in accounting if they enter after earning the AS in accounting.

At the one international partner, Sunway University in Malaysia, students can complete the BS in business administration.

The development process for transfer plan agreements works similarly to 2 + 2 agreements. These agreements, found [here](#), do not require students to complete the associates before transferring, but are designed for students to transfer into specific Bachelor degree programs.

Popular majors for transfer plan agreements are the BS in business administration (available at 6 of 7 partner schools) and the BS in sports management (available at 4). New Hampshire Technical Institute is the most robust transfer agreement partner with agreements in place for the BS in accounting, business administration, marketing/professional sales option, and sports management.

An external resource is the [NH Transfer Credit Database](#) which allows students to plan and assess how the courses they've taken or plan to take will transfer from the Community College System of New Hampshire (CCSNH) institutions to any of the NH Transfer partner institutions, of which PSU takes part.

In place of FIGURE 6.11, the URL is provided to show the agreements. Each agreement can be viewed by clicking on the school name. <https://www.plymouth.edu/undergraduate/transfer-agreements/>

C6.3.3N Graduate Program Articulation & Admissions Policy

Graduate program policies are located inside the course catalogs, which can be found via this link.

Transfer information begins on page 17. Admissions information begins on page 29. Page 69 begins the general management program information.

<https://www.plymouth.edu/graduate/files/2016/06/graduate-academic-catalog-2016-2017.pdf>

More information is available here. <https://www.plymouth.edu/graduate/admissions/frequently-asked-questions/>

In 2014, the admission policies for the MBA in General Management was a minimum of a 2.5 GPA. Students were required to submit three recommendations, a statement of interest, and submit a current resume or CV. In 2015, the GPA requirement for the MBA in General Management was raised to a 3.0 minimum score for the simple reason that a 3.0 is required for successful completion of the program. This also enabled the movement of enrollment decisions to Graduate Admissions, similar to the undergraduate admission process, eliminating the need for a director to review applications.

Admission into the MS in Accounting has not changed. Admission requires a 3.0 GPA or higher and completion of a business degree with specialty in accounting. Since this program is designed for students to prepare for the CPA, this admission requirement is rarely waived. The MS in Accounting information begins on page 33. <https://www.plymouth.edu/graduate/files/2016/06/graduate-academic-catalog-2016-2017.pdf>

Students are accepted as part-time students in all cases. Students taking courses for professional development only are not required to go through the admission process. Instead, they are entered into the system as MBA track students or non-matriculated students. Students with Bachelor degrees are able to take up to 12 credits before becoming matriculated graduate students. Students pursuing professional development only are not required to matriculate.

Students who come in with less than a 3.0 GPA, but have made it through the approval process are entered into the system as conditional admits. They must receive a B or better in their first two classes or they may be severed from the program.

Probationary students are those students who are currently matriculated into the program, but have let their GPA drop below the 3.0 minimum. These students are put on probation for a period of up to three terms. The student must have their GPA back up to a 3.0 in order to remain in the program. If this does not happen, they are severed.

There is no difference at all between the day and evening graduate program in business in terms of admission and classification. Students are all accepted the same way regardless of how they take their courses. The large majority of graduate classes are held online, with a few on-campus classes in the evenings, and some hybrid weekend intensives.

As mentioned above the change in admission requirements has allowed us to select those students best to succeed in the program. By requiring a 3.0 GPA, this shows that the student is capable of earning a B average, and has a good chance of success. The addition of two foundation courses in 2015 allowed CoBA to provide those students lacking an undergraduate degree in business, with a foundational knowledge of business concepts before proceeding to their core courses. This helps to better prepare them for the more intensive course work found later in the MBA.

C6.3.4N Policies for Probation, Suspension, and Readmitting of Students

C6.3.4 ACBSP Instructions

Academic Policies for Probation, Suspension, and Readmitting of students will be clearly stated

Academic Probation

Students whose cumulative GPAs fall into critical ranges receive either probation or warning based on academic progress¹⁷⁵.

The period of academic probation will be the next regular semester (fall or spring) of attendance. Students on academic probation will be given an academic probation contract which restricts the number of credits they may take to 13, recommends repeating specific courses, and provides the semester GPA a student should achieve in the probationary semester to regain good academic standing. Students, whose cumulative GPA falls in the probationary range, are allowed two consecutive semesters on academic probation to attain good academic standing. The third consecutive semester their GPA places them in the academic probation range, they will incur an academic severance. Students on academic probation may receive financial aid (excluding University-sponsored scholarships based on academic achievement). Students who want to take more than 13 credits in a probationary semester must receive permission from the associate vice president for undergraduate studies (or designee).

Academic Standing: University-Wide

All matriculated (degree-seeking) undergraduate students (full-time and part-time) have their academic standing assessed at the end of each fall and spring semester. Grades earned in Winterim and Summer sessions do not alter academic standing, nor do changes in grades processed after the last day of the add period for the following regular semester. To be in good academic standing means that students have a cumulative grade point average (GPA) of at least 2.00 – the minimum cumulative grade point average required for graduation. The standards used to place students in any one of the other three academic standing categories – academic warning, academic probation or academic severance – are based on the cumulative GPAs students must meet or exceed at different cumulative credits attempted in order to be making satisfactory progress. Cumulative credits attempted include all graded, pass/no pass and transfer courses as well as credit-by-examination. When students are placed on academic warning, probation or severance, an appropriate transcript notation is made.

¹⁷⁵ Academic Policies GPA and Level of Achievement table emailed from Denise

First-Year Students Academic Warning

First-year students whose cumulative GPAs fall into a critical range based on academic completion.¹⁷⁶

Students in this category receive a letter of academic warning which advises them that they are not meeting the minimum grade point average required for graduation and that they are in danger of accumulating a record which will become increasingly difficult to correct as time goes on. The letter also advises them to discuss their progress with their advisors and to take full advantage of the services on campus for academic assistance. Students on academic warning may participate in sports and receive financial aid (excluding University-sponsored scholarships based on academic achievement). They may not enroll in overload credits.

First Academic Severance

There are two situations that will result in a first academic severance.

1. The cumulative grade point average (cumGPA) is below the standard required for the cumulative credits attempted (CCAT) **or**
2. the cumulative grade point average is in the academic probation range for the third consecutive semester.

Students who have been academically severed for the first time *are not eligible to be a matriculated student at PSU for one (fall or spring) semester.*

Appeal Process

Students who have been academically severed for the first time may be granted an opportunity, through reinstatement, to demonstrate their ability and intention to succeed academically and to earn a degree from Plymouth State University. **Students severed following their first semester at Plymouth are not eligible to appeal.**

If students are eligible and wish to appeal for immediate reinstatement, they must submit a letter to the Undergraduate Advising Center. In the letter, which should be addressed to the Academic Affairs Committee, they should explain any special circumstances that have contributed to their poor academic performance. They should also discuss the strategies they will use to improve their academic status if their appeal is granted (i.e., what courses they will include in their schedule, what resources they will utilize, etc.). The letter may be mailed, faxed, or hand-delivered to the Undergraduate Advising Center in Mary Lyon 034 (address and fax information are included on the letter they receive).

Please understand that appeals are not automatically granted and requests for them should be carefully considered. The required one semester of non-matriculated status from Plymouth State University is intended to provide an opportunity for them to reassess their personal and career goals. It is recommended that they return to PSU only if they can do so with renewed energy and commitment to their academic success.

The Academic Affairs Committee will meet to review the appeal. They will be reviewing the student's appeal letter, his/her academic transcript, and also any judicial or residential life issues that may have

¹⁷⁶ Table Academic Policies of GPA and Level of Achievement

occurred during the past semester. The student will be sent a letter once a decision has been made. She or he may also call the office after the Committee has met to find out the decision of their appeal. Please note that only the student may call for the decision. **The decision of the Academic Affairs Committee is final.**

If the appeal is successful, he or she will be placed on academic probation for the next upcoming semester and be required to abide by the terms outlined in the guidelines that would be written for them. More information on the terms of probation is sent if their appeal is granted. If the appeal is successful, but the student chooses to withdraw from the University, he or she may return only through the readmission process described below.

Readmission to Plymouth State University

Students who have matriculated at PSU but who have interrupted their enrollment must apply for readmission through the Admissions Office. Regular application deadlines apply to readmission applicants. Students who have attended another college during their absence from PSU must submit an official college transcript. Students returning for Winterim or Summer session to complete their degree do not need to apply for readmission but must submit a degree request to the registrar.

Any time following the mandatory one semester of non-matriculated status, they may apply to the Office of Admission for readmission. Students severed after one semester of attendance may apply for readmission without having repaired their GPA after they have spent at least one semester as a non-matriculated student. Readmission, in this circumstance, is contingent on presenting a convincing argument (in a cover letter to accompany their application for readmission) that they have a plan to solve whatever problems resulted in their lack of success in their first semester. Students severed after having attended Plymouth State University for two or more semesters, must first raise their cumulative GPA out of the severance range.

C6.3.5N- Policies for Recruiting, Admitting, and Retaining Students

Plymouth State University is a member institution of the National Association for College Admissions Counseling (NACAC). As a NACAC member institution, Plymouth State University adheres to the organization's principles of good practice:

Ethical college admission is the cornerstone of the National Association for College Admission Counseling (NACAC). Since its founding in 1937, when a select number of college and university professionals and high school counselors came together to create a Code of Ethics within the admission-counseling profession, NACAC has strived to ensure principled conduct among professionals in the recruitment of students and the transition to postsecondary education.

This code of conduct is known today as the Statement of Principles of Good Practice (SPGP).

Historically, NACAC added principles to the SPGP cumulatively, as ethical issues arose each year. In more recent years, however, the application process has become increasingly influenced by marketplace forces that raise new and complex ethical questions. In this rapidly-changing admission landscape, it is imperative for NACAC to maintain a document that includes practices and policies reflecting these new concerns for the ethical treatment of students in the admission process. As the recognized leader in college admission counseling, NACAC willingly carries the responsibility of being the only association that

protects students' rights in the transition to postsecondary education process, through monitoring and enforcing ethical standards and practices.

Member schools, colleges and universities, as well as other institutions, organizations and individuals dedicated to the pursuit of higher education, believe in the dignity, worth and potential of each and every student. To enable all students to make the dream of higher education a reality, these institutions and individuals develop and provide programs and services in postsecondary counseling, admission and financial aid. They strive to eliminate bias within the education system based on ethnicity, creed, gender, sexual orientation, socio-economic status, age, political affiliation, national origin, and disability. They understand and value the importance of college counseling and view it as a fundamental aspect of their job as educators.

They support, therefore, the following Statement of Principles of Good Practice of the National Association for College Admission Counseling.¹⁷⁷

On behalf of CoBA at PSU, the Office of Admission applies the university established admission policy outlined in the Plymouth State University Academic Catalog – *Plymouth State University considers applications for both the fall and spring semesters. Deadlines for priority consideration are as follows: completed applications should be received by April 1 for the fall semester and December 1 for the spring semester. The Admissions Office administers a rolling admission program, which provides applicants with prompt action on their request for admission. For additional information, please visit plymouth.edu/admissions. New students must attend New Student Orientation to enroll for their first semester. Exceptions to this policy will be made only under extra-ordinary circumstances by appeal to the Admissions Office. For more information, please visit: plymouth.edu/new-student/orientation/. To provide reliable assurance of the quality of the educational preparation of its applicants for admission, Plymouth State University supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accreditation status.*

C6.3.6N Results of Enrollment Management

From fall 2013 to fall 2014, CoBA saw a 31% decrease of business students, which then rose for fall 2015 by 106% for new first-time, first-year undergraduate business students. Clear recruitment communication contributed to the significant increase in 2015.

By 2015, PSU developed and launched a new comprehensive student search campaign for new-first year full time undergraduate students due to declining enrollment. PSU invested in increasing its reach to high school college-bound students, both in-state and out-of-state, to generate more robust lead and inquiry pools. As a regional comprehensive university, a total of 135,000 college-bound high school students were identified in the Northeast and Mid-Atlantic regions of the United States demonstrating a fit with Plymouth State University that factored in all academic majors offered including the majors that comprise the College of Business and Administration. Also, Plymouth State University worked to better

¹⁷⁷ NACACA Staples of Good Practices

align financial aid packages with both institutional enrollment and revenue goals. The end result was PSU achieving back-to-back record new first year enrollments for years 2015 and 2016 combined.¹⁷⁸

FIGURE 6.12a, b, c shows the results of enrollment management for CoBA undergraduates.¹⁷⁹

The overall number of students that declared business program increased year-over-year as undecided students declare business program majors along with the ability to retain students and grow the incoming class.

The number of graduates with a business major dipped in fall 2014 by 9% before returning to where the graduating class size was in 2013¹⁸⁰.

C6.3.7N Continuous Improvement in Enrollment Management

Recruitment

At the start of the AY16-17, the division of Enrollment Management saw a personnel change where the positions, Vice President for Enrollment Management and Student Affairs and Director of Admissions were combined into one position, the Dean of Enrollment Management.

At the start of the recruitment year, the Dean of Enrollment Management and the CoBA Directors met to review past recruitment initiatives and discuss future opportunities. Some of these opportunities included developing an individual visit program for admitted students that allowed newly admitted students to shadow a current Plymouth State University student and attend classes; revised the Accepted Students Day business presentation and evolve it into a more interactive workshop experience; and have the CoBA directors attend off campus recruitment events to meet with future students and their family members.

Retention

At the start of AY16-17, PSU transitioned to incorporating a Student Success Advising model in an effort to move institutional retention and graduation rates in a positive direction. The student success center is built around the notion of bringing the different student service areas together under one roof where professionals could work side by side to help support the student experience. Plymouth State University has used professional advisors in the past, for the undeclared population, which retained students at a rate of 87% compared to the overall retention of the school at 70%. The institution has also used professional advisors to help improve graduation rates. Thus, Plymouth State University believes that professional advisors through using a centralized approach and being trained in the profession would do well for first year students. Furthermore, professional advisors, called Success Coaches, also provide career advice as well so that students start seeing themselves from a professional point of view too.

¹⁷⁸ Three Year New Enrolled Student Counts 6.3.6

¹⁷⁹ 6.3.6 Enrollment Management FIGURE 6.12

¹⁸⁰ Graduate marketing plan

In the Center for Student Success, each Success Coach carries a load of 300 or so (which follows national standards). Business just happens to have that large of an incoming class so the decision was made to have one person take care of those students. After a student's first year, CoBA Director of Students assigns students to their business faculty advisor. The faculty is then responsible for working with that student in the particular major they have chosen. (This new program is currently going through a first year evaluation to help inform future practice.)

In August 2017, the University intends to sponsor a 10-day workshop for incoming, first year students already identified as potentially high risk. This is a free, two-credit course to prepare students for success.