2020

AACSB CONTINUOUS IMPROVEMENT REVIEW REPORT

COLLEGE OF BUSINESS ECONOMICS AND COMPUTING

UNIVERSITY OF WISCONSIN PARKSIDE

Continuous Improvement Review Report
2020

Contents

Institution and Business School Overview

Founded in 1968 through the advocacy of local leaders, the University of Wisconsin-Parkside (UWP) is located near the border of two historically industrial, innovative, and rival counties. Racine, to the north, is known for its Danish Kringle, haphazard roads, and Frank Lloyd-Wright buildings. Kenosha, to the south, is known for its Italian food, a logical street grid, and celebrities such as Orson Welles, Mark Ruffalo, and Miss America 2012, Laura Kaeppeler. The city of Racine is part of the Greater Milwaukee Area and, together with its nearby surrounding communities, has a population of about 137,000. Kenosha is part of the Chicago Metropolitan Statistical Area. The city of Kenosha and its immediate surrounding communities has a population of about 130,000.

Although Racine and Kenosha are distinct, they have many common features. Both Racine and Kenosha enjoy beautiful lakefronts on Lake Michigan. In addition, both cities have proud industrial pasts. Community legend is that Racine was once known as invention city because it had the highest per capita patents in the United States. Many well-known items were invented in the region including the blender, malted milk, universal motor, electric hair clipper, portable vacuum cleaner, hair dryer, gas-powered motor for lawn mowers, garbage disposal, furniture polish, Golden Books, and interchangeable socket wrench. Many familiar companies are headquartered here, including SC Johnson, Snap-on, Insinkerator, Case IH, and Jockey.

Existing decades before UW-Parkside, Gateway Technical College (GTC), founded in 1911, was created to provide training for local industry. GTC was the first publicly funded technical college in the US. GTC is still well funded and enjoys a very good relationship with local businesses and the school districts. GTC is one reason that the area has a high percentage of adults with partial credit toward a four-year degree, but a low percentage of adults with a bachelor's degree.

Like many industrial belt cities, both Kenosha and Racine have struggled since the 1980s as the U.S. transitioned from a manufacturing economy to a service and high-tech economy. Many companies closed manufacturing plants, downsized or went out of business. The area has had relatively slow population growth and is projected to have 400 fewer new high school graduates in 2025 than it did in 2010. For a couple of decades, Racine and Kenosha had difficulty starting or attracting new companies.

Fortunately, the prospects for economic growth have significantly improved. Uline, a manufacturer of shipping and business supplies relocated to Kenosha and expanded. Kenall, a manufacturer of industrial lights, including lights that kill bacteria, also moved to the region. The development of a large Amazon warehouse and fulfilment center and, the location of Haribo's North American headquarters to Kenosha has helped to change the image of the region from an old manufacturing hub to a vibrant economic corridor.

Although the region is transforming through many new businesses, symbolically, the next chapter of Racine and Kenosha's history will probably be associated with the announcement that Foxconn is building a giant manufacturing and research park in Racine County. Foxconn is the world's largest electronics contract manufacturer. Products manufactured by Foxconn include Apple devices, Nokia devices, PlayStations, Xboxes, flat panel monitors, and systems for healthcare. Reportedly, Foxconn will employ up to 13,000 people. Although attracting Foxconn to Wisconsin was controversial, the region is suddenly more associated with Industry 4.0 rather than old manufacturing. Rockwell and Johnson

Controls, located in Milwaukee, are leaders in automated manufacturing and further enhance the reputation of the area. Racine, itself, has been invigorated, and was identified as one of five winners nationally of the Smart City Readiness Challenge. Racine is the smallest city to receive this award.

True to the founder's conceptualization of UW-Parkside, the university is an active partner with regional government, nonprofits, and businesses. Many of UW-Parkside's features reflect the needs and makeup of the region:

- 58% of UW-Parkside's students come from Racine and Kenosha county
- 60% of UW-Parkside's alumni live within the region and 58% of new business program graduates intend to live within the region. Many business graduates occupy ownership, C suite, or upper level management positions in local companies. Several of these alumni serve on the college's advisory board.
- The region is diverse and, percentage-wise, UW-Parkside is the most diverse university in the UW-System. 36% of the students at UW-Parkside and 30% of business students are underrepresented minorities.
- Reflecting the blue-collar work ethic and industrial past, 56% of UW-Parkside students are first-generation and many of these students work to pay their own way through college. Nearly 60% of UW-Parkside students work more than 20 hours per week to help pay for their education.
- Due to the high number of adults with partial college credit, UW-Parkside started several degree completion programs. The Online Bachelor of Science in Business Management program (abbreviated BUSO for Business Online) and the Flexible Option Competency Based Bachelor of Science in Business Administration (Flex BSBA) are offered by the Department of Business (DoB).
- UW-Parkside works closely with Gateway Technical College (GTC) to help ease transfer of GTC students to UW-Parkside.
- Just as the region has a history of entrepreneurship, the DoB, CBEC, and university are characterized by nimbleness and innovation. Within the last five years, the DoB created and enhanced the BUSO program, started the first AACSB competency-based business degree (Flex BSBA), started its own online MBA degree, introduced concentrations in its MBA program, added supply chain management classes, and created classes in data analytics. The DoB, though small in size, accomplishes these program improvements through hardworking faculty and staff.
- As companies in the region have expanded globally, the DoB has established memorandums of understanding (MOU) with many international universities. These MOUs support faculty and student exchanges, offer opportunities for short term study trips, and bring additional international students to UW-Parkside. The DoB is the key organizer and sponsor of the International Conference on Sustainable Globalization (ICSG) in Kerala, India. This conference provides opportunities for faculty, graduate, and undergraduate students to travel and present research.
- Although the area can be pictured as one economic region, Racine and Kenosha are still distinct communities. UW-Parkside supports both by serving on two county economic development boards, working with multiple school districts, serving on multiple advisory boards, attending two business award ceremonies, and marching in three Fourth of July parades (including the Village of Somers in which the university is located).

The Department of Business at UW-Parkside can demonstrate engagement, innovation, and impact in many ways. However, the single greatest impact is producing talent for the region and beyond. In the last five years, 1,319 students graduated with an undergraduate business or MBA degree.

Situational Analysis

Just as optimism has risen in southeastern Wisconsin, spirit has significantly improved within the Department of Business (DoB) since the last Continuous Improvement Review (CIR) in 2015. At that time, UW-Parkside had experienced over a decade of budget cuts and little, if any, raises in compensation. In addition, UW System had just mandated an increase in the teaching load of faculty and staff at UW-Parkside.

Within the last few years, faculty and staff have received two university sponsored equity adjustments, several small raises through the state, and the budget of the DoB has grown. Budget increases have come from a budget model that allocates more UW-Parkside budget to CBEC and through diversification of the department's sources of revenue. In addition, the Dean of CBEC, with the support of university administration, has implemented a more flexible form of teaching load allocation. The faculty and staff have enthusiastically taken on new initiatives and reevaluated older programs.

What historical, national, local, and other factors shape the school's mission and operations?

UW-Parkside (UWP) is one of thirteen four-year universities in the University of Wisconsin System. This statewide system is governed by a single board of regents. Although all of the universities work with the state government directly, UW System is the primary liaison with government. UW System allocates money from the state to the universities and approves each university's budget. The mission and strategic direction of UW System influences the strategies of the universities. The 2020FWD is the latest vision and strategy of UW System. The vision in the 2020FWD states "Through the 2020FWD framework, the UW System will inspire, connect, and convene with the people, businesses, and communities of the State of Wisconsin. Through this vision, we will reinvigorate our economy and enhance the quality of life of our citizens." This vision is consistent with UWP's and DoB's historic mission and strategy.

The DoB, which contains all the programs under review, is housed within the College of Business, Economics, and Computing (CBEC). CBEC was created in 2012 when UWP restructured from a large College of Arts and Sciences and a smaller School of Business and Technology (SBT) to four colleges. The Department of Economics joined the original departments of SBT (Business and Computer Science) to form CBEC. The other colleges at UWP are the College of Arts and Humanities, College of Social Science and Professional Studies, and the College of Natural and Health Sciences. CBEC has the highest number of graduates and the second highest number of majors in the university. An organizational chart of CBEC is provided in Appendix A.

UW-Parkside completed its latest strategic planning process in 2019. Labeled the 2025 strategic framework; The framework specifies a bold goal to increase the number of graduates by 50% by 2025. This will be accomplished by increasing undergraduate student retention, growing enrollment, and offering additional graduate and other innovative programs. UWP is relying on the DoB to help achieve a significant portion of this goal.

The mission of the Department of Business is influenced by the missions of UW System and UW-Parkside, and is shaped by the students and community it serves. The region is attracting new global businesses that demand university-educated talent and that can benefit from university expertise.

Students desire and need a quality education that addresses their academic and career interests, builds on their strengths, and accommodates their busy lives.

What are the school's relative advantages and disadvantages in reputation, resources, sponsors, and supporters?

UW-Parkside, in general, and the DoB, in particular, have a strong history of community engagement, innovation, and collaboration that forms the basis of its strategic advantages. The small number of faculty and staff to carry out its mission has typically been its most significant disadvantage.

Advantages

- The DoB offers the only AACSB-accredited business program in the region, which includes Racine and Kenosha Counties in Wisconsin, and Lake and McHenry Counties in Illinois. DoB programs have also received several recognitions. Great Value Colleges ranked the supply chain management concentration in the MBA program as number eighteen in the country. The data analytics concentration in the MBA was rated as number twenty-two by College Consensus. The Flex BSBA was recognized as one of the top 10 online, affordable business degrees by Great Business Schools.

- The DoB is a leader in community-based learning and strongly supports UWP's mission through the Ralph Jaeschke Solutions for Economic Growth Center (SEG Center), Information Technology Practice Center (ITPC), App Factory, and Small Business Development Center (SBDC). The SEG Center oversees community-based projects in the department and the college. The ITPC and App Factory play similar roles to the SEG center for information technology projects. In 2019-2020, the SEG Center oversaw 80 projects by 350 students. UWP was among the first group of universities in the country classified as a Carnegie Engaged University (originally honored in 2006). In addition, UWP was on the President's Higher Education Community Service Honor Roll from 2006 to 2013.

- The CBEC Advisory Board plays an active role in strategic planning and assessments. The Advisory Board recommends curriculum changes and learning goal updates. The ITPC Board also provides guidance for the MIS curriculum. The Sales Advisory Board provides advice to the Sales Certificate program and actively participates in classes and sales competition preparation.

- The Sales Certificate program has received recognition through competing in sales competitions. Since beginning to compete in 2009, UWP students have won 59 sales awards at national competitions including the National Collegiate Sales Competition-Graduate Division National Championship in 2017. The Sales Center was admitted as an associate member to the prestigious University Sales Center Alliance in 2019.

- The DoB has cultivated many partnerships with other organizations to enhance its mission:
  - The DoB has a strong relationship with UW System's Extended Campus. UW Extended Campus supports online programs through instructional designers, technical support, marketing, and advising services. UW Extended Campus helps the DoB with its BSBA, BUSO, and Project Management certificate programs. The DoB has offered online classes with UW Extended Campus since 2007.
  - The DoB has entered into an agreement with Academic Partnership (AP) to market its MBA program. The AP agreement has resulted in significant growth.
  - The DoB has developed International MOUs with universities in India, China, Germany, Finland, Russia, and Italy. The partnership with N.L. Dalmia Institute of Management

Studies and Research in India brings in more than 20 students/year to the face-to-face MBA program. These partnerships also enhance student travel and faculty exchanges. Periodically, the DoB offers a program titled 'Doing Business in the USA" that attracts international students to campus.

- o The DoB works closely with UW System's WiSys, to promote entrepreneurship, innovation, and commercialization. WiSys helps sponsor the Big Idea Tournament and Quick Pitch Competition for UWP students.
- o The DoB regularly works with Gateway Technical College on initiatives that support higher education attainment in the region.

- Through the partnership with AP, the MBA program has grown to over 375 online students while maintaining about 90 students in the face-to-face MBA program. This growth has contributed substantially to resources available to the DoB. The partnership also helps the DoB deliver on its goal of increasing the number of graduates.
- The DoB offers the only AACSB accredited competency-based education (CBE) business degree in the world. This program, transferred to UWP in March 2019, has grown to more than 120 students.

Disadvantages

Historically, the DoB's disadvantages have resulted from its small size and limited resources. With only 28 full time faculty and staff, the DoB is one of the smaller AACSB accredited business programs.

Difficulties with resources have been exacerbated by state budget cuts since the 2000s and a tuition freeze put in place since 2013. Salaries of most faculty in the DoB are significantly under market. New faculty have been paid closer to market rates. Careful budgeting at the university level and small increases in the budget from the state in 2018 helped the budget situation prior to the Covid-19 recession. UWP, as a whole, is in a better financial position than other universities in the UW System.

At 52 years old, UWP is still a relatively young university. Although alumni donations have significantly improved, the total endowment available to the university and business program is relatively small. The DoB endowment is approximately $130,000.

The resource disadvantages are a key driver for finding other sources of revenue through innovative programs.

What internal, environmental, or competitive forces challenge the school's future?

The Covid-19 pandemic has magnified the threat faced by many comprehensive regional universities. The economic recession caused by the pandemic has reduced state tax revenue and this has forced budget cuts to public universities. Currently, UW-Parkside faces a 7.5% lapse in its state support and this translates to about a 6.9% cut to traditional sources of revenue (i.e., state and traditional tuition dollars). The university chose to implement base budget cuts of 6% to campus instructional units (and larger cuts elsewhere) that the DoB achieved through transferring base budgeted personnel to revenues generated by the Online MBA. In addition, the change to online learning in the spring has potentially accelerated the pace in which students feel comfortable taking online classes. The change to online learning opens the door for more competition as well. This competition may come from other universities outside of the region and through nontraditional higher education offered by corporations.

The acceptance of online learning is a particular concern for UWP since many of its students are looking for higher education that caters to their work schedules and family needs.

A second threat is the rising cost of higher education and the potential for alternative degrees. The State of Wisconsin has an affinity for two-year technical colleges and GTC already has strong relationships with businesses and access to significant resources. UWP has to continue to advocate for the advantage of a bachelor's degree.

A final immediate threat is the restriction on international student visas. Currently, this has impacted the DoB's ability to attract international students to its programs.

What opportunities exist for enhancing the school's degree offerings?

Fortunately, the DoB is prepared to meet these challenges and seek new opportunities. Through its growing MBA program, the DoB has access to resources outside of traditional state and tuition revenue. A growing MBA program supports additional hires and faculty compensation.

The DoB's partnership with UW Extended Campus, its experience with online learning, and its leadership position in competency-based education offers further opportunities. The DoB has experience working with first generation, working students, and adult learners. This experience, which includes retention strategies, advising, and success coaching, offers advantages over other educational institutions attempting to operate in this space. Traditional online and competency-based education creates the opportunity to offer education to similar profile students outside of the region.

Finally, the DoB has a good relationship with the community. This translates into community-based learning projects and internships for its students in a vibrant part of the state. Capitalizing and strengthening this relationship supports students and will result in providing more talent for companies.

The DoB is investigating adding concentrations to both its BUSO and BSBA programs in areas such as marketing, human resources management, and project management. These programs are currently available to its face-to-face students. In addition, to meet the changing needs of the region, the DoB is in the early stages of developing programs in supply chain management and data analytics in face-to-face and online formats. Most importantly, these programs offer additional opportunities for students to develop rewarding careers. The programs also offer the DoB an opportunity for further growth.

The progress made on issue(s) identified in the CIRC decision letter resulting from the previous visit

The previous CIR resulted in a CIR2. The issues involved measuring the alignment of intellectual contributions with mission, faculty qualifications, the mission statement, and resources. These areas were addressed in the CIR2 report and accreditation was extended. The following table summarizes the issues identified in the 2016 CIR letter and the 2017 Extension Letter and updates progress on these issues.

| **Associated Standard and Issue** |
| Standard 2: Intellectual Contributions and Alignment with Mission; Standard 6: Faculty Management and Support; Standard 15 Faculty Qualifications and Engagement. |
| *From the 2017 Extension Letter*: While the College of Business, Economics and Computing has made significant progress in improving faculty qualifications, it is recommended that they remain diligent in |

encouraging research activity. In particular, the two faculty members identified as "Other" in the peer review team report have improved their productivity appreciably in the last two months, and they should continue that trend. The research support has the potential to motivate faculty to remain current in "mission-driven research." As well, the peer mentor program is commendable and should be very effective in encouraging less productive faculty members through instruction in new research methods and reassurance that the task is worthwhile.

From the 2016 CIR2 Letter: The College does not have any stated goals related to the proportions of Intellectual Contributions that flow from the mission. Instead, specific quantities of different types of research (i.e.: "number of publications with students," "community-based learning research,") are identified within the body of the Strategic Plan.

In the CIR, Table 2-1 reports that of the 179 Intellectual Contributions produced by the business faculty, 87 were in the Applied Scholarship category, and 64 were in the Teaching and Learning Services category. Since the primary mission of the University is teaching, these numbers seem appropriate, yet there is no intentional plan to guide the faculty in the appropriate research types that would correspond with the mission. Additionally, the only measure of quality related to the research produced is a median and mode of acceptance rates. The College needs to review and clarify its quantitative measures of quality and impact and provide an updated Table 2-1 which includes more details and examples for Parts B, C, and D.

(Standard 2: Intellectual Contributions and Alignment with Mission)

Although the Accounting and Human Resource Management areas meet the SA >40% requirement, they fail to meet the SA+PA+SP> 60% and the SA+PA+SP+IP>90% metrics. It should be noted that within the last five years, the business department has changed accounting and marketing from "concentrations" to "majors." While this didn't add any additional courses to the curriculum in either area, it would seem that the "major" designation would require that faculty qualifications be more stringent. As well, Table 15-1 reported the Human Resource Management faculty as a separate concentration, and that faculty group must be judged by the same standards as all others listed. The "supporting areas" faculty meet the SA>40% and the SA+PA+SP >60% requirements, but do not meet the SA+PA+SP+IP>90% requirement (89.22%). More importantly, however, both the undergraduate and MBA programs have achieved these mandatory levels. The school needs to develop a plan and timeline on how it will address the faculty needs in Accounting and Human Resource Management.

(Standard 15: Faculty Qualifications and Engagement)

Update

The issues identified in the 2016 CIR2 letter were addressed in the CIR2 Report. In summary, the strategic plan and research policies were updated to more clearly specify target percentages for areas of publication. In addition, the strategic plan and policies further emphasized measures of research impact and quality.

Six faculty members have received sabbaticals since 2017 to further support research. In addition, two-credit MBA classes now count as three credit toward teaching load. The average annual teaching load per faculty member is now 20 credits.

Two faculty members in the DoB were classified as Other in the previous CIR. Due to the small size of the department, this caused some program area ratios not to be achieved. The university implemented a more stringent post-tenure review policy since the last review. The DoB tied a portion of this policy to AACSB qualifications. As a result, one of the faculty members in the Other category retired. The accounting faculty member has published PRJs and is now classified as SA. New hires in human resource management and marketing have further improved the faculty qualification ratios.

Associated Standard and Issue

Standard 4: Student Admissions, Progression, and Career Development
From the 2017 Extension Letter:

If you have not already done so, post student achievement information on your school's web site. In addition, it is advisable to make this information available to the public through other means, such as brochures and promotional literature. Examples of student performance information include but are not limited to: attrition and retention rates; graduation rates; job placement outcomes; certification or licensure exam results; and employment advancement. (Standard 4: Student Admissions, Progression, and Career Development)

Update

A website was created and posted at: https://www.uwp.edu/learn/departments/business/student-achievement-outcomes.cfm

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Associated Standard and Issue

Standard 1: Mission, Impact, and Innovation
From the 2016 CIR Letter: The College mission isn't clear, distinctive or focused. A variety of mission statements (e.g., website and college publication) and faculty statements of distinctiveness were not consistent with the Continuous Improvement Report. The lack of focus was evident in educational activities (e.g., large number of new programs and deliveries), level of education (certificates or undergraduate programs), teaching and learning models, and quality intellectual contributions. For example, "research important issues" is a vague statement of intellectual contribution in the current mission. Community-based learning was the most common point of distinction noted by faculty, and yet it was not included in the current mission statement. The transparency and periodic review of the mission is deficient with the current vision, mission and values changing little since 2009 (despite significant changes in the higher education landscape in Wisconsin, changes in the AACSB standards and addition of new programs). The college needs to establish well defined and articulated processes for review, timelines and accountability.

Update

As specified in the CIR2 report, the DoB went through an extensive revision of its mission statement and strategic plan in 2016. The revision process included advisory board input, input from employers of DoB students, a strategic planning retreat, input from students, and several department meetings devoted to the strategic plan. The final version of the plan was approved at a DoB meeting on October 19, 2016.
Additional information on the strategic plan is provided later in this CIR. The DoB is working on a new strategic plan that will be approved in 2020-21.

Associated Standard and Issue

Standard 3: Financial Strategies and Allocation of Resources
From the 2016 CIR Letter: The school lacks the financial strategies and resources to achieve the school's mission and actions. The significant decline in resources, especially the declining support for research and faculty resources, as well as the unfocused mission is of significant concern. The Department of Business is continuing to develop a diversity of new programs despite declining faculty resources, research and funding. Industry engagement and curricular innovation does not seem to

translate to new financial resources. The Department needs to develop a plan and financial strategy tied to its mission that addresses these deficiencies.

Update

The DoB budget has increased substantially. This increase has resulted from increased allocation from the university due to a budget model implemented in FY 2017, money allocated through online fees, revenue generated through the online MBA program, and investments from UW Extended Campus for the development of the BUSO and BSBA programs. In total, the DoB budget has increased from $4,107,788 in FY 2016 to $5,567,590 in FY 2020. In addition to increased budget, the DoB has eliminated certificate programs in retail management and entrepreneurship due to lack of strategic fit, demand and financial viability.

Four Areas of AACSB Accreditation

1. Strategic Management and Innovation

Strategic Management Planning Process and Outcomes

Dean Dirk Baldwin, as the chief academic officer of CBEC, has overall responsibility for the college's operations including planning, continuous improvement, personnel, budgeting, external relations, and accreditation. The Dean reports to the Provost and Vice Chancellor of Academic and Student Affairs and serves on several university committees. Dr. Michele Gee, Senior Associate Dean, reports to the Dean and is primarily responsible for graduate programs in CBEC, including the face-to-face and online MBA. She is also responsible for assessment and AACSB related activities. Dr. Gee is a member of the board of directors for the AACSB Associate Dean's Affinity Group. In January 2020, Dean Baldwin appointed Dr. Suresh Chalasani as Associate Dean for Nontraditional Programs to oversee CBEC's activities with UW Extended Campus including BUSO and BSBA.

UW-Parkside has a strong culture of faculty governance. The department chairs of Business, Economics, and Computer Science coordinate meetings and subcommittees in their respective departments to support planning, assessment, policy making, and personnel decisions. The programs within the Department of Business (DoB) fall within the scope of AACSB accreditation. Dr. Parag Dhumal was appointed as chair of the DoB beginning July 1, 2020. Dr. Peter Knight was chair of the department during the review period. The DoB as a whole, Strategic Planning Committee, Undergraduate Curriculum and Assessment Committee, MBA Curriculum and Assessment Committee, and the Executive Committee (consisting of tenured faculty members) meet regularly to analyze and develop continuous improvement efforts.

The DoB Strategic Planning Committee is cochaired by the Dean and Senior Associate Dean. The committee also includes the Associate Dean for Nontradional Programs, the Department Chair, and appointed faculty members. The Strategic Planning Committee coordinates strategic planning activities, determines progress on the strategic plan, writes draft documents, and seeks feedback. The current strategic plan was approved by the DoB in October 2016 through a transparent and collaborative process. The DoB began the process of revising the strategic plan in late 2019. This revised plan is targeted for completion in the 2020-2021 academic year.

The DoB strategic planning process is informed by CBEC's vision and mission, the UW System and UW-Parkside strategic framework and academic plans, a survey of graduating students

(Skyfactor/Educational Benchmark International), the results of assurance of learning, surveys of local businesses, and a general situation analysis. The planning process that led to the 2016 strategic plan began in 2014. This planning process actually resulted in two consecutive strategic plans. The first strategic plan was produced in 2015. The AACSB PRT in 2015 suggested additional changes and these changes were made in 2016. The following steps were taken to create the 2016 strategic plan.

- A SWOT analysis (strengths, weaknesses, opportunities, and threats) was drafted based on the progress in the previous strategic plan (2009), EBI survey results, feedback from undergraduate and graduate student classes, feedback from faculty, and feedback from the CBEC advisory board. The Senior Associate Dean with the assistance of graduate student assistants compiled this feedback and created versions of the SWOT. These versions were emailed to faculty for further feedback and discussed by faculty in department meetings. The SWOT was presented again at a strategic planning retreat held on February 27, 2015.
- At this retreat, drafts of the new mission, vision, and values were developed. In addition, objectives, action items, and areas of impact were proposed. Throughout the Spring 2015 semester, Friday brown bags lunches were used to expand and refine other parts of the plan. The vision, mission, and values were presented for feedback to the CBEC advisory board on April 30, 2015. The finishing touches of the plan were developed in the summer 2015, emailed for feedback to the faculty, and the 2015 strategic plan was approved by the faculty in August 2015.
- The process of revising the strategic plan began in spring 2016. The April 19, 2016 CBEC advisory board meeting was dedicated to identifying key ideas that could appear in the mission statement. These ideas included preparing local and global talent, developing ready-to-work employees, community engagement, and the importance of the program as an economic driver.
- An April 20, 2016 CBEC employer roundtable provided an opportunity for local employers to provide their input on key employee skills and desired CBEC programs.
- A strategic planning retreat for the DoB was led by Dean Brenda Flannery on May 16, 2016. Dr. Flannery was a member of the AACSB peer review team in 2015 and is an expert on strategic planning. Several points of distinction and three possible draft mission statements emerged from this retreat.
- The Strategic Planning Committee compiled notes and prepared additional draft mission statements from the previous meetings in Summer 2016. The initial drafts were presented to all faculty in the Fall Semester 2016.
- Several versions of the mission statement were provided to students in senior level classes during the week of September 26, 2016. Dean Baldwin met with a student advisory group on October 10th to seek further feedback on the mission. Student feedback focused on the importance of "student centered", "student success" and "community engagement". In addition, students desired to see AACSB accreditation in the mission statement.
- DoB faculty and staff met nearly weekly in the fall semester to refine the mission and strategic plan. The mission and plan were finally adopted on October 19, 2016.

The vision, mission, and values documented in the strategic plan are presented in another section of this report. The strategic goals and objectives serve the mission and, to facilitate consistency with the UW-Parkside strategic plan, are organized into the three UW-Parkside's strategic pillars: 1- Become a Premier Regional University that Transforms Lives; 2- Achieve Sustainable Growth; 3- Advance Economic Growth Through Community Engagement and Partnerships. The strategic actions of the DoB flow from

the mission, goals, and objectives. The following strategic actions and continuous improvement efforts were identified in the 2016 strategic action document and were accomplished in this review period.

Become a Premier Regional University that Transforms Lives

- An online business degree completion program (**BUSO**) was implemented in Fall 2016. The BUSO program is designed to help students with some college credit complete their business degree. BUSO has graduated 38 students to-date and 63 students were enrolled in Fall 2019. A partnership with UW Extended Campus beginning in Fall 2020 will bring additional financial resources to expand the program and personnel resources such as academic success coaches.
- The **Innovation Corridor** was created and remodeled through approximately $185,000 in donations from individuals and corporate partners. These donations were used to create the Michael P. Haubrich Business and Innovation Space, Sales Center, and Innovation Commons. The Ralph Jaeschke SEG Center is supported through an endowed fund. The Innovation Corridor also includes the SBDC, Data Analytics Lab, Cybersecurity Lab, and App Factory. The Innovation Corridor is used by students to work on community projects and engage in collaborative innovation. In addition to the Innovation Corridor, an **MBA Commons** was created to provide relaxation and collaboration space for face-to-face MBA students. The MBA Commons was partially supported through a $10,000 donation of the Graduate Business Student and Alumni Association (GBSAA) in honor of Professor Michael T. Manion.
- Along with university initiatives, a series of actions were taken to improve **graduation and retention rates**. These actions include increasing the number of advisors in the DoB from one to three (two undergraduate student advisors and one graduate student advisor), creating a first-year freshman-only section of Introduction to Business, creating a sophomore level Business Experience class, and recently updating the math requirements for the business major. University initiatives include creating a Parkside Promise Plus Scholarship for qualifying students, establishing a Future Focus fund for students who need financial help toward the end of their academic career, creating meta-majors to guide advising, developing a 15 to finish campaign, expanding mentoring, and implementing EAB Navigate software.
- Based on advisory board feedback in 2017, the DoB revised the **MBA program learning goals**. The new learning goals better reflect the competencies needed for upper level managers. The MBA program curriculum was revised in 2018 to reflect these learning goals. Based on advisory board feedback in 2020, the undergraduate business program added a learning goal related to critical-thinking/cross-functional decisions. In addition, the **math pathway** was changed to include more relevant business math topics and improve computer modeling skills. These changes were made due to assurance of learning results and employer feedback.
- The DoB continued to support its graduate and undergraduate **sales competition teams**. These teams have won 59 awards since 2009. The graduate students placed first or second in 2015, 2017, 2018, and 2019 in the Collegiate Sales Competition in Georgia. An undergraduate student won the National Sales Challenge in 2016. The Sales Center joined the University Sales Center Alliance in 2019.

Achieve Sustainable Growth

- The DoB updated **transfer guides** with GTC in 2017 and 2018. Articulation agreements with College of Lake County-Illinois (CLC) were updated in 2019. GTC and CLC are UWP's largest transfer institutions.
- The DoB created and updated eight **International MOUs** since 2015. These MOUs offer opportunities for UWP students to travel abroad and bring international faculty and students to UWP. 45 international students studied within the DoB in 2019. UWP students traveled to India and Italy in 2019. The DoB is a major sponsor and organizer of the International Conference on Sustainable Globalization. Eighteen students and seven faculty have participated in this conference.
- The DoB continued to visit high schools and two-year colleges with its **CBEC student internship program**. The interns discuss the value of a bachelor's degree and present CBEC programs. Approximately, six organizations are visited each year.

Advance Economic Growth and Quality of Life Through Community Engagement and Partnerships

- The CBEC advisory board participated in a **career panel and employer roundtable** discussion with CBEC majors in February 2019 and 2020. Approximately 100 students attended each event in preparation for the spring career fair.
- The **ITPC advisory board** meets monthly to discuss IT topics of interest to the board. The **Sales Advisory Board** meets two times annually to support the activities of the sales students.
- The sales program sponsored Nancy Bleeke as the plenary speaker for a **Sales Leadership Summit** in 2016 raising $2400 for the sales program. Two week-long **project management workshops** were taught for Racine County employees. **Doing Business in the USA** seminar has attracted 25 international students since 2015. Students tour and hear speakers from local organizations.
- The **Executive In Residence** program attracts executives from international organizations each semester. This program attracts about 200 students per semester.
- The **SEG Center** continues to work on about 80 to 100 community projects per year with 350 students. New faculty members in HR have expanded SEG Center Projects to include training and development.
- The **SBDC** hired an outreach specialist and received a $100,000 export initiative grant to further enhance its outreach. Annually the SBDC helps about 160 clients.

In addition to actions originally associated with the 2016 strategic plan, new actions are continuously evaluated in terms of consistency with mission, quality, and financial feasibility. The redesign of the MBA and the creation of the DoB's own online MBA program exemplifies the process.

Online MBA (MBAO)

In the fall of 2016, Academic Partnerships (AP) approached UW-Parkside to assess the DoB's interest in creating an online MBA program. AP presented to the DoB on November 29 and December 1, 2016. At that time, UW-Parkside was a founding and participating member of the [University of Wisconsin MBA Consortium](). The MBA Consortium is AACSB accredited and is frequently ranked in the top ten online MBA programs in the USA. This program generated about $200,000 in revenue for the DoB annually. In addition, UWP's face-to-face MBA students were allowed to enroll in up to 12 credits of online MBA

Consortium classes as part of their 32-credit MBA program. Leaving the MBA Consortium and starting UWP's own online MBA would not be an easy decision.

Although the MBA Consortium had substantial benefits for the DoB, the consortium program did not completely mesh with the DoB's mission to serve the region. As the MBA Consortium grew in popularity, its admission standards increased such that many local professionals could not gain admission. In addition, its cohort model admitted students in the fall and required students to take four 15-week classes in addition to half-semester electives. This format did not adequately meet the scheduling needs of many professionals. For these reasons, at the January 24, 2017 DoB meeting, the department decided to further investigate the AP relationship. The CBEC Advisory Board discussed the online MBA at the February 16, 2017 meeting and advised to carefully investigate the partnership.

Throughout the Spring of 2017, the MBA Curriculum and Assessment Committee, Dean, Department Chair, and Provost created and revised financial models of the AP partnership. In addition, current clients of AP were contacted. At the same time, the MBA Curriculum and Assessment Committee began to design a new curriculum for a face-to-face and online MBA program based on regional needs and the advice of the CBEC Advisory Board. The DoB further discussed the potential online MBA program at the September 20, 2017 department meeting.

The proposed MBA program had rolling admissions, seven-week classes, and six mini-concentrations that matched the needs of the region. In addition to the curriculum, the proposal included a cascading schedule of classes, resource requirements, and a financial analysis. The creation of an online MBA in partnership with AP was approved by the department faculty at the DoB meeting on October 18, 2017. The program was also approved by university faculty governance through the Committee on Academic Planning, University Committee, and Faculty Senate. Finally, the program was sent out for comment to all of the UW System universities and was approved by UW System Board of Regents on February 15, 2018.

The redesigned face-to-face MBA and online MBA programs were launched in Fall 2018. In Spring 2020, this program enrolled 88 face-to-face and 302 online MBA students. The program generated $774,827 in revenue in FY 2020 for the DoB, after the split with UWP administration. The online MBA program primarily draws students from the Southeastern Wisconsin region and is considered a success.

Additional Actions

Besides redesigning the MBA program, starting an online MBA, and implementing actions specified in the 2016 strategic plan, the DoB evaluated and performed several other actions during the review period. Each action was evaluated in terms of mission, quality, and resources. A summary of some of these actions follow:

- A post tenure review policy was updated and implemented. This policy further motivates faculty to strive for quality teaching; serve the department, college, university, region, and profession; and maintain their qualifications.
- Teaching and service merit policies were revised to further incentivize faculty and academic staff to align their activities with the mission and strategies of the department.

- In partnership with UW Extended Campus, competency-based education (CBE) certificates were created in Project Management and Sales. CBE awards certificates based on the assessed competencies of the students rather than grades earned in semester long classes.
- The certificate in Entrepreneurship was discontinued due to low enrollment. The certificate in Retail Management was discontinued because it did not match the talent needs of the region. The CBE certificate in Sales mentioned in the previous bullet was discontinued due to low enrollment. Finally, DoB withdrew as a participating member of the MBA Consortium.
- A CBE program leading to a Bachelor of Science in Business Administration, titled Flex BSBA, was transferred from UW Extended Campus to UW-Parkside in March 2019. This is the first and only AACSB accredited CBE business degree in the world. Further information about this program is provided in later sections of this report.

The culture of the DoB is one that leverages partnerships, investigates potential programs, and is willing to take on risks in order to better serve its stakeholders. This culture is possibly due to its small size and the looming competition from other online programs or larger nearby universities. As sung in the Broadway musical, Hamilton, the DoB at UW-Parkside "does not want to throw away its shot!"

Financial Strategies and Allocation of Resources

As illustrated in Table A below, the financial position of the DoB has improved significantly since Fiscal Year (FY) 2016. The improved position is due to a new university budget allocation model and revenue diversification.

Table A. Budget Sources and Trends

	2015-16	2016-17	2017-18	2018-19	2019-20
State & Tuition	$3,358,523	$3,285,284	$3,316,691	$3,478,275	$3,851,205
MBA Consortium	$365,328	$399,337	$462,522	$352,704	$276,185
Online MBA				$248,624	$805,965
Extended Campus					$206,573
Grants + Other Revenue	$221,196	$98,610	$191,183	$245,383	$212,364
Donations	$162,741	$140,492	$221,348	$239,914	$215,298
Total	**$4,107,788**	**$3,923,723**	**$4,191,744**	**$4,564,899**	**$5,567,590**

The DoB budget primarily consists of five sources: General purpose revenue (state allocation and tuition), serviced-based pricing programs, investments from outside partners, grants, continuing education program revenue, and donations. General purpose revenue is allocated by central administration. A budget model, first implemented in FY 2016, is used to guide the allocation and is based on student credit hours taught, number of majors, number of graduates, the level of instruction, and the relative cost per credit for a discipline. The algorithm smooths the allocation so that colleges do not experience drastic changes from year to year. CBEC has benefited from this model and has been allocated a greater percentage of the available state and tuition dollars each year. Unfortunately, like many states, the Wisconsin tax revenue allocated to universities has decreased throughout the decade. Diversifying the revenue sources mitigates the risk from state budget declines.

The MBA Consortium and Online MBA program use service-based pricing. Service-based pricing allows programs to set tuition outside of the traditional tuition rates approved by UW System (e.g., same rate

for in-state and out-of-state tuition). Ultimately, costs in a service-based program are covered by the program's revenue. UWP allocates 70% of the program revenue of service-based program to the DoB after any external split (e.g., AP or Extended Campus). In addition to the MBA Consortium and Online MBA, Flex BSBA uses a service-based model and revenue from this program should flow to the DoB in FY 2021. BUSO will use a service-based model beginning in FY 2021.

UW Extended Campus invests in new programs in the early stages of their development. Extended Campus provided $206,573 to UW-Parkside in FY 2020 to help transition BSBA. This amount does not include the portion of the budget managed by Extended Campus. Extended Campus manages and pays for marketing, admission counselors, success coaches, technical support, instructional design, and other similar positions. Similar to Extended Campus, Academic Partnerships manages and pays for marketing, preadmission information for potential applicants, admissions follow-up, basic instructional design, external Quality Matters review of all new online MBA courses, and services to improve the university's operations.

Grants, donations, and other special program revenue help support special initiatives like the SBDC and the Innovation Corridor.

Approximately, 95% of the business program's budget is allocated to salary, including fringe. Table B illustrates the typical application of the budget.

Table B. Budget Application

Category	Percent of Salary	Percent of S&E
Instruction	76%	4%
Research		32%
Service (SBDC and SEG Center)	6%	17%
Advising	5%	
Technology		2%
Administration and Staff	13%	10%
Facilities		29%
Marketing		7%

The available resources are used for strategic initiatives that advance the mission of the DoB. The DoB will continue to offer high quality programs for a diverse group of students through multiple learning modalities. The department will also continue with its community engagement and international initiatives to serve Southeastern Wisconsin's students and businesses. The DoB is also interested in serving students outside the region with similar interests and needs. Table C highlights a few major initiatives that are planned to start in FY 2021. The focus of many of these initiatives is growth so that more lives are transformed and more talent can be available for businesses.

Table C. Forthcoming Strategic Action Items

University of Wisconsin-Parkside Department of Business Financial Support for Strategic Action Items				
Initiative	**Start Date**	**First Year Cost or Revenue**	**Continuing Annual Cost or Revenue**	**Source or Disposition of Funds**
Achieve Sustainable Growth and Transform Lives				
Grow online MBA through updating concentrations, and hiring faculty and instructional staff. Updated concentrations will continue to meet the needs of area employers. Obtaining additional staff will allow the DoB to admit more students and maintain a small class environment.	September 2020	$200,000	Will generate revenue in FY 2022. Breakeven at 60 additional students	• Online MBA program revenue
Grow online undergraduate Business Program (BUSO) by increasing marketing and outreach, improved advising, and adding concentrations in marketing, project management, human resource management, and data analytics. BUSO and BSBA are designed to help students finish a bachelor's degree, transforming their lives and producing trained talent.	September 2020. Concentrations to be added starting 2021	$190,000	$190,000 continuing costs. Revenue generated to cover costs.	• UW Extended Campus • BUSO Program Revenue

Grow Flex BSBA to 180 students by
  • Increasing marketing and outreach
  • Increasing financial aid availability
  • Refining the curriculum
  • Developing concentrations
	September 2020	$290,000 for UWP FY 21	Estimated net revenue of $266,000	• UW Extended Campus
				• BSBA Program Revenue

Implement salary equity and merit adjustments. DoB professors are paid significantly below market rates. Higher salaries are	January 2021	$110,000	$220,000/year	• Online MBA program revenue • BUSO program revenue

needed to retain and attract outstanding faculty and staff.				• BSBA program revenue • State and Tuition dollars
Enhance Economic Growth				
Enhance Community Relations • Update SEG Center • Increase consulting capacity • Work with advisory board to further reputation with companies in the region. Relationships to businesses are key to UWP's reputation and service to the area.	January 2021	$100,000	$5000/year	• SEG Center foundation • Donations
Create feasibility report for Data Analytics and Supply Chain Management programs. If feasible, new programs implemented by 2022.	September 2020	Feasibility study conducted with existing funds. Programs will require $350,000 in additional funds.	Continuing cost of $350,000	State and Tuition revenue

Mission Statement and Summary of Strategic Plan or Framework

Vision

The Department of Business at UW-Parkside will be the leading source for business education, knowledge, collaboration, and advice in Southeast Wisconsin.

Mission

Dedicated to preparing successful business graduates, our AACSB-accredited Department of Business is committed to providing student-centered education with a purposeful emphasis on community engaged learning. Located in the economically vibrant Chicago-Milwaukee corridor, our engaged and diverse business faculty, staff, and students work closely with many organizations in the region to advance economic development and best business practices. We also strive to develop global business leaders through our international partnerships and educational programs.

Core Values and Beliefs

- The department strives to bring the community to the classroom and the classroom to the community. The department is a leader in community-based learning as a means to contribute to the community and a way to teach theory and practice.

- The department values its location in SE Wisconsin and works with local business leaders to determine relevant programs, learning objectives, and curriculum. Graduating undergraduate and MBA students are well-prepared to work in local businesses and global organizations worldwide.
- The department values innovation and develops new programs in attempt to meet the evolving needs of the economy and its students.
- The department believes that scholarly research and professional practice are essential to qualified faculty. The department values multiple forms of research but particularly values research that addresses learning relevant for UWP students and scholarship that is relevant to local business.
- The department strives to prepare students for the global economy by creating international partnerships, providing opportunities for students to study abroad, cultivating a global classroom, and infusing globalization into the curriculum.
- The department values the diverse backgrounds of UW-Parkside students, faculty, and staff. Diversity includes race, ethnicity, nationality, gender, sexual preference, financial status, family obligations, work status, and academic preparation. The department strives to offer multiple forms of learning to address the needs of UW-Parkside's diverse learning community.
- The department values diverse perspectives and an inclusive form of decision making.

The vision, mission and value statements are at the center of the DoB's initiatives and daily operations. Five elements, in particular, distinguish the DoB from many other universities including other business programs in the state of Wisconsin.

- The DoB is student-centered. Teaching to develop talent is the primary mission of the department. This is evident in the department's small class sizes in the undergraduate and MBA program. Unlike other online programs, the department strives to keep class sizes at 35. The DoB is also committed to high impact practices such as community-based learning and undergraduate student research.
- The DoB has a purposeful emphasis on community-based learning. The department is a leader in this area and a primary driver in the university's Carnegie classification as community-engaged. The App Factory, a small business that pays students to work on mobile apps for paying customers, is an extension of the SEG Center and is an example of CBEC's leadership.
- The DoB emphasizes education and research that is relevant for the region. The DoB strives to maintain and grow its relationship with area employers.
- Although the DoB has a regional emphasis, it recognizes the importance of global proficiency. To this end, the DoB works to establish international connections that benefits its students, faculty, staff, and regional stakeholders.
- The DoB strives to serve a diverse profile of students. This diversity includes students with different educational profiles and needs. The online and competency-based programs are designed to provide opportunities for its diverse population to obtain a higher education that might not be possible with traditional programs. The DoB's growing reputation in this area may ultimately lead to broadening the mission to serve similar types of students outside the region.

The DoB strategic plan is structured into goals and metrics that address the mission and are organized within the strategic pillars of the university (Transform Lives, Sustainable Growth, and Economic Development). A sample of goals, key innovations and outcomes specified in the strategic plan are provided in the table D below.

Table D: Strategic Goals, Innovations, Outcomes

Strategic Pillar: Be a premier regional university that transforms lives	
Goal: The department of business will continue to be a leader in community-based learning as an effective pedagogy for student learning and community engagement. Mission Distinctive Element: Community-Based Learning	
Innovation: In 2019, DoB increased the breadth of community-projects to include human resources. The App Factory employed project managers to improve accountability in mobile app projects.	**Impact/Outcome:** 2019-20: completed 66 projects involving 307 students
Goal: The department will enhance the physical learning environment including classrooms and the innovation corridor. Mission Distinctive Element: Community-Based Learning; Student Centered	
Innovation: Created innovation corridor that consists of the Sales Center, SBDC, App Factory, Data Analytics Lab, Cybersecurity Lab, CS Lab, SEG Center, and Innovation Commons. Raised $185,000 for remodel.	**Impact/Outcome:** Grand opening December 13, 2018
Innovation: Created MBA Commons to support teamwork and networking through $10,000 donation	**Impact/Outcome:** Grand opening November 2018
Goal: The department will continue to implement and improve high impact practices including study abroad, internships, and student competitions that lead to high graduation and placement rates. Mission Distinctive Element: Student Centered	
Innovation: The DoB participated in multiple retention/graduation activities including hiring two additional advisors to move from faculty advising to professional advising; creating a business meta major to facilitate advising; implementing the EAB Navigate software, and promoting the 15-to-finish campaign.	**Impact/Outcome:** Six-Year graduation rate increased from 30% to 44%. EBI satisfaction with advising score increased from 5.32 to 5.46.
Innovation: Enhanced the sales certificate through the new Sales Center that contains simulated office space, and recording and playback equipment. Established a Sales Competition Hall of Fame to promote student success. The development of a dedicated sales center allowed the DoB to join the Sales Center Alliance.	**Impact/Outcome:** 100 students participate in internal and external sales competitions; 59 sales competition awards since 2009.
Innovation: Increased study abroad and undergraduate research through the organization of the International Conference on Sustainable Globalization in Kerala, India 2018, 2019, and 2020. Mission Distinctive Element: Global	**Impact/Outcome:** 18 student presented at conference
Innovation: Developed CBEC Advisory Board-sponsored career panel and employer roundtable events in February 2019 and 2020 to help students prepare for UWP career fairs.	**Impact/Outcomes:** 100 student participants at

	each event. Placement rates exceeds 90%
Goal: The DoB will implement modes of effective learning that meets the needs of traditional and nontraditional students. Mission Distinctive Element – Diversity of learners	
Innovation: Redesigned MBA curriculum and developed an online MBA program in Fall 2018.	**Impact/Outcomes**: 375 enrolled in this program in F20.
Innovation: Developed on online degree completion program in business (BUSO) in 2016.	**Impact/Outcomes**: 63 students enrolled in this program in F19. 38 graduates to-date.
Innovation: Transitioned the UW Extended Campus Competency Based Education (CBE) in business (BSBA) to UWP. Received HLC approval in Jan. 2019 (for direct-assessment CBE) and in June 2020 (for credit-based CBE), which enabled students to be eligible for federal financial aid beginning Sep. 2020. UWP is the only AACSB accredited CBE program.	**Impact/Outcome**: Grew program from 40 students in March 2019 to 120 students in S20. 5 graduates to date. Increased retention rate to 70%.
Goal: The department will increase the number of business scholarships and endowed business scholarship amounts. Mission Distinctive Element: Student Centered	
Innovation: Participated in Parkside Day and other fundraising events. In addition to business specific scholarships, business students are eligible for several other scholarships including Parkside Promise Plus and Future Focus that are designed to enhance graduations rates. Flex BSBA students are eligible for UW System's grant-based scholarships for Flex programs.	**Impact/Outcome:** Scholarships dedicated to business students: $10,000. Endowment for scholarships: $100,000. BSBA students received a total $112,500 in scholarships (2018-19).
Achieve sustainable growth	
Goal: The department of business will develop innovative and effective onsite and online curricula that will attract nontraditional students. Mission Distinctive Element: Diversity of learners	
Innovation: Developed BUSO, online MBA, and Flex BSBA programs (see above)	Impact/Outcome: More than 500 students enrolled in online programs
Goal: The department will seek to develop and improve relationships with partner two-year colleges, international universities, and local K-12 schools to enhance its application pipeline. Mission Distinctive Element: Student Centered and Diversity of Learners.	
Innovation: The DoB updated transfer agreements and guides with GTC and CLC in 2017 and 2018.	Impact/Outcome: 412 transfer students enrolled in business programs in 2019-20
Innovation: The DoB student interns presented at high schools and two-year colleges.	Impact/Outcome: Presented to 6

	organizations in 2018-19
Innovation: The DoB created or updated MOUs with eight international schools and universities since 2015. Mission Distinctive Element: Global proficiency	Impact/Outcome: 45 international students attend UWP in 2019-2020. Visiting professor from MOU university each year.

Advance economic growth and quality of life	
Goal: Increase services of the SBDC. Mission Distinctive Element: Regional Impact.	
Innovation: Obtained $100,000 grant to enhance exporting	Impact/Outcome: Contacted 300 organizations. Hired students to work with organizations.
Goal: The department will maintain a portfolio of relevant programs that meet the needs of the region. Mission Distinctive Element: Regional Impact.	
Innovation: The DoB updated its programs by removing the Retail Management certificate, withdrawing as a participating member of the MBA Consortium, adding a CBE certificate in Project Management, and adding the following concentrations to the MBA program: Data Analytics, Finance, General Management, Global Management, Marketing, and Supply Chain Management. DoB also added BUSO and Flex BSBA programs.	Impact/Outcome: Over 1300 students graduated since 2015.
Goal: The department will develop and participate in non-credit educational programs that help the local business community and provide revenue for the university. Mission Distinctive Element: Regional Impact	
Innovation: The DoB ran the following workshops and seminar: Sales Breakfast (2016), Project Management Workshop (2018-2019), Doing Business in the USA (2015, 2016, 2018).	15 attended Sales 37 attended PMGT workshop 25 attended USA
Innovation: The DoB helped coordinate the Wisconsin Science and Technology Symposium (WSTS) in 2018 for UW System faculty and students. WSTS attracts faculty and students that are interested in commercializing ideas	250 attendees 11 sponsors.
Innovation: UWP sponsored, with the participation of the DoB, the Smart Cities/Smart Future Summit.	200 attended the event.

Intellectual Contributions

As a comprehensive regional university, the research expectations and goals of the DoB at UW-Parkside differ from those of PhD granting institutions. The DoB seeks a portfolio of intellectual contributions that advance academic disciplines and the mission of the DoB. Quality academic research is part of the core training of tenured and tenure-track faculty. The department recognizes the importance of this research as one way for faculty members to stay at the forefront of their field. In this sense, the DoB values traditional metrics of quality and impact such as journal rankings, acceptance rates, and citations.

Just as important, however, is research that aligns with the mission and goals of the department. Does the research contribute to the skills and competencies of the faculty so that progress is made on key initiatives? Does the research enhance the reputation of the department in a strategic area? Does the research address a community need and enhance community relations? Does the research directly benefit students? Metrics related to research and mission include the number of contributions that align with a strategic initiative, number of contributions that address a community need, and number of research publications involving students. Many of these target metrics are specified in the strategic plan.

An exemplar of research related to mission is Peter Knight's coauthored study, "Recruiting New College Graduates; What are Students Looking For?" This survey of recent college graduates was originally published in *Wisconsin Business Voice*, a magazine that reaches 17,000 Wisconsin business leaders. A revised version of the study was published in the *2016 Proceedings of the Marketing Management Association Fall Conference*. This research served the dual purpose of advancing the department's mission to serve the region and provided Dr. Knight an opportunity to receive feedback from academic colleagues. Similarly, Dr. Suresh Chalasani's proceedings and presentations involving competency-based education have helped to grow the DoB's reputation in this area. In October 2019, he was invited to present to U.S. Congress' Middle Class Job's Caucus in Washington D.C.. Neither research track led to an A-ranked publication, but both research streams are valuable and impactful.

The standards and goals of the DoB's research are specified in multiple documents including the strategic plan, and the research merit, promotion and tenure, post tenure review, and AACSB faculty qualifications policies. The research merit policy rewards extra points for demonstrated high quality of publications. In addition, the promotion and tenure procedure require external evaluations – further motivating the faculty to publish quality research. Mentorship, hiring practices, progress toward tenure meetings, and general department discussions help to direct research toward the DoB's mission.

Table 2-1 Part A summarizes the DoB's research proficiency. Table 2-1 Parts B-D discuss and provide metrics related to strategic alignment, quality, and impact. Some of the key findings are summarized below:

- 84% of participating faculty and 78% of all faculty engaged in scholarship during the review period. A substantial cross-section across all disciplines produced intellectual contributions, with a low of 61% in accounting and a high of 100% of management and marketing faculty.
- The faculty produced 211 unique intellectual contributions including 69 peer reviewed journal articles (PRJ) during the review period. 19% of the PRJs were ranked as A-level journals by the Australian Business Deans Council (ABDC) and 31% of the Discovery PRJ's achieved this status. According to Cabell's and other sources, nearly 30% of the DoB's PRJs had an acceptance rate of less than or equal to 20%.
- The DoB's intellectual contributions that were published within the last five years have been cited a total of 402 times. This includes 52 citations for Dr. Sahar Bahmani's 2017 publication, "Finance and Growth: Evidence from the ARF Countries," in *The Quarterly Review of Economics and Finance* and 26 citations for Dr. Raghava Gundala's 2016 publication, "Leadership Style and Retail Store Performance – A Case Study of Discount Retail Chain," in the ABDC unranked *Journal of Business and Retail Management Research*. Associate Professor of Finance, Dr. Robert Fok's total works, including publications prior to 2016, have been cited 685 times since 2015.

- The strategic plan specifies target publications percentages across three categories. These targets and achieved percentages are presented in the table below. In general, the table shows that the portfolio is close to the desired targets but that more effort should be made in application/practice-oriented contributions. The target of 50% for application was achieved in the 2015 CIR.

Category	Target (across any type of outlet)	Faculty Effort (Duplicate entries for coauthors)	Unique contributions (Do not double count coauthors)	Journal Publications
Teaching & Learning	35%	38%	32%	22%
Application	40-50%	35%	38%	26%
Basic or Discovery	15-25%	28%	30%	52%

- The DoB faculty were invited to present 22 times as keynote speakers, invited speakers, or guest lecturers at conferences, workshops, and international universities from 2016-2020 (target metric: 20). Invited presentations are an indicator of reputation and enhance the DoB's goals to contribute to the community and establish partnerships.
- The DoB produced seven intellectual contributions on competency-based education, 14 contributions related to online learning, and five contributions on digital badges. Assistant Professor of Management, Dr. Terry McGovern, has a growing reputation as a digital badge expert. CBE and online learning are key initiatives of the DoB and digital badges are a forward-looking educational concept that may offer future opportunities to serve the community.
- Eleven business students, at the undergraduate and graduate level, coauthored papers and presented with business faculty members. In addition, another 15 developed contributions on their own with faculty guidance and presented at academic conferences, totaling 26 student authored or coauthored contributions (strategic plan target: 15). Undergraduate research is a high-impact practice.

The DoB strives to produce high quality and impactful intellectual contributions that are consistent with its mission. Table 2-1 provides additional statistics related to this endeavor.

New Degree Programs

For over five decades UW-Parkside has worked to fulfill the higher education aspirations of residents in SE Wisconsin and northern Illinois. Compared to other UW System universities, UW-Parkside students are more diverse, work more hours, and have greater family obligations. Notable alumni have similar stories. They attended UW-Parkside because it was local, it was something they could afford, many worked, and several had families. They credit UW-Parkside for the educational foundation that propelled them into successful careers. A sample of these alumni are provided below:

Alumnus/Alumna	Career
Michael J. Falbo	Vietnam veteran. Retired Chairman and CEO of State Financial Service Corporation. President Emeritus of the UW System Board of Regents.
David Hale	Professor of MIS and William White McDonald Family Distinguished Fellow, University of Alabama

Kristin Fritz	VP of Human Resources Business and Technology at Rockwell Automation. Member of CBEC Advisory Board
James Kettinger	President, CEO and Owner of Engendren Corporation. Member of CBEC Advisory Board
Cory Mason	Retired CIO at Harley Davidson and Twin Disc. Member of CBEC Advisory Board
Mike Harris	Founder of Jefferson Wells and founder and CEO of Patina Solutions
Michelle Gabor	Former CFO at Educators Credit Union. Founder of MGW Real Strategies Consulting, Lecturer UW-Parkside, DBA Candidate at UW-Whitewater
Rick Harris	Principal RJ Harris and Associates
Susan Podloger	Executive Vice President and Chief Human Resources Officer at MetLife
Sara Walker	Senior Strategist, Regional Director of Investments	Economic & Capital Markets Expert, BMO Harris Bank
Jack Nickeas	Second place individual winner and member of first place team in the 2016 National Sales Challenge. Director of Business Development at Concept Co.

The DoB's commitment to serving these types of students propels it to investigate new modes of education that better fits their needs. Since 2015, the DoB has introduced online degree paths to two existing majors and has inherited a new competency-based business major from UW Extension.

Name of New Program/Level/Location	Brief Description
Bachelor of Science in Business Management Online (BUSO) Degree Completion Program	The BUSO program is designed to help students with some college credit complete a business degree. BUSO is not a new major; rather, BUSO offers online classes that allow students to complete a BS in Business Management with a concentration in General Management. The program serves the region by providing talent that can fill general business roles in areas such as sales, supervision, and project management.
MBA Online	The Online MBA program curriculum and learning goals are identical to the face-to-face MBA program. The program is designed to serve working professionals that need flexibility in time and place as they seek a graduate degree. Students fill positions as managers and executives.
UW Flexible Option Bachelor of Science in Business Administration (BSBA)	The BSBA is a competency-based education (CBE) program designed to help students who need to balance their work and family lives as they pursue a business degree. Like BUSO, this is a degree completion program for students who have already earned 45-60 credits. Students are qualified for general business positions.

The online **Bachelor of Science of Business Management (BUSO)** is an undergraduate degree completion program that helps students with existing college credit finish a BS degree in Business Management with a concentration in General Business. This online program is equivalent to the existing face-to-face program. Both BUSO students and traditional business students can enroll in online classes. However, space is reserved in these classes for those in BUSO. The program learning goals for BUSO are identical to the learning goals for the traditional BS in Business Management and will be presented in a later section. Students entering BUSO already earned some college credit and many have associate degrees.

Over the last decade and prior to BUSO, the DoB had increased the number of classes offered online to better serve its night and part-time students. The introduction of an online degree completion program did not require additional faculty members. However, the DoB has made significant use of the instructional designers provided by UW Extension/Extended Campus and UW-Parkside.

Due to the potential growth of BUSO and the desire to provide additional advising services to this growing segment of the DoB's student demographic, UW-Parkside has partnered with UW Extended Campus. Beginning in Fall 2020, Extended Campus will provide additional marketing, instructional design support, academic success coaching, and technical support to this program. As illustrated in the graphic, the BUSO program has enjoyed steady growth since its inception in Fall 2016.
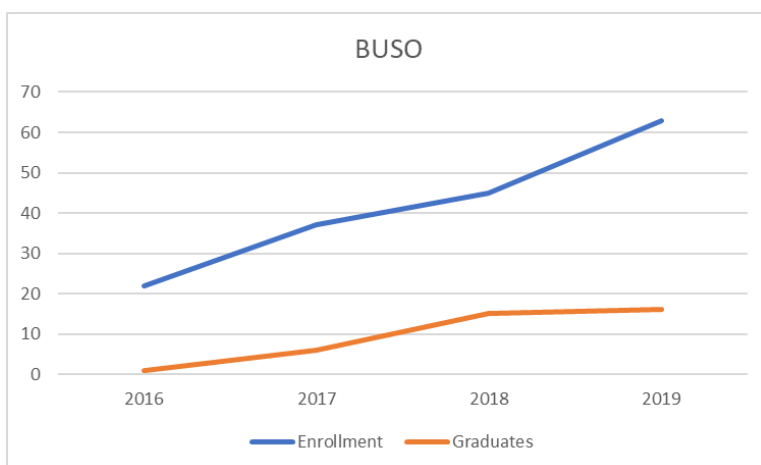
Figure 1. BUSO Growth

The history and development of the **online MBA program** was described in a previous section. Like BUSO, the online MBA mirrors the learning goals and curriculum of the face-to-face MBA. The online MBA is not a new degree but introduced an online delivery mode.

Unlike BUSO, the development of the online MBA included a redesign of the MBA learning goals and curriculum. The new learning goals and curriculum were based on assurance of learning results, extensive input from the CBEC advisory board, an analysis of industry trends, student feedback, and discussion by the faculty. The previous MBA curriculum required up to 14 prerequisite credits (for those without equivalent classes at the undergraduate level), 16 required credits, and 16 credits of electives. The new curriculum requires up to 4 credits of prerequisites, 24 required credits, and 6 credits of concentration electives. The concentrations are general management, data analytics, finance, global management, marketing, and supply chain management. The revised required curriculum and learning goals are designed to provide additional competency in management and leadership compared to the previous program. The concentrations allow students to develop more advanced skills in the concentration area. The following table compares the required classes in the two programs.

Table E. Previous and New MBA Curriculum

Pre-2018 MBA Program Required Classes	New MBA program Required Classes
	Creative and Innovative Management
	Information Technology for Business Decision Making
Contemporary Challenges in Managing Organizations	Contemporary Challenges in Managing Organizations
Managerial Accounting	Managerial Accounting
Quantitative Methods	
Project Management	Project Management
Advanced Operations Management	Advanced Operations Management
Corporate Financial Management	Corporate Financial Management
	Leadership: Theory, Application, and Skill Development
	Advanced Global Management
	Competitive Decision Making
Marketing Management	Marketing Management
Advanced Strategic Management	Advanced Strategic Management

The new learning goals, referred to as competencies, for the MBA program are listed in the table below.

Table F. MBA Competencies

Competency	Sub-competency
Program-Level Competency A)	**Demonstrate professional conduct.**
1)	Work effectively in teams to achieve operational and strategic objectives of the organization. (Conflict resolution included here as a goal)
2)	Demonstrate effective communication skills including: listening, oral, written and non-verbal, presentation skills, audience awareness.
3)	Apply professional behavioral skills with a particular emphasis on the practice of ethics, diversity and inclusiveness.
Program-Level Competency B)	**Demonstrate strategic leadership.**
4)	Evaluate and address political, legal, regulatory, compliance and ethical issues that arise in different types of organizations (e.g. Public, Private, Family Owned).
5)	Create a business strategy based on innovation and utilize change management for strategy implementation.
6)	Work effectively with corporate governance structures including the Board of Directors to implement strategic vision.
Program-Level Competency C)	**Engage in continuous improvement to enhance operational performance and promote innovation.**
7)	Evaluate and improve operations using data analytics and quantitative methods.
8)	Utilize data analytics and quantitative analysis to support strategic, sustainability, and operational decisions.
9)	Analyze disruption and its impact on the organization.

Program-Level Competency D)	The Integration of Disciplinary Techniques in Decision-Making Processes to Address Organization's Performance and other Issues.
10)	Evaluate organization's finances using accounting and financial tools and techniques.
11)	Critique organization's supply chain to improve its efficiency.
12)	Manage projects in the organization with emphasis on scope, risk, time, and cost management.
13)	Create a workforce development strategy to recruit and sustain a diverse workforce for the organization.
14)	Develop an effective marketing and sales strategy to achieve organizational objectives.

Course embedded assessments are used to evaluate these competencies. The assurance of learning plan is provided in the PRT virtual base room. Assessment results will be discussed in a later section.

The online MBA program has grown tremendously since its beginning in Fall 2018. Additional faculty and staff to support the program are hired through the revenue generated by the program.
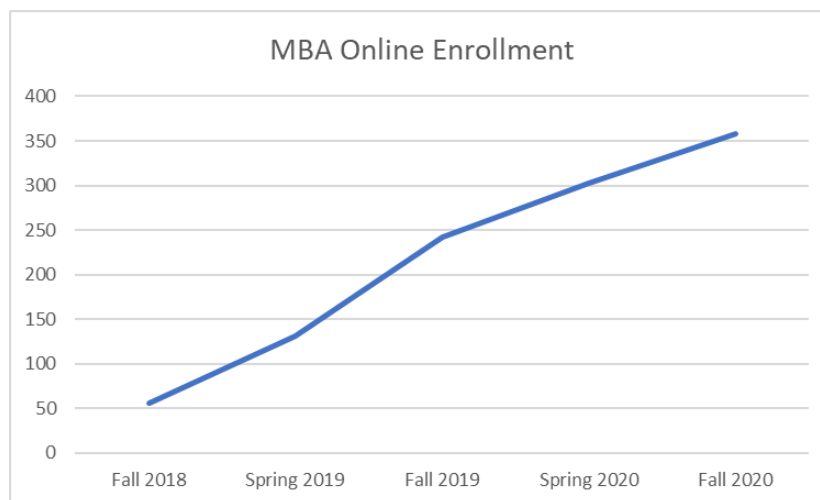
Figure 2. MBA Online Enrollment

The **UW Flexible Option Bachelor of Science in Business Administration (Flex BSBA)** at UW-Parkside is the only competency-based education (CBE) business program offered by an AACSB accredited university. CBE programs in general, and UW Flexible Option programs in particular, meet the needs of many non-traditional students. CBE flips the learning paradigm from a time-centric model to a competency-centric model. In a traditional class, student work and the assessment of that work ends when the semester ends. If the student receives a passing grade based on the average of their assessed work, the student advances to the next class in the following semester. With CBE, each class (sometimes called a project or module) consists of competencies. When the student masters every competency in the class, the student passes the class. Some students may require less than a semester to master each competency, while other students may require a longer period of time. Students move through a class at

a pace that makes sense given their background, acumen for the subject, family needs, and work schedule.

The Flex BSBA adheres to the following principles: (a) View curriculum through the lens of competencies and mandate that students achieve mastery in every competency; (b) Allow the flexibility to achieve mastery of competencies in as little or as much time as needed; (c) Provide personalized guidance and feedback by faculty for every student in achieving mastery of competencies; (d) Support non-traditional students through academic success coaches from admission to graduation. Flex BSBA is offered by UW-Parkside with significant administrative and advising support from UW Extended Campus.

Flex BSBA students pay for a three-month subscription period that can start in any month. During that period, they can attempt to master any number of competencies. Classes that are not completed are picked up again in the next subscription period without the need for grades like Incomplete. Competencies are primarily demonstrated through projects, but are also assessed through exams and papers. Prior learning based on portfolios of past experience are not used in the Flex BSBA program.

The Flex BSBA program has eight program-level competencies, 20 competency areas, 116 assessment-level competencies, and nearly 450 outcomes. The competencies, assessments, and outcomes are distributed across 39 BSBA courses. When the program was designed in 2016, expert faculty from multiple UW campuses worked together to design the competencies and assessments. The curriculum was reviewed and endorsed by an industry-advisory group.

The 39 BSBA courses account for a total of 65 semester-credits. A rigorous methodology was used based on the federal credit hour definition to estimate student's work for each competency and translate student-work into credit hours. Figure 3 indicates the structure of the courses with competencies and outcomes. Like BUSO, Flex BSBA is a degree completion program. The other 55 credits are transferred from the student's previous education.
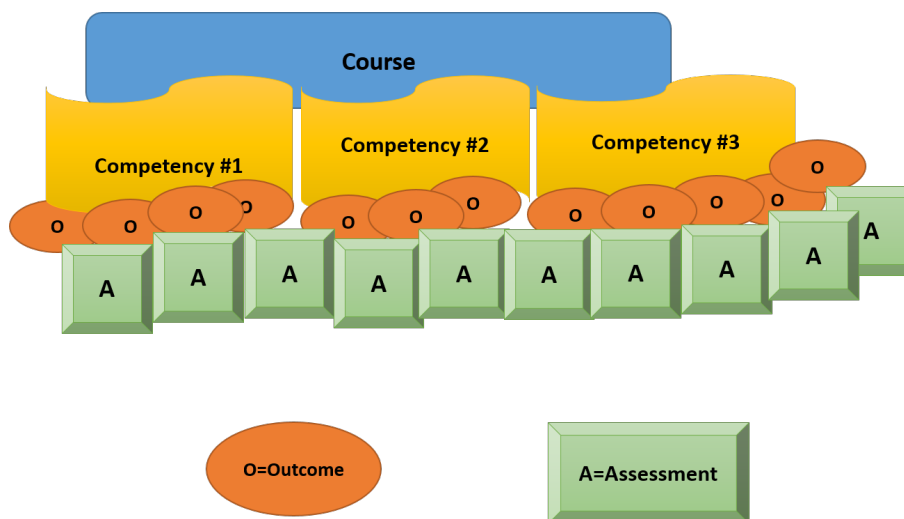

Figure 3: Flex BSBA Class Structure

The eight program level competencies (PLC) for the BSBA are:

- PLC1: Demonstrate social and personal responsibility and ethical behavior for organizational contexts.
- PLC2: Apply financial tools and techniques to meet organizational objectives.
- PLC3: Design and evaluate operations, supply chain, marketing, human resources, management systems, structures, and processes in organizations.
- PLC4: Apply information technology and research methods to improve organizational decision-making.
- PLC5: Evaluate scenarios impacting an organization and respond using diverse communication strategies.
- PLC6: Evaluate economic, political, regulatory, legal, technological, and social contexts to address organizational challenges in a global society.
- PLC7: Apply intercultural knowledge, interpersonal skills and teamwork to function effectively in diverse environments.
- PLC8: Employ critical and systems thinking principles to create an integrated multi-functional strategy to meet organizational objectives.

The complete assurance of leaning (AOL) plan for the BSBA is provided in the virtual base room. Like UW-Parkside's other programs, course embedded assessments are used to provide the data. Since CBE programs are based on assessment of competencies, in theory, the Flex BSBA is rich with assessment data. However, since all students must master a competency in order to advance, analysis of the data differs. The AOL process is based on the percentage of students who master a competency with distinction, master the concept, or remain in progress. Measures of the length of time it takes to complete a competency proxies the difficulty that students are having with that competency. To date, faculty in the Flex BSBA have determined that students are having difficulty with quantitative skills, and have advocated for changing the order of some classes and adding videos related to these skills in order to address the issue.

To understand UW-Parkside's introduction of Flex BSBA, it is important to have some perspective of its history. The UW System was directed to implement CBE programs by then Governor Scott Walker in order to address the need to increase the percentage of bachelor degree holders in the state. While other Flex majors were hosted by UW universities (including Nursing at UW-Milwaukee), the BSBA became the first degree offered by UW Extension. The design of the program through UW Extension began in January 2016 and the first student enrolled in the program in December 2016. Dr. Suresh Chalasani was the academic director of the effort and several UW-Parkside faculty members participated. From January 2016 through October 2017, UW Extension applied for regional accreditation through the Higher Learning Commission.

Then, the UW System world turned upside down. In October 2017, President Ray Cross announced changes to the structure of the UW System including disassembling UW Extension. The online and Flex learning portion of UW Extension became UW Extended Campus and the other functions became part of UW Madison. UW Extended Campus was not authorized to offer degrees. Consequently, in February 2018, President Cross asked UW-Parkside to absorb the BSBA degree. Because the Flex BSBA was consistent with the University and DoB mission, UW-Parkside agreed to the transfer. The Board of Regents approved the transfer in June 2018, HLC approved the degree at UW-Parkside in January 2019 and the first student enrolled in March 2019. In addition to the degree, UW-Parkside inherited the instructors in the program. These instructors have home campuses at other UW System institutions and

have been participating members of the program. UW Extended Campus provided significant financial help to launch the program at UW-Parkside.

The program inherited by UW-Parkside was considered direct-assessment CBE. This is the purest form of CBE because, in theory, it strictly relies on competencies achieved rather than credits earned. Unfortunately, from a regulatory standpoint, direct-assessment CBE must jump through several hurdles in order to qualify for federal financial aid. Consequently, UW Extended Campus and UW-Parkside decided to convert the program to credit-based CBE. This did not require a change to the curriculum or its administration, but required that UW-Parkside submit credit equivalencies for the classes. HLC approved the change to credit-based CBE in June 2020, the federal government recognized this change in July 2020, and approved the offering of federal financial aid to Flex BSBA students.

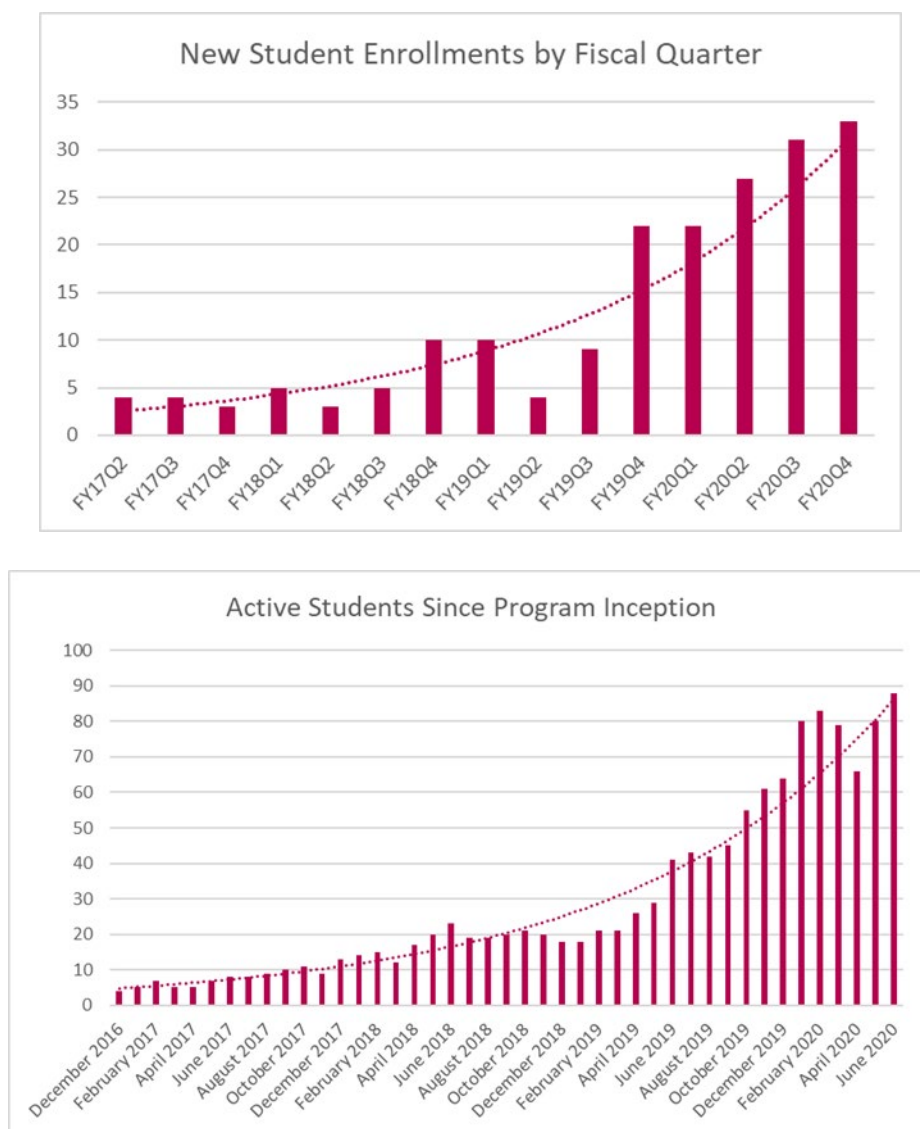As seen in Figure 4, since transferring to UW-Parkside, Flex BSBA has achieved significant growth.

Figure 4. Enrollment Growth of Flex BSBA

The demographics of the students since March 2019 are:

Ethnicity/Race – 79% White; 7% Hispanic; 4% Black; 2% Asian; 6% Two or more; 1% Unknown
Veteran Status – 11% veteran; 25% spouse or child of veteran
Residency – 73% Wisconsin; 9% IL and MN; 18% all other states
Gender – 52% Female; 48% Male
Age – Largest demographic: 39% between age 31 and 40. 18% are traditional college age (18-23); 23% are in their 20s; and 20% are older than 41.

The retention rate in the program is about 70%. This has increased dramatically from 46% when the program first arrived at UW-Parkside.

Keys to Flex BSBA success include the admission process and academic success coaches. The admissions team completes a comprehensive review of a student's academic and professional profile, with consideration placed not only on prior academic performance, but also performance trends, employment and associated responsibilities or achievements, time elapsed since last enrollment, and the student's own goals, all of which can provide a deeper contextual picture of a student's potential for success.

The admissions team also requires that the applicants complete a two-part orientation on Flex programs. This required online orientation session explains the key features of the competency-based education model delivered by the UW Flexible Option, the difference between Flex programs and other programs, tuition and financial aid opportunities, and next steps in the admission process. The orientation is intended to gauge the student's ability to adapt to the CBE program. The student's transfer credits are also evaluated by the transfer coordinator to ensure that his/her credits are from regionally-accredited educational programs.

Once admitted to the program, a student is assigned to an academic success coach who helps the students plan a schedule, checks-in on the student regularly, and connects students to resources. The academic success coach can also answer questions on course content at a high level and help the student navigate the learning management system.

The Flex BSBA is another way to serve non-traditional and working students seeking to achieve a bachelor's degree. The DoB looks forward to advancing this program with continuous improvement efforts.

2. Participants – Students, Faculty, and Professional Staff
Students
The profile of a UW-Parkside business student is very similar to the historic profile of UW-Parkside students. Most business students are from SE Wisconsin or Northern Illinois, 58% are from Racine or Kenosha County, 55% are first generation college students, 44% are Pell Grant eligible, approximately 79% commute (189 students live on campus), and most work while attending the university. The business program admits students during their freshman year. However, 52% of business graduates transfer from another four-year university or a two-year college. All of the undergraduate business majors require grades of C or better in pre-business classes and a GPA of at least 2.5 in upper division business classes in order to graduate.

The mean ACT score has remained steady at 20 throughout the review period. This is a little higher than the historic averages. Other characteristics of the undergraduate business program are highlighted in the table below.

Table G. Undergraduate Profile Excluding Flex BSBA

Fall Semester	2015	2016	2017	2018	2019
No. Business Majors	808	802	793	802	710
Percent Female	42%	42%	42%	42%	43%
Percent Part-Time	20%	22%	21%	22%	20%
Percent Minority	22%	25%	27%	29%	30%
No. International Students	25	18	22	22	15

The number of students in business majors other than Flex BSBA has decreased. This is primarily due to changes in the advising model. The new model focuses on meta majors in the freshman year and tends to delay the declaration of a particular major. A decline in the population of high school students in the region also has contributed to the decrease.

The percent of underrepresented minority students continues to increase especially in the Latinx population. UW-Parkside is considered an Emerging Hispanic Serving Institution. The number of undergraduate international students declined in 2019 partially due to smaller numbers coming from Chinese partner universities.

Tables H and I highlights trends in the face-to-face and online MBA student profile. The increase in full time international students has led to an increase in the number of face-to-face MBA students.

Table H. F2F MBA Student Profile

Fall Semester	2015	2016	2017	2018	2019
No. Business Majors	82	85	72	71	93
Percent Female	41%	41%	44%	39%	34%
Percent Part-Time	83%	78%	76%	65%	66%
Percent Minority	17%	19%	11%	11%	16%
No. International Students	12	16	14	23	30

Table I. MBA Online Student Profile

Fall Semester	2015	2016	2017	2018	2019
No. Business Majors				57	242
Percent Female				37%	48%
Percent Part-Time				96%	86%
Percent Minority				18%	19%
No. International Students				0	0

The admission policy for the MBA program was modified since the last review. Previously, the MBA program required the submission of an application, application fee, transcripts, letters of recommendation, and a resume. Since 2006 the program waived the GMAT for students with a previous graduate degree, professional certifications, or an undergraduate or Business GPA exceeding 3.2. A formula was used for those students who took the GMAT to determine whether they were eligible for admission (GPA * 200 + GMAT > 1000). An analysis of previous admissions revealed that rarely did the letter of recommendation and resume make a difference. In addition, very few students required the GMAT and those that did take the GMAT only required a minimal score (e.g., a 2.75 GPA requires a 450 GMAT). Consequently, the admission policy was revised to require the application, application fee, and transcripts. The GMAT is waived for students with a GPA greater than 2.75. Students with a GPA less than 2.75 are evaluated for admission based on their managerial work experience, GPA, and/or GMAT score. This change is being monitored to ensure that student performance is not adversely affected.

Updating support systems that improve student success is a continuous effort at UW-Parkside. Students have access to a writing center and tutoring in many subjects through Parkside Academic Resource Center (PARC). Faculty members from English and Math now serve as liaisons to the tutoring center. NetTutor is used to support tutoring for online students. Many classes utilize supplemental instruction (SI). A SI leader attends the lecture and designs study sessions based on the materials presented. A SI leader is a student who successfully passed the class in an earlier semester.

Math pathways undergo frequent experimentation and continuous improvement efforts. The goals of these efforts are to prepare students in math and increase retention. Using multiple measures to determine math placement, summer Math Move-up, and the use of corequisites (rather than prerequisite noncredit classes) are new since the last review. The impact is that more students complete the gateway math class within 30 credits so that they progress in the business degree.

Other significant developments since the last review include the the Parkside Promise Plus (PPP), program that provides significant financial assistance to low income students, courses and mentoring for PPP students, meta majors, a new advising model, and the use of EAB Navigate. Meta majors group related majors. Students in a meta major follow a similar curriculum within their first few years. The new advising model uses professional advisors rather than faculty advisors throughout their career. Based on their meta major, students are assigned to an advisor within central advising. Once a student declares Business, they are assigned to one of two business advisors who are located in the DoB.

Professional advisors have more knowledge of general education curriculum, financial aid, and other resources compared to many faculty advisors. Prior to this model, each business faculty member advised 40-80 students. The new model frees faculty time for teaching, research, and service.

EAB Navigate is a data analytics and communication tool that supports advising and continuous improvement. The data analytics component helps to identify barriers to completion and develops profiles that predict student success. The communication feature supports targeted communication to students based on their profile.

The impact of these services is that the first-to-second year retention rate for business programs has risen dramatically over the last decade from 55.3% in 2010 to over 70% today. Although the number of students enrolled at UW-Parkside has decreased, the university has experienced record number of graduates over the last five years.

Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support

During the 2019-2020 academic year, the Department of Business employed 15 tenured faculty members, four tenure-track faculty members, four lecturers, an instructional specialist, an SBDC Director, and an SBDC outreach specialist. The Dean, two Associate Deans, and Department Chair are included in the counts of tenured faculty. The Associate Deans and Department Chair have teaching responsibilities. The department also employs two undergraduate advisors, a graduate student advisor, dean's assistant, and academic department associate. The number of full-time faculty members has increased by one since the previous review period. The instructional specialist, hired in 2018, is new since the last review period. Similar to a lecturer, the instructional specialist teaches undergraduate classes but also assists faculty members in the MBA program. The DoB increased its advising capacity by hiring two new advisors in spring 2019.

The 2019-2020 academic year was unusual. Three faculty members were on semester sabbaticals, an accounting lecturer retired and the contract for a tenure track accounting faculty member was not renewed in spring 2019. Consequently, more adjuncts were employed compared to previous years (20 2019-20; 13 2018-19; 11 2017-18). A visiting professor of accounting also taught during the fall semester. Searches for tenure-track faculty members are underway in Accounting and MIS. Searches will commence for faculty in Management, Supply Chain, and Finance in 2020-21. The growth in adjuncts and the need for additional faculty is also due to growth in the MBA, BUSO, and BSBA.

In addition to the new hires and adjuncts, new faculty members from the Flex BSBA became part of the DoB scope in 2019-2020. Seven of the faculty have home locations at UW-Parkside and six of the faculty members have responsibilities at other UW System universities. These faculty members have high participation in the Flex BSBA program. They helped design the curriculum, participate in assurance of learning, meet for continuous improvement and present at conferences together.

In spite of the unusual year, as Tables 15-1 illustrates, the DoB largely met the participating/supporting ratio targets as specified in the standards. A summary of the department's ratios is provided below:

- Overall combined participation ratio – 88.2%
- All discipline related ratios were met with marketing as the highest at 100% and MIS as the lowest at 65.5%
- Ratios were also calculated for particular programs.

- o Participation ratio for undergraduate program – 82.5%
- o Participation ratio for BUSO – 71.8% (the lower participation ratio was due to a sabbatical in MIS. The instructor who taught in the program was hired as an instructional specialist this year and will now be classified as participating).
- o MBA participation ratio – 92% participating
- o MBA online participation ratio – 90.9% participating
- o Flex BSBA – 100% participating

A faculty member's participation status is determined by the contract type and the level of engagement in department activities. These activities include course development, assurance of learning, attending meetings, voting, advising students, supervising SEG Center projects, attending workshops, guiding student clubs, and participating in research with other faculty members. A participation form is used to tally the activities.

Unlike previous years, the DoB has recruited some very active adjuncts that contribute to the life of the university. Bill Burnett, for example, teaches two or three classes per year, but also attends department meetings, attends workshops, was co-PI on an exporting grant, updated his online course, and supervised interns. Bill Burnett is considered participating under the DoB's policy.

The organizational chart for the department is based upon the undergraduate majors and concentrations: Accounting (major), Finance (concentration), Human Resource Management (concentration), Management Information Systems (major), and Marketing (major). The general business concentration is interdisciplinary. Two accounting faculty members also have law degrees and teach the business law classes. Management and HRM were combined since faculty are from similar disciplines and frequently teach both Management and HRM classes. Faculty members listed in quantitative, operations, and miscellaneous teach subjects that do not correspond to a concentration or major. Flex BSBA is a very integrated program. The instructors in Economics that only teach in Flex BSBA were put into the miscellaneous category.

The department's recruiting process, mentorship program, tenure requirements, progress towards tenure process, merit policies, post-tenure review, and sabbaticals flow from the mission and play a role in helping the department maintain an active and qualified faculty. The relevant employment policies are uploaded into the virtual base room.

The recruiting process begins with the determination of faculty needs based on the DoB's strategic plan, course demand, and budget. The department as a whole and Executive Committee develop a prioritized list of positions to fill and this is communicated to the Dean. The Dean, Associate Deans, Department Chair, and faculty in the specialty area worked together to develop a position authorization request (PAR) and position description. The position description is aligned with key features of the strategic plan so that new personnel contribute to the strategic needs of the department. The PAR and position description are approved by HR, budget, and the Provost. Upon approval, the Department Chair, in consultation with the Executive Committee, forms a search committee. This committee places the advertisements, reviews applications, interviews a subset of applicants via phone, checks references, and invites applicants to campus. As part of the campus interview, the applicant makes a presentation to the faculty and staff members (typically a research presentation). Faculty and staff members are then invited to provide feedback to the search and screen committee. Once the interviewing process is complete, the search and screen committee identify the strengths and weaknesses of the candidates,

and presents the findings to the Executive Committee. The Executive Committee may modify the strengths and weaknesses and the final version of the document is given to the Dean. The Dean is then authorized to make an offer to the desired candidate.

Although not identical to the AACSB qualification policy, the tenure, merit, and post tenure review policies are designed to complement that policy. Tenure candidates are evaluated based upon research, teaching, and service. The minimum acceptable research productivity for tenure candidates is five refereed publications of which three must appear in journals. The Executive Committee also submits the candidate's research to at least three external reviewers within the candidate's discipline. The result of this feedback is used to help judge the quality of the faculty member's research. Teaching is evaluated based upon several factors including student feedback, classroom visits, teaching innovations (including online development and Flex BSBA), and the use of community projects. Both internal and external service is evaluated when assessing the quantity and quality of the tenure candidate's service.

Each year the executive committee evaluates the tenure track faculty members' progress toward tenure and the result of this analysis is written in a letter that is provided to each faculty member and placed in their personnel file. The Department Chair and the faculty member's internal mentor review the progress toward tenure at least annually with the faculty member.

All faculty and academic staff members are reviewed biannually for merit by the department's Executive Committee. The merit review is based on individual scores on a five-point scale for teaching, research, and service. The teaching scores are based on student teacher evaluations and teaching activities that contribute to the strategic plan (e.g., new course preparation, online course development, community-based learning). The service score is subdivided into two categories: mandatory service and additional service activities. Mandatory service includes participation in department meeting and departmental committees. The additional service includes chairing committees, professional service, and work performed by the faculty member that is consistent with the strategic plan. Tenured faculty members are expected to perform more service than untenured faculty members. A scoring system is also used for research. In this system, refereed journal publications and book chapters are worth 2 points and other scholarly outlets score between .25 and 1 point (books may score up to 4 points). One caveat to the point system is that a faculty member must publish at least one journal publication within the last two years in order to receive a score higher than 4.5 out of five. Publishing in high ranked journals and demonstrations of impact can also result in higher scores.

All tenured faculty members are subject to a seven-year post tenure review cycle. A scoring system is used based on past merit reviews that considers scores in teaching research and service. Faculty members who are not qualified via AACSB standards are unlikely to meet expectations and must, with the Dean's approval, create and execute a plan to meet expectations.

Faculty, lecturers, academic assistants, the advising staff, and the SBDC director have access to college and university funds for development. These funds support travel, conference attendance, workshop attendance, and online courses. In addition, the Teaching and Learning Center sponsors numerous programs throughout the year that focus on teaching methodology and technology. The Advising and Career Center also sponsor monthly workshops on various advising topics. Workshops and online courses are also available to update software skills.

3. Learning and Teaching

Curricula Management and Development

The DoB continuously seeks to improve its curriculum. Individual faculty members have the flexibility to update assignments, reading materials, teaching methods, and technology in order to improve students' proficiency in course and program level learning goals. Changes to the overall curriculum, including significant changes to a course's learning goals, are discussed by the DoB and voted on by the faculty. The faculty within a major, Undergraduate Curriculum and Assessment Committee, and MBA Curriculum and Assessment Committee are responsible for examining assessment results and proposing actions to the department. The assessment results and proposed actions are also sent to a university assessment committee for feedback. At least one assessment per major is displayed at the annual university assessment showcase. The Associate Deans of CBEC play a significant role in leading assessment through the committees.

The Undergraduate Curriculum and Assessment Committee and the MBA Curriculum and Assessment Committee also analyze other curriculum related proposals, such as new majors and certificates, for completeness, feasibility, and alignment with the department's strategic plan. Catalog level changes must be approved by university faculty governance committees. New majors must be approved by the Faculty Senate and the UW System Board of Regents.

Assessment results and potential curriculum changes are frequently shared with the relevant advisory board (i.e. CBEC Advisory Board, ITPC, Sales Advisory Board). The advisory boards provide significant input on possible adjustments.

Changes to the curriculum and learning goals are data driven. The following information is used to inform planning:

- Information from the assurance of learning process. As specified in the strategic plan, the DoB's minimum goal is 80% proficiency or better in each sub-competency
- Graduation and retention rates, and relevant diagnostic information such as DFW rates
- Graduating student exit surveys (EBI/Skyfactor). These surveys indicate graduating students' perception of the effectiveness of curricular and co-curricular activities
- Advice from the CBEC advisory boards
- Industry trends and market studies

The DoB uses course embedded assessment. Assessment data is gathered through designated exam questions, homework, projects, or cases within the context of the course. The assessment committees and the Associate Deans work with faculty members to determine the best methods for gathering this information. A summary of the learning goals for each program and the assessment results for the review period are provided in Appendix B. Detailed assessment reports and the assessment policies are provided in the virtual base room.

Over the years, the DoB has implemented many changes to improve assessment results. These changes included updating class content and adding new classes. New classes between 2010 and 2015 included Business Communication for International Students, Multicultural Marketing, Competitive Decision Making, and Seminar on Executive Decision Making. Business Communication for International Students was seen as a major factor in the writing improvement scores for undergraduates (47% unsatisfactory in

writing mechanics in 2013 to 9% unsatisfactory in 2015). Multicultural marketing was added to help improve assessment results in diversity, and Competitive Decision Making and Seminar on Executive Decision Making were added to help with cross functional thinking at the MBA level. Many instructors also changed their classes to provide extra feedback on writing and presentations. In general, performance in these learning goals improved.

Since 2015, the common improvement theme is critical and integrative thinking. A second, related theme, is decision making supported by quantitative computer-based models. At the undergraduate level, evidence for these themes are the relatively low scores in project management (19% unsatisfactory for critical path analysis), ethical decision making (13% unsatisfactory) and computer-based decision making (55% unsatisfactory). At the MBA, issues emerged in project management (18% unsatisfactory) and modeling (33% unsatisfactory in analysis). Critical thinking was seen as a common theme across these and other learning goals, including the learning goals in MIS and Marketing. Coincidentally, quantitative reasoning emerged as the main issue in the Flex BSBA assessment in 2019-2020. This theme was further supported by advisory board feedback and a survey of graduating students.

The following significant changes were made to the curriculum since 2015:

- As described previously, the MBA learning goals and curriculum were completely revised. Program level sub-competencies 7 (data analytics for improving operations) and 8 (data analytics for strategic decision making) specifically address the issues identified above. The new required course "Information Technology for Business Decision Making" is designed to improve quantitative skills. The evidence for improvement is encouraging. The Modeling Technology Design score improved from 23% unsatisfactory in 2018-19 to 9% in 2019-20. The learning goals and new curriculum emphasizes integrated, innovative, and critical thinking skills for managers. Concentrations in the curriculum allow students to obtain additional, specialized knowledge.
- Review materials, online notes, and videos were created for MIS 320 (Information Systems), QM 310 (Statistics 2) and similar courses at the MBA level. This material is made available to both face-to-face (F2F) and online sections. However, the material was specifically designed for online classes due to data showing a gap between online and F2F student performance. The unsatisfactory percentage in "making a decision" has decreased from 55% to 19% in 2020.
- A new critical and integrated thinking learning goal was added to the undergraduate program. The purpose of this new goal is to focus directly on critical thinking since it appeared to be a common theme in student performance. The learning goal was also suggested by the CBEC advisory board. This learning goal was assessed for the first time in 2020 and the percentage of students proficient was measured at greater than 80%
- The MIS learning goals and curriculum were updated. Since 2018, an introductory project management class is required (PMGT 341). This course is designed to improve the relatively low performance in the MIS project management learning goal (23% unsatisfactory in 2015). The competencies related to networking were updated to reflect trends in IT infrastructure and competencies related to data analytics were added to the database learning goal. Similarly, the networking class (MIS 327) was changed to an infrastructure class and an elective in data analytics was added to the curriculum.

- A general education, sophomore level class titled "Experiencing Business" was added as an elective. The purpose of this class was to improve the retention rate from the sophomore to the junior year through the use of early high impact practices. Students in the class visit businesses and job shadow. The DoB continues to update the class to encourage enrollment. The most recent update includes visits to local e-sports businesses. The class has not affected sophomore to junior retention to date.
- The DoB voted to change the math pathway from Algebra I and II (Math 111 and 112) to Quantitative Analysis (Math 104) and a new course titled Applied Quantitative Analysis in Business. This new math pathway, beginning in Fall 2021, focuses on relevant math topics for business. Applied Quantitative Analysis in Business will also teach modeling and analysis through software such as Excel. The new math pathway is designed to improve the performance in the computer-based decision-making learning goal and decrease attrition rates due to the sequence of algebra classes.
- The advised schedule for BSBA students has been revised to encourage less quantitative courses in the beginning of the program. The goal is to improve study skills in areas of strength prior to taking quantitative classes. Additional review materials are being prepared related to quantitative skills to help improve students' performance in quantitative competencies.

In addition to the changes above, many updates have been made to individual classes. These changes include updating MBA 732 (Corporate Financial Management) to focus on the most relevant financial quantitative topics as defined by the CBEC advisory board; adding a readiness module in MBA 732 to help students with a limited finance background; adding ethics content to multiple classes (BUS 495, HRM 343, MBA 741); providing additional focus on digital and social media marketing, and adding community-based learning projects to several Human Resource Management classes. All of these updates are made to improve learning outcomes and work toward achieving the DoB mission.

The 2020 EBI/Skyfactor exit survey illustrates students' perception of the degree in which the curriculum improved their ability in key areas (7 = extreme improvement; 4 = moderate improvement; 5.5 is considered the goal score). Competency related scores have trended upward in the MBA and declined slightly at the undergraduate level. The new math pathway in business is designed to improve some of these scores in the long run. In general, undergraduate and MBA students appear to be satisfied with the program (Overall program effectiveness of MBA 5.80 in 2020 compared to 5.60 in 2014; overall program effectiveness of undergraduate program 5.73 compared to 5.20 in 2012).

Table J. Skyfactor/EBI Survey of Student Perception of Learning Goal Improvement

Competency	Undergraduate Score	MBA Score
Ethical reasoning	5.93	5.69 (5.53 in 2014)
Think critically	5.8 (5.94 in 2012)	5.69 (5.59 in 2014)
Use data to make decisions	5.31	5.83 (5.96 in 2014)
Work with diverse populations	5.75	Question not on MBA survey
Use information technology	5.17 (5.42 in 2012)	5.73 (4.59 in 2014)
Enhance oral presentation skills	5.67 (5.92 in 2012)	5.34
Enhance writing skills	5.56 (5.52 in 2012)	5.21
Manage project	5.44	5.57
Integrate knowledge	5.53	5.77 (5.53 in 2014)

Decisions in global economy	5.41	6.02 (5.71 in 2014)

Transfer Policies

The DoB has a long history of working with transfer institutions. The faculty and instructional academic staff review syllabi and assignments from transfer universities before the articulated classes are approved. In some cases, faculty members have requested changes to the curriculum at nearby two-year colleges to better align their program to the business program's needs. For example, the DoB asked that economics classes be taught at a higher level at Gateway Technical Colleges. Classes at two-year colleges are transferred to UW-Parkside as freshman and sophomore level classes.

Transfer requests from universities that do not have an articulation agreement are evaluated similarly. Transfer requests from AACSB accredited universities are almost always accepted. Transfer requests from non-AACSB universities are evaluated carefully by the relevant faculty member. Students must earn at least 50% of their business credits at UW-Parkside to obtain a UW-Parkside business degree.

The MBA program accepts a maximum of six credits of transfer work above the MBA foundation level. The department accepts transfer classes from AACSB accredited universities. The department may accept a few credits from non-AACSB universities, but these classes are scrutinized very carefully to determine whether they meet the department's standards and learning objectives.

Given the profile of typical UWP students, accepting transfer classes is important to the mission of the department and university. The department will continue to assess the effectiveness of the transfer agreements in light of its continuous improvement efforts.

Faculty Development

DoB faculty have access to a range of teaching resources. The Teaching and Learning Center offers regular teaching seminars and manages a spring teaching mini conference. Additional teaching seminars and conferences are available through UW System's Office of Professional and Instructional Development (OPID). In 2020, OPID named Ekundayo Akinlade, Assistant Professor of HRM, as a Wisconsin Teaching Fellow and Sahar Bahmani, Professor of Finance, was named a Wisconsin Teaching Scholar. Faculty members also obtain training through professional conferences and workshops. Will Zheng, Associate Professor of MIS, earned a certification in cybersecurity and is working on a certification in data analytics to support teaching in these areas.

All faculty members who teach online courses must complete online instruction workshops. These workshops are available at UW-Parkside through the Teaching and Learning Center and through the Instructional Design staff. Resources are also available through UW Extended Campus. All MBA classes, Flex BSBA materials, and BUSO classes go through a rigorous Quality Matters-like review.

Multiple faculty members have won teaching awards since the last review. In 2019, Suresh Chalasani, Professor of MIS, received the Outstanding Faculty Award for elective classes in the MBA Consortium and the UW-Parkside Stella C. Gray Teaching Excellence Award: An award given to the outstanding teacher at UW-Parkside. Don Gillespie, Lecturer, received the Stella C. Gray award in 2016 and Kristin Holmberg-Wright, Distinguished Lecturer, received the award in 2015. Michelle Gabor, Lecturer, received the MBA Consortium Outstanding Teacher of Foundation Classes in 2018. Teaching Excellence is a hallmark of the DoB's student centered mission.

4. Academic and Professional Engagement

Academic and professional engagement are fundemental to the student centered, regional focus, global outlook, and community-based learning emphases in the mission. Several engagement goals are specified in the DoB strategic plan. The following Venn Diagram briefly highlights some of the engagement areas.
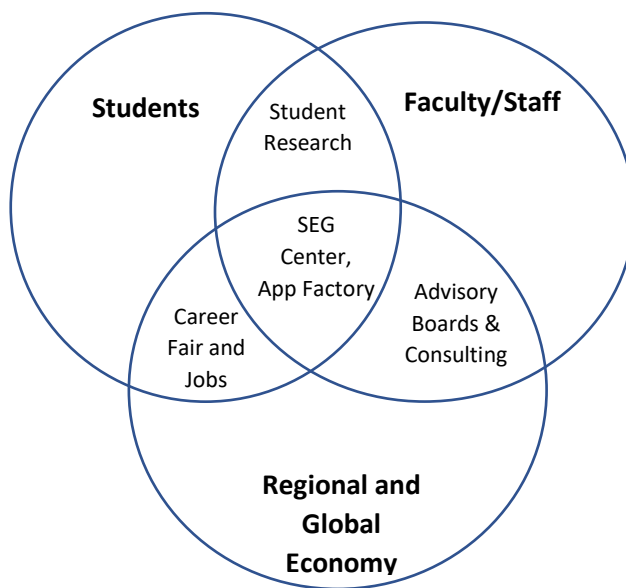
Figure 5. Areas of Engagement

Student Academic Engagement

Student engagement is a hallmark of UW-Parkside (UWP). UWP was the first university in the state of Wisconsin to be classified as a Carnegie Engaged University (honored in 2006 and 2015). CBEC leads the university in community-based learning (CBL) activities.

The vehicle for CBL in CBEC is the Ralph Jaeschke Solutions for Economic Growth Center (SEG Center). Founded in 2005, the SEG Center provides workspace and support for faculty and students working on community projects. Most projects are conducted within the scope of an undergraduate or MBA class. The SEG Center, supported by a director, helps arrange projects with community organizations and provides a project management methodology that facilitates project communication, scheduling, and completion. SEG Center projects help students to understand how theory is applied, helps develop project management skills, and supports the development of soft skills such as teamwork and communication. Last year, 307 business students completed 66 projects (goal in strategic plan: 300 business students). Within the last five years, students have performed seven projects for the Greater Waukegan Development Corporation, six projects for Visioning Greater Racine, five projects for Ascension Healthcare, two projects to help Foxconn launch their smart cities competition, and a project for the Milwaukee Bucks that addressed five key elements of their marketing relaunch plan.

The Information Technology Practice Center (ITPC) is a specialty center within the SEG Center that supports information technology (IT) projects. The ITPC is supported by an advisory board that consists of Chief Information Officers (CIOs) and upper IT management from several local firms including

Modine, TwinDisc, Uline, and Case New Holland. The ITPC advisory board meets monthly with faculty to review student projects, listen to student presentations, and discuss current IT issues. Students present to the ITPC at least three times per year.

The App Factory is probably the most highly recognized of CBEC's CBL efforts. Winner of University Business Magazine's [Model of Excellence Award](#) in 2016, the App Factory pays students to develop apps for paying customers. The App Factory employs approximately 40 students per year in computer science, MIS, accounting, marketing, and graphic design. The App Factory has developed apps for nonprofits and large companies in the region and state, and has collaborated on international projects. In 2017, Governor Scott Walker announced the [Frank Lloyd Wright Trail App](#) that was sponsored by SC Johnson and built by the App Factory. In 2018, the App Factory received a $100,000 Wisconsin Innovation Fund grant to enhance the IT talent pipeline in SE Wisconsin. The grant allowed the App Factory to train less experienced students and hire high school student summer interns. The App Factory completed 13 projects in 2019-2020.

Several business students engage in collaborative research with faculty. Twenty-six intellectual contributions (PRJ or conference presentations) were coauthored with students or presented by students as the single author from 2016-2020. With the financial support of UW-Parkside, 18 students presented their papers at the International Conference on Sustainable Globalization in Kerala, India.

Carolyn Eastman, BS in Business Management 2018, coauthored *Determinants of the City of Racine's Labor Market Performance* as an undergraduate student. The results of this study were used by Higher Expectations in its successful $1.5 million [StriveTogether grant application](#). Higher Expectations is a Racine based organization that collaborates with the city and school district to develop strategies for developing a fully capable workforce. According to Jeff Neubauer, Director of Higher Expectations, this study sparked the initiative to focus on single mothers. Coauthored with Economics Professor, Norman Cloutier, the study is an example of how faculty led undergraduate research positively impacts the region.

In addition to CBL and research, UW-Parkside is developing a national reputation in sales competitions. Since 2016, 46 undergraduate students and 11 MBA students have competed in national competitions. In addition, roughly 40 students have competed in local industry sales competitions and 100 students have competed in UW-Parkside's internal competitions. Members of the Sales Advisory board facilitate job shadowing and participate in judging. A team from UW-Parkside was National Sales Challenge champions in 2016 and two MBA students won the Collegiate Sales Competition in 2017. UW-Parkside has also been runner-up in this same competition three times since 2015. Training for this competition is facilitated by a Sales Center located in Innovation Corridor.

Besides the previous highlights, business students engage in many other activities:

- Each year, two-to-four students work for the Small Business Development Center (SBDC). These students meet with clients, perform marketing research, create logos, and help develop business plans. In addition, SBDC students have organized social media workshops and performed social media audits for local companies. The SBDC is located adjacent to the SEG Center and coordinates activities with the SEG Center when it is beneficial.
- Four-to-five undergraduate students each year work as CBEC interns under the guidance of the graduate student advisor and a lecturer. These interns develop communication plans and

presentations designed to promote business careers and CBEC. In 2018-2019, the CBEC interns presented at 26 orientations for new students, presented to 588 high school students through six high school visits, and served as judges at the Wisconsin DECA State Career Development Conference. The students gain marketing, social media, and presentation skills.

- In 2019 and 2020, CBEC sponsored an advisory board employment panel and an employer roundtable, respectively. Approximately 100 students attended each of these events in order to seek advice from experienced professionals and enhance their professional network. The panel and roundtable proceeded the spring career fair that is attended by more than 70 employers. UW-Parkside also sponsors a fall internship fair.

- All UW-Parkside students have the opportunity to participate in the UW-Parkside "Big Idea Tournament". This tournament, under the direction of Dean Dirk Baldwin and Chemistry Professor, Daryl Sauer, provides an opportunity for students to compete for up to $2500 to advance a proposed innovation. Winners of the competition advance to the state competition.

- Two-to-three business students each year serve as WiSys student ambassadors. WiSys is the commercialization arm of UW System that supports comprehensive campuses. The student ambassadors promote WiSys opportunities (e.g., grants) and services (e.g., intellectual property) to students and faculty. They also help promote the Big Idea Tournament.

- Several accounting students participate in the Volunteer Income Tax Assistance (VITA) program. Some VITA students enroll in a one-credit VITA class where students reflect on their experiences.

- Students frequently enroll in independent studies and internships. Many other students receive internships but do not register for credit. Internships allow students to gain experience and apply learned business concepts through many of the local companies. In 2018-2019, 67 students worked with faculty to receive credit for an internship.

- Flex BSBA students work with many Wisconsin organizations in several courses. For example, they completed an operations improvement plan for Oshkosh Defense which is a major manufacturer of military vehicles, and designed plans to improve customer service at Elite Dental.

- Guest speakers are regularly invited to speak in class. In addition, an Executive in Residence program invites a business owner, CEO, or an upper level executive to spend a day with CBEC students. This program is offered once each semester. The Global Center for Business Education also frequently sponsors international guest speakers. Over the last two years, visitors from India, China, and Germany have spoken on campus.

- A growing number of students participate in study abroad programs. This past year, 13 students participated. Many of these students attended a business study tour of Italy.

The department feels strongly that engaged and active student learning is vital to developing knowledge and application skills. The faculty members in the department are dedicated to discovering innovative and effective ways to teach business concepts.

Strategies Supporting Faculty Engagement

As evident in the DoB's mission and core values, the department is an integral part of the local business community. UW-Parkside and the DoB actively participate in events and serve on boards of economic development organizations and other agencies from Milwaukee to Chicago. UW-Parkside, with significant DoB presence, hosts the annual Kenosha Area Business Alliance (KABA) business awards banquet. UW-Parkside is also the only university sponsor of the Milwaukee Future 50 Awards that recognizes the fastest growing private businesses in SE Wisconsin. These, and similar events, provide opportunities for DoB faculty, staff and administrators to meet business leaders for potential collaboration.

Within the last five years members of the DoB have served on the boards of the Racine County Economic Development Corporation, Kenosha Performing Arts Association, Milwaukee Fellows, Central Racine County Health Department, Racine Community Foundation, and APICS. DoB employee are also members of Junior Achievement, Financial Executives International, WICPA, Visioning Greater Racine, TechPrize, Milwaukee Tech Hub, Tempo Racine, Kenosha Creative Economy Strategic Planning Committee, Southeastern Wisconsin Regional Planning Commission, KABA, Treasury Management Association of Chicago, and Society for Human Resource Management (SHRM). The vibrant Milwaukee to Chicago corridor and UW-Parkside's commitment to serving both Racine and Kenosha provides ample opportunities for business engagement.

Among the DoB faculty's invited presentations were several presentations to practitioners. For example, Peter Knight presented "Winning Key Account Programs" to the American Production and Inventory Control Society. Suresh Chalasani presented "Using Technologies to Demonstrate ACO Quality Measures," to over 100 professionals at the 2019 Wisconsin Health Information Management Association. Finally, Abey Kuruvilla is a frequent consultant and speaker to large and small companies on intercultural communication and doing business with India.

Highlights relating to engagement and impact over the last five years include:

- UW-Parkside's SBDC served 164 consulting clients, resulting in $4.8 million in capital investment, 16 new businesses, and 306 jobs supported in 2019.
- UW-Parkside's SBDC obtained a $100,000 grant to support SE Wisconsin export initiatives. Four students were hired to support these initiatives. Direct mail and email were used to contact over 300 companies. Bill Burnett, co-PI on the grant, and the students met with five companies to discuss export resources prior to the pandemic.
- UW-Parkside, with significant support from the DoB, obtained sponsors and hosted the 2018 Wisconsin Science and Technology Symposium (WSTS). This two-day symposium attracted nearly 250 faculty and student innovators from the UW System. DoB faculty and staff served as judges of the student posters and presentations. WSTS showcased the talent available across the UW System to the SE Wisconsin region.
- In 2018, UW-Parkside hosted the Wisconsin Idea Smart Future Summit. This meeting attracted over 200 community leaders from industry, government, and higher education. Representatives from Johnson Controls, Foxconn, and nationally recognized experts on smart cities presented. Smart cities is an active initiative in the region and an opportunity for engagement. DoB faculty and administrators continue to be involved with this initiative.

- The DoB sponsored the Wisconsin Manufacturing Council Mini-Business World event in spring 2018 and 2019 (2020 event was cancelled due to the pandemic). In 2018, this event drew 60 Kenosha high school students, government officials, and representatives from regional businesses to campus. Mini-Business World teaches the history of Wisconsin businesses and the importance of commerce. Student attendees also participate in a quick pitch tournament. Over 400 students participated in the two-day event from Racine and Kenosha in 2019. DoB faculty, staff, and administrators network, work with the students, and serve as judges for the event.
- With the support of the office of continuing education, the DoB planned and organized week-long project management workshops for Racine County employees in 2018 and 2019. Approximately 37 employees participated in these workshops.

In addition to participating in the business events, DoB faculty and staff regularly engage with businesses through SEG Center projects. As evidence of this engagement, Peter Knight received UW-Parkside's Community Engaged Learning and Research Award in 2015 and Suresh Chalasani received the same award in 2017. This award is given to one faculty or staff member per year in recognition of their efforts in engaging the community as part of teaching and research. Dirk Baldwin and Abey Kuruvilla received this award in prior years.

Dr. Sheronda Glass, Assistant Vice-Chancellor for Human Resources at UW-Parkside and instructor for the DoB, received two awards. In 2018, Milwaukee Business Journal recognized Dr. Glass with the Top HR Award in the government category. In 2019, UW System honored Dr. Glass with an Outstanding Women of Color in Education Award. The Outstanding Women of Color in Education Award is an annual honor given to faculty, staff, students, or community members to recognize their achievements in advancing equity and inclusion for people of color within the UW System as well as communities across the state. Senior Associate Dean Michele Gee has also been a recipient of this award.

Faculty Support and Policies

In addition to directly engaging with businesses, faculty members in the DoB perform research to maintain currency in their profession. DoB policies related to merit, promotion and tenure, and post-tenure review help direct faculty in these important activities. Sabbaticals and reassigned time are designed to support faculty members in their research and business engagement endeavors. Funds to support travel and other research expenses are available through the department, college, and university. On average, each faculty member is eligible to receive $3000/year to support research.

Consistent with the strategic plan and with the 2013 AACSB standards, the DoB developed the policy "Department of Business Definitions of Faculty Qualifications," (adopted on October 27, 2016) to guide faculty in their qualifications. This document recognizes the variety of ways faculty and instructional academic staff remain current and contribute to their profession, discipline, and community. These development activities include traditional scholarly work, working on SEG Center projects, consulting, and serving on advisory boards. The document defines the requirements for scholarly academics (SA), practice academics (PA), scholarly practitioners (SP), and instructional practitioners (IP). The policy follows a point system where various activities earn points toward maintaining a qualification. The policy is summarized below.

SA faculty hold a doctoral degree and primarily maintain their qualifications through scholarly activity. To maintain SA status, the faculty member must earn 2.6 points and publish at least two peer reviewed

journal articles within five years. For the purpose of this CIR, qualifications are based on activities since September 1, 2015. Each peer reviewed journal article is worth one point. Other activities that earn points include textbook authorship (1 pt.), book chapters (.3 pts), peer reviewed conferences (.3 pts), paper presentations (.2), grants (.3 pts), research awards (.3 pts), and business engagement activities such as SEG projects, consulting, and board memberships (.1-.3 pts). Book Chapters, under this point system, can be petitioned to count as PRJs.

Faculty members within five years of completing their dissertation are automatically defined as SA. Part-time administrators such as the Associate Deans, Department Chair, and Executive Director for International Affairs, have a lower threshold for maintaining SA status as long as they were SA before assuming their administrative responsibilities. Similarly, the Dean maintains SA as long as he or she was SA before entering the position and performs duties such as participating on advisory boards, making professional presentations, and attending conferences. Finally, faculty members with a terminal degree other than the area they teach must achieve a higher point total in their first five-year period.

PA are faculty members with a terminal degree and sustain currency through interaction with the business community. To maintain PA status, these faculty members must earn six activity points in a five-year period. The activities are classified as professional engagement and scholarship. Professional engagement activities include consulting for a client (2 pts.), faculty internships (3 pts.), owning a business (3 pts. annually), presentations at a continuing education program (1 pt.), board membership (1 pt.), certification in a teaching field (1 pt.), holding a dean or department chair position (1 pt. per year), contributing to campus projects using their discipline (1 pt.), work on SBDC or SEG Center projects (1 pt. each), and creation of an online or Flex course (1 pt.). Scholarly activities include peer-reviewed journal articles (2 pts.), professional journal publication (1 pt.), presentations (1 pt.) and serving on editorial boards (1 pt.). Most of the PA activity can be in professional engagement.

SP are typically instructional academic staff with master's degrees and professional experience. SP faculty members maintain their qualifications through a scoring system similar to SA faculty. However, the minimum 2.6 score is reduced through professional engagement and journal publications are not required.

IP faculty members are typically instructional academic staff with a master's degree and professional, managerial or entrepreneurial work experience. IP faculty members maintain their qualifications through work with the business community, professional development activities, and by using their professional skills. IP faculty members must earn 4 points in a five-year period. The points fall into four categories. The Management/Executive Position category includes holding a management position for at least two years (4 pts.) and at least one year as owner of an ongoing business (4 pts.). The Work Experience, Licensure and Certification category includes holding a professional certification (2 pts.), summer employment in their field (2 pts), one year of work experience at a business or nonprofit (1 pt./year), and holding a university administrative position (1 pt./year). Consulting, Community Projects, and Publications include completing a consulting contract (2 pts.), conducting community projects through the SEG Center (1 pts.), publishing a journal article (2 pts.), publishing a book chapter (1 pt.), presenting at a conference (1 pt.), conducing a seminar (1 pt.), and creating an online or Flex class (1 pt.). Finally, Conference Attendance or Involvement in a Professional Organization includes attending a conference (1 pt.), active involvement in a professional organization (1 pt.) and serving on an advisory board (1 pt.). Only one-point total can be earned in this last category.

Tables 15-1 summarize the faculty qualifications. Table 15-2 illustrates the qualifications based on credits taught for each program. A summary of the percentages follows.

Combined Business Programs

- Minimum SA percent > 40%: 65.7%
- Minimum SA + PA + SP percent > 60%: 78.7%
- Minimum SA+PA+SP+IP percent > 90%: 95.9%

Business Programs Based on Credit Hours taught

- Undergraduate Traditional: SA: 56.16%
- Undergraduate Traditional: SA + PA + SP: 66.44%
- Undergraduate Traditional: SA+PA+SP+IP: 91.1%
- BUSO SA: 51.35%
- BUSO SA + PA + SP: 59.46%
- BUSO SA+PA+SP+IP: 89.19%
- Flex BSBA SA: 41.11%
- Flex BSBA SA + PA + SP: 77.05%
- Flex BSBA SA+PA+SP+IP: 100%
- MBA SA: 66.67%
- MBA SA + PA + SP: 72%
- MBA SA+PA+SP+IP: 100%
- MBA Online SA: 63.64%
- MBA Online SA + PA + SP: 69.09%
- MBA Online SA+PA+SP+IP: 100%

One adjunct and one full time lecturer were classified as Other. Due to the small size of the department, it is difficult to meet all of the benchmarks across all programs and disciplines without 100% of the instructors meeting the qualifications. The lecturer is an award-winning instructor who primarily teaches Introduction to Business (which does not count toward the business degree) and statistics. Although the standards do not identify minimum ratios based on table 15-2, the DoB will improve BUSO percentages through reshuffling the teaching schedules and additional hires. The BUSO SA percentages were also negatively affected by the sabbatical of an SA faculty member in MIS.

The disciplines used in table 15-1 are based on undergraduate majors and concentrations. All disciplines minimum ratios were met except in the Quantitative, Operations, Miscellaneous area. This area is a "catch all" for faculty who have expertise outside a major or concentration. This area meets all ratios except the SA+PA+SP+IP ratio (83%). The ratio is not met due to the Lecturer classified as Other.

Since Flex BSBA does not use a traditional semester system and the number of students in a particular class or project does not equate to a traditional class, an algorithm was used to translate Flex BSBA to a more traditional load calculation. The total student credit hours taught per Flex BSBA faculty member

was divided by the mean number of students taught in a traditional class to obtain an estimate of the course credits taught. These figures were used throughout table 15-1 and 15-2.

The Department of Business is firmly committed to professional development through scholarship and practice-oriented activities. The current set of faculty activities align well with the strategic plan. The new planned hires will continue to strengthen the ratios.

Additional Supporting Material
Scope of Review

Please review your organization's scope as listed on the Scope tab in myAccreditation. Please confirm whether the listed Included in Scope and Excluded from Scope lists are correct.

☒ I confirm that the programs listed on my organization's Scope tab in myAccreditation are current.

☐ The programs listed on my organization's Scope tab in myAccreditation is NOT current.

Please provide any additional comments regarding the scope of accreditation as listed on your Scope tab in myAccreditation.

Additional activities and issues not previously included in this report

County Road KR divides Kenosha and Racine county. Interstate 94 connects Milwaukee with Chicago. Traveling east from Interstate 94 on the two-lane KR passes corn and cabbage fields that eventually give way to wooded neighborhoods as you come closer to Lake Michigan. Wood Road crosses KR, heading north to Racine and south toward Kenosha. As a reminder of the apparent rivalry between the counties, the planners did not agree on where the intersection of Wood Road and KR should take place. Drivers heading North from Kenosha must stop, turn right and then immediately swing left to continue on Wood Road. The pattern is identical for those driving south from Racine. After about a mile traveling south on Wood Road from KR, you will see a sign welcoming you to UW-Parkside. Once past UW-Parkside, the name of the road changes to 30th Avenue to mesh with the logical street grid pattern of Kenosha.

The rural County Road KR is being transformed. The two-lane road is in the process of being changed to a six-lane highway that connects the four-square mile Foxconn campus to Interstate 94 and continues as a transportation thoroughfare into what Wisconsin hopes is a modern economic region. The government has dubbed the region Wisconn Valley.

Economic transformation will not take place without higher education. Compared to other states, including its Midwest neighbors, Wisconsin has a high percentage of residents with some college education, but a significantly lower percentage of residents with a bachelor's degree. The region is at a disadvantage because companies have difficulty finding qualified workers.

These two facts alone highlight the importance and distinctiveness of the Department of Business' mission. The department must help produce graduates to meet the talent needs of the region and the department must help students graduate as a pathway to improve their lives. The DoB acts diligently to make an impact by engaging the local community to better understand its needs and by designing curriculum and pathways that accommodate the lives of those desiring to further their education.

The activities of the faculty and staff of the DoB over the last five have been dedicated to achieving this mission. In particular,

- The DoB graduated more students in 2019-2020 than any other in the last ten years: 316 students graduated with a business degree compared to 155 in 2010-2011. This is accomplished primarily through increased retention and graduation rates. From 2016 to 2020, the six-year graduation rate improved from 30% to 44% for students entering UW-Parkside as an intended business major. Increased scholarships, supplemental instruction, mentorships, the new advising model, and experimentation with math instruction have likely led to this improvement. Further refinement of the business math pathway and better information through EAB Navigate is designed to further this statistic.
- The department continues to engage the community through advisory boards, SBDC, SEG Center, App Factory, Sales Center and the other entities in the new Innovation Corridor. The DoB will continue and expand these centers to provide services to the region and improve education for its students.
- The department continues to update transfer agreement with local two-year colleges to facilitate progressing toward a bachelor's degree.
- The department has increased the number of international memorandum of understandings (MOUs) to help globalize its curriculum and provide international experiences for its students.
- The department has developed online educational programs that meet the needs of nontraditional students. These programs are driving growth and provide a more robust portfolio of revenue sources.
- The university, through the budget allocation model, recognizes CBEC's position as a driver for growth by increasing the percentage of the academic budget allocated to CBEC.

Several practices of the department can be considered innovative and exemplary.

- The DoB has developed an online MBA program that has grown from zero students before the Fall 2018 to over 375 students. The online MBA program is based on a set of competencies co-developed with the CBEC advisory board. Mini concentrations in the MBA allow the students to enhance their expertise in specific areas compared to the past MBA program.
- The DoB has developed two undergraduate degree completion programs. The BUSO program follows a more traditional model. The Flex BSBA program is the only AACSB accredited competency-based business program in the world. The program is rigorous and requires students to master all of its competencies. The program has seen significant growth and provides a means for students to obtain a bachelor's degree while balancing their work and family lives. The Flex BSBA offers the opportunity for a national DoB leadership position in CBE.
- The Ralph Jaeschke Solutions for Economic Growth Center continues to be a leading vehicle for applications to practice. This center supports faculty and students as they work on real world projects. Almost all undergraduate and MBA students work on at least one SEG Center project before graduation.
- The App Factory is the next step of the evolution of the SEG Center. The App Factory pays students to work on real world projects and provides production ready applications to clients.

The App Factory has had the significant side benefit of providing television and print media exposure. CBEC looks to expand this model to other areas.

- Every year, CBEC employs about five interns to promote CBEC programs, work with students at local high schools, participate in on-campus recruiting events, support orientation, and manage CBEC's social media sites. The activities of these students may have increased enrollment in CBEC programs. More importantly, the interns develop vital soft skills that are attractive to employers and valuable to the students' careers.
- The UW-Parkside sales team has won 59 national and regional awards since 2009 including obtaining first-place finishes in these prestigious competitions. The industry sponsored Sales Center enhances the resources available to help students succeed.

The last five years have produced a feeling of optimism in the region, DoB, CBEC, and university. This feeling of optimism not only thrives because of future opportunities but because the employees, students, and stakeholders of the university know that we were able to plan and work through challenges in the past. The pandemic has created significant recent budget challenges, but UW-Parkside and the DoB are in a strong position to meet this challenge.

As this CIR report was being finished, Kenosha made national headlines not for its economy, but for another police shooting tragedy. The shooting of a black man led to primarily peaceful protests, riots, and two more deaths. As the mission, values, goals, and actions of the DoB and UW-Parkside demonstrate, we are part of the Kenosha community. Working with others in the community, we will strive to find ways to enhance economic opportunity, address disparities in educational outcomes, further education, teach citizenship, work to dismantle racism in our community, and facilitate communication so that everyone feels optimistic about their future.

Criteria for Faculty Classification

The complete faculty classification policy will be provided in the virtual workroom. A summary of the policy was included in the Faculty Engagement section.

Consultative Review

Faculty and staff in the DoB look forward to working with the peer review team in a collaborative effort to improve UW-Parkside's business programs. We highly appreciate the effort the PRT has already put into understanding the Flex BSBA competency-based education program. We would appreciate your opinions on how best to integrate the unique features of a CBE program with the features of more traditional programs. Practical challenges include faculty workload management and calculations of qualification ratios given the structure of CBE. Since the Flex BSBA was inherited from UW System, conceptual challenges include incorporating the program into the conversation of faculty and staff who do not teach in the program.

A second area of interest is growing the various business centers. Clarion University, Emporia State University, and University of Illinois-Springfield have impressive business centers that focus on entrepreneurship; business and regulation; research, technical assistance, and workforce development; accounting; legal education, economic research and education; finance and insurance; and data analysis. UW-Parkside is interested in growing its business centers as resources that can collaborate with continuing education and guide faculty research. We look forward to any advice in these areas.

Appendices

Appendix A: Organizational Chart (next page)

COLLEGE OF BUSINESS, ECONOMICS, AND COMPUTING 2020

Dirk Baldwin
DEAN

Dean's Assistant
Laura McClure

Associate Dean
Suresh Chalasani

Sr. Associate Dean
Michele Gee

Tara Schmidt, ADA
Academic Advising
Joan Wishau
Graduate Student Advisor

Sergio Correa
Diana Villegas-Cristerna
Undergraduate Advisor s

Sales Center
Peter Knight, Director

App Factory
Zaid Altahat, Director
Tim Knautz, Asst. Director

Global Ed Center
Jamie Wang, Director

SEG Center
Tim Knautz, Director

SBDC
Mary Fischer-Tracy
Interim Director

Outreach Specialist
Vacant
Administrative Asst
Vacant

Department of Business
Parag Dhumal – **Dept. Chair**, Professor
Tara Schmidt, Academic Department Associate

ACCOUNITNG
Zhemin Wang, PhD, Professor
Rizvana Zameeruddin, LLM, Assoc Prof (Tax & Law only)
Mike Cholak, JD, Lecturer (also teaches Law)
VACANT PROFESSOR
VACANT LECTURER

FINANCE*
Chi-Wink Fok, PhD, Associate Professor
Sahar Bahmani, PhD, Professor
Michelle Gabor, MBA
VACANT

HUMAN RESOURCE MANAGEMENT*
Ekundayo Akinlade, PhD, Assistant Professor
Bingqing Wu, PhD, Assistant Professor

MIS*
Dirk Baldwin, PhD, Professor - DEAN
Suresh Chalasani, PhD, Professor
Weijun Zheng, PhD, Associate Professor
VACANT

MARKETING*
Mike Manion, PhD, Associate Professor
Peter Knight, PhD, Professor
Raghava Gundala, PhD, Associate Professor

QUANTITATIVE METHODS & OPERATIONS
Parag Dhumal, PhD, Professor
Roby Rajan, PhD, Professor
Abey Kuruvilla, PhD, Associate Professor, Executive
Director of International Affairs
Donald Gillespie, MBA, Lecturer
VACANT (Supply Chain)

INSTRUCTIONAL SPECIALISTS
Lovina Akowuah, MS
VACANT
VACANT

MANAGEMENT/BUSINESS
Qian Ye, PhD, Associate Professor
Michele Gee, PhD, Professor
Terry McGovern, PhD, Assistant Professor
VACANT Professor
VACANT Lecturer

The * indicates areas that supports concentrations
or majors. The school also supports MS in
Computer & Information Systems, MBA, and the
online consortium MBA

Department of Computer Science
J. Ubaldo Quevedo– **Dept. Chair**, Associate Professor
Janet Mrazek (LTE) Academic Department Associate

J. Ubaldo Quevedo, PhD, Associate Professor
Zaid Altahat, PhD, Associate Professor (.51 FTE)
Erica Eddy, MS, Senior Lecturer (.8 FTE)
Tim Knautz, MS, Senior Lecturer
Susan Lincke, PhD, Professor
Matthew McPherson, MS, Senior System Administrator
Kamil Samara, PhD, Assistant Professor
Vijayalakshmi Ramasamy, PhD, Associate Professor

Department of Economics
Dennis Kaufman– **Dept. Chair**, Professor
Janet Mrazek (LTE) Academic Department Associate

Dennis Kaufman, PhD, Professor
Ling Li, PhD, Assistant Professor
Adeel Faheem, PhD, Assistant Professor
Pramesti Resiandini, PhD, Visiting Assistant Professor

Undergraduate Business Learning Goals that apply to undergraduate business majors other than Flex BSBA. PLLG = Program Level Learning Goal.

- PLLG1: Students can recognize the **ethical implications** in a business situation and choose and defend an appropriate resolution.
- PLLG2: Students can **write** effectively about a business problem or issue.
- PLLG3: Students can make an effective **oral presentation** on a business problem or issue.
- PLLG4: Students are knowledgeable in **project management** principles and are able to apply these principles to a practical situation.
- PLLG5: Students will be able to articulate important **diversity** issues –including, but not limited to, race, ethnicity, culture, gender, age, socio-economic status and political/religious/sexual orientation –in business management.
- PLLG6: Students will be able to effectively use **computer technology** to support a business decision.
- PLLG7: Student will be able to evaluate issues and data and arrive at a **comprehensive solution** for a multidisciplinary business problem. (This goal was added in Spring 2020)

Flex BSBA

The eight program level competencies (PLC) for the BSBA are:

- PLC1: Demonstrate social and personal responsibility and ethical behavior for organizational contexts.
- PLC2: Apply financial tools and techniques to meet organizational objectives.
- PLC3: Design and evaluate operations, supply chain, marketing, human resources, management systems, structures, and processes in organizations.
- PLC4: Apply information technology and research methods to improve organizational decision-making.
- PLC5: Evaluate scenarios impacting an organization and respond using diverse communication strategies.
- PLC6: Evaluate economic, political, regulatory, legal, technological, and social contexts to address organizational challenges in a global society.
- PLC7: Apply intercultural knowledge, interpersonal skills and teamwork to function effectively in diverse environments.
- PLC8: Employ critical and systems thinking principles to create an integrated multi-functional strategy to meet organizational objectives.

Accounting Majors. The following Accounting Learning Goals apply to accounting students in addition to the PLLGs above.

- ACCTLG1: Students will be able to prepare corporate financial statements and to analyze corporate annual reports.
- ACCTLG2: Students will be able to apply cost concepts to support management decision making.
- ACCTLG3: Students will demonstrate an understanding of the audit process and audit reports including internal auditing, governmental auditing, and operational auditing.
- ACCTLG4: Students will demonstrate an understanding of federal income taxation concepts and principles, and will develop the ability to prepare and consult on tax returns for individuals, "C" corporations, "S" corporations, partnerships, and estates and trust.
- ACCTLG5: Students will demonstrate an understanding of the Common Law, Uniform Commercial Codes, the law of contracts, torts, bankruptcy, as well as other areas of law. Professional and ethical guidelines will also be addressed using real life case studies.

Management Information Systems Majors. The following apply to MIS majors in addition to the PLLGs above.

- MISLG1: Identify, communicate, and recommend information system solutions to meet practical business needs.
- MISLG2: Apply principles and tools of data modeling and analytics to practical business scenarios.
- MISLG3: Utilize appropriate programming constructs and tools to develop an information system application.
- MISLG4: Design information system infrastructure for a given business scenario.
- MISLG5: Apply project management principles to practical information system projects.

Marketing Majors. The following apply Marketing majors in addition to the PLLGs above.

- MKTLG1: Students will be aware and able to understand and apply concepts from core marketing topics, including buyer behavior, market research, product management, and promotions management.
- MKTLG2: Students will be able to understand, apply, and communicate buyer behavior, concepts to a realistic consumer product situation.
- MKTLG3: Students will be able to understand and apply promotions management concepts, and teams will be able to prepare and present promotions plans to industry expectations, applying concepts to realistic client situations.
- MKTLG4: Students will be able to develop and execute a market research project to industry expectations in a community-based learning environment.
- MKTLG5: Students will understand product management concepts and will be able to manage a portfolio of business products in a realistic competitive situation, while integrating concepts from other disciplines, such as, research and development, pricing and promotions, forecasting and production, and finance.
- MKTLG6: Graduating Students will be able to prepare and present a Senior Marketing Thesis that will apply advanced marketing concepts to and will develop practical integrative solutions for realistic product/market situations that are relevant to their intended careers.

MBA Program Competencies

Competency	Sub-competency
Program-Level Competency A)	**Demonstrate professional conduct.**
1)	Work effectively in teams to achieve operational and strategic objectives of the organization. (Conflict resolution included here as a goal)
2)	Demonstrate effective communication skills including: listening, oral, written and non-verbal, presentation skills, audience awareness.
3)	Apply professional behavioral skills with a particular emphasis on the practice of ethics, diversity and inclusiveness.
Program-Level Competency B)	**Demonstrate strategic leadership.**
4)	Evaluate and address political, legal, regulatory, compliance and ethical issues that arise in different types of organizations (e.g. Public, Private, Family Owned).
5)	Create a business strategy based on innovation and utilize change management for strategy implementation.
6)	Work effectively with corporate governance structures including the Board of Directors to implement strategic vision.
Program-Level Competency C)	**Engage in continuous improvement to enhance operational performance and promote innovation.**
7)	Evaluate and improve operations using data analytics and quantitative methods.
8)	Utilize data analytics and quantitative analysis to support strategic, sustainability, and operational decisions.
9)	Analyze disruption and its impact on the organization.
Program-Level Competency D)	**The Integration of Disciplinary Techniques in Decision-Making Processes to Address Organization's Performance and other Issues.**
10)	Evaluate organization's finances using accounting and financial tools and techniques.
11)	Critique organization's supply chain to improve its efficiency.
12)	Manage projects in the organization with emphasis on scope, risk, time, and cost management.
13)	Create a workforce development strategy to recruit and sustain a diverse workforce for the organization.
14)	Develop an effective marketing and sales strategy to achieve organizational objectives.

Undergraduate Business Assessment Results 2015-2020
by earliest and most recent years each PLLG was assessed

PLLG1/Ethics	2014-15			2019-20		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Recognition	75%	12%	14%	36%	64%	0%
Analysis	19%	69%	13%	24%	67%	9%
Solution	64%	24%	13%	24%	67%	9%

PLLG2/Writing MGT 349	2014-15			2019-20		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Topic/Purpose	10%	82%	8%	43%	44%	13%
Support	18%	66%	16%	33%	51%	16%
Conclusions	25%	67%	8%	48%	38%	15%
Mechanics	23%	68%	9%	15%	34%	51%
Writing Style	25%	68%	7%	34%	43%	23%

PLLG3/Oral P. BUS 495	2014-2015			2015-16		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Content	65%	35%	0%	67%	33%	0%
Presentation Basics	32%	68%	0%	42%	58%	0%
Supporting Material	68%	29%	0%	71%	32%	0%
Interest	52%	48%	0%	46%	54%	0%

Integration, Writing, Oral (PLLG 2 &3) BUS 495	2018-2019			2019-20		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Completeness	98%	2%	0%	84%	11%	5%
Depth of Analysis	63%	33%	5%	72%	23%	5%
Knowledge of Strategy	63%	33%	5%	77%	18%	5%
Apply Knowledge	63%	33%	5%	77%	18%	5%
Logic and Reasoning	63%	33%	5%	74%	24%	2%
Mechanics	63%	35%	2%	81%	14%	5%
Visual Presentation	63%	37%	0%	77%	7%	16%
Professionalism	63%	37%	0%	73%	12%	16%
Handling Questions	63%	35%	2%	77%	7%	16%
Group Work	64%	33%	3%	81%	11%	8%

PLLG4/Proj.Mgt MIS320	2015-16			2018-19		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Network Diagram	22%	67%	11%	54%	39%	7%
Critical Path	22%	59%	19%	75%	10%	15%
Project Plan	22%	67%	11%	64%	24%	12%

PLLG5/Diversity MKT 350	2016-17					
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Awareness	30%	50%	20%			
Analysis	25%	55%	20%			
Solution	15%	65%	20%			

PLLG6-a Statistics QM 310	2012-13			2019-20		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Identify Technique	68%	25%	7%	65%	27%	8%
Form Model	75%	20%	5%	54%	46%	0%
Make Decision	27%	18%	55%	46%	35%	19%

PLLG6-b Computer MIS 320	2016-17					
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Design	82%	18%	0%			
Appropriate Data	46%	50%	4%			
Decision	46%	47%	7%			

PLLG 7 Critical Thinking	2019-20					
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Understand Problem	88%	6%	6%			
Analyze Information	65%	26%	9%			
Propose Solution	57%	37%	6%			

MBA Assessment Results 2015-2020
by earliest and most recent years each MBA PLLG was assessed

PLLG1/Ethics MBA 752	2015-16			2017-18		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Recognition	23%	77%	0%	44%	56%	5%
Position	14%	86%	0%	44%	56%	5%
Support	9%	91%	0%	44%	56%	5%

PLLG2/Writing MBA 715	2014-15			2019-20		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Conclusions	55%	28%	17%	31%	54%	15%
Mechanics	31%	59%	10%	31%	54%	15%
Writing Style	21%	34%	45%	31%	54%	15%

PLLG3/Fin'l. Analysis MBA 732	2014-15			2019-20		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Risk	48%	48%	4%	80%	17%	3%
Cost Capital	30%	63%	7%	67%	33%	0%
Security Valuation	44%	56%	0%	80%	17%	3%

PLLG4/Proj.Mgt MBA 716	2014-15					
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Scope & Risk Mgt.	64%	36%	0%			
Teamwork	32%	50%	18%			
Project Plan	54%	29%	18%			

PLLG4/Proj.Mgt MBA 716				2019-2020		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Master Concepts				90	5	5
Teamwork				85	10	5
Deliverables				85	10	5

PLLG5/Modeling	2014-15					
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Technique	59%	37%	4%			
Model formulation	33%	48%	19%			
Analysis	22%	44%	33%			

PLLG5/Modeling	2018-19			2019-20		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Tech. Design	51%	26%	23%	57%	34%	9%
Using Data	87%	9%	4%	79%	20%	1%
Decisions	55%	43%	2%	86%	12%	2%

PLLG6/MBA 796 Str. Dec. Making	2014-15			2019-20		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Identify issues	87%	13%	0%	93%	7%	0%
Integration	80%	13%%	7%	93%	7%	0%
Analysis	47%	40%	13%	93%	7%	0%

MIS Assessment Results
by earliest and most recent years each PLLG was assessed

MISLG1/ Modeling Techniques MIS 425	2015-16			2019-20		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Use Case Diagram	88%	12%	0%	41%	41%	18%
Use Case Descriptions	25%	75%	0%	53%	29%	18%
Activity Diagram	13%	87%	0%	47%	41%	12%

MISLG2/ Database MIS 328	2014-15			2016-17		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Entities	67%	33%	0%	76%	24%	0%
Relationships	22%	78%	0%	24%	76%	0%
Attributes	39%	61%	0%			
Normalization	22%	61%	17%	24%	76%	17%
Model Syntax	22%	78%	0%			
Queries and Code				24%	76%	

MISLG3/ Object Oriented MIS 322	2014-15			2018-19		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Basic Design	32%	58%	11%	47%	47%	6%
Inheritance	53%	21%	26%	42%	42%	16%
Procedural Logic	68%	21%	11%	26%	58%	16%
Instances	74%	5%	21%	32%	63%	5%

MISLG4/ Networking MIS 327	2014-15			2019-2020		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
LAN Network/Infrastructure Technical Requirements	76%	18%	6%	12%	84%	4%
LAN Network/Infrastructure Business Proposal	75%	31%	0%		96%	4%
LAN Network/Infrastructure Diagram	63%	31%	13%		96%	4%

MISLG5/ Project Mgt. MIS 428	2013-14			2014-15		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Scope and Risk	23%	77%	0%	31%	69%	0%
Teamwork	31%	31%	38%	31%	46%	23%
Project Plan	31%	46%	23%	46%	31%	23%

MISLG5/ Project Mgt. MIS 320				2019-20		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Scope and Risk				79%	21%	0%
Teamwork				85%	6%	9%
Project Plan				58%	27%	15%

Accounting Assessment Results

by earliest and most recent years learning goals was assessed

ACCTLG1/ Corporate Reports	2015-16					
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Balance Sheet	71%	29%	0%			
Income Stmt Analysis	88%	12%	0%			
Cash Flow Analysis	88%	12%	0%			
Supporting Notes	82%	18%	0%			
Ratio Analysis	53%	47%	0%			
Industry Comparison	65%	24%	12%			

ACCTLG2/ Cost Accounting	2016-17					
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Identified Cost Issues	95%	5%	0%			
Decision based on Cost Info	90%	10%	0%			
Writing	80%	20%	0%			

Marketing PLLGs

by earliest and most recent years each learning goal was assessed

MKTL1/ Marketing Concepts	2016-17					
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Understand Concepts	57%	31%	12%			
Apply Concepts	45%	33%	21%			
Integrate Concepts	36%	33%	31%			

MKTL2/ Buyer Behavior	2017-18					
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Understand Concepts	49%	51%	0%			
Apply to Client	12%	25%	0%			
Present Solutions	46%	25%	0%			

MKTL3/ Promotion Plan	2014-15			2017-18		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Understand Concepts	31%	69%	0%	64%	36%	0%
Apply to Client	31%	46%	23%	62%	38%	0%
Present solutions	46%	31%	23%	62%	38%	0%

MKTL4/ MKT Research	2014-15			2016-17		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Define Objectives	31%	69%	0%	49%	29%	22%
Design Research	31%	46%	0%	39%	39%	22%
Analyze & Present Findings	46%	31%	23%	59%	29%	12%

MKTL5/ Product Mgt	2017-2018					
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Understand Concepts	61%	39%	0%			
Apply Concepts	57%	43%	0%			
Present Analysis	43%	57%	0%			

MKTL6/ Prepare and Present Senior Thesis	2017-18					
	Exemplary	Satisfactory	Unsatisfactory			
Advanced Concepts	80%	20%	0%			
Preparation of Thesis	80%	20%	0%			
Presentation of Thesis	80%	20%	0%			

Flex BSBA Assessment Results

PLC1/ Ethics and Social/Personal Responsibility	2019-20			
	Exemplary	Satisfactory	In-Progress (Developing)	#SPs to complete 1 Cr.
BLE5 & BLE6: Ethics from a legal perspective.	54.55%	13.64%	31.82%	0.88
FACT4: Evaluate ethical considerations in financial accounting.	50%	50%	0%	1.25
HRM 6: Apply ethical practices related to HRM.	38.10%	9.52%	52.38%	0.71
MACT7: Ethical business recommendations based on accounting info.	66.67%	0%	33.33%	1.67

PLC3/Functional Area: Marketing	2019-20			
	Exemplary	Satisfactory	In-Progress (Developing)	#SPs to complete 1 Cr.
MKTG1: Articulate the role of marketing.	68.75%	18.75%	12.50%	1.27
MKTG2: Evaluate the impact of the external environment.	59.38%	12.50%	28.13%	1.27
MKTG3: Perform a market segmentation analysis and select an appropriate target market.	50.00%	9.38%	40.63%	1.27
MKTG4: Apply the concepts of the marketing mix.	46.88%	9.38%	43.75%	1.27
MKTG5: Conduct marketing research to market products and services.	43.75%	6.25%	50.00%	1.27
MKTG6: Develop marketing plans for organizations' products and services.	83.33%	16.67%	0.00%	1.00
MKTG7: Present marketing plans.	66.67%	0.00%	33.33%	1.00

PLC4/Information Technology	2019-20			
	Exemplary	Satisfactory	In-Progress (Developing)	#SPs to complete 1 Cr.
IS1: Construct and utilize spreadsheets effectively.	68.42%	29.82%	1.75%	1.05
IS2: Develop information systems for decision making.	25.00%	62.50%	12.50%	1.14
IS3: Create information system management plans.	14.29%	71.43%	14.29%	2.00
IS4: Analyze the role of information systems as a management resource.	14.29%	57.14%	28.57%	2.00
IS5: Develop and communicate a plan for an E-Commerce System.	33.33%	66.67%	0.00%	1.50
IS6: Distinguish between enterprise-wide information systems used in organizations.	33.33%	33.33%	33.33%	1.50