

UNIVERSITY OF WISCONSIN-WHITEWATER

FORMAT FOR AUDIT AND REVIEW SELF-STUDIES

Program Title: General Business

Review Date: 2002-2003

I. Academic Assessment

A. Highlights/Initiatives

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

The general business major is comprised of three categories: general business (no emphasis), general business - international emphasis, general business - entrepreneurship.

The no-emphasis option is different from other majors in the College of Business and Economics in that it allows students to select courses from all 300- and 400-level courses offered through all the departments in the College. The major is a 24-credit major. Students' choices are restricted for 12 of the credits to a specific list, ensuring that the student will get some advanced preparation in several areas of business. The other 12 credits may be selected from any department with the restriction that within the entire 24 credits, no more than 12 can come from any one department.

The entrepreneurship option requires Management 387 Entrepreneurship, plus 9 credits entrepreneurial courses and 12 credits selected from 300- and 400-level business courses. Again, no more than 12 of the 24 credits are allowed from any department.

The international emphasis includes three non-business courses: Speech 424 Cross-Cultural Communication, Political Science 351 International Relations, and Religious Studies 211 or Religious Studies 212 Eastern or Western Religion. The remaining 15 credits are selected from several international business courses offered by the departments in the College of Business and Economics. This emphasis requires 16 credits of foreign language.

2. *Highlight any new academic assessment initiatives you anticipate for the upcoming review period.*

The assessment plan for this major/minor is under construction, so all of the academic assessment planned will be "new initiatives." (Assessment plan forthcoming.)

(Attach the program's APR(s) as Appendix A.)

B. Educational Objectives and Assessment Techniques

1. *State the subject matter, cognitive development, and skill objectives for the program, indicating what students will know and be able to do upon completion of the program.*

(Assessment plan forthcoming.)

2. *Describe the data collection techniques used to determine if the program has been successful in achieving the desired outcome for each objective above.*

3. Explain how individual courses are related to the student outcomes that are part of the program's assessment plan.

(Assessment plan forthcoming.)

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

N/A

(Attach a list linking courses to assessment objectives as Appendix B. Attach a list of any dual-listed courses delineating graduate expectations as Appendix B1.)

C. Assessment Data

1. 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 so. (Use tables where necessary.)

Even though there was no official “plan” in place, a few assessment efforts have taken place:

The 1999 Survey. In 1999, surveys of current students and alumni of the major were conducted. A copy of the response tallies is attached (Appendices G and H). Response numbers were as follows:

Major	Student Responses	Alumni Responses
General Business, No Emphasis	5	13
General Business – Entrepreneurship	3	7
General Business – International	4	12
TOTAL	12	32

The alumni responses to the survey show alumni working in a variety of industries and positions. Examples:

General Business – No Emphasis	General Business – Entrepreneurship	General Business – International
Supervisor, Cedar Crest Health Care Center	Account Executive, McLeod USA Publishing	Trainer/Customer Account Rep., Nextel Communications
Personal Banker/Loan Officer/Small Business Lender	Management/Accounting, J&J Baumhardt Trucking	Project Coordinator, Manpower, Inc.
Treasury Specialist, Alliant Energy Resources	Owner, Bob's Grading	Financial Analyst, Rockwell Automation
Store Manager, Ace Hardware	Field Claims Rep., Heritage Insurance	International Sales Exec., AT&T
Operations, Merrill Lynch	Manager, J&L Tire	Store Manager, Habitat Sales, Inc.
Pharmaceutical Sales Rep, Hoechst Marion Roussel	Financial Planner, KL Financial Advisors	Technical Recruiter, Computemp

The responses for all of the emphases (32 total) indicate that 26 obtained employment immediately upon graduation, while five obtained employment with 3 to 6 months, and the other within one year.

The answers to whether or not the alumni felt qualified for the types of jobs they expected at graduation varied significantly by emphasis:

Felt Qualified for Anticipated Jobs at Graduation

	No Emphasis	Entrepreneurship	International
Yes	13	6	5
No	0	0	7
Kind Of/ Not Sure	1	1	0

- o An issue with the international emphasis students has been their expectation of international jobs upon graduation. Generally, an employer does not hire someone to perform international duties immediately upon graduation due to necessary company familiarization, the investment in training to perform international duties specific to that company, and the need to ascertain the suitability of a person for international responsibilities. This expectation needs to be addressed with every student in the international emphasis major.

Questions were asked regarding the alumni expectations of the major and how well those expectations were met. The responses of the no-emphasis alumni reveal that most of the alumni chose the major because of its flexibility and the desire to have a broader understanding of business than traditional majors might allow.

The entrepreneurship alumni were looking for understanding of small business and business ownership issues in addition to a broad understanding of business.

The international alumni were hoping to learn about international business in a broad business perspective, to get international jobs upon graduation, to be exposed to the technicalities of international business as opposed to domestic business in the various disciplines of finance, marketing, management, etc.

Our success in meeting these expectations was ranked as follows:

Alumni Ranking of Expectations Being Met

	No Emphasis	Entrepreneurship	International
Exceeded Expectations	1	1	1
Met Expectations	10	5	8
Did Not Meet Expectations	1	0	3

One of the concerns mentioned in the most recent Audit and Review of this program was the students' course selection process. The survey revealed that alumni had selected major courses in the following ways.

How Alumni Selected Courses in the General Business Major

	No Emphasis	Entrepreneur- ship	International
General Business Advisor Recommendations	1	0	0
Faculty Member Recommendations	0	2	0
Made Own Choices Based on Career Goals	12	6	12
Made Choices Based on Course Availability or Convenience	5	0	1
My Friends Recommended Courses	0	1	0
Other: “Wanted to pursue high school language – French.”	0	0	1

- Students making course selections based on convenience causes concern, but on the other hand, seems to work out for the student in completing their degree and obtaining employment and general satisfaction with the program.
- Again, advising arises as an issue. Advising has not been required of general business majors. It appears that many don't feel the need, and yet it's listed as a suggestion for improvement. If the students did not seek advising from the advisor nor select courses based on the advisor recommendations, how do they know it needs improvement?
- The Current Student Survey that was a part of this effort asked the students if they had met with their advisor and whether or not the advising had met their expectations. Seven of the twelve respondents had met with an advisor, and of those seven, four found that it met their expectations, while one did not.

A very important element of the survey was in the question, “What changes, if any, would you make to improve the general business major?” The responses are as follows:

Recommended Changes to the Major (Alumni Input)

No Emphasis	Entrepreneurship	International
More guidance from advisors (4)	Advising (3)	
No Changes (2)	No entrepreneurship classes were required	Course overlap (2)
Courses which sharpen problem-solving skills (accounting or finance)	Require a focus	More focus (4) and more rigorous
Real world experiences/required internships (3)		Required internship (3)
More flexibility (2)	More flexibility	

Changes made as a result of this information:

- o Consideration of requiring advising
- o The entrepreneurship major has been revised to correct the obvious oversight of not requiring Management 387 Entrepreneurship. This entrepreneurship course was developed at about the same time of the survey and became a requirement shortly thereafter.
- o Course overlap has been discussed among the departments of the College through the College International Committee.
- o “More focus” and “more flexibility” seem to offset one another. Students are advised to focus their electives in an area of particular interest to them. Others prefer to experience a broader array of classes.
- o The internship opportunities in the international area, in particular, are growing. Development of international internships has been a goal of the Global Business Resource Center and is also a feature that the College is attempting to build into new international exchange partners. We have been successful with this in establishment of the Nottingham, Great Britain, exchange, and it has always been the main focus of the Brno, Czech Republic, exchange.

When asked about overall satisfaction with various aspects of the program, the responses were as follows:

	No Emphasis		
	Very Satisfied	Satisfied	Not Satisfied
Course Selection	5	8	0
Course Availability	2	10	1
Course Instruction	2	12	0
Advising	1	5	7
Preparation for Career	4	8	2

	Entrepreneurship		
	Very Satisfied	Satisfied	Not Satisfied
Course Selection	4	3	0
Course Availability	6	1	0
Course Instruction	2	5	0
Advising	2	4	1
Preparation for Career	2	5	0

	International		
	Very Satisfied	Satisfied	Not Satisfied
Course Selection	2	9	1
Course Availability	6	5	1
Course Instruction	0	12	0
Advising	0	6	6
Preparation for Career	1	7	4

Other Input. The College Entrepreneurship Advisory Board (external), the Young Professor of Entrepreneurship, and entrepreneurship faculty have been instrumental in suggesting changes to entrepreneurship emphasis.

- The Assistant Dean of the College of Business and Economics is primarily responsible for the general business major. This person sits on the College's International Committee, is a member of the Global Business Resource Center's Board (comprised of faculty and external constituents), and is a member of the University International Committee.
- Because the general business major encompasses all courses in the College of Business and Economics, departmental changes that are a result of assessment affect the major in direct and indirect ways.

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 to the data collected during the review period.*

A recent curriculum proposal relating to the General Business, no emphasis, major reflects changes in course availability and changing demand for courses. The changes in course availability are, in part, a result of assessment efforts in the College's departments. The replacement courses reflect the departments' knowledge of current trends and up-to-date employer recommendations.

General business – entrepreneurship major changes were made in 2002 which reflect the recommendations of the Entrepreneurship Advisory Board and the input of the entrepreneurship faculty of the Management Department and other department chairpersons.

An international requirement for all business majors was added last year as a result of meetings with the College International Committee and exposure to international issues through AACSB. This degree change was also presented to and approved by the Dean's Business Advisory Board.

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

Actions Required:

1. Develop and submit an assessment plan for each of the emphases to the University Assessment Committee by December 1997. **Response:** After struggling with this project for 5 years, it's almost done. Copy will be made available to the Audit and Review Committee as soon as possible.
2. Develop a plan with Enrollment Services for marketing the major by December 27, 1997. A copy of a memo sent to Larry Davis (Appendix I), then Interim Provost and Vice Chancellor, asking for clarification of this point is attached. No response to this memo was received.
3. Consider forming external advisory boards for the International and Entrepreneurship emphases by November, 1997. This was considered; however, the College already had an Entrepreneurship Advisory Board, and the Global Business Resource Center has an external international board. It was believed that involvement with these bodies, in addition to attending several AACSB conferences with significant entrepreneurship and international content would suffice.
4. Delete the Law emphasis by June, 1997. Done!

5. Clarify the structure of the major to the University Curriculum Committee by November, 1997. See the “Davis Memo.”
6. Consult with the other two Colleges (that have individually designed majors) to determine procedures for administering the program, including methods of establishing and approving student goals and plans of study by May, 1998. See the “Davis Memo.”
7. Explore reasons why the number of credits completed by students with an International emphasis is relatively high and report the results to the University Curriculum Committee by November, 1997. Students in the international emphasis are required to complete 16 credits of foreign language. They often decide to complete a foreign language minor or major based on the fact that many have “retro” credits and can complete the minor or major for relatively few additional credits. These retro credits increase the apparent number of credits to degree even though there may not be increased time to degree. Many of these students also choose to study abroad, and some do not care whether or not the credits earned abroad will count toward degree.
8. Develop a plan in consultation with the Office of Research and Sponsored Programs for increasing extramural support for the program(s) by November, 1997.

(Attach Audit and Review Evaluation Report from last review as Appendix C.)

Information Shared with Constituencies

1. *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 general business-international surveys were shared with the College International Committee. This has been part of the impetus for increasing internship opportunities for the international majors.
 - The general business-entrepreneurship surveys were discussed with the Entrepreneurship Advisory Board in relation to the suggested changes in the emphasis.

II. Strategic Purposes and Performance

A. Centrality

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

The “Six Priorities of the Strategic Plan” of the University include

1. student learning,
 - Clearly the focus of the general business majors is to promote student learning.
2. “state of the art programs and services,”
 - The general business majors enjoy the benefits of the College’s and University’s efforts to maintain quality and to remain technologically current.
3. faculty and staff being “exemplars” in their fields
 - In accordance with College and Universities policies, the faculty and staff of the College are well-qualified and many are nationally recognized for expertise in their field. Because the general business is a broad major which exposes students to all disciplines in the College, the students benefit from expertise from a diverse faculty.

4. “fostering a sense of community, a respect for diversity, and an appreciation of global perspectives,”
 - The general business major, and the international emphasis in particular, focuses on global issues and cross-cultural understanding. In addition to specific courses in the areas of global issues, students are exposed to ethical, diversity, and international issues through the business core courses and electives in the major.
 5. “serving as a vital resource, particularly to the region,”
 - The business majors provide community service to the area in addition to working in the community and earning internship credits in the area. Small Business Consulting is a required course in the entrepreneurship emphasis and an elective in general business, which provides assistance to small businesses through teams of students working to solve “real world” problems.
 6. and UW-W continuing to “strengthen its leadership position as a premier comprehensive university.”
2. *Explain the relationship of the program to other programs at the University.*

The general business major is related to all of the majors and departments in the College through the fact that the students take all of their major courses from the six departments. Departmental changes to course offerings impact the major directly.

The International Education Office has been instrumental in developing the exchange programs that are vitally important to our international emphasis. We continue to develop exchanges to give our students a healthy array of study and internship opportunities.

B. Goals and Objectives

1. *Describe the current (non-assessment) goals and objectives of the program, plus any stated mission for the program itself.*

One of the foreseen changes to the general business major and its emphases is in the area of advising. In the past, the Assistant Dean was responsible for pre-business advising in addition to the general business program management and advising. With the introduction of the Freshman Advising and Exploration Center, the freshmen pre-business (approximately 800 students) advising responsibilities have shifted from the Assistant Dean affording more time to administer the general business major and more closely monitor the progress of students in the major.

The College’s new Strategic Objectives offer many opportunities for the general business majors to get more hands-on, “real world” experiences. One of the objectives is to “increase opportunities for industry, students and faculty to work as partners in learning and economic development,” and another is to “provide regional businesses with a globally sophisticated workforce.” Having these objectives in the forefront of the College’s goals is promising for our general business majors.

2. *Summarize the progress in fulfilling any stated goals and objectives for the program beyond the assessment program. Explain failure to fulfill specific goals and objectives.*

Changes have been made to the general business and general business-entrepreneurship majors, and more changes will occur if warranted through assessment. However, the international emphasis has not been revised for several years, and there have been numerous students whose AR’s

have needed personalizing due to the lack of course offerings. Course offerings need to be better coordinated, and perhaps, the major needs to be revised to include more options.

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

Governor Doyle emphasized in his State of the State address the need to attract business to Wisconsin and to help existing businesses grow. The general business major and its emphases are a perfect match for this goal! The general business major provides well-rounded business professionals to the businesses of Wisconsin, while the entrepreneurship emphasis provides background for start-up and small businesses, and the international emphasis provides students with an understanding of other cultures and doing business with or in other countries.

As for societal needs, all business majors are exposed to ethical and societal issues in the core business courses in addition to their elective courses.

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 the Appendix C as necessary.*

C. Trend Data

1. Respond to the following trend data for the program:

a. Number of students enrolled each fall for each of the past five years. (Data provided from the University's fact book.)

	97-98	98-99	99-00	00-01	01-02
GENERAL BUSINESS	87	105	83	110	111*
GB ENTRE	15	12	15	14	25*
GB INTR	25	27	19	18	28*
GB LAW	0	1	0		
GEN BUS	47	65	49	78	73*
(BEBBAGNBUS)					109
(SDGENBUS)					2

*The list of advisors by majors which was distributed February shows a total of 126 majors with 73 in general business – no emphasis, 25 in entrepreneurship, and 28 in international.

b. 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. (Data provided from the University's fact book.)

c.

	Degrees per Year					Average Completed Credits				
	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
General Business	32	35	26	46	40	132	135	134	132	132
GB Entre	10	4	7	5		126	128	130	136	
GB Intr	8	13	10	8		145	145	140	149	
GB Law	0	1	0	1		0	154	0	155	
Gen Bus	14	17	9	32		128	127	131	127	
BEBBAGNBUS					40					132

d. Undergraduate majors with a consistent pattern of students graduating with more than 120 credits should provide an explanation of the program elements that require credit accumulation in excess of that number.

e. Student placement information. (Data to be provided by the department/program.)

	1996-97	1997-98	1998-99	1999-00	2000-01
General Business	100%	100%	91.67%	75%	76.92%
Entrepreneurship	100%	88.89%	100%	80%	83.33%
International	100%	100%	100%	100%	83.33%
Law			100%		100%

(Attach trend data from the University’s Fact Book as Appendix D.)

D. Demand for Graduates

1. Identify career opportunities available for graduates of the program. Placement statistics to be considered may include:

- a. Acceptance into graduate programs and employment;
- b. Employment projections by the Bureau of Labor Statistics and/or state agencies; and/or

From the Bureau of Labor Statistics (<http://www.bls.gov/oco/oco2003.htm>):

“Management, business, and financial occupations. Workers in management, business, and financial occupations plan and direct the activities of business, government, and other organizations. Employment is expected to increase by 2.1 million, or 13.6 percent, by 2010. ... General and operations managers will add the most new jobs, 363,000 by 2010. ... Among business and financial occupations, accountants and auditors and management analysts will add the most jobs, 326,000 combined. Management analysts also will be one of the fastest growing occupations in this group, along with personal financial advisors, with job increases of 28.9 and 34 percent, respectively.”

c. Other indicators of employment trends.

E. Accreditation

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

The program is not accredited but benefits from the College's AACSB accreditation.

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.*

(Attach the most recent accreditation report as Appendix E if relevant.)

F. 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.*

General business majors enjoy the easy access of Milwaukee, Madison, Janesville, and surrounding communities' business climates. The international emphasis students face a tougher challenge in terms of internships, but have a great deal in terms of international exchange opportunities.

G. 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;
 - b. Its focus on a specific population;
 - c. *The expertise of the faculty and staff in specific areas;*

Whitewater's array of business majors exceeds that of many business colleges. This is possible due to the large number of students interested in business allowing for a diverse faculty. Business colleges that do not have this luxury often offer only one major, and that major is typically a general-business-type major. Our students have the advantage of being taught by a variety of qualified faculty from a number of disciplines in a highly-respected College of Business and Economics.

The emphases in entrepreneurship and international are strengthened by a large number of faculty who are interested in these areas. The Young Professorship of Entrepreneurship provides visibility and great expertise. There are faculty in all departments of the College who pride themselves in their international experience and knowledge of international business areas.

- d. *The availability of practicum or internship experiences; and/or*

Students in the general business major can pursue internship opportunities through the departments in the College, and many do. We are fortunate to have an exchange partner in Brno, Czech Republic, who offers internship experiences, and we have recently signed an exchange agreement with Nottingham-Trent in Nottingham, Great Britain, which will also offer internships. This exchange is aimed at our international majors in particular.

Entrepreneurship majors can take advantage of internships in the College, but are also required to take "Small Business Consulting" which is a hands-on course in which students are assigned to teams that solve real business problems as a service to a business organization.

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

H. 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;*

Like all majors in the College of Business and Economics, general business majors are required to complete 20 hours of community service as one of their graduation requirements. This insures that our students become involved in their community. In addition, there are several student organizations available to the general business majors which have strong community affiliations.

- b. *The utilization of the program by consumers (i.e., performances and/or services); and/or*

As mentioned before, entrepreneurship students are required to take MANGEMENT 485 “Small Business Consulting.” Students in this class work in teams with businesses who have requested assistance with a business problem.

- c. *Support by regional constituencies.*

I. 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 the development of new technologies, etc.*

Curriculum and other program initiatives should come about as a result of implementation of the assessment plan. In addition, the international emphasis will be scrutinized for possible improvement in course availability, and more emphasis will be placed on international internship opportunities as the College develops more international partners.

III. Resource Availability and Development

A. Faculty and Staff Characteristics

Because every faculty/teaching academic staff member in the College teaches subjects which the general business majors might take, the information provided in Appendix F is taken from our last AACSB report (1998). Many of the following questions will not be answered due to the sheer magnitude of the effort required to answer the question thoroughly given the large number of faculty/staff in the College!

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.
2. Indicate the courses in the curriculum for which each faculty and staff member is responsible.

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

(Attach a table of faculty and staff as Appendix F.)

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;
 - b. Involvement in academic advising and efforts to maintain or improve advising performance;
 - The College has benefited from the addition of the Master Advisor Program, the (1/2 + 1/2) advising position awarded to the Colleges, and the Freshman Advising and Exploration Center. These additional advising resources allow the assistant dean more time to focus on general business advising issues. At the time of the last report, the assistant dean was responsible for advising approximately 2000 pre-business majors, in addition to the 80-100 general business majors and other assistant dean duties. The Advising and Exploration Center has taken approximately 800 pre-business freshmen, and the remaining pre-business are shared between the college advisor and the assistant dean. The Master Advisors assist during peak advising periods.
 - c. Work with undergraduate students on research projects;
 - d. Initiatives in student-learning based outcomes;
 - e. New course development; and/or
 - f. Involvement with interdisciplinary course development and/or delivery.

(Include in the table of faculty and staff in Appendix F.)

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 and publications as means of presenting original basic and applied research initiatives.

(Include in the table of faculty and staff in Appendix F.)

D. External Funding

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.

(Include in the table of faculty and staff in Appendix F.)

E. Professional and Public Service

1. Summarize the professional and public service activities of the faculty and staff since the previous audit and review. Discuss such activities as:
 - a. Service involvement in professional organizations at state, regional, national, or international levels;
 - b. Editing or reviewing for professional publications within the discipline;
 - c. Non-compensated consulting or intervention activities related to the discipline; and
 - d. Roles and memberships in university, college and departmental committees.

(Include in the table of faculty and staff in Appendix F.)

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
 - b. The amount budgeted to student help, capital, supplies/services, etc.

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.

Appendices

The following appendices must be included as attachments to the self-study:

Appendix A: Program APR(s)

Appendix B: List Linking Courses to Assessment Objectives

Appendix B1: List of Dual-Listed Courses and Graduate Requirements (if any)

Appendix C: Audit and Review Evaluation Report from Last Review

Appendix D: Trend Data included from the University's Fact Book

Appendix E: Accreditation Report (if relevant)

Appendix F: Table of Faculty and Staff

Appendix G: Alumni Survey

Appendix H: Student Survey

Appendix I: The Davis Memo

Appendix J: Early Draft of Assessment Plan

Copies needed

- 1 complete package to the department
- 1 complete package to the Dean's Office
- 9 complete packages for Undergraduate Programs, 13 for Graduate Programs, and 20 if combined to:

Lisa Rowland, Associate Vice Chancellor's Office
Hyer Hall - Room 420
No later than October 15, 2002