



UW-Whitewater
College of Business
& Economics

Annual Report

May 17, 2012

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College of Business & Economics
Annual Report 2011-2012
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UW-Whitewater College of Business and Economics 2011-2012 Annual Report

The UW-Whitewater College of Business and Economics is an inclusive and collaborative learning community dedicated to sharing values, knowledge and skills to prepare current and future business professionals to compete successfully and responsibly in a global business environment.

Our efforts to engage in high-quality instruction, research and professional activities add value by:

- providing an engaging environment for educating undergraduate and graduate students that advances critical thinking, entrepreneurial leadership, ethical behavior and an appreciation of diversity*
- developing and sustaining partnerships with key stakeholders that lead to mutually beneficial opportunities for students, alumni, faculty, businesses and the regional community*
- developing and retaining a high-quality faculty whose members strive for excellence, are current in their fields and make scholarly contributions through discipline-based, applied and pedagogical research.*

As is befitting an AACSB accredited business school, the College of Business and Economics is strongly committed to strategic management and aligns its annual strategic planning process with the mission of the college and the university. Day-to-day decision making takes place within the context of the college's strategic priorities as defined by our mission, objectives and goals. Last spring, the college revised its mission statement to better represent who we are and who we strive to be. Much of the strategic planning discussion this year was focused on identifying and implementing initiatives to give life to our new mission.

I. College Goals and Accomplishments

Objective 1 – Programs and Learning

Goal 1: Develop and implement major/ program assessments to align with AACSB assurance of learning standards and the LEAP essential learning outcomes (ELOs).

Several majors in the college have been through the Audit & Review process over the past year, assuring that they will have major-specific assessment activities addressing LEAP ELOs. Those departments/majors include Business Education, General Business, Human Resources, Integrated Science Business, and Information Technology Infrastructure. Each major received feedback and set goals for furthering LEAP assessment process. Several representatives from department teams attended LEAP workshops in January and will be presenting their plans for the 2012-2013 AY in the upcoming May workshop. The groups include ITBE, Accounting, and Human Resources. The Accounting Department has agreed to participate in the HLC Lumina Foundation project involving assessment of the undergraduate major and student progress towards specific proficiencies. All of the college's current AACSB learning goals are related to the LEAP Essential Learning Outcomes, sometimes stated in different verbiage. The college Assessment Committee has proposed changes

to the Assurance of Learning goal regarding decision-making to align more closely with the ELO of critical thinking and the change in college mission emphasizing critical thinking. Associated assessments in the Business Finance core course will change based on the critical thinking goal.

Goal 2: Examine the alignment of the BBA and MBA curriculum, co-curricular opportunities and learning outcomes with the revised college mission.

The Assurance of Learning Committee (AoL) spent the year reviewing BBA and MBA learning outcomes and associated measures and results. Because the MBA learning outcomes development and associated curricular revision were in progress this year, the AoL Committee worked primarily on reviewing BBA learning outcomes and their correspondence to the revised college mission. The committee felt that the measures currently in effect had two areas of disconnect with the mission. One goal—for students to be sound decision-makers—related very closely to the concept of critical thinking addressed in the mission, but did not use the same terms. The department chair and faculty teaching the Business Finance core course gathered to discuss changes to the language and measures for this objective. Revisions to reflect “critical thinking” terminology have been approved by the AoL Committee and will be forwarded to the Curriculum Committee for review in fall 2012. The Finance and Business Law Department Chair, Linda Yu, attended a conference on critical thinking, and she and her Business Finance class faculty are working together to develop a new essay assignment to test the aspects of critical thinking. Students’ critical thinking abilities will be measured in FNBSLW 344, Business Finance, a core course required for all business majors.

One other aspect of the revised mission will require more thoughtful consideration of curricular inclusion and measurement – “entrepreneurial leadership.” Working to understand this concept, all from the college were invited to participate in a book group reading and discussing “The New Entrepreneurial Leader” (Greenberg, McKone-Sweet and Wilson). Based on a more detailed understanding of the entrepreneurial leadership outcome, the AoL Committee began exploring where leadership concepts are taught within the existing curriculum. Sameer Prasad from the Management Department shared a document demonstrating the extensive coverage of various aspects of leadership in the Organizational Behavior core class. The college also met at a brown bag lunch to address how internships contributed to leadership experiences and how those experiences might be measured more consistently across majors. A common set of Likert-type statements to be used by internship coordinators emerged. Measurement results are forth-coming at this time. During summer, we will develop a survey for students exploring their self-assessments of their own leadership abilities and their perceptions of where their leadership experiences occur. Based on the 28 very active student organizations in CoBE, the assumption is that many students will have gained considerable experience from leadership opportunities in those groups. The survey will include questions related to student organization involvement and campus co-curricular activities as means of developing leadership skills.

Other Objective 1 Accomplishments:

The college remains committed to the maintenance of AACSB International accreditation. This requires considerable time and resources on an ongoing basis to assure that standards are met. The college engages in activities that support a culture of continuous improvement. This culture is supported by consistent monitoring of faculty/staff quality, ongoing and extensive commitment to faculty and staff development, annual strategic planning and systematic assessment via assurance of

learning (AoL) processes. Faculty Academic and Professional Qualification (AQ/PQ) tables are found in Appendix D. The most recent AoL assessments are found in Appendix E.

Objective 2 – The Educator – Scholar Community

Goal 3: Identify mentors for all new faculty and instructional academic staff to assist in development of an appropriate balance of quality research, teaching and service.

All new faculty members in the college were assigned individual mentors in their respective departments. The nature and extent of the relationship varied. Some relationships involved support for process activities to successfully navigate the bureaucracy (e.g., purple book preparation), some were focused on helping new faculty identify appropriate research outlets for their work or providing peer evaluation on teaching effectiveness and, in several cases, joint research projects were undertaken by new faculty and mentors. In at least one instance, the relationship between the senior and junior faculty member was not effective and the mentor was changed. We will continue to assign mentors and hope to get feedback from the new faculty to inform ongoing activity.

In addition, the college continued its new faculty/staff mentoring programs with bimonthly meetings. The topics of discussion at these meetings during the 11-12 year included: Dean's visit and welcome; Digital Measures database usage and AoL processes; general discussion on teaching topics (where are your pain points, what are your best tips for others); the AR and how to advise students; Mary Beth Mackin visit on students at risk and how to help them – what processes to follow and what to expect; and teaching ethics cases and discussion.

Goal 4: Increase faculty and student participation in undergraduate research initiatives on and off campus.

Twenty-two business students were involved in Undergraduate Research during 2010 – 2011. That number increased to 32 during the 2011 – 2012 year, a 45% increase. Most of the increase can be attributed to the Research Apprenticeship program (RAP) which was piloted this year and introduces freshmen and sophomore students to business research.

In terms of grants awarded to CoBE students pursuing undergraduate research, we don't have an exact number for grants awarded to CoBE students pursuing undergraduate research during the 2010-11 year but we know it was at least \$4897. During this past year, \$4490 was given out during the fall semester along and the spring undergraduate research grants are in the process of being awarded. It is likely to be an increase.

Regarding the number of presentations made by COBE students, 13 different research projects were presented during the 2010-2011 academic year at undergraduate research day, with 23 students contributing to those presentations. That number increased to 27 different projects during this past 2011 – 2012 academic year with 41 students contributing to those projects. Also in 2010-2011, 7 students presented at NCUR, the UW-System Symposium or at professional conferences. This number increased to 10 during the last year, with the biggest increase coming from students in the Economics department presenting their research at a regional conference.

Beyond a doubt, our most active department in the Undergraduate Research Program is Economics. The co-associate director is Yamin Ahmad, an associate professor in the department. Twenty-three students worked with Economics faculty on research projects, some under the auspices of the FERC and others on their own projects. Some of these projects were grant-supported. A team of five Economics majors participated in the Fed Challenge competition, coming in 3rd with a tie for first place.

The college has agreed to fund up to \$17,000 for the Research Apprenticeship Program (RAP) and cover up to \$7000 in travel funds for students to present at research conferences. We will continue to encourage faculty involvement in this program and participate in supporting undergraduate research.

Other Objective 2 Accomplishments:

This year the college began a discussion on the impact of research. The *Impact of Research Initiative* is driven by a standards-related report from AACSB. Specific information about the initiative may be found at: <http://www.aacsb.edu/publications/researchreports/>. It is essentially focused on aligning research expectations with the mission of the school and examining the overall impact of the portfolio on accomplishing mission. The College Research Committee discussed and requested feedback from their respective department faculty on the following questions:

- Who are we serving with our intellectual contributions?
- How do faculty contributions tie to the mission?
- In what ways does the impact of our research and the college's research portfolio mirror our mission?
- How can impact be measured?
- What benchmarks should we be using?

The college current intellectual contributions portfolio was also examined showing that 22% of the college's current intellectual portfolio was classified as *Learning and Pedagogical*, 58% as *Discipline Based* and 19% as *Contributions to Practice*. There is concern that some research is being misclassified as discipline based because faculty don't fully understand the categories and because discipline based research is perceived to be superior. It was decided to utilize facilitated group discussion at the fall college retreat to take a closer look at the overlap between stated priorities, personal preferences and the implications of the college mission to scholarly activity.

The college has a strong commitment to the development of its faculty. All academically-qualified faculty per College AACSB standards (Please see Appendix D for a review of faculty academic and professional qualification status) teach a 3-3 load, and the college provides each faculty member up to \$4000 annually for professional development and presentation of research papers at professional conferences.

Objective 3 –Diversity and Global Perspectives

Goal 5: *Examine major/program curricula and co-curricular experiences for inclusion of multicultural and diversity issues.*

The College Curriculum Committee department representatives reported on curricular coverage of multicultural, diversity, and global citizenship. The list that follows summarizes those reports:

Multicultural and Diversity

(Diversity and multicultural are measured in Management 301 Organizational Behavior.)

Economics 202: unemployment demographics*

Economics 496 in spring 2012: Economics of Discrimination

ITBE 353: text includes diversity*

Marketing 311: **waiting for report***

Labor Law, Administrative Law, Corporate Governance

Management 301: Diversity*

Entrepreneurship

Human Resources

International/Global Citizenship

(Global awareness is measured in Econ 202 Principles of Macroeconomics and Marketing 311

Marketing Principles for AoL.)

Economics 202: exchange rates and balance of trade*

Marketing 311: measures global for AoL*

ITBE 353: text includes international*

ACCOUNT 261 and 343: issues on international standards (courses required for Actg majors, not others)

ACCOUNT 461: International

ACCOUNT 498: International Accounting

FNBSLW 344* and 360: International in regard to financial markets

FNBSLW 410: Multinational Business Finance

Management 306: Global*

Management 489: Global*

Management 410 International Management

*Courses required for all business majors

During spring semester 2012, fourteen students enrolled in the Indochina Exploration Travel Study Class, *Cambodia and Vietnam*. This course was co-taught by the MBP Advisor and a colleague from the Multicultural Affairs and Student Success unit. The course was designed to primarily expose students of color to the culture, religion, history and educational systems of Cambodia and Vietnam, with an emphasis on the import and export systems of Cambodia and Vietnam. Fifty percent of the fourteen students enrolled in the class were business majors.

BBA assurance of learning results that measure students' ability to define diversity and demonstrate its importance in effective communication indicate: 84% of students were classified as "very good" for this trait, 15% were "good enough" and 1% were "not good enough" in their performance.

We will continue to explore this issue with our new college Inclusive Excellence Committee.

Goal 6: Enhance college efforts to recruit, matriculate and retain multicultural students.

CoBE's Minority Business Program offers a one-credit New Student Seminar Class, for students who participate in the Summer Business Institute (SBI). The course introduces and reinforces

aspects of university life such as study skills, financial responsibility, personal health and safety, academic integrity, oral presentation skills, goal-setting, university support services, and academic advising. Fourteen (14) students enrolled in and completed the fall 2011 SBI New Student Seminar, with a 3.43 average G.P.A. for the class, while freshmen in the MBP comparison group had an average G.P.A. of 3.20 for the New Student Seminar classes in which they were enrolled.

The college has offered the Summer Business Institute under the leadership and support of Freda Briscoe and the Minority Business Program office for four years and will offer it again this summer. Demand is up with 31 students requesting permission to attend this summer. Some cohort program evaluation data may be found in Appendix F. While our primary goal is to keep students in the college, the most important final outcome is to enhance retention and graduation from the university in a program that best suits their interests and needs.

The college continued to offer supplemental instruction in challenging lower division business courses including: Acct 244, Acct 249, Econ 201, Econ 202 and Econ 245. Last year the college indicated that future plans for the 2011-2012 year included a discussion of effectiveness and plans for the CoBE SI program going forward. Near the end of this year, a college co-coordinator indicated that he would like to remove himself from this responsibility. After extensive discussion among Shane Staff (from the Tutorial and Learning Center), Freda Briscoe, Jan Olson and representatives from the Accounting and Economics Departments, it was decided to move the leadership and management of college SI into Shane's area where the other campus supplemental instruction is handled. Shane will provide annual data to the college on program effectiveness.

Objective 4 – Regional Resource for Businesses, Not-for-Profits and Communities

Goal 7: Develop effective methods to communicate accomplishments and activities in college outreach to college constituents and stakeholders.

We communicate our accomplishments and activities in a number of ways. For years, we have shared our accomplishments with our many advisory boards as they meet on campus.

Our alumni magazines, both for the university and college, share information about our faculty, our alumni, and our students. The Whitewater Alumni magazine (2011) featured three CoBE Centers in a multi-page article. Included were SBDC Director, Bud Gayhart, and information about the Center's assistance with small business advice, giving examples of the services they provide and the clients they have assisted. Russ Kashian from Economics was also featured for his work with the Fiscal and Economic Research Center, including examples of research on the value of clean water, the economic impact of the Walworth County Fair, and property tax values. The third feature was John Chenoweth and Wi-CITS, which is designed to help businesses design and develop their web presence.

The College Alumni Magazine (2012) featured an article on Launch Pad and its relationship with the Whitewater University Innovation Park. Also featured in another article was Choton Basu who directs the Global Business Resource Center that specializes in providing strategies for businesses entering global markets. An additional article featured the Wisconsin Innovation Service Center and its ability to bridge the gap between ideas and marketplace realities.

We distribute a college newsletter (*Biz Buzz*) to our faculty and staff once each semester. It highlights activities, student organizations, and faculty accomplishments. Regular college retreats and semester meetings of all faculty and staff address concerns, review information, and tout accomplishments.

This year, we have also been far more active on the social media platform, using college Facebook, Twitter, and LinkedIn pages that engage ever larger numbers of current students and alumni. We report awards, activities, and involvement on a regular basis through these media. One thing that we could do better (and that we intend to improve) is our use of the college calendar to report events occurring on campus and with student organizations.

The Dean's Advisory Council (student leader group) meets biweekly through the semester, sharing student information about activities. The Dean reports regularly to that group about news and information important to them. We are planning the inauguration of a State of the College speech in fall semester, inviting students, faculty, and the public to attend a dean's address setting out the larger vision for the future of the college and showcasing what has occurred over the last year.

Several faculty have been interviewed by news media throughout the year. Most notable is Russell Kashian who is willing to respond to local media on economic issues and who reports to legislative agencies about research that he and his student interns complete on public policy topics.

The following articles, published during the 2011-2012 fiscal year (thus far) demonstrate print news coverage:

[Whitewater Innovation Center provides business launching pad](#)

BizTimes Milwaukee, January 09, 2012

[Students head to White House for 'I Am an Entrepreneur' event](#)

Wisconsin State Journal, November 28, 2011

[A Start-up Accelerator for a New Generation of Entrepreneurs](#)

Forbes, November 07, 2011

[Milwaukee Strives to Educate a New Kind of Water-Industry Boom Town](#)

The Chronicle of Higher Education, November 06, 2011

[Whitewater students search for great ideas](#)

Janesville Gazette, October 29, 2011

[UW-Whitewater professor leading way for business](#)

Janesville Gazette, October 20, 2011

The college is currently rewriting and designing its entire web site. A new set of pages will highlight all Centers and link to their individual sites from the college pages. The new format is more informative and leads users to the Center that will be most appropriate for their needs.

Goal 8: *Examine current approach to service learning (i.e., community service hours requirement) for effectiveness and consider the possibility of revision.*

The College Curriculum Committee discussed the college service learning requirement at the September 14, March 7, and April 12 meetings. At the September 14 meeting, the topic was introduced and current practice was described. At the March 7 meeting, the Committee reviewed

input from the Dean's Advisory Council and Administrative Council and decided that the requirement would remain the same, with the exception that the Management Department would include the requirement as a prerequisite to Administrative Policy. At the April meeting, the Committee approved the curriculum proposal to implement the prerequisite.

One result of the conversations around the service requirement was a clarification of what service will be allowed to count toward the requirement, that being that service learning performed as part of a course is allowed. In summary, the service learning (community service) requirement is:

Students are required to perform and document 20 hours of community service prior to registering for MANGEMNT 489 Administrative Policy. The guidelines are:

- No pay.
- Work is performed for a non-profit entity.
- Work is an effort to help a community that is above and beyond personal responsibilities. (Visiting your grandmother doesn't count. Visiting a nursing home through a program does count.)
- Participating in an organization through meeting attendance does not count.
- Participating in an activity sponsored by an organization to benefit a community does count, but an activity which benefits only the organization itself does not count.
- Service performed in conjunction with a class counts

Objective 5 – Professional and Personal Integrity for Faculty, Staff and Students

Goal 9: Evaluate and determine the effectiveness of major/program curricula and co-curricular experiences addressing professional integrity, global citizenship and social responsibility.

College Curriculum Committee representatives reported on curricular coverage of professional integrity and social responsibility at a fall meeting. The list that follows summarizes those reports

Ethics/Professional Integrity

(Ethics is measured in Management 301 for AoL.)

ITBE 353: text includes ethics*

Marketing 311: **waiting for report***

ACCOUNT 261: Ethics

ACCOUNT 461: Social Responsibility

ACCOUNT 465: Ethics and personal responsibility

FNBSLW 341: Integrity*

Management 301: personal responsibility*

Management 489: ethics*

Entrepreneurship

Management 366 Social Responsibility

Human Resources

ITBE 280: Ethics in computer use*

*Courses required for all business majors

The college Assurance of Learning (AoL) Committee reviewed measures of global citizenship in both the BBA and MBA programs through existing AoL results. Content about culture (Hofstede's cultural dimensions) is covered in all sections of the core course, Marketing Principles. Learning was assessed after students heard a related lecture and completed an assignment. Results indicate that students have more difficulty with the strategy questions than the simpler descriptive ones.

For the MBA program, AoL committee chair Lois Smith shared various assignments and rubrics currently used to assess traits identify within the Global Awareness category. Given the multiple assessment methods and rubrics, there really is no opportunity for comparison. One of the goals of the new MBA curriculum is to address this issue of inconsistency.

In ethics, the AoL Committee explored rubrics and assignments used in both of the required ethics courses in the MBA curriculum. Assignments there were determined to be consistent, and student performance was good. Faculty used written analyses of cases to study ethical theory and application.

On the undergraduate level, Organizational Behavior classes assessed the ethical dimension of reasoning. Accounting core classes asked students to apply professional codes of ethics to situations. In the Organizational Behavior classes, 75-80% of students performed well in determining the effects of actions on various stakeholder groups. For applying codes of ethics, accounting students performed above 97% in their ability to apply the codes.

The AoL Committee did not address the co-curricular aspects of ethics, but it should be noted that one of the student organizations, Business Ethics Student Association, holds a regular business ethics week each spring semester with students attending lectures from business professionals including a bank president, a CEO/CFO of a manufacturing company, an Internet-based entrepreneur, and the president of an advertising corporation. Also, a business-based learning community raised money for a not-for-profit camp experience for disabled students, and a sales class raised over \$10,000 for charity. Most active business student organizations do participate in community service and fund-raising activities for charities.

APPENDICES

APPENDIX A: Accomplishments in Regard to University Goals 2011-2011

<p>I. Programs & Learning</p>	<ul style="list-style-type: none"> • Identify, adopt and implement means for integrating our shared baccalaureate learning outcomes into our curricular approval process, general education review process, LEARN Center programming and the audit and review process • Develop an institutional approach to recruiting, matriculating, retaining, and graduating non-traditional student populations through enhancement of services for non-traditional populations, and expansion for curricula and co-programs targeted for non-traditional students. 	<p>+LEAP baccalaureate learning outcomes correspond almost directly with college assurance of learning goals.</p> <p>+Business Education, General Business, Human Resources, Integrated Science Business and Information Technology Infrastructure majors all underwent Audit & Review processes this year. All have designated student outcomes related to LEAP.</p> <p>+Our college Assurance of Learning Committee has suggested changes to our AoL outcomes to expand assessment of critical thinking. These changes will be reviewed by our College Curriculum Committee in fall.</p> <p>+Lois Smith visited all departments, discussing LEAP outcomes and assisting departments in crafting goals for the majors.</p> <p>+Numerous college teams have attended LEAP workshops and set goals to implement Essential Learning Outcomes in their majors or core courses.</p> <hr style="width: 10%; margin: 10px auto;"/> <p>+BBA and MBA online programs enhance accessibility to non-traditional student populations, supported by entire college</p> <p>+Complete revision of college web pages is underway to maximize the marketing profile and better support student access to critical information.</p>
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<p>II. The Educator Scholar Community</p>	<ul style="list-style-type: none"> • Develop a process for promoting and chronicling the value of expanding applied and community-based research projects, including identification of and evaluation of community impact dimensions. 	<p>+ CoBE has a large number of outreach centers engaged in applied work which currently submit annual reports on projects.</p> <p>+FERC develops brochures on many externally funded applied research projects and distributes these within and outside the university. They also regularly send information to MMR, resulting in a number of press releases</p> <p>+All CoBE outreach centers use websites to promote their programs.</p> <p>+CoBE’s SBDC/WISC staff and entrepreneurship faculty are very involved in state and regional organizations, and often play leadership roles (e.g., Wisconsin Entrepreneurship Network, Biz Starts).</p> <p>+The annual college magazine which is shared with alumni, “industry friends” and the deans of other accredited business schools features the college’s outreach engagements</p> <p>+The college sponsored multiple conferences related to water issues in the region and provided booths with information about college projects</p>
<p>III. Diversity & Global Perspectives</p>	<ul style="list-style-type: none"> • Identify ways to better blend internationalism and multiculturalism, and increase understanding of these commitments as central university curricular and co-curricular priorities. 	<p>+Involvement of college administration in IE, LEAP and Gen Ed on campus (see Programs & Learning), including work on multicultural/international learning outcomes in the college and across the university</p> <p>+Offered brown bag on Arab/Muslim culture and Saudi Arabia to college faculty/staff</p> <p>+College commitment to and faculty involvement in travel study courses, and as advisors to study abroad</p>

	<ul style="list-style-type: none"> • Identify best practices in models for success for “students of opportunity,” and enhance UW-Whitewater capacity to adopt and support these models. (e.g., returning adult students, students of color) 	<ul style="list-style-type: none"> +Global knowledge and understanding is a business program learning outcome in the BBA and MBA, with ongoing assessment of curriculum effectiveness +Involvement of faculty in international research and scholarly presentation +Travel study courses to China, Ireland and Vietnam, the last focused on participation of multicultural students +Graduate International Marketing class matches teams here and in Germany to work on projects together via audio and video web-based communication <hr/> <ul style="list-style-type: none"> +Extensive use of Supplemental Instruction (SI) sections in lower division gateway courses +SBI program to enhance retention of multicultural student populations +Special New Student Seminar taught to SBI students to enhance their engagement and comfort with the campus and its services +Extensive involvement of Economics faculty with multicultural students in Undergraduate Research +College commitment to making online business education available at the bachelors and masters level
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<p>IV. Regional Engagement</p>	<ul style="list-style-type: none"> • Identify ways to better connect units in the university with the technology park, and better foster entrepreneurial activity throughout the university. • Identify ways to better foster the reputation and visibility of the UW-Whitewater as a resource to the region. 	<p>+Two CoBE faculty (Dougan & Vanevenhoven) co-direct the LaunchPad program at the Tech Park and several others participate as i-Mentors</p> <p>+College outreach coordinator for the Center for Innovation and Business Development (Gayhart) serves on the Tech Park Board of Directors, and makes available business services for Tech Park tenants</p> <p>+College chair Chenoweth serves on the Tech Park Board of Directors</p> <p>+The CEO student organization, under the guidance of entrepreneurship faculty advisors (Dougan and Vanevenhoven) offers a successful business plan competition for entrepreneurs each spring. All plans must have one team member connected to the university. Winning plans are given space in the Innovation Center and i-Mentor support through Launch Pad</p> <p>+Outreach and Entrepreneurship faculty/staff (Gayhart and Dougan) are active participants and members of the Wisconsin Entrepreneurship Network (WEN)</p> <p>(See number II. above for a number of additional accomplishments)</p>
<p>V. Professional & Personal Integrity</p>	<ul style="list-style-type: none"> • Assess the extent to which we are perceived to be student and/or client oriented, as we claim. 	<p>+An ongoing college annual strategic planning process involves multiple stakeholders from inside and outside the college in discussions that influence annual goal setting and assessment of accomplishments or lack thereof.</p> <p>+Ongoing, systematic assurance of learning results, annual discussions about the quality and relevance of the curriculum with resulting revisions. The MBA program is in the process of being revised based</p>

		<p>upon AoL and stakeholder feedback.</p> <ul style="list-style-type: none">+The college continues to advocate for an advising model for business students that would allow an advising process that is less discrete and more holistic.+Each semester the Admin Council considers the grade distributions for courses and looks for outliers or changes in patterns that may require closer scrutiny.+The college supports a rigorous training, evaluation and approval process for all online courses, both pre- and post-course offering, to assure that courses are well-developed and well taught.+The college supports a student Deans Advisory Council that meets bi-weekly with the dean and provides feedback on student issues and concerns.+A number of departments require mandatory advising, and the assistant dean's office offers advising sessions for all incoming sophomore and junior students prior to priority registration.+The college worked with Career Svcs office to obtain an embedded Career Svcs. staff person who works with faculty and advises CoBE students on career service concerns, facilitate relationships with employers and manage concerns and web service issues for students in the college.+In a college survey of MBA students, they indicated that college strengths were:<ul style="list-style-type: none">a. Quality of facultyb. Flexibilityc. Ability to take online
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		classes d. Reputation e. Combination of online & f2f and locations/class times f. Value
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APPENDIX B: College Goals for 2012-2013

Objectives	Goals	Responsibility	Expected Completion
Programs and Learning	1. Evaluate the impact of co- and extra-curricular activities on CoBE student outcomes.	Kashian/FERC, possibly CMU	2012-2013 Academic Year
	2. Offer grants to enhance the integration of innovation/creativity, critical thinking and leadership into the content and pedagogy of the undergraduate and graduate curriculum.	Dean's Office, AoL Committee, Grad Studies Committee and College Curriculum Committee	2012-2013 Academic Year
The Educator-Scholar Community	3. Set up an Applied Business Seminar for faculty taught by business alumni	Dean's Office	2012-2013 Academic Year
	4. Continue the project examining the impact of the college's research portfolio	Dean's Office, College Research Committee	2012-2013 Academic Year
Diversity and Global Perspectives	5. Create a college Inclusive Excellence committee to provide leadership for and evaluation to college initiatives to enhance diversity of curriculum, students, faculty and staff	Dean's Office, College Departments	2012-02013 Academic Year and Ongoing
	6. Complete the study of gender differences in CoBE enrollments and generate an action plan	CoBE Task Force, CMU, Dean's Office	2012-2013 Academic Year
Regional Resource for Businesses, Not-for-Profits and Communities	7. Set up an Applied Business Seminar for faculty taught by business alumni to enhance connection of curriculum with business needs	Dean's Office	2012-2013 Academic Year
	8. Expand CoBE's marketing focus on regional engagement of students, faculty and staff in curricular and co-curricular activities	CoBE Marketing Group	2012-2013 Academic Year

Professional and Personal Integrity for Faculty, Staff and Students	9. Continue grants to support initiatives in Inclusive Excellence (IE) and Social, Environmental and Economic Sustainability and Responsibility (SEERS)	Dean's Office, College Research Committee	2012-2013 Academic Year
	10. Consider the sufficiency of ethics coverage in the BBA curriculum, following up on the 11-12 AY efforts of the College Curriculum Committee	AoL Committee	2012-2013 Academic Year

APPENDIX C: Assessment Reports for Academic Programs

All major/program assessment reports and responses to past Audit & Review Committee recommendations are included in the department annual reports. Two of the departments (Management and IT/BE) have multiple reports and A&R responses because the departments house multiple majors.

The department annual reports are sent as separate attachments with this e-mail.

APPENDIX D: Summary of Faculty Intellectual Contributions and Qualifications

Date Range: July 1, 2007 - July 1, 2012

Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
Accounting : Professor													
Robert Gruber	Ph.D., 1990	January 21, 1983	100.0	YES			2	1	0	0	0	1	UG, GR, RES, SER and ADM
Roy Weatherwax	Ph.D., 1974	June 1976	50.0			YES	0	0	1	0	0	0	UG
Total Accounting: Professor							2	1	1	0	0	1	
Accounting : Associate Professor													
Alka Arora	Ph.D., 1995	August 1996	100.0	YES			2	1	0	0	0	0	UG, RES and SER
Richard Cummings	Ph.D., 1995	August 25, 2002	100.0	YES			3	0	6	8	0	0	UG, GR, RES and SER
Linda Holmes	Ph.D., 1997	August 2000	100.0	YES			2	2	0	1	0	0	UG, GR, RES and SER
Carol Normand	Ed.D., 1998	August 2002	100.0	YES			1	6	1	1	0	1	UG, GR, RES and SER
Clayton Sager	Ph.D., 1981	August 1983	100.0	YES			0	0	2	0	0	0	UG, GR, RES, SER and ADM
Total Accounting: Associate Professor							8	9	9	10	0	1	
Accounting : Assistant Professor													
Joseph Gerard	Ph.D., 2009	September 1, 1998	100.0	YES	YES		0	0	1	0	0	0	UG, GR, RES and SER
Heather Pesch	Ph.D., 2011	August 2010	100.0	YES			0	0	0	2	0	1	UG, GR, RES and SER
Meifang Xiang	Ph.D., 2008	August 24, 2008	100.0	YES			0	2	1	1	0	1	UG, GR, RES and SER
Total Accounting: Assistant Professor							0	2	2	3	0	2	
Accounting : Academic Staff													
Linda Amann	MS, 1998	August 26, 2007	100.0		YES		0	0	0	0	0	0	UG and SER
Dawn Doering	MBA, 2011	August 2011	100.0		YES		0	0	0	0	0	0	UG and SER
Lynn Hafemeister	MS, 1982	August 20, 2002	100.0		YES		0	0	0	0	0	0	UG, SER and ADM
Michael MacDonald	MS, 1976	August 20, 1980	100.0		YES		0	0	0	0	0	0	UG and SER
Bill Tatman	MS, 2005	August 2005	100.0		YES		1	0	0	0	0	0	UG, SER and ADM

Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
Total Accounting: Academic Staff							1	0	0	0	0	0	
Total Accounting							11	12	12	13	0	4	

Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	

Administration : Professor													
Bob Schramm	Ed.D., 1990	August 1989	100.0	YES			0	0	0	0	0	1	ADM
Lois Smith	Ph.D., 1989	September 1, 1982	100.0	YES			2	4	0	0	0	1	ADM
Total Administration: Professor							2	4	0	0	0	2	

Administration : Associate Professor													
John Chenoweth	Ed.D., 2002	August 2002	100.0	YES			0	1	1	3	0	1	ADM
Christine Clements	Ph.D., 1990	August 1990	100.0	YES			1	5	0	1	0	1	ADM
Total Administration: Associate Professor							1	6	1	4	0	2	

Administration : Academic Staff													
Janet Olson	MBA, 1989	June 1982	100.0		YES		1	0	0	0	0	0	ADM
Total Administration: Academic Staff							1	0	0	0	0	0	
Total Administration							4	10	1	4	0	4	

Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	

Economics : Professor													
Stuart Glosser	Ph.D., 1985	August 1985	100.0	YES			0	0	1	7	1	0	UG, GR, RES and SER
Russell Kashian	Ph.D., 1999	August 22, 1999	100.0	YES	YES		0	0	7	7	0	0	UG, GR, RES and SER
L Marks	Ph.D., 1981	August 19, 1990	100.0	YES			0	0	2	5	0	0	UG, GR, RES and SER
Thomas Schweigert	Ph.D., 1990	August 25, 1991	100.0	YES			0	0	2	2	0	0	UG, GR, RES and SER

Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
Total Economics: Professor							0	0	12	21	1	0	
Economics : Associate Professor													
Yamin Ahmad	Ph.D., 2004	August 22, 2004	100.0	YES			0	0	5	18	0	0	UG, GR, RES and SER
Jeffery Heinrich	Ph.D., 1998	August 27, 2000	100.0	YES			0	0	2	0	0	0	UG, GR, RES, SER and ADM
Total Economics: Associate Professor							0	0	7	18	0	0	
Economics : Assistant Professor													
Eylem Ersal	Ph.D., 2011	August 24, 2011	100.0	YES			0	0	0	0	0	0	UG, GR and SER
Ran Tao	Ph.D., 2008	August 23, 2009	100.0	YES			0	0	4	2	0	0	UG, GR, RES and SER
David Welsch	Ph.D., 2005	August 2006	100.0	YES			0	0	6	3	0	0	UG, GR, RES and SER
Total Economics: Assistant Professor							0	0	10	5	0	0	
Economics : Academic Staff													
David Bashaw	Ph.D., 1998	August 22, 1999	100.0		YES		0	2	0	0	0	0	UG, RES and SER
Michael Coon	MA, 2006	August 25, 2010	100.0	YES			0	0	0	0	0	0	UG, RES and SER
Megharanji Hazra	MS, 2002	August 22, 2011	100.0	YES			0	0	0	0	0	0	UG
Richard Gregory	Ph.D., 2004	October 12, 1992	11.0		YES		0	0	2	6	0	1	UG
Daniel Teferra	Ph.D., 1979	September 6, 2006	100.0		YES		0	0	0	1	0	2	UG and SER
Total Economics: Academic Staff							0	2	2	7	0	3	
Total Economics							0	2	31	51	1	3	

Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
Finance & Business Law : Professor													
John Howat	Ph.D., 1979	August 1976	100.0	YES			2	0	0	0	0	0	UG, RES and SER
Hamid Moini	Ph.D., 1985	August 15, 1985	100.0	YES			1	2	0	1	1	1	UG, GR, RES and SER
James Molloy	JD, 1982	January 1, 1984	100.0			YES	0	0	0	0	0	0	UG, GR, RES and SER
David Porter	Ph.D., 1988	August 25, 1996	100.0	YES			1	0	2	1	0	1	UG, GR, RES and SER
Total Finance & Business Law: Professor							4	2	2	2	1	2	
Finance & Business Law : Associate Professor													
Linda Reid	JD, 1995	August 2003	100.0	YES			1	0	0	1	0	0	UG, GR, RES, SER and ADM
Linda Yu	Ph.D., 2002	August 23, 2004	100.0	YES			0	1	1	7	0	0	UG, GR, RES and SER
Jianzhou Zhu	DBA, 2001	August 26, 2001	100.0	YES			0	0	5	1	0	0	UG, GR, RES and SER
Total Finance & Business Law: Associate Professor							1	1	6	9	0	0	
Finance & Business Law : Assistant Professor													
Zaifeng Fan	Ph.D., 2011	September 2007	100.0	YES			0	0	0	4	0	0	UG, GR, RES and SER
Rashiq Kamal	Ph.D., 2008	August 24, 2008	100.0	YES			0	0	1	4	0	0	UG, GR, RES and SER
Yuan Yuan	Ph.D., 2007	August 26, 2007	100.0	YES			0	0	1	5	0	0	UG, GR, RES and SER
Total Finance & Business Law: Assistant Professor							0	0	2	13	0	0	
Finance & Business Law : Academic Staff													
Margaret Kuchan	MBA, 2003	January 20, 2009	22.0		YES		0	0	0	0	0	0	UG
Howard Olson	Ph.D., 1979	September 1977	100.0		YES		0	0	0	0	0	0	UG, GR, RES and SER
Scott Opsal	MBA, 1983	August 2011	100.0		YES		0	0	0	0	0	0	UG and SER
Jonathon Saffold	JD, 1992	January 2007	33.0		YES		0	0	0	0	0	0	UG
Joel Schleusner	MBA, 1997	Aug 24, 1997	44.0			YES	0	0	0	0	0	0	UG
Donald Sorensen	Ph.D., 1975	September	44.0			YES	0	0	0	0	0	0	UG

Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities	
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice			
							PRJ	OIC	PRJ	OIC	PRJ	OIC		
		1974												
Gene Toboyek	JD, 1990	August 23, 2008	100.0		YES		0	0	0	0	0	0	UG and SER	
Curt Weber	JD, 1982	January 10, 2002	100.0	YES			2	1	0	1	0	0	UG, GR, RES and SER	
Total Finance & Business Law: Academic Staff							2	1	0	1	0	0		
Total Finance & Business Law							7	4	10	25	1	2		
Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities	
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice			
							PRJ	OIC	PRJ	OIC	PRJ	OIC		
Information Technology/Business Education : Professor														
Robert Horton	Ph.D., 1973	August 1982	50.0		YES		0	5	0	0	0	3	UG, RES and SER	
Lila Waldman	Ph.D., 1993	August 2005	100.0	YES			6	3	3	6	0	0	UG, GR, RES and SER	
Li-Chung Yin	Ph.D., 1998	January 18, 1994	100.0	YES			0	2	2	4	1	2	UG, GR, RES and SER	
Total Information Technology/Business Education: Professor							6	10	5	10	1	5		
Information Technology/Business Education : Associate Professor														
Paul Ambrose	Ph.D., 2000	August 21, 2005	100.0	YES			0	0	5	6	0	1	UG, GR, RES and SER	
Choton Basu	Ph.D., 2000	August 20, 2001	100.0	YES			0	2	1	0	2	4	UG, GR, RES, SER and ADM	
V. Lajuan Davis-Bisnette	Ph.D., 2003	August 2010	100.0	YES			0	0	0	1	1	5	UG, GR, RES and SER	
Robert Leitheiser	Ph.D., 1988	August 15, 1991	100.0		YES		0	0	0	1	0	3	UG, RES and SER	
David Munro	Ph.D., 1988	August 25, 1989	100.0	YES	YES		0	1	2	0	1	1	UG, GR, RES and SER	
Jo Ann Oravec	Ph.D., 1992	August 1997	100.0	YES			0	1	3	16	0	0	UG, RES and SER	
George Sargent	Ph.D., 1975	Aug 1, 1987	100.0	YES	YES		0	0	1	0	1	0	UG, GR, RES and SER	
Total Information Technology/Business Education: Associate Professor							0	4	12	24	5	14		
Information Technology/Business Education : Assistant Professor														
Andrew Ciganek	Ph.D., 2006	August 23,	100.0	YES			1	3	0	1	7	13	UG, GR, RES and	

Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
		2009										SER	
Christina Outlay	Ph.D., 2008	August 2011	100.0	YES			2	1	0	0	0	0	UG, GR, RES and SER
Total Information Technology/Business Education: Assistant Professor							3	4	0	1	7	13	
Information Technology/Business Education : Academic Staff													
Frank Lanko	, 1999	August 1, 2011	11.0		YES		0	0	0	0	0	0	UG
John Ottow	MS, 2006	January 2012	11.0		YES		0	0	0	0	0	0	UG
Ann Roe	MBA, 1994	August 2004	22.0		YES		0	0	0	0	0	0	UG and SER
Denise Schulz	MS, 1998	August 25, 2002	89.0		YES		0	1	0	0	0	4	UG and SER
John Smith	MS, 1999	August 27, 2006	100.0		YES		0	1	0	0	0	1	UG and SER
Debra Towns	MS, 1999	June 2008	25.0			YES	0	0	0	0	0	0	UG
Total Information Technology/Business Education: Academic Staff							0	2	0	0	0	5	
Total Information Technology/Business Education							9	20	17	35	13	37	
Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
Management : Professor													
Tom Bramorski	Ph.D., 1989	January 1989	100.0	YES			1	8	2	2	0	4	UG, GR, RES and SER
William Dougan	Ph.D., 1987	August 2001	100.0	YES			0	2	3	3	0	5	UG, GR, RES and SER
William Drago	Ph.D., 1990	August 1990	100.0	YES			2	0	0	0	0	0	UG, GR, RES and SER
Yezdi Godiwalla	Ph.D., 1977	August 26, 1977	100.0	YES			0	0	8	45	0	0	UG, GR, RES, SER and ADM
Jerry Gosenpud	Ph.D., 1974	August 1980	100.0	YES			0	0	2	0	0	0	UG, GR, RES and SER
Manohar Madan	Ph.D., 1988	August 1989	100.0	YES			0	0	3	3	0	1	UG, GR, RES &SER
Kaviraj Parboteeah	Ph.D., 1999	August 15, 2000	100.0	YES			0	2	10	7	0	0	UG, GR, RES and SER
Sameer Prasad	Ph.D., 1990	August 1996	100.0	YES			0	0	11	4	0	0	UG, GR, RES, SER and ADM

Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
Richard Wagner	Ph.D., 1990	August 1990	100.0	YES			2	0	2	1	0	7	UG, RES and SER
Jon Werner	Ph.D., 1992	January 15, 1998	100.0	YES			0	0	0	1	0	0	UG, GR, RES and SER
Total Management: Professor							5	12	41	66	0	17	
Management : Associate Professor													
Helena Addae	Ph.D., 2003	August 2003	100.0	YES			0	0	1	8	2	0	UG, GR, RES and SER
James Bronson	Ph.D., 1995	August 1999	100.0	YES			1	2	1	1	0	0	UG, GR, RES, SER and ADM
Louise Tourigny	Ph.D., 2001	August 2001	100.0	YES			0	0	3	16	0	0	UG, GR, RES and SER
Total Management: Associate Professor							1	2	5	25	2	0	
Management : Assistant Professor													
Kelly Delaney-Klinger	Ph.D., 2005	August 22, 2010	100.0	YES			0	1	0	2	0	0	UG, GR, RES and SER
Xuguang Guo	Ph.D., 2008	August 24, 2008	100.0	YES			0	0	1	1	0	0	UG, GR, RES and SER
Hung-Chung (H.C.) Su	Ph.D., 2011	August 24, 2011	100.0	YES			0	0	0	0	0	0	UG, GR, RES and SER
Jeff Vanevenhoven	Ph.D., 2008	August 24, 2007	100.0	YES			0	3	0	4	2	0	UG, GR, RES and SER
Andy Yu	Ph.D., 2009	August 24, 2011	100.0	YES			0	0	0	0	0	0	UG, GR, RES and SER
Total Management: Assistant Professor							0	4	1	7	2	0	
Management : Academic Staff													
Dennis Baskin	Ph.D., 2009	August 1997	22.0		YES		0	0	0	0	0	0	UG
Ronald Gayhart	MBA, 1993	January 2006	22.0		YES		0	0	0	0	0	4	UG, SER &ADM
Georgiana Luecker	Ed.D., 1992	August 1999	44.0			YES	0	0	0	0	0	0	UG and SER
Megan Matthews	MA, 1994	August 2010	33.0		YES		0	2	0	0	0	0	UG
Rick Pues	MBA, 1992	January 15, 2005	22.0		YES		0	0	0	0	0	0	UG
Craig Schmidt	MBA, 1983	January 2008	100.0		YES		0	0	0	0	0	0	UG and SER
James Sisak	MBA, 1978	August 1981	100.0		YES		0	1	0	0	0	0	UG and SER
Patrick Tierney	MBA, 1996	August 1999	22.0		YES		0	0	0	0	0	0	UG
Total Management: Academic Staff							0	3	0	0	0	4	

Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities	
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice			
							PRJ	OIC	PRJ	OIC	PRJ	OIC		
Total Management							6	21	47	98	4	21		
Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities	
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice			
							PRJ	OIC	PRJ	OIC	PRJ	OIC		
Marketing : Professor														
Marilyn Lavin	Ph.D., 1987	August 26, 1984	100.0	YES			2	5	1	4	0	1	UG, GR, RES and SER	
Jimmy Peltier	Ph.D., 1989	August 1987	100.0	YES			4	1	12	4	0	0	UG, GR, RES, SER and ADM	
Total Marketing: Professor							6	6	13	8	0	1		
Marketing : Associate Professor														
Maxwell Hsu	DBA, 1999	August 25, 2002	100.0	YES			1	0	19	11	0	0	UG, GR, RES and SER	
Carol Scovotti	DBA, 2001	August 22, 2004	100.0	YES			9	17	4	10	0	0	UG, GR, RES, SER and ADM	
Yushan Zhao	Ph.D., 2001	August 27, 2001	100.0	YES			0	0	8	6	1	0	UG, GR, RES and SER	
Total Marketing: Associate Professor							10	17	31	27	1	0		
Marketing : Assistant Professor														
Victor Barger	Ph.D., 2011	August 24, 2011	100.0	YES			0	0	0	0	0	0	UG, GR, RES and SER	
Robert Boostrom	Ph.D., 2010	August 22, 2010	100.0	YES			0	1	0	0	0	0	UG, GR, RES and SER	
Pavan Chennamaneni	Ph.D., 2009	Aug 23, 2009	100.0	YES			1	4	1	0	0	0	UG, GR, RES and SER	
Dennis Kopf	Ph.D., 2009	August 23, 2009	100.0	YES			0	0	5	5	0	1	UG, GR, RES and SER	
Total Marketing: Assistant Professor							1	5	6	5	0	1		
Marketing : Academic Staff														
Karen Bess	MBA, 1992	August 24, 2011	44.0		YES		0	0	0	0	0	0	UG and SER	
Andrew Dahl	MBA, 2008	January 2009	50.0		YES		0	0	0	0	0	1	UG and SER	
Robert Malewicki	MBA, 1993	August 24, 2011	11.0		YES		0	0	0	0	0	0	UG	

Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
Sharon Roy	MBA, 1988	August 1993	100.0		YES		1	0	0	0	0	0	UG and SER
John Westfall	Ed.D., 2003	August 24, 2011	44.0		YES		0	0	0	0	0	0	UG and SER
Total Marketing: Academic Staff							1	0	0	0	0	1	
Total Marketing							18	28	50	40	1	3	
Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions						Normal Professional Responsibilities
							Learning & Pedagogical Research		Discipline-Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
Grand Total							55	97	168	266	20	74	
Grand Total							55	97	168	266	20	74	

APPENDIX E: Assurance of Learning Reports

1. Undergraduate Assurance of Learning Fall '06 – Fall 10

GOALS AND OBJECTIVES	TRAITS	VG +	VG +	VG	VG	VG	VG	VG	VG	VG	VG +	VG +	VG	VG
		GE	GE	+ GE	+ GE	+ GE	+ GE	+ GE	+ GE	+ GE	GE	GE	+ GE	+ GE
		F '05	S '06	F '06	S '07	F '07	S '08	F '08	S '09	F'09	S '10	F '10	S '11	
Ethical and able to identify ethical issues														
1. Students will articulate the impact that business decisions have on the firm and its stakeholders and propose solutions that reconcile these differences.	1. Identify and state the expectations of major stakeholders.													
	<i>Management 301 Org Behavior</i>	<i>Rev*</i>	<i>Rev*</i>		81%			90%			94%			
	<i>*Rev - Revised Trait after Spring '06</i>													
	2. Identify ways in which the expectations of stakeholders may conflict.													
	<i>Management 301 Org Behavior</i>	90%	93%		74%			78%			80%			
	3. Suggest alternative actions to effect compromises that may serve the needs of conflicting stakeholders.													
	<i>Management 301 Org Behavior</i>	89%	92%		85%			80%			89%			

2. Students will be able to use a code of conduct to analyze a business situation and potential consequences of breaches of ethical conduct.	1. Given a code of ethics, can apply it to a business situation.												
	<i>Accounting 249 and 342 Managerial & Cost Actg</i>		49%	93%			98%			100%	100%		99%
	2. Recognize the implications of breaches in ethical conduct.												
	<i>Accounting 249 and 342 Managerial & Cost Actg</i>		87%	97%			99%			97%	100%		97%
Globally Aware													
1. Students will demonstrate an understanding of the relationships among markets and the implications of doing business in different international markets and institutions	1. Describe how fluctuations in exchange rates will affect an economy's or firm's international operations, e.g., imports, exports, labor costs, etc.												
	<i>Econ 202 Prin of Macroecon</i>	85%		75%			72%			71%			59%
2. Students will identify cultural characteristics of a global business environment and their impact on business strategy	1. Identify cultural characteristics												
	<i>Marketing 311 Marketing Prin</i>		57%		98%			99%					95%
	2. Indicate how aspects of culture affect business.												
	<i>Marketing 311 Marketing Prin</i>		77%		74%			80%					69%
Good Communicators													
1. Students will demonstrate clear oral communication.	1. Organized ideas.												

	<i>ITBE 353 Business Communication</i>	100%	95%			97%			96%			99%	
	2. Used relevant and current content.												
	<i>ITBE 353 Business Communication</i>	89%	99%			96%			93%			99%	
	3. Had good voice quality and pace.												
	<i>ITBE 353 Business Communication</i>	93%	92%			96%			96%			79%	
	4. Nonverbal behaviors supported oral communication.												
	<i>ITBE 353 Business Communication</i>	72%	92%			89%			87%			88%	
	5. Used media to reinforce message.												
	<i>ITBE 353 Business Communication</i>	97%	99%			90%			95%			99%	
2. Use the written word to communicate clearly as an individual and as a member of a team	1. Organized Ideas												
	<i>ITBE 353 Business Communication</i>	83%	93%			99%			90%			98%	
	2. Used appropriate grammar and spelling												
	<i>ITBE 353 Business Communication</i>	84%	95%			94%			81%			80%	

	3. Chose acceptable format to convey information												
	<i>ITBE 353 Business Communication</i>	91%	80%			96%			96%			92%	
3. Students will recognize variations in communication with people of other countries and cultures	1. Define diversity and show its importance in successfully communicating in business.												
	<i>Marketing 311 Marketing Prin</i>				96%						97%		
	<i>Management 301 Org Behavior</i>	92%	91%					94%					
	2. Recognize the variation in meaning for nonverbal communication among cultures of the world.												
	<i>Marketing 311 Marketing Prin</i>				94%								
	<i>Management 301 Org Behavior</i>	90%	97%					94%			99%		
Sound Decision Makers													
1. Use appropriate methodology to make sound business decisions.*	1. Define the problem												
	<i>FNBSLW 344 Business Finance</i>	52%	59%			55%			86%			75%	
	2. Identify the information that is relevant to the decision												
	<i>FNBSLW 344 Business Finance</i>	45%	85%			67%			85%			83%	
	3. Identify the feasible alternatives												
	<i>FNBSLW 344 Business Finance</i>	75%	75%			73%			91%			85%	

	4. Analyze the quantitative and qualitative aspects of the problem												
	<i>Economics 245 Business Statistics</i>	60%	92%	74%			73%			65%			75%
	5. Apply logical decision criteria												
	<i>FNBSLW 344 Business Finance</i>	63%	76%	94%			71%			91%			89%
	Analytical												
1. Students will apply mathematical concepts to interpret business and economic phenomena	1. Being told how Y affects X and how X affects Z, to demonstrate:												
	i. The effect Y has on Z												
	ii. How changes in the relationship between Y and X changes the relationship between Y and Z.												
	iii. How changes in the relationship between X and Z change the relationship between Y and Z.												
	<i>Econ 202 Prin of Macroecon</i>	73%	74%	80%			78%			79%			77%
	2. Explain how a graph represents data.												
	<i>Econ 202 Prin of Macroecon</i>	92%	94%	94%			81%			78%			83%

2. Students will be able to summarize and analyze data	1. Calculate the mean, median, mode, standard deviation, variance, and inter-quartile range of a variable's distribution.												
	<i>Economics 245 Business Statistics</i>	*66%	96%	89%			94%			92%			86%
	*Measured in Econ 245 and FNBSLW 344 this semester.												
	2. Use graphical techniques such as histograms, pie charts, and scatter diagrams to summarize data.												
	<i>Economics 245 Business Statistics</i>	*76%	94%	81%			94%			90%			93%
	*Measured in Actg 249 and Management 306 this semester.												
	3. Show whether two variables are or are not independent of each other.												
	<i>Economics 245 Business Statistics</i>		82%	76%			91%			64%			70%
	<i>Management 306 Ops Mgnt</i>	76%			81%								
	4. Develop and compare forecasting models based upon historical data.*												
	<i>Management 306 Ops Mgnt</i>						94%			76%			

3. Students will be able to collect, report, and analyze financial information using appropriate accounting concepts and techniques	1. Use the accounting equation and debit/credit rules to show the effect of selected transactions on the financial statements.												
	<i>Accounting 244 Intro to Financial Accounting</i>		72%	81%			81%			80%			88%
	2. Demonstrate knowledge of the accounting, including adjusting and closing entries.												
	<i>Accounting 244 Intro to Financial Accounting</i>		72%	72%			75%			78%			70%
	3. Use appropriate rules and conventions to account for essential financial statements items (e.g., cash, receivables, inventory, long-lived assets, current and long-term liabilities, and shareholders' equity).												
	<i>Accounting 244 Intro to Financial Accounting</i>		69%	88%			98%			89%			89%
	4. Compute selected financial ratios using appropriate accounting information (e.g., current ratio, receivables turnover, inventory turnover, profit margin, etc.).												
	<i>Accounting 244 Intro to Financial Accounting</i>		69%	83%			74%			80%			75%

Information Technology Adept												
1. Students will know how to use information systems to improve their effectiveness as business professionals.	1. Use word processing, spreadsheet, presentation and database tools to enter, format, manipulate and summarize information										95%	
	2. Identify and retrieve quantitative and qualitative information in order to make effective business decisions.										92%	
	3. Describe the processes firms use to develop information systems and the roles business professional play in that development.							96%			78%	
2. Students will understand information systems and the role and impact they have on corporations, employees and society.	1. Describe the core components of information systems.							88%			88%	
	2. Given a specific organizational context; identify ways the organization can use information technology to achieve desired results							90%			76%	
	3. Given the description of a specific information system implementation, derive the impacts that implementation may have on the organization, stakeholders, and society.							84%			96%	

GOALS AND OBJECTIVES	TRAITS	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +
		GE	GE	GE	GE	GE	GE	GE	GE	GE
		F '06	S '07	F '07	S '08	F '08	S '09	F '10	S '10	F '10
Ethical and able to identify ethical issues										
1. Students will articulate the impact that business decisions have on the firm and its stakeholders and propose solutions that reconcile these differences.	1. Identify and state the expectations of major stakeholders.									
	<i>Management 301 Org Behavior</i>		81%			90%			94%	
	<i>*Rev - Revised Trait after Spring '06</i>									
	2. Identify ways in which the expectations of stakeholders may conflict.									
	<i>Management 301 Org Behavior</i>		74%			78%			80%	
	3. Suggest alternative actions to effect compromises that may serve the needs of conflicting stakeholders.									
	<i>Management 301 Org Behavior</i>		85%			80%			89%	
2. Students will be able to use a code of conduct to analyze a business situation and potential consequences of breaches of ethical conduct.	1. Given a code of ethics, can apply it to a business situation.									
	<i>Accounting 249 and 342 Managerial & Cost Actg</i>	93%			98%			100%	100%	
	2. Recognize the implications of breaches in ethical conduct.									
	<i>Accounting 249 and 342 Managerial & Cost Actg</i>	97%			99%			97%	100%	

Undergraduate AoL, F06 – F10

GOALS AND OBJECTIVES	TRAITS	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +
		GE	GE	GE	GE	GE	GE	GE	GE	GE
		F '06	S '07	F '07	S '08	F '08	S '09	F '10	S '10	F '10
Globally Aware										
1. Students will demonstrate an understanding of the relationships among markets and the implications of doing business in different international markets and institutions	1. Describe how fluctuations in exchange rates will affect an economy's or firm's international operations, e.g., imports, exports, labor costs, etc.									
	<i>Econ 202 Prin of Macroecon</i>	75%			72%			71%		
2. Students will identify cultural characteristics of a global business environment and their impact on business strategy	1. Identify cultural characteristics									
	<i>Marketing 311 Marketing Prin</i>		98%			99%				
	2. Indicate how aspects of culture affect business.									
	<i>Marketing 311 Marketing Prin</i>		74%			80%				
Good Communicators										
1. Students will demonstrate clear oral communication.	1. Organized ideas.									
	<i>ITBE 353 Business Communication</i>			97%			96%			99%
	2. Used relevant and current content.									
	<i>ITBE 353 Business Communication</i>			96%			93%			99%
	3. Had good voice quality and pace.									
	<i>ITBE 353 Business Communication</i>			96%			96%			79%
	4. Nonverbal behaviors supported oral communication.									
	<i>ITBE 353 Business Communication</i>			89%			87%			88%

Undergraduate AoL, F06 – F10

GOALS AND OBJECTIVES	TRAITS	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +
		GE	GE	GE	GE	GE	GE	GE	GE	GE
		F '06	S '07	F '07	S '08	F '08	S '09	F '10	S '10	F '10
	5. Used media to reinforce message.									
	<i>ITBE 353 Business Communication</i>			90%			95%			99%
2. Use the written word to communicate clearly as an individual and as a member of a team	1. Organized Ideas									
	<i>ITBE 353 Business Communication</i>			99%			90%			98%
	2. Used appropriate grammar and spelling									
	<i>ITBE 353 Business Communication</i>			94%			81%			80%
	3. Chose acceptable format to convey information									
	<i>ITBE 353 Business Communication</i>			96%			96%			92%
3. Students will recognize variations in communication with people of other countries and cultures	1. Define diversity and show its importance in successfully communicating in business.									
	<i>Marketing 311 Marketing Prin</i>		96%						97%	
	<i>Management 301 Org Behavior</i>					94%				
	2. Recognize the variation in meaning for nonverbal communication among cultures of the world.									
	<i>Marketing 311 Marketing Prin</i>		94%							
	<i>Management 301 Org Behavior</i>					94%			99%	
Sound Decision Makers										
1. Use appropriate methodology to make sound business decisions.*	1. Define the problem									

Undergraduate AoL, F06 – F10

GOALS AND OBJECTIVES	TRAITS	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +
		GE	GE	GE	GE	GE	GE	GE	GE	GE
		F '06	S '07	F '07	S '08	F '08	S '09	F '10	S '10	F '10
	2. Identify the information that is relevant to the decision									
	<i>FNBSLW 344 Business Finance</i>			67%			85%			83%
	3. Identify the feasible alternatives									
	<i>FNBSLW 344 Business Finance</i>			73%			91%			85%
	4. Analyze the quantitative and qualitative aspects of the problem									
	<i>Economics 245 Business Statistics</i>	74%			73%			65%		
	5. Apply logical decision criteria									
	<i>FNBSLW 344 Business Finance</i>	94%		71%			91%			89%
Analytical										
1. Students will apply mathematical concepts to interpret business and economic phenomena	1. Being told how Y affects X and how X affects Z, to demonstrate:									
	i. The effect Y has on Z									
	ii. How changes in the relationship between Y and X changes the relationship between Y and Z.									
	iii. How changes in the relationship between X and Z change the relationship between Y and Z.									
	<i>Econ 202 Prin of Macroecon</i>	80%			78%			79%		
	2. Explain how a graph represents data.									
	<i>Econ 202 Prin of Macroecon</i>	94%			81%			78%		

Undergraduate AoL, F06 – F10

GOALS AND OBJECTIVES	TRAITS	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +
		GE	GE	GE	GE	GE	GE	GE	GE	GE
		F '06	S '07	F '07	S '08	F '08	S '09	F '10	S '10	F '10
2. Students will be able to summarize and analyze data	1. Calculate the mean, median, mode, standard deviation, variance, and inter-quartile range of a variable's distribution.									
	<i>Economics 245 Business Statistics</i>	89%			94%			92%		
	*Measured in Econ 245 and FNBSLW 344 this semester.									
2. Use graphical techniques such as histograms, pie charts, and scatter diagrams to summarize data.										
	<i>Economics 245 Business Statistics</i>	81%			94%			90%		
	*Measured in Actg 249 and Management 306 this semester.									
3. Show whether two variables are or are not independent of each other.										
	<i>Economics 245 Business Statistics</i>	76%			91%			64%		
	<i>Management 306 Ops Mgnt</i>		81%							
4. Develop and compare forecasting models based upon historical data.*										
	<i>Management 306 Ops Mgnt</i>					94%			76%	
3. Students will be able to collect, report, and analyze financial information using appropriate accounting concepts and techniques	1. Use the accounting equation and debit/credit rules to show the effect of selected transactions on the financial statements.									
	<i>Accounting 244 Intro to Financial Accounting</i>	81%			81%			80%		

Undergraduate AoL, F06 – F10

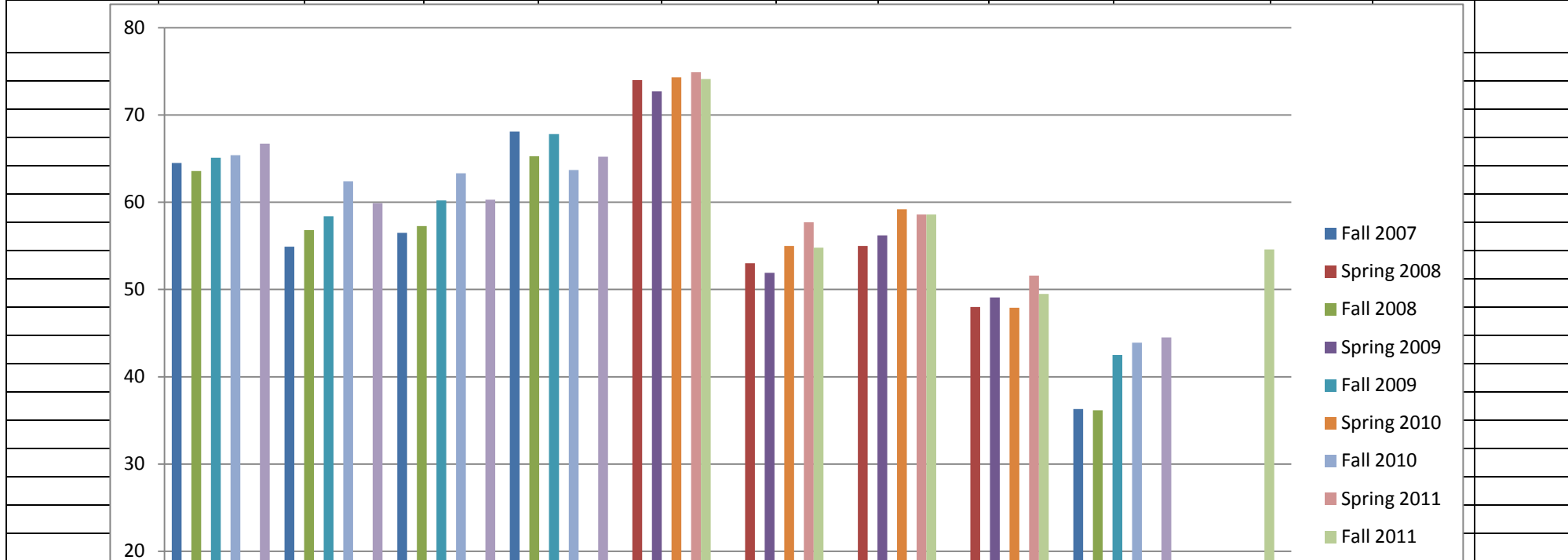
GOALS AND OBJECTIVES	TRAITS	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +
		GE	GE	GE	GE	GE	GE	GE	GE	GE
		F '06	S '07	F '07	S '08	F '08	S '09	F '10	S '10	F '10
	2. Demonstrate knowledge of the accounting, including adjusting and closing entries.									
	<i>Accounting 244 Intro to Financial Accounting</i>	72%			75%			78%		
	3. Use appropriate rules and conventions to account for essential financial statements items (e.g., cash, receivables, inventory, long-lived assets, current and long-term liabilities, and shareholders' equity).									
	<i>Accounting 244 Intro to Financial Accounting</i>	88%			98%			89%		
	4. Compute selected financial ratios using appropriate accounting information (e.g., current ratio, receivables turnover, inventory turnover, profit margin, etc.).									
	<i>Accounting 244 Intro to Financial Accounting</i>	83%			74%			80%		
Information Technology Adept										
1. Students will know how to use information systems to improve their effectiveness as business professionals.	1. Use word processing, spreadsheet, presentation and database tools to enter, format, manipulate and summarize information									95%
	2. Identify and retrieve quantitative and qualitative information in order to make effective business decisions.									92%

Undergraduate AoL, F06 – F10

GOALS AND OBJECTIVES	TRAITS	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +
		GE	GE	GE	GE	GE	GE	GE	GE	GE
		F '06	S '07	F '07	S '08	F '08	S '09	F'10	S '10	F '10
	3. Describe the processes firms use to develop information systems and the roles business professional play in that development.							96%		78%
2. Students will understand information systems and the role and impact they have on corporations, employees and society.	1. Describe the core components of information systems.							88%		88%
	2. Given a specific organizational context; identify ways the organization can use information technology to achieve desired results							90%		76%
	3. Given the description of a specific information system implementation, derive the impacts that implementation may have on the organization, stakeholders, and society.							84%		96%

Summary Content Exams from Admin Policy

	Org. Behavior	Ops Mgmt	Bus Law	Bus Comm	Marketing	Finance	Econ	Statistics	Accounting	ITBE 280		
Fall 2007	64.5	54.9	56.5	68.1					36.3			
Spring 2008					74	53	55	48				
Fall 2008	63.57	56.81	57.26	65.27					36.15			
Spring 2009					72.7	51.9	56.2	49.1				
Fall 2009	65.1	58.4	60.2	67.8					42.5			
Spring 2010					74.3	55	59.2	47.9				
Fall 2010	65.4	62.4	63.3	63.7					43.9			
Spring 2011					74.9	57.7	58.6	51.6				
Fall 2011					74.1	54.8	58.6	49.5		54.6		
Spring 2012	66.7	59.9	60.3	65.2					44.5			



COBE AOL Committee Considerations/Recommendations
2011/2012

1. What is an appropriate “standard” for very good + good enough?
Are rubrics calibrated to reflect a logical standard?
2. For those measures that consistently total in the 95% + category, should measures be instituted that are more rigorous?

Those measures include:

Under global objective #2:

Trait 1: Identify cultural characteristics (Marketng 311): scores have been 95%+ since Spring 2007.

Under good communication – oral (ITBE 353)

Trait 1: Organized Ideas has been at 95% or above since Fall 2005.

Trait 2: Used relevant and current content (93% - 99%) since Spring 2006.

Trait 5: Used media to reinforce message (97% - 99% with one 90% exception since Fall 2005)

Under the ethical objective #2: Use a code of conduct to analyze a business situation and potential consequences of breaches of ethical conduct.

Trait 1: ACCOUNT 249: Given a code of ethics, can apply it to a business situation has consistently rated at 98% or above since Spring 2008.

Trait 2: ACCOUNT 249: Recognize the implications of breaches in ethical conduct has rated 97% or above since Fall 2006.

Representatives from accounting indicated that the measures of Very good and Good Enough needed to be calibrated down so that very good currently at 4 of 6 correct could be moved to 5 or 6 of 6 correct.

3. Assurance of Learning objectives and traits need to be revised to recognize the change in mission, most especially in the application of critical thinking and of entrepreneurial leadership.

Specific Actions on AoL (based on meeting minutes)

- The Department of Marketing will revise ambiguous questions for global measurement.
- The Department of Economics will review the questions on exchange rates to determine if they are appropriate.
- The Department of Economics will rewrite analytical trait 1.1 to be more clear, 2.1 to add a measure of central tendency, and 2.2 to add construction of graphs (or to be rewritten entirely).

2. MBA Assurance of Learning 2011
Combined Online and Traditional Classes

GOALS	OBJECTIVE	RESULTS Spring 2011				RESULTS Summer 2011				RESULTS Fall 2011			
		VG	GE	NGE	TOT	VG	GE	NGE	TOT	VG	GE	NGE	TOT
Apply skills and knowledge appropriate for conducting business in a global environment.	1. Identify key global-related issues within a "discipline-specific" business environment.	0	0	0	0	0	0	0	0	47% 17	44% 16	9% 3	36
	2. Apply relevant conceptual frameworks (e.g., theory, model, etc.) to understand the impact of global events or international differences on business or business practice.	0	0	0	0	0	0	0	0	34% 12	54% 19	11% 4	35
	3. Develop and justify strategy alternatives for effectively responding to the global event.	0	0	0	0	0	0	0	0	43% 19	43% 19	14% 6	44
Apply skills and knowledge appropriate for managing the effective use of technology.	1. Identify key technological and innovative-related issues within the business environment.	38% 41	47% 51	15% 16	108	36% 18	46% 23	18% 9	50	41% 62	43% 65	15% 23	150
	2. Analyze and describe the impact of technology and innovation on a business situation.	41% 29	43% 30	16% 11	70	55% 15	30% 8	15% 4	27	47% 54	35% 40	18% 20	114
	3. Recommend alternative technology solutions for solving specific business problems.	58% 63	23% 25	19% 20	108	48% 13	33% 9	19% 5	27	45% 51	42% 48	13% 15	114
Apply high-level strategic thinking skills appropriate for conducting business	1. Identify key strategic issues for a particular business.	11% 6	78% 44	11% 6	56	0	0	0	0	7% 9	42% 58	51% 70	137
	2. Apply discipline specific theories and models to generate potential strategic alternatives.	72% 37	20% 10	8% 4	51	62% 24	31% 12	7% 3	39	60% 86	32% 45	8% 11	142
	3. Select and justify appropriate courses of action.	14% 8	76% 44	10% 6	58	0	0	0	0	33% 23	63% 44	4% 3	70
		VG	GE	NGE	TOT	VG	GE	NGE	TOT	VG	GE	NGE	TOT

Apply ethical reasoning to diverse business situations	1. Identify the key dimensions of ethical reasoning.	47% 9	32% 6	21% 4	19	61% 20	21% 7	18% 6	33	40% 39	24% 24	36% 35	98
	2. Apply appropriate theories and models to assess divergent perspectives of a particular ethical dilemma.	45% 9	30% 6	25% 5	20	55% 18	30% 10	15% 5	33	35% 19	51% 28	14% 8	55
	3. Develop and justify recommended solutions to an ethical dilemma.	53% 10	21% 4	29% 5	19	64% 21	24% 8	12% 4	33	67% 35	23% 12	10% 5	52
Apply effective communication skills appropriate to a business environment.		VG	GE	NGE	TOT	VG	GE	NGE	TOT	VG	GE	NGE	TOT
	1. Apply the major management/ leadership theories and explain how they influence the communication climate in organizations.	52% 61	26% 31	22% 26	118	0	0	0	0	53% 47	24% 21	23% 20	88
	2. Explain the importance of fostering positive work relationships and effective group communication.	69% 74	26% 28	5% 5	107	0	0	0	0	75% 88	18% 21	7% 9	118
	3. Demonstrate ability to write clear, coherent, logical, and concise paragraphs with 1) correct grammar, 2) appropriate work choice, and 3) correct punctuation.	51% 55	29% 31	20% 21	107	0	0	0	0	48% 57	33% 39	19% 22	118

Results for Online Classes

GOALS	OBJECTIVE	RESULTS Spring 2011				RESULTS Summer 2011				RESULTS Fall 2011			
		VG	GE	NGE	TOT	VG	GE	NGE	TOT	VG	GE	NGE	TOT
Apply skills and knowledge appropriate for conducting business in a global environment.	1. Identify key global-related issues within a "discipline-specific" business environment.	0	0	0	0	0	0	0	0	47% 17	34% 12	43% 19	36
	2. Apply relevant conceptual frameworks (e.g., theory, model, etc.) to understand the impact of global events or international differences on business or business practice.	0	0	0	0	0	0	0	0	45% 16	54% 19	43% 19	35

	3. Develop and justify strategy alternatives for effectively responding to the global event.	0	0	0	0	0	0	0	0	0	8% 3	12% 4	14% 6	44
Apply skills and knowledge appropriate for managing the effective use of technology.		VG	GE	NGE	TOT	VG	GE	NGE	TOT	VG	GE	NGE	TOT	
	1. Identify key technological and innovative-related issues within the business environment.	38% 41	47% 51	15% 16	108	36% 18	46% 23	18% 9	50	41% 47	43% 49	16% 18	114	
	2. Analyze and describe the impact of technology and innovation on a business situation.	41% 29	43% 30	16% 11	70	55% 15	30% 8	15% 4	27	47% 54	35% 40	18% 20	114	
	3. Recommend alternative technology solutions for solving specific business problems.	58% 63	23% 25	19% 20	108	48% 13	33% 9	19% 5	27	45% 58	43% 55	12% 15	128	
Apply high-level strategic thinking skills appropriate for conducting business		VG	GE	NGE	TOT	VG	GE	NGE	TOT	VG	GE	NGE	TOT	
	1. Identify key strategic issues for a particular business.	11% 6	78% 44	11% 6	56	0	0	0	0	7% 9	42% 58	51% 70	137	
	2. Apply discipline specific theories and models to generate potential strategic alternatives.	0	0	0	0	0	0	0	0	58% 73	34% 43	48% 11	127	
	3. Select and justify appropriate courses of action.	14% 8	76% 44	10% 6	58	0	0	0	0	33% 23	63% 44	4% 3	70	
Apply ethical reasoning to diverse business situations		VG	GE	NGE	TOT	VG	GE	NGE	TOT	VG	GE	NGE	TOT	
	1. Identify the key dimensions of ethical reasoning.	0	0	0	0	61% 20	21% 7	18% 6	33	46% 25	14% 8	40% 22	55	
	2. Apply appropriate theories and models to assess divergent perspectives of a particular ethical dilemma.	0	0	0	0	55% 18	30% 10	15% 5	33	35% 19	51% 28	14% 8	55	
	3. Develop and justify recommended solutions to an ethical dilemma.	0	0	0	0	64% 21	24% 8	12% 4	33	67% 35	23% 12	10% 5	52	
Apply effective communication skills appropriate to a business environment.		VG	GE	NGE	TOT	VG	GE	NGE	TOT	VG	GE	NGE	TOT	
	1. Apply the major management/leadership theories and explain how they influence the communication climate in organizations.	67% 48	23% 17	7% 10	72	0	0	0	0	53% 47	24% 21	23% 20	88	

2.Explain the importance of fostering positive work relationships and effective group communication.	86% 62	7% 5	7% 5	72	0	0	0	0	88% 77	9% 8	3% 3	88
3. Demonstrate ability to write clear, coherent, logical, and concise paragraphs with 1) correct grammar, 2) appropriate work choice, and 3) correct punctuation.	60% 43	30% 22	10% 7	72	0	0	0	0	57% 50	29% 26	14% 12	88

Results for Traditional Classes

GOALS	OBJECTIVE	RESULTS Spring 2011				RESULTS Summer 2011				RESULTS Fall 2011			
		VG	GE	NGE	TOT	VG	GE	NGE	TOT	VG	GE	NGE	TOT
Apply skills and knowledge appropriate for conducting business in a global environment.	1. Identify key global-related issues within a "discipline-specific" business environment.	0	0	0	0	0	0	0	0	0	0	0	0
	2. Apply relevant conceptual frameworks (e.g., theory, model, etc.) to understand the impact of global events or international differences on business or business practice.	0	0	0	0	0	0	0	0	0	0	0	0
	3. Develop and justify strategy alternatives for effectively responding to the global event.	0	0	0	0	0	0	0	0	0	0	0	0
Apply skills and knowledge appropriate for managing the effective use of technology.	1. Identify key technological and innovative-related issues within the business environment.	0	0	0	0	0	0	0	0	42% 15	44% 16	14% 5	36
	2. Analyze and describe the impact of technology and innovation on a business situation.	0	0	0	0	0	0	0	0	0	0	0	0
	3. Recommend alternative technology solutions for solving specific business problems.	0	0	0	0	0	0	0	0	50% 7	50% 7	0	14
Apply high-		VG	GE	NGE	TOT	VG	GE	NGE	TOT	VG	GE	NGE	TOT

level strategic thinking skills appropriate for conducting business	1. Identify key strategic issues for a particular business.	0	0	0	0	0	0	0	0	0	0	0	0
	2. Apply discipline specific theories and models to generate potential strategic alternatives.	72% 37	20% 10	8% 4	51	62% 24	31% 12	7% 3	39	87% 13	13% 2	0	15
	3. Select and justify appropriate courses of action.	0	0	0	0	0	0	0	0	0	0	0	0
Apply ethical reasoning to diverse business situations		VG	GE	NGE	TOT	VG	GE	NGE	TOT	VG	GE	NGE	TOT
	1. Identify the key dimensions of ethical reasoning.	47% 9	32% 6	21% 4	19	0	0	0	0	33% 14	37% 16	30% 13	19
	2. Apply appropriate theories and models to assess divergent perspectives of a particular ethical dilemma.	45% 9	30% 6	25% 5	20	0	0	0	0	0	0	0	0
	3. Develop and justify recommended solutions to an ethical dilemma.	53% 10	21% 4	29% 5	19	0	0	0	0	0	0	0	0
Apply effective communication skills appropriate to a business environment.		VG	GE	NGE	TOT	VG	GE	NGE	TOT	VG	GE	NGE	TOT
	1. Apply the major management/leadership theories and explain how they influence the communication climate in organizations.	28% 13	30% 14	42% 19	46	0	0	0	0	0	0	0	0
	2. Explain the importance of fostering positive work relationships and effective group communication.	34% 12	66% 23	0% 0	35	0	0	0	0	37% 11	43% 13	20% 6	30
	3. Demonstrate ability to write clear, coherent, logical, and concise paragraphs with 1) correct grammar, 2) appropriate work choice, and 3) correct punctuation.	34% 12	26% 9	40% 14	35	0	0	0	0	23% 7	44% 13	33% 10	30

APPENDIX F: Summer Business Institute Cohort Data

May 2012

GPA & Retention	2008 SBI Cohort Group	2009 SBI Cohort Group	2010 SBI Cohort Group	2011 SBI Cohort Group
Fall 2011 Semester GPA	2.63	2.72	2.29	2.61
Fall 2011 Cumulative GPA	2.68	2.86	2.71	--
Four (4) Yr. Retention Rate	56%	N/A	N/A	N/A
Four (4) Yr. Graduation Rate	25%	N/A	N/A	N/A
Three (3) Yr. Retention Rate	--	79%	N/A	N/A
Two (2) Yr. Retention Rate	--	--	93%	N/A
First (1) Yr. Retention Rate	--	--	--	89%

GPA Data for Spring 2012 is Not Available at Time of Report

The above retention rate reflects the University retention rate. Below is the CoBE retention rate as of May 2012.

- SBI 2008 Retention rate in the College of Business & Economics = 25%
One student from the 2008 SBI cohort dropped and started a business
One student changed major to Public Policy & Administration with a management emphasis
- SBI 2009 Retention rate in the College of Business & Economics = 50%
- SBI 2010 Retention rate in the College of Business & Economics = 73%
Two students who attended SBI 2010 did not enroll in fall 2010 classes at UWW and are not counted in the 2010 cohort
One student withdrew during the second semester of first year and did not return
One student in the 2010 cohort was undeclared and has not declared a business major
- SBI 2011 Retention rate in the College of Business & Economics = 88%
One student in the 2011 cohort withdrew in March and plans to return for fall 2012
One student in the 2011 cohort received a non-academic misconduct suspension in March 2012