

5-6-2013

Change in Requirements to Declare Business Major

The College at Brockport, College Senate

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The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

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Brockport, New York 14420
585-395-2586 * 585-395-2246 (fax)
senate@brockport.edu
brockport.edu/collegesenate

Resolution # **23 2012-2013**
College Senate

Supersedes Res #: _____

TO: Dr. John R. Halstead, College President

FROM: The College Senate: **5/07/2013**

RE: **→** I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)



SUBJ: **Change in Requirements to Declare Business Major**
(#36_12-13UC)

Signed: *Dawn M Jones* Date: 5/14/13
(Dawn Jones, 2013-2014 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dawn Jones, College Senate President

FROM: John R. Halstead, College President

RE: **→** I. Decision and Action Taken on Formal Resolution (circle choice)

7/17/13 Accepted - **Implementation Effective Date****: Spring 2014
****Implementation of resolution requires final approval from SUNY- State Education Department.** YES

b. Deferred for discussion with the Faculty Senate on ___/___/___

~~c. Unacceptable for the reasons contained in the attached explanation (NOTE BELOW)~~

II, III. Response to Recommendation or Other/FYI

a. Received and acknowledged ___/___/___

Signed: *J. Halstead* Date: 5/16/13 7/17/13
(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION:

Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

As noted above, this resolution is unacceptable at this time (7/17/13). NOT ACCEPTABLE UNTIL SUCH TIME THAT THE DEAN OF THE SCHOOL OF BUSINESS ADMINISTRATION & ECONOMICS HAS COMPLETED AND AGREED-UPON WORK OF TRANSITION AND A SECONDARY REVIEW PROCESS. OTHERWISE, THIS ACTION WOULD HAVE UNINTENDED CONSEQUENCES ON RETENTION & RECRUITMENT EFFORTS.

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

Routing Number <i>Routing # assigned by Senate Office 2012-2013</i>	#36_12-13UC <i>Use routing number and title in all reference to this proposal.</i>
This Proposal Replaces Resolution	18-1997-1998 (see Table 2, last page)

INSTRUCTIONS

- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to diamphron@brockport.edu in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.
- **PROPOSAL TITLE:** Please be somewhat descriptive, i.e. *Use a course number and/or title, indicate if for GED code, etc.*

Change in requirements to declare an undergraduate major in the School of Business

2. BRIEF DESCRIPTION OF PROPOSAL:

Currently, to declare a business-related major (Accounting, Finance, Marketing, Business Administration, International Business and Economics) students are currently required to earn certain grades and a specific GPA in seven business foundation courses. Although specific requirements vary slightly by degree/major, there is a single criteria (i.e. one "path") that determines program admission. Proposed is to modify entrance criteria to allow students to declare a major if they attain a required threshold for any one of three criteria. The criteria are 1) foundation course GPA {current method}, 2) overall GPA based on a minimum of 60 credit hours, and 3) achieving SUNY "Tier I" status in high school (admit to program directly from high school). This proposal is a key component of the School's *Strategic Plan*.

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? NO YES EXPLAIN YES

Marginal resources are insignificant, but disclosed here for completeness. Students meeting the "Tier 1" requirement will receive direct mail from the Dean of the School, explaining that they are one of a select number of students that have been admitted directly to the School of Business from high school, congratulating them on the achievement, and encouraging them to act on this and related opportunities such as participation in the honors program, living learning community, etc. Incremental costs are for postage, correspondence materials, and processing.

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.

The School's outcomes assessment results have consistently and persistently indicated that about 40% of the variation in students' ability to demonstrate learning outcomes is predicted by student quality metrics such as SAT and High School GPA. Students that struggle to meet the current program entrance requirements account for the majority of grades of C- or below assigned by our faculty. These results indicate that student quality is important to successful learning in our programs and that marginal students are unable to acquire/retain key knowledge and concepts regardless of whether they are transfer/native, day/evening, full-time/part-time, or by whom they are taught.

5. HOW WILL THIS AFFECT TRANSFER STUDENTS:

Consideration of overall GPA, as a program entrance requirement, will alleviate some anxiety for many of our transfer students. Currently, students must commit to transferring to Brockport and then attempt to attain a 2.5 GPA in the business foundation courses before they know whether they will even be admitted to Business. For students transferring without an associate's degree in business, this means waiting at least two semesters for a program admissions decision. Under this proposal, students transferring with at least a 3.2 GPA will be admitted automatically; we hope to recruit more of these students as a consequence. There, will, however, be some weaker transfer students that would have been admitted to our programs (under our existing standards) that will not meet the new foundation course GPA requirement. Data suggests that these students are likely to change their major and complete a different major at Brockport.

6. ANTICIPATED EFFECTIVE DATE: Effective for students entering in Spring 2014

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
2/28/13			

8. SUBMITTED BY: (contact person)

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
<i>Dr. Steven Breslawski</i>	<i>Business Administration</i>	<i>X5534</i>	<i>sbreslaw@brockport.edu</i>

9. COMMITTEES: (Senate office use only)

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	3/04/2013
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	04/01/13
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	04/08/13, 04/22/13, 05/06/13
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

February 25, 2013

To: Dr. Dena Levy
Chair, Undergraduate Curriculum & Policies Committee

From: Dr. Steven Breslawski
Chair, Department of Business Administration
School of Business Liaison for Attached Proposal

Re: Proposal for Revision of School of Business Program Entrance Requirements

Dear Dena,

Please find attached a proposal for changes to the program entrance requirements for undergraduate degree programs offered by the School of Business. The proposal is accompanied by

- 1) An Executive Summary of the proposal, followed by a narrative describing the motivation and justification for the proposal, its anticipated impacts, and a description of the supporting data analysis.
- 2) Support letter from Dr. James Cordeiro, Chair of Accounting, Finance, Economics, and Management Information Systems.
- 3) Supporting letter from School of Business Dean, Dr. Dan Petree

On behalf to the School of Business, I ask that the Senate Undergraduate Curriculum Committee consider the attached proposal and recommend its implementation to the Senate. I am at the committee's disposal to answer any question concerning the proposal. Please contact me by phone at x5534, or by e-mail at sbreslaw@brockport.edu.

Proposal for Revising School of Business Program Entrance Requirements

Executive Summary

Consistent with its Mission of providing high-quality business education and fostering continuous improvements in its programs, the School of Business seeks to alter the decision criteria by which students are admitted to its programs, i.e., the requirements for a student to declare a major offered through the School of Business.

Current Entrance Criteria: Currently, to declare a major in Business Administration, Finance, or Marketing, students are required to complete seven foundation-level business courses with a GPA of 2.5, with no grade below C-, in the seven courses. Accounting majors have the additional requirement of earning a minimum grade of C in the two foundation accounting courses. International Business (IB) majors must earn a foundation GPA of 3.0 to declare the IB major.

Proposed Entrance Criteria: Our proposal is to replace the current single-criterion entrance standard (foundation course GPA) with a system by where students will be able to declare a major in the School of Business by meeting any one of three entrance criteria below:

- 1) Direct admit from high school: Incoming freshmen whose SAT/ACT score and high school GPA meets the SUNY definition of "TIER I", will be offered automatic acceptance to any business program.

Students not meeting the above criteria may declare any business major by achieving either:

- 2) A business foundation course GPA of at least 3.0 with no grade below C, OR
- 3) An overall GPA¹ of 3.2 in the semester in which the student completes 60 hours of coursework.

Note that the proposal does not change the required business foundation courses (CIS106, ACC281, ACC282, ECN201, ECN202, ECN204, and MTH2x1). Further, all students must maintain good academic standing consistent with College at Brockport a) graduation requirements and b) retention policies in effect at the time of matriculation.

As explained in the supporting narrative, the Department has considered various alternative policies and has used a number of data sources in order to understand the likely impact of this proposal on student quality, enrollments, and various sub-groups of students. The proposed "multi-gate" approach will allow us to achieve our student quality goals while minimizing Type I and Type II errors (false positives and negatives) in admitting students to our programs.

A side-by-side comparison of the old and new entrance policies appears as Exhibit 1 on the following page. A narrative explaining our motivation and the data considered in deriving this proposal follows the exhibit.

¹ Overall GPA = 1) Transfer GPA for students entering with an associate's degree, regardless of major; 2) Brockport GPA for students entering Brockport with less than 24 credits; 3) Combined transfer and Brockport GPA for students entering with more than 24 credits but no degree.

Exhibit 1: Side-by-Side Comparison of Old and New Policies

Proposed			Existing		
A single set of entrance criteria for all students wishing to pursue a business-related degree			Different entrance requirements for Accounting majors, International Business majors, and all other majors.		
Students will be able to declare a business major after meeting any one of three criteria that indicate that the student is likely to be successful as a business major.			Ability to declare the major is based solely on GPA in seven foundation courses.		
<p>Entrance Criteria:</p> <p>1) Incoming freshmen whose SAT/ACT score and high school GPA meets the SUNY definition of "TIER I"², will be offered automatic acceptance to any business program.</p> <p>Students not meeting criteria 1) above may declare any business major by achieving either:</p> <p>2) A business foundation course GPA of at least 3.0 with no grade below C, OR</p> <p>3) An overall GPA³ of 3.2 in the semester in which the student completes 60 hours of coursework.</p>			<p>Entrance Criterion:</p> <p>Students must achieve a business foundation course GPA of at least 2.5 with no grade below C-.</p> <p>Note 1: Students must earn a minimum grade of C in both ACC281 and ACC282 to declare a major in Accounting.</p> <p>Note 2: Students must earn a foundation course GPA of at least 3.0 to declare a major in International Business</p>		
Required Foundation Courses			Required Foundation Courses		
Course #	Course Name	CrHr	Course #	Course Name	CrHr
CIS106	End User Computing	3	CIS106	End User Computing	3
ACC281	Intro Financial Accounting	3	ACC281	Intro Financial Accounting	3
ACC282	Intro Managerial Accounting	3	ACC282	Intro Managerial Accounting	3
ECN201	Principles of Micro Economics	3	ECN201	Principles of Micro Economics	3
ECN202	Principles of Macro Economics	3	ECN202	Principles of Macro Economics	3
ECN204	Intro to Business Statistics ⁴	3	ECN204	Intro to Business Statistics	3
MTH2x1	Calc/Business Calc	3	MTH2x1	Calc/Business Calc	3
TOTAL CREDITS		21	TOTAL CREDITS		21

² See Exhibit 4 at the End of this document.

³ Overall GPA = 1) Transfer GPA for students entering with an associate's degree, regardless of major; 2) Brockport GPA for students entering Brockport with less than 24 credits; 3) Combined transfer and Brockport GPA for students entering with more than 24 credits but no degree.

⁴ Or any other college-level introductory statistics course

Supporting Narrative: Motivation, Justification, and Analysis

It has been 14 years since the business program last revised its entrance requirements. During that time period, the number of majors enrolled in our programs has grown from 750 to 1200. The Department of Business Administration has evolved into a free standing school. It has earned AACSB accreditation and is now required, by AACSB standards, to continuously improve the quality of its programs and its graduates. Arguably, one of the most important determinants of program reputation and the quality of program graduates is the quality of the students that enter a program. Student quality figures prominently into many national rankings of undergraduate business programs. It is the issue of student (and program) quality that motivates this proposal.

AACSB accreditation standards require each business school to set forth a Vision for how it will evolve, and a Mission that distinguishes the school's program from its competitors. We are then required to demonstrate that we are achieving our Mission and working toward our Vision. Per our Vision Statement, we aspire:

"To be a program of distinction and the SUNY College of choice for high quality business and accounting education."

Further, our Mission states that:

"We enroll highly capable students and develop their ability to excel..."

Thus, our Mission, our Vision, and AACSB Standards compel us to 1) continuously examine our student quality, 2) to understand how student quality impacts our programs, and 3) to continuously improve the quality of students in our programs. Recent enrollment management processes of the College have benefited us in terms of improved student quality. However, assessment data and, to a lesser degree burgeoning program enrollments, suggest that we need to do more.

In crafting this proposal, we have examined four types of data. These include:

- 1) Undergraduate admissions policies and practices at other AACSB accredited schools;
- 2) Assessment data, relating student quality metrics to performance on assessment instruments;
- 3) Retention data describing what happens to students that intend to be business majors.
- 4) The likely impact that various admissions policies would have on:
 - a. Program enrollments;
 - b. Type I and Type II errors in admissions decisions
 - c. Different subgroups of students (various majors, minorities, transfers, males/females etc.)
 - d. Discrimination between the SAT/ACT scores, Final GPA, and Assessment outcomes of students retained by various admissions policies versus the students that would be eliminated.

Other Accredited Schools: The details of undergraduate admissions policies at AACSB accredited business schools in the United States are myriad. However, an analysis, based on a sample of 227 AACSB accredited US Schools with undergraduate business programs (half the population) suggests that schools employ five general admissions policies. Schools employ these policies alone or in combination. The five policies are delineated below in decreasing order of frequency:

- 1) (121 schools) SOB admission policy = University Admissions policy, i.e., students are admitted to the business program automatically upon admission to the institution.
- 2) (88 schools) Admission to the School of Business is based on achieving some minimum overall college GPA, earned over some minimum number of credit hours. Required GPAs specified by various schools ranged from 2.0 to 3.3, with an average of 2.47. Required credit hours ranged from 12 to 62 with an average of 47.8.
- 3) (56 schools) Admission to the School of Business is based on “completing” a subset of “pre-business” courses, often sophomore-level business courses and/or in math and writing courses. The number of courses ranged between 1 and 17 with an average of 7.4. A minimum grade, often a C (22 schools) is sometimes specified.
- 4) (51 Schools) Admission to the School of Business is based on achieving a minimum GPA in a subset of “pre-business” courses, often sophomore-level business courses and/or in math and writing courses. The required GPA ranged from 2.0 to 3.33 (average = 2.44) and the required number of courses was between 3 and 20 with an average of 7.9. **This is our current approach.**
- 5) (11 Schools) For schools employing policies 2, 3, or 4 above, an alternative policy providing “high parameter” high school students direct admissions to the SOB based on strong high school GPA, class rank, or standardized test scores⁵.

The reader will note that the sum of the numbers in parenthesis exceed the sample size of 227; this is because schools often employ combinations of these methods. As such, the “multi-criteria” approach being proposed is not unusual for AACSB accredited schools.

Assessment Results: The Department has deployed a fairly extensive set of learning outcomes assessment protocols over the last 15 years. These include the use of locally developed exams as well as nationally normed proprietary tests. Analysis has consistently demonstrated that approximately 40% of the variation in students’ ability to demonstrate assessment outcomes, as measured by total exam score, is predicted by student quality metrics including high school GPA, rank, SAT/ACT score, business foundation course GPA, and transfer GPA. While control variables such as gender, transfer status, where a course was taken, and when a course was taken, are generally insignificant in predicting assessment results, student quality is always the major explanatory variable.

The College Mission Statement posits that our mission is to provide an education “for those who have the necessary ability and motivation to benefit from high quality public higher education.” Assessment data suggest that there is a level of student quality below which learning is measurably compromised. AACSB standards require us to be responsive to assessment data. Our data is telling us that the level of student quality represented by our weakest students is not sufficient to meet our vision and mission goals.

Retention Data: Based on data from 144 students enrolled in business-specific APS section, we know that approximately 1/3 of the entering freshmen that come to Brockport intending to be business majors end up pursuing a major outside the School of Business. Similarly, about 10% of 270 business

⁵ An example is provided by the admissions standards published by the Kelly School of Business at the University of Indiana Bloomington. Students with at least a 1270 SAT and a 3.6 high school GPA are automatically admitted to the business school; others must meet more traditional criteria.

transfer students, that recently came through the College's SOAR sessions, switched to a major outside the school of business. It is likely, based on an examination of these students' transcripts, that many of these students changed majors because they would not have met the business program entrance requirements. These retention-related statistics are important as they suggest that students can and do complete their degrees through other paths if they cannot meet business program entrance requirements.

Desired and Projected Impact of New Requirements: The desired impact is to improve stakeholder perceptions of program quality through improving the quality of the students enrolled in and graduating from our programs. In the short term, and as explained below, we project that the number of students declaring business-related majors will decrease by approximately 15%. This will allow us to improve program quality by increasing academic rigor and by reducing the current over-reliance on adjunct faculty, which has been precipitated by rapid program growth. In the longer term, enhanced reputation and employer interest is likely to attract higher parameter students to the program, supporting the College's strategic goal of developing a national reputation.

Our estimate concerning the impact of this proposal, on the number of students in our programs, is based on a study of 197 recent program graduates. Data collected for each students included:

- Incoming student quality metrics (high school GPA, SAT/ACT and/or transfer GPA)
- Business foundation course GPA
- GPA at 60 credit hours
- Final Brockport GPA
- Performance on at least one major assessment exam, measured as percentile score on the assessment exam vs. other students taking the exam.

The data was used to construct a model that allows us to project the number of students that would be eliminated by various admissions policies. Projecting an enrollment impact requires that we make some assumption about the proportion of students that will "adapt" to the new entrance requirements, i.e. the proportion of students that will take certain courses more seriously, repeat courses, alter workload, or pursue other strategies to improve their eligibility vis-a-vis the new requirements. The results reported here assume that approximately 60% of the students not meeting the new entrance requirements will make the required adjustment. In comparison, when we last increased entrance requirements, about 85% of students adjusted. Each +/- 10% adjustment in this assumption results in about a +/- 4% change in the number of students able to declare a business major.

Based on this assumption, it is projected that the new policy will have the short-term effect of decreasing total program enrollment (intents and majors) from approximately 1200 to about 1050, with a majority of students rejected by the new policy changing their major to another program.

Exhibit 2 shows the anticipated impact of the proposed policy on various subsets of students. With the exception of marketing majors, no particular sub-set of students is significantly-impacted. With regard to marketing majors, the result is expected; students that lack the quantitative reasoning skills to pursue other business majors tend gravitate to the marketing degree. Note also that transfer students are not disproportionately harmed by the proposed policy.

Exhibit 2: Projected Impact of Proposal on Various Sub-Groups

Sub-group analysis:	Percent	Percent
	All Stu	Rejected Stu
Male	55%	58%
Minority	11%	14%
Transfer	57%	57%
Acc	22%	10%
Fin	14%	8%
Int Bus	1%	0%
Marketing	26%	44%
Management	35%	35%
Prelaw	3%	3%

Exhibit 3 demonstrates that the proposed policy achieves the desired goal of retaining higher-quality students. There is about a 100 point difference in the average SAT score of students rejected and retained by the proposed policy and a 0.5 difference in overall GPA. Nearly twice as many grades of C- or below are earned by students eliminated by the policy, compared to their retained counterparts. Performance of retained students is substantially better across a host of different assessment exams. The discriminate ability of the proposed policy is superior to any policy that considers only a single criterion, such as foundation course GPA or overall GPA alone.

Exhibit 3: Characteristics of Rejected and Retained Students

Co-variant Behavior		
	Rejected	Accepted
Average SAT (Best Scores)	996	1097
Average SAT (Worst Scores)	945	1028
Final GPA	2.72	3.20
Bad Grades (C- or Lower)	354	172
Assessment Exam Performance (average percentile score)	38%	51%

Based on the aforementioned sample of 197 graduating business majors, the proposed policy also demonstrates superior Type I and Type II error rates compared to single-criteria admissions policies. A Type I error is defined as rejecting a student that would have done “well” in the program, whereas the Type II error is defined as retaining a student that would eventually do “poorly” in the program. We are particularly concerned about Type I errors in this context.

In examining the error rates of various policies, we used the students’ final overall GPA as a measure of graduating student quality. Based on the career services literature and the experiences of the business program’s (then) career specialist, Jeff Taylor, we know that it becomes increasingly difficult to successfully/respectfully place a business major whose final GPA is less than 3.0. As such, we defined the Type I error as rejecting a business student whose final GPA was above 2.95 and Type II error as retaining a student whose final GPA was below 2.80. The Type I and Type II error rates of the proposed policy were about 8% of rejects (6 out of 197 students) and 30% of admits respectively. These rates are superior to single-criterion admission policies that yield the same number of majors.

Other Benefits of the Proposal: The proposed policy offers two important benefits beyond the desired increase in student quality. First, the “direct from high school” admissions path offers the College and the School of Business a marketing opportunity, providing another reason for Tier I (see Figure 4) students to “Choose Brockport”. Our marketing communications, to students meeting the direct admit criteria, will describe direct admission as an exclusive honor offered to a select few students. This group of students also provides a natural target market for co-curricular programming such as the business living-learning community and a “business honors” program should the School chose to develop such a program.

Finally, beyond the actual increase in student quality, the proposed policy improves the *perception* of student quality. Policies that utilize the union of multiple admission criteria (A or B or C) expand the pool of qualifying applicants compared to single criteria policies or policies that utilize the intersection of multiple criteria (A and B and C), with the latter being the most restrictive policy in terms of students meeting admissions requirements. As such, for a give target yield, the criterion levels for the “OR” approach can be set higher than for the other approaches. For example, if we were to continue our current policy of basing admission solely on foundation course GPA, we would have to lower the required foundation GPA threshold to 2.75 (from 3.0 in our proposal) to maintain the same enrollment.

Other Considerations: An educated guess is preferable to an uneducated guess, but it remains a guess nonetheless. Although we have based our proposal on careful analysis of relevant data, we do not have a crystal ball that reveals exactly what will happen in terms of program enrollments.

If we have overestimated the degree to which the proposed policy will reduce the number of students, then it is a happy mistake. We will have dramatically increased student outcome metrics without significantly decreasing enrollments in our programs. However, if we underestimate the impact on enrollments, the question begs as to how the School of Business will respond.

Our first response will be to reduce the number of adjunct sections, which currently comprise 30% of sections staffed. Assessment data suggests that over-reliance on adjuncts has had a substantial negative impact on student satisfaction with our programs. Beyond that, if the new entrance requirements prove to be overly restrictive, they can be scaled back or, alternatively, students that are close to meeting the new requirements may be allowed to enroll on a “space available” basis. In fact, the current policy (as originally proposed to the Senate) included a “space available” clause. (Original Policy Proposal 1997-98-18 attached; see exhibit

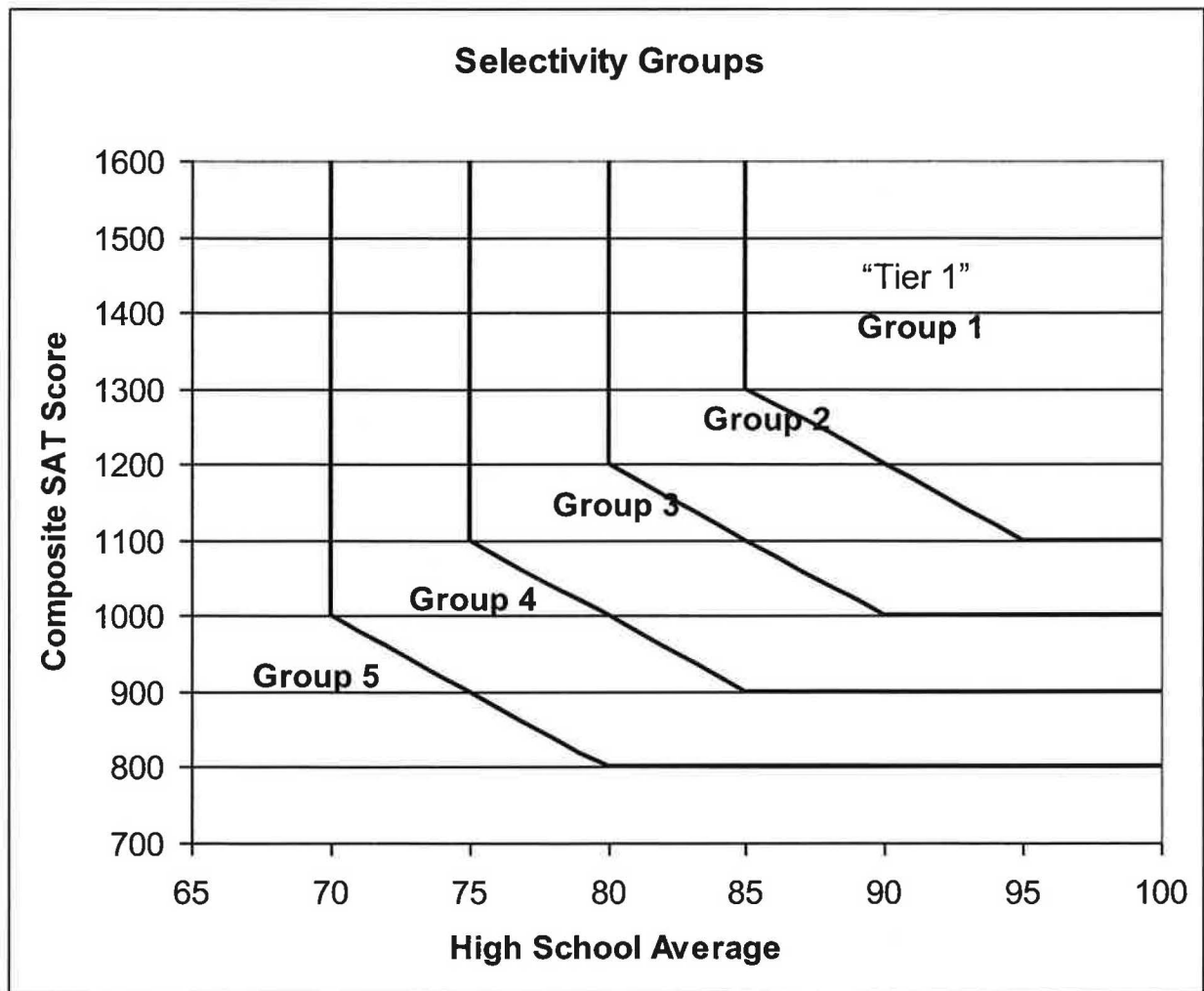
Alternatively, the Business School could pursue a number of other program opportunities that it has been unable to pursue because of the steady increase in program enrollments that has occurred in recent years. We have, for example, been unable to launch new undergraduate majors or new graduate programs, in part because we lack the resources to do so. We currently (and severely) restrict the number of students enrolled in the business minor even though other programs would like their students to pursue the minor. Finally, we have virtually no presence in the general education program, as all our resources are required to service our majors.

To summarize, we are not overly concerned about not having “enough” students. It is anticipated that any fall-off in demand will be short term, as increased program reputation is likely to attract the interest of more students (and their parents and employers). We note that the small decrease in enrollments that occurred 14 years ago (the last time we raised entrance requirements) was soon

replaced by a substantial increase in program enrollments, commensurate with our enhanced ability to market program quality.

Summary: We have proposed a change to the requirements for declaring a major in the business school. The proposal is consistent with the mission statements of both the School of Business and the College at Brockport. The proposal is highly important to achieving the Strategic Planning goals of the School of Business. We have based the proposal on several sources of data and considered various impacts including impacts on program enrollments, subgroups of students, Type 1 and Type 2 error rates, assessment outcomes, and program marketability. The faculty in the School of Business unanimously support this proposal, and we ask that the Senate Undergraduate Curriculum & Policies Committee recommend this proposal to the broader Senate.

Exhibit 4: SUNY Tiers





The College at
BROCKPORT
State University of New York

School of Business Administration and Economics
Office of the Dean

February 26, 2013

To: Dr. Dena Levy
Chair Faculty Senate Undergraduate Committee
From: Dan Petree
Dean School of Business Administration and Economics
Re: Support for two Undergraduate Committee Initiatives

Dr. Levy, I support the proposal to change the undergraduate business admissions standards for the School of Business Administration and Economics as well as the related proposal to institute a credit hour limit for declaring an undergraduate major in the School of Business Administration and Economics, both of which I believe have been submitted by Dr. Steve Breslawski.

I urge the Committee to act favorably on both.

Regards,



Dan Petree PhD
Dean



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563 385 2677 • Fax: 563 385 7342 • www.brockport.edu




The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

School of Business Administration and Economics

February 25, 2013

To: Dr. Dena Levy
Chair, Faculty Senate Undergraduate Committee

From: Dr. James Cordeiro 
Chair, Accounting, Economics, Finance, and Information Systems

Re: Supporting letter, revised entrance requirements proposal.

Dear Dena,

This memorandum will document my department's support of the proposed (attached) revised requirements for declaring an undergraduate major in the School of Business Administration and Economics.



350 New Campus Drive • Brockport, New York 14420-2965
585-395-2623 • Fax: 585-395-2542 • www.brockport.edu

FACULTY SENATE

State University of New York
College at Brockport
Brockport, NY 14420-2929
(716) 334-3881 (Fax) 334-3248

Resolution #18
1997-98

TO: Dr. Paul Yu, College President

FROM: The Faculty Senate Meeting on: May 11, 1998

RE: I. Formal Resolution (Act of Determination)
 II. Recommendation (Urging the fitness of)
 III. Other (Notice, Request, Report, etc.)
For your information

SUB: **Changes to Business Administration Degree Requirements**

Signed: Andrew N. Pappas Date Set: 5/14/98
(Andrew N. Pappas, Faculty Senate President)

TO: The Faculty Senate

FROM: Dr. Paul Yu, College President

RE: I. Decision and Action Taken on Formal Resolution
a. Accepted Effective Date: 7/1/98
b. Deferred for discussion with the Faculty Senate on: _____
c. Unacceptable for the reasons contained in the attached explanation: _____

 II. _____
a. Received and acknowledged
b. Comment: _____

DISTRIBUTION: To Administration, College President, Faculty

Resolution available in Faculty Senate office

Termination Date: 5/14/98 Signed: Paul Yu
President of the C. Senate

Resolution 18/1997-98/005-011

Exhibit From Resolution 1997-98, Which is Superseded by This Proposal
(see first row, table 2 below)

We have worked with Dean McLean and the English Department to revise the ENL 308 Business Writing course to focuses on the skills that students need to develop further before taking writing intensive courses in our program. These skills include 1) reinforcement and further development of grammar and editing skills above those achieved in English 112, 2) writing various memo and short forms commonly encountered in business, 3) the ability to write persuasively, 4) the ability to report findings, 5) construction of concise sentences, and 6) the use of the word-processing programs to check grammar (most of our students don't know what the "grammar checker" is saying).

PART II: Proposed Changes to Course and Transfer Grade Policies

Table 2 conveys the changes in course grade policies as they pertain to satisfying degree requirements. Changes to existing policies are shown in bold.

<i>Existing Curriculum</i>	<i>Proposed Curriculum</i>
<i>Prerequisite GPA</i> Students must complete their prerequisite course requirements with an average GPA of 2.0 in prerequisite courses taken at SUNY Brockport and no grade lower than a C- to be admitted to the business administration major	<i>Prerequisite GPA</i> Students must complete their prerequisite course requirements with an average GPA of 2.5 and no grade below C-. to be guaranteed admission to the business administration major Students with a prerequisite GPA of at least 2.3, but less than 2.5, will be admitted on a space available basis.
<i>Role of Transfer Grades in Computing Prerequisite GPA</i> Transfer grades, in prerequisite courses, are not included in the calculation of prerequisite course GPA	<i>Role of Transfer Grades in Computing Prerequisite GPA.</i> For purposes of determining program admission, transfer grades are included in the computation of prerequisite GPA.
<i>Overall GPA</i> Students must complete their corequisite, core, and specialty area requirements with an average GPA of 2.0 or better	<i>Overall GPA</i> Students must complete their corequisite, core, and specialty area requirements with an average GPA of 2.0 or better
<i>Individual Course Grades</i> Students must pass a courses taken at Brockport (earn a grade of D- or better) to satisfy degree requirements	<i>Individual Course Grades.</i> Students must earn a grade of at least C- to satisfy corequisite, core, and specialty area requirements
<i>Transfer Course Grades:</i> <ol style="list-style-type: none"> <i>Prerequisite Courses:</i> Students may transfer courses from other regionally accredited institutions to satisfy prerequisite requirements, provided that the courses are approved as equivalent. Students must earn a grade of at least C- in the transferred course to satisfy prerequisite requirements <i>Core, Specialty Area and Corequisite courses</i> Students may transfer courses from other regionally accredited institutions to satisfy Core, Specialty Area and Corequisite course requirements, provided that the courses are approved as equivalent and that the student meets the residency requirements of the College and Department. Students must pass the transferred course (D- or higher) to satisfy Core, Specialty Area, and Corequisite course requirements 	<i>Transfer Course Grades:</i> <ol style="list-style-type: none"> <i>Prerequisite Courses:</i> Students may transfer courses from other regionally accredited institutions to satisfy prerequisite requirements, provided that the courses are approved as equivalent. Students must earn a grade of at least C- in the transferred course to satisfy prerequisite requirements <i>Core, Specialty Area and Corequisite courses.</i> Students may transfer courses from other regionally accredited institutions to satisfy Core, Specialty Area and Corequisite course requirements, provided that the courses are approved as equivalent and that the student meets the residency requirements of the College and Department. Students must earn a grade of C- or higher in the transfer course to satisfy Core, Specialty Area, and Corequisite course requirements

Table 2: Changes in grade policy for degree requirements.