I. Program Highlights/Initiatives

A. Overview the current curriculum, including options available within the program (e.g., discussion of the different emphases).

The Master of Business Administration (MBA) degree program is administered by the Graduate Studies Committee of the College of Business and Economics. The Associate Dean serves as coordinator of the MBA program. The MBA degree is considered a terminal professional degree in management and administration.

Course work in this program consists of 36-53 graduate credits (6-7, two-credit courses and 7-8, three-credit courses) depending on the student’s undergraduate preparation. General requirements for completion of the MBA degree include a minimum of 36 credits:

- 0-12 cr Required Breadth credits
- 3-6 cr Global Management module credits
- 3-6 cr Technology Management module credits
  (9 credits from the Global & Technology modules)
- 8 cr Strategic Management module credits
- 0-12 cr Elective credits
- 9-12 cr Emphasis credits

All students are required to have adequate preparation in the Common Body of Knowledge as defined by the Association to Advance Collegiate Schools of Business (AACSB International). Individuals who do not have sufficient preparation are required to take additional graduate courses (0-15 credits).

The MBA program provides the individual with general competencies for overall management and allows a degree of specialization in areas of particular interest to the candidate. The emphasis areas include the following:

- **Decision Support Systems**: Teaches students how to use technology to support more effective decision making for themselves and for their organizations. It covers leading edge technology including data warehouses, expert systems, GUI design and development, and database design and processing.
Finance: Shows students how to raise capital and how to profitably invest it to prepare them for work in any type of firm.

Human Resource Management: Provides advanced skills and perspectives relevant to a number of functional roles in the human resource area.

International Business: Examines issues relevant to international operations in preparing individuals to be corporate leaders in the global marketplace.

IT Management: Designed to further the career of information systems professionals with technical backgrounds by preparing them to effectively manage technology, systems projects, and IT personnel.

Management: Refines expertise in motivation, leadership, organization, and planning—skills at the heart of any successful management career.

Marketing: Trains students in making effective decisions relevant to researching consumers, choosing which products to produce, what prices to charge, and what promotional tools and channels to employ.

Operations and Supply Chain Management: Focuses on the creation of the enterprise’s products including activities such as setting operating strategy, designing processes, location selection, facility layout, forecasting, quality management, scheduling, inventory control, and job design.

Technology and Training: Addresses the ongoing need of having individuals who can train colleagues and clients in the effective use of business technology.

B. List any special recognition that the program has received during the review period.

The October 15, 2001 issue of U.S. News & World Report listed the UW-Whitewater Online MBA program as one of the top 25 online programs that were regionally and professionally accredited.

In 2004, Get Educated.com recognized UW-Whitewater’s online MBA with the “Best Buy Award.”
C. **Highlight any new academic assessment initiatives you anticipate for the upcoming review period.**

The Graduate Studies Committee began to define the assurance of learning plan for the Master of Business Administration degree for AACSB accreditation in November, 2003. Several members of the committee attended AACSB workshops to learn about assurance of learning standards.

After several meetings, the Graduate Studies Committee developed five learning goals and related objectives for the Master of Business Administration Program. The goals were presented to all College of Business & Economics faculty and an experienced AACSB evaluator for input and revision.

Next, five committees were created to define traits and methods of evaluation. The committees included faculty who taught courses relating to the specific learning goals. After a final round of revisions; the goals, objectives, traits and methods were approved by the Graduate Studies Committee members.

In fall, 2004 a database will be created to store assurance of learning documentation. Four faculty will pilot test the evaluation and documentation process for goals, objectives and traits related to the courses they are teaching in fall, 2004.

The entire MBA assurance of learning plan will be implemented and further tested in spring, 2005. A complete data set will be collected by summer, 2006.

II. **Academic Assessment**

A. **Centrality**

1. **Describe the centrality of the program to the mission and strategic plan of the University of Wisconsin-Whitewater.**

The select mission of the University of Wisconsin-Whitewater states that “The mission of the University of Wisconsin-Whitewater is . . . To offer graduate education built clearly upon its undergraduate emphases and strengths with particular emphasis in the fields of business . . .”

The recently adopted College of Business and Economics mission statement states in part, “Our mission as a College of Business and Economics is to provide quality undergraduate and graduate education to
career-oriented students who will be competitive in a technologically
evolving, global business environment. . .”

The MBA degree builds on the strengths of the undergraduate business
program. All MBA students complete course work from the Global
Management module, the Managing Technology module and the Strategic
Management module.

The MBA program is central to the UW-Whitewater’s mission and its
strategic plan in several ways. The program is built upon the
undergraduate strengths with particular emphasis in the field of business.

The outreach MBA program is uniquely designed to offer courses in the
evening at on-campus and off-campus (Waukesha and American Family--
Madison) locations to provide continuing education and outreach
programming as an integrated institutional activity. In addition, the
Online MBA offerings permit people from any place in the world to
complete their entire MBA without ever coming to UW-Whitewater. This
opportunity has been used by people in Wisconsin as well as other states
and countries. The outreach program serves the non-traditional students
very well and is well reputed in Wisconsin.

The asynchronous delivery of MBA courses over the Internet expands the
potential student base for the MBA to anywhere in the world where an
individual has internet access. The flexibility afforded by this course
management system is especially attractive to people whose careers
require significant travel as well as to those who frequently must relocate
to a new geographic area

2. Explain the relationship of the program to other programs at the
University.

Students enrolled in the Master of Professional Accountancy, Master of
Science-Computer Information Systems, MSE School Business
Management, and MS-Business Education degrees regularly enroll in
MBA classes as electives for their degree programs.

B. Program Goals and Assessment

1. Describe the current program goals and objectives, plus any stated
mission for the program itself

The MBA Program at UWW provides a graduate business education to
career-oriented students worldwide through classroom and online means.
It offers a high-quality, high-value program giving students a
strategic understanding of business opportunities and challenges in a
dynamic technological and global environment as well as the opportunity
to pursue specialized learning in select business disciplines.

The MBA curriculum is designed around a case-study approach where
students learn how planning, policy, decision making, and human behavior
interact with external variables to influence organizational success.
Students will develop skills in collecting, analyzing, and interpreting data,
as well as conceptualizing, evaluating, and implementing solutions as are
necessary in addressing complex unstructured business problems.

The MBA has three modules (Global Management, Managing
Technology, and Strategic Management) in addition to the Required
Breadth, Electives, and an Emphasis. Students must take courses from
each of the three modules. Courses approved for each module must
include the objectives that have been approved for the module.

The specific objectives of the MBA program are:

a. to provide a sound preparation in the foundation courses
   concerning basic tools and functional areas that are critical
to the understanding of business.

b. to study in depth those tools and functional areas that are
   essential to sound administrative practices.

c. to give students an in-depth study of an area of
   concentration in which they have an interest and in which
   they desire to begin professional life.

d. to provide the tools and knowledge for identifying
   problems and collecting and analyzing data to make sound
   decisions in a dynamic economic environment.

As previously stated, the Graduate Studies Committee and graduate
faculty from their respective departments are preparing MBA goals and
objectives that will be assessed to verify that students are learning what
the program intends. This is part of the Assurance of Learning
requirement for AACSB International accreditation. They will continue to
refine these objectives along with the determination about where and how
the direct measure data will be collected. This should be piloted in the
See Appendix D, page 65, for the Assurance of Learning Goals, Objectives, and Traits that will be assessed using direct measures for feedback into potential curricular revisions.

2. **Summarize the ways by which the curriculum contributes to fulfilling the stated goals and objectives for the program. Explain gaps between specific goal/objectives and the curriculum.**

MBA students have a common foundation of business classes with the Common Body of Knowledge and the Required Breadth areas. The assessment of graduates on objectives associated with the Required Breadth area classes help provide indirect feedback on how well graduates perceive they have been prepared in these areas.

The module courses provide students instruction in three areas the faculty have determined are important for all MBA students: global management, managing technology, and strategic management. Students are given a variety of classes to select from in order to satisfy the module requirements.

All Foundation/Common Body of Knowledge courses are available each year for full-time, part-time, and online students.

In-depth study is provided in quantitative and verbal functional areas essential to sound administrative practices in the required Breadth courses.

Students may choose from nine emphases in order to have a concentration in their area of interest which will complement their career/professional goals.

Strategically-oriented, integrated functional courses are required of all students to aid them in refining their problem-solving skills.

3. **Summarize the assessment data gathered during the review period.**

Individual course student evaluations and graduating MBA Program exit student surveys were also used to collect assessment information. The survey of graduating MBA students provided an indirect measure reporting student perceptions of their ability to apply knowledge from Breadth courses. We were able to compare online students with face-to-face student perceptions. See Appendix D, page 65, for results.
4. Describe how the program contributes to meeting specific state and societal needs. Describe how the program addresses diversity and global awareness issues.

The MBA program serves the state and society in four ways: training, research projects, internal education, and other areas. (See Figure 1, page 8).

All business is global business today. All MBA students complete at least one global management course. Technology continues to have an increasing role in business today, and all MBA students take at least one class that addresses the management of technology in the work place.

In addition to taking at least one course from these two modules each student selects a third course from one of these two areas. Many other classes they take will include a module dealing with global facets of business.

The College implemented two new exchanges that were established the last year—one with Jonkoping University in Sweden and the other with Nottingham-Trent University in England. Next year, a new exchange agreement will be formalized with ESC Dijon Bourgogne, a university in France and a second, in Rouen will be expanded.

Three Whitewater MBA students traveled to Nottingham with a member of the College faculty to work on an industry consulting project/class with a Nottingham-Trent group. All participants considered the project a great success, and plans are underway to expand this program in 2004-2005.

Five College faculty undertook collaborative research projects with five Nottingham-Trent faculty/staff, traveling to England in November 2003. Their work is forthcoming in the fall, 2004 Strategic Change Journal.

In an exchange agreement with ITESM-Monterrey, one of our Marketing faculty taught a course in Mexico and two of their faculty taught at Whitewater in summer, 2002.

In addition, a Management case-based class utilized cross-university student teams with Monterrey, another faculty member from Management was a guest lecturer at Kiel University in Germany, and a third faculty member from Management was an invited professor at Universite des Sciences et Technologies de Lille in France.
Figure 1—MBA Program Serving WI and society

**Training**
College graduate faculty offer credit and noncredit courses for the Small Business Development Center and well as the Global Business Resource Center.

**Research Projects**
All graduate faculty are required to publish research in business related media. A list of graduate faculty publications can be found in Appendix F, page 72.
Internal Education
Graduate students may do internships as well as study abroad. Because over 85 percent of the MBA students are part-time, a limited number of students participate in these activities. All College of Business & Economics faculty are encouraged to complete external training and research projects. The expectation is that faculty qualified to teach graduate classes will perform at a higher standard than undergraduate faculty.

Other Areas
Faculty internships, speaker sponsored by the GBRC, and the efforts by several Economics faculty working the Delevan Lake project are examples of the partnerships and alliances faculty and staff have been engaged in.

5. Explain any changes in goals, objectives, and/or curriculum that have occurred since the previous audit and review, indicating how the program has responded to the recommendations listed in the previous audit and review report. Refer to Appendix A as necessary.

a. A business model for the online MBA effort was adopted with approval from Chancellor Miller. Tuition is differentiated for online classes ($550 per credit) and no Wisconsin tax dollars support online classes. All expenses are paid from the fees collected for the classes. Wisconsin residents who began their UW-Whitewater graduate program before spring, 2002 continue to pay the current graduate business tuition for online classes.

b. Assurance of Learning efforts will continue in 2004 – 2005 monitoring student outcomes in the program. Comparisons between online and face-to-face students will be made with an eye toward modifications that may be necessary because of delivery format.

c. The current breakdown of students enrolled in MBA classes is approximately 50 per cent in online classes and 50 per cent in face-to-face classes.

d. Online faculty are supported by the Online MBA Support Center. The Center is staffed by a Director of the Online MBA Program, Server Administrator, three graduate students, and several online student assistants. The Center also works with the campus Teaching and Learning Center to support online faculty and is responsible for the following activities:
Provide technological support for all students enrolled in the Online MBA program through the Online MBA Help Desk.

Provide technological support for 34 faculty members teaching online courses.

Act as liaison between faculty members team teaching with professors in Monterrey, Mexico and the University of Nottingham-Trent (London, England).

Plan, develop, and present faculty training workshops to improve online technical skills and teaching techniques.

Develop and support marketing efforts for the Online MBA Program.

Develop and support web page efforts for the Online MBA Program.

Test new technology, hardware and software, which may be used to teach online courses in the future.

Assess courses prior to their being offered using both internal and external evaluators.

Gather data through student surveys and interviews to identify how to improve online courses.

Create master cd-rom for online courses and oversee the production of these cd-roms for distribution to students enrolled in online courses

Identify student assistants to help online instructors with online course development, research, and other activities.

f. The Accounting and Health Care emphases were eliminated due to lack of faculty qualified to teach the courses and low enrollments in each of the two emphases.

g. Two grant programs have been implemented for online instructors. The first trains and supports new online instructors. The second assists experienced instructors in developing new online courses or revising previously taught courses.

All new online faculty are required to participate in a 20 hour workshop facilitated by the Director of the Online MBA Program. The workshop includes topics such as the use of technology, video lectures, learning outcomes, discussion groups, interactive learning, using the learning management software, and other teaching strategies. Special emphasis is
placed on the application of appropriate learning outcomes and how they tie to course assessment.

Faculty who successfully complete the workshop and create a course may apply for a maximum $3000 grant to revise a course that had been previously developed and taught by another faculty member or create a new online course. The grant requires the online faculty member to submit a proposal that outlines specific course improvements. All grants are reviewed and accepted or rejected by a six person distance education committee. The course improvements are assessed by the Director of the Online MBA Program and one external reviewer. Grant applicants complete the suggested revisions and re-submit the online course for additional assessment.

Experienced online instructors may also submit grants to create a new online course or revise a previously taught course. Experienced online faculty submit grant proposals for a maximum $3,000 award. All grants are reviewed by the distance education advisory committee members. Grant participants attend a one-half day refresher training workshop focusing on new technology and pedagogy. The course improvements are assessed by the Director of the Online MBA Program and one external reviewer. Grant applicants complete the suggested revisions and re-submit the online course for final review.

d. Face-to-face classes are offered at UW-Whitewater, UW-Waukesha, and American Family in Madison. The offerings at the Waukesha and Madison sites complement the Whitewater offerings.

l. Average class size for online classes is approximately 40 students. When enrollment in one class reaches 70 students, the class may be divided into two sections for load purposes and the instructor is relieved of another class whenever his/her teaching load permits the split. Faculty are given a financial incentive to accept more than 35 students in their class. They may ask that enrollment in their class be limited to a specific number of students.

e. Each online course has a brief practice/training module included to ease the transition for new students. Finally, students have access to a web site with common software downloads and student resources.

n. Three new Marketing courses were developed during the review period. MARKETNG 766 Ethics in the Marketplace is an alternative students may elect in the Required Breadth Area to MANGEMNT 759 Social Responsibility of Business. In addition MARKETNG 772 Internet Marketing and MARKETNG 775 Data Base Marketing were developed
and have been offered in face-to-face and online formats. They were also added to the appropriate modules as well.

o. The Operations & Supply Chain Management emphasis became available for students studying entirely online.

6. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that your foresee over the next review period in view of projected trends in employment and the development of new technologies, etc.

a. Developing courses and/or a new emphasis in E-commerce is being discussed as a possible addition to the MBA. There is a growing interest in developing instruction in this area.

b. Discussion will continue on the potential elimination of the Decision Support Systems emphasis due to the small number of students enrolling in the emphasis and the shortage of qualified faculty to teach the courses.

c. We will continue to carefully evaluate what we are doing with online courses with an eye to the need to change the Learning Management software, incorporating synchronous chat rooms and faculty office hours into the courses, and adding other technological enhancements that become viable and will add instructional value to the offerings.

C. Assessment of Student Learning /Outcomes

1. State Performance objectives, specifying what subject matter, cognitive development, and skills the students will demonstrate upon completion of the program.

Required Breadth Area Objectives
The members of the Graduate Studies Committee with input from the other graduate faculty developed nine objectives that are part of an assessment instrument sent to all MBA students who are graduating. This indirect measure provides an indication about how students feel the required Breadth classes have prepared them to meet the objectives graduate faculty have identified.

Knowledge-Based Objectives
Identify and discuss macroeconomics variables and their relationship to business conditions, or microeconomics variables and their relationship to managerial decision making.
Discuss managerial and organizational theories in terms of their relevance to problems and controversies common to contemporary business contexts.

**Cognitively-Based Objectives**
Analyze complex unstructured problems common to the many functions of business operations

Synthesize functional perspectives (e.g. accounting, finance, manufacturing, etc.) as they inform and influence the strategic planning and implementation process.

**Skill-Based Objectives**
Collect data and employ advanced statistical methods and analytic techniques to aid decision making in business operations.

Use accounting and/or financial data as a tool in decision making contexts common to business operations.

Prepare written messages (e.g. letters, memos, formal business reports, e-mails) that are clear, concise, grammatically correct and likely to achieve their intended purpose in business contexts.

Employ oral communication skills to work effectively at interpersonal, group/term, and organizational levels in problem-solving and decision making contexts.

Design and implement a (simulated) strategic plan based on the critical examination of internal and external variables.

**Emphasis Objectives**
The graduate faculty from each department with one or more emphases identified knowledge-based, cognitively-based, and skill-based objectives for their emphases. These are included on the exit assessment that is sent to all MBA graduates each term. These responses were shared with the respective department chairs.

**ACCOUNTING**

**Knowledge Based Objectives**
Attained knowledge of accounting pronouncements, auditing standards, systems concepts, related laws, appropriate concepts of ethical behavior.
**Cognitively Based Objectives**
Attained analytical abilities with regard to specific situations in business; such as, statement analysis, systems analysis, cost control, decision analysis and tax research

**Skill Based Objectives**
Attained abilities in formatting and presentation of data so as to create useful information; such as transaction accounting, financial presentations, various specialized reporting and related comp skills

Attained abilities as to transmittal of information; such as, computer, writing, and oral presentations

**DECISION SUPPORT SYSTEMS**

**Knowledge-Based Objectives**
Understand the role and nature of Computer Based Information Systems (CBIS) in organizations

Understand the effects of Computer Based Information Systems (CBIS) on managerial decision making

Understand the impact of information that is shared by multiple departments throughout an organization

**Cognitively-Based Objectives**
Understand the differences between the different types (such as expert systems, DSS, transaction processing systems, and so on) of computer information systems.

Understand the basics of designing the logical information requirements of a database

Understand how data can be managed as a corporate resource

**Skilled-Based Objectives**
Do an analysis of how an organization plans, organizes, and controls its Computer Based Information Systems

Utilize an appropriate software package that they know to design and implement a personal decision support system
Understand how to select the appropriate class of information technology to solve or assist in solving an appropriate business problem.

Understand how to query databases for ad hoc information need using a graphical interface or a host language like SQL.

**FINANCE**

**Knowledge-Based Objectives**
Learn about the mechanisms of the stock market and other financial markets.

Identify how financial markets have changed and are evolving over time.

**Cognitively-Based Objectives**
Understand how firms and individuals raise capital with stock equity, bonds, loans, and accounts payable to finance their assets.

Understand the role of the finance professional in today’s business organization.

Understand how the finance area relates to other functional areas such as accounting, marketing, management, economics and communication.

**Skilled-Based Objectives**
Use quantitative analysis and spreadsheets for decision making.

Analyze problems, cases and/or actual data to make firm decisions.

Develop decision criteria for analyzing the purchase of capital assets and securities.

**HEALTH CARE**

**Knowledge-Based Objectives**
Students enrolled in the health care emphasis should develop a solid understanding of important health care-related concepts including the identification of:

- Relevant trends in the field of health care
- Health care economics processes and activities
**Cognitively-Based Objectives**
Assess the role that health care plays in the business world

Assess the interrelationships between health care management decision variables

Assess the competitive environment of which health care decisions are made

Assess the success likelihood of potential health care-based strategies

**Skilled-Based Objectives**
Develop a situation analysis on which health care strategic plans will be assessed

Analyze relevant health care data

Develop strategic plans in the areas of management, marketing, economics, and ethics/laws

Develop product, price, promotion, and distribution strategies

**HUMAN RESOURCE MANAGEMENT**

**Knowledge-Based Objectives**
Identify current trends in human resource management

Identify the strategic role of human resource management in today’s business organization

**Cognitively-Based Objectives**
Analyze the interrelationship among human resource roles in the modern business environment

Assess the impact of human resource programs on the organization

Assess the effectiveness of human resource programs

**Skilled-Based Objectives**
Develop and assess employee selection criteria

Develop and access diversity goals and progress toward these goals

Develop effective employee compensation and rewards system
Measure the impact of comp and benefits systems

Develop effective training programs using a variety of methodologies

Develop technologically appropriate training programs

Develop appropriate strategies for dealing with conflict resolution in union and nonunion settings

Develop effective programs for negotiating with labor unions

INTERNATIONAL BUSINESS

Knowledge-Based Objectives
Relevant trends in the field of international business

International finance processes and activities

International markets processes and activities

International economics processes and activities

International management processes and activities

Cognitively-Based Objectives
Assess the role that international business plays in the world of business

Assess the interrelationships between international business under management decision variable

Assess the competitive environment on which international business decisions are made

Assess the likelihood of potential international business strategies

Skill-Based Objectives
Develop a situation analysis on which international business strategic plans will be based

Analyzer relevant international business data

Develop strategic plans in the areas of management, marketing, economics, finance for an international business endeavor
MANAGEMENT

Knowledge-Based Objectives
Understand the following:
  Organizational concepts, systems and processes
  Environment concepts, systems and processes
  Management concepts, systems and processes
  Human behavior at the organizational level

Cognitively-Based Objectives
An ability to develop and apply integrative frameworks to examine and interrelate organizational environments, designs, behavior and effectiveness with respect to:

Organization and management systems and processes

Situations and processes impacting the behavior of individuals, groups, and organizations

Managerial, leadership, and supervisory

Skill-Based Objectives
Communicate clearly orally and in writing

Use qualitative analyzed (including logic, fragmentation, interpretation, and synthesis) appropriate to the analytic requirements of the course work

Demonstrate personal and interpersonal capacity to develop the use of or foster creativity, enhance cooperation

MARKETING

Knowledge-Based Objectives
Relevant trends in the field of marketing
Product processes and activities
Promotional processes and activities
Distribution processes and activities
Pricing processes and activities

Cognitively-Based Objectives
Assess the role that marketing plays in the business world
Assess the interrelationships between marketing decision variables
Assess the competitive environment on which decisions are made
Analyze consumer needs and assess potential problem-solving solutions
Assess the success likelihood of potential marketing-based strategies

**Skilled-Based Objectives**
- Develop a situation analysis on which marketing plans will be based
- Analyze marketing data
- Select target customers
- Develop product, price, promotion, and distribution strategies
- Develop marketing plans

**OPERATIONS & SUPPLY CHAIN MANAGEMENT**

**Knowledge-Based Objectives**
- Ability to identify and distinguish among issues in the following topic areas:
  - Supply chain management
  - Enterprise resource planning
  - Manufacturing planning and control
  - Quality management
  - Just-in-Time Systems
  - Project management
  - Service movement

**Cognitively-Based Objectives**
- Able to conduct applied research in various production management related areas. This process includes problems formulating, data collection, data analysis and determination of results
- Able to analyze cases/literatures
- Able to integrate complex operational knowledge to solve real world problems

**Skilled-Based Objectives**
- Able to develop solutions in solving a variety of problems to improve operational efficiencies
- Able to synthesize the literature
- Able to work effectively in teams
TECHNOLOGY AND TRAINING

**Knowledge-Based Objectives for BSEDCNA 772**
Understand basic terms and concepts concerning computer hardware/software/applications.

Identify the basic procedures involved in disassembling, reassembling, and performing basic troubleshooting activities on a pc.

**Skill-Based Objectives for BSEDCNA 772**
Install and apply basic utility software to business situations.

**Knowledge-Based Objectives for MANAGEMENT 753**
Understand the history and basic concepts of organizational training and development.

Understand the impact and use of technology on the field of training today.

**Cognitively-Based Objectives for MANAGEMENT 753**
Develop a strong conceptual understanding of the principles which impact how adults learn and be able to apply these principles to work settings.

Understand the trend toward performance management and how it impacts today’s training.

**Skill-Based Objectives for MANAGEMENT 753**
Be able to use appropriate technology to research & develop an effective needs analysis.

Be able to select and use the appropriate technology for effective training follow-up.

Be able to develop an appropriate training strategy for today’s organization – using both classroom and distance learning technologies.

Be able to effectively evaluate a training program using appropriate statistical methods and be able to present this effectively to management.

Understand and be able to use appropriate training software packages.

Understand the appropriate distance learning technology and be able to apply this technology to achieve effective learning.
Cognitively-Based Objectives for BSEDCNA 775
Interpret and analyze recent trends in telecommunications technologies and their business applications, as well as project these trends in various ways.

Apply systems perspectives and methodology to specific problems in business telecommunications development and implementations.

Skill-Based Objectives for BSEDCNA 775
Develop RFP’s, write about the basic concepts of telecommunications, and analysis technical documentation.

Knowledge-Based Objectives for BSEDCNA 778
Understand the theoretical and practical aspects of the Open Systems Interconnection (OSI) networking model developed by ISO.

Skill-Based Objectives for BSEDCNA 778
Connect a number of PC’s, printers, and inter-network devices (e.g., hub, switch, etc.) to establish local area networks (LANs).

Configure and administer network protocols (e.g., TCPIP) as well as end-user accounts and shared applications.

Cognitively-Based Objectives for MANAGEMENT 742
Interpret the implications for satisfying vs. optimizing behavior.

Understand the impact of heuristics commonly used by humans in decision-making processes.

Identify and discuss systematic types of errors that are a consequence of using such heuristics.

Integrate and synthesize material on decision making and decision processes within organizations.

Understand implications of decision modeling and simulation

Knowledge-Based Objectives for MANAGEMENT 742
Understand human decision processes, in particular the heuristics that people employ to make decisions and resulting biases.

Identify problem structuring methods such as influence diagrams and objective hierarchies.
Understand the implications of trends such as OLTP, OLAP, data mining tools, and finally how all these relate to the emerging importance of business intelligence.

**Skill-Based Objectives for MANGEMENT 742**

Apply and implement the software of modeling technologies such as decision trees and multi-criteria decision making techniques.

Using various tools, to implement some of the scenarios pertaining to decision making and decision support.

2. **Describe the data collection techniques used to determine how the program has been successful in achieving the desired performance objectives.**

All MBA graduates are sent a survey instrument toward the end of their last term. They are asked to complete the survey instrument and return it by a specific reply date. Follow surveys are sent to those who do not respond by the first reply date. The instrument includes the nine questions on the Required Breadth Area as well as the portion applicable to each emphasis they will be completing.

The data is summarized and compared by term for the entire group, all online students, and all face-to-face students. This data is given to department chairs and Graduate Studies Committee members and made available to graduate students and graduate faculty.

The response sheets for the emphases are sent to the department affiliated with the emphasis for consideration and appropriate action when needed.

This exit/graduation survey provides an indirect measure of program success. We will be implementing an Assurance of Learning process that will provide direct measures of program success that will provide a basis for determining program success.

3. **Summarize the assessment data gathered during the review period. If it is helpful to include data from previous years for comparison purposes then please do. (Use tables when necessary)**

A table showing the responses to the exit/graduation survey for each year is found in Appendix G, page 81.

4. **Explain how individual courses are related to the student performance objectives.**
1. Students must take ECON 736 Business Conditions Analysis or ECON 737 Managerial Economics as part of the required breadth. This links to the first Knowledge-Based Objective on the Breadth assessment. Only ECON 737 has been offered to those students who elect to study entirely online.

2. Students must take MANGEMNT 721 Organizational Behavior or MANGEMNT 745 Building Effective Organizations as part of the required breadth. This links to the second Knowledge-Based Objective on the Breadth assessment. Only MANGEMNT 745 has been offered to those students who elect to study entirely online.

3. MARKETNG 731 Advanced Statistical Methods, ACCOUNT 725 Profit Planning & Control, BSEDCNA 740 Business & Professional Communication, ECON 736 Business Conditions Analysis, ECON 737 Managerial Economics, MARKETNG 766 Ethics in the Marketplace, MANGEMNT 759 Social Responsibility of Business, MANGEMNT 721 Organizational Behavior, and MANGEMNT 745 Building Effective Organizations are courses in the Required Breadth area that students must take. Students also must take MANGEMNT 788 Strategic Decision Making in the Strategic Management module. They link to the two Skill-Based Objectives on the Breadth assessment.

4. Students must take MARKETNG 731 Advanced Statistical Methods as part of the required breadth. This links to the first Skill-Based Objective on the Breadth assessment.

5. Students may take ACCOUNT 725 Profit Planning & Control as part of the required breadth. This links to the second Skill-Based Objective on the Breadth assessment.

6. Students must take BSEDCNA 740 Business & Professional Communication as part of the required breadth. This links to the third and fourth Skill-Based Objectives on the Breadth assessment.

7. Students must take MANGEMNT 788 Strategic Decision Making as part of the Strategic Management module. This is the MBA capstone course that all students take toward the end of their program. This links to the fifth Skill-Based Objective on the Breadth assessment.

5. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that you foresee over the next review period based on results of assessment of performance objectives.
After the Assurance of Learning assessments are completed, the Graduate Studies Committee will address the indirect measures to consider program changes that should be made based on the results of the surveys.

The Committee will collect action reports from each emphasis area to determine changes that have been made or will be made to improve their respective emphasis.

The online MBA Committee and online faculty will address how we can effectively incorporate the development of oral communication skills in problem-solving and decision making contexts.

C. List any dual-level courses and indicate how course content, pedagogical processes, assignments, etc., that create different educational experiences for graduate and undergraduate students.

All of the courses taken by MBA students are graduate student only classes (700-level). There are no graduate/undergraduate courses in the MBA.

D. Program Improvement Resulting from Assessment Efforts

1. Highlight some of the important changes to the curriculum, the assessment objectives, and/or the data collection techniques/processes that have occurred during the review period. Make sure to link the changes collected during the review period.

   a. More real world business problems, simulations, and case studies are being used in MBA courses.

   b. Three new Marketing courses have been developed providing an alternative for the ethics requirement as well as additional electives for the Marketing emphasis as well as the three modules.

   c. Adding four emphases to those available entirely online has given prospective students more choices.

   d. An IT Management emphasis was added to provide instruction in the higher order project management skills needed by information officers and other computer systems workers. This was done to fill the void created by the suspension of the MS-MCS program.

   e. The Production Management emphasis was renamed Operations & Supply Chain Management to reflect changes in the marketplace.
f. Human Resource Management, Technology & Training, and Operations & Supply Chain Management were added as emphases that could be completed entirely online. The other emphases available entirely online are Management, Finance, Marketing, and International Business.

2. **Indicate how the program has responded to recommendations relevant to assessment from the most recent Audit and Review Evaluation Report.**

The Graduate Studies Committee, along with the graduate faculty, is developing an assessment process that will provide direct measures of assurance of learning data to help improve the program.

E. **Information Shared with Constituencies** Discuss how the assessment information has been shared with important constituencies including students, staff, advisory boards, etc. In particular, indicate systematic efforts - e.g. regularly scheduled orientation meetings, departmental newsletters, etc.

The data gathered by the Graduate Studies Committee were shared with:

1. MBA students enrolled in the Strategic Decision Making class.
2. All College of Business and Economics faculty at department meetings.
3. The AACSB-International re-accreditation team.
4. The MBA Advisory Committee.
5. The Graduate Studies Committee members.
6. Department chairs.
7. We will be placing these results on the shared directory server that is available to all College faculty and staff.

III. **ENROLLMENT**

A. **Trend Data: Respond to the following trend data for the program:**

1. **Number of students enrolled each fall for each of the past five years.**

Enrollment in the MBA has grown during the review period from 270 students in fall of 1999 to 426 students in the fall of 2003. Enrollment
in students taking online courses account for the majority of this increase. See Appendix E, page 69, for the enrollment by term for the review period.

2. **Number of degrees granted each year for the past five years.**

Degrees granted during the review period grew from 63 in 1998-1999 to 135 in 2002-2003. See Appendix E, page 70 for the degrees granted each year and reported by emphasis.

3. **Average number of total credits completed by those earning degrees for each year for each of the past five years if the program is an undergraduate major.**

Does not apply—program is a graduate program and does not have an undergraduate major.

4. **Student placement information**

See Appendix E, page 71, for student placement information by emphasis.

A. **Demand for Graduates**

Identify career opportunities available for graduates of the program. Placement statistics may include:

1. **Acceptance into graduate programs and employment**

   No information/statistics available

2. **Employment projections by the Bureau of Labor Statistics and/or state agencies**

   No statistics found for MBA graduates although anecdotally there seems to be continuing demand for MBA graduates according to placement data reported by other schools as well as by UW-Whitewater placement data. See Appendix D, page 65.

3. **Other indicators of employment trends.**

   No other indicators available.

4. **If it is appropriate, differentiate in the data between those graduates seeking full-time employment upon graduation and those graduates of the program who are already employed and...**
may be seeding career enrichment opportunities, promotion, new job responsibilities, etc., upon the attainment of the degree.

Nearly 85 percent of the UW-Whitewater MBA students are already working full time and elect to pursue their MBA part time. Their reasons for deciding to do this may be for a different position within their organization, preparation to change careers and move to a new company, and/or fulfillment of a personal goal with no intention to seek a new position.

B. Accreditation

1. Identify the role of program accreditation for employment of graduates or program continuation.

Accreditation is important to the reputation and prestige of our MBA program. The University of Wisconsin Board of Regents’ policy requires that graduate programs in business must be fully accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB-International) to exist. UW-Whitewater’s MBA program is accredited by the AACSB-International. The last re-accreditation validation was January, 2004. Their response is reproduced as Appendix B, page 43.

2. If accreditation is not required for graduates’ employment or program continuation, but provides a competitive edge for the program, provide a brief explanation of the advantages of holding this accreditation.

As mentioned above, the UW Board of Regents’ policy requires that graduate business programs must be fully accredited by AACS in order to operate.

AACSB-International accreditation is a major feature prospective students are seeking when they apply to complete their MBA online.

3. Describe how the program contributes to specific state and societal needs.

a. The MBA can be pursued on a full-time or part-time basis.

b. Working adults can complete their entire program with evening/weekend or online courses.
c. Many of the part-time students are working full time while completing their degree and will stay with their employer.

d. Businesses in southeastern Wisconsin are provided employees with higher-level management skills.

e. Nearly 1/3 of the full time students are from other countries and provide a unique opportunity for students of different cultures to learn about each other’s culture while gaining knowledge of business operations.

4. Explain any changes in goals and objectives that have occurred since the previous audit and review, indicating how the program has responded to the recommendations listed in the previous audit and review report. Refer to Appendix C as necessary.

There were no recommendations in the previous report for changes in goals and objectives.

C. Location Advantage

1. Explain any advantage the program has due to the location of the University of Wisconsin-Whitewater and its access to opportunities and resources in the region.

The proximity of the University to major businesses and population centers of Southeastern Wisconsin and Northeastern Illinois provides the MBA a distinct advantage. Being close to Milwaukee, the financial and industrial center of Wisconsin, means we have the opportunity to provide the greater Milwaukee Metropolitan area with quality management education. The outreach MBA program classes at UW-Waukesha helps us service these needs. The outreach program helps our faculty maintain close ties with working managers and their companies located in Southeastern Wisconsin.

Furthermore, the launching of many of our MBA courses over the Internet, makes our MBA even more accessible to Madison and Milwaukee business and government employees.

Establishing the American Family headquarters as a site to offer MBA classes to people living in Madison and the surrounding communities, provides us an opportunity to provide the Madison area with quality management education.
D. Comparative Advantage

1. Identify any unique features that set the program apart from other competing programs and/or elements that contribute to the program having a competitive edge: Factors to discuss may include:

   a. The program’s content or special emphases;

   The UW-Whitewater MBA program is unique in Southeastern Wisconsin because of the array of emphases that are available for students to select a focus. While most MBA programs are structured and require every student to take the same courses to complete their program, the Whitewater program offers flexibility to students to select a specialization. Students select the area of concentration (emphasis) of his/her choice. The emphases that are available include: Decision Support Systems, Finance, Human Resource Management, International Business, IT Management, Management, Marketing, Operations & Supply Chain Management, and Technology and Training.

   b. It focuses on a specific population;

   The Outreach program is attractive to both employers and employees. The employee improves skills and credentials and is often reimbursed for the cost of the tuition by his/her employer (company). The employer benefits by keeping someone on the job full time and gains a more productive employee.

   The development of the Online MBA offerings enables us to expand our potential student market to anyone, anywhere in the world so long as they have access to a computer, are connected to the Internet, and have a working web browser.

   c. The expertise of the faculty and staff in specific areas

   Faculty teaching MBA classes hold the terminal degree in the area they teach and have a publication record to support their teaching.

   d. The availability of practicum or internship experiences.

   More than 85 percent of the MBA enrollment consists of people already fully employed. Therefore there is a very small number of students enrolled in the program who are interested in an internship experience. There have been less than 10 students during the
review period who have earned internship credit. We will continue to work with all MBA students who wish to have the experience to find them a suitable placement.

International students are anxious to complete a Practical Training experience in the United States before returning home to begin working. We are committed to establishing this option for our international students. We have made overtures to area company executives as well as business people serving on College and department advisory committees. We still have work to do to make this option a reality.

e. The lack of duplication of the program at other institutions in the University of Wisconsin System.

At least six other AACSB-International accredited UW System schools offer an MBA. UW-Whitewater continues to maintain a comparative advantage through the variety and quality of emphases and the availability of evening classes at Whitewater, Waukesha and American Family.

UW-Whitewater is also the only UW System School to make the MBA available entirely online with no required classroom component.

Recently the UW System approved a consortial UW MBA offered by four UW-Eau Claire, UW-LaCrosse, UW-Oshkosh, and UW-Parkside

E. Community Impact

1. Discuss the impact that the program has on the community and/or region. Factors to discuss may include:

   a. The involvement of students and/or faculty in the region;

   One of the most exciting areas providing community impact has been the expansion of student/faculty consulting teams working on real world business problems, partly under the auspices of the “technology grant.” The original Technology, Workforce and Economic Development federal earmark proposal requested significant financial support to develop a center. The funding was less than requested; however it was useful in leveraging short-term activities to support an ongoing business and economic development center.
More than 20 projects have been undertaken, all of which involved faculty, staff and students working on technology-related projects with cross functional/departmental characteristics for not-for-profit, small and mid-sized business that could not otherwise afford such services.

The centerpiece Tech Center Grant project was with e-Innovate, an entrepreneurial, not-for-profit, Milwaukee area network focused on information technology businesses. The project is an interdisciplinary faculty and student effort to help e-Innovate market itself to the region, strengthen member benefits and develop an online community. Primary involvement came from the MCS area, with web page development; Marketing, where Creative Marketing Unlimited (CMA) students conducted marketing research and developed a marketing plan; and Economics where studies of economic development and impact related to the technology industry are underway.

Plans are also underway to develop a Fiscal and Economic Research Center that would offer assistance to communities in developing and maintaining long range plans in accordance with “Smart Growth” legislation. This center would enhance linkages between community needs and faculty expertise, and would create challenging learning opportunities for graduate students in the College.

The majority of part-time (outreach) students come from a 60-mile radius of Whitewater. The launching of courses via the Internet has attracted students from other parts of Wisconsin who are too far from campus to attend on-campus classes as well as from other states and countries.

b. Support by regional circumstances.

UW-W business alumni who live and work in the region serve on the MBA Advisory Committee.

Several companies from the region are looking for MBA students to do internships or projects for them as well as looking to hire our MBA graduates.

F. Strategic Planning

1. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that
you foresee over the next review period in view of projected trends in employment and development of new technologies, etc.

The Graduate Studies Committee has several potential revisions to address over the next review period.

a. They will review the viability of low enrollment emphases to determine if a change in courses is needed, advertising can grow the numbers, or if the emphasis should be eliminated.

b. They will look at the viability and mix of full-time, outreach, and on-line courses as we strive to maximize our resources.

c. They will consider the need to modify or add courses in modules and/or adding new emphases. One area that will be considered will be e-commerce.

d. They will continue to look at how we can improve our MBA program and enhance the reputation of graduate business education at UW-Whitewater.

IV. RESOURCE AVAILABILITY & DEVELOPMENT

A. Faculty and Staff Characteristics

1. Discuss the characteristics of the faculty and staff responsible for the program. Factors to be discussed include levels of professional preparation; appropriateness of expertise to the needs of the program; unit cohesiveness in enhancing program quality; and success in meeting affirmative action goals.

Fifty-five faculty members who are affiliated with one of the six departments of the College taught MBA courses during the review period. All are terminally qualified. They possess the diversity of expertise needed for a quality graduate program and needed to maintain the ten emphasis areas. The faculty who teach MBA classes also teach undergraduate classes in their respective department.

The College has attempted to be proactive regarding increasing the diversity of the faculty. Data regarding racial/ethnic origin is self-reported, so may not completely reflect the diversity of the faculty. Approximately 41 percent of the teaching faculty/staff in the College are female and approximately 21 percent are multicultural.
2. **Indicate the courses in the curriculum for which each faculty and staff member is responsible.**

See the listing in Appendix F for the list of graduate faculty who taught graduate courses during the review period.

3. **Identify anticipated staffing changes or areas of need and the projected impact of these changes and needs on the program.**

At this time, the only anticipated staffing changes are the result of faculty retirements and faculty leaving for other reasons. The affected department conducts national searches and attempts to hire faculty members from a variety of doctoral-granting institutions whose academic strengths parallel instructional needs identified by the College. The College offers competitive salaries and other support to attract outstanding teachers/scholars. At the same time, the College seeks to have a faculty that reflects the diversity of society.

Candidates for faculty positions are evaluated on the strength of their academic preparation and whether their orientation is consistent with the mission and goals of the College. They must be able to deal well with the types of students enrolled in the College of Business and Economics and be interested in helping them become competent, career-oriented professionals. Candidates are also recruited based upon their potential as productive scholars, as well as their interest in service to the College, the University, and the region. This balance of teaching excellence, interest in research, and willingness to serve must be judged to be present.

Candidates must also possess the technological expertise to ensure technology integrated approximately into their seat-time classes and they should have interest in possibly developing one or more online classes. Candidates are rejected if those involved in selection do not believe this balance has been demonstrated or can be achieved.

**B. Teaching and Learning Enhancement**

1. **Summarize faculty and staff activities in the areas of teaching and learning enhancement since the previous audit and review. Factors to discuss may include:**

   a. **Participation in on-campus and off-campus teaching enhancement activities;**

   Graduate faculty participate in Learn Center Workshops and off-campus conferences, seminars, and workshops designed to enhance teaching.
1) The instructors who are preparing an online course participate in a 20 hour training program prepared by Dr. Robert Schramm designed to introduce web-based teaching. Web instructors evaluate each other’s courses informally and evaluate new courses each term. They also meet several times each term to exchange ideas and solve problems on managing and teaching web courses.

b. **Involvement in academic advising and efforts to maintain or improve advising performance.**

Each department in the College has designated one or two academic advisers to their full-time MBA students who have opted for an emphasis area located in their department. All part-time students are advised by the Associate Dean who is also coordinator of the MBA program. Every new MBA student meets with the Associate Dean who prepares the student’s academic program in consultation with them.

c. **Work with undergraduate students on research projects;**

Several of the graduate faculty work with undergraduate students as well as graduate students on research projects.

d. **Initiatives on student-learning based outcomes;**

Graduate faculty teaching web courses are required to develop each course module/unit around performance-based objectives. Discussions/workshops led by Dr. Friedman of the Learn Center have been held to help them learn how to write these objectives. Many are now incorporating performance-based objectives into their seat-time courses.

The Graduate Studies Committee has asked all faculty teaching graduate business classes to include performance-based objectives on course syllabi and indicate/show where/how each will be assessed.

e. **New course development; and/or**

The Marketing faculty developed three new courses: MARKETNG 766 Ethics in the Marketplace, MARKETNG 772 Internet Marketing, and MARKETNG 775 Data Base Marketing. All three have been offered online and on campus.
f. Involvement with interdisciplinary course development and/or delivery;

Several graduate business faculty have been working with colleagues from Nottingham Trent University on joint research projects that will result in publication this fall. They are also looking at how they can co-teach and/or team teach a class at the others school. Initially this may be in online classes.

C. Research and Other Scholarly/Creative Activities

1. Summarize the research and other scholarly/creative activities of the faculty and staff since the previous audit and review. Delineate participation in professional meetings, exhibits, performances, presentations, publications as means of presenting original basic and applied research initiatives.

Sixty faculty members authored 248 peer-review publications and 44 faculty members made 350 presentations during the review period. A detailed table showing their other scholarly activity is included in Appendix F, page 72.

D. External Funding

1. Summarize the efforts and success of the program to generate funding through grants, contracts, and/or gifts. Indicate sources, requested dollar amounts, and current status of such requests.

Contributions from businesses and supportive alumni have enabled the college to provide extra funds for faculty development, purchase of technology, recruitment of top students who in turn motivate the faculty to enhance their teaching skills, and the creation of three endowed professorships—Young Entrepreneurship, Kleimenhagen Professorship in Marketing, and the CA Black Professorship in Accounting.

The five year historical summary for extramural funding received by College faculty and staff follows.

Five Year History of Funding Received by the College

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-00</td>
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</tr>
<tr>
<td>2000-01</td>
<td>$560,431/23</td>
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<tr>
<td>2001-02</td>
<td>$505,351/29</td>
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<td>2002-03</td>
<td>$5,560,081/51</td>
</tr>
<tr>
<td>2003-04</td>
<td>$298,833/9</td>
</tr>
</tbody>
</table>
E. Professional and Public Service

1. Summarize the efforts and successes of the program to generate funding through grants, contracts and/or gifts. Indicate sources, requested dollar amounts, and current status of such requests.

   a. Service involvement in professional organizations at state, regional, national or international levels;

   See the detailed listing of professional involvement by graduate faculty in Appendix F, page 75.

   b. Editing or reviewing for professional publications within the discipline;

   See the complete listing for graduate faculty in Appendix F, page 75.

   c. Non-compensated consulting or intervention activities related to the discipline; and

   See the detailed listing in Appendix F, page 75.

   d. Roles and memberships in university, college, and departmental committees.

   See the complete list in Appendix F, page 75.

F. Resources for Students in the Program

1. Discuss the number of students in the program in relation to the resources available to the program. Factors which may be analyzed include:

   a. The number of students per faculty member; and

   Graduate faculty usually only teach one graduate section during a term along with 2 undergraduate sections. Enrollment in the graduate class can range from 5 to 35. As the online offerings have gained momentum, we have had higher enrollment in online sections. Online class enrollments each term of the review period have averaged about 40 per class. On campus enrollments during the review period have averaged about 21 per class. UW-Whitewater classes average about 22, Waukesha classes average about 16, and American Family classes average about 22.
b. The amount budgeted to student help, capital, supplies/services, etc.

Each department is assigned one or two graduate assistants each year to aid faculty with their research and publication agendas, manage/supervise computer labs, and to aid faculty with web course development.

Faculty teaching online classes are given an allocation of money to hire a student assistant to help them during the term they are teaching online. These assistants may be graduate or undergraduate students. The student help will assist with research projects and/or help with the management of the web class.

G. Facilities, Equipment and Library Holdings

1. Discuss the adequacy of the facilities, equipment and library holdings available for the purposes of supporting a high quality program. Identify any deficiencies and describe plans to remedy them.

At the present time, instructional resources are adequate to support the mission of the College. Faculty members have ample office space and sufficient support from staff, graduate assistants, and student workers. Classroom space and facilities are likewise adequate. Fourteen additional classrooms have been upgraded to level 3 and nine of the 14 have been repainted, carpeted, and had the furniture replaced. We now have 26 level 3 classrooms with 18 of them having carpeting, new paint, and new furniture.

Because of a reduction in the number of teaching faculty and staff, we have had to offer larger sections to accommodate the number of students enrolling in business classes. We find we need more large classrooms to satisfy the demand for business classes.

Traditional teaching technologies such as overhead projectors, libraries, chalkboards, and overhead transparencies are well supported. Newer technologies, such as facsimile, graphical presentations, and Internet are also adequately supported. Computing facilities for students continue to improve. The increased use of electronic methods for teaching, communicating, and learning is very important to the College. We have had the wiring installed to make Carlson wireless for students and faculty. Hopefully this will be completed in fall 2004. This will allow students and faculty with laptops and wireless capability to use their computer anywhere in the building. As faculty computers are replaced, we
encourage them to purchase laptops. We are encouraging new students who will be purchasing a computer to purchase a laptop.

All College faculty have access to campus e-mail and to the Internet. A website for the College, its academic and administrative units, faculty and programs is continually being improved and expanded. A special home page for the on-line MBA has been developed and linked to a variety of search engines. We are continuing to expand the links and the content of the web page.

Distance education/learning will continue to play an increased role in the College in the future. The number of online offerings and students will continue to grow. We have increased from 4 offerings in each fall and spring term to 16 offerings and over 650 students in fall, 2004.
Appendix A
Audit and Review Evaluation Report From Last Review

1999-2000
AUDIT AND REVIEW EVALUATION FORM

Program: MBA

Program Strengths:

Accreditation/Honors
1. AACSB accreditation

Assessment
2. Assessment relates directly to objectives.
3. Variety of assessment data used
4. Assessment has informed changes in program requirements. They've begun collecting survey data and seem to be working to connect program changes to assessed needs.
5. On-line instructor evaluation instrument being developed.
6. Results shared with a number of constituencies.

Curriculum
1. All courses are strictly graduate level, with no "slash" courses.
2. Curriculum linked to objectives. (Appendix A).
3. Objectives of breadth courses are clear and are linked to specific courses.
4. Efforts are underway to revise, reorganize, and reenergize the requirements.
5. Attempting on-line courses/degree - efforts to meet needs of non-traditional and distant students.
6. Willingness to change the degree to meet the needs of students.
7. Curriculum changes result from market study and student surveys.

Enrollment
1. On-line MBA enrollment growth

Faculty
1. Faculty productivity in some emphases is strong (e.g., Management, Marketing)

Location
1. The on-line MBA program makes MBA more accessible to Madison and Milwaukee businesses and government employees.
2. Courses are offered at several locations that help non-traditional students to get a degree from UW-Whitewater (e.g., Outreach program at U.W. Waukesha).
Comparative Advantage
1. The on-line portion of the program has several comparative advantages.
   a. Interaction among students and between students and faculty.
   b. The opportunity for students to download the course material so that they can work on it at their convenience.
   c. The variety of emphases available.

Community
1. The program has strong ties to the business community in the region.

Placement
1. High placement rates for graduates

Resources/Administration
1. External funding

Other
1. Incorporating the global dimension in the program.

**Program Weaknesses:**

Curriculum
1. No language requirement identified in global management objectives.

Enrollment
1. The numbers for enrollment and graduation rates in the different emphases couldn't be found. The accounting numbers seemed low. There appeared to be a decrease in the number of degrees granted and somewhat of a decrease in enrollment?
2. On-line enrollments may be very high (60-75) which would then be very heavy load for instructor given need for personal e-mail responses. Need to reinforce their stated desire to hold caps at 30-35.

Faculty
1. Faculty productivity in some emphases is low (accounting, finance, MCS). Not all program faculty equally active in academic research. There are notable peaks and valleys. The same few faculty account for most of the academic research throughout the program.
2. The faculty listed in the appendices does not include data on people hired in the last two years. Needs to be kept current.

Opportunities for Students
1. Advising seems minimal and with heavy load on the associate dean (all part-time MBA and support for pre-business undergrads)
2. The number of students in individual on-line classes seems to be too high.

Resources/Administration
1. There are limited campus resources to support the technical environment for the on-line program.
2. There is limited faculty development support for preparing on-line courses to support the program.

Other
1. The curriculum needs to be updated to include e-commerce courses for several emphases areas, such as marketing, POM, DSS etc.

**Recommended Actions:**
1. A business model should be developed for the on-line degree program.
2. The program should continue to monitor student outcomes in the program with special attention to whether the outcomes are achieved equally in both face-to-face and on-line formats. This assessment should include collecting data on outcomes and identifying objectives that may be established/modified because of the delivery format. The program should use multiple measures to assess whether the program has achieved its educational objectives.
3. The program should continue to examine the issue of balance between the face-to-face program and the on-line program. Among the questions that should be addressed are the proportion of the program that should be offered in each format and whether both formats can be continued.
4. The program/university should develop standards for appropriate class sizes for on-line classes.
5. The issue of how to hire and retain faculty needs to be addressed. Specific concerns are the sharply rising salaries and heavy teaching loads.
6. The program should address the issue of whether UW-Whitewater has appropriate faculty expertise to offer the various emphases. As part of addressing this issue, the program should attempt to use the on-line format to expand the program's (and students') access to the relevant expertise.
7. The issue of compensation for on-line courses should be addressed. This should address both preparation of the course and the actual instruction of the course.
8. The program, college, and university should address the issue of support for faculty teaching on-line courses and students enrolling in those courses. This support includes faculty training, course preparation, technical support for course presentations, support for students in the courses, and appropriate changes in policies and practices to support this modified format.

**Recommended Result:**

- X Continuation without qualification.
-  Continuation subject to minor concerns.
-  Continuation subject to annual reports from dean on progress remedying deficiencies until noted deficiencies are corrected.
-  Withhold recommendation for continuation, place on probation, and require another complete audit and review within 1 - 3 years at committee's discretion.
___ Withhold recommendation for continuation, place on probation, recommend placing in receivership within college, and require another complete audit and review within 1 - 3 years at committee's discretion.

___ Non-continuation.
Appendix B

Accreditation Report

April 5, 2004

Christine L. Clements, Dean
College of Business and Economics
University of Wisconsin-Whitewater
800 West Main Street
Whitewater, Wisconsin 53190-1790

Dear Dean Clements:

The Maintenance of Accreditation Committee reviewed and is pleased to accept your January 2004 interim report. All issues appear to have been satisfactorily addressed. In particular, the Committee is impressed with the detailed discussion on the improvements in existing processes for planning and placement, advising, support for non-traditional students, and improvement of the MBA curriculum. Congratulations on your successful and continuous improvement efforts.

The next on-site review occurs in 2008-09. Annual maintenance reports and participation in the accreditation data module are required for each of the next five years. Please refer to the Accreditation Maintenance Handbook http://www.aacsb.edu/accreditation/process_processprocess.html for more information. The handbook will be revised and updated frequently to provide the most current process improvements. Please monitor the website to make certain you have the most current version.

In the collection of annual maintenance reports required for accreditation maintenance, please measure and provide progress on strategic management of available resources, including implementation and results of strategies over the previous year on existing action items. Include action items, either obvious or explained, for the immediate future and their relevance to the mission.

The collection of annual maintenance reports and the Fifth Year Maintenance Report should be distributed to reviewers no later than 60 days prior to the 2008-09 on-site review. At the same time, also submit the collection of reports, electronically, to the Maintenance of Accreditation Chair at mac@aacsb.edu.

Thank you for participating in this peer review process.

Sincerely,

John Kraft, Chair
Maintenance of Accreditation Committee

e: John W. Miller, Chancellor
   Richard Telfer, Provost and Vice Chancellor

vma646@brown.whitewater.edu
Appendix C
Programs AR(s)

AACSB
BUSINESS ACCREDITATION COMMITTEE

INTERIM REPORT
JANUARY 2004

COLLEGE OF
BUSINESS AND ECONOMICS

UNIVERSITY OF
WISCONSIN-WHITEWATER
The following update report is presented in response to the Business Accreditation Committee letter of February 5, 2002. Their concerns and the University of Wisconsin – Whitewater College of Business and Economics responses are as follows:

Please provide a report to demonstrate sustained and further enhancement of improved and mission-linked outcomes and processes, including development and implementation of improved procedures for:

1. **Improved career planning and placement services for MBA students, including those enrolled at Waukesha.**

Improvements in career planning and placement services for MBA students are an area of ongoing attention and continuous improvement for the College. At the University of Wisconsin-Whitewater Career Services Office, initiatives have been focused on web access to career planning and employment services. The majority of our graduate students are working full-time and attending school part-time. Online developments in Career Services allow these students, whether in Waukesha or any other location, to have web access to career guidance systems, online job databases and e-recruitment tools. It is possible for students to register, upload and publish an online resume into a referral database, search for jobs through the employer database and schedule campus interviews through an e-scheduling system. It is also possible to access job search engines to obtain information on positions world wide through links on the Career Services website. Individual on-campus advising and career guidance services are also available to all graduate and undergraduate students.

At the College level, we provide a link from our College Student Services web page to the Career Services website [http://www.uww.edu/StdRsces/career/](http://www.uww.edu/StdRsces/career/) and to the Andersen Library Job and Career Information website [http://library.uww.edu/subject/job.htm](http://library.uww.edu/subject/job.htm). The library site offers links to an extensive array of job boards, career services and company information. The annual University career fair is hosted by the student organizations of the College of Business and Economics and Career Services who encourage graduate students to submit their resumes prior to the fair, to participate in the fair and encourage employers to be prepared for graduate student recruitment. Also, the College occasionally hosts company representatives wanting to discuss job opportunities for graduate students. Finally, when the College receives notices of job openings we forward them to the pool of qualified students and refer the companies to Career Services. The College is continuing its work with Career Services to increase the number of employers contacting the campus for graduate student recruitment, but increasingly, students seek the broader database available through general web services.

2. **An enhanced undergraduate advising system, especially at the lower division level.**

The undergraduate advising system has been improved through two University-wide initiatives. The University committed to improving advising campus-wide by providing partial funding for an advisor position in each College and developing a University Master Advisor program. The
College of Business and Economics hired an advisor with extensive experience in advising the general student population as well as minority and retention advising. Six faculty in the College serve as University Master Advisors. In this role, these individuals assist with Preview (freshman advising and registration), teach a section of New Student Seminar (1-credit freshman orientation course), participate in the Early Warning Program, and assist with advising in the College. At this time, the College requires that these individuals assist with transfer advising and be available for a designated number of walk-in hours during priority registration.

In addition, the Whitewater Student Government was successful in pursuing and gaining approval for a supplemental tuition package, the dollars from which are used primarily for the Academic Advising and Exploration Center, a centralized operation that serves mostly freshmen and undeclared (undecided) students. This Center became operational in November 2002. The professional advisors in the Center advise all freshman pre-business students, reducing the College pre-business advising load from 1971 in 1999 to 704 in 2003. The Center’s personnel include a director, 5.75 advisors, and a program assistant. Two new advisors will be hired and are expected to start in early January 2004, raising the advisor number to 7.75 advisors, plus advising provided by the Director. In addition to staffing and providing renovated offices for the Academic Advising and Exploration Center, the money generated from the supplemental tuition provides for enhancements in the New Student Seminar course, the New Student Programs Office (a peer mentor program and manager), and in Career Services. The number of New Student Seminar sections has increased from 6 in 1999 to 46 in 2003. The course was also approved for general education credit, as opposed to being a non-degree credit.

The University initiatives have resulted in a more desirable student to advisor ratio. This has led to more focus on students who do not currently meet the College grade point average requirements and those who are on University probation.

3. **Increased access to academic support services for non-traditional students.**

Access to academic support services has been improved through multiple initiatives. Included are the development of the Master Advisor Program, the addition of a College advisor, and the creation of the Academic Advising and Exploration Center. These three University programs have increased the student and faculty/advisor interaction. The Early Warning Program has helped identify those facing academic difficulty and provided an opportunity for faculty and staff to make contact with students who may be in need of referral or who are beginning to flounder in the University environment.

The reduction in the advising loads of the Assistant Dean and College Advisor (from a total of 1971 in 1999 to 704 in 2003), allows for increased attention to students who are not meeting the College’s grade point average requirements. Students in this situation are contacted and invited to make individual appointments to discuss their academic progress.
Tutorial services are available until 9 p.m. Sunday through Thursday evening and applications for services may be accessed online. A number of non-traditional students are generally enrolled in Developmental Math and Tutorial Services. Also, the Adult Resource Center offers a meeting place, advocacy and referral services, and basic support resources to non-traditional adult students. Non-traditional students are being served by the University’s pre-college Educational Talent Search Program, as well. They are fully integrated into the McNair Program. At this time there are three non-traditional students in the McNair Program.

The move to web-based systems has enhanced access for all students. Students can register for classes on-line and without coming to campus. They also have online access to the course catalogs and timetables, various student handbooks, and policies and forms such as those required for course changes, late adds and drops, receipt of academic records, scholarship applications, veterans’ information and financial aid.

At the graduate level, a toll free telephone number has been added for College graduate students in on-line classes with technology issues, and another for graduate students with advising questions. Also, on-line students are provided with a complimentary utility CD with Learning Space training modules. In addition, the Graduate Studies Office provides online easy access to information and forms necessary to support graduate work.

Finally, all faculty and administrators are regular users of e-mail and are easily contacted via this method outside of traditional office hours. In fact, many are available nearly 24/7/365. Access to faculty, information and other types of academic support services is much improved by campus-wide and individual transitions to electronic information sharing.

4. Increased integration of MBA curricula, including cross-functional approaches to organizational issues and greater integration of theory and practice.

The MBA curriculum was completely restructured in 2000 to provide enhanced integration and cross-functionality. The curriculum now includes three modules. Students are required to take three courses in the strategy module including a 2-credit capstone course and two more 3-credit strategy courses from two different departments. Students are also required to take three courses in the international and management of technology modules. In other words a student can take two courses in the international module and one in the management of technology module or the student can take two courses in management of technology and one course in the international module. In a module where a student chooses to take two courses the courses must be from two different departments (functional areas). In the strategy module and either the international or management of technology module, students are focused on a similar issue or business topic from at least two functional areas. The capstone Strategic-Decision-Making course, required in the strategy module, focuses directly on students taking a top management role in developing strategy for an entire organization which requires much integration across functional areas.

The three modules have agreed-upon learning objectives that must be included in each course approved for specific modules. The modules and objectives are as follows:
Global Management Module Objectives (students take 3 – 6 credits/1 – 2 classes)

1. Identify and understand the relevant variables, problems, trends, and risks that affect companies with global operations.

2. Assess relevant structural differences in countries’ business conditions. These might include differences in technology, labor markets, legal environments, financial markets, governments, cultures, and business practices.

3. Use procedures unique to international operations for problem solving, risk management, and/or decision making. These might include: procedures regarding currency exchange, international trade and credit, global marketing and distribution, and hedging.

4. Understand and anticipate the impact of world events on the business environment.

Courses approved for the Global Management Module are:
- ECON 758 Advanced International Economics
- FNBSLW 755 Multinational Business Finance
- MANGEMNT 763 Global Operations Management
- MANGEMNT 777 International Management
- MARKETNG 761 International Business (Marketing)

Managing Technology Module Objectives (students take 6 – 8 credits/1 – 2 classes)

1. Understand, select, evaluate, and apply appropriate technology in business settings.

2. Develop a strong conceptual understanding of the factors that affect the successful management of innovation and technological change.

3. Gain knowledge of human factors that will help students manage technology training and development in the business setting.

4. Identify trends in technology and how they affect the business environment.

Courses approved for the Managing Technology Module are:
- ACCOUNT 761 Accounting and MIS
- BSEDCNA 772 Business Technologies
BSEDCNA 775 Business Telecommunications
BSEDCNA 778 Network Administration for End Users
MANGEMNT 734 Introduction to Computer Based Information Systems
MANGEMNT 738 Management of Technology
MANGEMNT 753 Training and Development
MANGEMNT 769 Quality Issues in Operations
MCS 785 Info Systems Project Management
MARKETNG 745 Total Quality Management
MARKETNG 770 Product Innovation & Pricing
MARKETNG 772 Internet Marketing
MARKETNG 775 Database Marketing

Strategic Management Module Objectives (students take 8 credits/3 classes)

1. Identify and describe general strategy principles and function-specific strategy components.

2. Conduct internal and external analyses, identify strengths and weaknesses, assess competitive capabilities.

3. List potential strategic decisions, select appropriate decisions based on the assessment of the decision situation, justify selected decisions, and communicate actions to others.

4. Identify the most efficient and effective means to employ selected alternatives.

5. Determine the degree to which strategic alternatives have been successfully designed and implemented and identify contingency plans.

Courses approved for the Strategic Management Module are:
FNBSLW 770 Capital Budgeting
MANGEMNT 760 Strategic Management of Human Resources
MANGEMNT 768 Operations Strategy
MANGEMNT 771 Strategic Management
MANGEMNT 788 Strategic Decision Making (required capstone course for all MBA students taken within the final 12 credits)
Courses taught in the MBA program rely heavily on the use of cases as a method of instruction and, in fact, we feel this is a competency of the program. This evolution started with requiring the use of cases in our on-line MBA program seven years ago. While the use of cases was never made a requirement in our traditional classes the success of this method of instruction for on-line courses has caused greater use in our traditional courses as well. The case method pushes students to take theory and practice and apply them to various real world business settings. In addition, students are often asked to relate course content to their existing work experiences. As most of our students are part-time students and work full-time they often have very rich experiences to share with other students.

The use of cases as an instructional tool can also lead to greater cross-functional integration. A survey of four classes revealed a significant number of integrated assignments incorporating cross-curriculum knowledge. Some examples to illustrate what is being done follow:

MARTKNG 766 Ethics in the Marketplace (a new course in the required Breadth area) included assignments that integrated ethics, economics and marketing concepts in the case titled "Green Marketing."

BSEDCNA 740 Business and Professional Communication (a course in the required Breadth area) ties human resource management knowledge and ethics into an assignment titled "Ethical Issues in Job Interviews." Another assignment titled "Individualism vs. Collectivism," focuses on cultural differences, communication and management issues.

ECON 737 Managerial Economics incorporates marketing principles by analyzing articles such as "Advertising and the U.S. Market Demand for Beer."

MANGEMNT 788 Strategic Decision Making incorporates marketing, human resource management, and management of technology knowledge in an assignment titled "Dell Computer Corporation: Internal Analysis."

This is a small sampling from the many examples of MBA courses drawing on knowledge from across disciplines.

The College Graduate Studies Committee continues to consider how we can further integrate theory and practice with the MBA program beyond the many examples that we already find in place. They are currently discussing the pros and cons of two alternatives that, in the end, may both be implemented.
Alternative 1--Apply lessons in all breadth courses to a common company, e.g. Harley-Davidson or Dell, which is similar to what is being done in the undergraduate course classes. This alternative would require all disciplines with a course in the required Breadth to effectively pursue integration and practical applications. This could be applied to classroom and web-based courses and would impact the maximum number of courses. The breadth classes are 2-credit courses which provides a bit of a time constraint.

Alternative 2--Apply theoretical and practical lessons to a common company in all Strategic Management "module" courses. This alternative affects fewer courses than alternative 1 and does not cross all disciplines within the College. It would integrate a minimum of two disciplines and a maximum of three. We see integration in several of these courses already, particularly in the program's capstone course, MANGEMNT 788 Strategic Decision Making, as mentioned in the examples above.

The Graduate Studies Committee continues to discuss the best and most effective way to accomplish the theory and practice integration on the broadest base possible. Committee members have had several exchanges with graduate faculty from their respective departments and are researching potential common companies that might become the vehicle to accomplish this task. They are also discussing how they would monitor this as well.

In addition to responding to the four specific concerns discussed above, the committee asked that we provide an update on continued strengthening of faculty intellectual contributions, with demonstration that the Promotion and Tenure Review decisions adhere to the minimum requirements outlined in the new policy, that the quality and quantity of intellectual contributions are continuing to improve (especially in accounting and economics) and that the policy limiting graduate instruction to research active faculty is being observed.

Strengthening of faculty intellectual contributions with demonstration that the Promotion and Tenure Review decisions adhere to the minimum requirement outlined in the new policy.

Since the last review in 1999-2000, five people have been promoted to Associate Professor and tenured, and four have been promoted to full Professor. Recent publications and presentations are available in Appendices I and II, and the list of faculty follows:

- S. Choton Basu – Tenure and Promotion to Associate
- James Bronson – Tenure and Promotion to Associate
- Stephen Havlovic (resigned 8/03 – accepted an Associate Dean’s position) – Tenure and Promotion to Professor
- Mark Skidmore – Promotion to Professor
- Bambi Statz – Tenure and Promotion to Associate
- Scott Swanson – Tenure and Promotion to Associate
- John Washbush – Promotion to Professor
- Jon Werner – Tenure and Promotion to Professor
- L.Roger Yin – Tenure and Promotion to Associate
One candidate was denied promotion to full professor due to scholarly output deficiencies, and a probationary faculty member was issued a terminal contract one year prior to mandatory tenure review for insufficient scholarly activity.

Standards for promotion represent “hard” minimums that must be met. The candidates’ records are evaluated independently by the department, the College Promotions Committee, the dean, the provost and the chancellor (see Appendix III for the vitae of faculty reviewed for promotion and/or tenure since the last report). At all levels, the records are evaluated relative to standards to ensure that at the very least, the minimum standards are met. It is possible, especially outside the College, for denials to take place for those who meet minimum standards. This has not occurred during my tenure as dean. Feedback up to the point of tenure encourages probationary faculty to move beyond minimums.

About four years ago, the university moved to a “Purple Book” system. The Purple Book review process is oriented to providing a coaching and mentoring relationship between the department (more specifically, the chair on behalf of the department) and the probationary faculty member, and also to making clear to untenured faculty exactly where they are in terms of progress toward minimum standards. Complete information on the Purple Book may be found at http://acadaff.uww.edu/Promotions/PurpleBook.htm. Expectations among teaching, research and service activities are negotiated in such a way that probationary faculty can have different annual goals geared toward their specific needs, while continuing to make progress toward uniform tenure and promotion expectations. Annual reviews at the department, chair and dean’s levels provide evaluative feedback on progress and recommend adjustments in goals and activities. Annual goals must be tied to standards and are signed by the individual faculty member, the chair and the dean. Faculty-written annual review narratives must relate performance to standards. College tenure and promotion standards are provided in probationary faculty Purple Books and are available in the on-line Faculty Handbook. They are also shared with faculty at the time of the recruitment interview.

The goal is for no one to be surprised in the tenure process. If it is apparent that unacceptable progress is being made toward standards, the review letter from the dean indicates that insufficient progress in the next year will result in the issuance of a terminal contract at the subsequent review. As mentioned above, one probationary faculty member has received a terminal contract letter since I became dean and she left the university. One current probationary faculty member has received the warning letter.

Also, the College recently engaged in a revision of promotion standards over a two-year period. The revisions took effect in Fall 03 and were primarily oriented toward incorporating a stronger qualitative component in evaluation of scholarly output. The quantity component is quite explicit. Please see Appendix IV for a copy of the revised standards. Again, the uniform application of the minimum standards to candidates for promotion and tenure is completely non-negotiable.
Strengthening of faculty intellectual contributions with demonstration that the quality and quantity of intellectual contributions are continuing to improve (especially in accounting and economics).

Perhaps the greatest improvement in this area has been the result of retirements and new hires. Some have carried in significant scholarly output and most are developing extremely active research agendas. Resumes of recent hires may be found in Appendix V. See Appendices I, II, and VI for a more extensive breakdown of recent faculty scholarly contributions.

Proposals for addressing concerns with the Economics and Accounting Departments were negotiated between the prior Dean and the two department faculties. The Economics proposal limited all summer teaching to graduate faculty until at least 50% of the faculty had peer-reviewed publications. At the present time, the Economics Department far exceeds this standard. Retirements and strong hires have had a very positive impact on the research environment of this department. There are ten faculty in the Economics Department, and all but two of the very senior faculty are active researchers. Both of the associate professors with one peer-reviewed publication each in the last five years (Glosser and Schweigert) have additional papers in the “revise and resubmit” stage at peer-reviewed journals. Also, the quality of publications has improved. Please see Appendix I for a listing of recent publications.

The Accounting Department proposal restricted department members from receiving research incentives for collaborative work done with one of the department faculty (Barton). This policy has been strictly adhered to. Turnover in the Accounting Department is improving the research environment and expectations are that it will continue to improve. Since the last review, two retirements have taken place and one probationary faculty member was let go for insufficient scholarly activity. One of the new hires, Carol Normand, has an active research agenda and another, Rick Cummings, is working with several college faculty to develop his research stream. A search is currently underway for one new faculty member with the requirement that the acceptable candidate demonstrate active scholarly activity, and with the retirement of a senior non-publishing member this summer, another such search will take place next year. Two-to-three additional retirements are expected in the next few years. The Department Chair has recently restarted his own research agenda and realizes that this area must be improved in the department.

Last year, the College Research Committee presented a revised research incentive proposal to reflect the need to address increased quantity and quality of research in the College. The Committee was looking for criteria that more effectively discriminated incentive amounts based on quality of research. The revised policy can be found in Appendix VII.

The policy limiting graduate instruction to research active faculty is being strictly observed.

College policy states that faculty must have two refereed journal publications within a five-year period to be considered a member of the graduate faculty. Only faculty with graduate status are permitted to teach graduate courses in the College of Business and Economics graduate
programs. This has been the policy since 1989. New hires are treated as graduate faculty until mandatory promotion and tenure review, at which time they would exceed graduate faculty standards by meeting P&T standards. A listing of graduate faculty (51/68 or 75%) is provided in Table VI. To the best of my knowledge, this policy has been consistently observed since 1989, with a few very rare exceptions. Since I became dean, we have twice had people teach graduate sections who did not meet this policy, but who were active scholars. The first case was an Economics faculty member (Glosser) who fell out of faculty status for one year without the chair realizing it. The new department chair pulled him from graduate level teaching pending reinstatement of graduate faculty status as soon as he realized the error. Glosser is expected to meet standards again within the next month. In the second instance, due to a very late resignation (Iyengar in mid-August of ’03), Horton taught Iyengar’s graduate sections. Horton has a Ph.D and one refereed journal publication, five or more all-scholarly publications and extensive practical and consulting experience.

The College of Business and Economics is absolutely committed to sustained scholarship. The recent policy revisions discussed in these sections were both oriented to improving quality standards for the College. Extensive turnover due to retirements over the past five years has allowed the College to dramatically alter the research environment. The vast majority of faculty are active scholars, as are some of our academic staff.
Appendix C
Program AR(s)
### MBA/Decision Support Systems

<table>
<thead>
<tr>
<th>II. COMMON BODY OF KNOWLEDGE</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PART 1 - REQUIRED BREADTH AREA</td>
<td>Credits 12</td>
</tr>
</tbody>
</table>

Based upon your chosen area of emphasis the following courses will be required in your MBA degree program:

- **MARKETING 731 Advanced Statistical Methods** 2
- **MANGEMNT 759 Social Responsibility of Bus. OR** 2
- **MARKETING 766 Ethics in the Marketplace** 2
- **BSEDCNA 740 Bus. & Prof. Comm.** 2
- **ECON 736 Business Conditions Analysis OR** 2
- **ECON 737 Managerial Economics** 2
- **MANGEMNT 721 Organizational Behavior OR** 2
- **MANGEMNT 745 Building Effective Org.** 2
- **ACCOUNT 725 Profit Planning & Control** 2

### PART 2 - Global Management

**Credits 9**

- **ECON 758 Adv. International Economics**
- **FNBSLW 755 Multinational Business Finance**
- **MANGEMNT 763 Global Operations Management OR**
- **MANGEMNT 777 International Management**
- **MARKETING 761 International Business (Marketing) OR**
- **MARKETING 772 Internet Marketing**

### PART 3 - Managing Technology

**Credits**

- **ACCOUNT 761 Accounting and M.I.S.**
- **BSEDCNA 772 Business Technologies OR**
- **BSEDCNA 778 Network Admin. for End User OR**
- **BSEDCNA 775 Business Telecommunications**
- **MARKETING 745 Total Quality Management OR**
- **MARKETING 770 Product Innovation & Pricing OR**
- **MARKETING 772 Internet Marketing OR**
- **MARKETING 775 Data Base Marketing**
- **MANGEMNT 734 Intro. to Computer Based I.S. OR**
- **MANGEMNT 738 Management of Technology OR**
- **MANGEMNT 753 Training & Development OR**
- **MANGEMNT 769 Quality Issues in Operations**
- **MCS 785 Info Systems Project Mngt**

### PART 4 - Strategic Management

**Credits 8**

- **MANGEMNT 788 Strategic Decision Making (2 cr)**

**Six Credits from the following:**

- **FNBSLW 770 Capitol Budgeting**
- **MARKETING 751 Buyer Behavior OR**
- **MARKETING 765 Advertising & Promotion Mngt OR**
- **MARKETING 774 Strategic Marketing Planning OR**
- **MARKETING 775 Data Base Marketing**
- **MANGEMNT 760 Strategic Mgmt of Human Resources OR**
- **MANGEMNT 768 Operations Strategy OR**
- **MANGEMNT 771 Strategic Management**
- **MCS 740 Info Sys Strategy & Policy**

* Must be taken in the last semester of the program or in the final 12 credits.

** Should be taken after Common Body of Knowledge and Breadth requirements are completed.

A minimum of 30 credits must be in courses numbered 730 or above

### III. EMPHASIS AREA:

**Credits 12**

- **MARKETING 732 Operations Research (Required)** 3
- **Select 3 Courses/9 Credits**
- **MANGEMNT 742 Decision Support Systems** 3
- **MANGEMNT 743 Data Base Management** 3
- **MANGEMNT 754 Expert Systems in Business** 3
- **MANGEMNT 784 Simulation Manag. Decision Making** 3
MBA/Finance

II. COMMON BODY OF KNOWLEDGE

Credits: 0

II. PART 1 - REQUIRED BREADTH AREA

Credits: 12

Based upon your chosen area of emphasis the following courses will be required in your MBA degree program:

MARKETNG 731 Advanced Statistical Methods 2
ACCOUNT 725 Profit Planning & Control 2
MANGEMNT 759 Social Responsibility of Business OR
MARKETNG 766 Ethics in the Marketplace 2
BSEDCNA 740 Bus. & Prof. Comm. 2
ECON 736 Business Conditions Analysis OR 2
ECON 737 Managerial Economics 2
MANGEMNT 721 Organizational Behavior OR 2
MANGEMNT 745 Building Effective Organization 2

PART 2 - Global Management

Credits: 9

ECON 758 Adv. International Economics
FNBSLW 755 Multinational Business Finance
MANGEMNT 763 Global Operations Management OR
MANGEMNT 777 International Management
MARKETNG 761 International Business (Marketing) OR
MARKETNG 772 Internet Marketing

PART 3 - Managing Technology

Credits: 9

ACCOUNT 761 Accounting and M.I.S.
BSEDCNA 772 Business Technologies OR
BSEDCNA 778 Network Admin. for End Users OR
BSEDCNA 775 Business Telecommunications
MARKETNG 745 Total Quality Management OR
MARKETNG 770 Product Innovation & Pricing OR
MARKETNG 772 Internet Marketing OR
MARKETNG 775 Data Base Marketing
MANGEMNT 734 Intro. to Computer Based I.S. OR
MANGEMNT 738 Management of Technology OR
MANGEMNT 753 Training & Development OR
MANGEMNT 769 Quality Issues in Operations
MCS 785 Info Systems Project Mgt

PART 4 - Strategic Management

Credits: 8

*MANGEMNT 788 Strategic Decision Making (2 cr)

**Six Credits from the following:

FNBSLW 770 Capitol Budgeting
MARKETNG 751 Buyer Behavior OR
MARKETNG 765 Advertising & Promotion Mgmt OR
MARKETNG 774 Strategic Marketing Planning OR
MARKETNG 775 Data Base Marketing
MANGEMNT 760 Strategic Manage of HR Resources OR
MANGEMNT 768 Operations Strategy OR
MANGEMNT 771 Strategic Management
MCS 740 Info Sys Strategy & Policy

* Must be taken in the last semester of the program or in the final 12 credits.
** Should be taken after Common Body of Knowledge and Breadth requirements are completed.
A minimum of 30 credits must be in courses numbered 730 or above.

III. EM PHASIS AREA: Finance

Credits: 9

Select 6 Credits/2 Courses from the following:

FNBSLW 780 Portfolio Theory & Practice (Required)
FNBSLW 739 Financial Planning Process
FNBSLW 750 Real Estate Finance & Investment
FNBSLW 755 Multinational Business Finance
FNBSLW 760 Financial Markets
FNBSLW 770 Capital Budgeting 57

Must complete nine (9) credits from the Global Management & Managing Technology modules
# MBA/Human Resource Management

## II. PART 1 - REQUIRED BREADTH AREA

Based upon your chosen area of emphasis the following courses will be required in your MBA degree program:

- MARKETING 731 Advanced Statistical Methods 2
- MANGMNT 759 Social Responsibility of Business OR 2
- MARKETING 766 Ethics in the Marketplace 2
- BSEDCNA 740 Bus. & Prof. Comm. 2
- ECON 736 Business Conditions Analysis OR 2
- ECON 737 Managerial Economics 2
- MANGMNT 721 Organizational Behavior OR 2
- MANGMNT 745 Building Effective Organizations OR 2
- ACCOUNT 725 Profit Planning & Control 2

## PART 2 - Global Management

- ECON 758 Adv. International Economics
- FNBSLW 755 Multinational Business Finance
- MANGMNT 763 Global Operations Management OR
- MANGMNT 777 International Management
- MARKETING 761 International Business (Marketing) OR
- MARKETING 772 Internet Marketing

## PART 3 - Managing Technology

- ACCOUNT 761 Accounting and M.I.S.
- BSEDCNA 772 Business Technologies OR
- BSEDCNA 778 Network Admin. for End Users OR
- BSEDCNA 775 Business Telecommunications
- MARKETING 745 Total Quality Management OR
- MARKETING 770 Product Innovation & Pricing OR
- MARKETING 772 Internet Marketing OR
- MARKETING 775 Data Base Marketing
- MANGMNT 734 Intro. to Computer Based I.S. OR
- MANGMNT 738 Management of Technology OR
- MANGMNT 753 Training & Development OR
- MANGMNT 769 Quality Issues in Operations
- MCS 785 Info Systems Project Mngt

## PART 4 - Strategic Management

* MANGMNT 788 Strategic Decision Making (2 cr)

** Six Credits from the following: **

- FNBSLW 770 Capitol Budgeting
- MARKETING 751 Buyer Behavior OR
- MARKETING 765 Advertising & Promotion Mngt OR
- MARKETING 774 Strat Mktg Planning OR
- MARKETING 775 Data Base Marketing
- MANGMNT 760 Strategic Manage of Human Resources OR
- MANGMNT 768 Operations Strategy OR
- MANGMNT 771 Strategic Management
- MCS 740 Info Sys Strategy & Policy

* Must be taken in the last semester of the program or in the final 12 credits.
** Should be taken after Common Body of Knowledge and Breadth requirements are completed.
A minimum of 30 credits must be in courses numbered 730 or above.

## III. HR MANAGEMENT EMPHASIS AREA:

- MANGMNT 751 Seminar in Human Resource Management 3
- MANGMNT 752 Current Issues in Compensation and Benefits 3
- MANGMNT 753 Training and Development 3
- MANGMNT 758 Conflict Resolution-Labor Relations 3
- MANGMNT 760 Strategic Mngt of Human Resources 3

Must complete nine (9) credits from the Global Management & Managing Technology modules.
II. **PART 1 - REQUIRED BREADTH AREA**

Based upon your chosen area of emphasis the following courses will be required in your MBA degree program:

- MARKETING 731 Advanced Statistical Methods  2
- ACCOUNT 725 Profit Planning & Control  2
- MANAGEMENT 759 Soc Resp of Bus. OR  2
- MARKETING 766 Ethics in the Marketplace  2
- BSEDCNA 740 Bus. & Prof. Comm.  2
- ECON 736 Business Conditions Analysis OR  2
- ECON 737 Managerial Economics  2
- MANAGEMENT 721 Organizational Behavior OR  2
- MANAGEMENT 745 Building Effective Org  2

**PART 2 - Global Management**

- ECON 758 Adv. International Economics
- FNBSLW 755 Multinational Business Finance
- MANAGEMENT 763 Global Operations Management OR
- MANAGEMENT 777 International Management
- MARKETING 761 International Business (Marketing) OR
- MARKETING 772 Internet Marketing

**PART 3 - Managing Technology**

- ACCOUNT 761 Accounting and M.I.S.
- BSEDCNA 772 Business Technologies OR
- BSEDCNA 778 Network Admin. for End Users OR
- BSEDCNA 775 Business Telecommunications
- MARKETING 745 Total Quality Management OR
- MARKETING 770 Product Innovation & Pricing OR
- MARKETING 772 Internet Marketing OR
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- MANAGEMENT 734 Intro. to Computer Based I.S. OR
- MANAGEMENT 738 Management of Technology OR
- MANAGEMENT 753 Training & Development OR
- MANAGEMENT 769 Quality Issues in Operations
- MCS 785 Info Systems Project Mngt

**PART 4 - Strategic Management**

*MANGEMNT 788 Strategic Decision Making (2 cr)

**Six Credits from the following:**

- FNBSLW 770 Capitol Budgeting
- MARKETING 751 Buyer Behavior OR
- MARKETING 765 Advertising & Promotion Mngt OR
- MARKETING 774 Strategic Marketing Planning OR
- MARKETING 775 Data Base Marketing
- MANGEMNT 760 Strategic Manage of Hum Resources OR
- MANGEMNT 768 Operations Strategy OR
- MANGEMNT 771 Strategic Management
- MCS 740 Info Sys Strategy & Policy

*Must be taken in the last semester of the program or in the final 12 credits. 
**Should be taken after Common Body of Knowledge and Breadth requirements are completed. 
A minimum of 30 credits must be in courses numbered 730 or above.

III. **EMPHASIS AREA: International Business**

- ECON 758 Advanced Intern Economics  3
- FNBSLW 755 Multinational Business  3
- MANAGEMENT 763 Global Oper Mngt  3
- MANAGEMENT 777 International Mngt  3
- MARKETING 761 International Business  3
- MARKETING 772 Internet Marketing  3
# MBA/IT Management

## IB. COMMON BODY OF KNOWLEDGE

### PART 1 - REQUIRED BREADTH AREA

Based upon your chosen area of emphasis the following courses will be required in your MBA degree program:

- MARKETNG 731 Advanced Statistical Methods 2
- ACCOUNT 725 Profit Planning & Control 2
- BSEDCNA 740 Bus. & Prof. Comm. 2
- MANGEMNT 759 Social Responsibility of Bus. OR 2
- MARKETNG 766 Ethics in the Marketplace 2
- ECON 736 Business Conditions Analysis OR 2
- ECON 737 Managerial Economics 2
- MANGEMNT 745 Building Effective Org. OR 2
- MANGEMNT 721 Organ Behv 2

### Credits: 12

### PART 2 - Global Management

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECON 758 Adv. International Economics</td>
<td>2</td>
</tr>
<tr>
<td>FNBSLW 755 Multinational Business Finance</td>
<td>2</td>
</tr>
<tr>
<td>MANGEMNT 763 Global Operations Management OR</td>
<td>2</td>
</tr>
<tr>
<td>MANGEMNT 777 International Management</td>
<td>2</td>
</tr>
<tr>
<td>MARKETNG 761 International Business (Marketing) OR</td>
<td>2</td>
</tr>
<tr>
<td>MARKETNG 772 Internet Marketing</td>
<td>2</td>
</tr>
</tbody>
</table>

### Credits: 9

### PART 3 - Managing Technology

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ACCOUNT 761 Accounting and M.I.S.</td>
<td>2</td>
</tr>
<tr>
<td>BSEDCNA 772 Business Technologies OR</td>
<td>2</td>
</tr>
<tr>
<td>BSEDCNA 778 Network Admin. for End Users OR</td>
<td>2</td>
</tr>
<tr>
<td>BSEDCNA 775 Business Telecommunications</td>
<td>2</td>
</tr>
<tr>
<td>MARKETNG 745 Total Quality Management OR</td>
<td>2</td>
</tr>
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<td>2</td>
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<td>MARKETNG 772 Internet Marketing OR</td>
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<td>MARKETNG 775 Data Base Marketing</td>
<td>2</td>
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<td>MANGEMNT 734 Intro. to Computer Based I.S. OR</td>
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<td>2</td>
</tr>
<tr>
<td>MANGEMNT 769 Quality Issues in Operations</td>
<td>2</td>
</tr>
<tr>
<td>MCS 785 Info Systems Project Mngt</td>
<td>2</td>
</tr>
</tbody>
</table>

### Credits: 8

### PART 4 - Strategic Management

**MANGEMNT 788 Strategic Decision Making (2 cr)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNBSLW 770 Capitol Budgeting</td>
<td>2</td>
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<tr>
<td>MARKETNG 751 Buyer Behavior OR</td>
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<td>2</td>
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<tr>
<td>MANGEMNT 768 Operations Strategy OR</td>
<td>2</td>
</tr>
<tr>
<td>MANGEMNT 771 Strategic Management</td>
<td>2</td>
</tr>
<tr>
<td>MCS 740 Info Sys Strategy &amp; Policy</td>
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</tbody>
</table>

### Credits: 8

**Six Credits from the following:**

- FNBSLW 770 Capitol Budgeting
- MARKETNG 751 Buyer Behavior OR
- MARKETNG 765 Advertising & Promotion Mngt OR
- MARKETNG 774 Strategic Marketing Planning OR
- MARKETNG 775 Data Base Marketing
- MANGEMNT 760 Strategic Manage of Hum Resources OR
- MANGEMNT 768 Operations Strategy OR
- MANGEMNT 771 Strategic Management
- MCS 740 Info Sys Strategy & Policy

* Must be taken in the last semester of the program or in the final 12 credits.

** Should be taken after Common Body of Knowledge and Breadth requirements are completed.

A minimum of 30 credits must be in courses numbered 730 or above.

### EMPHASIS AREA: IT Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MCS 740 Information Systems Strategy &amp; Policy</td>
<td>2</td>
</tr>
<tr>
<td>MCS 785 Information Systems Project Management</td>
<td>2</td>
</tr>
</tbody>
</table>

**Select 2 Courses from the following:**

- MCS 725 e-Business: Technology, Appl & Issues
- MCS 735 Telecommunications & Networking
- MCS 760 Topics in Information Technology

### Credits: 12
MBA/Management

II. COMMON BODY OF KNOWLEDGE

Credits 0

II. PART 1 - REQUIRED BREADTH AREA

Credits 12

Based upon your chosen area of emphasis the following courses will be required in your MBA degree program:

MARKETING 731 Advanced Statistical Methods  2
ACCOUNT 725 Profit Planning & Control  2
MANGEMNT 759 Social Responsibility of Bus.  2
MARKETING 766 Ethics in the Marketplace  2
BSEDCNA 740 Bus. & Prof. Comm.  2
ECON 736 Business Conditions Analysis OR  2
ECON 737 Managerial Economics  2
MANGEMNT 721 Organizational Behavior OR  2
MANGEMNT 745 Building Effective Org  2

PART 2 - Global Management

Credits 9

ECON 758 Adv. International Economics
FNSLW 755 Multinational Business Finance
MANGEMNT 763 Global Operations Management OR
MANGEMNT 777 International Management
MARKETING 761 International Business (Marketing) OR
MARKETING 772 Internet Marketing

PART 3 - Managing Technology

ACCOUNT 761 Accounting and M.I.S.
BSEDCNA 772 Business Technologies OR
BSEDCNA 778 Network Admin. for End Users OR
BSEDCNA 775 Business Telecommunications
MARKETING 745 Total Quality Management OR
MARKETING 770 Product Innovation & Pricing OR
MARKETING 772 Internet Marketing OR
MARKETING 775 Data Base Marketing
MANGEMNT 734 Intro. to Computer Based I.S. OR
MANGEMNT 738 Management of Technology OR
MANGEMNT 753 Training & Development OR
MANGEMNT 769 Quality Issues in Operations
MCS 785 Info Systems Project Mgmt.

PART 4 - Strategic Management

Credits 8

*MANGEMNT 788 Strategic Decision Making (2 cr)

**Six Credits from the following:
FNSLW 770 Capitol Budgeting
MARKETING 751 Buyer Behavior OR
MARKETING 765 Advertising & Promotion Mngt OR
MARKETING 774 Strategic Marketing Planning OR
MARKETING 775 Data Base Marketing
MANGEMNT 760 Strat Mngt of Human Resources OR
MANGEMNT 768 Operations Strategy OR
MANGEMNT 771 Strategic Management
MCS 740 Info Sys Strategy & Policy

*Must be taken in the last semester of the program or in the final 12 credits.

**Should be taken after Common Body of Knowledge and Breadth requirements are completed.

A minimum of 30 credits must be in courses numbered 730 or above.

EMPHASIS AREA: Management

Credits 9

Choose 3 courses (9 credits)
MANGEMNT 738 Management of Technology
MANGEMNT 770 Organization Design
MANGEMNT 771 Strategic Management
MANGEMNT 777 International Management
### MBA/Marketing

#### II. COMMON BODY OF KNOWLEDGE

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#### II. PART 1 - REQUIRED BREADTH AREA

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#### II. PART 2 - Global Management

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<th>Course</th>
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#### II. PART 3 - Managing Technology

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<td>MANGEMNT 769 Quality Issues in Operations</td>
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<tr>
<td>MCS 785 Info Systems Project Mgmt</td>
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#### II. PART 4 - Strategic Management

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<tr>
<td>MANGEMNT 788 Strategic Decision Making (2 cr)</td>
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#### III. EMPHASIS AREA: Marketing

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<th>Course</th>
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<td>MARKETING 733 Seminar in Methodology of Business Research (Required)</td>
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<tr>
<td>Select 9 Credits/3 courses from the following:</td>
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<tr>
<td>MARKETING 745 Total Quality Management</td>
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<td>MARKETING 751 Buyer Behavior</td>
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<tr>
<td>MARKETING 760 Seminar in Marketing Theory</td>
<td>3</td>
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<tr>
<td>MARKETING 761 International Business (Marketing)</td>
<td>3</td>
</tr>
<tr>
<td>MARKETING 764 Sales Planning and Market Analysis</td>
<td>3</td>
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<tr>
<td>MARKETING 765 Advertising and Promotion Management</td>
<td>3</td>
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<tr>
<td>MARKETING 770 Product and Price Management</td>
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<td>MARKETING 772 Internet Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MARKETING 774 Strategic Marketing Planning</td>
<td>3</td>
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<tr>
<td>MARKETING 775 Database Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MARKETING 780 Seminar Current Market Topics</td>
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</tbody>
</table>
MBA/Operations & Supply Chain Management

IB. COMMON BODY OF KNOWLEDGE  

PART 1 - REQUIRED BREADTH AREA  
Based upon your chosen area of emphasis the following courses will be required in your MBA degree program:

MARKETNG 731 Advanced Statistical Methods  2
MANGEMNT 759 Social Responsibility of Bus. OR  2
MARKETNG 766 Ethics in the Marketplace  2
BSEDCNA 740 Bus. & Prof. Comm.  2
ECON 736 Business Conditions Analysis OR  2
ECON 737 Managerial Economics  2
MANGEMNT 721 Organizational Behavior OR  2
MANGEMNT 745 Building Effective Org.  2
ACCOUNT 725 Profit Planning & Control  2

Credits  12

PART 2 - Global Management  

ECON 758 Adv. International Economics
FNBSLW 755 Multinational Business Finance
MANGEMNT 763 Global Operations Management OR
MANGEMNT 777 International Management
MARKETNG 761 International Business (Marketing) OR
MARKETNG 775 Internet Marketing

Credits  9

PART 3 - Managing Technology  

ACCOUNT 761 Accounting and M.I.S.
BSEDCNA 772 Business Technologies OR
BSEDCNA 778 Network Admin. for End Users OR
BSEDCNA 775 Business Telecommunications
MARKETNG 745 Total Quality Management OR
MARKETNG 770 Product Innovation & Pricing OR
MARKETNG 772 Internet Marketing OR
MARKETNG 775 Data Base Marketing
MANGEMNT 734 Intro. to Computer Based I.S. OR
MANGEMNT 738 Management of Technology OR
MANGEMNT 753 Training & Development OR
MANGEMNT 769 Quality Issues in Operations
MCS 785 Info Systems Project Management

Credits  8

PART 4 - Strategic Management  

*MANGEMNT 788 Strategic Decision Making (2 cr)

**Six Credits from the following:
FNBSLW 770 Capitol Budgeting
MARKETNG 751 Buyer Behavior OR
MARKETNG 765 Advertising & Promotion Mngt OR
MARKETNG 774 Strategic Marketing Planning OR
MARKETNG 775 Data Base Marketing
MANGEMNT 760 Strategic Manage of Hum Resources OR
MANGEMNT 768 Operations Strategy OR
MANGEMNT 771 Strategic Management
MCS 785 Info Systems Project Mngt

* Must be taken in the last semester of the program or in the final 12 credits.
** Should be taken after Common Body of Knowledge and Breadth requirements are completed. 
A minimum of 30 credits must be in courses numbered 730 or above.

Credits  8

EMPHASIS AREA: Operations  
Choose 3 courses ( 9 credits)
250761 Supply Chain Management
250762 Integrated Resources & Project Mangement
250763 Global Operations Management
250768 Operations Strategy
250769 Quality Issues in Operations
250784 Simulation for Managerial Decision Making

Credits  9
MBA/Technology & Training

II. PART 1 - REQUIRED BREADTH AREA

Based upon your chosen area of emphasis the following courses will be required in your MBA degree program:

- MARKETING 731 Advanced Statistical Methods 2
- MARKETING 725 Profit Planning & Control 2
- MANGEMENT 759 Social Responsibility of Bus. OR 2
- MARKETING 766 Ethics in the Marketplace 2
- BSEDCNA 740 Bus. & Prof. Comm. 2
- ECON 736 Business Conditions Analysis OR 2
- ECON 737 Managerial Economics 2
- MANGEMENT 721 Organizational Behav OR 2
- MANGEMENT 745 Building Effective Org 2

PART 2 - Global Management

- ECON 758 Adv. International Economics
- FNBSLW 755 Multinational Business Finance
- MANGEMENT 763 Global Operations Management OR
- MANGEMENT 777 International Management
- MARKETING 761 International Business (Marketing) OR
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- ACCOUNT 761 Accounting and M.I.S.
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- MANGEMENT 769 Quality Issues in Operations
- MCS 785 Info Systems Project Mngt

PART 4 - Strategic Management

* MANGEMENT 788 Strategic Decision Making (2 cr)
** Six Credits from the following:
- FNBSLW 770 Capitol Budgeting
- MARKETING 751 Buyer Behavior OR
- MARKETING 765 Advertising & Promotion Mngt OR
- MARKETING 774 Strategic Marketing Planning OR
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- MANGEMENT 768 Operations Strategy OR
- MANGEMENT 771 Strategic Management
- MCS 740 Info Sys Strategy & Policy

* Must be taken in the last semester of the program or in the final 12 credits.
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III. EMPHASIS AREA:

- BSEDCNA 772 Business Technologies Required
- MANGEMENT 753 Training and Development Required
- BSEDCNA 773 Human Factors in Bus Tech
- BSEDCNA 775 Business Telecommunications
- BSEDCNA 778 Network Administration for the End User
- MANGEMENT 742 Decision Support Systems
Appendix D
Assurance of Learning Goals, Objectives and Traits

UNIVERSITY OF WISCONSIN-WHITEWATER

College of Business and Economics
MBA Program
Assurance of Learning: Goals, Objectives, and Traits

<table>
<thead>
<tr>
<th>Goal: We want our students to be:</th>
<th>Objectives</th>
<th>Traits</th>
</tr>
</thead>
</table>
| Apply skills and knowledge appropriate for conducting business in a global environment. | a. Identify key global-related issues within a “discipline-specific” business environment. | 1. Understand use of exchange rates and identify business situations where exchange rates are relevant.  
2. Obtain and review information on structural/cultural characteristics of a country.  
3. Identify major international organizations and describe their roles in international business environment.  
4. Indicate and describe different modes of entry into foreign markets. |
| | b. Apply appropriate theories and models relevant to assess the impact of a current global event on a business. | 1. Use theoretical models of exchange rate determination to predict the likely movement of exchange rates in response to any particular event.  
2. Predict (Examine) the likely impact of exchange rate movements on national economies and international business competitiveness.  
3. Analyze (Appraise) the likely impact of national government policies on a firm’s international operations and competitiveness. |
| | c. Develop and justify strategy alternatives for effectively responding to the global event. | 1. Evaluate alternatives for managing risks particular to international operations.  
2. Assess different modes of entry into a foreign market and design a |
| Apply skills and knowledge appropriate for managing the effective use of technology. |  | market entry strategy for an American company which plans to expand internationally.  
3. Develop strategic responses to the behavior of other global firms. |
|---|---|---|
| a. Identify key technological and innovation-related issues with the business environment. | 1 Define appropriate technology terms related to a given business environment.  
2 Students will be able to name the most important technology/innovations related to a specified business situation and state why they are important. |
| b. Understand the impact technology and innovation have on business. | 1. Assess the impact of a technology on a specific business situation including costs and benefits incurred by the organization. |
| c. Recommend alternative technology solutions for solving specific business problems. | 1. Articulate alternative technological solutions to a specific business problem  
2. Justify a given solution to a specific business problem. |
| a. Identify key strategic issues for a particular business. | 1. Perform a SWOT (Strength, Weakness, Opportunity, Threat) analysis for a specified organization. |
| b. Apply discipline specific theories and models to generate potential strategic alternatives | 1. Apply discipline specific theories and models to generate potential strategic alternatives |
| c. Select and justify appropriate courses of action. | 1. Develop alternative strategies to address a strategic problem faced |
| Apply high-level strategic thinking skills appropriate for conducting business. |  | |
| a. Identify key strategic issues for a particular business. | 1. Perform a SWOT (Strength, Weakness, Opportunity, Threat) analysis for a specified organization. |
| b. Apply discipline specific theories and models to generate potential strategic alternatives | 1. Apply discipline specific theories and models to generate potential strategic alternatives |
| c. Select and justify appropriate courses of action. | 1. Develop alternative strategies to address a strategic problem faced |
| Apply ethical reasoning to diverse business situation. |  | |
| a. Identify the key dimensions of ethical reasoning. | 1. Be able to identify and understand key ethical dilemmas in any particular business situation.  
2. Identify and define the most typical stakeholder involved in a business situation.  
3. Understand organizational goals, values and culture and how they relate to an organization’s ethical climate.  
4. Be able to discuss ethical issues in an international context. |
<p>| | |</p>
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<tr>
<td>b.</td>
<td>Apply appropriate theories and models to assess divergent perspectives of a particular ethical dilemma.</td>
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<tr>
<td></td>
<td>1. Be able to understand teleological theories such as utilitarianism and apply to ethical situations.</td>
</tr>
<tr>
<td></td>
<td>2. Comprehend deontological theories such as Kantian ethics and apply to ethical dilemmas.</td>
</tr>
<tr>
<td></td>
<td>3. Understand other theories of ethical reasoning such as virtue ethics, rights and justice and apply to ethical issues.</td>
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<tr>
<td></td>
<td>4. Understand the stakeholder model and how different stakeholders influence and impact decisions with ethical implications.</td>
</tr>
<tr>
<td>c.</td>
<td>Develop and justify recommended solutions to an ethical dilemma.</td>
</tr>
<tr>
<td></td>
<td>1. Use stakeholder analysis to evaluate power, nature of relationship and win/lose situations of various stakeholders affected by ethical situations to develop alternatives.</td>
</tr>
<tr>
<td></td>
<td>2. Be able to apply stakeholder analysis to ethical situations.</td>
</tr>
<tr>
<td></td>
<td>3. Compare and contrast characteristics and qualities that are socially responsible.</td>
</tr>
<tr>
<td></td>
<td>4. Generate and evaluate alternative courses of action for problems with ethical implications.</td>
</tr>
</tbody>
</table>

**Apply effective communication skills appropriate to a business environment.**

| a. | Understand how the major management theories and leadership roles influence the communication climate in organizations. |
|    | 1. Analyze the components of the ideal communication climate in business organizations. |
|    | 2. Explain the difference between management and leadership functions in organizations. |
|    | 3. Identify a variety of management theories and evaluate which applies best in different business situations. |
|    | 4. Recognize what communication skills are necessary for leadership. |
| b. | Understand the importance of fostering positive work relationships and effective group communication. |
|    | 1. Identify the consequences of poor listening in the business environment. |
|    | 2. Define diversity and recognize its impact in the workplace. |
|    | 3. Identify and apply the characteristics of strong manager-employee, coworker, and mentor-protégé relationships. |
|    | 4. Analyze the effectiveness of group communication in business settings. |
| Discipline Specific: Identify, Apply, Develop | 5. Distinguish among a variety of problem solving strategies in group situations.  
6. Apply various negotiation strategies in the business setting.  
7. Apply goal setting techniques to meeting preparation and facilitation in the business setting. | * All traits will be evaluated using a 3 point metric scale including above average, acceptable, and not acceptable |
## Appendix E
### Trend Data From the Universities Fact Book

### III. ENROLLMENT

#### A. Trend Data: Respond to the following trend data for the program:

1. Number of students enrolled each fall for each of the past five years.

<table>
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<td>Su</td>
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<td>W*</td>
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* First Winterim identified as a separate term in 2002
### 2. Number of degrees granted each year for the past five years.

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## Appendix F
Faculty Contributions in Teaching Research and Service

Faculty Activities Database AACSB Scholarly Output By Category – Graduate Only Date Range: Jan 01, 1999 – Dec 31, 2003

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### Summary of Assessment Data Fall, 2001- Summer, 2003

#### SUMMARY OF ASSESSMENT DATA
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<tr>
<th>Objective</th>
<th>Percentage</th>
<th>Frequency</th>
<th>Mean</th>
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<tbody>
<tr>
<td>Collect data and employ advanced statistical making in business operations</td>
<td>40%</td>
<td>8</td>
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</tr>
<tr>
<td></td>
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<tr>
<td>Use accounting and/or financial data as a tool in decision making contexts</td>
<td>40%</td>
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<td>common to business operations</td>
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<tr>
<td>Prepare written messages (e.g. letters, memos, formal business reports,</td>
<td>60%</td>
<td>12</td>
<td>1.65</td>
</tr>
<tr>
<td>e-mails) that are clear, concise, grammatically correct and likely to</td>
<td>25%</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>achieve their intended purpose in business contexts</td>
<td>10%</td>
<td>2</td>
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<tr>
<td>Employ oral communication skills to work effectively at interpersonal,</td>
<td>30%</td>
<td>10</td>
<td>1.75</td>
</tr>
<tr>
<td>group/term, and organizational levels in problem-solving and decision</td>
<td>15%</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>making contexts.</td>
<td>15%</td>
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<tr>
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</tr>
<tr>
<td>Design and implement a (simulated) strategic plan based on the critical</td>
<td>55%</td>
<td>11</td>
<td>2.1</td>
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<tr>
<td>examination of internal and external variables.</td>
<td>40%</td>
<td>8</td>
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82
### SUMMARY OF ASSESSMENT DATA

**Fall 2002, Spring 2003, and Summer 2003**

<table>
<thead>
<tr>
<th>Knowledge-Based Objectives</th>
<th>Not at all</th>
<th>Completely</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify and discuss; macroeconomics</strong></td>
<td>Combined 0</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>variables and their relationship to business conditions; or micro economics</td>
<td>86/115=75%</td>
<td>3%</td>
<td>26%</td>
</tr>
<tr>
<td>variables and their relationship to the managerial decision making</td>
<td>Online 0</td>
<td>1</td>
<td>7</td>
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<td></td>
<td>19/22=86%</td>
<td>5%</td>
<td>38%</td>
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<td>On Campus 0</td>
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<td>15</td>
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<tr>
<td></td>
<td>67/93=72%</td>
<td>3%</td>
<td>22%</td>
</tr>
</tbody>
</table>

| Discuss managerial and organizational theories in terms of their relevance to problems and controversies common to contemporary business contexts | 0 | 1 | 6 | 53 | 27 | 4.27 |
| | 1% | 7% | 62% | 31% |

| Cognitively-Based Objectives | 0 | 2 | 11 | 45 | 27 | 4.09 |
| Analyze complex unstructured problems common to the many functions of business operations | 0 | 0 | 1 | 12 | 6 | 4.26 |
| | 5% | 63% | 32% |

| Synthesize functional perspectives (e.g. accounting, finance, manufacturing, etc) as they inform and influence the strategic planning and implementation process | 0 | 5 | 11 | 38 | 32 | 4.13 |
| | 6% | 13% | 44% | 37% |

| Skilled-Based Objectives | 0 | 2 | 15 | 43 | 26 | 4.08 |
| Collect data and employ advanced statistical making in business operations | 0 | 1 | 3 | 10 | 5 | 4.00 |
| | 5% | 16% | 53% | 26% |

| Use accounting and/or financial data as a tool in decision making contexts common to business operations | 1 | 5 | 16 | 37 | 27 | 3.98 |
| | 1% | 6% | 19% | 43% | 31% |

83
Prepare written messages (e.g. letters, memos, formal business reports, e-mails) that are clear, concise, grammatically correct and likely to achieve their intended purpose in business contexts.

Employ oral communication skills to work effectively at interpersonal, group/term, and organizational levels in problem-solving and decision making contexts.

Design and implement a (simulated) strategic plan based on the critical examination of internal and external variables.
### SUMMARY OF ASSESSMENT DATA
Fall 2003, Spring 2004, and Summer 2004

<table>
<thead>
<tr>
<th>Knowledge-Based Objectives</th>
<th>Not at all</th>
<th>Completely</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify and discuss; microeconomics variables and their relationship to business conditions</strong></td>
<td>Combined</td>
<td></td>
<td>3.96</td>
</tr>
<tr>
<td>Online</td>
<td>0</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td><strong>Identify and discuss; microeconomics variables and their relationship to managerial decision making</strong></td>
<td>Online</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td><strong>Online</strong></td>
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<td>18</td>
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<tr>
<td><strong>Cognitively-Based Objectives</strong></td>
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<tr>
<td><strong>Skilled-Based Objectives</strong></td>
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</tr>
<tr>
<td><strong>Collect data and employ advanced statistical making in business operations</strong></td>
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<tr>
<td><strong>Collect data and employ advanced statistical making in business operations</strong></td>
<td>0</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td><strong>Use accounting and/or financial data as a tool in decision making contexts common to business operations</strong></td>
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</table>
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