Department of Business and Economics

Academic Program Review

Presented to

Academic Program Review Council

October 1, 2014

Department: Business and Economics

Program	Check all that apply :				Degree (e.g., BA, BS, BM, BFA, MA, MSE)
	Comprehensive Major	*Major*	*Minor*	*Graduate*	
Accounting	*X*				*BA, BS*
Business Administration		*X*			*BA, BS*
Business Administration: Finance concentration	*X*				*BA, BS*
Business Administration: International Business concentration	*X*				*BA, BS*
Business Administration: Marketing concentration	*X*				*BA, BS*
Business Administration: Management concentration	*X*				*BA, BS*
Business Administration			*X*		*BA, BS*
Economics		*X*			*BA, BS*
Transportation and Logistics Management	*X*				*BA, BS*
Sustainable Management	*X*				*BS*
Sustainable Management				*X*	*MS*

Date Submitted: October 1, 2014

Signature of Department Chair: ______________________________

*Approval of the APRC Chair:*__________________________________

Approval of Provost/Dean of Faculties: ___________________________

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Departmental Summary

I. Executive Summary

Department of Business and Economics currently offers graduate and undergraduate programs in the following fields: Accounting, Business Administration, Finance, International Business, Marketing, Management, Economics, Transportation and Logistics, and Sustainable Management. Most of these programs are consistent with the array of Business and Economics programs offered at other Council of Public Liberal Arts Colleges (COPLAC) institutions. The two unique to Superior programs are Transportation and Logistics and Sustainable Management. The number of graduates in Transportation and Logistics Management have well exceeded the system requirements and continues to exhibit a steady growth. Sustainable Management (BS and MS) is a recent collaborative online degree program and is exhibiting increasing enrollment as well. UW-Superior Employer Survey Report (11/26/203) shows that the majority of employers reported DBE programs as being the most relevant areas of study for their needs. Also, the latest UW-Superior Career Services Student Follow-Up Report (2012-2013) shows that 93.67% of respondents who graduated with a degree from DBE are either employed or are pursuing a graduate degree. These facts help substantiate the market needs for DBE's programs and provide evidence of successful learning and career preparation of DBE students.

Since DBE's last academic program review, DBE restructured one program and made minor revisions to others. Specifically, Computer Information Systems program was restructured (effective in 2008-2010 catalog) by moving to the Mathematics and Computer Sciences Department. Other programs were revised; including updating of course descriptions and changes in course offerings to meet the changing needs for DBE professional fields. In Spring 2014, all programs were reviewed as part of the University's Strategic Program Prioritization Process. According to the program prioritization scores, overall, DBE programs scored well across various dimensions, including enrollment trends, external demand for degrees, program inputs, quality of program outcomes, scholarly activities, revenue generation, and other criteria. One program, Business Administration - International Business Concentration, was put under review because it produced only 37 graduates over the last 10 years. This program, however, is not a stand-alone program and consists of courses that DBE offers as part of other programs. Most students majoring in International Business are international students. Therefore, it is the opinion of this department that eliminating the program would not create any significant cost-savings for the university. On the contrary, it may negatively impact the international student enrollment. Over the last 2 years, the number of students majoring in International Business has increased, which is strongly correlated with the increasing number of international student enrolling at UW-Superior. Therefore, in the future, DBE will continue closely monitoring the student enrollment and graduation trends in International Business, and all other programs, to ensure the sustainability of DBE programs.

The above curricular developments, as well as a wave of retirements and resignations driven by personal and salary compression reasons, impacted the department's human resources. From the 2004 list of DBE faculty and teaching academic staff, only one faculty member, Dr. Richard Stewart, remains in DBE. This turnover presented many challenges but also created opportunities that the department is trying to take advantage of. Specifically, challenges included conducting multiple search and screens for new faculty, while at the same time employing temporary instructors to maintain course offerings, student enrollment, and quality of teaching and learning. Opportunities included hiring of new faculty and subsequent revitalization of majors. Additional details specific to each program are addressed in individual program sections.

Currently, the department has thirteen faculty members, eleven of whom have Ph.D. degrees and others have advanced terminal degrees and relevant certifications, and three academic staff members with graduate degrees. To attract and retain quality faculty, DBE follows clear and transparent processes and rules, as outlined in the department handbook. These rules include assigning a tenured faculty mentor to each non-tenured faculty member, establishing a clear line of communication and expectations between the Personnel Committee and a non-tenured faculty member, and each non-tenured faculty member developing a custom annual plan that explicitly outlines their teaching, research and service goals and plans, which then are reviewed and approved by their mentor and the Personnel Committee.

DBE faculty and staff are actively involved in scholarly and externally-funded research. With the addition of new faculty, the number of peer-reviewed and professional publications and presentations has been on the rise. DBE faculty and staff also actively involve UW-Superior students in research and the number of students involved in undergraduate research has been on the rise. Many of DBE research and scholarly activities are made possible by the Transportation and Logistics Research Center, which has been an integral part of DBE since 1999. Faculty, staff, and students in the Transportation and Logistics program contribute to the research efforts of the Transportation and Logistics Research Center. Over time, the center has earned a national reputation for its research and scholarly work and generated over $10 million in grants, contracts and endowments. A portion of these funds has been allocated by the administration to the TLRC 150 account, which is used to support international exchange programs, student participation in events and scholarly activities, and research and scholarship of non-T&L faculty in DBE and other departments.

II. Department Mission and Alignment

Mission and Alignment seeks to establish the degree to which this Department is compatible with the mission of UW-Superior and its strategic priorities.

A. Department Mission

1. Provide the current version of your Department's mission.

   The Department of Business and Economics will prepare University of Wisconsin-Superior students for successful professional careers. The faculty will provide a learning environment that promotes student-faculty contact, active student learning, and high expectations for student achievement. In addition, the faculty will maintain a strong commitment to scholarship and awareness of current business practices and technology.

2. When was this current mission statements adopted or revised?
   This mission was adopted in 1999, when the Department of Business and Economics was formed. Historically, however, DBE programs existed at UW-Superior since the early 1960s.

3. What process was used in the adoption and/or revision of the mission statement for the department?

   This mission statement was adopted in 1999, after the Department of Accounting, Finance and Economics and the Department of Business Administration voted to merge and formed a single department, Department of Business and Economics. At that time, the department mission statement, as well as its goals and objectives, were formulated and approved by the newly formed department and documented in the department handbook. All revisions are subject to the departmental approval and are recorded in the department minutes and department handbook.

B. Alignment of Department Mission to the Institutional Mission

1. Address the means by which the Department ensures that its mission, expectations, and objectives align with the University's liberal arts mission and high impact practices, as well as its Liberal Education Learning Goals.

   UW-Superior mission: The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention and embodies respect for diverse cultures and multiple voices. To accomplish these ends, the University will:

   i. Provide students with a carefully articulated and comprehensive foundation in liberal studies as a base for all degree programs.
   ii. Award baccalaureate degrees in selected fields in education, the arts and the humanities, in the sciences and social sciences, and in business.
   iii. Offer graduate programs in areas associated with its undergraduate emphases and strengths.
   iv. Extend its undergraduate and graduate resources beyond the boundaries of the campus through distance learning programs.
   v. Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree levels, its selected graduate programs and its special mission.
   vi. Engage in appropriate interinstitutional relationships to enhance educational and service opportunities.
   vii. Foster, with University of Wisconsin-Extension, the development of cooperative and general outreach programming and the integration of the Extension function with that of this institution.

DBE's mission is fully aligned with and helps advance the university's mission, expectations, and objectives. The primary means through which the Department pursues this alignment is through its curricular programs, high standards of quality of teaching and learning, research and scholarly activities, as well as community involvement and service. Specifically, as stated in the department's handbook, the Department seeks to:

- Have the reputation of producing graduates that have the skills necessary for long-term success and growth in their chosen professions;
- Have the reputation of encouraging, supporting, and expecting excellence in teaching;
- Encourage the implementation of the Seven Principles of Good Undergraduate Teaching;
- Have the reputation of supporting, encouraging, and expecting professional growth and development from its faculty;
- Provide economic development services and education and outreach to businesses and communities throughout the region in cooperation with University of Wisconsin Extension, SBDC, and the Center for Economic Education.

Also, consistent with DBE and university's missions, all DBE programs have a critical liberal arts base and a well-rounded general business core curriculum. DBE also requires that all students pursuing degrees in DBE complete all but 12 credits of the General Education Program before they can be admitted to DBE. Exceptions to this policy are only allowed via petition and are typically granted only in cases when this 12-credit requirement significantly interferes with a student's graduation plan.

C. Response to the Recommendations Made in the Previous Review

1. What recommendations were made to the Department at the time of the last review?

The last DBE self-study was completed in 2004. In September 2005, the Planning, Budget and Review Council has made several recommendations of the following nature (actual recommendations are attached in Appendix I) to DBE:

- DBE should address the ways in which its mission and purposes embody respect for diverse cultures and multiple voices;
- DBE should follow up with its graduates and gather information about their post-graduation experiences;
- Review the sustainability of International Business concentration;
- Review the sustainability of Computer Information Systems major;
- Reduce overload teaching; if not possible, request additional resource allocations;
- Develop a formal student learning outcome assessment program;
- DBE S&E funding should be increased to support teaching and learning and faculty scholarship;

- Evenly distribute advisees among faculty.

2. How did the Department address the recommendations?

    - DBE is integrating respect for diverse cultures and multiple voices in its curricular and extra-curricular activities. For example, many courses now contain modules examining cross-country and cross-gender differences among people. DBE also initiated a new faculty line dedicated to International Economics and Economic Development, which helps support the global awareness and respect for diverse cultures and multiple voices in DBE programs and in Global Studies minor. DBE has also established a cooperative student and faculty exchange agreement with Le Havre University in France and is completing a similar agreement with Wuzi University in Beijing, China.
    - Graduates follow-up surveys are now conducted by the Office of Career Services. In addition, DBE would like to see graduates being able to retain their UW-Superior e-mails for life, as alumni. Otherwise, once their UW-Superior e-mails are deactivated, our ability to track graduates decreases over time.
    - International Business concentration was revised in 2013-2014 and recent enrollment numbers have been on the rise. In the past ten years, International Business has had 13 to 24 students enrolled in the major per year. In Fall 2012, there were 34 students enrolled in this program. In Fall 2014, there are 33 students enrolled in the program. DBE will continue monitoring the enrollment trends in this program. This program, however, is not a stand-alone program and consists of courses that DBE offers as part of other programs. Most students majoring in International Business are international students. Therefore, it is the opinion of this department that eliminating the program would not create any significant cost-savings for the university. On the contrary, it may negatively impact the international student enrollment.
    - Computer Information Systems was restructured by moving to the Mathematics and Computer Sciences Department and is no longer part of DBE programs.
    - Overload teaching is limited to authorized requests and is primarily driven by lack of human resources to cover administrative and grant-funded research reassignments.
    - DBE now has a formal student learning outcome assessment program in place. Individual program self-studies will describes the specifics of each program learning outcomes and assessment results. Overall, each program annually formally assesses program-specific learning outcomes and university-wide student learning outcomes, e.g. Liberal Education Learning goals.
    - Since the last review, DBE S&E varied by year. Currently, DBE's S&E is lower than in the previous three years. Continued support from the university is needed to ensure the high quality of teaching and learning

and scholarly activities on campus. Currently, DBE relies on external funding to supplement faculty's scholarly activities.

- New faculty members do not advise in their first year. All other faculty currently advise 35-40 students.

3. Did any kind of assessment and/or strategic planning take place to address the recommendations? If so, what did these entail and what actions were taken to address the recommendations? If not, explain why the recommendations were not addressed.

   Faculty retreats have been held to address the strategic planning for the department. Department meetings and committee meetings were held to address the recommendations from the prior review and the recent Program Prioritization Process. All recommendations that DBE could address were met. Resource needs continue to exist, but DBE has no decision-making power over these areas.

4. If additional response to recommendations is provided elsewhere in this document, please specify where.

   Each individual program self-study will contain program-specific responses.

III. Department Planning for Continuous Improvement

Planning continuous improvement examines planning and assessment processes and how strategies and action plans are helping achieve Departmental mission.

1. What is the Department's vision of what it will be like in the next 5-10 years?

   In the medium-term, DBE is planning to become a School of Business and Economics. This rebranding of the department is consistent with the current practices of business programs and is necessary to increase the perceived prestige and reputation of our programs.

   In the long-term, DBE is considering a formal accreditation process. It is the opinion of this department that this step will help increase the attractiveness of our institution among prospective students and will help increase enrollment and retention.

2. Discuss the Department's plan for funding projects to meet objectives.

   DBE relies on internal funding and has also been successful at obtaining external sources of funding to supplement and enrich its programs.

3. What are the Department's projected needs for space, acquisitions, and capital equipment for the next five years? Provide any estimated cost and rationale for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the resources necessary to meet these needs?

Statement of Need	Cost (if any)	Rationale and Method of Evaluation	Planning Processes To Secure Resources
Office space		In 1987, DBE occupied the entire Erlanson Hall. Currently, DBE offices are located in Erlanson and Old Main. It is sensible to keep the department in a single building.	Campus facilities planning
Computers, printers, software	Est. $2500 per faculty	Faculty and staff computers and printers and software need to be periodically updated. Current S&E has no budget for these items.	Budget requests
Department copier	Est. $5,000 purchase price, plus $3,000 annual maintenance contract	Department was informed that effective this year we cannot rent a copier anymore and must acquire one. However, S&E has no budget allocated for this item.	Budget requests

4. What are the Department's needs for support resources for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?

Statement of Need	Cost (if any)	Rationale, Benchmark, and Method of Evaluation	Planning Processes To Secure Resources
Support staff	TBD	Department is now tasked with participating in student recruiting and web-page redesign. However, there are no additional resources allocated to fund these additional responsibilities.	Budget requests
Assessment	TBD	Assessment coordinators	Budget requests

coordinators		and DBE liaison are unpaid additional workload. Quality assessment requires resource commitments from the university.	

5. What are the Department projected needs for instructional information technology for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?

Statement of Need	**Cost (if any)**	**Rationale, Benchmark, and Method of Evaluation**	**Planning Processes To Secure Resources**
Smart Boards, simulation technology and software, hardware for simulations, and user training	Variable	Erlanson currently has one Smart Board. This new classroom technology is a must have for modern programs but this will require classrooms to be redesigned. Business and Economics programs increasingly use simulation programs and technology to bring real-world experiences to classrooms. DBE currently has no budget for these items but they are vital for the success of our students.	Budget requests, technology grants

Academic Program Review

For Accounting

~~I. Program Mission and Alignment~~

~~Mission and Alignment seeks to establish the degree to which this program is compatible with the mission of UW-Superior and its strategic priorities.~~

~~A. Program Mission~~

1. ~~Provide the current version of your Program's mission.~~

2. ~~When was the current mission statement adopted or revised?~~

3. ~~What process was used in the adoption and/or revision of the Program's mission statement?~~

~~B. Alignment of Program Mission to the Institutional Mission~~

1. ~~Please address the means by which your Program ensures that its mission, expectations, and objectives align with the University's liberal arts mission and high impact practices, as well as its Liberal Education Learning Goals.~~

~~C. Unique Aspects of the Program~~

1. ~~Describe the unique aspects of the Program in terms of subject matter taught and students served.~~

~~D. Specialized Accreditations~~

1. ~~Does the Program carry a specialized accreditation or membership? If so, identify the accrediting body, the lengths of time accredited and when the next accreditation review is to occur.~~

2. ~~Why did the Program pursue the accreditation(s) or membership(s)? Why does the Program continue to carry the accreditation(s) or membership(s)?~~

3. ~~If specialized accreditations or memberships are available and not pursued, why are they not pursued? If an accreditation has been discontinued, please explain what occurred.~~

~~E. Response to the Recommendations Made in the Previous Review~~

1. ~~What recommendations were made to the Program at the time of the last review?~~

2. ~~How did the Program address the recommendations?~~

3. ~~Did any kind of assessment and/or strategic planning take place to address the recommendations? If so, what did these entail and what actions were taken to address the recommendations? If not, explain why the recommendations were not addressed.~~

4. ~~If additional response to recommendations is provided elsewhere in this document, please specify where.~~

II. Student Learning Outcome Assessment

This section focuses on the teaching-learning-assessment process, and also addresses how the entire Department contributes to helping students learn in each Program and overall student development.

1. What are the Program-specific student learning outcomes? When did your Program determine these outcomes? Who was involved in setting these outcomes?
   The Accounting, Business Administration and Transportation & Logistics programs share the first 7 outcomes. The 8th outcome differs between programs. For Accounting, the program learning outcomes are:

   1. *Knowledge of the functional areas of accounting, marketing, finance, and management*
   2. *Knowledge of the legal, social, and economic environments of business*
   3. *Knowledge of the global environment of business*
   4. *Knowledge of the ethical obligations and responsibilities of business*
   5. *The ability to use decision-support tools*
   6. *The ability to communicate effectively*
   7. *The ability to apply knowledge of business concepts and functions in an integrated manner*
   8. *Students will be able to apply their knowledge to understand how accounting is used for profit and non-profit firms.*

   The outcomes for all DBE programs were set by consensus of the DBE faculty in Fall 2011.

2. ~~What sources of evidence for student learning outcomes does your Program collect and analyze regularly? Describe the methods of collection and analysis.~~

3. What sources of evidence for the Liberal Education Learning Goals (i.e., campus-wide common student learning outcomes) does your Program collect and analyze regularly? Describe the methods of collection and analysis.

   All DBE concentrations, including Accounting, participate in the campus wide schedule for assessing LELG's. Typically this involves using a rubric provided to all departments *on campus to assess one or more of the campus LELG's each year. DBE assesses students in the capstone classes of each program each spring. For Accounting, this is accomplished in ACCT 466, Senior Project in Accounting.*

The results are tabulated and provided to the campus assessment coordinator. They are also reported to DBE faculty for review and discussion.

4. ~~Describe any changes in the Program that directly reflected the results of assessment of Program-level and campus-wide student learning outcomes.~~

5. ~~Based on the findings for the current Program-level learning outcomes and the Liberal Education Learning Goals, what action priorities has your Program set for improvement? Who was involved in setting these action priorities?~~

6. How has your Program communicated the current state of student learning outcomes and Program improvement priorities to students, faculty, staff, administrators, and other appropriate stakeholders?

   The purpose of student learning outcomes is communicated and discussed with students prior to assessment. Typically, the instructor in charge of assessment announces and discusses student learning outcomes in class (Acct 466, Senior Project in Accounting). Whenever possible, learning outcome results are also shared and discussed with students who were assessed. Students assessed in the future will be informed of previous assessment results (which at that point will serve as a benchmark for the program to measure its progress).

   Most assessments involve all program faculty and staff members, where assessors use a rubric and a scoring sheet to individually assess each student. Results are then tallied and aggregated for reporting purposes. Results by program are discussed by the department and curricular revisions are discussed when results necessitate such changes.

   All programs submit program assessment reports to the department chair and university administrators annually. Through the recent Program Prioritization Process and Academic Program Review process, the program communicates the current state of student learning outcomes and program improvement priorities to all university and UW-System stakeholders.

7. ~~Referring to the data in the APR Data Sets and other sources, discuss trends in student enrollment and completion in your program and efficiency of your course offerings as pertains to student's ability to graduate from the Program in a four-year period.~~

8. ~~Referring to the data in the APR Data Sets, discuss the costs associated with your Program. If the cost per student FTE of your Program deviates significantly from the average cost per student FTE for the University, discuss where in the Program plausible causes reside.~~

9. How has your Program determined and communicated to prospective and current

students what preparation is necessary to succeed in the Program's curricula, courses, and learning?

The Accounting Program works closely with all programs in DBE to establish and periodically review requirements for admission into the department. Program faculty and staff communicate information and expectations to prospective and current students through the following means: (1) course descriptions, including course prerequisites, (2) DBE application for admission to the program (which describes the program admission process and criteria that are published in the catalog and department website), (3) program planning sheets, (4) course syllabi, and (5) formal and informal advising of students.

About DBE application: Accounting, like all DBE programs, has admission criteria that ensure students complete all prerequisite courses necessary to succeed in the program. Specifically, all students are required to complete all but 12 credits of General Education Program before admission to DBE and the program. Students must also have a 2.3 cumulative GPA or higher before they can be admitted to DBE and the program. DBE admission policies are communicated during SOAR, advising sessions, DBE meet and greet days, and in the university catalog and website. DBE admission forms are also posted on the department website and are available through advisors.

Program prerequisites and other preparation necessary for successful program completion are determined by the program faculty and staff members and then presented for discussion and approval of the department curriculum committee, and then the entire department. When necessary, UAAC and appropriate governing bodies approvals are secured.

10. How does your Program advise students? What advisement plan does your Program have? How does your Program assure the timely and effective advisement of students?

The Accounting Program, like other DBE programs believes that knowledgeable pro-active advising is one of the most important keys to student retention. The strategic goal is to have all students advised by the program-specific faculty/staff member as soon as they declare their major.

Students with undeclared majors, or who switch majors make this an imperfect process. Generally, students remain with the adviser initially assigned even when changing majors within DBE in order to insure continuity of the advising relationship. Advisees need to see their advisor before registering for classes each semester. This requirement is enforced by a hold on each student's ability to register until an advising session is completed. Advisors use standard planning sheets for the various concentrations within Business Administration when advising students. These procedures ensure students are advised at the appropriate times and receive consistent information.

Advising sessions are held during the formal university advisement periods (e.g., Fall and Spring advisement, SOAR, welcome week), as well as outside of these periods to *meet the needs of individual students. During the review period, on average each full-time faculty/staff member advises 25 students. During the initial advising meetings, advisor and student develop and formally sign a four-year graduation plan which outlines what courses and when a student would take. This provides students with a clear path to graduation. Subsequent advising sessions are used to modify these plans. All advisees are strongly encouraged to graduate within a four year time frame, as normally expected of a bachelor's degree. Students who are uncertain about which major they might select are not discouraged from exploring options. However, they are clearly advised up-front of the following facts: many upper level courses in almost all majors at UW-Superior have prerequisites; extended delays in selecting a major will probably delay the graduation process due to sequencing of classes. Students are also reminded that each semester of schooling required beyond a typical four year program of study costs approximately $10,000 for tuition, room and board and about $20,000 in lost wages, with a total annual opportunity cost of $60,000. With this knowledge students can make informed decisions about their options.*

While all advisees are strongly encouraged to graduate within the four year time frame, many accounting students are choosing to double major to obtain the 150 credits required to sit for the CPA exam. For this reason accounting students may choose to attend for an additional one to two semesters.

~~11. How has your Program determined and documented effective teaching and learning? In what ways has your Program engaged students in high impact practices? How were these pedagogical expectations communicated to full-time and part-time faculty and staff?~~

12. ~~How does your Program monitor the relevance and effectiveness of its curriculum? What process is in place for changing or discontinuing the Programs and courses?~~

III. Other Distinctive Objectives

Other Distinctive Objectives addresses the processes that contribute to the achievement of your Program's major objectives that complement student learning and fulfill other portions of your mission. These objectives may include pure and applied research and scholarship, professional and public service, institutional citizenship, service learning, centers or institutes, economic stimulation and development of the community, creative and cultural enrichment, or any other major activities to which the Program commits substantial resources, energy, and attention.

~~1. What are your Program's distinct objectives that complement student learning and/or fulfill other elements of the Program, Departmental, or University Mission?~~

2. How does your Program determine your other distinctive objectives? Who is involved in setting these objectives?

The Accounting Program determines distinct objectives through the following processes: university-wide goals and policies, employer recruiting trends, identification of regional and local community needs and requests, program faculty/staff and students interests.

Currently, the concentration is focusing on the following three distinct objectives: experiential learning of students (e.g., internships and work study opportunities, Study Abroad, and advanced/graduate education of students.

3. How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them?

   Depending on the objective, qualitative and quantitative data is reviewed and analyzed (e.g., stakeholders' surveys and informal feedback or student learning outcomes assessment results). Necessary adjustments are made as appropriate. Economics DBE faculty carry the primary responsibility for reviewing and revising distinct objectives. Depending on the objective, external stakeholders participate in the revisions of objectives.

4. What are the results in accomplishing these objectives? Looking at your results for Accomplishing Other Distinctive Objectives, comment on the positive results as well as those in need of improvement.

   Experiential learning - Internship is an optional but a highly recommended component for all students in the Accounting Program. DBE faculty estimate that at least 30% of our students participate in internships and will continue working with students and employers to increase this number. It is important to note that students earn credit for internships that is reflected in the Accounting Program planning sheet. Faculty and staff regularly employ students as teaching and research assistants. Subsequently, mentored students develop valuable work skills (e.g., primary and secondary research skills, communication skills, time-management skills, etc.).
   Study Abroad - Faculty in the discipline are dedicated to promoting, advising, and leading study abroad programs for students. Faculty regularly promote studying abroad by inviting International Programs and students who have studied abroad to share their experience and advice. DBE typically offers faculty led study abroad experiences on an every other year basis; something students have found favorable.

~~5. What specific improvement priorities is your Program targeting and how will these be addressed?~~

6. How does your Program communicate the current results and improvement priorities to students, faculty, staff, administrators, and stakeholders?

   The results and improvement priorities are communicated through the following means: program meetings, department meetings, end-of-year celebration parties, meet and greet days, student club meetings, annual reports, program prioritization plans, academic program review, meetings with external stakeholders.

IV. Understanding Students and Other Stakeholders Needs

This section addresses issues outside of the classroom setting, such as student organizations, advising, and course scheduling/availability. Explain how your Program works actively to understand and address student, alumni, parent, employer and other stakeholder needs.

1. ~~Discuss local/regional/national/global job markets needs, external support of and stakeholder's aspirations for your Program. Explain the sources of evidence used in these discussions.~~

Students

2. How does your Program identify the changing needs of student groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Through formal assessment of student learning outcomes, formal and informal advising of students, meetings and discussions with prospective students, regular discussions among program faculty and staff, review of other COPLAC schools curricular changes, changes in university strategic plans and policies, and interaction with employers, the faculty in DBE identify the changing needs of all students. Appropriate curricular changes are then made to accommodate these needs and extra-curricular activities are created to accommodate additional needs.

3. What process does your Program have for students to report complaints? How does your Program analyze students' feedback both in a formative and summative manner and select a course of action? How does your Program communicate those actions to students?

   Students are asked to communicate their concerns to the respective instructor first. If students are uncomfortable with that approach, they can communicate their concerns to the Department Chair. Concerns and complaints are also communicated to the department through student evaluations of individual instructors. As appropriate, Department Chair and Personnel Committee review the complaints and take action.

4. What measures of student satisfaction does your Program collect and analyze regularly?

   Metrics of student satisfaction are mainly collected through student evaluation of instruction. Every semester, each instructor's performance is evaluated in every course. In this way students are able to convey their comments about a course and the instructor. Later, department chair, Personnel Committee and instructors use these evaluations to improve course content and delivery. Advisors also informally collect graduates' feedback about the program. According to this feedback, Program and class size, opportunities presented to students to engage in paid mentored research, faculty-student interactions, opportunities to engage in conferences and student club activities are among the factors that explain students' satisfaction with the program.

5. What are the results for student satisfaction with your Program?
   See above.

<u>Other Key Stakeholders</u>

6. How does your Program identify the changing needs of other stakeholder groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Employers and local communities are seen as other key stakeholders of this program. Program faculty monitor the changing needs of these stakeholders through personal interactions, formal partnerships and joint initiatives.

7. What measures of stakeholder satisfaction does your Program collect and analyze regularly?

   Recommendation letters from stakeholders, internship reports, survey feedback, informal conversation.

8. What are the results for stakeholder satisfaction with your Program?

   Results vary by stakeholder but are generally positive.

9. With regard to the needs of your Program's key stakeholder groups, how are the targets for improvement set?

   Targets vary by stakeholder/objective. For internships, they are set on a department level.

10. What specific improvement priorities is your Program targeting and how will these be addressed?

    The Accounting faculty are evaluating course content on an ongoing basis. A topic currently being addressed is the International Accounting Standards framework. These standards are being presented in Intermediate Accounting beginning fall semester of 2014.

11. What are the results for student satisfaction with your Program?
    See above.

V. Valuing People

Valuing People explores commitment to the development of faculty and staff.

1. What key faculty/staff orientation, enhancement and mentoring initiative are currently being undertaken or planned for the next one to three years?

   During the last 4-5 years, all new DBE faculty members have completed the new faculty orientation program offered by CETL. Every new tenure-track faculty is placed under a mentor, a senior faculty member, to help achieve their goals toward tenure. Also, all non-tenured DBE faculty members develop a one-year custom plan for teaching, scholarship and service, which is reviewed and approved by the Personnel Committee. These plans help establish clear expectations of what is necessary for faculty retention and future tenure.

2. What support is provided to faculty for the professional development, retention, tenure, and promotion process?

   For professional development, retention, tenure and promotion, active mentoring is provided by senior DBE faculty to new or junior faculty. Also, funding for paper presentation, academic service-learning project and scholarly work is provided by DBE and through grant funding.

3. What support is provided to staff for their professional development and retention?

   Adjunct staff contracts are renewed by the department based on departmental need and university policy. However, staff members are eligible for the university staff development grants.

4. ~~Using data from the APR Data Sets, discuss faculty and staff (full and part-time) load.~~ Explain any significant deviations from expected University standard load. Explain any load reassignments and the process used to determine them.

   Currently there are two tenure track faculty, Mark McCoon and Edie Wasyliszyn, and one adjunct senior lecturer, Anne Nys. Mark McCoon is at full load without reassignment. Edie Wasyliszyn has a one class release to attend New Faculty Orientation which is required by the university, and a special project aimed at increasing enrollment and investigating internships. Anne Nys is teaching full-load without reassignment.

5. Using data from the APR Data Sets, discuss the average size of undergraduate and graduate classes. Explain any class that on average enrolls less than 10 students (undergraduate) or 8 students (graduate).

   The average size of undergraduate accounting classes is 13. Two classes have had average enrolls less than ten students; Not-for-profit accounting, and Business taxation.

These courses are electives. The Accounting Program does not include graduate level courses.

6. Using data from the APR Data Sets, discuss student credit hour production among and across faculty/staff.

   No data set was supplied. Generally, Accounting faculty teach at full load with the exception of New Faculty Orientation.

7. If faculty and staff credit loads are higher than the University standard, what processes are used to insure that Program quality does not deteriorate and academic standards are upheld?

   Credit loads have been close to the full-time average and few, if any, loads have been higher than the University standard. The Accounting Program relies, in part, on budgeted academic staff to reduce the faculty credit load and maintain high quality of teaching and learning. Specifically, Rick Moran teaches courses in the Accounting Program as needed. Any increase in staff credit loads recently has been due to the loss of tenured Accounting faculty.

8. How does the work environment contribute to civil and open communication and promotion of cooperation, innovation, and skill sharing?

   Work environment and relationship among DBE faculty is informal, open, and cooperative. Faculty and staff meet frequently to make decisions jointly about the program, exchange ideas and initiate curricular innovation.

9. Using data from the APR Data Sets, discuss how diversity among faculty and staff is advanced and supported.

   No data set was supplied. Among Accounting faculty/staff, two are female and one is male.

11. What assessment and planning processes are used to determine what faculty resources the Program will need?

   Teaching assignments are determined cooperatively by program faculty. Resource requests are made individually but are typically allocated through joint decisions. DBE S&E budget is allocated by the department chair to individual faculty/staff members based on individual requests.

12. What is the process for analyzing and selecting a course of action for improving current processes and systems for valuing people? Provide some examples of actions taken since the last review.

   Senior faculty members mentoring new faculty members play a critical role in valuing *people. Mentor and new faculty meet periodically to provide case-by-case or situational solutions. Personnel Committee also provides clear recommendations for faculty undergoing retention and promotion process. Department chair also meets with faculty members to answer any questions or discuss concerns.*

VI. Program Planning for Continuous Improvement

Planning continuous improvement examines planning and assessment processes and how strategies and action plans are helping achieve the Program mission.

1. Summarize the main findings for the Program associated with successful completion of the APR process. Describe this in terms of current program strengths and opportunities (i.e., areas in need of attention) for future planning.

Strengths:

- *The faculty teaching in the Accounting Program have extensive experience working in the accounting field. This experience enriches the classroom experience.*
- *The small class sizes allow students a high degree of interaction with faculty; students are also advised by faculty in DBE who teach these courses.*
- *High degree of academic rigor including Senior Year Experience presentations which helps prepare students for graduate study, the accounting profession, and preparation for the CPA exam.*
- *The demand for Accounting professionals continues to grow. The National Association of Colleges and Employers 2013 Job Outlook Survey rated Accounting the second top business degree in demand, with an average starting salary of $53,300.*

Opportunities:

- *As supported by the data, the number of transfer students have decreased in recent years. An opportunity exists for the Accounting Program to collaborate with local community colleges to increase their awareness of the Accounting Program.*
- *Internships are an important step in preparing students for their professional lives. While the Accounting Program encourages internships, a mandatory internship program does not exist. An opportunity exists to reach out to the community and cultivate relationships which would be conducive to creating internship positions whenever possible.*

2. ~~What is the Program's vision of what it will be like in the next 5-10 years?~~

3. ~~Discuss the plan for funding projects for your Program to meet its objectives.~~

4. ~~What are the Program's projected needs, space, acquisitions, and capital equipment for the next five years? Provide any estimated cost and rationale for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~Statement of Need~~	~~Cost (if any)~~	~~Rationale and Method of Evaluation~~	~~Planning Processes To Secure Resources~~

5. ~~What are the Program's needs for support resources for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~Statement of Need~~	~~Cost (if any)~~	~~Rationale, Benchmark, and Method of Evaluation~~	~~Planning Processes To Secure Resources~~

6. ~~What are the Program's projected needs for instructional information technology for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~Statement of Need~~	~~Cost (if any)~~	~~Rationale, Benchmark, and Method of Evaluation~~	~~Planning Processes To Secure Resources~~

Academic Program Review

For Finance

~~I. Program Mission and Alignment~~

~~Mission and Alignment seeks to establish the degree to which this program is compatible with the mission of UW-Superior and its strategic priorities.~~

~~A. Program Mission~~

1. ~~Provide the current version of your Program's mission.~~

2. ~~When was the current mission statement adopted or revised?~~

3. ~~What process was used in the adoption and/or revision of the Program's mission statement?~~

~~B. Alignment of Program Mission to the Institutional Mission~~

1. ~~Please address the means by which your Program ensures that its mission, expectations, and objectives align with the University's liberal arts mission and high impact practices, as well as its Liberal Education Learning Goals.~~

~~C. Unique Aspects of the Program~~

1. ~~Describe the unique aspects of the Program in terms of subject matter taught and students served.~~

~~D. Specialized Accreditations~~

1. ~~Does the Program carry a specialized accreditation or membership? If so, identify the accrediting body, the lengths of time accredited and when the next accreditation review is to occur.~~

2. ~~Why did the Program pursue the accreditation(s) or membership(s)? Why does the Program continue to carry the accreditation(s) or membership(s)?~~

3. ~~If specialized accreditations or memberships are available and not pursued, why are they not pursued? If an accreditation has been discontinued, please explain what occurred.~~

~~E. Response to the Recommendations Made in the Previous Review~~

1. ~~What recommendations were made to the Program at the time of the last review?~~

2. ~~How did the Program address the recommendations?~~

3. ~~Did any kind of assessment and/or strategic planning take place to address the recommendations? If so, what did these entail and what actions were taken to address the recommendations? If not, explain why the recommendations were not addressed.~~

4. ~~If additional response to recommendations is provided elsewhere in this document, please specify where.~~

II. Student Learning Outcome Assessment

This section focuses on the teaching-learning-assessment process, and also addresses how the entire Department contributes to helping students learn in each Program and overall student development.

1. What are the Program-specific student learning outcomes? When did your Program determine these outcomes? Who was involved in setting these outcomes?

   The Accounting, Business Administration and Transportation & Logistics programs share the first 7 outcomes. The 8th outcome differs between programs. For Business Administration (including Finance, International Business, Management, and Marketing concentrations), the program learning outcomes are:

   1) *Knowledge of the functional areas of accounting, marketing, finance, and management*
   2) *Knowledge of the legal, social, and economic environments of business*
   3) *Knowledge of the global environment of business*
   4) *Knowledge of the ethical obligations and responsibilities of business*
   5) *The ability to use decision-support tools*
   6) *The ability to communicate effectively*
   7) *The ability to apply knowledge of business concepts and functions in an integrated manner*
   8) *The ability to construct and interpret a SWOT analysis, marketing analysis, financial analysis, competitive comparison of companies, and other matrices that apply to the strategic planning process.*

   The outcomes for all DBE programs were set by consensus of the DBE faculty in Fall 2010.

2. ~~What sources of evidence for student learning outcomes does your Program collect and analyze regularly? Describe the methods of collection and analysis.~~

3. What sources of evidence for the Liberal Education Learning Goals (i.e., campus-wide common student learning outcomes) does your Program collect and analyze regularly?

Describe the methods of collection and analysis.

All DBE programs, including Finance, participate in the campus wide schedule for assessing LELG's. Typically this involves using a rubric provided to all departments on campus to assess one or more of the campus LELG's each year. DBE assesses students in the capstone classes of each program each spring. For Finance, this is accomplished in BUS 495.

The results are tabulated and provided to the campus assessment coordinator. They are also reported to DBE faculty for review and discussion.

4. ~~Describe any changes in the Program that directly reflected the results of assessment of Program-level and campus-wide student learning outcomes.~~

5. ~~Based on the findings for the current Program-level learning outcomes and the Liberal Education Learning Goals, what action priorities has your Program set for improvement? Who was involved in setting these action priorities?~~

6. How has your Program communicated the current state of student learning outcomes and Program improvement priorities to students, faculty, staff, administrators, and other appropriate stakeholders?

   The current state of student learning outcomes is communicated and discussed with students in BUS 495. Typically, the instructor in charge of assessment announces and discusses student learning outcomes in class. Whenever possible, learning outcome results are shared and discussed with students who were assessed. Students assessed in the future will be informed of previous assessment results (which at that point will serve as a benchmark point for the program to measure its progress). The results of student learning outcomes are provided to the campus assessment coordinator each year after being tabulated and reviewed. Within DBE, the results are shared and discussed among faculty and staff, with special attention given to areas in which improvement is needed.

   Most assessments involve all program faculty and staff members, where assessors use a rubric and a scoring sheet to individually assess each student. Results are then tallied and aggregated for reporting purposes. Results by program are then discussed by the department and curricular revisions are discussed, when results necessitate such changes.

7. ~~Referring to the data in the APR Data Sets and other sources, discuss trends in student enrollment and completion in your program and efficiency of your course offerings as pertains to student's ability to graduate from the Program in a four-year period.~~

8. ~~Referring to the data in the APR Data Sets, discuss the costs associated with your Program. If the cost per student FTE of your Program deviates significantly from the average cost per student FTE for the University, discuss where in the Program plausible causes reside.~~

9. How has your Program determined and communicated to prospective and current students what preparation is necessary to succeed in the Program's curricula, courses, and learning?

   The Finance program works closely with other programs in DBE to establish and periodically review requirements for admission to DBE. Specifically, the program faculty and staff communicate the information and expectations to prospective and current students through the following means: (1) course descriptions, including course prerequisites, (2) DBE application for admission to the program (which describes the program admission process and criteria that are published in the catalog and department website), (3) program planning sheets, (4) course syllabi, and (5) formal and informal advising of students.

   The DBE has admission criteria that ensure students complete all prerequisite courses necessary to succeed in the program. Students are required to have a minimum GPA and completion of basic courses needed to succeed in the program before they can be admitted to DBE. DBE admission policies are communicated during SOAR, at all advising sessions, during DBE meet and greet days, and are stated in the university catalog and website. DBE admission forms are also posted on the department website and are available through advisors.

   Program prerequisites and other preparation necessary for successful program completion are determined by the program faculty and staff members and then presented for discussion and approval of the department curriculum committee, and then the entire department. When necessary, UAAC and appropriate governing bodies approvals are secured.

10. How does your Program advice students? What advisement plan does your Program have? How does your Program assure the timely and effective advisement of students?

   The Finance program, like other DBE programs believes that advising is one of the most important keys to student retention. The goal is to have all students advised by the program-specific faculty/staff member as soon as they declare their major.

   Students with undeclared majors, or who switch majors make this an imperfect process. Generally students are kept with the adviser initially assigned even when changing majors within DBE in order to insure continuity of the advising relationship. Advisees are required to see their advisor before registering for classes each semester. This requirement is enforced by a hold on each student's ability to register until an advising session is completed. Advisors use standard planning sheets for the various concentrations within Business Administration when advising students. These procedures insure students are advised at the appropriate times and receive consistent information.

   Advising sessions are held during formal university advisement periods (e.g., Fall and Spring advisement, SOARs, welcome week), as well as outside of these periods to meet *the needs of individual students. Advising sessions consist of discussions regarding course selection, the timing of courses, a graduation plan, and career objectives.*

All advisees are strongly encouraged to graduate within a four year time frame, as normally expected of a bachelor's degree. Students who are uncertain about which major they might select are not discouraged from exploring options. However, they are clearly advised up-front that extended delays in selecting a major will probably delay the graduation process due to the sequencing of classes.

~~11. How has your Program determined and documented effective teaching and learning? In what ways has your Program engaged students in high impact practices? How were these pedagogical expectations communicated to full-time and part-time faculty and staff?~~

12. ~~How does your Program monitor the relevance and effectiveness of its curriculum? What process is in place for changing or discontinuing the Programs and courses?~~

III. Other Distinctive Objectives

Other Distinctive Objectives addresses the processes that contribute to the achievement of your Program's major objectives that complement student learning and fulfill other portions of your mission. These objectives may include pure and applied research and scholarship, professional and public service, institutional citizenship, service learning, centers or institutes, economic stimulation and development of the community, creative and cultural enrichment, or any other major activities to which the Program commits substantial resources, energy, and attention.

~~1. What are your Program's distinct objectives that complement student learning and/or fulfill other elements of the Program, Departmental, or University Mission?~~

2. How does your Program determine your other distinctive objectives? Who is involved in setting these objectives?

   The Finance program determines distinctive objectives through the following processes: university-wide goals and policies, goals for Finance programs in general, employer recruiting trends, identification of regional and local community needs and requests, program faculty/staff and students interests. These objectives are chosen based on their ability to add value to the overall learning experience of students. Typically these objectives are chosen to allow students to apply the theories and concepts learned in each course.

   Currently, the program is focusing on the following distinct objectives: experiential learning of students (e.g., internships and work study opportunities) and undergraduate research and academic service learning (e.g., applied research related to local and community-based events). For example, the Finance program (faculty and students) are currently involved in the Regional Economic Indicators Forum, sponsored by the National Bank of Commerce. Bi-annually, faculty and students collect and analyze data on the equity performance of stocks of local interest. An index of local stocks was *constructed and the performance of this index is compared to national stock indices. The results of this research are presented to businesses, government authorities, and other stakeholders to assist them in their decision-making.*

3. How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them?

   Depending on the objective, qualitative and quantitative data is reviewed and analyzed (e.g., stakeholders' surveys, informal feedback from stakeholders and students, and student learning outcomes assessment results). Necessary adjustments are made as appropriate. The Finance faculty is responsible for reviewing and revising distinct objectives. Depending on the objective, external stakeholders and students participate in the revision of objectives.

4. What are the results in accomplishing these objectives? Looking at your results for Accomplishing Other Distinctive Objectives, comment on the positive results as well as those in need of improvement.

   - *Experiential learning: Internship is an optional but a highly recommended component for all students in Finance program. It is important to note that students earn credit for internships that is reflected in the Finance planning sheet. Faculty and staff regularly employ students as tutors and teaching/research assistants. Subsequently, mentored students develop valuable work skills (e.g. research skills, communication skills, time-management skills, etc).*

   - *Undergraduate research/Academic service learning: Finance majors are very active in undergraduate research/academic service learning projects. Examples include: Regional Economic Indicators Forum, sponsored by the National Bank of Commerce (FIN 426 class mentored by Finance faculty). Another example is a student research project on Student Retention Issues at UWS. Students in FIN 420 conducted a survey of UWS students regarding enrollment and retention issues and presented the results to the Chancellor, Provost, and representatives of UWS Admissions, Advising, and Marketing. The presentation received positive feedback from those in attendance.*

5. ~~What specific improvement priorities is your Program targeting and how will these be addressed?~~

6. How does your Program communicate the current results and improvement priorities to students, faculty, staff, administrators, and stakeholders?

   The results and improvement priorities are communicated through the following means: program meetings, department meetings, end-of-year celebration parties, meet and greet days, student club meetings, annual reports, program prioritization plans, academic program review, meetings with external stakeholders.

IV. Understanding Students and Other Stakeholders Needs

This section addresses issues outside of the classroom setting, such as student organizations, advising, and course scheduling/availability. Explain how your Program works actively to understand and address student, alumni, parent, employer and other stakeholder needs.

~~1. Discuss local/regional/national/global job markets needs, external support of and stakeholder's aspirations for your Program. Explain the sources of evidence used in these discussions.~~

Students

2. How does your Program identify the changing needs of student groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Through formal assessment of student learning outcomes, formal and informal advising of students, meetings and discussions with current and prospective students, input from alumni, regular discussions among program faculty and staff, review of other COPLAC schools curricular changes, changes in university strategic plans and policies, and interaction with employers, the faculty in DBE identifies the changing needs of all students. Appropriate curricular changes are then made to accommodate these needs and extra-curricular activities are created to accommodate additional needs.

3. What process does your Program have for students to report complaints? How does your Program analyze students' feedback both in a formative and summative manner and select a course of action? How does your Program communicate those actions to students?

   Students are asked to communicate their concerns to the respective instructor first. If students are uncomfortable with that approach, they can communicate their concerns to the Department Chair. Concerns and complaints also get communicated to the department through Student Evaluations of Instructors. As appropriate, Department Chair and Personnel Committee review the complaints and take actions.

4. What measures of student satisfaction does your Program collect and analyze regularly?

   Metrics of student satisfaction are mainly collected through student evaluation of instruction. Every semester, instructor performance is evaluated in every course. Students are able to convey their comments about a course and the instructor during the evaluation period. The evaluations are reviewed by the department chair, the Personnel Committee, and instructors with the goal of using the evaluations to improve course content and delivery. Advisors also informally collect graduates' feedback about the program.

5. What are the results for student satisfaction with your Program?

See above.

Other Key Stakeholders

6. How does your Program identify the changing needs of other stakeholder groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Employers and local communities are seen as other key stakeholders of this program. Program faculty monitor the changing needs of these stakeholders through personal interactions, formal partnerships and joint initiatives.

7. What measures of stakeholder satisfaction does your Program collect and analyze regularly?

   Recommendation letters from stakeholders, internship reports, survey feedback, informal conversation.

8. What are the results for stakeholder satisfaction with your Program?

   Results vary by stakeholder but generally are positive. Stakeholders would like to see more courses offered in the Finance program so that graduates had a more well-rounded education in finance. A concern about the financial literacy of all students has been expressed by some stakeholders.

9. With regard to the needs of your Program's key stakeholder groups, how are the targets for improvement set?

   Targets vary by stakeholder/objective. With only one finance faculty member it is difficult to offer additional courses. FIN 210, Personal Finance, was recently approved as a general education elective. Although it is not a requirement for all students, it is a step in the right direction toward addressing the concern about the financial literacy of current students.

10. What specific improvement priorities is your Program targeting and how will these be addressed?

    With only one finance faculty member and with the current budget constraints it is difficult to offer additional courses. To improve the strength of the Finance program and make the program more attractive to potential students, additional course offerings must be added. FIN 210, Personal Finance, was recently approved as a general education elective. Although it is not a requirement for all students, it is a step in the right direction toward addressing the concern about the financial literacy of current students. The Finance program is also discussing a potential development of an Actuarial Studies major in partnership with the UWS Economics and Mathematics programs.

V. Valuing People

Valuing People explores commitment to the development of faculty and staff.

1. What key faculty/staff orientation, enhancement and mentoring initiative are currently being undertaken or planned for the next one to three years?

   During the last 4-5 years, all new DBE faculty members have completed new faculty orientation program offered by CETL. Every new tenure-track faculty is placed under a mentor, a senior faculty member, to help achieve their goals toward tenure. Also, all non-tenured DBE faculty members are required to develop a one-year plan for teaching, scholarship and service, which is reviewed and approved by the Personnel Committee. These plans help establish clear expectations of what is necessary for faculty retention and future tenure.

2. What support is provided to faculty for the professional development, retention, tenure, and promotion process?

   For professional development, retention, tenure and promotion, active mentoring is provided by senior DBE faculty to new or junior faculty. Also, a limited amount of funding for paper presentation and scholarly work is provided by DBE and through grant funding. There has been no release time for Finance faculty to conduct research to fulfill the requirements for tenure and promotion. Recent Finance faculty did not receive release time for new faculty orientation granted to new faculty in other DBE programs.

3. What support is provided to staff for their professional development and retention?

   Adjunct staff contracts are renewed by the department based on departmental needs and university policies. Staff members, however, are eligible for the university staff development grants.

4. ~~Using data from the APR Data Sets, discuss faculty and staff (full and part-time) load.~~ Explain any significant deviations from expected University standard load. Explain any load reassignments and the process used to determine them.

   There is only one faculty member, Dr. David Johnson, in the Finance program. That faculty member is at full-load without load reassignments. Dr. Johnson has an approved overload as the Coordinator of the UWS Business Alliance program and as an instructor in the Business Alliance. All overloads are approved by the DBE Chair, Personnel Committee and UW-S Administration, as appropriate.

5. Using data from the APR Data Sets, discuss the average size of undergraduate and graduate classes. Explain any class that on average enrolls less than 10 students (undergraduate) or 8 students (graduate).

   The Finance program does not include graduate level courses.

For undergraduate courses the data suggests registration exceeds the low enrollment level and therefore, we have not canceled any courses in the concentration. FIN 210, previously FIN 110, was cancelled in Fall 2013 due to low enrollment. Since the course has been approved as a General Education elective, enrollment has increased in the Fall 2014 to 17 students.

6. Using data from the APR Data Sets, discuss student credit hour production among and across faculty/staff.

   No dataset was supplied. Finance faculty have been teaching at full load without exception for the past 4-5 years.

7. If faculty and staff credit loads are higher than the University standard, what processes are used to insure that Program quality does not deteriorate and academic standards are upheld?

   Credit loads have been close to the full-time average and few, if any, loads have been higher than the University standard.

8. How does the work environment contribute to civil and open communication and promotion of cooperation, innovation, and skill sharing?

   Work environment and relationship among DBE faculty is informal, open, and cooperative. Faculty and staff meet frequently to make decisions jointly about the program, exchange ideas and initiate curricular innovation.

10. Using data from the APR Data Sets, discuss how diversity among faculty and staff is advanced and supported.

    Data set not provided. Currently, there is only one faculty member in the program.

11. What assessment and planning processes are used to determine what faculty resources the Program will need?

    There is only one faculty member so all teaching assignments are the responsibility of that faculty member. Resource requests are made individually. DBE S&E budget is allocated by the department chair to individual faculty/staff members based on individual requests.

13. What is the process for analyzing and selecting a course of action for improving current processes and systems for valuing people? Provide some examples of actions taken since the last review.

    Senior faculty members mentoring new, young faculty members play a critical role in valuing people. Mentor and new faculty meet periodically to provide case-by-case or situational solutions. Personnel Committee also provides clear recommendations for *faculty undergoing retention and promotion process. Department chair also meets with faculty members to answer any questions or discuss concerns.*

VI. Program Planning for Continuous Improvement

Planning continuous improvement examines planning and assessment processes and how strategies and action plans are helping achieve the Program mission.

1. Summarize the main findings for the Program associated with successful completion of the APR process. Describe this in terms of current program strengths and opportunities (i.e., areas in need of attention) for future planning.

Strengths:

- *The Finance faculty who teach in the Finance program have extensive experience working, teaching, and conducting research in the field of Finance. These experiences enrich the classroom experience.*
- *The Finance faculty have developed relationships with local and regional businesses which result in improved employment opportunities for current and future students.*
- *The small size of the program allows students a high degree of interaction with faculty; students are also advised by faculty in DBE and who teach these courses.*
- *High degree of academic rigor including major research projects helps prepare students for graduate study and future employment.*
- *Finance has been the highest demand business degree for a number of years.*
- *The demand for graduates in Finance continues to grow and salaries for Finance majors within the first five years following graduation often exceed $57,000.*
- *The Finance faculty has a close relationship with current and former students and values their input and feedback.*
- *The creation of the Financial Management Association Student Chapter at UWS in 2010 resulted in a number of benefits. The Financial Management Association is an international organization of professionals that provide students access to a wealth of career, professional development, and educational resources. As a member of a university student chapter, students have the opportunity to gain experience and participate in a number of activities which are beneficial in their pursuit of a career. Now, more than ever, new graduates must be able to demonstrate that they have been preparing for their career throughout their academic life to potential employers – and membership in a student club which is part of an international organization is a great way to demonstrate just that type of drive and professionalism. FMA-sponsored university chapters have a unique ability to offer their members the opportunity for personal and professional growth through leadership, career development, networking, and service opportunities. FMA also offers unique opportunities for students to demonstrate outstanding academic and leadership achievement through the National Honor Society , FMA Collegiate Fellow designations, Forecast Competition , and Superior Chapter and Membership Development Awards.*

- *The membership in the UWS FMA Student Chapter has increased by 500% since its inception in 2010.*

- *The UW-Superior Financial Management Association established the FMA Scholarship Fund. The Fund is unique in that it is the only scholarship fund at UW-Superior that was created and run by current students for the benefit of future students. The students of FMA understand the importance scholarship funds have in helping their fellow students reach their educational goals and they also understand the importance of giving back. FMA created this fund and raise funds with the goal of being able to provide scholarships long after they have graduated. Their spirit, creativity, initiative, and generosity are inspiring.*

Opportunities:

- *As supported by the data, Finance is a popular major with students but the demand at for this major at UWS does not match the demand nationwide. An opportunity exists to increase the demand by increasing the number of courses offered. Students who are truly interested in a finance career want specific courses in Commercial Bank Management, Portfolio Analysis, Options, Derivatives, Financial Institutions and Markets, and International Finance. By not being able to offer some of these courses we are limiting the number of students who will enroll at UWS. Local financial institutions and businesses have also expressed an interest in employing students with more specific knowledge in some of these areas.*
- *FIN 426 students have utilized the StockTrak Investment Simulation for the past few years. Their performance has been outstanding when compared to the S&P 500 Stock Index and other performance indicators. An opportunity exists to create a Student-Managed Investment Fund where students are able to manage a portfolio using a portion of UWS Foundation funds. The students would make all investment decisions regarding the portfolio, under a set of guidelines and with a faculty advisor. They would be responsible for their performance and would give a presentation semiannually to the UWS Foundation Board.*
- *The Finance program is also discussing a potential development of an Actuarial Studies major in partnership with the UWS Economics and Mathematics programs. This, however, will require long-term planning beyond 5-years.*

~~2. What is the Program's vision of what it will be like in the next 5-10 years?~~

~~3. Discuss the plan for funding projects for your Program to meet its objectives.~~

~~4. What are the Program's projected needs, space, acquisitions, and capital equipment for the next five years? Provide any estimated cost and rationale for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

5. ~~What are the Program's needs for support resources for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

6. ~~What are the Program's projected needs for instructional information technology for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

Academic Program Review

For International Business

~~I. Program Mission and Alignment~~

~~Mission and Alignment seeks to establish the degree to which this program is compatible with the mission of UW-Superior and its strategic priorities.~~

~~A. Program Mission~~

1. ~~Provide the current version of your Program's mission.~~

2. ~~When was the current mission statement adopted or revised?~~

3. ~~What process was used in the adoption and/or revision of the Program's mission statement?~~

~~B. Alignment of Program Mission to the Institutional Mission~~

1. ~~Please address the means by which your Program ensures that its mission, expectations, and objectives align with the University's liberal arts mission and high impact practices, as well as its Liberal Education Learning Goals.~~

~~C. Unique Aspects of the Program~~

1. ~~Describe the unique aspects of the Program in terms of subject matter taught and students served.~~

~~D. Specialized Accreditations~~

1. ~~Does the Program carry a specialized accreditation or membership? If so, identify the accrediting body, the lengths of time accredited and when the next accreditation review is to occur.~~

2. ~~Why did the Program pursue the accreditation(s) or membership(s)? Why does the Program continue to carry the accreditation(s) or membership(s)?~~

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1. ~~What recommendations were made to the Program at the time of the last review?~~

2. ~~How did the Program address the recommendations?~~

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II. Student Learning Outcome Assessment

This section focuses on the teaching-learning-assessment process, and also addresses how the entire Department contributes to helping students learn in each Program and overall student development.

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   The Accounting, Business Administration and Transportation & Logistics programs share the first 7 outcomes. The 8th outcome differs between programs. For Business Administration (including Finance, International Business, Management, and Marketing concentrations), the program learning outcomes are:

   1. *Knowledge of the functional areas of accounting, marketing, finance, and management*
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   7. *The ability to apply knowledge of business concepts and functions in an integrated manner*
   8. *The ability to construct and interpret a SWOT analysis, marketing analysis, financial analysis, competitive comparison of companies, and other matrices that apply to the strategic planning process.*

   The outcomes for all DBE programs were set by consensus of the DBE faculty in Fall 2010.

2. ~~What sources of evidence for student learning outcomes does your Program collect and analyze regularly? Describe the methods of collection and analysis.~~

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The results are tabulated and provided to the campus assessment coordinator. They are also reported to DBE faculty for review and discussion.

4. ~~Describe any changes in the Program that directly reflected the results of assessment of Program-level and campus-wide student learning outcomes.~~

5. ~~Based on the findings for the current Program-level learning outcomes and the Liberal Education Learning Goals, what action priorities has your Program set for improvement? Who was involved in setting these action priorities?~~

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All advisees are strongly encouraged to graduate within a four year time frame, as normally expected of a bachelor's degree. Students who are uncertain about which major they might select are not discouraged from exploring options. However, they are clearly advised up-front of the following facts: many upper level courses in almost all majors at UW-Superior have prerequisites; extended delays in selecting a major will probably delay the graduation process due to sequencing of classes. Students are also reminded that each semester of schooling required beyond a typical four year program of study costs approximately $10,000 for tuition, room and board and about $20,000 in lost wages, with a total annual opportunity cost of $60,000. With this knowledge students can make informed decisions about their options.

~~11. How has your Program determined and documented effective teaching and learning? In what ways has your Program engaged students in high impact practices? How were these pedagogical expectations communicated to full-time and part-time faculty and staff?~~

12. ~~How does your Program monitor the relevance and effectiveness of its curriculum? What process is in place for changing or discontinuing the Programs and courses?~~

III. Other Distinctive Objectives

Other Distinctive Objectives addresses the processes that contribute to the achievement of your Program's major objectives that complement student learning and fulfill other portions of your mission. These objectives may include pure and applied research and scholarship, professional and public service, institutional citizenship, service learning, centers or institutes, economic stimulation and development of the community, creative and cultural enrichment, or any other major activities to which the Program commits substantial resources, energy, and attention.

~~1. What are your Program's distinct objectives that complement student learning and/or fulfill other elements of the Program, Departmental, or University Mission?~~

2. How does your Program determine your other distinctive objectives? Who is involved in setting these objectives?

The International Business concentration determines distinctive objectives through the following processes: university-wide goals and policies, benchmarking national International Business programs, employer recruiting trends, identification of regional and local community needs and requests, program faculty/staff and students interests.

Currently, the concentration is focusing on the following three distinct objectives: experiential learning of students (e.g., internships and work study opportunities), Study Abroad, and advanced/graduate education of students.

3. How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them?

   Depending on the objective, qualitative and quantitative data is reviewed and analyzed (e.g., stakeholders' surveys and informal feedback or student learning outcomes assessment results). Necessary adjustments are made as appropriate. DBE faculty carry the primary responsibility for reviewing and revising distinct objectives. Depending on the objective, external stakeholders participate in the revisions of objectives.

4. What are the results in accomplishing these objectives? Looking at your results for Accomplishing Other Distinctive Objectives, comment on the positive results as well as those in need of improvement.

   - *Experiential learning: Internship is an optional but a highly recommended component for all students in International Business concentration. DBE faculty estimate that at least 25% of our students participate in internships and will continue working with students and employers to increase this number. It is important to note that students earn credit for internships that is reflected in the International Business planning sheet. Faculty and staff regularly employ students as teaching and research assistants. Subsequently, mentored students develop valuable work skills (e.g., primary and secondary research skills, communication skills, time-management skills, etc.).*

   - *Study Abroad: Faculty in the discipline are dedicated to promoting, advising, and leading study abroad programs for students – especially those studying International Business. Faculty regularly promote studying abroad by inviting International Programs and students who have studied abroad to share their experience and advice. Since International Business students are advised by the faculty in the department students faculty speak to the importance of a study abroad experience. Lastly, DBE typically offers faculty led study abroad experiences on a every other year basis; something students have found favorable.*

   - *Advanced/graduate education of students: International Business is a field where a significant number of students go on to pursuing graduate studies. DBE faculty members advise students on this. Unique to MBA program; students typically need at least five years of post-bachelor degree work experience. This makes* *tracking the percent of students who do go on to MBA programs difficult.*

5. ~~What specific improvement priorities is your Program targeting and how will these be addressed?~~

6. How does your Program communicate the current results and improvement priorities to students, faculty, staff, administrators, and stakeholders?

   The results and improvement priorities are communicated through the following means: program meetings, department meetings, end-of-year celebration parties, meet and greet days, student club meetings, annual reports, program prioritization plans, academic program review, meetings with external stakeholders.

IV. Understanding Students and Other Stakeholders Needs

This section addresses issues outside of the classroom setting, such as student organizations, advising, and course scheduling/availability. Explain how your Program works actively to understand and address student, alumni, parent, employer and other stakeholder needs.

1. ~~Discuss local/regional/national/global job markets needs, external support of and stakeholder's aspirations for your Program. Explain the sources of evidence used in these discussions.~~

<u>Students</u>

2. How does your Program identify the changing needs of student groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Through formal assessment of student learning outcomes, formal and informal advising of students, meetings and discussions with prospective students, regular discussions among program faculty and staff, review of other COPLAC schools curricular changes, changes in university strategic plans and policies, and interaction with employers, the faculty in DBE identifies the changing needs of all students. Appropriate curricular changes are then made to accommodate these needs and extra-curricular activities are created to accommodate additional needs.

3. What process does your Program have for students to report complaints? How does your Program analyze students' feedback both in a formative and summative manner and select a course of action? How does your Program communicate those actions to students?

   Students are asked to communicate their concerns to the respective instructor first. If students are uncomfortable with that approach, they can communicate their concerns to the Department Chair. Concerns and complaints also get communicated to the department in Student Evaluations of Instructor. As appropriate, Department Chair and

Personnel Committee review the complaints and take actions

4. What measures of student satisfaction does your Program collect and analyze regularly?

   Metrics of student satisfaction are mainly collected through student evaluation of instruction. Every semester, every instructor's performance is evaluated in every course. In this way students are able to convey their comments about a course and the instructor. Later, department chair, Personnel Committee and instructors use these evaluations to improve course content and delivery. Advisors also informally collect graduates' feedback about the program. According to this feedback, Program and class size, opportunities presented to students to engage in paid mentored research, faculty-student interactions, opportunities to engage in conferences and student club activities are among the factors that explain students' satisfaction with the program.

5. What are the results for student satisfaction with your Program?

   See above.

<u>Other Key Stakeholders</u>

6. How does your Program identify the changing needs of other stakeholder groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Employers and local communities are seen as other key stakeholders of this program. Program faculty monitor the changing needs of these stakeholders through personal interactions, formal partnerships and joint initiatives.

7. What measures of stakeholder satisfaction does your Program collect and analyze regularly?

   Recommendation letters from stakeholders, internship reports, survey feedback, informal conversation.

8. What are the results for stakeholder satisfaction with your Program?

   Results vary by stakeholder but generally are positive.

9. With regard to the needs of your Program's key stakeholder groups, how are the targets for improvement set?

   Targets vary by stakeholder/objective. For internships, they are set on a department level.

10. What specific improvement priorities is your Program targeting and how will these be addressed?

International Business is working to provide two additional courses to the concentration. These courses are: BUS 411 Business Law II and BUS 483 Organizational Behavior and Development.

For many business programs, Organization Behavior and Organization Development are key courses in their curriculum offerings either as required or elective courses. Our International Business concentration is no different. Verified by a brief survey of our COPLAC colleagues was conducted. The following data speaks strongly in support of DBE offering a course in Organizational Behavior:

- *Of the 27 COPLAC institutions, 20 have comparable management concentrations or bachelor of science in business programs,*
- *Of the 20 comparable programs all but 3 institutions <u>require</u> an organizational behavior course,*
- *Of the three comparable programs that do not require organizational behavior two offer it as an elective,*
- *Of comparable COPLAC programs, only UWS and one other institution does not offer organizational behavior as a requirement or elective.*

Faculty in the concentration have proposed BUS 411 and BUS 484 passing it through the required University approval processes. It will be important to find the resources to offer this course to our students.

V. Valuing People

Valuing People explores commitment to the development of faculty and staff.

1. What key faculty/staff orientation, enhancement and mentoring initiative are currently being undertaken or planned for the next one to three years?

   During the last 4-5 years, all new DBE faculty members have completed new faculty orientation program offered by CETL. Every new tenure-track faculty is placed under a mentor, a senior faculty, to help achieve their goals toward tenure. Also, all non-tenured DBE faculty members develop a one-year custom plan for teaching, scholarship and service, which is reviewed and approved by the Personnel Committee. These plans help establish clear expectations of what’s necessary for faculty retention and future tenure.

2. What support is provided to faculty for the professional development, retention, tenure, and promotion process?

   For professional development, retention, tenure and promotion, active mentoring is provided by senior DBE faculty to new or junior faculty. Also, funding for paper presentation, academic service-learning project and scholarly work is provided by DBE and through grant funding.

3. What support is provided to staff for their professional development and retention?

Adjunct staff contracts are renewed by the department based on departmental needs and university policies. Staff members, however, are eligible for the university staff development grants.

4. ~~Using data from the APR Data Sets, discuss faculty and staff (full and part-time) load.~~ Explain any significant deviations from expected University standard load. Explain any load reassignments and the process used to determine them.

   The two faculty, Kay Biga and Brent S. Opall, who coordinate and teach the International Business concentration are at full-load without load reassignments. The only exception is for two reassignments to participate in New Faculty Orientation as required by the University.

5. Using data from the APR Data Sets, discuss the average size of undergraduate and graduate classes. Explain any class that on average enrolls less than 10 students (undergraduate) or 8 students (graduate).

   The International Business concentration does not include graduate level courses.

   For undergraduate courses the data suggests registration exceeds the low enrollment level. Therefore, course cancelations in the concentration have not been necessary. On the contrary, several semesters show that courses (e.g. BUS 430, International Business) had enrollments that exceeded capacity. To overcome this the concentration now offers additional sections of this course.

6. Using data from the APR Data Sets, discuss student credit hour production among and across faculty/staff.

   No dataset was supplied. Generally, Kay Biga and Brent S. Opall have been teaching at full load. The only exceptions have been a one course release to participate in New Faculty Orientation during the first semester of employment.

7. If faculty and staff credit loads are higher than the University standard, what processes are used to insure that Program quality does not deteriorate and academic standards are upheld?

   Credit loads have been close to the full-time average and few, if any, loads have been higher than the University standard. The International Business concentration relied, in part, on budgeted academic staff to reduce the faculty credit load and maintain high quality of teaching and learning. Specifically, Rick Moran was hired to teach courses in the Business Administration program as needed.

8. How does the work environment contribute to civil and open communication and promotion of cooperation, innovation, and skill sharing?

   Work environment and relationship among DBE faculty is informal, open, and *cooperative. Faculty and staff meet frequently to make decisions jointly about the program, exchange ideas and initiate curricular innovation.*

9. Using data from the APR Data Sets, discuss how diversity among faculty and staff is advanced and supported.

   Data set not provided. Currently, of the two primary faculty in the concentration one is female and one is male.

10. What assessment and planning processes are used to determine what faculty resources the Program will need?

    Teaching assignments are determined cooperatively by the program faculty. Resource requests are made individually but are typically allocated through joint decisions. DBE S&E budget is allocated by the department chair to individual faculty/staff members based on individual requests.

11. What is the process for analyzing and selecting a course of action for improving current processes and systems for valuing people? Provide some examples of actions taken since the last review.

    Senior faculty members mentoring new, young faculty members play a critical role in valuing people. Mentor and new faculty meet periodically to provide case-by-case or situational solutions. Personnel Committee also provides clear recommendations for faculty undergoing retention and promotion process. Department chair also meets with faculty members to answer any questions or discuss concerns.

VI. Program Planning for Continuous Improvement

Planning continuous improvement examines planning and assessment processes and how strategies and action plans are helping achieve the Program mission.

1. Summarize the main findings for the Program associated with successful completion of the APR process. Describe this in terms of current program strengths and opportunities (i.e., areas in need of attention) for future planning.

Strengths:

- *The faculty who teach in the International Business concentration have extensive experience working and traveling internationally. These experiences enrich the classroom experience.*
- *The small size of the program allows students a high degree of interaction with faculty; students are also advised by faculty in DBE and who teach these courses.*
- *High degree of academic rigor including major research projects that helps prepare students for graduate study and the world of work.*

- *If pursuing at Bachelor of Arts (BA) with a concentration in International Business language credits are included in the major degree requirements making it attractive to students who may minor in a language.*
- *If pursing a Bachelor of Science (BS) with a concentration in International Business students do not need a foreign language and instead take courses from the Global Studies minor making it an attractive option for transfer students or students not interested in meeting the language requirement for the Bachelor of Arts.*
- *The need for graduates in International business continues to grow and Salaries for International Business majors within the first five years following graduation often exceed $50,000.*

Opportunities:

- *As supported by the data, International Business is very popular major with our international students. However, many of our international students transfer out of the institution before graduating. An opportunity exists for us to collaborate with International Programs to increase retention of this student group within the concentration.*
- *In partnership with International Programs there is an opportunity to launch a study abroad experience focused on our International Business majors. Students would earn elective credit in their major for participating.*
- *Residence Life and International Programs are creating a “Global Village” learning community. Collaborative programming that compliments the major while also supporting the institution’s co-curricular experience is an opportunity.*

2. ~~What is the Program’s vision of what it will be like in the next 5-10 years?~~

3. ~~Discuss the plan for funding projects for your Program to meet its objectives.~~

4. ~~What are the Program’s projected needs, space, acquisitions, and capital equipment for the next five years? Provide any estimated cost and rationale for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

5. ~~What are the Program’s needs for support resources for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

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Academic Program Review

For Management Concentration

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register until an advising session is completed. Advisors use standard planning sheets for the various concentrations within Business Administration when advising students. These procedures insure students are advised at the appropriate times and receive consistent information.

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All advisees are strongly encouraged to graduate within a four-year time frame, as normally expected of a bachelor's degree. Students who are uncertain about which major they might select are not discouraged from exploring options. However, they are clearly advised up-front of the following facts: many upper level courses in almost all majors at UW-Superior have prerequisites; extended delays in selecting a major will probably delay the graduation process due to sequencing of classes. Students are also reminded that each semester of schooling required beyond a typical four-year program of study costs approximately $10,000 for tuition, room and board and about $20,000 in lost wages, with a total annual opportunity cost of $60,000. With this knowledge students can make informed decisions about their options.

11. ~~How has your Program determined and documented effective teaching and learning? In what ways has your Program engaged students in high impact practices? How were these pedagogical expectations communicated to full-time and part-time faculty and staff?~~

12. ~~How does your Program monitor the relevance and effectiveness of its curriculum? What process is in place for changing or discontinuing the Programs and courses?~~

III. Other Distinctive Objectives

Other Distinctive Objectives addresses the processes that contribute to the achievement of your Program's major objectives that complement student learning and fulfill other portions of your mission. These objectives may include pure and applied research and scholarship, professional and public service, institutional citizenship, service learning, centers or institutes, economic stimulation and development of the community, creative and cultural enrichment, or any other major activities to which the Program commits substantial resources, energy, and attention.

1. ~~What are your Program's distinct objectives that complement student learning and/or fulfill other elements of the Program, Departmental, or University Mission?~~

2. How does your Program determine your other distinctive objectives? Who is involved in setting these objectives?

   The Management concentration determines distinctive objectives through the following processes: university-wide goals and policies, benchmarking national Management programs, employer recruiting trends, identification of regional and local community needs and requests, program faculty/staff and students interests.

   Currently, the concentration is focusing on the following two distinct objectives: experiential learning of students (e.g., internships and work study opportunities) and advanced/graduate education of students.

3. How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them?

   Depending on the objective, qualitative and quantitative data is reviewed and analyzed (e.g., stakeholders' surveys and informal feedback or student learning outcomes assessment results). Necessary adjustments are made as appropriate. DBE faculty take primary responsibility for reviewing and revising distinct objectives. Depending on the objective, external stakeholders participate in the revisions of objectives.

4. What are the results in accomplishing these objectives? Looking at your results for Accomplishing Other Distinctive Objectives, comment on the positive results as well as those in need of improvement.

   - **Experiential learning. Internship is an optional, but a highly recommended component for all students in Management concentration. DBE faculty estimate that approximately 20% of our students participate in internships and will continue working with students and employers to increase this number. It is important to note that students earn credit for internships that is reflected in the Management planning sheet. Faculty and staff regularly employ students as teaching and research assistants. Subsequently, mentored students develop valuable work skills (e.g., primary and secondary research, communication and time-management).**

   - **Advanced/graduate education of students: Management is a field where students have the opportunity to pursue graduate studies and DBE faculty encourage them to do so**

~~5. What specific improvement priorities is your Program targeting and how will these be addressed?~~

6. How does your Program communicate the current results and improvement priorities to students, faculty, staff, administrators, and stakeholders?

The results and improvement priorities are communicated through the following means: program meetings, department meetings, end-of-year celebration parties, meet and greet days, student club meetings, annual reports, program prioritization plans, academic program review, meetings with external stakeholders.

IV. Understanding Students and Other Stakeholders Needs

This section addresses issues outside of the classroom setting, such as student organizations, advising, and course scheduling/availability. Explain how your Program works actively to understand and address student, alumni, parent, employer and other stakeholder needs.

1. ~~Discuss local/regional/national/global job markets needs, external support of and stakeholder's aspirations for your Program. Explain the sources of evidence used in these discussions.~~

Students

2. How does your Program identify the changing needs of student groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Through formal assessment of student learning outcomes, formal and informal advising of students, meetings and discussions with prospective students, regular discussions among program faculty and staff, review of other COPLAC schools curricular changes, changes in university strategic plans and policies, and interaction with employers, the faculty in DBE identifies the changing needs of all students. Appropriate curricular changes are then made to accommodate these needs and extra-curricular activities are created to accommodate additional needs.

3. What process does your Program have for students to report complaints? How does your Program analyze students' feedback both in a formative and summative manner and select a course of action? How does your Program communicate those actions to students?

   Students are asked to communicate their concerns to the respective instructor first. If students are uncomfortable with that approach, they can communicate their concerns to the Department Chair. Concerns and complaints also get communicated to the department in student evaluations of the instructor. As appropriate, Department Chair and Personnel Committee review the complaints and take actions

4. What measures of student satisfaction does your Program collect and analyze regularly?

   Metrics of student satisfaction are mainly collected through student evaluation of instruction. Every semester, every instructor's performance is evaluated in every course. In this way students are able to convey their comments about a course and

the instructor. Later, department chair, Personnel Committee and instructors use these evaluations to improve course content and delivery. Advisors also informally collect graduates' feedback about the program. According to this feedback, program and class size, opportunities presented to students to engage in paid mentored research, faculty-student interactions, opportunities to engage in conferences and student club activities are among the factors that explain students' satisfaction with the program.

5. What are the results for student satisfaction with your Program?

   See above.

<u>Other Key Stakeholders</u>

6. How does your Program identify the changing needs of other stakeholder groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Employers and local communities are seen as other key stakeholders of this program. Program faculty monitor the changing needs of these stakeholders through personal interactions, formal partnerships and joint initiatives.

7. What measures of stakeholder satisfaction does your Program collect and analyze regularly?

   Recommendation letters from stakeholders, internship reports, survey feedback, informal conversation

8. What are the results for stakeholder satisfaction with your Program?

   Results vary by stakeholder but are generally positive

9. With regard to the needs of your Program's key stakeholder groups, how are the targets for improvement set?

   Targets vary by stakeholder/objective. Internships are set on a department level

10. What specific improvement priorities is your Program targeting and how will these be addressed?

    DBE had a long history of offering BUS 383 Organization Behavior, but unfortunately dropped this course from the catalog in 2009. For many business programs, Organization Behavior and Organization Development are key courses in their curriculum offerings either as required or elective courses. Our Management

concentration is no different.
Verified by a brief survey of our COPLAC colleagues was conducted. The following data speaks strongly in support of DBE offering a course in Organizational Behavior:

- **Of the 27 COPLAC institutions, 20 have comparable management concentrations or bachelor of science in business programs,**
- **Of the 20 comparable programs all but 3 institutions <u>require</u> an organizational behavior course,**
- **Of the three comparable programs that do not require organizational behavior two offer it as an elective,**
- **Of comparable COPLAC programs, only UWS and one other institution does not offer organizational behavior as a requirement or elective.**

Faculty in the concentration have proposed a new course focused on Organizational Behavior and Development passing it through the required University approval processes. It will be important to find the resources to offer this course to our students.

V. Valuing People

Valuing People explores commitment to the development of faculty and staff.

1. What key faculty/staff orientation, enhancement and mentoring initiative are currently being undertaken or planned for the next one to three years?

   During the last 4-5 years, all new DBE faculty members have completed new faculty orientation program offered by CETL. Every new tenure-track faculty is placed under a mentor, a senior faculty, to help achieve their goals toward tenure. Also, all non-tenured DBE faculty members develop a one-year custom plan for teaching, scholarship and service, which is reviewed and approved by the Personnel Committee. These plans help establish clear expectations of what's necessary for faculty retention and future tenure.

2. What support is provided to faculty for the professional development, retention, tenure, and promotion process?

   For professional development, retention, tenure and promotion, active mentoring is provided by senior DBE faculty to new or junior faculty. Also, funding for paper presentation, academic service-learning project and scholarly work is provided by DBE Development Fund and through grant funding.

3. What support is provided to staff for their professional development and retention?

   Adjunct staff contracts are renewed by the department based on departmental needs and university policies. Staff members, however, are eligible for academic staff development grants.

4. ~~Using data from the APR Data Sets, discuss faculty and staff (full and part-time) load.~~ Explain any significant deviations from expected University standard load. Explain any load reassignments and the process used to determine them.

   There are two faculty members: Dr. Brent Opall and Kay Biga who coordinate and teach the Management concentration. They are assisted by Academic Staff member Rick Moran who teaches management and marketing courses. All three are at full-load without load reassignments. Except for two reassignments to participate in New Faculty Orientation as required by the University.

5. Using data from the APR Data Sets, discuss the average size of undergraduate and graduate classes. Explain any class that on average enrolls less than 10 students (undergraduate) or 8 students (graduate).

   The Management concentration does not include graduate level courses. Undergraduate classes are typically at 20 students or above and never fall below the threshold set by the university for class cancellation.

6. Using data from the APR Data Sets, discuss student credit hour production among and across faculty/staff.

   No dataset was supplied. Generally, Kay Biga and Brent S. Opall have been teaching at full load. The only exceptions have been a one course release to participate in New Faculty Orientation.

7. If faculty and staff credit loads are higher than the University standard, what processes are used to insure that Program quality does not deteriorate and academic standards are upheld?

   Credit loads have been close to the full-time average and few, if any, loads have been higher than the University standard. The Management concentration relied, in part, on budgeted academic staff to reduce the faculty credit load and maintain high quality of teaching and learning. Specifically, Rick Moran was hired to teach courses in the Business Administration program as needed.

8. How does the work environment contribute to civil and open communication and promotion of cooperation, innovation, and skill sharing?

   Work environment and relationship among DBE faculty is informal, open, and cooperative. Faculty and staff meet frequently to make decisions jointly about the program, exchange ideas and initiate curricular innovation.

9. Using data from the APR Data Sets, discuss how diversity among faculty and staff is advanced and supported.

   Data set not provided. Currently, of the two primary faculty in the concentration one is female and one is male.

10. What assessment and planning processes are used to determine what faculty resources the Program will need?

    Teaching assignments are determined cooperatively by the program faculty. Resource requests are made individually, but are typically allocated through joint decisions. DBE S&E budget is allocated by the department chair to individual faculty/staff members based on individual requests.

11. What is the process for analyzing and selecting a course of action for improving current processes and systems for valuing people? Provide some examples of actions taken since the last review.

    Senior faculty members mentoring new, young faculty members play a critical role in valuing people. Mentor and new faculty meet periodically to provide case-by-case or situational solutions. Personnel Committee also provides clear recommendations for faculty undergoing retention and promotion process. Department chair also meets with faculty members to answer any questions or discuss concerns.

VI. Program Planning for Continuous Improvement

Planning continuous improvement examines planning and assessment processes and how strategies and action plans are helping achieve the Program mission.

1. Summarize the main findings for the Program associated with successful completion of the APR process. Describe this in terms of current program strengths and opportunities (i.e., areas in need of attention) for future planning.

Strengths

- **Increased the number of management majors to 65 students as of Fall 2014**
- **Hired Dr. Brent Opall as management faculty**
- **Got approval for Bus 483 Organizational Behavior and Development. It will be offered in Fall 2015**
- **Will offer Bus 411 Business Law II in Spring 2015. This is an additional management and international business elective**
- **Revised the management concentration. Added Bus 363 Business Ethics and Bus 430 International Business as required courses**
- **Received Writing Certificate Eligible designation for Bus 363 Business Ethics in spring 2014**

Opportunities

- **Working on a Hospitality Initiative for introduction in 20 15 – 2016. We are looking at both a concentration and certificate program**
- **Expanding the number of internships available for management students. We added the Development Association, Odyssey Development and Superior Public Museums in the past year. Many others have expressed interest in working with our students**
- **Continue outreach to feeder schools like Lake Superior College and WITC**
- **Applying for grant funding wit the help of Kaelene Arvidson-Hicks**

2. ~~What is the Program's vision of what it will be like in the next 5-10 years?~~

3. ~~Discuss the plan for funding projects for your Program to meet its objectives.~~

4. ~~What are the Program's projected needs, space, acquisitions, and capital equipment for the next five years? Provide any estimated cost and rationale for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

5. ~~What are the Program's needs for support resources for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

6. ~~What are the Program's projected needs for instructional information technology for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

Academic Program Review

For ECONOMICS

~~I. Program Mission and Alignment~~

~~Mission and Alignment seeks to establish the degree to which this program is compatible with the mission of UW-Superior and its strategic priorities.~~

~~A. Program Mission~~

1. ~~Provide the current version of your Program's mission.~~

2. ~~When was the current mission statement adopted or revised?~~

3. ~~What process was used in the adoption and/or revision of the Program's mission statement?~~

~~B. Alignment of Program Mission to the Institutional Mission~~

1. ~~Please address the means by which your Program ensures that its mission, expectations, and objectives align with the University's liberal arts mission and high impact practices, as well as its Liberal Education Learning Goals.~~

~~C. Unique Aspects of the Program~~

1. ~~Describe the unique aspects of the Program in terms of subject matter taught and students served.~~

~~D. Specialized Accreditations~~

1. ~~Does the Program carry a specialized accreditation or membership? If so, identify the accrediting body, the lengths of time accredited and when the next accreditation review is to occur.~~

2. ~~Why did the Program pursue the accreditation(s) or membership(s)? Why does the Program continue to carry the accreditation(s) or membership(s)?~~

3. ~~If specialized accreditations or memberships are available and not pursued, why are they not pursued? If an accreditation has been discontinued, please explain what occurred.~~

~~E. Response to the Recommendations Made in the Previous Review~~

1. ~~What recommendations were made to the Program at the time of the last review?~~

2. ~~How did the Program address the recommendations?~~

3. ~~Did any kind of assessment and/or strategic planning take place to address the recommendations? If so, what did these entail and what actions were taken to address the recommendations? If not, explain why the recommendations were not addressed.~~

4. ~~If additional response to recommendations is provided elsewhere in this document, please specify where.~~

II. Student Learning Outcome Assessment (Helping Students Learn)

This section focuses on the teaching-learning-assessment process, and also addresses how the entire Department contributes to helping students learn in each Program and overall student development.

1. What are the Program-specific student learning outcomes? When did your Program determine these outcomes? Who was involved in setting these outcomes?

   Economics program has identified four key student learning outcomes, including:

   1. *Students will master the knowledge of economic terminology, concepts, and theories.*
   2. *Students will be able to apply their knowledge to understand the economy in general, as well as analyze various social, political, and economic issues.*
   3. *Students will develop economic reasoning and research skills and be able to demonstrate them through critical thinking, rational decision-making, and competent collection, processing, and interpretation of information.*
   4. *Students will be able to communicate effectively in oral and written forms using professional economics language.*

   The program outcomes in the current format were formulated in Fall 2011. Dr. Zamira Simkins, Dr. Jerry Hembd and Diek Carlson were involved in the process of formulating these outcomes.

   The Economics program has been following the university-wide practice of assessing one program and one liberal education learning goal per year. The main reason for this approach is to ensure that the program can develop quality assessment rubrics and materials to assess each outcome. In Spring 2015, the Economics program will complete developing the assessment materials for each of the four outcomes and will be able to assess all program outcomes annually from that point on.

2. ~~What sources of evidence for student learning outcomes does your Program collect and analyze regularly? Describe the methods of collection and analysis.~~

3. What sources of evidence for the Liberal Education Learning Goals (i.e., campus-wide

common student learning outcomes) does your Program collect and analyze regularly? Describe the methods of collection and analysis.

Most assessment is done at a senior level as a part of the program capstone course ECON 470, Applied Economic Analysis. ECON 435, Development Economics, was used to assess the LELG of ability to think and engage as a global citizen. Assessment materials, data collection and analysis are customized to fit each outcome. Generally, sources of evidence collected and analyzed include: written assignments and student deliverables (e.g., research papers, reports, and homework problems), student power point presentation slides, rubrics and scoring sheets used by faculty and teaching staff to assess student learning outcomes (particularly, for oral presentations that are not video-taped or recorded otherwise).

4. ~~Describe any changes in the Program that directly reflected the results of assessment of Program-level and campus-wide student learning outcomes.~~

5. ~~Based on the findings for the current Program-level learning outcomes and the Liberal Education Learning Goals, what action priorities has your Program set for improvement? Who was involved in setting these action priorities?~~

6. How has your Program communicated the current state of student learning outcomes and Program improvement priorities to students, faculty, staff, administrators, and other appropriate stakeholders?

   The purpose of student learning outcomes is communicated and discussed with students prior to assessment. Typically, the instructor in charge of assessment announces and discusses student learning outcomes in class (ECON 470 and ECON 435 respectively). Whenever possible, learning outcome results are also shared and discussed with students who were assessed. Students assessed in the future will be informed of previous assessment results (which at that point will serve as a benchmark point for the program to measure its progress).

   Most assessments involve all program faculty and staff members, where assessors use a rubric and a scoring sheet to individually assess each student. Results are then tallied and aggregated for reporting purposes. Results by program are then discussed by the department and curricular revisions are discussed, when results necessitate such changes.

   Program annually submits program assessment reports to the department chair and university administrators. Through the recent Program Prioritization Process and Academic Program Review process, the program communicates the current state of student learning outcomes and program improvement priorities to all university and UW-System stakeholders.

7. ~~Referring to the data in the APR Data Sets and other sources, discuss trends in student enrollment and completion in your program and efficiency of your course offerings as~~

~~pertains to student's ability to graduate from the Program in a four-year period.~~

8. ~~Referring to the data in the APR Data Sets, discuss the costs associated with your Program. If the cost per student FTE of your Program deviates significantly from the average cost per student FTE for the University, discuss where in the Program plausible causes reside.~~

9. How has your Program determined and communicated to prospective and current students what preparation is necessary to succeed in the Program's curricula, courses, and learning?

   The Economics program believes that an open line of communication and setting of clear expectations of what preparation is necessary to succeed in the program are central for prospective and current student's success in the program. Specifically, the program faculty and staff communicate the information and expectations to prospective and current students through the following means: (1) course descriptions, including course prerequisites, (2) DBE application for admission to the program (which describes the program admission process and criteria that are published in the catalog and department website), (3) program planning sheets, (4) course syllabi, and (5) formal and informal advising of students.

   About DBE application: Economics program, like all DBE programs, has department and program admission criteria that ensure students complete all prerequisite courses necessary to succeed in the program. Specifically, all students are required to complete all but 12 credits of General Education Program before admission to DBE and the program. Economics students are also required to complete the following courses with a grade C- or better: Math 151 or Math 240, Bus 270, ECON 250 and ECON 251. Students must also have a 2.3 cumulative GPA or higher before they can be admitted to DBE and the program. DBE admission policies are communicated during SOAR, at all advising sessions, during DBE meet and greet days, and are stated in the university catalog and website. DBE admission forms are also posted on the department website and are available through advisors.

   Program prerequisites and other preparation necessary for successful program completion are determined by the program faculty and staff members and then presented for discussion and approval of the department curriculum committee, and then the entire department. When necessary, UAAC and appropriate governing bodies approvals are secured.

10. How does your Program advise students? What advisement plan does your Program have? How does your Program assure the timely and effective advisement of students?

    Knowledgeable pro-active advising is one of the most important keys to student retention. The strategic goal is to have all students advised by the program-specific faculty/staff member as soon as they declare their major. Economics faculty/staff share the advising philosophy that students benefit from a liberal arts foundation that exposes them to *diverse learning experiences, styles and cultures. As a non-comprehensive major, Economics program presents its students with opportunities to major or minor in another field. Typically, a decision of what second major or minor a student pursues is made during one of the early advising sessions and depends on student's interests and career goals.*

When advising students, all Economics faculty/staff on average dedicate about one hour per advisee session per semester. Advising sessions are held during the formal university advisement periods (e.g., Fall and Spring advisement, SOARs, welcome week), as well as outside of these periods to meet the needs of individual students. During the review period, on average each full-time faculty/staff member advised 25 students. Some variations in advisement loads were due to new faculty being hired and not being eligible to be advisors in their first year. During the initial advising meetings, advisor and student develop and formally sign a four-year graduation plan that outlines what courses and when a student would take. This provides students with a clear path to graduation. Subsequent advising sessions are used to modify these plans, as needed.

All advisees are strongly encouraged to graduate within a four year time frame, as normally expected of a bachelor's degree. Students who are uncertain about which major they might select are not discouraged from exploring options. However, they are clearly advised up-front of the following facts: many upper level courses in almost all majors at UW-Superior have prerequisites; extended delays in selecting a major will probably delay the graduation process due to sequencing of classes; there are separate admission requirements for Economics degree. Students are also reminded that each semester of schooling required beyond a typical four year program of study costs approximately $10,000 for tuition, room and board and about $20,000 in lost wages, with a total annual opportunity cost of $60,000. With this knowledge students can make informed decisions about their options.

~~11.~~ ~~How has your Program determined and documented effective teaching and learning? In what ways has your Program engaged students in high impact practices? How were these pedagogical expectations communicated to full-time and part-time faculty and staff?~~

12. ~~How does your Program monitor the relevance and effectiveness of its curriculum? What process is in place for changing or discontinuing the Programs and courses?~~

III. Other Distinctive Objectives

Other Distinctive Objectives addresses the processes that contribute to the achievement of your Program's major objectives that complement student learning and fulfill other portions of your mission. These objectives may include pure and applied research and scholarship, professional and public service, institutional citizenship, service learning, centers or institutes, economic stimulation and development of the community, creative and cultural enrichment, or any other major activities to which the Program commits substantial resources, energy, and attention.

~~1.~~ ~~What are your Program's distinct objectives that complement student learning and/or~~

~~fulfill other elements of the Program, Departmental, or University Mission?~~

2. How does your Program determine your other distinctive objectives? Who is involved in setting these objectives?

   Distinctive objectives of the Economics program are determined through review of he following processes: university-wide goals and policies, goals for economics majors nation-wide, identification of regional and local community needs and requests, program faculty/staff and students interests. Economics faculty and staff, university administrators, as well as external stakeholders and students participate in the identification and prioritization of distinct objectives. Economics faculty take a lead on implementing these objectives and actively work with external grantors and funders to support these objectives. Currently, the program is focusing on the following distinct objectives: experiential learning of students (e.g., internships and work study opportunities), undergraduate research and academic service learning (e.g., applied research related to local and community-based economic development and events), regional economic development, and advanced/graduate education of students. For example, Economics program (faculty and students) is currently involved in the Regional Economic Indicators Forum, sponsored by the National Bank of Commerce. Bi-annually, faculty and students collect consumer survey data and produce regional consumer sentiment indices for the 15-county surrounding region. The results of this research are presented to businesses, government authorities, and other stakeholders to assist them in their decision-making. For example, if it's found that consumer sentiment indices start trending down, businesses can use this fact to guide their decisions to reduce inventory stock.

3. How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them?

   Depending on the objective, qualitative and quantitative data is reviewed and analyzed (e.g., stakeholders' surveys and informal feedback or student learning outcomes assessment results). Necessary adjustments are made as appropriate. Economics faculty carry the primary responsibility for reviewing and revising distinct objectives. Depending on the objective, external stakeholders participate in the revisions of objectives.

4. What are the results in accomplishing these objectives? Looking at your results for Accomplishing Other Distinctive Objectives, comment on the positive results as well as those in need of improvement.

   The following summarizes the results of the current distinct objectives pursued by the program:

   - *Experiential learning: Internship is an optional but a highly recommended component for all Economics majors. Economics faculty estimate that 40% of Economics students undergo internships and will continue working with students* *and employers to increase this number. Economics faculty and staff regularly employ students as teaching and research assistants. Subsequently, mentored students develop valuable work skills (e.g., primary and secondary research skills, communication skills, time-management skills, etc.).*

- *Undergraduate research: Economics program is actively involved in URSCA. Economics students regularly present their research at the Wisconsin Economic Association Conference, NCUR, Posters in Rotunda, UW-System Undergraduate research symposium and other venues. Economics program also established an annual contest for the best undergraduate research paper in Economics. Economics program also received a grant to incorporate URSCA in ECON 250, 251, 235 (general education courses).*

- *Academic service learning: Economics majors are very active in academic service learning projects. Examples include: Regional Economic Indicators Forum, sponsored by the National Bank of Commerce (11 students mentored by Dr. Zamira Simkins). Also, in spring 2014, Dr. Rubana Mahjabeen partnered with Northwest Wisconsin Community Services Agency and Harbor House Crisis Shelter to use AS-L in her Development Economics course to engage UWS students in learning and evaluating financial lives of low-income households of Superior, WI through multiple interviews. Information of this ASL project was shared with UW-Extension in preparing Poverty in Our Community Fact Sheet.*

- *Regional economic development: Economics faculty/staff and students provide expertise on economic issues and topics to the local community. For example, Dr. Jerry Hembd regularly works with local community members on projects of sustainable regional economic development. Dr. Zamira Simkins's economic projections were featured in Almanac North and local and regional newspapers.*

- *Advanced/graduate education of students: Economics is a field with one of the highest proportion of undergraduate students pursuing graduate studies. Consistent with the nation-wide statistics, 30% of UW-S undergraduate students majoring in Economics pursue graduate studies. Economics faculty members are working towards continuing this trend.*

5. ~~What specific improvement priorities is your Program targeting and how will these be addressed?~~

6. How does your Program communicate the current results and improvement priorities to students, faculty, staff, administrators, and stakeholders?

   The results and improvement priorities are communicated through the following means: program meetings, department meetings, end-of-year celebration parties, meet and greet days, student club meetings, annual reports, program prioritization plans, academic program review, meetings with external stakeholders.

IV. Understanding Students and Other Stakeholders Needs

This section addresses issues outside of the classroom setting, such as student organizations, advising, and course scheduling/availability. Explain how your Program works actively to understand and address student, alumni, parent, employer and other stakeholder needs.

1. ~~Discuss local/regional/national/global job markets needs, external support of and stakeholder's aspirations for your Program. Explain the sources of evidence used in these discussions.~~

Students

2. How does your Program identify the changing needs of student groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Through formal assessment of student learning outcomes, formal and informal advising of students, meetings and discussions with prospective students, regular discussions among program faculty and staff, review of other COPLAC schools curricular changes, changes in university strategic plans and policies, and interaction with employers, Economics program identifies the changing needs of Economics students. Appropriate curricular changes are then made to accommodate these needs and extra-curricular activities are created to accommodate additional needs. For example, to prepare students for quantitative data-intensive jobs, the Economic program has revised its capstone course to include data-driven, applied research projects that students execute using the industry-leading statistical software package, STATA.

3. What process does your Program have for students to report complaints? How does your Program analyze students' feedback both in a formative and summative manner and select a course of action? How does your Program communicate those actions to students?

   Students are asked to communicate their concerns to the respective instructor first. If students are uncomfortable with that approach, they can communicate their concerns to the Department Chair. Concerns and complaints also get communicated to the department in Student Evaluations of Instructor. As appropriate, Department Chair and Personnel Committee review the complaints and take actions.

4. What measures of student satisfaction does your Program collect and analyze regularly?

   Metrics of student satisfaction are mainly collected through student evaluation of instruction. Every semester, every instructor's performance is evaluated in every course. In this way students are able to convey their comments about a course and the instructor. Later, department chair, Personnel Committee and instructors use these evaluations to improve course content and delivery. Advisors also informally collect graduates' feedback about the program. According to this feedback, Economics majors are *generally very satisfied with their experience and highly recommend the program to other students. Program and class size, opportunities presented to students to engage in paid mentored research, faculty-student interactions, opportunities to engage in conferences and student club activities are among the factors that explain students' satisfaction with the program.*

5. What are the results for student satisfaction with your Program?

   See above.

Other Key Stakeholders

6. How does your Program identify the changing needs of other stakeholder groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Employers and local communities are seen as other key stakeholders of this program. Program faculty monitor the changing needs of these stakeholders through personal interactions, formal partnerships and joint initiatives. For example, Economics faculty are currently working on obtaining a grant to increase financial literacy and reduce poverty in Superior, WI. A pilot project related to this initiative was carried out in Spring 2014 as an AS-L project in ECON 435 course.

7. What measures of stakeholder satisfaction does your Program collect and analyze regularly?

   Recommendation letters from stakeholders, internship reports, survey feedback.

8. What are the results for stakeholder satisfaction with your Program?

   Results vary by stakeholder but generally are positive. For example, Northwest Wisconsin Community Services Agency and Harbor House Crisis Shelter who were involved in the poverty AS-L study were highly satisfied with the results and would like to expand the project and have it take place on a continued basis.

9. With regard to the needs of your Program's key stakeholder groups, how are the targets for improvement set?

   Targets vary by stakeholder/objective. For internships, they are set on a department level. For community projects, they are set with respective community parties.

10. What specific improvement priorities is your Program targeting and how will these be addressed?

    The recently hired Economics faculty have been very active in undergraduate research and this trend is expected to continue in the future, which in turn is expected to showcase *the program's reputation and advance enrollment in the major. Some Economics courses, particularly those serving as the core for business programs, are planned to be put online, provided the faculty workloads allow it. As a step toward that goal, Dr. Rubana Mahjabeen is currently working with Distance Learning Center of UWS to offer Econ 250 in summer 2015. To raise retention rate, Economics faculty weighed in on costs and benefits of expanding the major into a comprehensive program. However, given the current available resources and student enrollment in the major, Economics faculty have decided to postpone that plan until the number of Economics graduates increases to 10 or more per year. To strengthen the existing program, in the near term, the Economics faculty plan on re-structuring the capstone class and adding a course on mathematical economics or principles of finance, both of which in the past were a part of the Economics program curriculum but were removed for reasons of lack of human resources. Now that the program is fully staffed, these courses can be added to the program with minimal resource implications. Specifically, principles of finance is already offered by DBE, so this requirement would simply increase the number of students in existing sections, but not significantly enough to necessitate adding any new sections. Further, working with Distance Learning and moving some principles of economics courses online, including a summer semester, can make room for the capstone course, as one less section of a principles course can be offered in the fall. Economics program is also discussing a potential development of an Actuarial Studies major in partnership with the UWS Finance and Mathematics programs.*

V. Valuing People

Valuing People explores commitment to the development of faculty and staff.

1. What key faculty/staff orientation, enhancement and mentoring initiative are currently being undertaken or planned for the next one to three years?

   During the last 4-5 years, all new DBE faculty members have completed new faculty orientation program offered by CETL. Every new tenure-track faculty is placed under a mentor, a senior faculty, to help achieve their goals toward tenure. Also, all non-tenured DBE faculty members develop a one-year custom plan for teaching, scholarship and service, which is reviewed and approved by the Personnel Committee. These plans help establish clear expectations of what's necessary for faculty retention and future tenure.

2. What support is provided to faculty for the professional development, retention, tenure, and promotion process?

   For professional development, retention, tenure and promotion, active mentoring is provided by senior Economics faculty to new or junior Economics faculty. Also, funding for paper presentation, academic service-learning project and scholarly work is provided by DBE, Shippar-Beam Economics Program Enhancement Fund, and through grant funding.

3. What support is provided to staff for their professional development and retention?

Economics program does not have teaching staff members who undergo a formal retention process. Adjunct staff contracts are renewed by the department based on departmental needs and university policies. Staff members, however, are eligible for the university staff development grants.

4. ~~Using data from the APR Data Sets, discuss faculty and staff (full and part-time) load.~~ Explain any significant deviations from expected University standard load. Explain any load reassignments and the process used to determine them.

   High internal demand for Economics courses necessitated adding new faculty lines to DBE, including a Global Economic Development Economist (Dr. Rubana Mahjabeen) and a Sustainable Management Economist (Dr. Sakib Mahmud). The Economics program is now fully staffed with faculty members with terminal PhD degree and who carry a balanced teaching load meeting the internal demand for Economics courses.

   As of 2013-2014, Economics tenure-track faculty include: Dr. Jerry Hembd (partial Economics-Sustainable Management-UWS Extension appointment), Dr. Zamira Simkins, Dr. Sakib Mahmud (partial Economics-Sustainable Management appointment), and Dr. Rubana Mahjabeen. Selected Economics courses are also taught by DBE faculty/staff members including Dr. Richard Stewart, Dr. Amit Mokashi, Rick Moran and Diek Carlson.

   Dr. Zamira Simkins has an approved, grant-funded 3-credit research reassignment. Dr. Jerry Hembd has an approved, UW-Extension related overload. All reassignment and overloads are approved by the DBE Chair, Personnel Committee and UW-S Administration, as appropriate.

5. Using data from the APR Data Sets, discuss the average size of undergraduate and graduate classes. Explain any class that on average enrolls less than 10 students (undergraduate) or 8 students (graduate).

   Economics program offers only undergraduate courses. Lower-level Economics courses are well-enrolled and consistently exceed 20 students per section. Some upper-level Economics courses enroll below 10 students because this is a non-comprehensive major with relatively young faculty. However, with the help of new faculty, the major is seeing increasing enrollment numbers.

   During the review period, low-enrolling elective courses were normally cancelled, while low-enrolling required courses were offered because: (1) they were offered only once per year, and (2) cancelling these courses would have postponed a timely graduation of students.

6. Using data from the APR Data Sets, discuss student credit hour production among and across faculty/staff.

   No dataset was supplied. Generally, prior to 2011, Dr. Robert Beam had a high credit *hour production due to overload teaching necessitated by lack of department human resources. Dr. Jerry Hembd is officially 0.25 Economics FTE. Dr. Zamira Simkins was hired in Fall 2011 and had a new faculty release in Fall 2011 and then a 3-credit research release since Spring 2012. Dr. Sakib Mahmud is 0.5 Economics FTE and had a new faculty release in Fall 2012. Dr. Rubana Mahjabeen had a new faculty release in Fall 2013.*

7. If faculty and staff credit loads are higher than the University standard, what processes are used to insure that Program quality does not deteriorate and academic standards are upheld?

   In the past, Economics program relied, in part, on budgeted academic staff to reduce the faculty credit overload and maintain high quality of teaching and learning. Specifically, Diek Carlson and Shawn Osell were hired to teach courses in the Economics program.

8. How does the work environment contribute to civil and open communication and promotion of cooperation, innovation, and skill sharing?

   Work environment and relationship among Economics faculty is informal, open, and cooperative. Economics faculty and staff meet frequently to make decisions jointly about the program, exchange ideas and initiate curricular innovation. Also, Economics faculty closely work together on grant applications, research projects, and program reports.

9. Using data from the APR Data Sets, discuss how diversity among faculty and staff is advanced and supported.

   Diversity among faculty and staff is advanced and supported through non-curricular activities, including student and faculty participation in the Cultural Night, writing of references for students wishing to participate in international exchange programs, and personal examples. In fact, three of four DBE Economics tenure-track faculty members are originally from outside of the US, namely from Bangladesh and Kyrgyzstan. Gender-wise, 2 Economics faculty are male and 2 are female.

10. What assessment and planning processes are used to determine what faculty resources the Program will need?

    Teaching assignments are determined cooperatively by the program faculty. Resource requests are made individually but are typically allocated through joint decisions. This particularly applies to the Shippar-Beam Economics Program Enhancement Fund. DBE S&E budget is allocated by the department chair to individual faculty/staff members based on individual requests.

11. What is the process for analyzing and selecting a course of action for improving current processes and systems for valuing people? Provide some examples of actions taken since the last review.

Senior faculty members mentoring new, young faculty members play a critical role in valuing people. Mentor and new faculty meet periodically to provide case-by-case or situational solutions. Personnel Committee also provides clear recommendations for faculty undergoing retention and promotion process. Department chair also meets with faculty members to answer any questions or discuss concerns.

VI. Program Planning for Continuous Improvement

Planning continuous improvement examines planning and assessment processes and how strategies and action plans are helping achieve the Program mission.

1. Summarize the main findings for the Program associated with successful completion of the APR process. Describe this in terms of current program strengths and opportunities (i.e., areas in need of attention) for future planning.

   Currently, in fall 2014, there are 22 formally declared Economics students (33 if counting students who have not declared yet but indicated their choice to their advisors). This represents a robust 47% growth in Economics majors, compared to 15 formally declared students in fall 2013. Given this encouraging growth in student numbers and the fact that the Economics program is now fully staffed with faculty members with terminal PhD degree, Economics faculty/staff plan to make the Economics program stronger by focusing on the following aspects:

   - *Capstone experience: Currently, ECON 470, a 3-credit course serves Economics students as a research methods course and a capstone experience course. The amount of work required in this course far exceeds the 3-credit hour work load. Therefore, starting from fall 2016, Economics faculty/staff plan to offer a course on research methods and Econometric quantitative techniques every fall semester. It will be a 3-credit hour required course for Economics majors. This course will be a prelude to the capstone course. It will provide students with more time to learn the research methods and techniques in depth. Also, this will strengthen student skills for conducting quality research in a capstone class, graduate school and future employment. Starting from spring 2017, Economics faculty/staff plan to offer a separate capstone class in a seminar format. This will enable students to utilize their freshly acquired knowledge on methods and techniques to research specific issues/topics of various fields of Economics and then present their work to the public or at professional venues. Given the current human resources, Economics faculty/staff believe this plan can be executed without hiring additional faculty/staff.*

   - *Another curricular change planned in the Economics program is addition of another 3-credit hour required course for Economics majors. This will be either a principles of finance or mathematics for economics. At this time, Economics faculty/staff are evaluating the existing resources to figure out which course will be more beneficial* *for students, as well as feasible from a resource point of view. Principles of finance is currently taught in DBE every semester and requiring this course from Economics majors would not require additional sections or faculty resources. Mathematics for economics is an essential tool in teaching and learning economics, but may require additional faculty resources.*

These above mentioned plans will be proposed and moved forward through appropriate departmental and faculty governance processes, such as the curriculum committee, department approval, and UAAC approval. Economics faculty/staff plan to introduce these changes and schedule these to go in effect in 2016-2018 catalog. This will provide the faculty/staff adequate time to make the necessary adjustments in teaching duties and resource allocation. Further, this will be a step toward potentially making Economics a comprehensive major at a future time, provided enrollment numbers continue to increase and graduation rates support Economics becoming a comprehensive major.

Economics program is also discussing a potential development of an Actuarial Studies major in partnership with the UWS Finance and Mathematics programs. This, however, will require long-term planning beyond 5-years.

2. ~~What is the Program's vision of what it will be like in the next 5-10 years?~~

3. ~~Discuss the plan for funding projects for your Program to meet its objectives.~~

4. ~~What are the Program's projected needs, space, acquisitions, and capital equipment for the next five years? Provide any estimated cost and rationale for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

5. ~~What are the Program's needs for support resources for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

6. ~~What are the Program's projected needs for instructional information technology for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~Statement of Need~~	~~Cost (if any)~~	~~Rationale, Benchmark, and Method of Evaluation~~	~~Planning Processes To Secure Resources~~

Academic Program Review

For Transportation & Logistics Management

~~I. Program Mission and Alignment~~

~~Mission and Alignment seeks to establish the degree to which this program is compatible with the mission of UW-Superior and its strategic priorities.~~

~~A. Program Mission~~

1. ~~Provide the current version of your Program's mission.~~
2. ~~When was the current mission statement adopted or revised?~~
3. ~~What process was used in the adoption and/or revision of the Program's mission statement?~~

~~B. Alignment of Program Mission to the Institutional Mission~~

1. ~~Please address the means by which your Program ensures that its mission, expectations, and objectives align with the University's liberal arts mission and high impact practices, as well as its Liberal Education Learning Goals.~~

~~C. Unique Aspects of the Program~~

1. ~~Describe the unique aspects of the Program in terms of subject matter taught and students served.~~

~~D. Specialized Accreditations~~

1. ~~Does the Program carry a specialized accreditation or membership? If so, identify the accrediting body, the lengths of time accredited and when the next accreditation review is to occur.~~
2. ~~Why did the Program pursue the accreditation(s) or membership(s)? Why does the Program continue to carry the accreditation(s) or membership(s)?~~
3. ~~If specialized accreditations or memberships are available and not pursued, why are they not pursued? If an accreditation has been discontinued, please explain what occurred.~~

~~E. Response to the Recommendations Made in the Previous Review~~

1. ~~What recommendations were made to the Program at the time of the last review?~~

2. ~~How did the Program address the recommendations?~~

3. ~~Did any kind of assessment and/or strategic planning take place to address the recommendations? If so, what did these entail and what actions were taken to address the recommendations? If not, explain why the recommendations were not addressed.~~

4. ~~If additional response to recommendations is provided elsewhere in this document, please specify where.~~

II. Student Learning Outcome Assessment (Helping Students Learn)

This section focuses on the teaching-learning-assessment process, and also addresses how the entire Department contributes to helping students learn in each Program and overall student development.

1. What are the Program-specific student learning outcomes? When did your Program determine these outcomes? Who was involved in setting these outcomes?

   T&L program has identified eight key student learning outcomes, including:

   1. Knowledge of the functional areas of accounting, marketing, finance, and management

   2. Knowledge of the legal, social, and economic environments of business

   3. Knowledge of the global environment of business

   4. Knowledge of the ethical obligations and responsibilities of business

   5. The ability to use decision-support tools (Evidence-based problem solving)

   6. The ability to communicate effectively

   7. The ability to apply knowledge of business concepts and functions in an integrated manner

   8. Knowledge of transportation operations and supply chain management, as well as related global, ethical, cultural, environmental, technological, regulatory and risk management issues faced by transportation and supply chain managers.

   The program outcomes in the current format were formulated in fall 2011. Dr. Mei Cao, and Dr. Richard Stewart were involved in the process of formulating these outcomes.

2. ~~What sources of evidence for student learning outcomes does your Program collect and analyze regularly? Describe the methods of collection and analysis.~~

3. What sources of evidence for the Liberal Education Learning Goals (i.e., campus-wide common student learning outcomes) does your Program collect and analyze regularly? Describe the methods of collection and analysis.

   Most assessment is done at a senior level as a part of the program capstone course TRSP 430, International and Intermodal Transportation Management TRSP 430, was used to assess the LELG of ability to think and engage as a global citizen. Assessment materials, data collection and analysis are customized to fit each outcome. Generally, sources of evidence collected and analyzed include: written assignments and student deliverables (e.g., research papers, reports, and homework problems), student power point presentation slides, rubrics and scoring sheets used by faculty and teaching staff to assess student learning outcomes (particularly, for oral presentations that are not video-taped or recorded otherwise).

4. ~~Describe any changes in the Program that directly reflected the results of assessment of Program-level and campus-wide student learning outcomes.~~

5. ~~Based on the findings for the current Program-level learning outcomes and the Liberal Education Learning Goals, what action priorities has your Program set for improvement? Who was involved in setting these action priorities?~~

6. How has your Program communicated the current state of student learning outcomes and Program improvement priorities to students, faculty, staff, administrators, and other appropriate stakeholders?

   The purpose of student learning outcomes is communicated and discussed with students prior to assessment. Typically, the instructor in charge of assessment announces and discusses student learning outcomes in class (TRSP 430). Whenever possible, learning outcome results are also shared and discussed with students who were assessed. Students assessed in the future will be informed of previous assessment results (which at that point will serve as a benchmark point for the program to measure its progress).

   The assessor uses a rubric and a scoring sheet to individually assess each student. Results are then tallied and aggregated for reporting purposes. Results by program are then discussed by the department and curricular revisions are discussed, when results necessitate such changes.

   Program annually submits program assessment reports to the department chair and university administrators. Through the recent Program Prioritization Process and Academic Program Review process, the program communicates the current state of student learning outcomes and program improvement priorities to all university and UW-System stakeholders.

7. ~~Referring to the data in the APR Data Sets and other sources, discuss trends in student enrollment and completion in your program and efficiency of your course offerings as pertains to student's ability to graduate from the Program in a four-year period.~~

8. ~~Referring to the data in the APR Data Sets, discuss the costs associated with your Program. If the cost per student FTE of your Program deviates significantly from the average cost per student FTE for the University, discuss where in the Program plausible causes reside.~~

9. How has your Program determined and communicated to prospective and current students what preparation is necessary to succeed in the Program's curricula, courses, and learning?

   Transportation and Logistics Management (T&L) is a successful professional program on campus. T&L majors have a critical liberal arts base combined with a well-rounded general business core curriculum and advanced transportation and logistics courses. This is an interdisciplinary program with two required T&L courses LSTU-303 and GEOG-302 taught in other departments. An elective TRSP/GEOG-402 that has been team taught for over a decade by Randy Alex-Gabryson (Lead) and Richard Stewart. The faculty teach an on-line T&L course as part of the multi-university sustainable management BS degree offered through UW-Extension. Faculty are involved with the students, other departments and the community at many levels. Richard Stewart, Mei Cao and Amit Mokashi are the tenure track faculty members dedicated to this program. They are also part of the T&L research Center staffing and have reassignment for research. The faculty publish and present at regional and national conferences along with supporting undergraduate research. Rick Moran teaches one of the electives. This is the only program in DBE that requires students to successfully complete an internship to graduate. The T&L faculty have actively supported continuing education in creating an on-line T&L Certification program designed for students who have a degree and want advanced education.

   The T&L faculty and staff communicate the information and expectations to prospective and current students through the following means: (1) course descriptions, including course prerequisites, (2) DBE application for admission to the program (which describes the program admission process and criteria that are published in the catalog and department website), (3) program planning sheets, (4) course syllabi, and (5) formal and informal advising of students.

   T&L program has department and program admission criteria that ensure students complete all prerequisite courses necessary to succeed in the program. Specifically, all students are required to complete all but 12 credits of General Education Program before admission to DBE and the program. T&L students are also required to complete the following courses with a grade C- or better: Math 151 or Math 240, Bus 270, ECON 250 and ECON 251. Students must also have a 2.3 cumulative GPA or higher before they can be admitted to DBE and the program. DBE admission policies are communicated during SOAR, at all advising sessions, during DBE meet and greet days, and are stated in the university catalog and website. DBE admission forms are also posted on the department website and are available through advisors. TRSP 400 T&L Internship is required for T&L students. Students are briefed on the program as well as *employer's expectations and objectives for internships during special pre-internship workshops.*

Program prerequisites and other preparation necessary for successful program completion are determined by the program faculty and staff members and then presented for discussion and approval of the department curriculum committee, and then the entire department. When necessary, UAAC and appropriate governing bodies approvals are secured.

10. How does your Program advise students? What advisement plan does your Program have? How does your Program assure the timely and effective advisement of students?

    The strategic goal is to have all students advised by the program-specific faculty/staff member as soon as they declare their major. T&L faculty/staff share the advising philosophy that students benefit from a liberal arts foundation that exposes them to diverse learning experiences, styles and cultures. Typically, a decision of what second major or minor a student pursues is made during one of the early advising sessions and depends on student's interests and career goals.

    When advising students, all T&L faculty/staff on average dedicate about one hour per advisee session per semester. Advising sessions are held during the formal university advisement periods (e.g., Fall and Spring advisement, SOARs, welcome week), as well as outside of these periods to meet the needs of individual students. During the review period, on average each full-time faculty/staff member advised 25 students. Some variations in advisement loads were due to new faculty being hired and not being eligible to be advisors in their first year. During the initial advising meetings, advisor and student develop and formally sign a four-year graduation plan that outlines what courses and when a student would take. This provides students with a clear path to graduation. Subsequent advising sessions are used to modify these plans, as needed.

    All advisees are strongly encouraged to graduate within a four year time frame, as normally expected of a bachelor's degree. T&L four year plans of study are provided to all students and explained to them. Students who are uncertain about which major they might select are not discouraged from exploring options. However, they are clearly advised up-front of the following facts: many upper level courses in almost all majors at UW-Superior have prerequisites; extended delays in selecting a major will probably delay the graduation process due to sequencing of classes; there are separate admission requirements for T&L degree. Students are also reminded that each semester of schooling required beyond a typical four year program of study costs approximately $10,000 for tuition, room and board and about $20,000 in lost wages, with a total annual opportunity cost of $60,000. With this knowledge students can make informed decisions about their options.

11. ~~How has your Program determined and documented effective teaching and learning? In what ways has your Program engaged students in high impact practices? How were these pedagogical expectations communicated to full-time and part-time faculty and staff?~~

12. ~~How does your Program monitor the relevance and effectiveness of its curriculum? What process is in place for changing or discontinuing the Programs and courses?~~

III. Other Distinctive Objectives

Other Distinctive Objectives addresses the processes that contribute to the achievement of your Program's major objectives that complement student learning and fulfill other portions of your mission. These objectives may include pure and applied research and scholarship, professional and public service, institutional citizenship, service learning, centers or institutes, economic stimulation and development of the community, creative and cultural enrichment, or any other major activities to which the Program commits substantial resources, energy, and attention.

1. ~~What are your Program's distinct objectives that complement student learning and/or fulfill other elements of the Program, Departmental, or University Mission?~~

2. How does your Program determine your other distinctive objectives? Who is involved in setting these objectives?

   Distinctive objectives of the T&L program are determined through review of the following processes: university-wide goals and policies, goals for T&L majors nation-wide, identification of regional and local community needs and requests, program faculty/staff and students interests. T&L faculty and staff, university administrators, as well as external stakeholders and students participate in the identification and prioritization of distinct objectives. T&L faculty take a lead on implementing these objectives and actively work with external grantors and funders to support these objectives. Currently, the program is focusing on the following distinct objectives: experiential learning of students (e.g., internships and work study opportunities), undergraduate research (e.g., applied research related to local and community-based freight transportation), and advanced/professional education of students. T&L faculties actively pursue research grants directly and through the Great Lakes Maritime Research Institute and the T&L research center. This process helps identify the current research needs of the stakeholders and maintain cutting edge professional and academic competency.

3. How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them?

   Depending on the objective, qualitative and quantitative data is reviewed and analyzed (e.g., stakeholders' surveys and informal feedback or student learning outcomes assessment results). Necessary adjustments are made as appropriate. T&L faculty carry the primary responsibility for reviewing and revising distinct objectives. Depending on the objective, external stakeholders participate in the revisions of objectives.

4. What are the results in accomplishing these objectives? Looking at your results for Accomplishing Other Distinctive Objectives, comment on the positive results as well as

those in need of improvement.

The following summarizes the results of the current distinct objectives pursued by the program:

- *Experiential learning: An internship is required for all T&L majors. T&L faculty and staff regularly employ students as teaching and research assistants. Subsequently, mentored students develop valuable work skills (e.g., primary and secondary research skills, communication skills, time-management skills, etc.).*

- *Undergraduate research: The T&L students and faculty participate in local, regional, national and international conferences. T&L students have won national competitions. The texts, articles and research reports produced by T&L faculty have garnered a national reputation for the T&L research center and program. T&L faculty are on local, national and international boards of advisors and directors. T&L program is actively involved in URSCA. T&L students regularly present their research at Posters in Rotunda, UW-System Undergraduate research symposium and other venues.*

- *Advanced/professional education of students: T&L faculty developed and teach an online program for professionals to demonstrate a deeper understanding of the fundamentals of the transportation profession through successful completion of six modules. Successful candidates are granted the designation "Certified in Transportation and Logistics" (CTL). The designation may be used as are professional and educational designations in other fields such as accounting, insurance, medicine, or law.*

5. ~~What specific improvement priorities is your Program targeting and how will these be addressed?~~

6. How does your Program communicate the current results and improvement priorities to students, faculty, staff, administrators, and stakeholders?

   The results and improvement priorities are communicated through the following means: program meetings, department meetings, end-of-year celebration parties, meet and greet days, student club meetings, annual reports, program prioritization plans, academic program review, meetings with external stakeholders.

IV. Understanding Students and Other Stakeholders Needs

This section addresses issues outside of the classroom setting, such as student organizations, advising, and course scheduling/availability. Explain how your Program works actively to understand and address student, alumni, parent, employer and other stakeholder needs.

1. ~~Discuss local/regional/national/global job markets needs, external support of and stakeholder's aspirations for your Program. Explain the sources of evidence used in these discussions.~~

Students

2. How does your Program identify the changing needs of student groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Over the last 16 years of its existence at the University of Wisconsin Superior it has been able to establish itself as a viable program addressing an in-demand niche market (developing transportation management professionals as opposed to supply chain or transportation/civil engineering). It has since its inception, grown both in size as well as scopeAlong with that has been the increased emphasis on research as evidenced by the formation of the Great Lakes Maritime Research Institute (GLMRI).

   The T&L program is at a critical juncture in terms of attracting new students. According to a study by Western Interstate Commission for Higher Education, the state of Wisconsin is expected to see a decline of 10% in its number of High School Graduates. This is offset by projected increase in adult learners. The T&L program needs to proactively seek out potential freshman, adult learners, ex-military personnel and graduated from two year programs who have a declared interest in the discipline.

   Attracting new entry (freshman) students for the program has had its challenges due to the lack of general awareness of the potential opportunities for its graduates. It is a very focused program with a high employment rate for its graduates. The need for T&L graduates to be continuous learners is critical and conveyed in every class and by example. Many T&L graduates have gone on for graduate degrees at the Masters level. Two students are enrolled in doctorate program.
   We maintain regular efforts to examine freight transportation careers and examine the educational paths that lead to these careers. We seek input on career changes from industry through AST&L, conferences, advisory board input, participation in professional organizations, and research. We use the student internship evaluations to gather information directly from companies.

   One example of broad scholarly research into this topic is a study that UWS is doing with three other universities. We are reviewing the curriculums of various under-graduate, graduate and professional transportation focused programs conducted by academic institutions. Our intention is to identify a gap between educational opportunities *available for the students as opposed to skills considered important by the industry. We intend to use the results of this study to explore the development of new programs as well as courses. Of special interest is the possibility of having a graduate degree as well as professional "value added" programs on transportation.*

Also, through formal assessment of student learning outcomes, formal and informal advising of students, meetings and discussions with prospective students, regular discussions among program faculty and staff, review of other COPLAC schools curricular changes, changes in university strategic plans and policies, and interaction with employers, T&L program identifies the changing needs of T&L students. The T&L Advisory board provides input into the proposed changes. Appropriate curricular changes are then made to accommodate these needs and extra-curricular activities are created to accommodate additional needs.

3. What process does your Program have for students to report complaints? How does your Program analyze students' feedback both in a formative and summative manner and select a course of action? How does your Program communicate those actions to students?

   Students are asked to communicate their concerns to the respective instructor first. If students are uncomfortable with that approach, they can communicate their concerns to the Department Chair. There is always the option of going directly to the Chair with complaints where the student does not feel that it would be appropriate to convey it directly to the faculty member. Concerns and complaints about classroom activities and pedagogy also get communicated to the department in Student Evaluations of Instructor. As appropriate, Department Chair and Personnel Committee review the complaints and take actions.

4. What measures of student satisfaction does your Program collect and analyze regularly?

   Metrics of student satisfaction are mainly collected through student evaluation of instruction. Every semester, every instructor's performance is evaluated in every course. In this way students are able to convey their comments about a course and the instructor. Later, department chair, Personnel Committee and instructors use these evaluations to improve course content and delivery. Advisors also informally collect graduates' feedback about the program through personal interaction and working with the T&L student club.. According to this feedback, T&L majors are generally very satisfied with their experience and highly recommend the program to other students. Program and class size, opportunities presented to students to engage in paid mentored research, faculty-student interactions, opportunities to engage in conferences and student club activities are among the factors that explain students' satisfaction with the program.

5. What are the results for student satisfaction with your Program?

   See above.

Other Key Stakeholders

6. How does your Program identify the changing needs of other stakeholder groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Employers and local communities are seen as other key stakeholders of this program. Program faculty monitor the changing needs of these stakeholders through personal interactions, formal partnerships and joint initiatives.

7. What measures of stakeholder satisfaction does your Program collect and analyze regularly?

   Recommendation letters from stakeholders, internship reports, survey feedback, T&L Advisory Board meetings.

8. What are the results for stakeholder satisfaction with your Program?

   Results vary by stakeholder but generally are positive.

9. With regard to the needs of your Program's key stakeholder groups, how are the targets for improvement set?

   Targets vary by stakeholder/objective.

10. What specific improvement priorities is your Program targeting and how will these be addressed?

    T&L is adopting new technology and simulation into the classrooms. We are in the process of developing closer links with the industry and professional organizations to provide further internship and employment opportunities for the program graduates. T&L faculty will continue to renew and increase articulation agreements. They will actively support admissions and other recruiting activities. T&L courses will be put on-line where it is feasible with faculty workloads. Faculty and students in this major have been very engaged in undergraduate research and this is expected to grow. The T&L faculty working with continuing education has put a T&L Certificate program on-line that leads to AST&L certification and is being taken by individuals in the US and overseas.

V. Valuing People
(Complete at the Department or Program level as appropriate)

Valuing People explores commitment to the development of faculty and staff.

1. What key faculty/staff orientation, enhancement and mentoring initiative are currently being undertaken or planned for the next one to three years?

   During the last 4-5 years, all new DBE faculty members have completed new faculty orientation program offered by CETL. Every new tenure-track faculty is placed under a mentor, a senior faculty, to help achieve their goals toward tenure. Also, all non-tenured DBE faculty members develop a one-year custom plan for teaching, scholarship and service, which is reviewed and approved by the Personnel Committee. These plans help establish clear expectations of what's necessary for faculty retention and future tenure.

2. What support is provided to faculty for the professional development, retention, tenure, and promotion process?

   For professional development, retention, tenure and promotion, active mentoring is provided by senior T&L faculty to new or junior T&L faculty. Also, funding for paper presentation, academic service-learning project and scholarly work is provided through grant funding.

3. What support is provided to staff for their professional development and retention?

   T&L program does not have teaching staff members who undergo a formal retention process. Adjunct staff contracts are renewed by the department based on departmental needs and university policies. Staff members, however, are eligible for the university staff development grants.

4. ~~Using data from the APR Data Sets, discuss faculty and staff (full and part-time) load.~~ Explain any significant deviations from expected University standard load. Explain any load reassignments and the process used to determine them.

   High internal demand for T&L courses necessitated adding new faculty lines to DBE. The T&L program is now fully staffed with faculty members with terminal PhD degree and who carry a balanced teaching load meeting the internal demand for T&L courses.

   As of 2013-2014, T&L tenure-track faculty include: Dr. Richard Stewart (Director), Dr. Mei Cao, Dr. Amit Mokashi. Selected T&L courses are also taught by DBE faculty/staff members including Rick Moran.

   Dr. Mei Cao and Dr. Amit Mokashi have an approved, grant-funded 3-credit research reassignment. All reassignment and overloads are approved by the DBE Chair, Personnel Committee and UW-S Administration, as appropriate.

5. Using data from the APR Data Sets, discuss the average size of undergraduate and graduate classes. Explain any class that on average enrolls less than 10 students (undergraduate) or 8 students (graduate).

   T&L program offers only undergraduate courses. Some T&L courses that cover multiple modes are well-enrolled and consistently exceed 25 students per section. Some upper-level mode specific T&L courses enroll below 10 students because those focus on a specific niche market.

   During the review period, low-enrolling elective courses were normally cancelled, while low-enrolling required courses were offered because: (1) they were offered only once per year, and (2) cancelling these courses would have postponed a timely graduation of students.

6. Using data from the APR Data Sets, discuss student credit hour production among and across faculty/staff.

   No accurate dataset was supplied, specifically administrative and research reassignments were not considered in the calculation of credit hour production by faculty.

7. If faculty and staff credit loads are higher than the University standard, what processes are used to insure that Program quality does not deteriorate and academic standards are upheld?

   T&L program relies, in part, on budgeted academic staff to reduce the faculty credit load and maintain high quality of teaching and learning. The current APR data sets do not accurately reflect faculty reassignment for research and administration and those are common in the T&L major.

8. How does the work environment contribute to civil and open communication and promotion of cooperation, innovation, and skill sharing?

   Work environment and relationship among T&L faculty is informal, open, and cooperative. T&L faculty and staff meet frequently to make decisions jointly about the program, exchange ideas and initiate curricular innovation. Also, T&L faculty closely work together on grant applications, research projects, and program reports.

9. Using data from the APR Data Sets, discuss how diversity among faculty and staff is advanced and supported.

   Diversity among faculty and staff is advanced and supported through non-curricular activities, including student and faculty participation in the Cultural Night, writing of references for students wishing to participate in international exchange programs, and personal examples. In fact, two of three T&L tenure-track faculty members are originally from outside of the US, namely from China and India. Gender-wise, 2 T&L faculty are male and 1 is female.

10. What assessment and planning processes are used to determine what faculty resources the Program will need?

    Teaching assignments are determined cooperatively by the program faculty. Resource requests are made individually but are typically allocated through joint decisions. DBE S&E budget is allocated by the department chair to individual faculty/staff members based on individual requests.

11. What is the process for analyzing and selecting a course of action for improving current processes and systems for valuing people? Provide some examples of actions taken since the last review.

    Senior faculty members mentoring new, young faculty members play a critical role in valuing people. Mentor and new faculty meet periodically to provide case-by-case or situational solutions. Personnel Committee also provides clear recommendations for faculty undergoing retention and promotion process. Department chair also meets with faculty members to answer any questions or discuss concerns.

VI. Program Planning for Continuous Improvement

Planning continuous improvement examines planning and assessment processes and how strategies and action plans are helping achieve the Program mission.

1. Summarize the main findings for the Program associated with successful completion of the APR process. Describe this in terms of current program strengths and opportunities (i.e., areas in need of attention) for future planning.

   We assess the status of the T&L program and faculty formally on an annual basis and informally at the end of every semester. We use the student internship and classroom evaluations to gather information about curricula, student ability, faculty performance and industry concerns.

   The T&L Management major strengths:

   The number of students in the major makes it one of the largest on campus.
   Students are involved in undergraduate research

Students are performing very well during their internships
Students are active in professional organizations, community service and campus events.
There is strong industry and community support of the program
The T&L program has earned national recognition and endowments from many sources.
Graduates are being employed in their field before or shortly after graduation
Graduates are going on to graduate school and successfully earning degrees.
T&L faculty have professional and academic qualifications and are dedicated.
T&L faculty are productively engaged in appropriate quality scholarly endeavors
T&L faculty are active in professional organizations and service to the community.
A student and faculty exchange programs with Le Havre University has been created
A student and faculty exchange programs with Wuzi University will be finished fall 2014.

The T&L Management major opportunities over the next five years:

Marketing needs to expand to a larger geographic base.
Marketing needs to be directed at getting more freshman in the program.
Articulation agreements need to be established with community colleges with related programs of study.
Transportation Management Systems (and related technology) needs to be taught.
More internship opportunities need to be established.
The T&L offices need to be relocated back to Erlanson Hall.
More student and faculty exchange programs need to be developed.
A graduate program should be explored now that there is sufficient faculty.

Funding to address some of these opportunities is not currently available

2. ~~What is the Program's vision of what it will be like in the next 5-10 years?~~

3. ~~Discuss the plan for funding projects for your Program to meet its objectives.~~

4. ~~What are the Program's projected needs, space, acquisitions, and capital equipment for the next five years? Provide any estimated cost and rationale for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

5. ~~What are the Program's needs for support resources for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

6. ~~What are the Program's projected needs for instructional information technology for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

Academic Program Review

For BS in Sustainable Management

Introductory Notes:

The University of Wisconsin online Sustainable Management degree programs are offered as online Bachelor's and Master's degrees, as well as online certificates. The Bachelor of Science in Sustainable Management (B.S. SMGT) program is designed primarily as a degree completion program for a largely nontraditional student population. It was the first such collaborative program that was funded through the UW System Adult Student Initiative. The curriculum is designed for students who have previously earned a liberal arts associate's degree or previously accumulated college credits.

The B.S. SMGT collaborative, online degree program is coordinated by the UW-Extension division of Continuing Education, Outreach, and E-Learning (CEOEL) and taught by faculty from UW-Parkside, UW-River Falls, UW-Stout, and UW-Superior. CEOEL houses the Program Manager and provides the D2L platform for the courses and degree program. Each of the collaborating campuses has a designated Academic Director. The Academic Directors, with facilitation from the Program Manager, meet regularly and provide overall program direction.

The B.S. SMGT program was launched in Fall 2009. In 2013, Dr. John Stone, UW-Whitewater, was contracted to lead and compile a comprehensive five-year program evaluation in conjunction with CEOEL staff and the Academic Directors. This report was completed in December 2013. It is titled: **REPORT: Academic Program Evaluation – A Comprehensive Five-Year Program Evaluation Report**. *This report is provided as an appendix and will be referenced in the text of this Program Review as* ***2013 Report****.*

The other relevant source document, given the relative newness of this program, is the **Proposal for Authorization to Implement New Program.** *This 2009 proposal is provided as an appendix and will be referenced in the text of this Program Review as* ***Final Authorization Document****.*

~~I. Program Mission and Alignment~~

~~Mission and Alignment seeks to establish the degree to which this program is compatible with the mission of UW-Superior and its strategic priorities.~~

~~A. Program Mission~~

1. ~~Provide the current version of your Program's mission.~~
2. ~~When was the current mission statement adopted or revised?~~
3. ~~What process was used in the adoption and/or revision of the Program's mission~~

~~statement?~~

~~B. Alignment of Program Mission to the Institutional Mission~~

1. ~~Please address the means by which your Program ensures that its mission, expectations, and objectives align with the University's liberal arts mission and high impact practices, as well as its Liberal Education Learning Goals.~~

~~C. Unique Aspects of the Program~~

1. ~~Describe the unique aspects of the Program in terms of subject matter taught and students served.~~

~~D. Specialized Accreditations~~

1. ~~Does the Program carry a specialized accreditation or membership? If so, identify the accrediting body, the lengths of time accredited and when the next accreditation review is to occur.~~

2. ~~Why did the Program pursue the accreditation(s) or membership(s)? Why does the Program continue to carry the accreditation(s) or membership(s)?~~

3. ~~If specialized accreditations or memberships are available and not pursued, why are they not pursued? If an accreditation has been discontinued, please explain what occurred.~~

~~E. Response to the Recommendations Made in the Previous Review~~

1. ~~What recommendations were made to the Program at the time of the last review?~~

2. ~~How did the Program address the recommendations?~~

3. ~~Did any kind of assessment and/or strategic planning take place to address the recommendations? If so, what did these entail and what actions were taken to address the recommendations? If not, explain why the recommendations were not addressed.~~

4. ~~If additional response to recommendations is provided elsewhere in this document, please specify where.~~

II. Student Learning Outcome Assessment (Helping Students Learn)

This section focuses on the teaching-learning-assessment process, and also addresses how the entire Department contributes to helping students learn in each Program and overall student development.

1. What are the Program-specific student learning outcomes? When did your Program determine these outcomes? Who was involved in setting these outcomes?

   *Listed below are the Program's six student learning outcomes (A through E) and nineteen associated competencies (with multiple competencies listed for each learning outcome). Each competency is assessed in at least one course each semester. These competencies are the result of an overall revision process (see **2013 Report**). The course assigned to each competency is shown in parentheses following the competency, and this competency is assessed in this course each semester (see **2013 Report** and **Final Authorization Document** for a complete course listing and related descriptions).*

A) Students will analyze sustainability issues from local to global perspectives

1. CULTURAL UNDERSTANDING: Students will be able to explain how race, religion, gender, socio-economic position, and other cultural aspects impact issues of sustainability (SMGT 460).
2. CULTURAL APPLICATION: Students will be able to apply cultural understanding to real-life organizational issues (SMGT 340).
3. POLITICAL ACUMEN: Students will be able to navigate and engage political and social processes at the local, state, national and international levels (SMGT 330).
4. GLOBAL DYNAMICS: Students will be able to describe world geography emphasizing global differences and connections between cultures, societies, politics, economics and environments (SMGT 435).

B) Students will analyze and interpret social, scientific, and business-related information in the context of sustainability.

5. INFORMATION ACUMEN: Students will be able to evaluate the source, generation, reliability, and accuracy of information (SMGT 430).
6. SCIENTIFIC UNDERSTANDING: Students will be able to explain the science behind key environmental issues (SMGT 315).

C) Students will be able to make informed judgments that lead to sustainable outcomes.

7. INFORMATION INTERPRETATION: Students will be able to apply qualitative and quantitative analysis to guide decision-making processes (SMGT 335, SMGT 350).

8. *OPPORTUNITY ANALYSIS: Students will be able to identify potential, innovative, and symbiotic relationships between production and consumption (SMGT 332).*
9. *FINANCIAL ANALYSIS: Students will be able to perform financial ratio and feasibility analyses and incorporate hard-value benefits and costs in finance (SMGT 331).*

D) Students will employ systems thinking approaches to evaluate sustainability issues.

10. *ECOLOGICAL ECONOMICS: Students will be able to explain the fundamental elements of economic, social and ecological interdependence and the policy and economic implications of these relationships (SMGT220, SMGT 235).*
11. *RESOURCE VALUATION: Students will be able to explain how the valuation of resources will change in response to carbon trading, water privatization and payment for ecosystem services (SMGT 325).*
12. *CLIMATE CHANGE: Students will be able to describe the science of climate change and the social and economic implications for business and societies (SMGT 310).*
13. *WATER POLICY AND WATER SCIENCE: Students will be able to identify threats to water resources, explain how to reduce water use, and describe how water policies are implemented and enforced (SMGT 115).*
14. *LOGISTICS, TRANSPORTATION, AND SUPPLY CHAIN MANAGEMENT: Students will be able to explain logistics, transportation, and supply chain processes and identify ways to maximize financial, environmental, and social efficiencies (SMGT 370).*
15. *TRADITIONAL AND ALTERNATIVE ENERGY: Students will be able to describe the production, distribution, consumption and management of energy (SMGT 320).*

E) Students will be able to communicate sustainability to diverse audiences.

16. *CULTURALLY SENSITIVE COMMUNICATION: Students will develop communication materials that are culturally sensitive to race, religion, gender, and other cultural aspects (SMGT 240).*
17. *ENVIRONMENTAL COMMUNICATION: Students will be able to create effective marketing, communication, and public affairs materials that demonstrate human impacts on the environment (SMGT 360).*

F) Students will integrate sustainability concepts into applied settings and projects.

18. *TRIPLE-BOTTOM LINE ANALYSIS: Students will be able toperform organization-specific triple-bottom line analyses while fostering an inclusive approach with stakeholders (SMGT 230).*
19. *TRIPLE-BOTTOM LINE APPLICATION: Students will be able to create organization-specific proposals that address triple-bottom line feasibility factors (SMGT 495.*

Learning outcome assessment with respect to these revised outcomes and competencies was begun during Spring 2013 semester.

The original competencies were developed during the drafting of the curriculum for this program in 2008. Corporations with histories of being interested in sustainability and triple bottom line criteria were consulted. The following companies provided input into the areas of competence that students should have after graduating with a degree in Sustainable Management: 3M, Eastman Kodak, Ford Motors, Quad Graphics, FedEx, Johnson Controls, SC Johnson, Kohl's, U-Fuel, Veolia Environmental Services, Modine Manufacturing, Kranz, Inc., and ISO, Inc. In addition, the Wisconsin Department of Natural Resources and the Racine Area Manufacturers and Commerce provided input. (See the ***Final Authorization Document*** *and* ***2013 Report*** *for additional details.)*

As a result of the engagement with these companies, a list of areas of competence was drafted. Faculty representatives from each of the four partner campuses had opportunities to engage with the companies to refine the list. Acquisition of these areas of competency by students was the intended learning outcome of this program at its initiation. Those competencies included:

- *The similarities and differences among world cultures, religions, and economic forces—and how to apply this cultural understanding to real-life business issues.*
- *How to navigate political landscapes at various levels (local, state, national, international), and how individuals can engage and impact political processes.*
- *How global political issues work, the components of international politics, and the connections among politics, the environment, economics, and human welfare.*
- *How gender is perceived in various parts of the world; the impacts of gender roles on the environment, politics, and economics; and how to function within those cultural differences most effectively.*
- *How to identify potential, innovative, and symbiotic relationships between producers and manufacturers.*
- *Carbon trading and carbon credits—specifically, how the economy is expected to react to this new currency and how corporations can be part of the process.*
- *The science behind climate change and global warming, as well as the policy and economic implications of global warming on businesses and societies.*
- *Water policy and water science—specifically, how to reduce water use; how to increase efficiencies of water use; what is dry-base processing; how water policy and water law function and are implemented and enforced.*
- *Logistics and transportation of raw materials.*
- *How supply chain structures function, and how opportunities to brand are identified and created.*
- *The mechanics of energy generation, energy infrastructure, energy management, energy policy, and energy purchasing.*
- *Marketing, communications, and public affairs with a focus on the human impacts of manufacturing.*
- *How to perform financial ratio analyses and financial feasibility analyses, and how to incorporate hard-value benefits and costs in finance.*

- *How to perform industry-specific triple bottom line investigations while fostering an inclusive approach with identical stakeholders.*
- *How to create industry-specific proposals that address the triple bottom line feasibility factor.*

*As a result of the Five-year Program Evaluation completed in 2013 (see **2013 Report**), the Academic Directors led the revision of the outcomes and competencies and put in place an annual cycle of academic assessment review and reporting of accomplishment of student competencies and progress on continuously improving Program quality. Input to this evaluation and process came from Program graduates, current students, past and current faculty, external stakeholders and the Academic Directors. The annual cycle of assessment review and reporting is therefore new to the Program and in its early stages of implementation. The shift to this formalized process was a result of responding to recommendations in the **2013 Report**.*

2. ~~What sources of evidence for student learning outcomes does your Program collect and analyze regularly? Describe the methods of collection and analysis.~~

3. What sources of evidence for the Liberal Education Learning Goals (i.e., campus-wide common student learning outcomes) does your Program collect and analyze regularly? Describe the methods of collection and analysis.

   Each of the collaborating UW institutions has its own learning goals and its own assessment procedures and protocols. The Program Manager (with CEOEL) and the Academic Directors (one from each collaborating institution) meet monthly by teleconference and three to four times a year face to face. This group works diligently to ensure that the learning outcomes assessment for the Program meets institution-specific processes and needs as much as possible. This is an evolving project, given the relatively new territory that collaborative programs of this type are carving out. The Program is prepared to work with each of the institutions to provide its fairly detailed assessment results and analyses to them in order to provide meaningful contributions to institution-specific learning goal assessment. It is hoped that the shift to a structured annual assessment review and reporting process is a solid first step toward better meeting institution-specific collection and analysis procedures.

4. ~~Describe any changes in the Program that directly reflected the results of assessment of Program-level and campus-wide student learning outcomes.~~

5. ~~Based on the findings for the current Program-level learning outcomes and the Liberal Education Learning Goals, what action priorities has your Program set for improvement? Who was involved in setting these action priorities?~~

6. How has your Program communicated the current state of student learning outcomes and Program improvement priorities to students, faculty, staff, administrators, and other appropriate stakeholders?

As noted in the ***2013 Report****:*
"Because the curriculum-embedded assessment reports were simply gathered, and there was no effort made at reviewing or drawing conclusions about student learning from these reports, there has been no follow-up effort to share assessment information with constituencies internal and external to the program. Groups that should be kept informed about academic assessment work include not only the faculty and academic directors, but also current students, program alumni, SMGT administrative staff, academic advisors, and the SMGT Advisory Board. Further, such information can be made available to prospective students (p. 15)."

As recommended in the ***2013 Report****:*
"Finally, relevant to its work with academic assessment, the program should find a way to be public about its assessment work. That means that not only the faculty and academic directors (who are involved in gathering the data, reporting the data, deliberating about the data, and revising instruction, the curriculum and other program features and processes as a result of those deliberations) know about the program's assessment efforts, but so should current students, program alumni, SMGT administrative staff, academic advisors, and the SMGT Advisory Board (if such a thing exists). The program should be public in its dispersion (and gather feedback about) its annual assessment report. The SMGT program may choose to make the annual reports available on its website for viewing by potential students (p. 22)."

The Program has made a commitment to use its new annual assessment review and reporting process as the basis for steps forward in the area of communicating assessment outcomes and priorities for changes. The ***2013 Report*** *clearly outlines steps that can and should be taken, and the Program Manager and Academic Directors are leading this effort.*

7. ~~Referring to the data in the APR Data Sets and other sources, discuss trends in student enrollment and completion in your program and efficiency of your course offerings as pertains to student's ability to graduate from the Program in a four-year period.~~

8. ~~Referring to the data in the APR Data Sets, discuss the costs associated with your Program. If the cost per student FTE of your Program deviates significantly from the average cost per student FTE for the University, discuss where in the Program plausible causes reside.~~

9. How has your Program determined and communicated to prospective and current students what preparation is necessary to succeed in the Program's curricula, courses, and learning?

The Program went through a thorough process during curriculum development to ensure that students would be prepared to enter the Program with all of the background skills and knowledge to be successful in the Program. These were determined with respect to Program-level requirements, course-specific requirements, and in relation to identified learning outcomes. These requirements are clearly communicated through the respective *institutions' catalogs and other readily available information. The Program maintains a robust web presence that provides background information, supporting links, and contact persons (http://sustain.wisconsin.edu/). This site is revised regularly. The **2013 Report** looked at questions related to this area and provided recommended changes.*

10. How does your Program advise students? What advisement plan does your Program have? How does your Program assure the timely and effective advisement of students?

    The advising for students in this collaborative program is institution specific. At UWS, the Program works directly with the Distance Learning Center (DLC) with respect to program delivery and advising. The DLC provides the full range of advising services and support for students that want to enter the Program but have not completed the admission requirements. Once students have completed these requirements and been admitted into the Program, they are then assigned to departmental faculty members with teaching responsibilities in the SMGT Program for advising. The advising schedule is the same as for the institution. Students are contacted each semester regarding the advisement period and they work with their advisors to determine which courses to enroll in for the subsequent semester.

11. ~~How has your Program determined and documented effective teaching and learning? In what ways has your Program engaged students in high impact practices? How were these pedagogical expectations communicated to full-time and part-time faculty and staff?~~

12. ~~How does your Program monitor the relevance and effectiveness of its curriculum? What process is in place for changing or discontinuing the Programs and courses?~~

III. Other Distinctive Objectives

Other Distinctive Objectives addresses the processes that contribute to the achievement of your Program's major objectives that complement student learning and fulfill other portions of your mission. These objectives may include pure and applied research and scholarship, professional and public service, institutional citizenship, service learning, centers or institutes, economic stimulation and development of the community, creative and cultural enrichment, or any other major activities to which the Program commits substantial resources, energy, and attention.

1. ~~What are your Program's distinct objectives that complement student learning and/or fulfill other elements of the Program, Departmental, or University Mission?~~

2. How does your Program determine your other distinctive objectives? Who is involved in setting these objectives?

   The Program was the initial collaborative degree developed as part of the UW System Adult Student Initiative. The goal of the initiative is to meet the needs of the state by increasing the number of baccalaureate degree holders. This initiative is an outgrowth of recommendations of the UW System Board of Regents Committee on Baccalaureate Expansion, as part of the broader Growth Agenda effort, which identified the need to *expand access to higher education in the state. The initiative includes:*

- *identifying, recruiting, and better serving potential adult learners;*
- *expanding opportunities for these students to obtain both associate and baccalaureate degrees via course re-design for accessibility, using distance, accelerated, and hybrid course formats;*
- *making better use of prior-learning assessment to enhance degree completion and student success; and*
- *providing increased counseling, student services, and advising for adult students.*

This distinctive, system-level objective was set and funded by the UW System Board of Regents. The CEOEL has primary responsibility for the implementation of this objective and other UW System efforts that use distance and other alternative delivery formats and takes direction for this efforts from the UW System President.

3. How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them?

   The CEOEL is responsible for the assessment of these objectives. It tracks recruitment, retention, enrollment, graduation, and post-graduation indicators with the assistance of the collaborating campuses. The Program Manager, in collaboration with the Academic Directors, is involved in this ongoing assessment and review. Related efforts are adjusted accordingly. As noted earlier, the Program Manager and Academic Directors meet regularly and questions such as this are considered as needed.

4. What are the results in accomplishing these objectives? Looking at your results for Accomplishing Other Distinctive Objectives, comment on the positive results as well as those in need of improvement.

   Enrollment trends have been solid and indicate that the Program is serving the intended student audience. Evidence shows that many of the students, in contrast to expectations, did not have an associate's degree or its equivalent upon entry into the Program. This has led to changes in marketing and recruitment and adjustments to advising in order to assist students to meet the Program's admission requirements. Evidence also showed that another subset of students who were enrolling in the Program already had an undergraduate degree and were seeking another such degree because of their interest in the Sustainable Management area of study. This evidence provided impetus to the development and implementation of the M.S. in Sustainable Management program in 2013.

   Some findings from the ***2013 Report*** *include:*

   - *"In general, students perceived that the material covered in the program only marginally overlaps with knowledge and skills accrued prior to entering the program (p. 1)"*
   - *"Students and alumni perceive that the knowledge and skills learned in the courses are valuable and relevant to their current work and career aspirations—though more research is needed to determine the quality of the alignment between*

the program's current learning outcomes and occupational needs of sustainability professionals (p. 1)"

5. ~~What specific improvement priorities is your Program targeting and how will these be addressed?~~

6. How does your Program communicate the current results and improvement priorities to students, faculty, staff, administrators, and stakeholders?

   The Program uses a variety of venues for such communication. For example, the ***2013 Report*** *was widely shared across all of the listed groups, in part, because they all provided input into the evaluation process. At UWS, this report was shared with faculty in the program, the department, the Dean, the Provost, and the APRC. The Program has a state-level Advisory Council that received the report as well, plus the report was shared within UW-Extension as well as with the UW System.*

   The Program web site is another key communication venue. It includes highlights, video presentations, a blog, and is the Program's basic window to the external world. Promotional and marketing efforts include information on past assessment results and future plans and priorities.

   Communication is an area that the Program seeks to aggressively improve to better involve and inform key stakeholders.

IV. Understanding Students and Other Stakeholders Needs

This section addresses issues outside of the classroom setting, such as student organizations, advising, and course scheduling/availability. Explain how your Program works actively to understand and address student, alumni, parent, employer and other stakeholder needs.

1. ~~Discuss local/regional/national/global job markets needs, external support of and stakeholder's aspirations for your Program. Explain the sources of evidence used in these discussions.~~

<u>Students</u>

2. How does your Program identify the changing needs of student groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Given that this is an online, collaborative degree program, student group interactions are virtual. There is a student community that interacts on the Program blog as well as its Facebook page. The Student Services Coordinator (provided by and through CEOEL) is in regular contact with students and the front-line face of the program. She alerts the Program Manager and Academic Directors if there are any student needs or issues. This group makes decisions and takes action as necessary.

*The **2013 Report** included the following recommendation:*
"In student surveys, and in the interviews with faculty, there was mention of a strong student desire to have the opportunity to connect face-to-face with other students in the program. This has manifested itself in multiple ways, including one instance where a student organized a weekend fieldtrip for all students enrolled in the course to visit an organization heavily invested in sustainability practice. Other students had recommended holding meetings for students once a semester, or once a year, on the campuses participating in the collaborative. Still other students suggested holding a mini-conference for SMGT students one weekend a year (scheduled well in advance) that would provide an opportunity for students to network face-to-face as well as attend sessions hosted by sustainability experts and industry professionals.

"A legitimate concern raised by the program coordinator relative to the creation and perpetuation of these face-to-face gatherings was the exclusionary nature of such events—particularly for students unable to afford attendance at such events or prohibited by proxemics (e.g., international students). And there may be other web-based ways to better connect students in the program in dialogues both for curricular and extra-curricular reasons. Ultimately, the program may simply need to assess the cost of adopting supplementary conferencing/meeting practices that are exclusionary for reasons of proxemics against the benefits of creating events that foster student relationships, build cohesion and, in turn, likely support student persistence and degree completion (p. 19)."
Since this is the first review for this Program, there is no report on actions taken since the previous review.

3. What process does your Program have for students to report complaints? How does your Program analyze students' feedback both in a formative and summative manner and select a course of action? How does your Program communicate those actions to students?

   Students have five main venues or access points to report complaints, beyond those raised directly with faculty members through their courses: (1) the Student Services Coordinator with CEOEL, (2) the Program Manager with CEOEL, (3) their academic advisor, (4) the Academic Director at the campus through which they are enrolled, and (5), in the case of UWS, the Distance Learning Center. The Student Services Coordinator handles all types of interactions with students and is typically the person they go to with initial concerns. In cases where these concerns cannot be addressed directly, the Student Services Coordinator moves them to the appropriate person or persons. Student concerns are also regularly considered at the monthly Academic Directors' meetings. All actions that include policy changes or adjustments are communicated out to all students.

4. What measures of student satisfaction does your Program collect and analyze regularly?

   Opportunities for students to evaluate courses and their related satisfaction are provided each semester for all courses. These evaluations include a number of question that directly address various types and measures of satisfaction. These data are compiled at *the Program level on an annual basis and analyzed at a meeting of the Program Manager and Academic Directors to determine what actions or changes, if any, need to be considered.*

5. What are the results for student satisfaction with your Program?

   Conclusions from the ***2013 Report*** *that relate to student satisfaction are:*
   - *"The scope of the course level learning objectives and the amount of material covered within courses is manageable and conducive to student learning*
   - *"Students and alumni report that the curriculum integrates effectively—with learning in one class supporting and integrative of learning in other courses—though faculty were less certain of this*
   - *"Students and alumni perceive that the knowledge and skills learned in the courses are valuable and relevant to their current work and career aspirations—though more research is needed to determine the quality of the alignment between the program's current learning outcomes and occupational needs of sustainability professionals*
   - *"Students and alumni strongly believe that the overall quality of instruction is high, faculty are supportive of student learning, and that online instruction in the program is effective (pp. 1-2)."*

<u>Other Key Stakeholders</u>

6. How does your Program identify the changing needs of other stakeholder groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   The Program has an Advisory Council that is intended to serve as a venue for identifying changing stakeholder needs. This Council was originally established in 2009 to coincide with the launch of the B.S. SMGT program. Engagement with this group has admittedly waned over the past couple of years and an effort is currently underway to revitalize and re-engage this group. With the addition of the M.S. SMGT program, the membership of the group is being revisited to ensure that the Advisory Council can be used to provide input and direction for all of the Sustainable Management programs (B.S., M.S., and Certificates).

   The CEOEL, starting at the Dean level and moving throughout the staff, maintains regular contact with stakeholders and stakeholder groups. These include one-on-one conversations, state-level educational and industry groups, state and national professional and related organizations, etc. There is a continuing effort to ensure that all of the SMGT programs are both state-of-the-art in terms of content and delivery and responsive to the changing marketplace and stakeholder needs.

7. What measures of stakeholder satisfaction does your Program collect and analyze regularly?

*The **2013 Report** provided some indicative measurement of stakeholder satisfaction but was not a formal or thorough approach to this question. It is intended that the Advisory Council, once it is re-launched, will provide leadership for this effort.*

8. What are the results for stakeholder satisfaction with your Program?

   There are no formal results to share in this area.

9. With regard to the needs of your Program's key stakeholder groups, how are the targets for improvement set?

   These will be set by the Advisory Council. Input to this process will also originate from the Program Director and Academic Directors group.

10. What specific improvement priorities is your Program targeting and how will these be addressed?

    These priorities remain to be formally established.

V. Valuing People
(Complete at the Department or Program level as appropriate)

Valuing People explores commitment to the development of faculty and staff.

1. What key faculty/staff orientation, enhancement and mentoring initiative are currently being undertaken or planned for the next one to three years?

   During the last 4 to 5 years, all new DBE faculty members have completed the new faculty orientation program offered by CETL. New tenure-track faculty are placed under a mentor (a senior faculty member) to help achieve their goals toward tenure. Also, all non-tenured DBE faculty members develop a one-year custom plan for teaching, scholarship and service, which is reviewed and approved by the Personnel Committee. These plans help establish clear expectations of what's necessary for faculty retention and future tenure.

2. What support is provided to faculty for the professional development, retention, tenure, and promotion process?

   For professional development, retention, tenure and promotion, active mentoring is provided by senior faculty to new or junior faculty that teach courses in the Program. The Program also has a dedicated S&E budget that, as part of the collaborative funding arrangement, is available for faculty to use for professional development activities, presentation of papers at professional conferences, and other activities in support of both the Program and the faculty member's work toward retention, tenure, and promotion. The faculty are alerted to this support at the beginning of each fiscal year as well as prior to Spring semester and encouraged to make use of it.

3. What support is provided to staff for their professional development and retention?

   The Program does not have teaching staff members who undergo a formal retention process. At present, all courses are taught by faculty as part of load. Adjunct staff contracts, when necessary, are renewed by the department based on departmental needs and university policies. Staff members, however, are eligible for the university staff development grants.

4. ~~Using data from the APR Data Sets, discuss faculty and staff (full and part-time) load.~~ Explain any significant deviations from expected University standard load. Explain any load reassignments and the process used to determine them.

   B.S. SMGT is a collaborative, online degree program. Students in the program enroll through one of the four participating UW campuses. An MOU between CEOEL and the campuses governs the funding and revenue sharing protocols for this program. UWS data sets for SMGT courses only reflect student enrollment figures for UWS students enrolled in the courses in question. These numbers appear to be quite low. However, it needs to be kept in mind that students from the other participating campuses are also enrolled in these same courses. Course size is capped at 25 students in line with best practices for online teaching. Enrollment numbers are such that all courses are offered during both Fall and Spring semesters. A limited number of courses are offered during Summer.

5. Using data from the APR Data Sets, discuss the average size of undergraduate and graduate classes. Explain any class that on average enrolls less than 10 students (undergraduate) or 8 students (graduate).

   See the response to the previous question regarding average course enrollment.

6. Using data from the APR Data Sets, discuss student credit hour production among and across faculty/staff.

   Once again, any data provided by APR Data Sets have not been adjusted to reflect the unique enrollment characteristics of courses in collaborative programs such as this one – described in the response for Question 4.

7. If faculty and staff credit loads are higher than the University standard, what processes are used to insure that Program quality does not deteriorate and academic standards are upheld?

   The B.S. SMGT program transitioned two years ago to having faculty teach SMGT courses as part of load rather than on overload. This represented implementation of an earlier agreement between the Program and UWS administration to transition to part-of-load status after a three-year period of getting the program up and running. The *intention was to integrate the program fully into the department and ensure high course quality and academic standards.*

8. How does the work environment contribute to civil and open communication and promotion of cooperation, innovation, and skill sharing?

   The work environment and relationship among SMGT faculty at UWS is informal, open, and cooperative. Faculty and staff meet as needed to make decisions jointly about the Program, exchange ideas and initiate curricular innovation. Since faculty in the Program are based at all four of the participating UW campuses, an annual faculty retreat is held (typically in early summer) to provide updates, professional development, state-of-the-art changes in the discipline and its delivery, skill and best practice sharing, and consideration of course evaluations and learning outcome assessments.

9. Using data from the APR Data Sets, discuss how diversity among faculty and staff is advanced and supported.

   The faculty teaching in the program are Mei Cao, Sakib Mahmud, Mark McCoon, and Michael Waxman. By most parameters, this group embodies diversity. The department as a whole has made significant gains in this area over the past five years.

10. What assessment and planning processes are used to determine what faculty resources the Program will need?

    Teaching assignments are determined cooperatively by the program faculty, Academic Director, and Department Chair. Faculty resource planning follows the institutional schedule for setting class schedules.

11. What is the process for analyzing and selecting a course of action for improving current processes and systems for valuing people? Provide some examples of actions taken since the last review.

    Senior faculty members mentoring new faculty members play a critical role in valuing people. Such faculty members meet periodically with their mentors to provide case-by-case or situational solutions. The Personnel Committee also provides clear recommendations for faculty undergoing retention and promotion process. The Department Chair also meets with faculty members to answer any questions or discuss concerns. The Academic Director and Program Manager also play direct roles in these processes. Since this is a relatively new program, there is no previous review to provide a benchmark.

VI. Program Planning for Continuous Improvement

Planning continuous improvement examines planning and assessment processes and how strategies and action plans are helping achieve the Program mission.

1. Summarize the main findings for the Program associated with successful completion of the APR process. Describe this in terms of current program strengths and opportunities (i.e., areas in need of attention) for future planning.

   Strengths
   - *The Program, as an online, collaborative degree, represents an innovative approach to providing and delivering educational content that meets the needs of the intended students*
   - *The Program leverages the collective strengths of the participating UW campuses in order to provide a degree that none of the participants could have provided individually*
   - *The Program, as the initial effort of the UW System Adult Student Initiative, is an integral part of the UW System Growth Agenda and is enhancing the state's human capital and economic development resources*
   - *The Program, as indicated by the results of the* ***2013 Review****, is well received by and meeting the needs of participating students*
   - *The Program has recently implemented a solid learning outcome assessment and analysis effort that can be used for continuous program improvement*

   Opportunities
   - *The Program, once it reinvigorates its Advisory Council, will be able to better identify stakeholder needs and respond accordingly with program improvements*
   - *The Program needs to be more aggressive and effective in communicating the results of its learning outcome assessment program*
   - *The Program needs to be more aggressive and effective in communicating with its stakeholder groups*

2. ~~What is the Program's vision of what it will be like in the next 5-10 years?~~

3. ~~Discuss the plan for funding projects for your Program to meet its objectives.~~

4. ~~What are the Program's projected needs, space, acquisitions, and capital equipment for the next five years? Provide any estimated cost and rationale for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

5. ~~What are the Program's needs for support resources for the next five years? Provide any~~

~~estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

~~6.~~ ~~What are the Program's projected needs for instructional information technology for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

Academic Program Review

For MS in Sustainable Management

Introductory Notes:

The University of Wisconsin online Sustainable Management degree programs are offered as online Bachelor's and Master's degrees, as well as online certificates. The Master of Science in Sustainable Management (M.S. SMGT) program is designed primarily to meet the needs of a largely nontraditional student population. It was the first such collaborative M.S. program that resulted from the UW System Adult Student Initiative.

The M.S. SMGT collaborative, online degree program is coordinated by the UW-Extension division of Continuing Education, Outreach, and E-Learning (CEOEL) and taught by faculty from UW-Green Bay, UW-Parkside, UW-Oshkosh, UW-Stout, and UW-Superior. CEOEL houses the Program Manager and provides the D2L platform for the courses and degree program. Each of the collaborating campuses has a designated Academic Director. The Academic Directors, with facilitation from the Program Manager, meet regularly and provide overall program direction.

The M.S. SMGT program was launched in Spring 2013. A relevant source document, given the relative newness of this program, is the **Proposal for Authorization to Implement New Program.** *This 2012 proposal is provided as an appendix and will be referenced in the text of this Program Review as* ***Final Authorization Document****.*

~~I. Program Mission and Alignment~~

~~Mission and Alignment seeks to establish the degree to which this program is compatible with the mission of UW-Superior and its strategic priorities.~~

~~A. Program Mission~~

1. ~~Provide the current version of your Program's mission.~~

2. ~~When was the current mission statement adopted or revised?~~

3. ~~What process was used in the adoption and/or revision of the Program's mission statement?~~

~~B. Alignment of Program Mission to the Institutional Mission~~

1. ~~Please address the means by which your Program ensures that its mission, expectations, and objectives align with the University's liberal arts mission and high impact practices, as well as its Liberal Education Learning Goals.~~

~~C. Unique Aspects of the Program~~

1. ~~Describe the unique aspects of the Program in terms of subject matter taught and students served.~~

~~D. Specialized Accreditations~~

1. ~~Does the Program carry a specialized accreditation or membership? If so, identify the accrediting body, the lengths of time accredited and when the next accreditation review is to occur.~~

2. ~~Why did the Program pursue the accreditation(s) or membership(s)? Why does the Program continue to carry the accreditation(s) or membership(s)?~~

3. ~~If specialized accreditations or memberships are available and not pursued, why are they not pursued? If an accreditation has been discontinued, please explain what occurred.~~

~~E. Response to the Recommendations Made in the Previous Review~~

1. ~~What recommendations were made to the Program at the time of the last review?~~

2. ~~How did the Program address the recommendations?~~

3. ~~Did any kind of assessment and/or strategic planning take place to address the recommendations? If so, what did these entail and what actions were taken to address the recommendations? If not, explain why the recommendations were not addressed.~~

4. ~~If additional response to recommendations is provided elsewhere in this document, please specify where.~~

II. Student Learning Outcome Assessment (Helping Students Learn)

This section focuses on the teaching-learning-assessment process, and also addresses how the entire Department contributes to helping students learn in each Program and overall student development.

1. What are the Program-specific student learning outcomes? When did your Program determine these outcomes? Who was involved in setting these outcomes?

   Listed below are the program's four student learning outcomes (A through D) and ten associated competencies (with multiple competencies listed for three of the learning outcome). This outcomes and competencies were finalized at the beginning of Fall 2014 semester. This process was led by the Program Manager and Academic Directors and involved multiple levels of input and feedback from faculty teaching in the program. These outcomes and competencies also reflected the curriculum development process and *input from other stakeholders.*

*Each competency will be assessed in at least one course each semester. The course assigned to each competency is shown in parentheses following the competency, and this competency is assessed in this course each semester (see **Final Authorization Document** for a complete course listing and related descriptions as well as background information on program competencies).*

A) Students will be able to solve complex problems with a systems thinking approach.

1. *Students will be able to synthesize the role of humans in the biosphere and human impacts on natural systems (SMGT 700).*
2. *Students will be able to explain the relative roles of population, consumption, and technology with respect to the human impact on the environmental, social, and economic sustainability (SMGT 740).*
3. *Students will be able to critically appraise environmental, energy, and resource policies and to develop a capacity to think critically and creatively about alternative policies (SMGT 750, SMGT 760).*
4. *Students will be able to apply life cycle analysis and other analytical techniques to determine systemic change implications (SMGT 790).*

B) Students will be able to communicate complex social, economic, and environmental issues and their interrelationships to diverse audiences.

5. *Students will be able to effectively communicate the changing relationship between humans and the natural environment (SMGT 710).*
6. *Students will be able to communicate sustainability concepts effectively to culturally distinct and specifically identified audiences (SMGT 720).*

C) Students will be able to analyze and critically evaluate evidence to formulate and organize sustainable strategies.

7. *Students will be able to analyze cause and effect of natural capital degradation and evaluate management alternatives (SMGT 784).*
8. *Students will be able to analyze how government and administrative agencies operate and assess their proficiency in designing and fostering sustainability action (SMGT 730, SMGT 770).*
9. *Students will be able to identify relevant evidence and apply appropriate analytical techniques to develop sustainable strategies (SMGT 785).*

D) Students will be able to engage and lead sustainability initiatives at local, national, and global levels.

10. *Students will be able to proactively engage in efforts aimed at resolution of sustainability issues (SMGT 780, SMGT 792).*

Fall 2014 marks the first semester that learning outcome assessment with respect to these outcomes and competencies will be undertaken.

The original proposed competencies were developed during the drafting of the curriculum for this program in 2012. Corporations with histories of being interested in sustainability and triple bottom line criteria were consulted in 2008 during the curriculum development process for the B.S. SMGT degree, and that information was updated when the M.S. SMGT program was developed. The following companies provided input into the areas of competence that students should have after graduating with a degree in Sustainable Management: 3M, Eastman Kodak, Ford Motors, Quad Graphics, FedEx, Johnson Controls, SC Johnson, Kohl's, U-Fuel, Veolia Environmental Services, Modine Manufacturing, Kranz, Inc., and ISO, Inc. In addition, the Wisconsin Department of Natural Resources and the Racine Area Manufacturers and Commerce provided input. (See the ***Final Authorization Document*** *for additional details.)*

Faculty representatives from each of the five partner campuses had opportunities to refine the list. Acquisition of these areas of competency by students was the intended learning outcome of this program at its initiation:

- *Effectively communicate complex issues related to sustainability*
- *Analyze the relationship between human activity and the natural, social and economic environments*
- *Apply performance metrics utilizing financial, natural, and social capital to drive organizational decision making*
- *Understand and synthesize the role and impact of the built environment*
- *Evaluate the social and political impact of sustainability in political systems and their obligations to future generations*
- *Examine how organizational leaders develop and enable sustainable organizations*
- *Apply supply chain management to impact the design of products, processes, energy production and use, waste minimization, and pollution prevention*

As the Program Manager and Academic Directors finalized the outcomes and competencies for the program, they also put in place an annual cycle of academic assessment review and reporting of accomplishment of student program competencies and progress as a means to continuously improving program quality. The annual cycle of assessment review and reporting is therefore new to the program and in its very early stages of implementation.

~~2. What sources of evidence for student learning outcomes does your Program collect and analyze regularly? Describe the methods of collection and analysis.~~

3. What sources of evidence for the Liberal Education Learning Goals (i.e., campus-wide common student learning outcomes) does your Program collect and analyze regularly? Describe the methods of collection and analysis.

Each of the collaborating UW institutions has its own learning goals and its own assessment procedures and protocols. The Program Manager (with CEOEL) and the Academic Directors (one from each collaborating institution) meet monthly by teleconference and three to four times a year face to face. This group works diligently to ensure that the learning outcomes assessment for the program meets institution-specific processes and needs as much as possible. This is an evolving project, given the relatively new territory that collaborative programs of this type are carving out. The program is prepared to work with each of the institutions to provide its fairly detailed assessment results and analyses to them in order to provide meaningful contributions to institution-specific learning goal assessment. It is hoped that the shift to a structured annual assessment review and reporting process is a solid first step toward better meeting institution-specific collection and analysis procedures.

4. ~~Describe any changes in the Program that directly reflected the results of assessment of Program-level and campus-wide student learning outcomes.~~

5. ~~Based on the findings for the current Program-level learning outcomes and the Liberal Education Learning Goals, what action priorities has your Program set for improvement? Who was involved in setting these action priorities?~~

6. How has your Program communicated the current state of student learning outcomes and Program improvement priorities to students, faculty, staff, administrators, and other appropriate stakeholders?

   Since the Program is in the first semester of attempting to collect learning outcome assessment information, there has been no communication regarding the results or this process or improvement priorities.

7. ~~Referring to the data in the APR Data Sets and other sources, discuss trends in student enrollment and completion in your program and efficiency of your course offerings as pertains to student's ability to graduate from the Program in a four-year period.~~

8. ~~Referring to the data in the APR Data Sets, discuss the costs associated with your Program. If the cost per student FTE of your Program deviates significantly from the average cost per student FTE for the University, discuss where in the Program plausible causes reside.~~

9. How has your Program determined and communicated to prospective and current students what preparation is necessary to succeed in the Program's curricula, courses, and learning?

   The program went through a thorough process during curriculum development to ensure that students would be prepared to enter the program with all of the background skills and knowledge to be successful in the program. A related effort focused on ensuring that the content and delivery of the courses would reflect incoming students' skill sets and preparation. These were all determined with respect to program-level requirements, *course-specific requirements, and in relation to identified learning outcomes. These requirements are clearly communicated through the respective institutions' catalogs and other readily available information. The program maintains a robust web presence that provides background information, supporting links, and contact persons (http://sustain.wisconsin.edu/). This site is revised regularly.*

10. How does your Program advise students? What advisement plan does your Program have? How does your Program assure the timely and effective advisement of students?

    The advising for students in this collaborative program is institution specific. At UWS, once students have been admitted into the program, they are then assigned to a departmental faculty member with teaching responsibilities in the SMGT program for advising. At present, all admitted students are being advised by the Program's Academic Director. The advising schedule is the same as for the institution. Students are contacted each semester regarding the advisement period and they work with their advisors to determine which courses to enroll in for the subsequent semester. All advising follows the schedules and parameters established by Graduate Studies and the Graduate Council.

11. ~~How has your Program determined and documented effective teaching and learning? In what ways has your Program engaged students in high impact practices? How were these pedagogical expectations communicated to full-time and part-time faculty and staff?~~

12. ~~How does your Program monitor the relevance and effectiveness of its curriculum? What process is in place for changing or discontinuing the Programs and courses?~~

III. Other Distinctive Objectives

Other Distinctive Objectives addresses the processes that contribute to the achievement of your Program's major objectives that complement student learning and fulfill other portions of your mission. These objectives may include pure and applied research and scholarship, professional and public service, institutional citizenship, service learning, centers or institutes, economic stimulation and development of the community, creative and cultural enrichment, or any other major activities to which the Program commits substantial resources, energy, and attention.

1. ~~What are your Program's distinct objectives that complement student learning and/or fulfill other elements of the Program, Departmental, or University Mission?~~

2. How does your Program determine your other distinctive objectives? Who is involved in setting these objectives?

   The Program was an outgrowth of the UW System Adult Student Initiative. The goal of the initiative was to meet the needs of the state by increasing the number of baccalaureate degree holders as part of the broader UW System Growth Agenda effort. Implementation of the B.S. SMGT program as part of this initiative revealed that a significant number of students that already held undergraduate degrees were enrolling in the B.S. SMGT program for content and discipline reasons. Subsequent research showed *the viability of launching a separate M.S. SMGT program to further expand access to higher education in the state.*

The CEOEL has primary responsibility for the implementation of the Adult Student Initiative and other UW System efforts that use distance and other alternative delivery formats and takes direction for this efforts from the UW System President.

3. How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them?

   The CEOEL is responsible for the assessment of these objectives. It tracks recruitment, retention, enrollment, graduation, and post-graduation indicators with the assistance of the collaborating campuses. The Program Manager, in collaboration with the Academic Directors, is involved in this ongoing assessment and review. Related efforts are adjusted accordingly. As noted earlier, the Program Manager and Academic Directors meet regularly and questions such as this are considered as needed.

4. What are the results in accomplishing these objectives? Looking at your results for Accomplishing Other Distinctive Objectives, comment on the positive results as well as those in need of improvement.

   Initial enrollment trends have been very solid and indicate that the program is serving the intended student audience. Now that the program is launched and operating, more effort can be paid to establishing and assessing the achievement of other distinctive objectives.

5. ~~What specific improvement priorities is your Program targeting and how will these be addressed?~~

6. How does your Program communicate the current results and improvement priorities to students, faculty, staff, administrators, and stakeholders?

   As noted, given the newness of the Program, there is little to communicate at this time. The Program has a variety of venues available for such communication. The Program has a state-level Advisory Council that is being re-launched. The Program web site is another key communication venue. It includes highlights, video presentations, a blog, and is the Program's basic window to the external world. Promotional and marketing efforts include information on past assessment results and future plans and priorities.

   Communication is an area that the Program seeks to aggressively improve to better involve and inform key stakeholders.

IV. Understanding Students and Other Stakeholders Needs

This section addresses issues outside of the classroom setting, such as student organizations, advising, and course scheduling/availability. Explain how your Program works actively to understand and address student, alumni, parent, employer and other stakeholder needs.

1. ~~Discuss local/regional/national/global job markets needs, external support of and stakeholder's aspirations for your Program. Explain the sources of evidence used in these discussions.~~

Students

2. How does your Program identify the changing needs of student groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Given that this is an online, collaborative degree program, student groups are virtual. There is a student community that interacts on the Program blog as well as its Facebook page. The Student Services Coordinator (provided by and through CEOEL) is in regular contact with students and the front line face of the program. She alerts the Program Manager and Academic Directors if there are any student needs or issues. This group makes decisions and takes action as necessary.

   Since this is the first review for this Program, there is no report on actions taken since the previous review.

3. What process does your Program have for students to report complaints? How does your Program analyze students' feedback both in a formative and summative manner and select a course of action? How does your Program communicate those actions to students?

   Students have four main venues or access points to report complaints, beyond those raised directly with faculty members through their courses: (1) the Student Services Coordinator with CEOEL, (2) the Program Manager with CEOEL, (3) their academic advisor, and (4) the Academic Director at the campus through which they are enrolled. The Student Services Coordinator handles all types of interactions with students and is typically the person they go to with initial concerns. In cases where these concerns cannot be addressed directly, the Student Services Coordinator moves them to the appropriate person or persons. Student concerns are also regularly considered at the monthly Academic Directors' meetings. All actions that include policy changes or adjustments are communicated out to all students.

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5. What are the results for student satisfaction with your Program?

   We are early in the evaluation assessment process and do not have program-wide or longitudinal data to report regarding student satisfaction. Individual course evaluations, as viewed by the Program Manager and Academic Directors group, indicate relatively high levels of satisfaction at the course level. Given the Program's evaluation approach and schedule, it will be generating substantive results in the near term.

<u>Other Key Stakeholders</u>

6. How does your Program identify the changing needs of other stakeholder groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   The Program has an Advisory Council that is intended to serve as a venue for identifying changing stakeholder needs. This Council was originally established in 2009 to coincide with the launch of the B.S. SMGT program. Engagement with this group has admittedly waned over the past couple of years and an effort is currently underway to revitalize and re-engage this group. With the addition of the M.S. SMGT program, the membership of the group is being revisited to ensure that the Advisory Council can be used to provide input and direction for all of the Sustainable Management programs (B.S., M.S., and Certificates).

   The CEOEL, starting at the Dean level and moving throughout the staff, maintains regular contact with stakeholders and stakeholder groups. These include one-on-one conversations, state-level educational and industry groups, state and national professional and related organizations, etc. There is a continuing effort to ensure that all of the SMGT programs are both state-of-the-art in terms of content and delivery and responsive to the changing marketplace and stakeholder needs.

7. What measures of stakeholder satisfaction does your Program collect and analyze regularly?

   It is intended that the Advisory Council, once it is re-launched, will provide leadership for this effort.

8. What are the results for stakeholder satisfaction with your Program?

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9. With regard to the needs of your Program's key stakeholder groups, how are the targets

for improvement set?

These will be set by the Advisory Council. Input to this process will also originate from the Program Director and Academic Directors group.

10. What specific improvement priorities is your Program targeting and how will these be addressed?

    These priorities remain to be formally established.

V. Valuing People (Complete at the Department or Program level as appropriate)

Valuing People explores commitment to the development of faculty and staff.

1. What key faculty/staff orientation, enhancement and mentoring initiative are currently being undertaken or planned for the next one to three years?

   During the last 4 to 5 years, all new DBE faculty members have completed the new faculty orientation program offered by CETL. New tenure-track faculty are placed under a mentor (a senior faculty member) to help achieve their goals toward tenure. Also, all non-tenured DBE faculty members develop a one-year custom plan for teaching, scholarship and service, which is reviewed and approved by the Personnel Committee. These plans help establish clear expectations of what's necessary for faculty retention and future tenure.

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4. ~~Using data from the APR Data Sets, discuss faculty and staff (full and part-time) load.~~

Explain any significant deviations from expected University standard load. Explain any load reassignments and the process used to determine them.

M.S. SMGT is a collaborative, online degree program. Students in the program enroll through one of the five participating UW campuses. An MOU between CEOEL and the campuses governs the funding and revenue sharing protocols for this program. UWS data sets for SMGT courses only reflect student enrollment figures for UWS students enrolled in the courses in question. These numbers appear to be quite low. However, it needs to be kept in mind that students from the other participating campuses are also enrolled in these same courses. Course size is capped at 20 students in line with best practices for online teaching. Enrollment numbers are such that all courses are offered during both Fall and Spring semesters. A limited number of courses are offered during Summer.

5. Using data from the APR Data Sets, discuss the average size of undergraduate and graduate classes. Explain any class that on average enrolls less than 10 students (undergraduate) or 8 students (graduate).

   See the response to the previous question regarding average course enrollment.

6. Using data from the APR Data Sets, discuss student credit hour production among and across faculty/staff.

   Once again, any data provided by APR Data Sets have not been adjusted to reflect the unique enrollment characteristics of courses in collaborative programs such as this one – described in the response for Question 4.

7. If faculty and staff credit loads are higher than the University standard, what processes are used to insure that Program quality does not deteriorate and academic standards are upheld?

   Courses in the M.S. SMGT program are currently being taught by faculty on an overload basis. The intention is to transition to part-of-load status after a three-year period of getting the program up and running. This would follow the same approach used in the launching of the B.S. SMGT program. The intention is to integrate the program fully into the department and ensure high course quality and academic standards.

8. How does the work environment contribute to civil and open communication and promotion of cooperation, innovation, and skill sharing?

   The work environment and relationship among SMGT faculty at UWS is informal, open, and cooperative. Faculty and staff meet as needed to make decisions jointly about the Program, exchange ideas and initiate curricular innovation. Since faculty in the Program are based at all five of the participating UW campuses, an annual faculty retreat is held (typically in early summer) to provide updates, professional development, state-of-the-art changes in the discipline and its delivery, skill and best practice sharing, and *consideration of course evaluations and learning outcome assessments.*

9. Using data from the APR Data Sets, discuss how diversity among faculty and staff is advanced and supported.

   The faculty teaching in the program are Ethan Christensen and Jerry Hembd. The department as a whole has made significant gains in this area over the past five years.

10. What assessment and planning processes are used to determine what faculty resources the Program will need?

    Teaching assignments are determined cooperatively by the program faculty, Academic Director, and Department Chair. Faculty resource planning follows the institutional schedule for setting class schedules.

11. What is the process for analyzing and selecting a course of action for improving current processes and systems for valuing people? Provide some examples of actions taken since the last review.

    Senior faculty members mentoring new faculty members play a critical role in valuing people. Such faculty members meet periodically with their mentors to provide case-by-case or situational solutions. The Personnel Committee also provides clear recommendations for faculty undergoing retention and promotion process. The Department Chair also meets with faculty members to answer any questions or discuss concerns. The Academic Director and Program Manager also play direct roles in these processes. Since this is a relatively new program, there is no previous review to provide a benchmark.

VI. Program Planning for Continuous Improvement

Planning continuous improvement examines planning and assessment processes and how strategies and action plans are helping achieve the Program mission.

1. Summarize the main findings for the Program associated with successful completion of the APR process. Describe this in terms of current program strengths and opportunities (i.e., areas in need of attention) for future planning.

   Strengths
   - *The Program, as an online, collaborative degree, represents an innovative approach to providing and delivering educational content that meets the needs of the intended students*
   - *The Program leverages the collective strengths of the participating UW campuses in order to provide a degree that none of the participants could have provided individually*
   - *The Program, as an outgrowth of the UW System Adult Student Initiative, is an integral part of the UW System Growth Agenda and is enhancing the state's*

human capital and economic development resources

- *The Program, as indicated by course-specific evaluations, is well received by and meeting the needs of participating students*
- *The Program is implementing a solid learning outcome assessment and analysis effort that can be used for continuous program improvement*

Opportunities

- *The Program, once its Advisory Council is established, will be able to better identify stakeholder needs and respond accordingly with program improvements*
- *The Program needs to develop and implement a plan for communicating the results of its learning outcome assessment program*
- *The Program needs to be more aggressive and effective in communicating with its stakeholder groups*

2. ~~What is the Program's vision of what it will be like in the next 5-10 years?~~

3. ~~Discuss the plan for funding projects for your Program to meet its objectives.~~

4. ~~What are the Program's projected needs, space, acquisitions, and capital equipment for the next five years? Provide any estimated cost and rationale for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

5. ~~What are the Program's needs for support resources for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

6. ~~What are the Program's projected needs for instructional information technology for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

Academic Program Review

For Business Administration, Non-Comprehensive

~~I. Program Mission and Alignment~~

~~Mission and Alignment seeks to establish the degree to which this program is compatible with the mission of UW-Superior and its strategic priorities.~~

~~A. Program Mission~~

1. ~~Provide the current version of your Program's mission.~~
2. ~~When was the current mission statement adopted or revised?~~
3. ~~What process was used in the adoption and/or revision of the Program's mission statement?~~

~~B. Alignment of Program Mission to the Institutional Mission~~

1. ~~Please address the means by which your Program ensures that its mission, expectations, and objectives align with the University's liberal arts mission and high impact practices, as well as its Liberal Education Learning Goals.~~

~~C. Unique Aspects of the Program~~

1. ~~Describe the unique aspects of the Program in terms of subject matter taught and students served.~~

~~D. Specialized Accreditations~~

1. ~~Does the Program carry a specialized accreditation or membership? If so, identify the accrediting body, the lengths of time accredited and when the next accreditation review is to occur.~~
2. ~~Why did the Program pursue the accreditation(s) or membership(s)? Why does the Program continue to carry the accreditation(s) or membership(s)?~~
3. ~~If specialized accreditations or memberships are available and not pursued, why are they not pursued? If an accreditation has been discontinued, please explain what occurred.~~

~~E. Response to the Recommendations Made in the Previous Review~~

1. ~~What recommendations were made to the Program at the time of the last review?~~

2. ~~How did the Program address the recommendations?~~

3. ~~Did any kind of assessment and/or strategic planning take place to address the recommendations? If so, what did these entail and what actions were taken to address the recommendations? If not, explain why the recommendations were not addressed.~~

4. ~~If additional response to recommendations is provided elsewhere in this document, please specify where.~~

II. Student Learning Outcome Assessment (Helping Students Learn)

This section focuses on the teaching-learning-assessment process, and also addresses how the entire Department contributes to helping students learn in each Program and overall student development.

1. What are the Program-specific student learning outcomes? When did your Program determine these outcomes? Who was involved in setting these outcomes?

   The Accounting, Business Administration and Transportation & Logistics programs share the first 7 outcomes. The 8th outcome differs between programs. For Business Administration (including Finance, International Business, Management, and Marketing concentrations), the program learning outcomes are:

   1. **Knowledge of the functional areas of accounting, marketing, finance, and management**
   2. **Knowledge of the legal, social, and economic environments of business**
   3. **Knowledge of the global environment of business**
   4. **Knowledge of the ethical obligations and responsibilities of business**
   5. **The ability to use decision-support tools**
   6. **The ability to communicate effectively**
   7. **The ability to apply knowledge of business concepts and functions in an integrated manner**
   8. **The ability to construct and interpret a SWOT analysis, marketing analysis, financial analysis, competitive comparison of companies, and other matrices that apply to the strategic planning process.**

   The outcomes for all DBE programs were set by consensus of the DBE faculty in Fall 2010.

2. ~~What sources of evidence for student learning outcomes does your Program collect and analyze regularly? Describe the methods of collection and analysis.~~

3. What sources of evidence for the Liberal Education Learning Goals (i.e., campus-wide common student learning outcomes) does your Program collect and analyze regularly? Describe the methods of collection and analysis.

All DBE programs participate in the campus wide schedule for assessing LELG's. Typically this involves using a rubric provided to all departments on campus to assess one or more of the campus LELG's each year. DBE assesses students in the capstone classes of each program each spring. For Business Administration, this is accomplished in BUS 495, Strategic Management.

The results are tabulated and provided to the campus assessment coordinator. They are also reported to DBE faculty for review and discussion.

4. ~~Describe any changes in the Program that directly reflected the results of assessment of Program-level and campus-wide student learning outcomes.~~

5. ~~Based on the findings for the current Program-level learning outcomes and the Liberal Education Learning Goals, what action priorities has your Program set for improvement? Who was involved in setting these action priorities?~~

6. How has your Program communicated the current state of student learning outcomes and Program improvement priorities to students, faculty, staff, administrators, and other appropriate stakeholders?

   Student learning outcomes are communicated and discussed with students prior to assessment. Typically, the instructor in charge of assessment announces and discusses student learning outcomes in class (BUS 495, Strategic Management). Whenever possible, learning outcome results are also shared and discussed with students who were assessed. Students assessed in the future will be informed of previous assessment results (which at that point will serve as a benchmark point for the program to measure its progress).

   Most assessments involve all program faculty and staff members, where assessors use a rubric and a scoring sheet to individually assess each student. Results are then tallied and aggregated for reporting purposes. Results by program are then discussed by the department and curricular revisions are discussed, when results necessitate such changes.

   Program annually submits program assessment reports to the department chair and university administrators. Through the recent Program Prioritization Process and Academic Program Review process, the program communicates the current state of student learning outcomes and program improvement priorities to all university and UW-System stakeholders.

7. ~~Referring to the data in the APR Data Sets and other sources, discuss trends in student enrollment and completion in your program and efficiency of your course offerings as pertains to student's ability to graduate from the Program in a four-year period.~~

8. ~~Referring to the data in the APR Data Sets, discuss the costs associated with your~~

~~Program. If the cost per student FTE of your Program deviates significantly from the average cost per student FTE for the University, discuss where in the Program plausible causes reside.~~

9. How has your Program determined and communicated to prospective and current students what preparation is necessary to succeed in the Program's curricula, courses, and learning?

   The Business Administration program works closely with other programs in DBE to establish and periodically review requirements for admission to DBE. Specifically, the program faculty and staff communicate the information and expectations to prospective and current students through the following means: (1) course descriptions, including course prerequisites, (2) DBE application for admission to the program (which describes the program admission process and criteria that are published in the catalog and department website), (3) program planning sheets, (4) course syllabi, and (5) formal and informal advising of students.

   About DBE application: all DBE programs have admission criteria that ensure students complete all prerequisite courses necessary to succeed in the program. Specifically, all students are required to complete all but 12 credits of General Education Program before admission to DBE and the program. Students must also have a 2.3 cumulative GPA or higher before they can be admitted to DBE and the program. DBE admission policies are communicated during SOAR, at all advising sessions, during DBE meet and greet days, and are stated in the university catalog and website. DBE admission forms are also posted on the department website and are available through advisors.

   Program prerequisites and other preparation necessary for successful program completion are determined by the program faculty and staff members and then presented for discussion and approval of the department curriculum committee, and then the entire department. When necessary, UAAC and appropriate governing bodies approvals are secured.

10. How does your Program advise students? What advisement plan does your Program have? How does your Program assure the timely and effective advisement of students?

    All DBE programs believe that knowledgeable pro-active advising is one of the most important keys to student retention. The strategic goal is to have all students advised by the program-specific faculty/staff member as soon as they declare their major.

    Students with undeclared majors, or who switch majors make this an imperfect process. Generally students are kept with the adviser initially assigned even when changing majors within DBE in order to insure continuity of the advising relationship. Advisees need to see their advisor before registering for classes each semester. This requirement is enforced by a hold on each student's ability to

register until an advising session is completed. Advisors use standard planning sheets for the various concentrations within Business Administration when advising students. These procedures insure students are advised at the appropriate times and receive consistent information.

Advising sessions are held during the formal university advisement periods (e.g., Fall and Spring advisement, SOARs, welcome week), as well as outside of these periods to meet the needs of individual students. During the review period, on average each full-time faculty/staff member advised 25 students. Some variations in advisement loads were due to new faculty being hired and not being eligible to be advisors in their first year. During the initial advising meetings, advisor and student develop and formally sign a four-year graduation plan that outlines what courses and when a student would take. This provides students with a clear path to graduation. Subsequent advising sessions are used to modify these plans, as needed.

All advisees are strongly encouraged to graduate within a four-year time frame, as normally expected of a bachelor's degree. Students who are uncertain about which major they might select are not discouraged from exploring options. However, they are clearly advised up-front of the following facts: many upper level courses in almost all majors at UW-Superior have prerequisites; extended delays in selecting a major will probably delay the graduation process due to sequencing of classes. Students are also reminded that each semester of schooling required beyond a typical four-year program of study costs approximately $10,000 for tuition, room and board and about $20,000 in lost wages, with a total annual opportunity cost of $60,000. With this knowledge students can make informed decisions about their options.

~~11.~~ ~~How has your Program determined and documented effective teaching and learning? In what ways has your Program engaged students in high impact practices? How were these pedagogical expectations communicated to full-time and part-time faculty and staff?~~

12. ~~How does your Program monitor the relevance and effectiveness of its curriculum? What process is in place for changing or discontinuing the Programs and courses?~~

III. Other Distinctive Objectives

Other Distinctive Objectives addresses the processes that contribute to the achievement of your Program's major objectives that complement student learning and fulfill other portions of your mission. These objectives may include pure and applied research and scholarship, professional and public service, institutional citizenship, service learning, centers or institutes, economic stimulation and development of the community, creative and cultural enrichment, or any other major activities to which the Program commits substantial resources, energy, and attention.

~~1.~~ ~~What are your Program's distinct objectives that complement student learning and/or fulfill other elements of the Program, Departmental, or University Mission?~~

2. How does your Program determine your other distinctive objectives? Who is involved in setting these objectives?

   The program determines distinctive objectives through the following processes: university-wide goals and policies, benchmarking national programs, employer recruiting trends, identification of regional and local community needs and requests, program faculty/staff and students interests.

   Currently, the program is focusing on the following distinct objective: experiential learning of students (e.g., internships and work study opportunities).

3. How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them?

   Depending on the objective, qualitative and quantitative data is reviewed and analyzed (e.g., stakeholders' surveys and informal feedback or student learning outcomes assessment results). Necessary adjustments are made as appropriate. DBE faculty take primary responsibility for reviewing and revising distinct objectives. Depending on the objective, external stakeholders participate in the revisions of objectives.

4. What are the results in accomplishing these objectives? Looking at your results for Accomplishing Other Distinctive Objectives, comment on the positive results as well as those in need of improvement.

   - **Experiential learning. Internship is an optional, but a highly recommended component for all students in DBE. DBE faculty estimate that approximately 20% of our students participate in internships and will continue working with students and employers to increase this number. It is important to note that students earn credit for internships that is reflected in the planning sheet. Faculty and staff regularly employ students as teaching and research assistants. Subsequently, mentored students develop valuable work skills (e.g., primary and secondary research, communication and time-management).**

5. ~~What specific improvement priorities is your Program targeting and how will these be addressed?~~

6. How does your Program communicate the current results and improvement priorities to students, faculty, staff, administrators, and stakeholders?

   The results and improvement priorities are communicated through the following means: program meetings, department meetings, end-of-year celebration parties, meet and greet days, student club meetings, annual reports, program prioritization plans, academic program review, meetings with external stakeholders.

IV. Understanding Students and Other Stakeholders Needs

This section addresses issues outside of the classroom setting, such as student organizations, advising, and course scheduling/availability. Explain how your Program works actively to understand and address student, alumni, parent, employer and other stakeholder needs.

1. ~~Discuss local/regional/national/global job markets needs, external support of and stakeholder's aspirations for your Program. Explain the sources of evidence used in these discussions.~~

Students

2. How does your Program identify the changing needs of student groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Through formal assessment of student learning outcomes, formal and informal advising of students, meetings and discussions with prospective students, regular discussions among program faculty and staff, review of other COPLAC schools curricular changes, changes in university strategic plans and policies, and interaction with employers, the faculty in DBE identifies the changing needs of all students. Appropriate curricular changes are then made to accommodate these needs and extra-curricular activities are created to accommodate additional needs.

3. What process does your Program have for students to report complaints? How does your Program analyze students' feedback both in a formative and summative manner and select a course of action? How does your Program communicate those actions to students?

   Students are asked to communicate their concerns to the respective instructor first. If students are uncomfortable with that approach, they can communicate their concerns to the Department Chair. Concerns and complaints also get communicated to the department in student evaluations of the instructor. As appropriate, Department Chair and Personnel Committee review the complaints and take actions

4. What measures of student satisfaction does your Program collect and analyze regularly?

   Metrics of student satisfaction are mainly collected through student evaluation of instruction. Every semester, every instructor's performance is evaluated in every course. In this way students are able to convey their comments about a course and the instructor. Later, department chair, Personnel Committee and instructors use these evaluations to improve course content and delivery. Advisors also informally collect graduates' feedback about the program. According to this feedback, program and class size, opportunities presented to students to engage in paid mentored research, faculty-student interactions, opportunities to engage in

conferences and student club activities are among the factors that explain students' satisfaction with the program.

5. What are the results for student satisfaction with your Program?

   See above.

<u>Other Key Stakeholders</u>

6. How does your Program identify the changing needs of other stakeholder groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Employers and local communities are seen as other key stakeholders of this program. Program faculty monitor the changing needs of these stakeholders through personal interactions, formal partnerships and joint initiatives.

7. What measures of stakeholder satisfaction does your Program collect and analyze regularly?

   Recommendation letters from stakeholders, internship reports, survey feedback, informal conversation

8. What are the results for stakeholder satisfaction with your Program?

   Results vary by stakeholder but are generally positive

9. With regard to the needs of your Program's key stakeholder groups, how are the targets for improvement set?

   Targets vary by stakeholder/objective. Internships are set on a department level

10. What specific improvement priorities is your Program targeting and how will these be addressed?

    Business Administration, non-comprehensive program has the same core curriculum as the comprehensive Business Administration programs. As the curriculum priorities change in those programs, similar priorities will be used in this program.

V. Valuing People
(Complete at the Department or Program level as appropriate)

Valuing People explores commitment to the development of faculty and staff.

1. What key faculty/staff orientation, enhancement and mentoring initiative are currently being undertaken or planned for the next one to three years?

   During the last 4-5 years, all new DBE faculty members have completed new faculty orientation program offered by CETL. Every new tenure-track faculty is placed under a mentor, a senior faculty, to help achieve their goals toward tenure. Also, all non-tenured DBE faculty members develop a one-year custom plan for teaching, scholarship and service, which is reviewed and approved by the Personnel Committee. These plans help establish clear expectations of what's necessary for faculty retention and future tenure.

2. What support is provided to faculty for the professional development, retention, tenure, and promotion process?

   For professional development, retention, tenure and promotion, active mentoring is provided by senior DBE faculty to new or junior faculty. Also, funding for paper presentation, academic service-learning project and scholarly work is provided by DBE Development Fund and through grant funding.

3. What support is provided to staff for their professional development and retention?

   Adjunct staff contracts are renewed by the department based on departmental needs and university policies. Staff members, however, are eligible for academic staff development grants.

4. ~~Using data from the APR Data Sets, discuss faculty and staff (full and part-time) load.~~ Explain any significant deviations from expected University standard load. Explain any load reassignments and the process used to determine them.

   Business Administration, non-comprehensive program is taught by the faculty/staff in the comprehensive Business Administration programs. Faculty/staff teaching loads are standard and determined by participating programs (Management, Marketing, Finance, International Business).

5. Using data from the APR Data Sets, discuss the average size of undergraduate and graduate classes. Explain any class that on average enrolls less than 10 students (undergraduate) or 8 students (graduate).

   There are no graduate courses in this program. Undergraduate classes are typically at 20 students or above and never fall below the threshold set by the university for class cancellation.

6. Using data from the APR Data Sets, discuss student credit hour production among and across faculty/staff.

   No dataset was supplied.

7. If faculty and staff credit loads are higher than the University standard, what processes are used to insure that Program quality does not deteriorate and academic standards are upheld?

   Credit loads have been close to the full-time average and few, if any, loads have been higher than the University standard.

8. How does the work environment contribute to civil and open communication and promotion of cooperation, innovation, and skill sharing?

   Work environment and relationship among DBE faculty is informal, open, and cooperative. Faculty and staff meet frequently to make decisions jointly about the program, exchange ideas and initiate curricular innovation.

12. Using data from the APR Data Sets, discuss how diversity among faculty and staff is advanced and supported.

    Data set not provided. Currently, faculty in the program comprise of 4 males and 1 female.

13. What assessment and planning processes are used to determine what faculty resources the Program will need?

    Teaching assignments are determined cooperatively by the program faculty. Resource requests are made individually, but are typically allocated through joint decisions. DBE S&E budget is allocated by the department chair to individual faculty/staff members based on individual requests.

14. What is the process for analyzing and selecting a course of action for improving current processes and systems for valuing people? Provide some examples of actions taken since the last review.

    Senior faculty members mentoring new, young faculty members play a critical role in valuing people. Mentor and new faculty meet periodically to provide case-by-case or situational solutions. Personnel Committee also provides clear recommendations for faculty undergoing retention and promotion process. Department chair also meets with faculty members to answer any questions or discuss concerns.

VI. Program Planning for Continuous Improvement

Planning continuous improvement examines planning and assessment processes and how strategies and action plans are helping achieve the Program mission.

1. Summarize the main findings for the Program associated with successful completion of the APR process. Describe this in terms of current program strengths and opportunities (i.e., areas in need of attention) for future planning.

Strengths

- **Business Administration, non-comprehensive program utilizes the same faculty/staff and courses as the comprehensive Business Administration programs. Therefore, it is not a stand-alone program but rather a value-added to the university and liberal arts students seeking business background to complement their studies.**
- **New faculty with advanced graduate and PhD degrees were hired to teach in the program.**

Opportunities

- **Expanding the number of internships available for students.**
- **Continue outreach to feeder schools like Lake Superior College and WITC**

2. ~~What is the Program's vision of what it will be like in the next 5-10 years?~~

3. ~~Discuss the plan for funding projects for your Program to meet its objectives.~~

4. ~~What are the Program's projected needs, space, acquisitions, and capital equipment for the next five years? Provide any estimated cost and rationale for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

5. ~~What are the Program's needs for support resources for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

6. ~~What are the Program's projected needs for instructional information technology for the~~

~~next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

Academic Program Review

For Business Administration, Minor

~~I. Program Mission and Alignment~~

~~Mission and Alignment seeks to establish the degree to which this program is compatible with the mission of UW-Superior and its strategic priorities.~~

~~A. Program Mission~~

1. ~~Provide the current version of your Program's mission.~~
2. ~~When was the current mission statement adopted or revised?~~
3. ~~What process was used in the adoption and/or revision of the Program's mission statement?~~

~~B. Alignment of Program Mission to the Institutional Mission~~

1. ~~Please address the means by which your Program ensures that its mission, expectations, and objectives align with the University's liberal arts mission and high impact practices, as well as its Liberal Education Learning Goals.~~

~~C. Unique Aspects of the Program~~

1. ~~Describe the unique aspects of the Program in terms of subject matter taught and students served.~~

~~D. Specialized Accreditations~~

1. ~~Does the Program carry a specialized accreditation or membership? If so, identify the accrediting body, the lengths of time accredited and when the next accreditation review is to occur.~~
2. ~~Why did the Program pursue the accreditation(s) or membership(s)? Why does the Program continue to carry the accreditation(s) or membership(s)?~~
3. ~~If specialized accreditations or memberships are available and not pursued, why are they not pursued? If an accreditation has been discontinued, please explain what occurred.~~

~~E. Response to the Recommendations Made in the Previous Review~~

1. ~~What recommendations were made to the Program at the time of the last review?~~

2. ~~How did the Program address the recommendations?~~

3. ~~Did any kind of assessment and/or strategic planning take place to address the recommendations? If so, what did these entail and what actions were taken to address the recommendations? If not, explain why the recommendations were not addressed.~~

4. ~~If additional response to recommendations is provided elsewhere in this document, please specify where.~~

II. Student Learning Outcome Assessment (Helping Students Learn)

This section focuses on the teaching-learning-assessment process, and also addresses how the entire Department contributes to helping students learn in each Program and overall student development.

1. What are the Program-specific student learning outcomes? When did your Program determine these outcomes? Who was involved in setting these outcomes?

   Students in the minor are currently not formally assessed, as Business Administration programs assess students in their capstone course, BUS 495, which is not required in the minor.

2. ~~What sources of evidence for student learning outcomes does your Program collect and analyze regularly? Describe the methods of collection and analysis.~~

3. What sources of evidence for the Liberal Education Learning Goals (i.e., campus-wide common student learning outcomes) does your Program collect and analyze regularly? Describe the methods of collection and analysis.

   Students in the minor are not currently assessed, as their LELG are typically assessed on a major level.

4. ~~Describe any changes in the Program that directly reflected the results of assessment of Program-level and campus-wide student learning outcomes.~~

5. ~~Based on the findings for the current Program-level learning outcomes and the Liberal Education Learning Goals, what action priorities has your Program set for improvement? Who was involved in setting these action priorities?~~

6. How has your Program communicated the current state of student learning outcomes and Program improvement priorities to students, faculty, staff, administrators, and other appropriate stakeholders?

   N/a

~~7. Referring to the data in the APR Data Sets and other sources, discuss trends in student enrollment and completion in your program and efficiency of your course offerings as pertains to student's ability to graduate from the Program in a four-year period.~~

~~8. Referring to the data in the APR Data Sets, discuss the costs associated with your Program. If the cost per student FTE of your Program deviates significantly from the average cost per student FTE for the University, discuss where in the Program plausible causes reside.~~

9. How has your Program determined and communicated to prospective and current students what preparation is necessary to succeed in the Program's curricula, courses, and learning?

   The Business Administration minor works closely with other programs in DBE to establish and periodically review requirements for admission to DBE. Specifically, the program faculty and staff communicate the information and expectations to prospective and current students through the following means: (1) course descriptions, including course prerequisites, (2) DBE application for admission to the program (which describes the program admission process and criteria that are published in the catalog and department website), (3) program planning sheets, (4) course syllabi, and (5) formal and informal advising of students.

   About DBE application: all DBE programs have admission criteria that ensure students complete all prerequisite courses necessary to succeed in the program. Specifically, all students are required to complete all but 12 credits of General Education Program before admission to DBE and the program. Students must also have a 2.3 cumulative GPA or higher before they can be admitted to DBE and the program. DBE admission policies are communicated during SOAR, at all advising sessions, during DBE meet and greet days, and are stated in the university catalog and website. DBE admission forms are also posted on the department website and are available through advisors.

   Program prerequisites and other preparation necessary for successful program completion are determined by the program faculty and staff members and then presented for discussion and approval of the department curriculum committee, and then the entire department. When necessary, UAAC and appropriate governing bodies approvals are secured.

10. How does your Program advice students? What advisement plan does your Program have? How does your Program assure the timely and effective advisement of students?

    All DBE programs believe that knowledgeable pro-active advising is one of the most important keys to student retention. The strategic goal is to have all students advised by the program-specific faculty/staff member as soon as they declare their major.

Students with undeclared majors, or who switch majors make this an imperfect process. Generally students are kept with the adviser initially assigned even when changing majors within DBE in order to insure continuity of the advising relationship. Advisees need to see their advisor before registering for classes each semester. This requirement is enforced by a hold on each student's ability to register until an advising session is completed. Advisors use standard planning sheets for the various concentrations within Business Administration when advising students. These procedures insure students are advised at the appropriate times and receive consistent information.

Advising sessions are held during the formal university advisement periods (e.g., Fall and Spring advisement, SOARs, welcome week), as well as outside of these periods to meet the needs of individual students. During the review period, on average each full-time faculty/staff member advised 25 students. Some variations in advisement loads were due to new faculty being hired and not being eligible to be advisors in their first year. During the initial advising meetings, advisor and student develop and formally sign a four-year graduation plan that outlines what courses and when a student would take. This provides students with a clear path to graduation. Subsequent advising sessions are used to modify these plans, as needed.

All advisees are strongly encouraged to graduate within a four-year time frame, as normally expected of a bachelor's degree. Students who are uncertain about which major they might select are not discouraged from exploring options. However, they are clearly advised up-front of the following facts: many upper level courses in almost all majors at UW-Superior have prerequisites; extended delays in selecting a major will probably delay the graduation process due to sequencing of classes. Students are also reminded that each semester of schooling required beyond a typical four-year program of study costs approximately $10,000 for tuition, room and board and about $20,000 in lost wages, with a total annual opportunity cost of $60,000. With this knowledge students can make informed decisions about their options.

~~11. How has your Program determined and documented effective teaching and learning? In what ways has your Program engaged students in high impact practices? How were these pedagogical expectations communicated to full-time and part-time faculty and staff?~~

12. ~~How does your Program monitor the relevance and effectiveness of its curriculum? What process is in place for changing or discontinuing the Programs and courses?~~

III. Other Distinctive Objectives

Other Distinctive Objectives addresses the processes that contribute to the achievement of your Program's major objectives that complement student learning and fulfill other portions of your mission. These objectives may include pure and applied research and scholarship, professional and public service, institutional citizenship, service learning, centers or institutes, economic stimulation and development of the community, creative and cultural enrichment, or any other major activities to which the Program commits substantial resources, energy, and attention.

1. ~~What are your Program's distinct objectives that complement student learning and/or fulfill other elements of the Program, Departmental, or University Mission?~~

2. How does your Program determine your other distinctive objectives? Who is involved in setting these objectives?

   The program determines distinctive objectives through the following processes: university-wide goals and policies, benchmarking national programs, employer recruiting trends, identification of regional and local community needs and requests, program faculty/staff and students interests.

   Currently, the program is focusing on the following distinct objective: experiential learning of students (e.g., internships and work study opportunities).

3. How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them?

   Depending on the objective, qualitative and quantitative data is reviewed and analyzed (e.g., stakeholders' surveys and informal feedback or student learning outcomes assessment results). Necessary adjustments are made as appropriate. DBE faculty take primary responsibility for reviewing and revising distinct objectives. Depending on the objective, external stakeholders participate in the revisions of objectives.

4. What are the results in accomplishing these objectives? Looking at your results for Accomplishing Other Distinctive Objectives, comment on the positive results as well as those in need of improvement.

   Experiential learning. Internship is an optional, but a highly recommended component for all students in DBE. DBE faculty estimate that approximately 20% of our students participate in internships and will continue working with students and employers to increase this number. It is important to note that students earn credit for internships that is reflected in the planning sheet. Faculty and staff regularly employ students as teaching and research assistants. Subsequently, mentored students develop valuable work skills (e.g., primary and secondary research, communication and time-management).

5. ~~What specific improvement priorities is your Program targeting and how will these be addressed?~~

6. How does your Program communicate the current results and improvement priorities to students, faculty, staff, administrators, and stakeholders?

   The results and improvement priorities are communicated through the following

means: program meetings, department meetings, end-of-year celebration parties, meet and greet days, student club meetings, annual reports, program prioritization plans, academic program review, meetings with external stakeholders.

IV. Understanding Students and Other Stakeholders Needs

This section addresses issues outside of the classroom setting, such as student organizations, advising, and course scheduling/availability. Explain how your Program works actively to understand and address student, alumni, parent, employer and other stakeholder needs.

1. ~~Discuss local/regional/national/global job markets needs, external support of and stakeholder's aspirations for your Program. Explain the sources of evidence used in these discussions.~~

Students

2. How does your Program identify the changing needs of student groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Through formal assessment of student learning outcomes, formal and informal advising of students, meetings and discussions with prospective students, regular discussions among program faculty and staff, review of other COPLAC schools curricular changes, changes in university strategic plans and policies, and interaction with employers, the faculty in DBE identifies the changing needs of all students. Appropriate curricular changes are then made to accommodate these needs and extra-curricular activities are created to accommodate additional needs.

3. What process does your Program have for students to report complaints? How does your Program analyze students' feedback both in a formative and summative manner and select a course of action? How does your Program communicate those actions to students?

   Students are asked to communicate their concerns to the respective instructor first. If students are uncomfortable with that approach, they can communicate their concerns to the Department Chair. Concerns and complaints also get communicated to the department in student evaluations of the instructor. As appropriate, Department Chair and Personnel Committee review the complaints and take actions

4. What measures of student satisfaction does your Program collect and analyze regularly?

   Metrics of student satisfaction are mainly collected through student evaluation of instruction. Every semester, every instructor's performance is evaluated in every course. In this way students are able to convey their comments about a course and the instructor. Later, department chair, Personnel Committee and instructors use

these evaluations to improve course content and delivery. Advisors also informally collect graduates' feedback about the program. According to this feedback, program and class size, opportunities presented to students to engage in paid mentored research, faculty-student interactions, opportunities to engage in conferences and student club activities are among the factors that explain students' satisfaction with the program.

5. What are the results for student satisfaction with your Program?

   See above.

Other Key Stakeholders

6. How does your Program identify the changing needs of other stakeholder groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Employers and local communities are seen as other key stakeholders of this program. Program faculty monitor the changing needs of these stakeholders through personal interactions, formal partnerships and joint initiatives.

7. What measures of stakeholder satisfaction does your Program collect and analyze regularly?

   Recommendation letters from stakeholders, internship reports, survey feedback, informal conversation

8. What are the results for stakeholder satisfaction with your Program?

   Results vary by stakeholder but are generally positive

9. With regard to the needs of your Program's key stakeholder groups, how are the targets for improvement set?

   Targets vary by stakeholder/objective. Internships are set on a department level

10. What specific improvement priorities is your Program targeting and how will these be addressed?

    Last year, after discussion within the department and with outside stakeholders, a decision has been made to redesign the minor. The purpose of the redesign is to make the minor useful to a broader range of students. The minor can only be taken by a student who's major is not one offered by DBE. We want to give these students a business background that is designed to achieve three objectives:

    1. Business courses that will prepare the student to manage their own finances.

2. A core of business courses that will prepare the student to understand the practical aspects of business administration.

3. To provides a suite of upper level elective courses from which a student can select subjects that are tailored to their interests and employment goals.

The revised curriculum includes the following:

24 total credits: Classes offered online and in a traditional classroom setting.

Required core courses (18 credits):

ACCT 101 Accounting for Nonbusiness Majors -- 3.00 credits

BUS 211 Business Law I -- 3.00 credits

BUS 370 Principles Of Marketing -- 3.00 credits

BUS 380 Principles Of Management -- 3.00 credits

ECON 235 Economics in Society -- 3.00 credits

FIN 210 Personal Finance -- 3.00 credits

Note: BUS 211 is also offered online through the Alliance Program.
Note: BUS 370 and 380 are also offered online through the Alliance or Distance Learning Programs.
Note: FIN 210 is also offered online through the Distance Learning Program.

Take at least two of the following elective courses (6 credits total or more):

BUS 270 Business Statistics -- 3.00 credits

BUS 301 Study Abroad -- 0.00 - 6.00 credits

BUS 400 Business Internship -- 2.00 - 7.00 credits

BUS 405 Entrepreneurship -- 3.00 credits

BUS 411 Business Law II -- 3.00 credits

BUS 430 International Business -- 3.00 credits

BUS 474 Retail Marketing -- 3.00 credits

BUS 475 Professional Selling and Sales Management -- 3.00 credits

ECON 330 Money and Banking -- 3.00 credits

ECON 333 Transportation Economics -- 3.00 credits

FIN 320 Principles Of Finance -- 3.00 credits

SMGT 370 Logistics, Supply Chain Management, and Sustainability -- 3.00 credits

TRSP 300 Supply Chain Management -- 3.00 credits

Note: BUS 270 and BUS 430 are also offered online through the Alliance Program.
Note: SMGT 370 only offered online through the Alliance or Distance Learning Program.
Note: FIN 320 is also offered online through the Distance Learning Programs.

The following courses can be taken prior to being admitted to DBE but only after completing the necessary course prerequisites:

- ECON 330 and ECON 333, prerequisite ECON 235.
- BUS 270, prerequisite ITS 108.

V. Valuing People
(Complete at the Department or Program level as appropriate)

Valuing People explores commitment to the development of faculty and staff.

1. What key faculty/staff orientation, enhancement and mentoring initiative are currently being undertaken or planned for the next one to three years?

   During the last 4-5 years, all new DBE faculty members have completed new faculty orientation program offered by CETL. Every new tenure-track faculty is placed under a mentor, a senior faculty, to help achieve their goals toward tenure. Also, all non-tenured DBE faculty members develop a one-year custom plan for teaching, scholarship and service, which is reviewed and approved by the Personnel Committee. These plans help establish clear expectations of what's necessary for faculty retention and future tenure.

2. What support is provided to faculty for the professional development, retention, tenure, and promotion process?

   For professional development, retention, tenure and promotion, active mentoring is provided by senior DBE faculty to new or junior faculty. Also, funding for paper presentation, academic service-learning project and scholarly work is provided by DBE Development Fund and through grant funding.

3. What support is provided to staff for their professional development and retention?

   Adjunct staff contracts are renewed by the department based on departmental needs and university policies. Staff members, however, are eligible for academic staff development grants.

4. ~~Using data from the APR Data Sets, discuss faculty and staff (full and part-time) load.~~ Explain any significant deviations from expected University standard load. Explain any load reassignments and the process used to determine them.

   Business Administration minor is taught by the faculty/staff in the comprehensive Business Administration programs. Faculty/staff teaching loads are standard and determined by participating programs (Management, Marketing, Finance, International Business).

5. Using data from the APR Data Sets, discuss the average size of undergraduate and graduate classes. Explain any class that on average enrolls less than 10 students

(undergraduate) or 8 students (graduate).

There are no graduate courses in this program. Undergraduate classes are typically at 20 students or above and never fall below the threshold set by the university for class cancellation.

6. Using data from the APR Data Sets, discuss student credit hour production among and across faculty/staff.

   No dataset was supplied.

7. If faculty and staff credit loads are higher than the University standard, what processes are used to insure that Program quality does not deteriorate and academic standards are upheld?

   Credit loads have been close to the full-time average and few, if any, loads have been higher than the University standard.

8. How does the work environment contribute to civil and open communication and promotion of cooperation, innovation, and skill sharing?

   Work environment and relationship among DBE faculty is informal, open, and cooperative. Faculty and staff meet frequently to make decisions jointly about the program, exchange ideas and initiate curricular innovation.

9. Using data from the APR Data Sets, discuss how diversity among faculty and staff is advanced and supported.

   Data set not provided. Currently, of the two primary faculty in the concentration one is female and one is male.

10. What assessment and planning processes are used to determine what faculty resources the Program will need?

    Teaching assignments are determined cooperatively by the program faculty. Resource requests are made individually, but are typically allocated through joint decisions. DBE S&E budget is allocated by the department chair to individual faculty/staff members based on individual requests.

11. What is the process for analyzing and selecting a course of action for improving current processes and systems for valuing people? Provide some examples of actions taken since the last review.

    Senior faculty members mentoring new, young faculty members play a critical role in valuing people. Mentor and new faculty meet periodically to provide case-by-case or situational solutions. Personnel Committee also provides clear

recommendations for faculty undergoing retention and promotion process. Department chair also meets with faculty members to answer any questions or discuss concerns.

VI. Program Planning for Continuous Improvement

Planning continuous improvement examines planning and assessment processes and how strategies and action plans are helping achieve the Program mission.

1. Summarize the main findings for the Program associated with successful completion of the APR process. Describe this in terms of current program strengths and opportunities (i.e., areas in need of attention) for future planning.

Strengths:

- **Business Administration minor was recently revised and utilizes the same faculty/staff and courses as the comprehensive Business Administration programs. Therefore, it is not a stand-alone program but rather a value-added to the university and liberal arts students seeking business background to complement their studies.**
- **New faculty with advanced graduate and PhD degrees were hired to teach in the program.**

Opportunities:

- **Expanding the number of internships available for students.**
- **Continue outreach to feeder schools like Lake Superior College and WITC**

2. ~~What is the Program's vision of what it will be like in the next 5-10 years?~~

3. ~~Discuss the plan for funding projects for your Program to meet its objectives.~~

4. ~~What are the Program's projected needs, space, acquisitions, and capital equipment for the next five years? Provide any estimated cost and rationale for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~Statement of Need~~	~~Cost (if any)~~	~~Rationale and Method of Evaluation~~	~~Planning Processes To Secure Resources~~

5. ~~What are the Program's needs for support resources for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

6. ~~What are the Program's projected needs for instructional information technology for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

Academic Program Review

For Marketing Concentration

~~I. Program Mission and Alignment~~

~~Mission and Alignment seeks to establish the degree to which this program is compatible with the mission of UW-Superior and its strategic priorities.~~

~~A. Program Mission~~

1. ~~Provide the current version of your Program's mission.~~
2. ~~When was the current mission statement adopted or revised?~~
3. ~~What process was used in the adoption and/or revision of the Program's mission statement?~~

~~B. Alignment of Program Mission to the Institutional Mission~~

1. ~~Please address the means by which your Program ensures that its mission, expectations, and objectives align with the University's liberal arts mission and high impact practices, as well as its Liberal Education Learning Goals.~~

~~C. Unique Aspects of the Program~~

1. ~~Describe the unique aspects of the Program in terms of subject matter taught and students served.~~

~~D. Specialized Accreditations~~

1. ~~Does the Program carry a specialized accreditation or membership? If so, identify the accrediting body, the lengths of time accredited and when the next accreditation review is to occur.~~
2. ~~Why did the Program pursue the accreditation(s) or membership(s)? Why does the Program continue to carry the accreditation(s) or membership(s)?~~
3. ~~If specialized accreditations or memberships are available and not pursued, why are they not pursued? If an accreditation has been discontinued, please explain what occurred.~~

~~E. Response to the Recommendations Made in the Previous Review~~

1. ~~What recommendations were made to the Program at the time of the last review?~~

2. ~~How did the Program address the recommendations?~~

3. ~~Did any kind of assessment and/or strategic planning take place to address the recommendations? If so, what did these entail and what actions were taken to address the recommendations? If not, explain why the recommendations were not addressed.~~

4. ~~If additional response to recommendations is provided elsewhere in this document, please specify where.~~

II. Student Learning Outcome Assessment (Helping Students Learn)

This section focuses on the teaching-learning-assessment process, and also addresses how the entire Department contributes to helping students learn in each Program and overall student development.

1. What are the Program-specific student learning outcomes? When did your Program determine these outcomes? Who was involved in setting these outcomes?

   The Accounting, Business Administration and Transportation & Logistics programs share the first 7 outcomes. The 8th outcome differs between programs. For Business Administration (including Finance, International Business, Management, and Marketing concentrations), the program learning outcomes are:

   1. **Knowledge of the functional areas of accounting, marketing, finance, and Marketing**
   2. **Knowledge of the legal, social, and economic environments of business**
   3. **Knowledge of the global environment of business**
   4. **Knowledge of the ethical obligations and responsibilities of business**
   5. **The ability to use decision-support tools**
   6. **The ability to communicate effectively**
   7. **The ability to apply knowledge of business concepts and functions in an integrated manner**
   8. **The ability to construct and interpret a SWOT analysis, marketing analysis, financial analysis, competitive comparison of companies, and other matrices that apply to the strategic planning process.**

   The outcomes for all DBE programs were set by consensus of the DBE faculty in Fall 2010.

2. ~~What sources of evidence for student learning outcomes does your Program collect and analyze regularly? Describe the methods of collection and analysis.~~

3. What sources of evidence for the Liberal Education Learning Goals (i.e., campus-wide common student learning outcomes) does your Program collect and analyze regularly? Describe the methods of collection and analysis.

All DBE concentrations, including Marketing, participate in the campus wide schedule for assessing LELG's. Typically this involves using a rubric provided to all departments on campus to assess one or more of the campus LELG's each year. DBE assesses students in the capstone classes of each program each spring. For Marketing, this is accomplished in BUS 495, Strategic Marketing.

The results are tabulated and provided to the campus assessment coordinator. They are also reported to DBE faculty for review and discussion.

4. ~~Describe any changes in the Program that directly reflected the results of assessment of Program-level and campus-wide student learning outcomes.~~

5. ~~Based on the findings for the current Program-level learning outcomes and the Liberal Education Learning Goals, what action priorities has your Program set for improvement? Who was involved in setting these action priorities?~~

6. How has your Program communicated the current state of student learning outcomes and Program improvement priorities to students, faculty, staff, administrators, and other appropriate stakeholders?

   The purpose of student learning outcomes is communicated and discussed with students prior to assessment. Typically, the instructor in charge of assessment announces and discusses student learning outcomes in class (BUS 495, Strategic Marketing). Whenever possible, learning outcome results are also shared and discussed with students who were assessed. Students assessed in the future will be informed of previous assessment results (which at that point will serve as a benchmark point for the program to measure its progress).

   Most assessments involve all program faculty and staff members, where assessors use a rubric and a scoring sheet to individually assess each student. Results are then tallied and aggregated for reporting purposes. Results by program are then discussed by the department and curricular revisions are discussed, when results necessitate such changes.

   Program annually submits program assessment reports to the department chair and university administrators. Through the recent Program Prioritization Process and Academic Program Review process, the program communicates the current state of student learning outcomes and program improvement priorities to all university and UW-System stakeholders.

7. ~~Referring to the data in the APR Data Sets and other sources, discuss trends in student enrollment and completion in your program and efficiency of your course offerings as pertains to student's ability to graduate from the Program in a four-year period.~~

8. ~~Referring to the data in the APR Data Sets, discuss the costs associated with your Program. If the cost per student FTE of your Program deviates significantly from the~~

~~average cost per student FTE for the University, discuss where in the Program plausible causes reside.~~

9. How has your Program determined and communicated to prospective and current students what preparation is necessary to succeed in the Program's curricula, courses, and learning?

   The Marketing concentration works closely with other programs in DBE to establish and periodically review requirements for admission to DBE. Specifically, the program faculty and staff communicate the information and expectations to prospective and current students through the following means: (1) course descriptions, including course prerequisites, (2) DBE application for admission to the program (which describes the program admission process and criteria that are published in the catalog and department website), (3) program planning sheets, (4) course syllabi, and (5) formal and informal advising of students.

   About DBE application: Marketing, like all DBE programs, has admission criteria that ensure students complete all prerequisite courses necessary to succeed in the program. Specifically, all students are required to complete all but 12 credits of General Education Program before admission to DBE and the program. Students must also have a 2.3 cumulative GPA or higher before they can be admitted to DBE and the program. DBE admission policies are communicated during SOAR, at all advising sessions, during DBE meet and greet days, and are stated in the university catalog and website. DBE admission forms are also posted on the department website and are available through advisors.

   Program prerequisites and other preparation necessary for successful program completion are determined by the program faculty and staff members and then presented for discussion and approval of the department curriculum committee, and then the entire department. When necessary, UAAC and appropriate governing bodies approvals are secured.

10. How does your Program advise students? What advisement plan does your Program have? How does your Program assure the timely and effective advisement of students?

    The Marketing concentration, like other DBE programs believes that knowledgeable pro-active advising is one of the most important keys to student retention. The strategic goal is to have all students advised by the program-specific faculty/staff member as soon as they declare their major.

    Students with undeclared majors, or who switch majors make this an imperfect process. Generally students are kept with the adviser initially assigned even when changing majors within DBE in order to insure continuity of the advising relationship. Advisees need to see their advisor before registering for classes each semester. This requirement is enforced by a hold on each student's ability to

register until an advising session is completed. Advisors use standard planning sheets for the various concentrations within Business Administration when advising students. These procedures insure students are advised at the appropriate times and receive consistent information.

Advising sessions are held during the formal university advisement periods (e.g., Fall and Spring advisement, SOARs, welcome week), as well as outside of these periods to meet the needs of individual students. During the review period, on average each full-time faculty/staff member advised 25 students. Some variations in advisement loads were due to new faculty being hired and not being eligible to be advisors in their first year. During the initial advising meetings, advisor and student develop and formally sign a four-year graduation plan that outlines what courses and when a student would take. This provides students with a clear path to graduation. Subsequent advising sessions are used to modify these plans, as needed.

All advisees are strongly encouraged to graduate within a four-year time frame, as normally expected of a bachelor's degree. Students who are uncertain about which major they might select are not discouraged from exploring options. However, they are clearly advised up-front of the following facts: many upper level courses in almost all majors at UW-Superior have prerequisites; extended delays in selecting a major will probably delay the graduation process due to sequencing of classes. Students are also reminded that each semester of schooling required beyond a typical four-year program of study costs approximately $10,000 for tuition, room and board and about $20,000 in lost wages, with a total annual opportunity cost of $60,000. With this knowledge students can make informed decisions about their options.

~~11. How has your Program determined and documented effective teaching and learning? In what ways has your Program engaged students in high impact practices? How were these pedagogical expectations communicated to full-time and part-time faculty and staff?~~

12. ~~How does your Program monitor the relevance and effectiveness of its curriculum? What process is in place for changing or discontinuing the Programs and courses?~~

III. Other Distinctive Objectives

Other Distinctive Objectives addresses the processes that contribute to the achievement of your Program's major objectives that complement student learning and fulfill other portions of your mission. These objectives may include pure and applied research and scholarship, professional and public service, institutional citizenship, service learning, centers or institutes, economic stimulation and development of the community, creative and cultural enrichment, or any other major activities to which the Program commits substantial resources, energy, and attention.

~~1. What are your Program's distinct objectives that complement student learning and/or fulfill other elements of the Program, Departmental, or University Mission?~~

2. How does your Program determine your other distinctive objectives? Who is involved in setting these objectives?

   The Marketing concentration establishes distinctive objectives by assessing available resources and matching them to meeting the distinct needs of UW-Superior business students in accordance with the mission of the University. A number of processes are employed in determining the needs of the students. These include surveying university-wide goals and objectives, assessing available information about national and regional Marketing programs, examining employer recruiting trends in the field of marketing as it relates to students embarking on a marketing career, and, very importantly, identifying local and regional community needs and opportunities. Additionally, faculty and staff teaching Marketing courses will set objectives based on their distinct areas of expertise as it relates to meeting student needs and interests.

   Currently, the Marketing concentration is focusing on providing a comprehensive learning experience for students by pursuing the following areas relating to the development and implementation of distinct objectives.
   - **Experiential Learning for Students. This includes internships and work study opportunities**
   - **Community-engaged Learning. This involves students undertaking marketing projects for local and regional small businesses.**
   - **Undergraduate Research. Students are involved in marketing research projects aimed at helping small businesses in the local and regional area.**
   - **Graduate Education of Students. Offering courses in the established Master of Sustainable Management program as well as developing new courses for the currently-developing Master of Data Science program to be offered through UW-Extension.**

3. How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them?

   The objectives listed above are assessed through the review and analysis of both qualitative and quantitative data collected through stakeholder surveys and interactive feedback relating to student learning outcome assessment results. Adjustments are made on an ongoing basis as necessary and appropriate within the scope of available resources. On a Departmental basis, Faculty within the Department of business and Economics take primary responsibility for reviewing and revising distinct objectives. For objectives relating to community engagement, feedback and input is elicited from community stakeholders who may be invited to participate in the revision of objectives and provide direction about their implementation.

   What are the results in accomplishing these objectives? Looking at your results for Accomplishing Other Distinctive Objectives, comment on the positive results as well as those in need of improvement.

- **Experiential learning. Internship is an optional but a highly recommended component for all students in Marketing concentration. DBE faculty estimate that approximately 20% of our students participate in internships and will continue working with students and employers to increase this number. It is important to note that students earn college credit for internships this is reflected in the course planning sheet for the Marketing concentration. Faculty and staff regularly employ students as teaching and research assistants. Subsequently, mentored students develop valuable work skills. Examples of skills students are able to learn in a Departmental employment position include primary and secondary research skills, interpersonal and public communication skills as well as time-management skills.**
- **Community-engaged Learning: This objective has resulted in students undertaking marketing projects for local and regional small businesses and then presenting their project framework and results in a forum that is open to the general public. Public reaction and feedback is used as an assessment tool for community-engaged learning projects. Positive results include strengthening the bond between the University and the surrounding community, having some businesses offer internships or student employment as a result of their community-engaged business project as well as offering real-life insight into approaching problems and opportunities and coming up with innovative and creative ideas to help and assist ongoing business entities.**
- **Undergraduate Research. Students are involved in marketing research projects aimed at helping small businesses in the local and regional area with the result being having students present their research finding s in a conference setting with the general public being invited to attend. Positive results include having the students gain confidence and being empowered to initiate and follow-through on business research problems and opportunities. Undergraduate research projects conducted by students in the marketing concentration have resulted in delivering some unique and valuable findings for local and regional businesses as expressed by involved external stakeholders. A number of students have gone on to present their research findings at state and national conferences. Improvements that could be made in this area include having more available resources for student researchers to use such as a dedicated focus group facility or access to qualitative analysis software.**
- **Graduate Education of Students. Offering courses in the established Master of Sustainable Management program has resulted in a good number of UW-Superior students enrolling in the Master of Sustainable Management program. The Marketing concentration's involvement with the currently-developing Master of Data Science program to be offered through UW-Extension is targeted at providing Marketing concentration graduates with the opportunity to pursue a career path in business analytics and related fields. This program is expected to launch in Spring 15 semester so specific results are not known at this time.**

4. ~~What specific improvement priorities is your Program targeting and how will these be addressed?~~

5. How does your Program communicate the current results and improvement priorities to students, faculty, staff, administrators, and stakeholders?

   The results and improvement priorities are communicated through the following means: program meetings, department meetings, end-of-year celebration parties, meet and greet days, student club meetings, annual reports, program prioritization plans, academic program review, meetings with external stakeholders.

IV. Understanding Students and Other Stakeholders Needs

This section addresses issues outside of the classroom setting, such as student organizations, advising, and course scheduling/availability. Explain how your Program works actively to understand and address student, alumni, parent, employer and other stakeholder needs.

1. ~~Discuss local/regional/national/global job markets needs, external support of and stakeholder's aspirations for your Program. Explain the sources of evidence used in these discussions.~~

<u>Students</u>

2. How does your Program identify the changing needs of student groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Through formal assessment of student learning outcomes, formal and informal advising of students, meetings and discussions with prospective students, regular discussions among program faculty and staff, review of other COPLAC schools curricular changes, changes in university strategic plans and policies, and interaction with employers, the faculty in DBE identifies the changing needs of all students. Appropriate curricular changes are then made to accommodate these needs and extra-curricular activities are created to accommodate additional needs.

3. What process does your Program have for students to report complaints? How does your Program analyze students' feedback both in a formative and summative manner and select a course of action? How does your Program communicate those actions to students?

   Students are asked to communicate their concerns to the respective instructor first. If students are uncomfortable with that approach, they can communicate their concerns to the Department Chair. Concerns and complaints also get communicated to the department in student evaluations of the instructor. As appropriate, Department Chair and Personnel Committee review the complaints and take appropriate actions toward resolution of complaints.

4. What measures of student satisfaction does your Program collect and analyze regularly?

   Measures of student satisfaction are primarily collected through student evaluation of courses which they enrolled in and attended. These evaluations are designed to measure value of course content as well as quality of instruction. Each semester, every instructor's performance is evaluated in every course. This allows students to convey their thoughts, feelings and opinions about both the course and the instructor. These evaluations are then used by the department chair, Department Personnel Committee as well as the instructors to improve course content and delivery. Advisors also informally collect graduates' feedback about the program. According to this feedback, program and class size, opportunities presented to students to engage in paid mentored research, faculty-student interactions, opportunities to engage in conferences and student club activities are among the factors that contribute to students' satisfaction with the program.

5. What are the results for student satisfaction with your Program?

   See above.

Other Key Stakeholders

6. How does your Program identify the changing needs of other stakeholder groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.

   Employers and local communities are seen as other key stakeholders of this program. Program faculty monitor the changing needs of these stakeholders through personal interactions, formal partnerships and joint initiatives.

7. What measures of stakeholder satisfaction does your Program collect and analyze regularly?

   Recommendation letters from stakeholders, internship reports, survey feedback, informal conversation

8. What are the results for stakeholder satisfaction with your Program?

   Based on interaction with and data collected from stakeholders, there is some variation in results but the overall consensus is generally quite positive.

9. With regard to the needs of your Program's key stakeholder groups, how are the targets for improvement set?

   Targets vary by stakeholder/objective. For internships, they are set on a department level. For resource allotment the target is usually set at the University budget and policy level as well as the Departmental level. Course specific

improvement targets are generally set by the course instructor and are based on needs of student stakeholders as well as trends occurring within the specific discipline of study.

10. What specific improvement priorities is your Program targeting and how will these be addressed?

    The Marketing concentration is currently moving toward the specific priority of having students educated and trained in the newly-emerging trends taking place in the field of Marketing. The Marketing concentration recently received approval to offer an Internet Marketing course which will be aimed at providing students with specific Internet marketing skills that will benefit them in their career pursuits as well as provide value to the businesses that hire students taking this course. In addition, the Marketing concentration will be offering courses in the currently-developing Master of Data Science degree program offered in coordination with UW-Extension. This will greatly enhance the Marketing concentration's ability to provide students with knowledge and skills that are in high demand in the marketplace.

    Faculty in the Marketing concentration are also involved in a currently developing Hospitality and Tourism Management program to be offered by the DBE and is working toward passing it through the required University approval processes. It will be important to find the resources to offer courses in this program to our students.

V. Valuing People
(Complete at the Department or Program level as appropriate)

Valuing People explores commitment to the development of faculty and staff.

1. What key faculty/staff orientation, enhancement and mentoring initiative are currently being undertaken or planned for the next one to three years?

   During the last 4-5 years, all new DBE faculty members have completed new faculty orientation program offered by CETL. Every new tenure-track faculty is placed under a mentor, a senior faculty, to help achieve their goals toward tenure. Also, all non-tenured DBE faculty members develop a one-year custom plan for teaching, scholarship and service, which is reviewed and approved by the Personnel Committee. These plans help establish clear expectations of what's necessary for faculty retention and future tenure.

2. What support is provided to faculty for the professional development, retention, tenure, and promotion process?

   For professional development, retention, tenure and promotion, active mentoring is provided by senior DBE faculty to new or junior faculty. Also, funding for paper

presentation, academic service-learning project and scholarly work is provided by DBE Development Fund and through grant funding.

3. What support is provided to staff for their professional development and retention?

   Adjunct staff contracts are renewed by the department based on departmental needs and university policies. Staff members, however, are eligible for the university staff development grants.

4. ~~Using data from the APR Data Sets, discuss faculty and staff (full and part-time) load.~~ Explain any significant deviations from expected University standard load. Explain any load reassignments and the process used to determine them.

   For the Marketing concentration there is one faculty member, Dr. Ethan Christensen, who coordinates the concentration and teaches the majority of marketing classes. Academic Staff member Rick Moran teaches several marketing as well as management courses. Dr. Christensen is at full-load without load reassignments.

5. Using data from the APR Data Sets, discuss the average size of undergraduate and graduate classes. Explain any class that on average enrolls less than 10 students (undergraduate) or 8 students (graduate).

   Marketing concentration classes at the undergraduate level are typically at 20 students or above. Historically the Marketing concentration has had strong enrollments and has not had any classes enrolling less than 10 students. A recent exception to the 10 student enrollment includes cancellation of the Professional Selling and Sales Management course for Spring 2014. The Marketing concentration does not offer graduate level courses.

6. Using data from the APR Data Sets, discuss student credit hour production among and across faculty/staff.

   No dataset was supplied. Generally, Dr. Ethan Christensen has been teaching at full load.

7. If faculty and staff credit loads are higher than the University standard, what processes are used to insure that Program quality does not deteriorate and academic standards are upheld?

   Credit loads have been close to the full-time average and few, if any, loads have been higher than the University standard. The Marketing concentration relied, in part, on budgeted academic staff to reduce the faculty credit load and maintain high quality of teaching and learning. Specifically, Rick Moran was hired to teach courses in the Business Administration program as needed.

8. How does the work environment contribute to civil and open communication and promotion of cooperation, innovation, and skill sharing?

   Work environment and relationship among DBE faculty is informal, open, and cooperative. Faculty and staff meet frequently to make decisions jointly about the program, exchange ideas and initiate curricular innovation.

9. Using data from the APR Data Sets, discuss how diversity among faculty and staff is advanced and supported.

   Currently, the primary faculty person in the concentration is male. The marketing concentration faculty member routinely attends seminars and workshops aimed at advancing diversity among faculty to learn about diversity and to get new ideas about how to advance and support diversity.

10. What assessment and planning processes are used to determine what faculty resources the Program will need?

    Teaching assignments are determined cooperatively by the program faculty. Resource requests are made individually, but are typically allocated through joint decisions. DBE S&E budget is allocated by the department chair to individual faculty/staff members based on individual requests.

11. What is the process for analyzing and selecting a course of action for improving current processes and systems for valuing people? Provide some examples of actions taken since the last review.

    Senior faculty members mentoring new, young faculty members play a critical role in valuing people. Mentor and new faculty meet periodically to provide case-by-case or situational solutions. Personnel Committee also provides clear recommendations for faculty undergoing retention and promotion process. Department chair also meets with faculty members to answer any questions or discuss concerns. In addition, senior faculty members mentoring new faculty members play a critical role in valuing people. Such faculty members meet periodically with their mentors to provide case-by-case or situational solutions. The Personnel Committee also provides clear recommendations for faculty undergoing retention and promotion process. The Department Chair also meets with faculty members to answer any questions or discuss concerns.

VI. Program Planning for Continuous Improvement

Planning continuous improvement examines planning and assessment processes and how strategies and action plans are helping achieve the Program mission.

1. Summarize the main findings for the Program associated with successful completion of the APR process. Describe this in terms of current program strengths and opportunities (i.e., areas in need of attention) for future planning.

Strengths:

- **Strong demand for marketing courses with 48 students majoring in marketing as of Fall 2014**
- **Instructors of the Marketing concentration courses bring a depth of teaching and industry experience to the classroom.**
- **Received approval for Bus 477 Internet Marketing course.**
- **Wide range of student research opportunities available to students**
- **An increasing number of internship opportunities available to marketing students**
- **Numerous community-engaged learning projects involve students and community stakeholders**

Opportunities:

- **Currently working with Business Administration faculty toward a Hospitality Initiative for introduction in 2015 – 2016. This program is projected to offer both a concentration and certificate program**
- **Further expand the number of internships available for marketing students. Many local and area businesses have expressed interest in providing internships for business students at UW-Superior**
- **Continue outreach to feeder schools like Lake Superior College and WITC**
- **Applying for grant funding with the help of Kaelene Arvidson-Hicks**
- **Further involvement with UW-Extension in offering graduate courses in sustainable Management and Data Science**

2. ~~What is the Program's vision of what it will be like in the next 5-10 years?~~

3. ~~Discuss the plan for funding projects for your Program to meet its objectives.~~

4. ~~What are the Program's projected needs, space, acquisitions, and capital equipment for the next five years? Provide any estimated cost and rationale for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

5. ~~What are the Program's needs for support resources for the next five years? Provide any~~

~~estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~

~~6. What are the Program's projected needs for instructional information technology for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?~~

~~**Statement of Need**~~	~~**Cost (if any)**~~	~~**Rationale, Benchmark, and Method of Evaluation**~~	~~**Planning Processes To Secure Resources**~~