

**COLLEGE OF BUSINESS AND ECONOMICS ANNUAL REPORT
2012-2013**

**Summary Table 1A
Goals & Accomplishments Related to the University's Strategic Plan (2012-2013)**

Strategic Plan Area	University's Strategic Planning Goals for 2012-13	Your Department Goals & Accomplishments for 2012-13
I. Programs & Learning	<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 	<ol style="list-style-type: none"> 1. CoBE Curriculum Committee reviewed course content by major to determine the extent of coverage of ethics, diversity, critical thinking and leadership which resulted in discussions defining entrepreneurial leadership and critical thinking. The reports from departments suggested a need for more intentional and defined coverage of these issues. 2. The Curriculum, Assurance of Learning, and International Committees had lengthy discussions around "international" and attempted to define exactly what it is that we want our students to know about international issues and international business. This discussion will continue. Much of this discussion was inspired by student results on the ETS Field Test. 3. The Assurance of Learning (Assessment) Committee for CoBE meets monthly and reviews measures of skills and knowledge as well as results of these measures and makes suggestions to the College Curriculum Committee for curricular action where appropriate. Several changes to measures were implemented over this past year. 4. CoBE BBA student learning outcomes are currently aligned with LEAP Essential Learning Outcomes. 5. The Departments of Accounting and Economics developed lists of outcomes for their majors and related those outcomes to LEAP ELOs. Both of these departments completed Audit

	<ul style="list-style-type: none"> • 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>& Review studies over the 2012-2013 academic year. The Supply Chain and Operations Management major also underwent a brief self-study review and will be providing more data on their learning outcomes during the next review cycle.</p> <p>6. Two CoBE faculty members participate in the ELARC Committee (Paul Ambrose, Lois Smith)</p> <p>*****</p> <p>1. Non-traditional students in the online program receive online and phone advising and support. Non-traditional students who are identified as “Outreach” students (work full-time, take only or mostly evening courses) are not required to come on campus for advising, but may choose to meet one-on-one at their convenience.</p> <p>2. The DBA program is designed for students who would like to pursue doctoral educations while continuing current employment.</p> <p>3. The College offers MBA and BBA business classes online and evenings to accommodate nontraditional students. The MBA is also offered at American Family Insurance in Madison WI to accommodate commuter students. These course offerings assist students needing flexible schedules.</p> <p>4. CoBE uses LinkedIn advertising to recruit nontraditional students, often employing the message, “Put Nothing on Hold,” a message appealing to nontraditional students.</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. 	<ol style="list-style-type: none"> 1. The college participated in and submitted the CoBE partnership data for the university’s annual partnership report to System. 2. The college houses and provides resource support to seven outreach units that serve community needs. 3. John Chenoweth, Chris Clements and Russ Kashian participated (with Denise Ehlen) in a subgroup discussion to recommend better impact measures for the System accountability report. 4. Over the next year, CoBE will be more closely examining impact measures to meet the needs of revised AACSB accreditation standards. 5. Please see Appendix A for a summary of faculty intellectual contributions.
<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. • 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) 	<ol style="list-style-type: none"> 1. The College launched a new International Business major in fall of 2012. 2. The MBA curriculum to be implemented in fall 2013 has global understanding as an over-arching goal. New course requirements assure that all MBA students study global understanding and are measured in common assignments. 3. The college developed an action plan this spring to design a modular course that will include topics related to both diversity and global intercultural understanding. <p>*****</p> <ol style="list-style-type: none"> 1. The Summer Business Institute acclimates students of color to the College of Business & Economics, hoping to retain them through to upper division courses. Minority Business Program staff also help SBI work study-eligible students to find employment in the college. On-campus employment has been found to be high impact practice for

		<p>retaining students at UW-Whitewater.</p> <p>2. Students of opportunity are specifically recruited for travel study programs to Ghana and to Thailand/Cambodia. Our college has much higher than average travel study participation among students of color.</p> <p>3. The college maintains a healthy enrollment in the National Association for Black Accountants student chapter with some UWW students earning scholarships and holding national offices.</p> <p>4. The Multicultural Career Fair encourages employers to recruit students of color and is managed by the Minority Business Program staff.</p> <p>5. CoBE's new Inclusive Excellence Committee began meeting in fall 2012. This year's meeting discussions have been primarily focused on the recruitment and retention of female and multicultural students.</p> <p>6. Next year the college will develop a faculty mentor program for multicultural and first-generation low-income business students.</p>
<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. 	<p>1. The College has two individuals serving on the Whitewater University Tech Board (John Chenoweth and Bud Gayhart).</p> <p>2. One CoBE faculty member just launched his own business (Choton Basu).</p> <p>3. Ten CoBE faculty members serve as i-Mentors (Basu, Ciganek, Chenoweth, Dougan, Vanevenhoven, Chennamaneni, Gruber, Reid, A. Yu & Boostrom).</p> <p>4. CoBE will be contributing financial resources to start up costs for the Ingenuity Lab (3D prototyping).</p> <p>5. Two college faculty manage the</p>

	<ul style="list-style-type: none"> • Identify ways to better foster the reputation and visibility of the UW-Whitewater as a resource to the region. 	<p>LaunchPad program designed to help launch student businesses at the Tech Park (Dougan and Vanevenhoven).</p> <p>*****</p> <ol style="list-style-type: none"> 1. The MBA program has won numerous national/international awards for quality including being a GetEducated.com “Best Buy,” “Best Distance MBA” from World Commerce Review, Fast 50 Award from <i>The New Europe</i>. 2. The College promotes the program through numerous media, including online advertising in such areas as LinkedIn, Find the Best MBA, OnlineMBA.com, the GMAT site, alumni magazines, and an entire revamp of our own college website. We also advertise using quality-related messages on billboards in the Milwaukee region. 3. The Dean was voted to membership in the AACSB International Board of Directors and selected as chair of the Initial Accreditation Committee (IAC), improving the visibility of the college. The IAC works with business schools world-wide in their pursuit of accreditation. 4. The college participates in the Book of Lists event and the BizExpo, which provide good visibility in the Milwaukee business community. 5. Our Accounting students and our Assistant Dean have done presentations to area high schools about our programs to encourage their enrollment. 6. One of our Accounting faculty, Bob Gruber, was just elected Chair of the WICPA Board of Directors. 7. Russ Kashian and FERC work regularly with North Star Economics to support initiatives for state-wide economic development.
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<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. 	<ol style="list-style-type: none"> The college offers students over 25 active business professional organizations to supplement their classroom educations. The dean of the college responded to the Dean's Advisory Council, initiating a new State of the College address for the first time in fall 2012. The college meets twice annually with an external Business Advisory Board to get feedback from the business community. Associate Dean Lois Smith conducted a survey this spring to assess students' perceptions of college leadership development opportunities (Appendix C). The college has defined learning outcomes for all programs and has assessed these outcomes for more than five years. The entire college discusses the results and possible actions for improvement at each annual retreat. Results were also shared with the DAC and at the State of the College address. The college Assurance of Learning Committee meets regularly to be sure adequate assessment is taking place and to recommend actions for improvements in measurement and student learning. Hyland Hall building staff responded to student requests from the DAC to open the building and computer labs for weekend hours. Frank Lanko, our embedded Career Services officer, has successfully helped students prepare for career fairs, internships and placement activities since his employment. The positive outcomes are noted anecdotally by both students and employers, and more formally by the improved placement reports since his employment (see Appendix B).
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**Summary Table 1B.
Goals & Accomplishments Related to the College's Strategic Plan (2012-2013)**

Strategic Plan Area	University's Strategic Planning Goals for 2012-13	Your Department Goals & Accomplishments for 2012-13
I. Programs & Learning	<ul style="list-style-type: none"> Evaluate the impact of co- and extra- curricular activities on CoBE student outcomes. Offer grants to enhance the integration of innovation/creativity, critical thinking and leadership into the content and pedagogy of the undergraduate and graduate curriculum. 	<p>1. Please see Appendix C. The college conducted a leadership survey of graduating seniors to provide a baseline for assessing impact of co-and extra-curricular activities. The impact was discussed with students and the Business Advisory Board as a means of "closing the loop." We will continue to consider best ways to track and promote these leadership development opportunities.</p> <p align="center">*****</p> <p>1.The college offered grants this spring. Three grants have been awarded for summer 13, one for enhancing innovation/creativity and two for implementing more critical thinking into existing courses.</p>
II. The Educator Scholar Community	<ul style="list-style-type: none"> Set up an Applied Business Seminar for faculty taught by business alumni Continue the project examining the impact of the 	<p>1. After discussion with faculty and the council, the college decided to offer a speaker series for students and faculty, bringing in a successful executive to speak about his experiences. Two events were held this year, and a revised version is planned for the next academic year and will be offered in Oct. 13.</p> <p align="center">*****</p> <p>1. The college research committee, the strategic advisory group and the Admin Council have had discussions about impact measures.</p>

	college's research portfolio	<p>Benchmarking indicates that the Australian Business Deans ranking is replacing Cabell's as a common measure. While discussions continue, this ranking has been placed on the college website, and the college's current research portfolio has been evaluated by this ranking. Final impact measures for the college will have to be more extensive than rankings and citation indexes.</p> <p>2. Please see Appendix A for a summary of faculty intellectual contributions over the past five years.</p>
III. Diversity & Global Perspectives	<ul style="list-style-type: none"> • Create a college Inclusive Excellence committee to provide leadership for and evaluation to college initiatives to enhance diversity of curriculum, students, faculty and staff • Complete the study of gender differences in CoBE enrollments and generate an action plan 	<p>1. The CoBE Inclusive Excellence Committee began meeting monthly in October 2012. The committee discussed initiatives to enhance recruitment and retention of women and multicultural students, ways to enhance student and faculty multicultural competence, and plans for the fall 2014 Diversity Forum.</p> <p>*****</p> <p>1. The college continues to examine enrollment trends for women in CoBE and a student group working with one of the CoBE IE Committee members, Louise Tourigny, completed a preliminary exploratory focus group study. At this time, the college is considering altering some of its messaging and program array to better reach out to under-represented student groups, including women.</p>
IV. Regional Engagement	<ul style="list-style-type: none"> • Set up an Applied Business Seminar for faculty taught by business alumni to enhance connection of curriculum with business needs • Expand CoBE's marketing focus on regional engagement of students, faculty and staff in curricular 	<p>1. After discussion with faculty and the Administrative Council, the college decided to offer a speaker series for students and faculty, bringing in a successful executive to speak about his experiences. The series will be revised a bit and offered again during the next academic year. The next speaker, Steve Burroughs, is the retired CEO of the International Division of Anheuser-Busch. He will speak on Oct. 7th.</p> <p>*****</p> <p>1. Our 2013 CoBE Magazine was entirely focused on student involvement in co-curricular activities. The magazine was distributed to alumni, regional businesses and AACSB accredited U.S. schools.</p>

	<p>and co-curricular activities</p>	<ol style="list-style-type: none"> 2. The campus noted many of our students' accomplishments in the Chancellor's Holiday video message, as well as in regular Whitewater Announcement pages. 3. MMR does press releases in regional media for our CoBE students earning awards in competitions. All notifications of awards or programming are sent to MMR for distribution and promotion. 4. Governor Scott Walker's visit to the Innovation Center showcased the accomplishments of our entrepreneurial students. 5. Our CoBE blog posts often emphasized accomplishments and opportunities for students (such as study abroad, travel study, student organization honors, ACG Cup Case Competition, etc). 6. The college uses Twitter and Facebook to announce activities and awards.
<p>V. Professional & Personal Integrity</p>	<ul style="list-style-type: none"> • Continue grants to support initiatives in Inclusive Excellence (IE) and Social, Environmental and Economic Sustainability and Responsibility (SEERS) • Consider the sufficiency of ethics coverage in the BBA curriculum, following up on the 11-12 AY efforts of the College Curriculum Committee 	<ol style="list-style-type: none"> 1. The college once again offered research grants this spring and awarded two Inclusive Excellence grants and two SEER grants for summer 13. Last summer, the college awarded one IE grant and three SEER grants. The products of three of last year's grants are in the review process for peer-reviewed journal publication. <p>*****</p> <ol style="list-style-type: none"> 1. The CoBE Deans Advisory Council (DAC) met with Jan Olson and Lois Smith to discuss their perceptions of sufficiency of coverage in personal and professional integrity/ethics. Based on DAC feedback, an examination of assurance of learning outcomes, consideration of last year's curriculum committee review process and benchmarking of best practices in other business schools, CoBE will hold a workshop this summer to design a new, required sophomore level course that introduces and discusses college priorities including ethics, integrity, diversity, leadership and sustainability.

Summary Table 2
Goals & Accomplishments Related to the LEAP ELOs, 2012-2013

AAC&U LEAP Essential Learning Outcomes	College of Business & Economics Accomplishments for 2012-2013
Knowledge of Human Cultures and the Physical and Natural World <i>Focused by engagement with big questions, both contemporary and enduring</i>	
Through study in the sciences and mathematics, <u>social sciences</u> , humanities, histories, languages, and the arts	Seniors enrolled in the capstone course for the BBA in fall 2012 completed the Major Field Test in Business offered by ETS. For the entire test, 65% of other business schools scored below the CoBE scores. The Departments of Accounting and Economics developed student learning outcomes and associated ELOs for their undergraduate majors. The Accounting Department also developed learning outcomes for the Master of Professional Accountancy.
Intellectual and Practical Skills <i>Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance</i>	
Inquiry & analysis	
Critical thinking	CoBE approved a new MBA curriculum with associated learning outcomes (to begin in fall 2013) that added critical thinking to student outcomes. Faculty developed assignments and rubrics for critical thinking measurement in the MBA.
Problem solving	
Written communication	CoBE has spent considerable time preparing for a redesign of the required core course, Business Communication. Though conversations continue, action is expected in fall 2013.
Oral communication	Faculty met for a college brown bag lunch to learn about the Speaking Well rubric and its application. The upcoming redesign of the Business Communication class will impact this skill as well.
Quantitative literacy	93% of students performed at a “good enough” or “very good” level in calculating measures of central tendency. 69% of students performed as “good enough” or “very good” for their ability to determine the independence/dependence of variables. In the MFT Business test, CoBE students performed far above national norms on the quantitative portion of the exam with 75% of business school mean scores falling below CoBE; for accounting questions, 84% of schools had means lower than CoBE. The MBA curriculum redesign (implemented fall 2013) will incorporate new measures of quantitative and qualitative research methods.
Information literacy	
Teamwork	
Personal and Social Responsibility <i>Anchored through active involvement with diverse communities and real-world challenges</i>	
Civic knowledge (local & global)	
Civic engagement (local & global)	
Intercultural knowledge & competence	Students taking the MFT exam scored lowest for all sub-scores on the “global” measure (40% of schools fell below CoBE). Many committees

	<p>spent considerable time discussing this result (Curriculum, International Business, and Assurance of Learning Committees as well as the Dean's Advisory Council). Several proposals were forthcoming, and the college will discuss possible approaches to improve student outcomes at its fall 2013 retreat.</p> <p>A new International Business major was launched.</p> <p>The college invited two very high profile global executive alumni to a speaker series to present to students, faculty, and staff on their international business experience.</p>
Ethical reasoning & action	<p>The Business Ethics student organization offered a four-speaker series for Business Ethics week.</p> <p>Graduating CoBE seniors self-reported that their strongest leadership quality was honesty (87% rated themselves as "very strong" in this quality).</p> <p>All CoBE students must complete a minimum of 20 hours of community service before graduating.</p>
Foundations & skills for lifelong learning	
<p>Integrative Learning <i>Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems</i></p>	
Synthesis and advanced accomplishment across general and specialized studies	The Department of Economics is piloting a capstone project-related course for its majors.
	See Appendix D for CoBE's most recent assurance of learning results.

Summary Table 3
Goals & Accomplishments Related to Inclusive Excellence, 2012-2013

Inclusive Excellence Areas	Your Dept. Goals & Accomplishments for 2012-13
<ul style="list-style-type: none"> • Recruitment and/or retention of non-traditional students, students of color, and students from other under-represented groups. 	<ol style="list-style-type: none"> 1. The Summer Business Institute acclimates students of color to the College of Business & Economics, hoping to retain them through to upper division courses. Minority Business Program staff also help SBI work study-eligible students to find employment in the college. On-campus employment has been found to be high impact practice for retaining students at UW-Whitewater. 2. Students of opportunity are specifically recruited for travel study programs to Ghana and to Thailand/Cambodia. Our college has much higher than average travel study participation among students of color. 3. The college maintains a healthy enrollment in the National Association for Black Accountants student chapter with some UWW students earning scholarships and holding national offices.

	<p>4. The Multicultural Career Fair encourages employers to recruit students of color and is managed by the Minority Business Program staff.</p> <p>5. The CoBE Inclusive Excellence Committee began meeting monthly in October 2012. The committee discussed initiatives to enhance recruitment and retention of women and multicultural students, ways to enhance student and faculty multicultural competence, and plans for the fall 2014 Diversity Forum.</p> <p>6. Next year the college will develop a faculty mentor program for multicultural and first-generation low-income business students.</p>
<ul style="list-style-type: none"> • Faculty/staff recruitment activities to increase unit diversity. 	<ol style="list-style-type: none"> 1. The college runs a joint ad in Diversity each fall for all faculty searches in the college. 2. The college is a member of the KPMG Ph.D. project – a scholarship program for diverse students getting Ph.D.s in business. Members get access to student placement data bases and are invited to receptions at most discipline-specific academic programs to meet job candidates. Last year, accounting representatives and associate dean John Chenoweth attended receptions, and this year we have requested all faculty attending conferences to engage in recruitment attend these receptions. 3. In 2012-13, the Management Department and Dean engaged in extensive recruitment to try to hire an African American HR faculty member. At the end of the day, we were not successful – apparently because the candidate would rather be in New York City than Whitewater – go figure.
<ul style="list-style-type: none"> • Any efforts undertaken to enhance curricular or co-curricular diversity programming. 	<ol style="list-style-type: none"> 1. The college continues to examine enrollment trends for women in CoBE and a student group working with one of the CoBE IE Committee members, Louise Tourigny, completed a preliminary exploratory focus group study. At this time, the college is considering altering some of its messaging and program array to better reach out to under-represented student groups, including women. 2. CoBE will hold a workshop this summer to design a new, required sophomore level course that introduces and discusses college priorities including ethics, integrity, diversity, leadership and sustainability.
<ul style="list-style-type: none"> • Other Inclusive Excellence goals & accomplishments (see the UWW Inclusive Excellence Guidelines at 	<ol style="list-style-type: none"> 1. The college once again offered research grants this spring and awarded two Inclusive Excellence grants and two

http://www.uww.edu/diversity/reports/ .	<p>SEER grants for summer 13. Last summer, the college awarded one IE grant and three SEER grants. The products of three of last year's grants are in the review process for peer-reviewed journal publication.</p> <p>See Appendix F for Minority Business Inclusive Excellence Report</p>
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Summary Table 4
Goals for 2013-2014 Related to the University's Strategic Plan (2012-2014) and College¹

Strategic Plan Area	University Strategic Planning Goals	Your College Goals for next year (2013-14)
I. Programs & Learning	<ul style="list-style-type: none"> • Review the current academic program array (undergraduate and graduate), adjusting program size and creating new academic programs that align with the university mission, resources, evolving workforce, institutional plans for growth, and projected state, regional, and national needs. • Develop a comprehensive approach to improved advising that promotes an integrated learning and enhanced general education experience, consistent with our campus LEAP initiative. • Develop an institutional approach to consider assessment data across campus units including strategies to evaluate the data, improve teaching and learning, set curricular and co-curricular goals and methods, and communicate the findings to the campus community. 	<ol style="list-style-type: none"> 1. Review current academic program array as requested in the University SPBC goals, and consider adjusting program size and creating new academic programs that align with stakeholder needs. 7. Intentionally and explicitly expand curricular commitment to multicultural competence, diversity and inclusion, and refine the measurement of student learning outcomes. 8. Create an <i>Integrity</i> interest group to facilitate development of a required course on social responsibility that includes modules in diversity, sustainability, professional ethics and leadership. Integrate the student code of conduct into the course.
II. The Educator Scholar Community	<ul style="list-style-type: none"> • Increase support for faculty, staff, and students to engage in research, creative, and scholarly activity. • Collect, review and disseminate data regarding the levels of participation 	<ol style="list-style-type: none"> 1. Redefine graduate faculty status to better align with the addition of new graduate programs. 2. Begin redefinition of Faculty Qualifications (AQ, PQ) to align

¹ College Strategic Planning Goals/Action Plans for 13-14 may be found in **Appendix E**

	<p>and effectiveness of high-impact educational practices for various student populations, and use these data to improve our high-impact practices.</p>	<p>with the new AACSB accreditation standards (SP, IP, SA and PA).</p> <p>3. Define the impacts the college expects to achieve in the business and academic community through educational activities, scholarship, and outreach (as part of the new accreditation standards).</p> <p>4. The college will continue to offer \$4000 in travel funding for research presentation and targeted summer grant funding.</p>
III. Diversity & Global Perspectives	<ul style="list-style-type: none"> • Increase the understanding of both domestic multiculturalism and international perspectives as central to university curricular and co-curricular priorities. • Identify, examine and implement models for success for students of opportunity. • Examine and improve campus policies, procedures, and practices to increase the diversity of students, faculty, and staff, as a way to enhance the learning environment for all. 	<ol style="list-style-type: none"> 1. Intentionally and explicitly expand curricular commitment to multicultural competence, diversity and inclusion, and refine the measurement of student learning outcomes. (Also, #I.2.) 2. Complete the study of gender differences in CoBE enrollments and generate an action plan. 3. Develop a mentoring program that brings together faculty and students of opportunity, including women, multicultural students and low income, first generation students.
IV. Regional Engagement	<ul style="list-style-type: none"> • Improve community and regional connections in ways that enhance UW-W capacity to align educational, cultural and athletic programs and services with community and regional needs, and assess the outcomes of these efforts. • Increase campus capacity to connect students, faculty, and staff in service engagement, entrepreneurship, and economic development in ways that advance student learning and foster community and regional partnerships. 	<ol style="list-style-type: none"> 1. Develop and/or adapt impact measures for college outreach activities. In doing so, consider the work of the SPBC committee addressing related university goals (i.e., IV. A & B.). See also Goal 5. 2. Define the impacts the college expects to achieve in the business and academic community through educational activities, scholarship, and outreach (as part of the new accreditation standards). (Also, II.3.)

<p>V. Professional & Personal Integrity</p>	<ul style="list-style-type: none"> •Develop a fair and reasonable structure for workload and compensation for faculty, staff, and students. •Assess and enhance the campus culture where respect, civility, personal responsibility, and honesty are valued, modeled, and affirmed. 	<ol style="list-style-type: none"> 1. Continue support for faculty to present research at academic programs and for faculty attendance at AACSB conferences and seminars to learn and benchmark against best practice at other business schools 2. Continue faculty/staff summer grant program and research incentive program. 3. Create an <i>Integrity</i> interest group to facilitate development of a required course on social responsibility that includes modules in diversity, sustainability, personal and professional ethics and leadership. Integrate the student code of conduct into the course.
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APPENDIX A
Faculty Contributions over Five-Year Period
2008-2013

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	
Lynn Hafemeister	MS, 1982	August 20, 2002	100.0		YES		0	0	0	0	0	0	UG, SER and ADM
Jason Jendrach	MS, 2008	August 22, 2012	22.0		YES		0	0	0	0	0	0	UG
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		0	0	0	0	0	0	UG, SER and ADM
Roy Weatherwax	Ph.D., 1974	June 1976	22.0			YES	0	0	0	0	0	0	UG
Total Accounting: Academic Staff							0	0	0	0	0	0	
Total Accounting							10	11	9	11	1	8	
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	10	1	0	UG, GR, RES and SER
Russell Kashian	Ph.D., 1999	August 22, 1999	100.0	YES	YES		0	0	3	6	12	2	UG, GR, RES and SER
L Marks	Ph.D., 1981	August 19, 1990	100.0	YES			0	0	2	5	0	2	UG, GR, RES and SER
Thomas Schweigert	Ph.D., 1990	August 25, 1991	100.0	YES			0	0	2	1	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	8	22	13	4		
Economics : Associate Professor													
Yamin Ahmad	Ph.D., 2004	August 22, 2004	100.0	YES			0	0	6	18	0	0	UG, GR, RES and SER
Jeffery Heinrich	Ph.D., 1998	August 27, 2000	100.0	YES			0	0	1	1	1	3	UG, GR, RES, SER and ADM
David Welsch	Ph.D., 2005	August 2006	100.0	YES			0	0	6	0	3	5	UG, GR, RES and SER
Total Economics: Associate Professor						0	0	13	19	4	8		
Economics : Assistant Professor													
Shreyasee Das	Ph.D., 2012	August 22, 2012	100.0	YES			0	4	0	0	0	0	UG, GR, RES and SER
Eylem Ersal	Ph.D., 2011	August 24, 2011	100.0	YES			0	0	1	7	0	0	UG, GR and SER
Ran Tao	Ph.D., 2008	August 23, 2009	100.0	YES			0	0	5	4	0	0	UG, GR, RES and SER
Matthew Winden	Ph.D., 2012	August 22, 2012	100.0	YES			0	0	0	6	0	8	UG, GR, RES and SER
Total Economics: Assistant Professor						0	4	6	17	0	8		
Economics : Academic Staff													
Salim Araji	MBA, 2007	August 22, 2012	44.0	YES			0	0	0	0	0	0	UG
David Bashaw	Ph.D., 1998	August 22, 1999	100.0		YES		0	7	0	0	0	0	UG, RES and SER
Richard McGregory	Ph.D., 2004	October 12, 1992	11.0		YES		0	0	3	6	0	1	UG
Jessica Milli	MA, 2009	August 22, 2012	100.0	YES			0	0	0	2	0	0	UG and SER
Daniel Teferra	Ph.D.,	September 6,	100.0		YES		0	0	0	3	0	2	UG 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	
	1979	2006											
Total Economics: Academic Staff						0	7	3	11	0	3		
Total Economics						0	11	30	69	17	23		
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													
Hamid Moini	Ph.D., 1985	August 15, 1985	100.0	YES			1	10	0	1	1	1	UG, GR, RES and SER
James Molloy	JD, 1982	January 1, 1984	100.0			YES	0	1	0	0	0	0	UG, RES and SER
David Porter	Ph.D., 1988	August 25, 1996	100.0	YES			1	0	0	0	1	1	UG, GR, RES and SER
Total Finance & Business Law: Professor						2	11	0	1	2	2		
Finance & Business Law : Associate Professor													
Linda Reid	JD, 1995	August 2003	100.0	YES			1	2	0	2	1	1	UG, GR, RES, SER and ADM
Linda Yu	Ph.D., 2002	August 23, 2004	100.0	YES			0	0	3	8	0	0	UG, GR, RES and SER
Jianzhou Zhu	DBA, 2001	August 26, 2001	100.0	YES			0	0	3	4	0	0	UG, GR, RES and SER
Total Finance & Business Law: Associate Professor						1	2	6	14	1	1		
Finance & Business Law : Assistant Professor													
Zaifeng Fan	Ph.D.,	September 2007	100.0	YES			0	0	3	5	1	0	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	
	2011												SER
Rashiqa Kamal	Ph.D., 2008	August 24, 2008	100.0	YES			0	0	0	3	3	0	UG, GR, RES and SER
Philip Seagraves	Ph.D., 2012	August 22, 2012	100.0	YES			0	0	2	7	0	0	UG, GR, RES and SER
Yuan Yuan	Ph.D., 2007	August 26, 2007	100.0	YES			0	0	4	6	0	0	UG, GR, RES and SER
Total Finance & Business Law: Assistant Professor							0	0	9	21	4	0	
Finance & Business Law : Academic Staff													
Margaret Kuchan	MBA, 2003	January 20, 2009	22.0		YES		0	0	0	0	0	0	UG
Scott Opsal	MBA, 1983	August 2011	100.0		YES		0	0	0	0	0	0	UG and SER
Joel Schleusner	MBA, 1997	August 24, 1997	44.0			YES	0	0	0	0	0	0	UG
Donald Sorensen	Ph.D., 1975	September 1974	33.0			YES	0	0	0	0	0	0	UG
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	0	0	0	UG, GR, RES and SER
Total Finance & Business Law: Academic Staff							2	1	0	0	0	0	
Total Finance & Business Law							5	14	15	36	7	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	
Information Technology/Business Education : Professor													
Robert Horton	Ph.D., 1973	August 1982	50.0		YES		0	4	0	0	0	5	UG, RES and SER
Li-Chung Yin	Ph.D., 1998	January 18, 1994	100.0	YES			2	4	2	4	2	3	UG, GR, RES and SER
Total Information Technology/Business Education: Professor						2	8	2	4	2	8		
Information Technology/Business Education : Associate Professor													
Paul Ambrose	Ph.D., 2000	August 21, 2005	100.0	YES			0	0	7	4	0	1	UG, GR, RES and SER
Choton Basu	Ph.D., 2000	August 20, 2001	100.0	YES			0	2	2	1	2	4	UG, GR, RES, SER and ADM
V. Lajuan Davis-Bisnette	Ph.D., 2003	August 2010	100.0	YES			2	1	1	1	0	4	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	1	0	0	1	UG, GR, RES and SER
Jo Ann Oravec	Ph.D., 1992	August 1997	100.0	YES			0	1	6	20	0	0	UG, RES and SER
Total Information Technology/Business Education: Associate Professor						2	5	17	27	2	13		
Information Technology/Business Education : Assistant Professor													
Andrew Ciganek	Ph.D., 2006	August 23, 2009	100.0	YES			0	3	1	0	8	12	UG, GR, RES and SER
Christina Outlay	Ph.D.,	August 2011	100.0	YES			3	4	0	0	0	0	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	
	2008											SER	
Total Information Technology/Business Education: Assistant Professor						3	7	1	0	8	12		
Information Technology/Business Education : Academic Staff													
Tina Cao	Ph.D., 2011	January 2013	22.0	YES			0	0	3	2	1	1	UG
Frank Lanko	MS, 2012	August 1, 2011	14.0		YES		0	0	0	0	0	0	UG
John Ottow	MS, 2006	January 2012	22.0		YES		0	0	0	0	0	0	UG
Ann Roe	MBA, 1994	August 1997	22.0		YES		0	0	0	0	0	0	UG and SER
John Smith	MS, 1999	August 27, 2006	75.0		YES		0	0	0	0	1	1	UG and SER
Debra Towns	MS, 1999	June 2008	25.0			YES	0	1	0	0	0	1	UG
Total Information Technology/Business Education: Academic Staff						0	1	3	2	2	3		
Total Information Technology/Business Education						7	21	23	33	14	36		
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			0	7	1	1	0	4	UG, GR, RES and SER
William Dougan	Ph.D., 1987	August 2001	100.0	YES			0	2	2	2	0	3	UG, GR, RES and SER
William Drago	Ph.D., 1990	August 1990	100.0	YES			1	0	0	0	0	0	UG, GR, RES and SER
Yezdi Godiwalla	Ph.D.,	August 26, 1977	100.0	YES			0	0	5	15	2	2	UG, GR, RES,

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	
	1977											SER and ADM	
Jerry Gosenpud	Ph.D., 1974	August 1980	100.0	YES			0	0	2	0	1	0	UG, GR, RES and SER
Manohar Madan	Ph.D., 1988	August 1989	100.0	YES			0	0	2	4	0	1	UG, GR, RES and SER
Kaviraj Parboteeah	Ph.D., 1999	August 15, 2000	100.0	YES			1	4	7	4	12	2	UG, GR, RES and SER
Sameer Prasad	Ph.D., 1990	August 1996	100.0	YES			0	0	1	4	13	0	UG, GR, RES, SER and ADM
Richard Wagner	Ph.D., 1990	August 1990	100.0	YES			2	0	1	0	0	2	UG, RES and SER
Jon Werner	Ph.D., 1992	January 15, 1998	100.0			YES	0	0	0	0	0	0	UG, RES and SER
Total Management: Professor							4	13	21	30	28	14	
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	0	1	0	0	0	UG, GR, RES, SER and ADM
Louise Tourigny	Ph.D., 2001	August 2001	100.0	YES			0	0	4	24	0	0	UG, GR, RES and SER
Total Management: Associate Professor							1	0	6	32	2	0	
Management : Assistant Professor													
Kelly Delaney-Klinger	Ph.D., 2005	August 22, 2010	100.0	YES			1	1	0	2	0	0	UG, GR, RES and SER
Xuguang Guo	Ph.D.,	August 24,	100.0	YES			0	0	3	1	0	0	UG, GR, RES

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	
	2008	2008											and SER
Hung-Chung (H.C.) Su	Ph.D., 2011	August 24, 2011	100.0	YES			0	0	0	0	0	6	UG, GR, RES and SER
Jeff Vanevenhoven	Ph.D., 2008	August 24, 2007	100.0	YES			3	4	0	5	4	4	UG, GR, RES and SER
Andy Yu	Ph.D., 2009	August 24, 2011	100.0	YES			0	2	3	11	0	1	UG, GR, RES and SER
Rimi Zakaria	MBA, 2007	September 6, 2012	100.0	YES			0	0	0	8	0	0	UG, GR, RES and SER
Total Management: Assistant Professor						4	7	6	27	4	11		
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 and 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
Jonathon Saffold	JD, 1992	January 2007	100.0		YES		0	0	0	0	0	0	UG
Craig Schmidt	MBA, 1983	January 2008	44.0		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, 1978	August 1999	22.0		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	
	1996												
Total Management: Academic Staff						0	3	0	0	0	4		
Total Management						9	23	33	89	34	29		
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													
Maxwell Hsu	DBA, 1999	August 25, 2002	100.0	YES			3	0	19	7	0	0	UG, GR, RES and SER
Marilyn Lavin	Ph.D., 1987	August 26, 1984	100.0	YES			2	5	2	3	0	2	UG, GR, RES and SER
Jimmy Peltier	Ph.D., 1989	August 1987	100.0	YES			7	8	29	7	0	0	UG, GR, RES, SER and ADM
Total Marketing: Professor						12	13	50	17	0	2		
Marketing : Associate Professor													
Carol Scovotti	DBA, 2001	August 22, 2004	100.0	YES			7	18	4	10	0	0	UG, GR, RES, SER and ADM
Yushan Zhao	Ph.D., 2001	August 27, 2001	100.0	YES			0	0	8	4	1	0	UG, GR, RES and SER
Total Marketing: Associate Professor						7	18	12	14	1	0		
Marketing : Assistant Professor													

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	
Victor Barger	Ph.D., 2011	August 24, 2011	100.0	YES			0	0	2	5	0	1	UG, GR, RES and SER
Robert Boostrom	Ph.D., 2010	August 22, 2010	100.0	YES			1	2	1	3	0	1	UG, GR, RES and SER
Pavan Chennamaneni	Ph.D., 2009	August 23, 2009	100.0	YES			1	5	2	0	0	0	UG, GR, RES and SER
Shannon Cummins	Ph.D., 2012	August 22, 2012	100.0	YES			1	1	0	1	1	24	UG, GR, RES and SER
Dennis Kopf	Ph.D., 2009	August 23, 2009	100.0	YES			0	0	4	4	1	8	UG, GR, RES and SER
Total Marketing: Assistant Professor						3	8	9	13	2	34		
Marketing : Academic Staff													
Amy Coon	MBA, 2001	September 25, 2002	33.0		YES		0	2	0	0	0	4	UG and SER
Andrew Dahl	MBA, 2008	January 2009	100.0		YES		0	0	3	0	1	2	UG and SER
Robert Malewicki	MBA, 1993	August 24, 2011	11.0		YES		0	0	0	0	0	0	UG
Sharon Roy	MBA, 1988	August 1993	100.0		YES		1	0	0	0	0	0	UG 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 Marketing: Academic Staff						1	2	3	0	1	6		
Total Marketing						23	41	74	44	4	42		
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	0	ADM
Lois Smith	Ph.D., 1989	September 1, 1982	100.0	YES			2	6	0	0	0	1	ADM
Total Administration: Professor						2	6	0	0	0	1		
Administration : Associate Professor													
John Chenoweth	Ed.D., 2002	August 2002	100.0	YES			0	1	1	3	1	1	ADM
Christine Clements	Ph.D., 1990	August 1990	100.0	YES			3	5	0	0	0	1	ADM
Total Administration: Associate Professor						3	6	1	3	1	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						6	12	1	3	1	3		

APPENDIX B
College of Business and Economics Placement Rates
2011-2012

<i>Area of Study</i>	<i>Total # of Grads</i>	<i># of Grads Reported</i>	<i># Employed</i>	<i>Grad School/Contin.Ed</i>	<i>% Reported Grads Placed</i>
ACCOUNTING	158	130	63	59	93.85%
<i>Economics</i>	13	10	5	4	90.00%
<i>Economics - BBA w/Emphasis</i>	2	2	2	0	100.00%
ENTREPRENEURSHIP	22	11	9	1	90.91%
<i>Finance</i>	105	80	56	9	81.25%
<i>Finance - Insurance</i>	1	0	0	0	0.00%
<i>Finance - Real Estate</i>	12	9	9	0	100.00%
<i>Financial Planning</i>	12	7	3	1	57.14%
GENERAL BUSINESS	81	57	35	8	75.44%
<i>General Business</i>	66	48	28	8	75.00%
<i>General Business - Entrepreneurship</i>	1	0	0	0	0.00%
<i>General Business - International</i>	14	9	7	0	77.78%
INFO TECHNOLOGY / BUSINESS EDUCATION	55	40	32	2	85.00%
<i>IT Infrastructure</i>	48	36	29	2	86.11%
<i>Management Computer Systems</i>	7	4	3	0	75.00%
INTEGRATED BUSINESS/SCIENCE	1	1	1	0	100.00%
INTERNATIONAL BUSINESS	7	4	2	1	75.00%
<i>General Management</i>	70	45	29	5	75.56%
<i>Human Resources Management</i>	44	35	30	2	91.43%
<i>Operations Management - Chain</i>	41	33	28	0	84.85%
<i>Operations Management - no emphasis</i>	4	3	2	0	66.67%
MARKETING	98	77	67	3	90.91%
<i>Marketing</i>	92	72	62	3	90.28%
<i>Marketing - Direct/Internet</i>	6	5	5	0	100.00%
TOTALS for All Areas of Study	726	544	373		
95	86.03%				

APPENDIX C
CoBE Leadership Survey

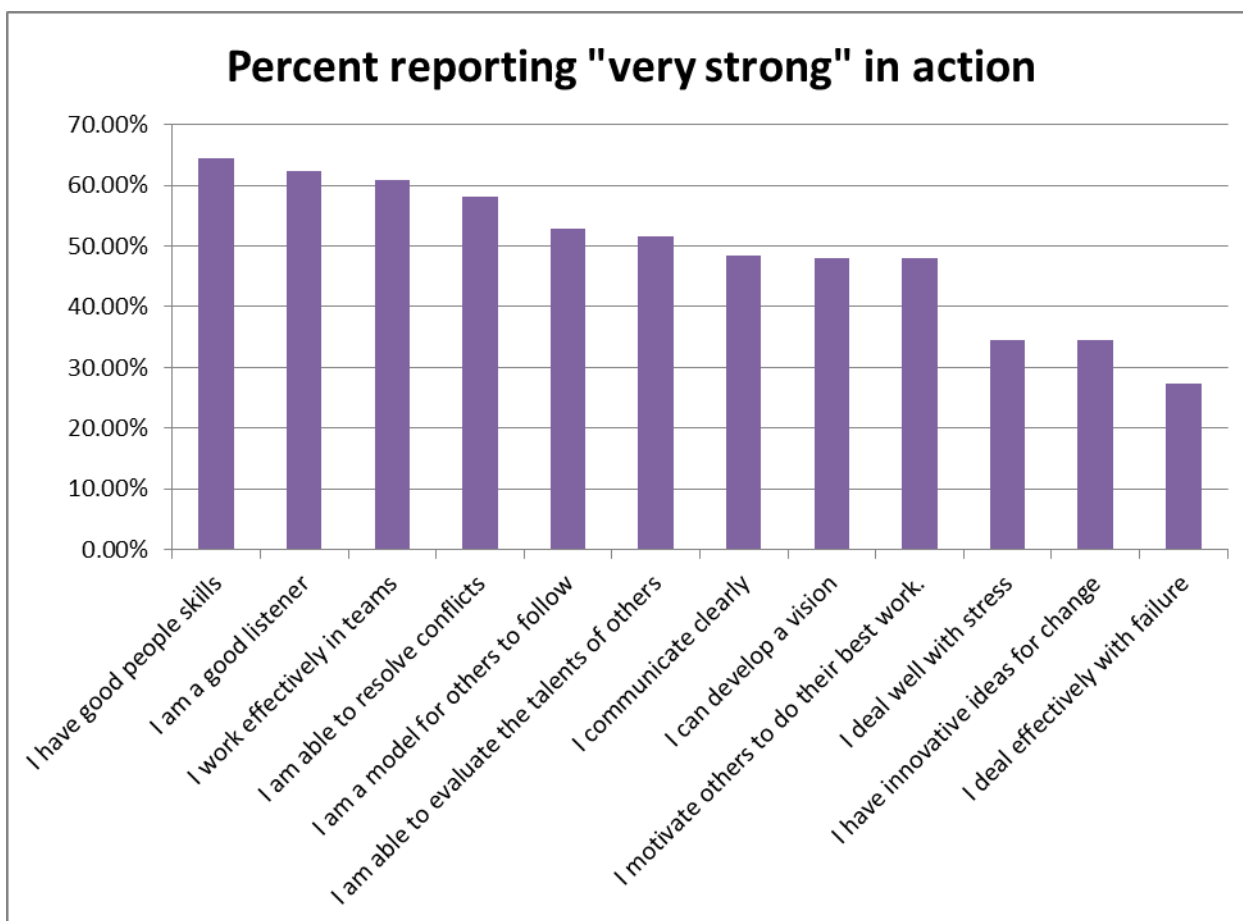
Leadership Survey of Graduating Seniors in the BBA (May 2013)

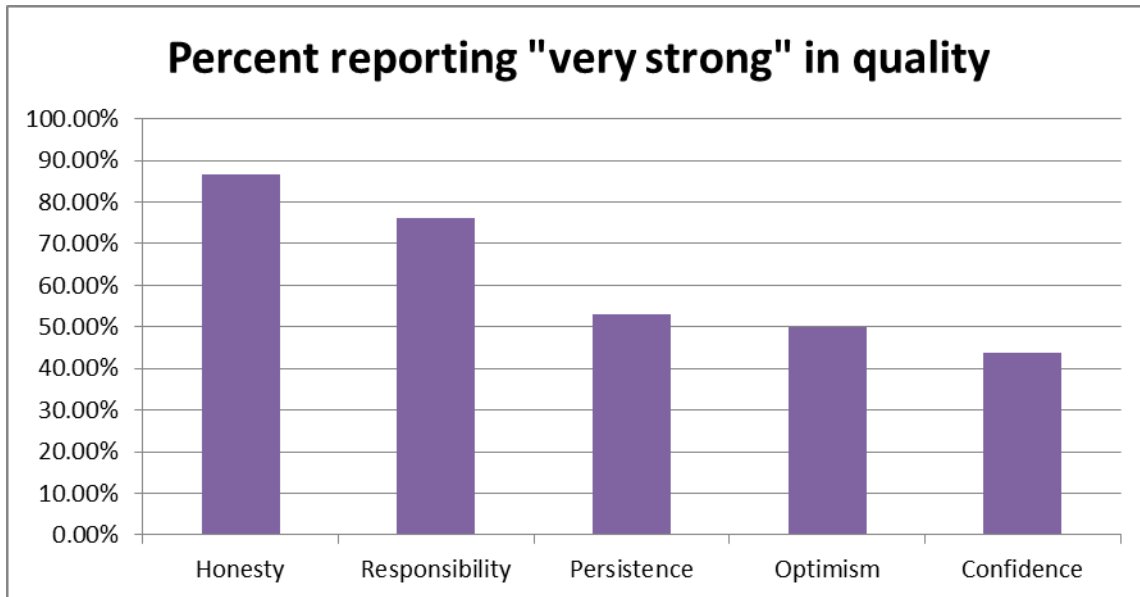
Response Rate: 209 (53.4%) students of a total of 449 responded to the survey.

Students reported that these four courses were the ones where they were most likely to learn about leadership.

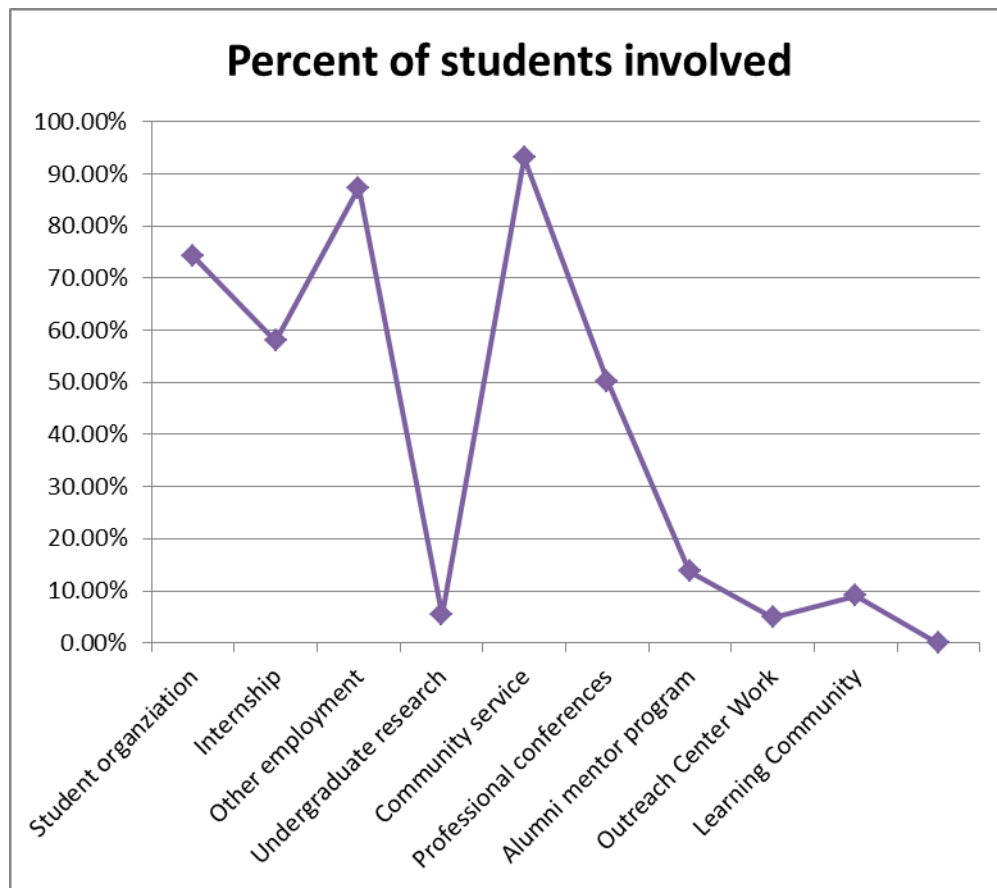
1. Business Communication (38 students)
2. Organizational Behavior (26 students)
3. Auditing (20 students)
4. Administrative Policy (15 students)

Leadership Behaviors and Qualities

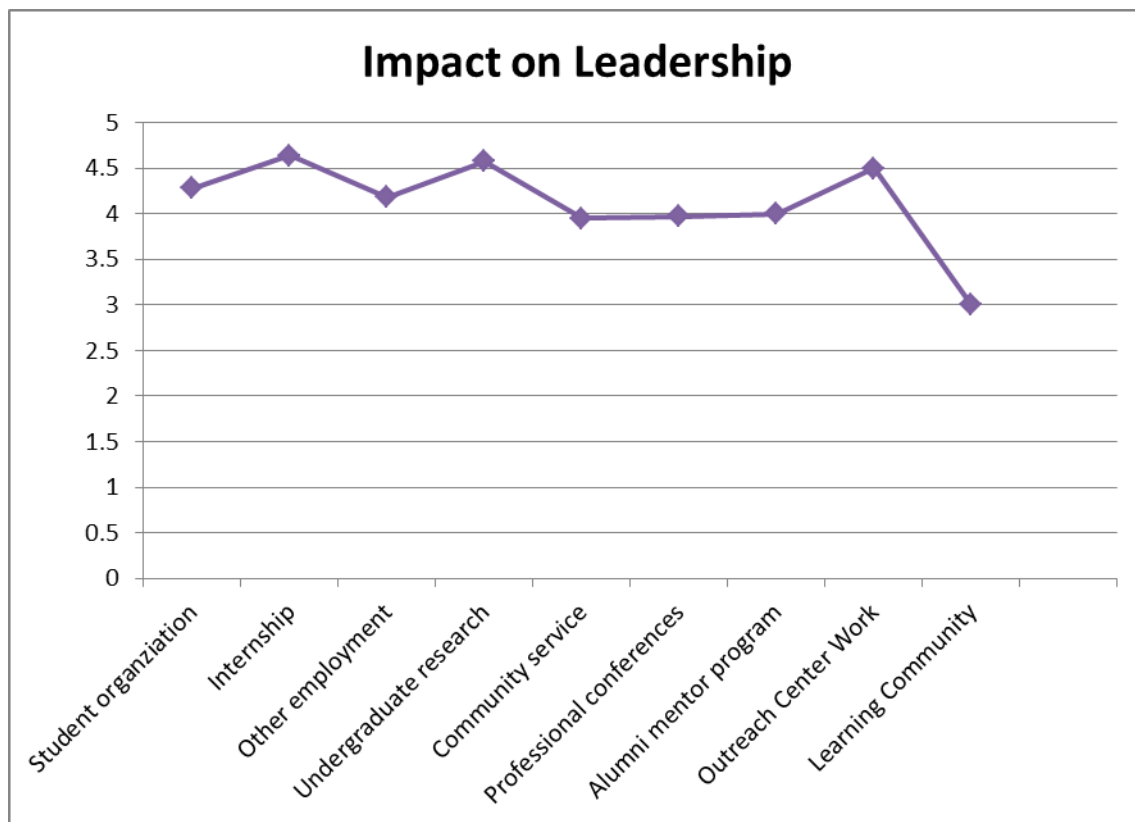




Student Involvement in Activities Outside the Classroom



Impact of Activities on Students' Perception of Leadership Abilities



Some details on student organization involvement:

Number of student organizations in which seniors are involved	Percentage of seniors involved	Percentage of those in the organizations who were active ≥ 3 semesters
One organization	74.2%	69.8%
Two organizations	58.7%	59.7%
Three organizations	36.4%	62.6%

APPENDIX D
Assurance of Learning Results
Fall 2012²

² AoL Results for Spring 13 not yet available.

ETS Major Field Test Scores**Test: Business****Form Code: 4GMF****DEPARTMENTAL SUMMARY OF ASSESSMENT INDICATORS****Institution: University of Wisconsin - Whitewater****Cohort: Administrative Policy Fall 2012****Closed on: October 30, 2012**

Assessment Indicator Number	Assessment Indicator Title	National percent of Test-Takers' Scores Below UWW Scores	Mean Percent Correct
1	Accounting	84	52
2	Economics	71	46
3	Management	51	59
4	Quantitative Business Analysis	75	44
5	Finance	71	47
6	Marketing	58	58
7	Legal and Social Environment	59	58
8	Information Systems	76	54
9	International Issues	40	52

Students responding to less than 50% of the questions: **1**Students in frequency distribution: **214**Students tested: **215****Mean Score for all items combined was 154 with 65% of all institutions falling at or below this mean score.**

UW-Whitwater AoL Report
2007-2012 BBA

GOALS AND OBJECTIVES	TRAITS	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +	VG +GE
		GE	GE	GE	GE	GE	GE	GE	GE	GE	
		F '08	S '09	F'09	S '10	F '10	S '11	F '11	S '12	F'12	
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>	90%			94%					97%	
	2. Identify ways in which the expectations of stakeholders may conflict.										
	<i>Management 301 Org Behavior</i>	78%			80%					88%	
	3. Suggest alternative actions to effect compromises that may serve the needs of conflicting stakeholders.										
	<i>Management 301 Org Behavior</i>	80%			89%					97%	
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 Managerial Accounting</i>			100%	100%		99%			96%	

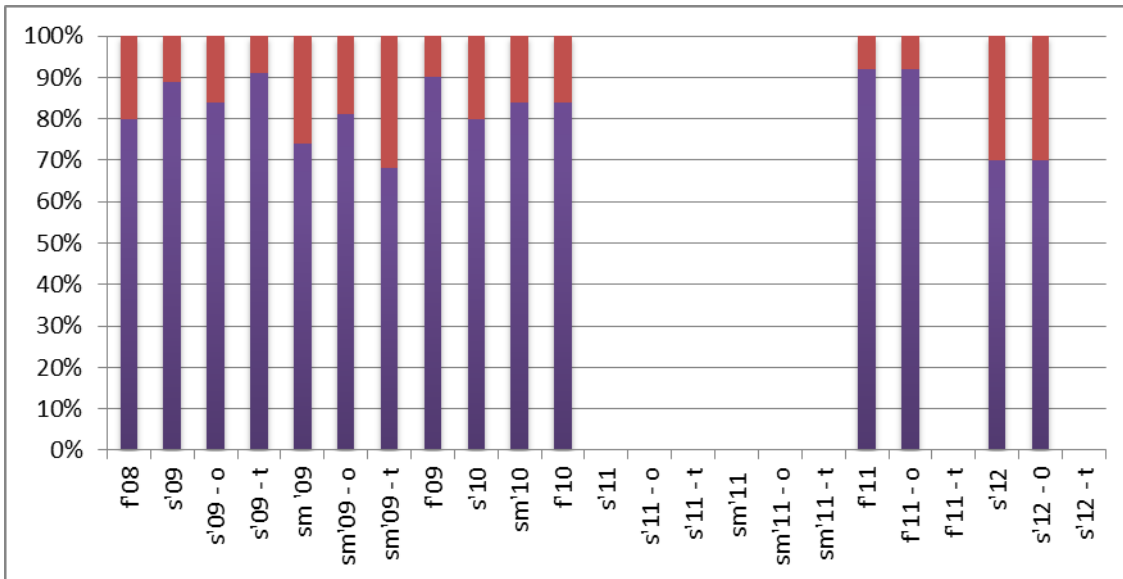
VG + GE = Very Good + Good Enough Ratings

MBA Goal 1

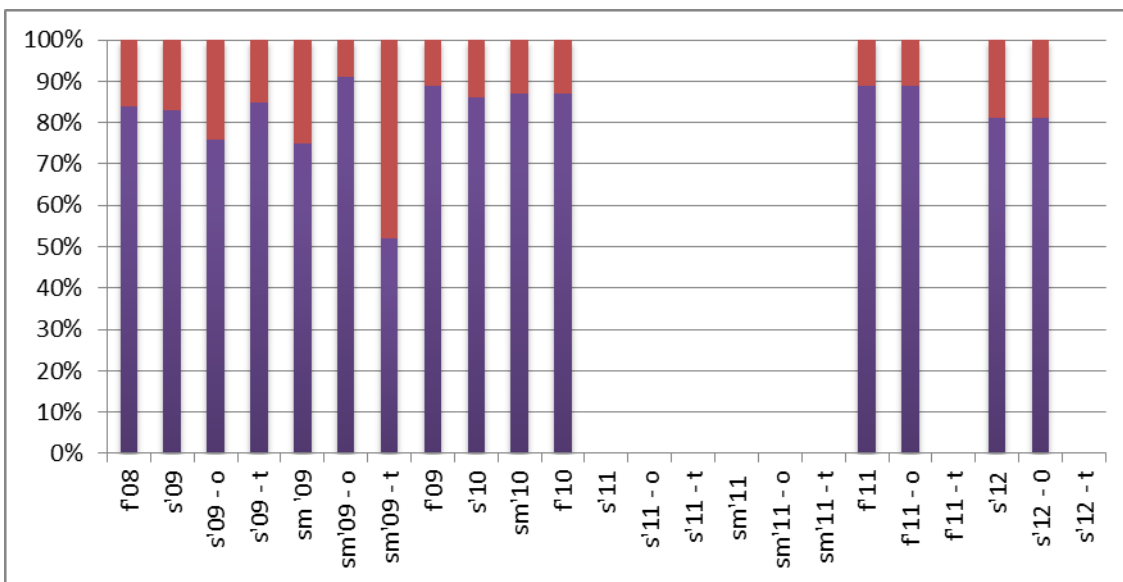
Apply skills and knowledge appropriate for conducting business in a global environment.

Classes Tested: Econ 758, Fnbslw 755, Mgmt 763, Mgmt 777, Mktg 761, Mktg 772

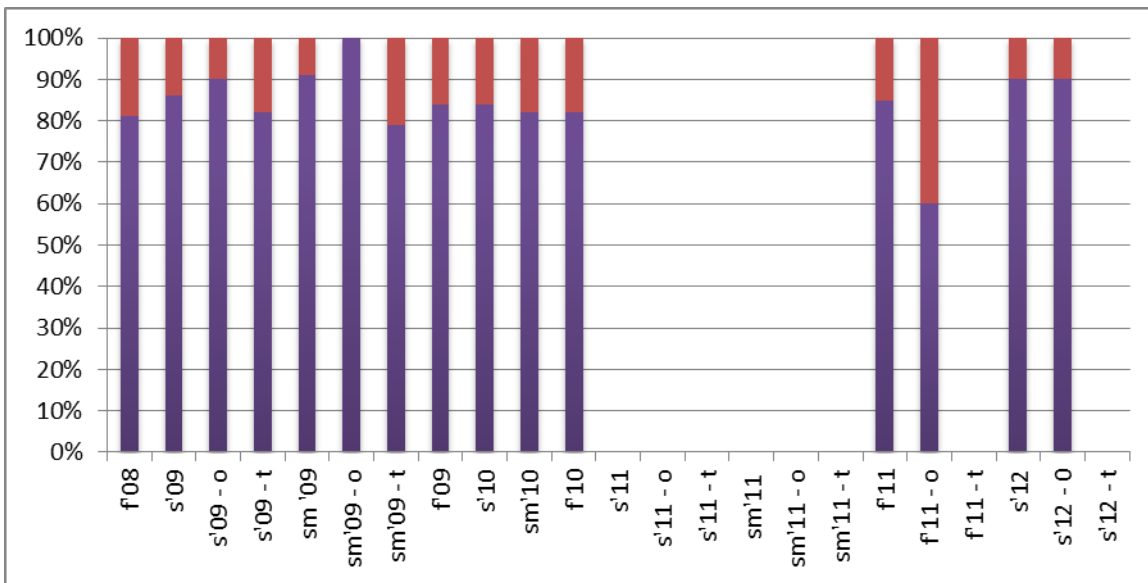
Identify key global-related issues within a “discipline-specific” business environment.*



Apply relevant conceptual frameworks (e.g., theory, model, etc.) to understand the impact of global events or international differences on business or business practice.



Develop and justify recommendations to effectively respond to global challenges.

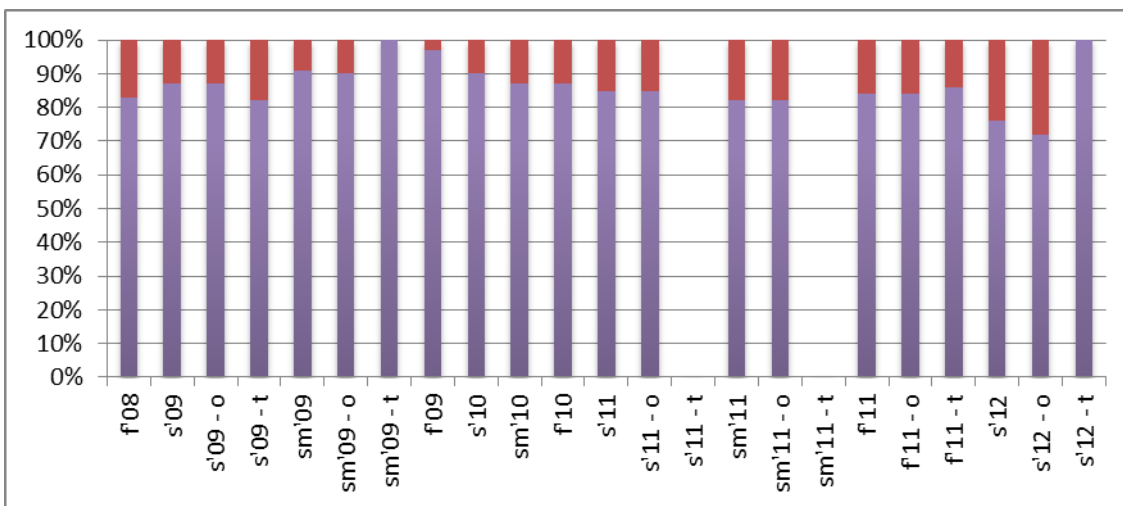


MBA Goal 2

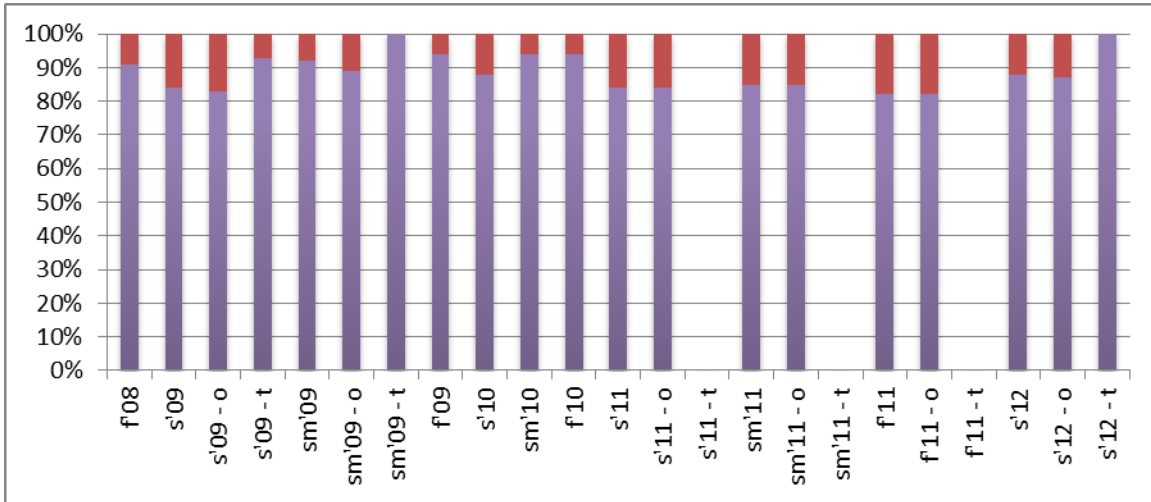
Apply skills and knowledge appropriate for managing the effective use of technology.

Classes Tested: ITBE 772, ITBE 775, ITBE 778, ITBE 734, Mktg 745, Mktg 770, Mktg 772, Mktg 775, Mgmt 738, Mgmt 753, Mgmt 769, MCS 785

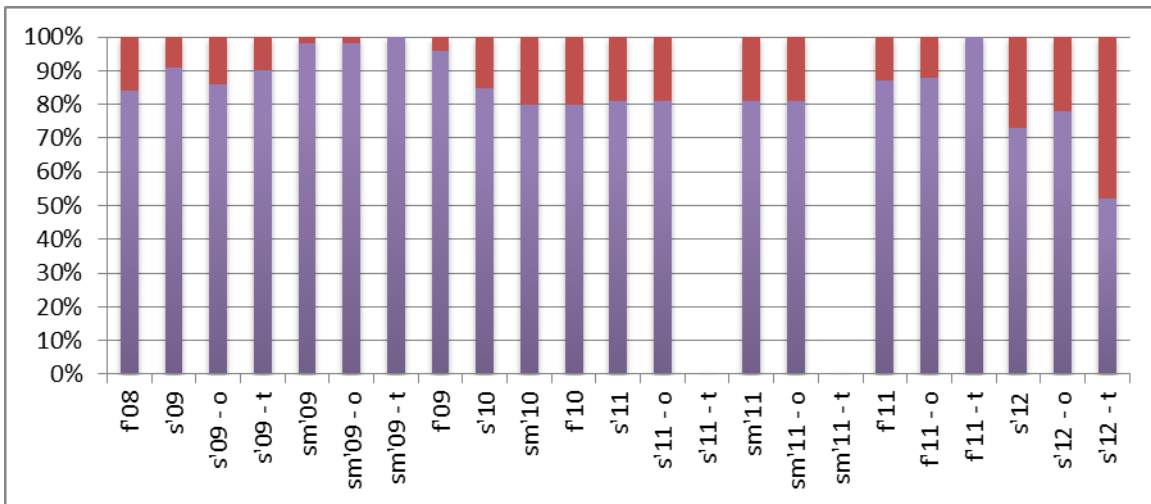
Identify key technological and innovation-related issues within the business environment.



Analyze and describe the impact of a technology and innovation on a business situation.



Recommend alternative technology solutions for solving specific business problems.

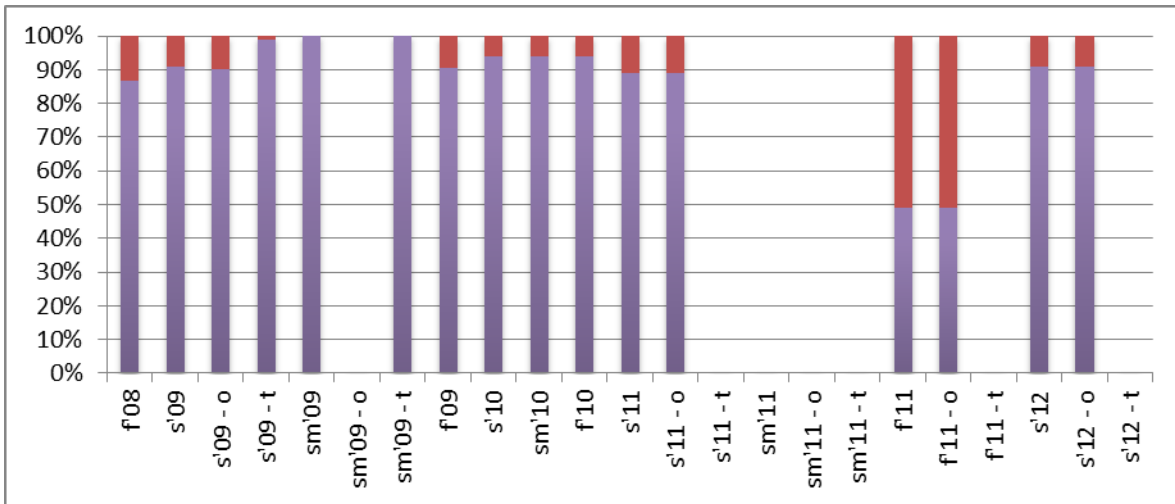


MBA Goal 3

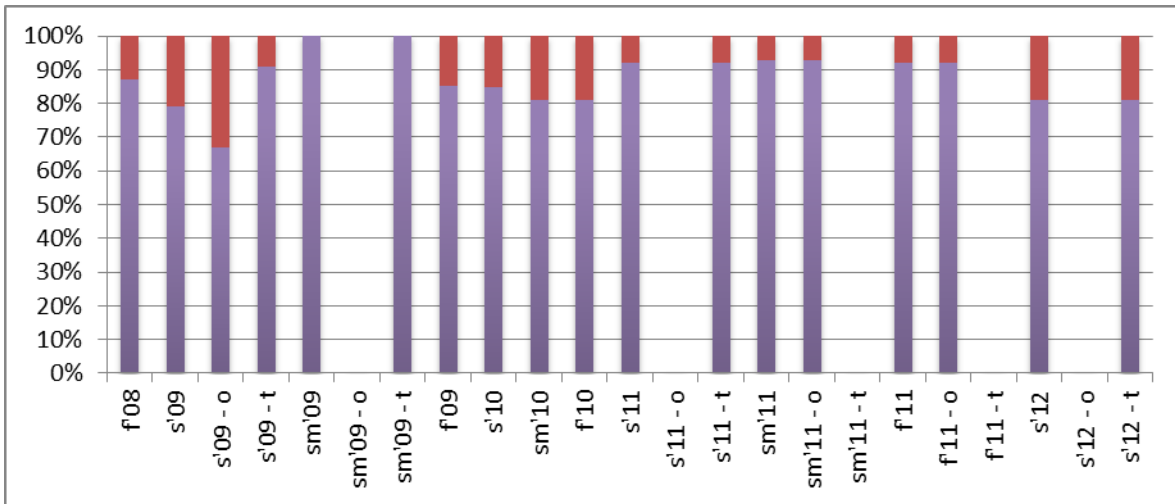
Apply high-level strategic thinking skills appropriate for conducting business.

Classes Tested: Obj. A and C – Mgmt 788. Obj. B – Mktg 751, Mktg 765, Mktg 774, Mktg 775, Mgmt 760, Mgmt 768, Mgmt 771, Fnbslw 770, MCS 740

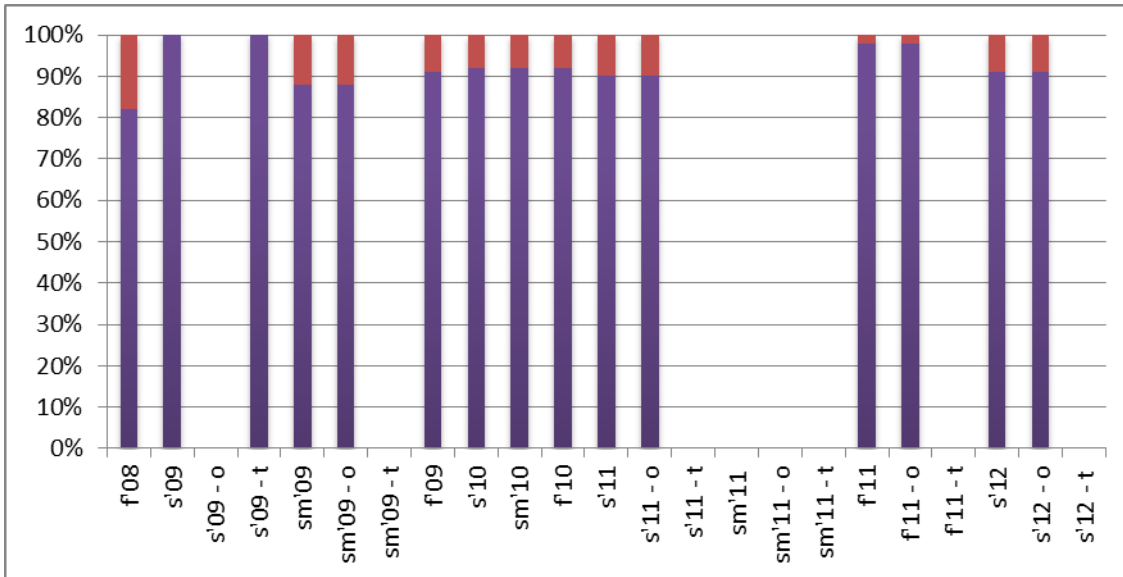
Identify key strategic issues for a particular business.



Apply discipline specific theories and models to generate potential strategic alternatives.



Select and justify appropriate courses of action.

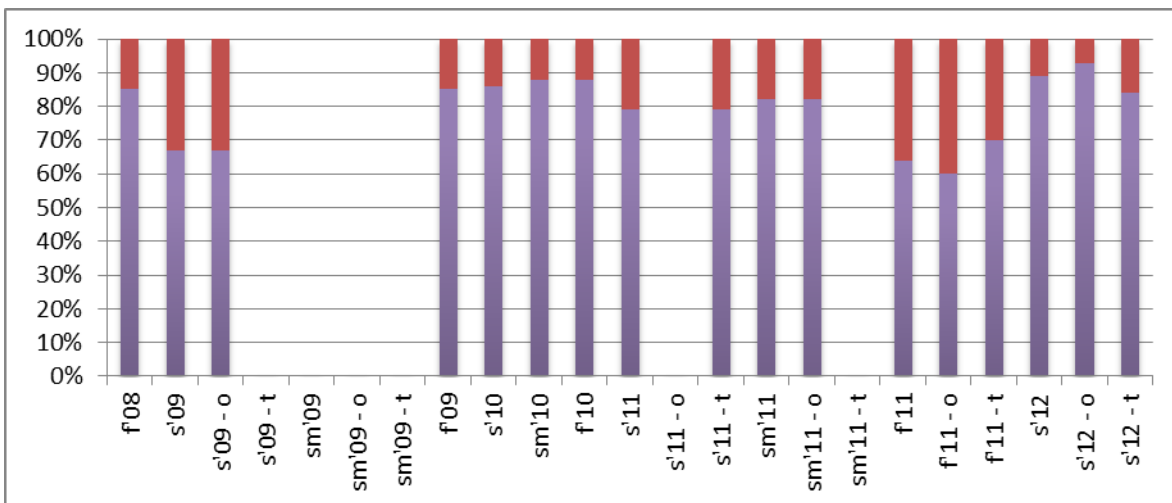


MBA Goal 4

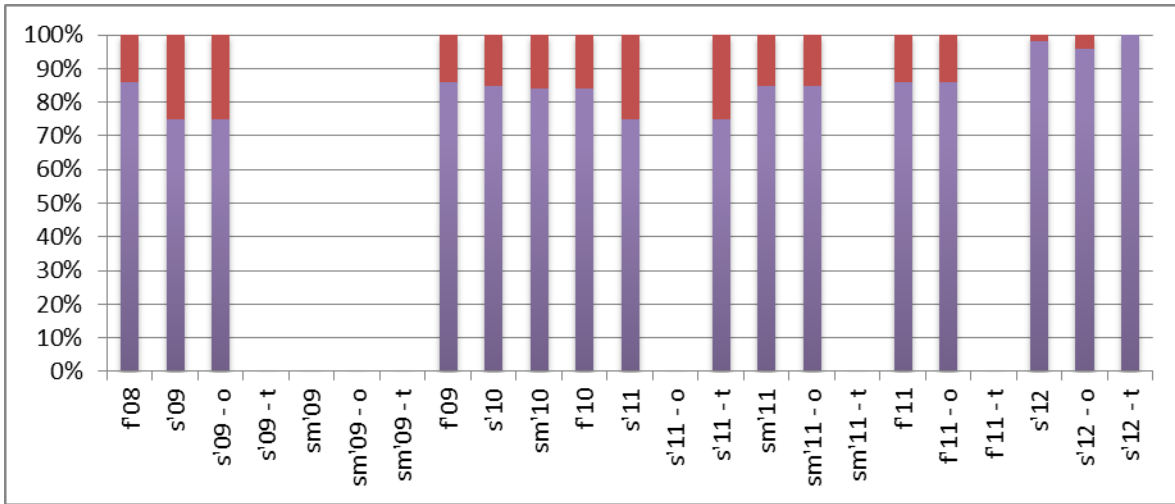
Apply ethical reasoning to diverse business situations.

Classes Tested: Mgmt 759, Mktg 766

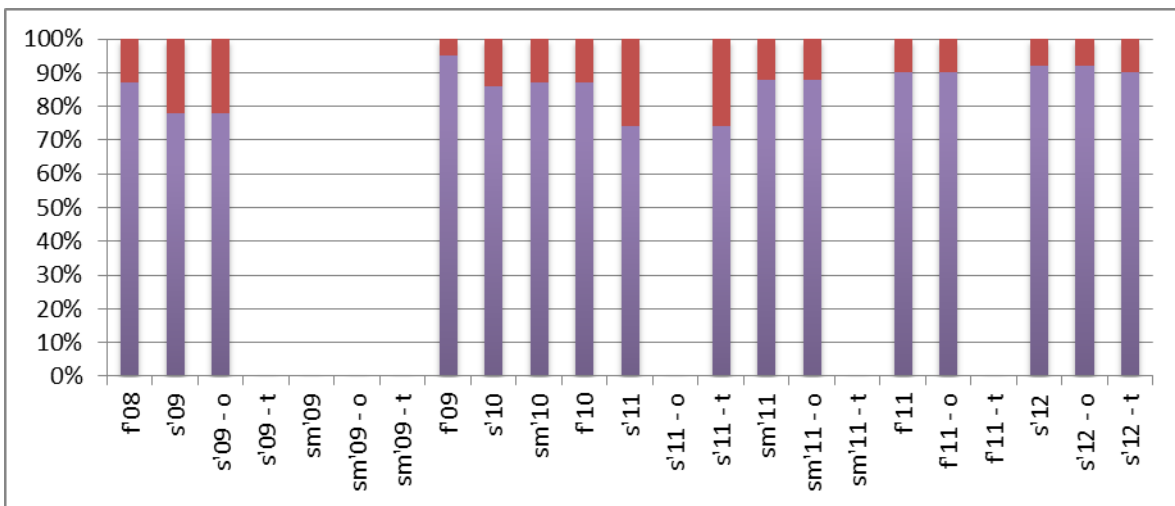
Identify the key dimensions of ethical reasoning.



Apply appropriate theories and models to assess divergent perspectives of a particular ethical dilemma.



Develop and justify recommended solutions to an ethical dilemma.

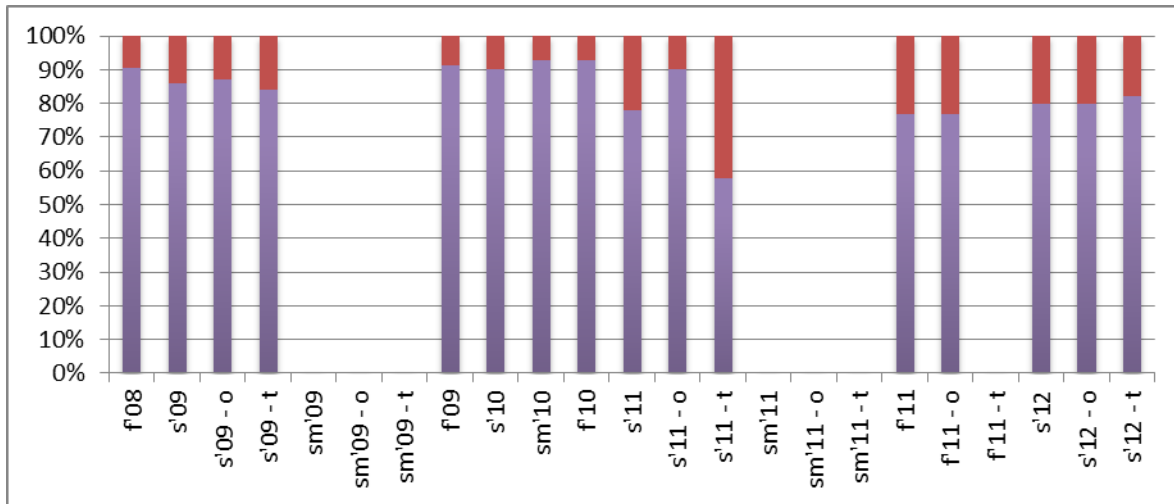


MBA Goal 5

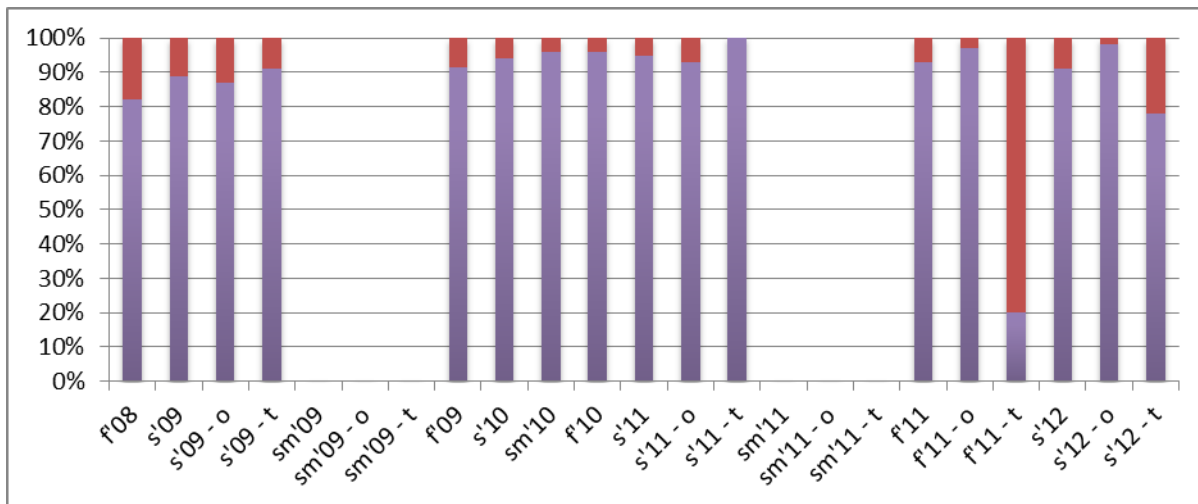
Apply effective communication skills appropriate to a business environment.

Classes Tested: ITBE 740

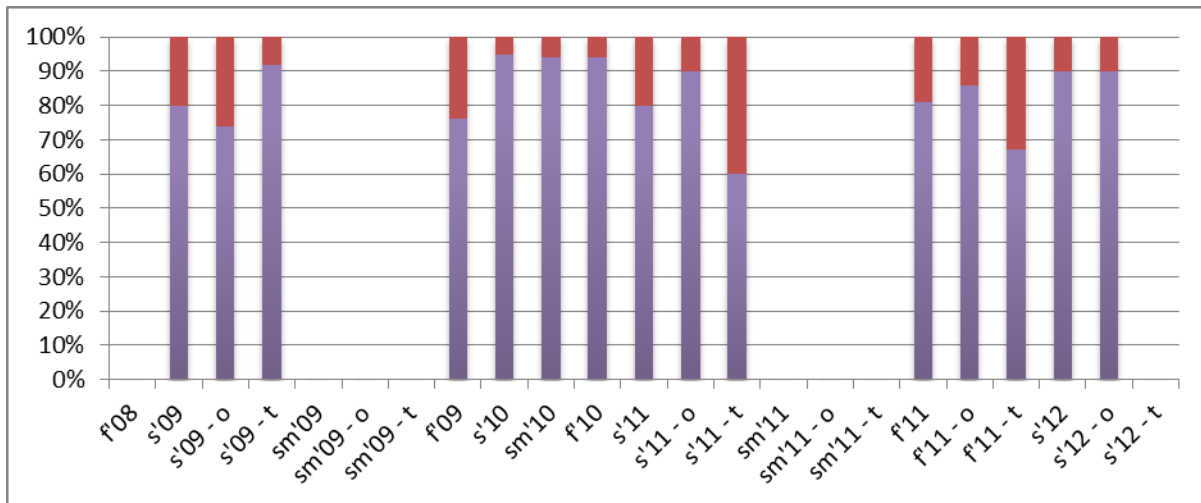
Apply the major management/leadership theories and explain how they influence the communication climate in organizations.



Explain the importance of fostering positive work relationships and effective group communication.



Demonstrate ability to write clear, coherent, logical, and concise paragraphs with 1) correct grammar, 2) appropriate word choice, and 3) correct punctuation.



APPENDIX E
College of Business and Economics Strategic Planning Goals
2013-2014

2013-2014

COLLEGE OF BUSINESS & ECONOMICS: STRATEGIC PLANNING GOALS

Objectives	Goals	Responsibility	Expected Completion
Programs and Learning	1. Review current academic program array as requested in the University SPBC goals, and consider adjusting program size and creating new academic programs that align with stakeholder needs.	Deans Office, Admin Council, Academic Departments, Curriculum Committee	2013-2014 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, Research Committee	2013-2014 Academic Year
The Educator-Scholar Community	3. Redefine graduate faculty status to better align with the addition of new graduate programs.	Graduate Studies Committee, Deans Office, College Faculty	2013-2014 Academic Year
	4. Begin redefinition of Faculty Qualifications (AQ,PQ) to align with the new AACSB accreditation standards (SP,IP,SA,PA).	Deans Office, College Faculty	2013-2014 Academic Year
	5. Define the impacts the college expects to achieve in the business and academic community through educational activities, scholarship, and outreach (as part of the new accreditation standards).	Dean's Office, College Research Committee, Selected College Outreach Directors, College Faculty	2013-2014 Academic Year
Diversity and Global Perspectives	6. Intentionally and explicitly expand curricular commitment to multicultural competence, diversity and inclusion and refine measurement of student learning outcomes (see Goal 11).	Dean's Office, College Academic Departments, Assurance of Learning Committee	2013-2014 Academic Year

2013-2014

COLLEGE OF BUSINESS & ECONOMICS: STRATEGIC PLANNING GOALS

	7. Complete the study of gender differences in CoBE enrollments and generate an action plan.	CoBE Task Force, CoBE IE Committee, Dean's Office	2013-2014 Academic Year
	8. Develop a mentoring program that brings together faculty and students of opportunity, including women, multicultural students and low income, first generation students.	Deans Office, CoBE IE Committee, Minority Business Program Office	2013-2014 Academic Year
Regional Resource for Businesses, Not-for-Profits and Communities	9. Develop and/or adapt impact measures for college outreach activities. In doing so, consider the work of the SPBC committee addressing related university goals (i.e., IV. A & B.). See also Goal 5.	Deans office, Russ Kashian, Denise Ehlen (and SPBC Committee on Goal IV.B.)	2013-2014 Academic Year
Professional and Personal Integrity for Faculty, Staff and Students	10. Continue grants to support initiatives in Inclusive Excellence (IE) and Social, Environmental and Economic Sustainability and Responsibility (SEERS).	Dean's Office, College Research Committee	2013-2014 Academic Year
	11. Create an <i>Integrity</i> interest group to facilitate development of a required course on social responsibility that includes modules in diversity, sustainability, professional ethics and leadership. Integrate the student code of conduct into the course.	Deans Office, Admin Council, Integrity Interest Group, College Faculty,	2013-2014 Academic Year

APPENDIX F
Minority Business IE Report
2013-2014

Minority Business Program Inclusive Excellence & HIP Activities 2012-2013

- 14 Students attended the Central Region Student NABA Conference; three of those students were the recipients of Scholarships from: the NABA Central Region; Crowe Horwath LLP; and PFC LLC. Students networked with accounting firm professionals, interviewed for internships and attended professional seminars. In addition, to the regional scholarship, one student is receiving the Milwaukee Professional Chapter Scholarship in June 2013.
- Twenty-one students enrolled and participated in the Ghana Travel Study Forum, during fall 2012, and spent two weeks in January 2013 immersed in the Ghanaian culture. Six of the 21 students were business majors and, of that six, two were white females, one Latina, one African American female, and two African American males.
- Approximately 25 students were exposed to a personal branding seminar and an etiquette dinner prior to Multicultural Career Fair, the Diversity Networking Program.
- Sixty-three vendors, representing a wide array of opportunities, participated in the Multicultural Career Fair which was attended by approximately 370 students (undergraduates & graduates).
- Twelve (of whom eight were MBP students) competed in the Alliant Energy FOCUSS Live Idea Competition. Students analyzed real life problem statements provided by Alliant Energy and came up with subject area solutions to the problem.
- One MBP staff person and four students (two African American females and two Hmong females) were exposed to and networked with business professionals at the Hmong Wisconsin Chamber of Commerce Luncheon in Milwaukee, WI.
- MBP students were exposed to “Personal Branding” through a video workshop, and four students produced a personal branding video in follow-up sessions.
- Through NABA, MBP students were exposed to an array of speakers throughout the academic year. Professional guest speakers came from firms and companies that included: Deloitte, Ernst & Young, Northwestern Mutual, INROADS, BMO Harris, and Sherwin Williams.
- Forty-nine students submitted applications through MBP for the Summer Affirmative Action Internship Program 2013. The final internship offers have not been made available to us at this date.

- To date, six new MBP students have received summer 2013 internships through **INROADS Summer Business Institute**

Cohort Data

The five year graduation rate for the 2008 SBI cohort group is 31%. However, only 19% of those who graduated within five years, graduated with business degrees. Four students remain enrolled for fall 2013, out of the 2008 cohort group, but only one of the four is still a business major.

The four year graduation rate for the 2009 SBI cohort is 24%, however, five of the six graduates, graduated with business degrees. Thirteen of this cohort group is still enrolled, with five of the remaining enrolled students still in business.

2012 SBI Cohort

# of Student In Cohort In 2012-2013	Still Enrolled After 1 Years	Fall Semester 2012 GPA Average	May 2013 Cumulative GPA Average
28	25	2.58	2.42
Business Major 85.7%	Remaining In Business 85.7%		

2011 SBI Cohort

# of Student In Cohort In 2011-2012	# of Student In Cohort In 2012-2013	Still Enrolled After 2 Years
18	15	16
Business Major 88.8%	Business Major 86.7%	Remaining In Business 93.7%

2010 SBI Cohort

# of Student In Cohort In 2010-2011	# of Student In Cohort In 2011-2012	# of Student In Cohort In 2012-2013	Still Enrolled After 3 Years
15	13	13	13
Business Major 100%	Business Major 100%	Business Major 53.8%	Remaining In Business 46.2%

2009 SBI Cohort

# of Student In Cohort In 2009-2010	# of Student In Cohort In 2010-2011	# of Student In Cohort In 2011-2012	# of Student In Cohort In 2012-2013	4 Year Graduation Rate	Still Enrolled After 4 Years
25	22	19	19	6 / 24%	13 / 52%
Business Major 96%	Business Major 80%	Business Major 63%	Business Major 57.8%	Business Degrees 5 / 83%	Remaining In Business 5 / 38.5%

2008 SBI Cohort

# of Student In Cohort In 2008-2009	# of Student In Cohort In 2009-2010	# of Student In Cohort In 2010-2011	# of Student In Cohort In 2011-2012	# of Student In Cohort In 2012-2013	5 Year Graduation Rate 31.3%	Still Enrolled After 5 Years
16	14	12	9	4	5	4
Business Major 87.5%	Business Major 71%	Business Major 41.6%	Business Major 55.5%	Business Major 50%	Business Degrees 18.7%	Remaining In Business 1