

# Western Illinois University College of Business and Technology



AACSB  
International

Continuous  
Improvement Report

Business Programs  
Spring 2020



Western Illinois  
University  
COLLEGE OF BUSINESS  
& TECHNOLOGY

**Western Illinois University  
College of Business & Technology**

**Continuous Improvement  
Report  
2019**

## List of Sections

1. Innovation, Impact, and Engagement .....	4
A. Innovation .....	5
B. Impact .....	6
C. Engagement .....	7
D. Faculty Awards .....	8
E. Student Awards .....	8
2. Situational Analysis .....	10
A. Internal, Environmental, and Competitive Opportunities and Challenges .....	10
• Strengths .....	10
• Weaknesses .....	11
• Opportunities .....	11
• Threats .....	12
• Degree Programs .....	13
3. Progress on Concerns from 2015 Review .....	14
4. Strategic Management and Innovations .....	15
A. Historical Perspectives .....	15
B. Degree Programs .....	16
C. Graduates .....	17
D. Enrollments .....	18
E. Vision and Mission .....	19
F. Strategic Management Planning Process .....	21
G. Intellectual Contributions, Impact, and Alignment with Mission .....	22
H. Financial Strategies and Allocation of Resources .....	22
I. New Degree Programs .....	26
5. Participants .....	27
A. Students .....	27
B. Faculty .....	29
C. Professional Staff .....	31
6. Learning and Teaching .....	33
A. Curricula Revisions .....	33
B. Learning Goals and Objectives .....	34
C. Assessment of Learning .....	37
7. Academic and Professional Engagement .....	40
A. Student Academic and Professional Engagement .....	40
B. Faculty Qualifications and Engagement .....	40
8. Programs of Distinction .....	42
A. Signature Programs .....	42
B. Business Analytics .....	42
C. CPA Project .....	43
9. Consultative Review .....	44

## List of Tables

Table 1-1 Faculty Contributions to Expected Outcomes: Five-Year Summary .....	45
Table 1-2 Student Organizations: Activities and Membership .....	49
Table 1-3 Internship Enrollments by Major.....	50
Table 2-1 Intellectual Contributions of the Academic Business Units.....	51
Table 2-2 Five-Year Summary of Peer and Editorial-Reviewed Journals .....	53
Table 15-1 Faculty Sufficiency and Qualifications Summary .....	56
Accounting and Finance .....	56
Economics and Decision Sciences.....	60
Management and Marketing .....	64
Business Communication.....	70
Table 15-2 Deployment of Participating and Supporting Faculty by Qualification Status	73
Table 15-3 Analysis of the Quality of Intellectual Contributions: Five-Year Summary .....	74

## List of Appendices

Appendix A - CBT Impact Statement.....	75
Appendix B - Faculty Qualifications and Engagement Criteria .....	76
Appendix C - CBT Strategic Planning Initiatives .....	84
Appendix D – Sample Template for Merit Adjustment.....	90
Appendix E – Assurance of Learning – Direct Measures .....	95
Appendix F – 2019-2020 Assessment of Student Learning Report.....	102

## 1. Innovation, Impact, and Engagement

The College of Business and Technology (College or CBT) at Western Illinois University (WIU) received business accreditation from AACSB International (AACSB) in 1978, and specialized (supplemental) accounting accreditation in 1998. The CBT values these recognitions and views them as an indication of the high quality of its programs.

The CBT has experienced numerous modifications to the standards by the AACSB since 1978. The changes typically bring about positive modifications to business education on an international scale and the faculty normally embrace them. The CBT integrated the changes made in 2013 reemphasizing innovation, impact and engagement into the CBT strategic plan immediately. The continued efforts of the CBT to implement the recommendations should be apparent in this report.

To facilitate and guide the CBT in its efforts to promote innovation, impact, and engagement in the traditional duties of teaching, research, and service, the faculty developed an impact statement (see Appendix A). The College's impact statement identifies the stakeholders and lists them in order of priority. The column on the left lists the priorities. The middle column contains the expected outcomes for the stakeholders. The final column contains potential measures of the expected outcomes.

The College traditionally records some of the measures and gathers others from faculty vitae and from surveys of the student groups. Measures for some of the expected outcomes are yet to be developed. Tables 1-1, 1-2, and 1-3 summarize the data currently available. Table 1-1 describes the activities of the faculty who are helping the CBT meet the expected outcomes. Numbers in the column headings match the impacts listed in the impact statement. Table 1-2 summarizes student group activities that are also helping the CBT meet the outcomes. Table 1-3 contains the internship enrollments by year and by program during the evaluation period to illustrate the efforts to meet impact and engagement expectations through the internship program. The CBT faculty believe that internships are an excellent tool for engaging students with their future professions. To enhance and expand the internship experience for students, the CBT implemented the Learn and Earn Initiative in 2017. Additional details of this initiative are contained later in the report.

Below is a partial list of activities that highlight the CBT's efforts to be innovative and engaged and to have an impact on their stakeholders:

## A. Innovation

- ***The Grow Your Own Faculty Program*** – An effort to support non-tenure track faculty who are willing to work toward their terminal degrees. In 2017, Dr. Stephen Gray completed his DBA at the University of Wisconsin, Whitewater. In 2018, Sarah Shike began her studies in the DBA program at University of North Carolina, Charlotte and Honey Zimmerman began her DBA preparation at the University of Missouri, St. Louis.
- ***Upper-Level Tutoring Labs*** – The Department of Accounting and Finance offers peer tutoring assistance to students in junior- and senior-level courses. The department staffs the labs with graduate assistants from the Master of Business (MBA) and Master of Accountancy (MAcc) programs. In the past, tutoring labs were only available for beginning level courses.
- ***Financial Literacy*** – The Accounting and Finance Department developed an experiential course to improve the financial literacy of undergraduate students early in their college careers. The freshman course is available as an elective in General Education and is widely subscribed.
- ***Professional Development Series*** – This annual event is a two-week set of seminars designed to prepare upper-level and graduate students for the hiring season. Sessions include résumé writing, dressing for success, interviewing skills, and motivation. The College sponsored 18 events in the fall of 2019. Attendance at the sessions totaled 1,062 students from across the College and the University.
- ***Hands-on Investment Management*** – The Finance faculty developed a portfolio management course (FIN 575) in which students learn about portfolio management and then use their skills to manage Foundation funds of approximately \$110,000. The fund has consistently outperformed the S&P 500 index. The course focuses on teamwork and greatly relies on student analyses of timely data manipulated utilizing spreadsheet software.
- ***CPA Project*** – The department of Accounting and Finance received a \$25,000 grant from the American Institute of CPA's (AICPA) to enhance the degree completion rate of minority students and their eventual passage of the CPA examination. Peer counseling and tutoring by MAcc students is the cornerstone of the project. The Department recently received additional support from the Illinois CPA Society and AICPA.
- ***Learn and Earn Initiative*** – In the Fall of 2017, the CBT faculty developed a plan to expand the timeframe of the traditional internships to range from short-term assignments to co-ops lasting a couple of years. The CBT plans to locate opportunities locally, nationally, internationally, and on campus. The College implemented the plan in 2017 on a limited

basis. Budget constraints have hampered its full implementation.

- ***Virtual Tutoring***-The departments of Accounting and Finance and Economics and Decision Science designed a system that allows students to receive live, interactive tutoring via Google Hangouts. The students can use the chat or video call functions to get assistance on homework and other study material during tutoring hours from any location with internet access.
- ***Advanced Financial Literacy***-The Finance faculty developed a wealth management course (GH 299) offered to the WIU Centennial Honors College students. The overall objective is to learn the main factors affecting the percentage allocation of wealth across stocks, bonds, and cash within regular (taxable) and retirement (tax-free or deferred) investment accounts.
- ***The Atlantis Program***-The CBT offers a joint program with INSEEC in Lyon, France and Linköping University in Sweden. Students spend their third year in France and Sweden and earn their BS in Business Administration from Linköping University. For their fourth year, the WIU, INSEEC, and Linköping students enroll on campus here and earn either a second major or the MBA.
- ***Experiential/Service Learning***- Shankar Ghimire developed a short-term study abroad program that focuses on experiential and service learning. The course is cross-listed across economics and finance and is open to any student enrolled at WIU. The course includes homestay programs in Nepal and Peru where students participate in the day-to-day production activities (such as farming, weaving, and herbal medicine production) with the host families.

## **B. Impact**

- Service-learning projects are undertaken by student organizations and within classes:
  1. MGT 481 students are required to perform 20 hours of community service.
  2. FIN 101 students are required to submit a plan for providing financial support to a charitable organization
  3. HRM 441 and HRM 442 students are required to complete applied projects for organizations, some of which are small businesses and non-profit organizations. Students solve problems, make oral presentations, and submit written reports to the professor and to representatives from the organizations.
  4. The Society of Accountants (Quad Cities) annually participates in the Volunteer Income Tax Assistance (VITA) Program. Twenty students, on average, prepare approximately 300 tax returns for low-income taxpayers.
  5. The Marketing Club regularly undertakes consulting projects to assist local businesses and to gain experience

- with real-world problems.
6. The Finance Club participates in the Kiva Program that provides microfinancing support to small businesses in developing countries.
  7. Table 1-2 contains the number of service activities conducted by each student business organization in academic year 2018-19.
- Visiting professor and adjunct Inman Song is on the Board of Directors for South Korean University and Samsung Heavy Industries.
  - An intermediate accounting textbook written by Soon Suk Yoon is the most used textbook of its kind in South Korea.
  - An advanced accounting book by Inman Song is also the most widely used advanced accounting textbook in South Korea.
  - Steve Rock serves on the Board of Trustees for the Illinois State Retirement System (2015-present).
  - Steve Rock served on the Board of Directors for the national Honor Society of Phi Kappa Phi, including two years as Vice President for Finance and is chaired the Investment Committee.
  - The CBT offers college credit courses to local high school students on their campuses to encourage them to pursue higher education after graduation. Well-respected instructors staff the courses.
  - The Center for Economic Education Outreach Program is designed to assist area K-12 teachers implement economics and personal finance lesson plans in their curriculum.

### **C. Engagement**

- Student-sponsored events designed for interaction with professionals include the following:
  - Supply Chain Management Day
  - Human Resource Management Day
  - Meet the Firms
  - Quad Cities Job Fair
  - Excel Boot Camp
  - Analytics and Economics Day
  - NextGen Talent Expo
- Table 1-2 contains the number of professional activities conducted by each student business organization in 2018-19.
- Table 1-3 summarizes the internship activity to the report period. The number in internships and the percentage of business students taking an internship have steadily increased since 2014.
- CBT and department-sponsored events include the following:
  - Executive in Residence Program
  - Annual Economics Forecast Luncheon with the Chamber of Commerce
  - Alumnus of the Year Award – Award winner spends

a day visiting classes and making a presentation to students.

- The Ferguson Lecture brings a business leader or journalist to campus to address the campus on a business topic of interest.
- Leadership and Technology Symposium – Goal is to engage students and the local business community in discussions involving current topics in leadership.
- Joint student faculty-research has resulted in several journal articles and presentations at scholarly meetings.
- Women in Business sponsors a mentorship program that pairs students with professionals for career counseling.

#### **D. Faculty Awards**

- Marty Coe – Outstanding Educator Award, Illinois CPA Society, 2015
- Cheryl Westen – BAP National Adviser of the Year, 2014
- Soon Suk Yoon – Price Waterhouse Distinguished Professor, Korean Accounting Association, 2011-2014
- Hongbok Lee – Best-in-Track Award, Academy of Finance, 2019
- Charles Pryor-Best-in-Track Award, Academy of Finance, 2017
- Mariya Bobina – Fulbright Scholar, 2019
- Joe Dobson- Fulbright Scholar, 2015
- Gregg Woodruff – Lester H. McKeever, Jr. Advancing Diversity Award, Illinois CPA Society, 2019
- Rajeev Sawhney – WIU Distinguished Faculty Lecturer, 2017-18
- Peppi Kenny-University Teaching Excellence Award, 2016
- Michael Tracey and Honey Zimmerman – Innovative Teaching Award/Best Paper Award, Council of Supply Chain Management Professional Educator’s Conference, 2015
- Soon Suk Yoon-Lifetime Achievement Award, Korean Accounting Association, 2019
- Peppi Kenny- Academy of Finance Teaching Excellence Award, Spring 2016
- Hongbok Lee-Emerald Literati Award: Hongbok Lee and Kwangwoo Park, “Advances in the Corporate Finance Literature: a Survey of Recent Studies on Korea,” *Managerial Finance*. Vol. 44, No. 1, pp. 5-25. Selected as one of the top four articles of 86 published in *Managerial Finance* in 2018.

#### **E. Student Awards**

- Beta Gamma Sigma –Honors Chapter 2016-17 and High Honors Chapter 2015-16 and 2018-19.
- Beta Alpha Psi – Superior Chapter for 30 consecutive years and Gold Chapter for 2014-19.
- Student Chapter for Human Resource Management (SHRM) - The QC Chapter received SHRM Superior Merit Awards from

2014- 2019, and the Macomb Chapter in 2019.

- The Finance Club's Kiva activities placed in the top 3% of all participating groups. Since 2007, the club made 110 loans in 43 countries with a default rate of only .53%.
- In 2017, the CPA exam pass rate was the highest in the state among public universities. WIU ranked seventh out of 281 medium sized institutions and 28<sup>th</sup> among all schools.
- The BAP Best Practices Team won first place at the regional meeting in 2015, 2016, 2017 and 2019, and second in 2018, placed third at the national meeting in 2014 and 2015.
- Delta Sigma Pi received Chapter of Recognition twice since 2014, Chapter of Excellence once, Outstanding Service Award for a Collegiate Chapter three times, and Outstanding Professional Activities Award for a Collegiate Chapter once.
- A group of supply chain management students received first place in the Heartland District case competition sponsored by the American Production and Inventory Control Association and went on to compete in the national event in Washington D.C.

## 2. Situational Analysis

### A. Internal, Environmental, and Competitive Opportunities and Challenges

The following summary provides an overview of the key findings from a strength, weakness, opportunity, and threat analysis (SWOT) conducted during 2017-18. The Strategic Planning Committee conducted the analysis and presented it to the CBT National Advisory Board for its input at the Spring 2018 meeting. The Student Organization Council also reviewed and commented on the analysis.

#### Strengths

- ***Student Focus*** – The CBT has a strong student focus, which the students, faculty, and administrators identified as a strength. This is supported by low student-teacher ratios (average for WIU was 15:1 in Fall 2018), small classes (average size 19.2 for Fall 2017 in CBT), individual attention from faculty, extra time devoted to other curricular activities such as projects and labs, and to extracurricular activities such as field visits and nationally recognized student organizations. The CBT also has many instructional resources that are dedicated to student success, including computer laboratories, writing assistance, course-specific tutoring, and centralized advising.
- ***National Recognition*** – US News and World Report has consistently ranks WIU as a top-tier Midwestern master’s granting, higher education institution, and the Princeton Review lists it as a Best Midwestern College. The CBT holds accreditation by AACSB, as well as specialized (supplemental) accounting accreditation.
- ***Industry Relevant/Hands on Programs*** – The CBT has many strong industry relevant programs, including Supply Chain Management (SCM) and Human Resource Management (HRM). Faculty, students, and administrators identified this as a strength. SCM is one of the three programs in the state and one of 39 available at AACSB accredited institutions. The SCM and HRM majors and minors are popular and offered at both the Macomb and Quad Cities campuses. A Post-Baccalaureate Certificate in SCM is available online. The CBT also houses Agriculture, Engineering, Engineering Technology, and Computer Science, which provides opportunities to leverage related expertise in teaching and research.
- ***Industry and Alumni Support*** – The CBT enjoys close ties with industry through activities such as the Professional Development Series and the Executive in Residence Program, as well as through corporate sponsorship of facilities and professional events. Companies, such as John Deere and Caterpillar, regularly provide financial support for CBT programs. Many companies offer internships to our students on a regular basis. In addition, alumni provide generous financial support and willingly contribute their talents to the CBT and its departments. Many experienced executives participate on the CBT and department-level advisory committees. Guest lectures are common events.
- ***Quad Cities Campus*** – The Riverfront Campus in the Quad Cities is a showcase for the CBT and is poised for growth. The University opened the Riverfront Campus in 2012 and expanded it in 2014.
- ***New Faculty*** – Due to retirements and resignations, the CBT added new faculty in 2017 (one in Accounting, two in Management and Marketing, and four in Economics and Decision Sciences). Six of the seven new hires were recent Ph.D. recipients. The

new members of the faculty bring a different perspective, current skills, and innovative ideas to the College.

- **Online Programs** – The CBT began offering undergraduate Accounting, Economics, and Management degrees completely online in Fall 2017. The faculty are developing other majors including Supply Chain Management, Human Resource Management and Finance for online availability. The CBT has a well-established online MBA, which is currently the most popular format for that degree.

### Weaknesses

- **Loss of Faculty** – In 2018, the business area experienced an unusually high level of turnover. Five faculty members retired and four resigned. Many of those held leadership positions and represented countless years of experience.
- **Student Demographics** – WIU student scores on the ACT, on average, are slightly below the national and state average. The average score for the 2017 freshmen class was 20.8, while the national and state averages were 21.0 and 21.4 respectively. The average scores have fallen from 21.1 in 2013 to 20.8 in 2017. However, freshman high school GPAs have increased from 3.11 in 2013 to 3.22 in 2017. Math ACT scores are particularly low.
- **Budget** – The lean budget years of 2016 and 2017 resulted in severe cuts to the CBT. The operating budget was \$181,771 for 2018, which was loaded at 75% (\$136,328). The 2013 operating budget was \$227,832. Although up from 2016 and 2017, the 2018 business operating budget was considerably less than the 2013 budget.
- **Facilities** – Aging facilities and outdated classroom technology in Macomb detract from the learning environment and leave a poor impression on campus visitors. The newer Riverfront Campus in the Quad Cities provides a notable contrast to the facilities in Macomb.
- **Campus Influence** – The relationship between the administration, faculty governance groups and the union hinders decision-making and communication across campus. The CBT is often underrepresented on campus decision-making bodies. Active union participation and leadership from the CBT is low, relative to other colleges.

### Opportunities

- **Changes in the Job Market** – The career marketplace is constantly evolving with advanced technologies and changing employee skill sets, including the ability to innovate. The CBT structure contains a number of these technological disciplines under a centralized administration, creating the perfect opportunity for synergy through curriculum innovation and integration, team teaching and faculty collaboration, and innovative Signature Programs. The Quad Cities community leadership is working to strengthen the manufacturing sector by emphasizing innovation and technology. WIU is also well positioned in this area with SCM, Manufacturing Technology, and Engineering in the CBT. The Quad City Manufacturing Lab (QCML – jointly run by WIU and the QC Chamber of Commerce) continues working on innovative manufacturing techniques. The Macomb campus houses the School of Computer Sciences within the CBT, including the Information Systems major. This major is also available in the Quad Cities. Computer Sciences added a bachelor's degree in Cyber Security, which complements several areas of business, such as Accounting and Business Analytics. The business areas can better leverage their expertise within these more applied technological areas.

- ***The Quad Cities Market*** – WIU is the only four-year public institution in the Illinois-Iowa Quad Cities metropolitan area (pop. 384,000). This market offers tremendous opportunities for outreach to mid-career business professionals and international students. Most promising in this market is the MBA and the advanced professional certifications. Students could be attracted through innovative promotional material that improves the image and reputation of the CBT.
- ***Internships*** – CBT students are traditionally underserved in this area largely because of the location of the Macomb campus. As competition among job seekers remains high, internship experiences are becoming more important to CBT graduates. The CBT has an opportunity to broaden internship outreach and other types of experiential learning through the newly created Executive Institute and the leveraging of alumni relationships and industry partnerships. Full implementation of the Learn and Earn Initiative will also help the CBT take advantage of this opportunity.
- ***International Market*** – The developing world is very interested in learning about the U.S. economic system and its highly technical areas, such as supply chain and internet-based marketing. China, India, and the Middle Eastern countries continue to send large numbers of students to the U.S. The CBT offers established programs in these areas. The Macomb campus is attractive to some international students because of its rural, small city, and safe environment with a relatively low cost of living and free public transportation system. A well-developed support system also exists on the Macomb campus for international students, including the English as a Second Language program. Nevertheless, the Quad Cities offers a more cosmopolitan environment for international students.

### Threats

- ***Enrollment Management*** – In recent years, the competition for students has become an increasing threat. Illinois is the second largest among the states as a net exporter of students. Surrounding Midwestern states are also facing dramatic declines in the number of high school graduates; WIU (and other state universities in Illinois) will see increased competition from neighboring states for students.
- ***Competition from Online Programs*** – In addition to the competition from traditional undergraduate universities and area community colleges, the CBT is facing increased pressure from online degree programs offered by for-profit universities and established nonprofit institutions.
- ***Budget*** – State funding for WIU has decreased since 2014. State support for WIU was approximately 12% less for FY18 than for FY14. Coupled with declining enrollment and limited ability to increase tuition and fees, the University struggles to provide annual salary increases. Salaries for new hires in the business area are not competitive with peer institutions, which hinder the CBT's ability to attract and retain qualified faculty and staff. Some programs have replaced terminally qualified faculty with adjuncts to save money. In the long-term, this will negatively affect the public image of the University. In addition, the CBT is experiencing either flat or declining operating budgets. Reduced operating budgets have consistently challenged faculty and staff to do more with less.
- ***Workplace Changes*** – Rapid changes in the work environment for business graduates quickly render teaching techniques, course content, and instructional software obsolete. Faculty development and technology upgrades will be a challenge in times of tight budgets. Maintaining quality in online programs will be an additional challenge, as our number of online courses, programs, and students continue to increase.

## **Degree Programs**

The CBT offers seven Bachelor of Business degrees that are included in this review. The number of degrees conferred in 2017-2018 were as follows:

- Accounting – 52
- Finance – 20
- Economics – 7
- Human Resource Management – 17
- Management – 48
- Marketing – 30
- Supply Chain Management – 47

The CBT also offers two graduate degrees that are included in the CIR:

1. Master of Business Administration – 38
2. Master of Accountancy – 17

More details are available in Section 4 of this report.

### **3. Progress on Concerns from 2015 Review**

In the AACSB's positive notification of reaffirmation, dated April 30, 2015, the visiting team identified two items that the College needed address prior to this review. They were:

1. The team is concerned that the guidelines for maintaining practice academic (PA) status are too lenient. The College should review the guidelines and assure that individuals who are classified as PA have ongoing, sustained, and substantive professional engagement activities that support PA status. (Standard 15: Faculty Qualifications and Engagement)
2. The College should create a mechanism to annually ensure that faculty members continue appropriate activities to maintain faculty qualifications. (Standard 15: Faculty Qualifications and Engagement)

#### **Response to Concern One**

The College modified its committee structure by adding the AACSB Committee. The charge of the committee is to oversee the reaffirmation process. The committee includes the Chairs from the three business departments, a faculty member from each of these departments, the Associate Dean and the Dean. In the Fall of 2017, the committee completed a revised draft of the Faculty Qualifications and Engagement Criteria, which the business faculty approved in the Spring 2018. A copy of the document is in Appendix A.

The faculty revised the criteria for PA status to include having met the requirements for a Scholarly Academic at some point in their careers. The faculty strengthened the requirements for sustaining PA status by requiring 100 hours of consulting activities in the last five years. Faculty added additional professional activities to the list of recommended undertakings. Under the new guidelines, an annual review by the Department Chair is required as part of the University's Professional Achievement Award (PAA) process. The new union contract replaced the PAA in 2019 with the Merit Award system. The chair will now conduct an annual review as part of the Merit Award for tenured faculty and the tenure, promotion and retention processes for non-tenured faculty. Non-tenure track faculty are also required to submit an annual report (updated resume) which the chair reviews in consultation with the faculty member.

#### **Response to Concern Two**

The Department Chairs will report annually to the Dean of the College on the qualifications of their faculty. The report will follow individual faculty consultations and are part of the Merit Award, Promotion and Tenure, and Retention processes. Faculty will annually submit updated AACSB vitae. The review will ensure that the department deploys its resources effectively and each faculty member is aware of their expected role in the fulfillment of the unit's mission and goals. The attached document (see Appendix B) details the implementation of this annual review process. The AACSB Committee annually reviews the vitae and updates Table 15-1.

## 4. Strategic Management and Innovation

### A. Historical Perspectives

Western Illinois University, established in 1899, began operation as Western Illinois State Normal School in 1902. In 1921, the state General Assembly changed the school's name to Western Illinois State Teachers College. The General Assembly changed the institution's name to Western Illinois State College in 1947; and finally, in 1957 to Western Illinois University. WIU is a fully accredited, co-educational, state-supported University, offering both undergraduate and graduate degrees.

The University established the College of Business in 1966 and granted the first undergraduate degrees in Business in 1967. The College awarded the first graduate degrees in Business in 1969. The CBT received its initial accreditation by the AACSB in 1978. Since its inception in 1966, the College conferred degrees to 17,575 Business undergraduates and 2,572 MBAs.

### *College Configuration*

In 1994, WIU reorganized administratively, resulting in a reduction of academic colleges from six to four. This restructuring resulted in the addition of three departments to the College of Business: the departments of Agriculture, Computer Science, and Engineering Technology. To more accurately reflect the new structure, the College of Business was renamed the College of Business and Technology. A new program in Engineering was developed and approved in 2008. The University awarded its first Engineering degree in the Fall 2009. As a result, the University established the School of Engineering as an academic department unit in the CBT effective July 1, 2009. The School received initial ABET accreditation in 2012.

In response to budget challenges, the University reduced the number of units in the CBT from nine departments to seven in 2010. The reorganization reduced the five business departments to three. Accountancy became Accounting and Finance; Marketing and Management became one unit; Economics added Decision Sciences; and Information Systems moved to the School of Computer Science.

### *Quad Cities Campus*

In 1988, the IBHE authorized WIU to offer majors in Accounting and Management at the Regional Center in the Quad Cities, a metro area approximately 80 miles north of the main campus in Macomb. In 1997, the IBHE also granted approval to WIU to offer Marketing. Beginning in 1996, the CBT began off-campus delivery of the MBA program in the Quad Cities using a distance-learning format. WIU replaced the distance-learning format with traditional face-to-face or online courses. More recently, hybrid courses have replaced some of the face-to-face courses. The MBA is available in the face-to-face (hybrid) or completely online formats. A student can complete the degree by combining formats.

The CBT has 12 full-time Business faculty members based in the Quad Cities. The QC faculty are members of, and tenured and promoted in their respective

departments in the CBT. The curriculum is identical on both campuses as are the admission and graduation requirements. WIU partners with the two QC community colleges—Black Hawk College in Moline, IL, and Scott Community College in Bettendorf, IA—for delivery of the first two years of coursework. Four-year business programs are now available on the campus.

In 2004, Deere and Company donated 22 acres and their former Tech Center building on River Drive, east of downtown Moline, to WIU for the WIU-Quad Cities Riverfront Campus. In 2012, Phase I of the Riverfront Campus was completed, and the CBT relocated its QC programs to the new site. In 2014, Phase II was completed. The business programs remain in the renovated Tech Center.

## B. Degree Programs

### *Degree Programs Included by Campus*

The following programs offered by the CBT are included in the AACSB continuous review:

Bachelor of Business	Macomb	Quad Cities	Online
Accountancy	X	X	X
Business Analytics	X		
Economics	X		X
Finance	X		
Human Resource Management (HRM)	X	X	
Management	X	X	X
Marketing	X	X	
Supply Chain Management (SCM)	X	X	
Master of Accountancy (MAcc)	X		
Master of Business Administration (MBA)	X	X	X

### *Degree Programs Excluded*

The CBT requested that AACSB exclude the following programs from the current CIR based on AACSB program exclusion standards:

- BA Music Business
- BS Agriculture Business
- BS Construction Management
- BS Health Services Management
- BS Hotel/Restaurant Management
- BS Information Systems
- MS Sport Management
- MA Economics (now MS in Quantitative Economics)
- MS Applied Statistics and Decision Science

### ***29-Hour Rule***

To assure that non-Business degrees, such as the Bachelor of Arts in General Studies, do not become an alternative business degree, WIU has established an academic policy that limits non-Business majors to 29 semester hours or less in typical Business and Management courses. Enforcement of this policy is through the WARD report (Western's Academic Requirements for Degree), which by computer program, blocks registration for more than these 29 cumulative semester hours.

### **C. Graduates**

#### ***Number of Graduates and Majors 2014-2018***

##### *Graduates by Major*

Undergraduate	2014	2015	2016	2017	2018
Accountancy	48	61	54	59	52
Economics (BB only)	4	8	9	9	7
Finance	31	29	18	13	20
HRM	6	18	24	23	17
Information Systems*	2	0	0	0	0
Management	46	61	81	61	48
Marketing	41	55	34	51	30
SCM	47	25	55	56	47
Total Undergraduate	226	257	275	272	221

Graduate	2014	2015	2016	2017	2018
Master of Accountancy (MAcc)	18	15	12	10	17
Master of Business Administration (MBA)	34	29	32	42	38
Total Graduate	52	44	34	52	55

\*The BB in Information Systems became a BS in Information Systems in 2011, a non-business degree. The University awarded the last BB degrees in 2014.

## D. Enrollments

### *Fall Enrollments by Major 2014-2018*

Undergraduate	2014	2015	2016	2017	2018
Accountancy	301	300	294	281	248
Business Analytics*	--	--	--	--	3
Economics**	34	40	29	19	14
Finance	77	57	73	83	95
HRM	72	87	79	71	95
Management	328	283	224	199	162
Marketing	201	159	144	174	123
SCM	146	163	157	153	151
Business Undecided	48	99	82	88	72
Total	1,227	1,188	1,082	1,018	963
Graduate	2014	2015	2016	2017	2018
Post-Baccalaureate Certificate	30	33	18	9	5
MAcc	20	20	22	26	20
MBA	66	88	77	107	105
Total	116	141	117	142	130

\* First offering Fall 2018

\*\*Excludes declared BA in Economics majors

## **E. Vision and Mission**

The CBT is primarily an undergraduate institution with a regional focus. Most CBT students are from northern Illinois, and the Chicago area (250 miles northeast of Macomb). WIU recruits international and out-of-state students to provide diversity within the student body. Approximately 2.3% of the Business undergraduate student body is comprised of international students. The graduate Business programs account for 11.8% of the CBT students. About 7.7% of the graduate students are international.

The CBT strives for quality and continuous improvement in all its endeavors. The CBT bases its actions and expectations on the fundamental values of the University: academic excellence, educational opportunity, social responsibility, and personal growth. In an environment characterized by growing global economic forces, differences in organizational and cultural values, cultural diversity, and changing technology, the CBT actively prepares students to make meaningful contributions to their professions and the larger society in which they work and live.

The CBT operates under a central vision to be a recognized center of excellence in teaching, research, and service and a global learning community for sharing ideas, values, and solutions. The CBT embraces three Values for Distinction: (1) innovation, (2) impact, and (3) engagement. With these values in mind, the CBT has adopted the following vision:

*The College of Business & Technology will be a place of excellence for talented students, faculty, and staff. We will foster excellence through innovative, technology-focused programs.*

*We will offer an array of learning opportunities for students. We will have dedicated faculty who are excellent teachers and recognized professionally for their work. We will engage in collaborative relationships with industry through joint technology development, sponsored programs and applied research. It will be a leading college in Illinois and beyond.*

The CBT strives to be a leading college in Illinois and beyond for all those seeking to participate in a quality educational experience. In keeping with this vision, the CBT focuses on the following mission:

*The College of Business & Technology prepares students for professional careers and life-long learning in a globalized economy. We provide an innovative and applied education in business and technology that fosters the highest level of academic standards, integrity, and ethics among our constituents.*

The CBT accomplishes its mission through three Key Sustaining Objectives, which focus on activities that the College supports and nourishes over the planning period. The College organizes the objects around the three traditional areas of intellectual enrichment that are central to CBT's vision and mission: (1) teaching, (2) research, and (3) service.

### ***Teaching***

Through the first sustaining objective, the faculty strive to provide a quality innovative educational experience within a comprehensive learning environment and develop students with the following:

- Intellectual curiosity and commitment to lifelong learning fostered by a strong curriculum.
- A well-developed sense of justice, citizenship, and social responsibility.
- An understanding of global issues, and an appreciation for diversity.
- Leadership, teamwork, and interpersonal skills.
- The ability to recognize, analyze, and solve conceptual and practical problems/issues.
- Superior written, oral, and listening skills.
- The ability to embrace technological advances important to their careers and lives.
- A working knowledge of the traditional business programs.

### ***Research***

The second sustaining goal of the CBT is to foster intellectual contributions. The focus is participation in intellectual activities that enable all faculty to maintain their professional competencies, contribute new ideas to their respective disciplines, and increase their effectiveness in the classroom. To accomplish this goal, the faculty must:

- Continue to engage in applied, basic, and pedagogical research (consistent with the mission; emphasis is on applied and pedagogical research).
- Increase integration of research findings into course content.
- Expand involvement in instructional development through traditional and innovative techniques, including new and revised curricula, projects, and cases.
- Enhance cooperation and communication (engagement) among faculty, students, and external agencies to foster the free exchange of ideas.
- Emphasize the impact of their research on the CBT's stakeholders.

### ***Service***

The third sustaining goal of the CBT is to apply the knowledge base, skills, and expertise of the faculty to impact society. To meet this goal, the CBT shall

- Continue to develop and maintain relationships with business and industry.
- Expand continuing education, professional development, and training programs.
- Maintain involvement in professional organizations through active membership and positions of leadership.
- Actively participate in the University and larger community in which the College functions.

The CBT also seeks uniqueness among its peers. In order to accomplish this goal, the faculty emphasize innovation, impact, and engagement (Values for Distinction) as they teach, research, and provide service to their stakeholders. The ultimate objective is to establish the College as a critical component of the Illinois system of higher education by distinctively affecting those they serve.

The CBT utilizes strategic goals to provide more long-term direction to their future activities. The following are the six strategic goals:

1. Foster teaching excellence
2. Engage students, faculty, alumni, and industry partners
3. Encourage innovation in teaching, research, and service
4. Grow partnership and corporate alliances
5. Raise student awareness of globalization and regional stewardship
6. Support department and program initiatives

The Strategic Planning Committee (SPC) updates the strategic planning initiatives (SPI) every year. CBT leadership and the National Advisory Board review the SPI each spring. These action items are short- and intermediate-term in timeframe and provide specificity to the Strategic Plan. The SPC assigns timelines, budgets, and responsibilities to each action item. Appendix C contains the Strategic Planning Initiatives for 2018-2019. Included in the plan is a progress report.

## **F. Strategic Management Planning Process**

WIU has an aggressive Strategic Plan, “Higher Values in Higher Education.” This document guides CBT’s planning activities to align the College goals with the over-arching goals of the University.

### ***Annual Academic Reporting and Planning Process***

This annual planning process, through which the *Consolidated Annual Report and Budget Request* is produced by the CBT, requires the College to identify its accomplishments and to develop and align its goals with the University Strategic Plan ([wiu.edu/universityplanning](http://wiu.edu/universityplanning)). The process also informs the University of the College’s budget needs for the short- and long-term. This process also establishes direct accountability at the institutional level. This process requires the CBT to revisit its Strategic Plan on an annual basis.

### ***CBT Strategic Planning Committee***

The Strategic Planning Committee (SPC), with a faculty representative from each department, meets regularly throughout the academic year to revise and update the Strategic Plan, and gather information from faculty about proposed changes. The SPC keeps faculty informed of progress, establishes sustaining and developmental objectives and specific strategies, and monitors the process for annual review and revisions. The SPC also communicates with key stakeholders (i.e., students, National Advisory Board, and alumni) to coordinate feedback. In the last two years, they have updated the vision and mission statements, performed a SWOT Analysis, and revamped the strategic goals. Recently, the SPC reviewed the Values for Distinction to reflect innovation, impact, and engagement in the Strategic Plan. These processes

have added an additional layer of accountability to the planning process whereby the CBT Strategic Plan continues to be a “living” document that evolves with the College.

### ***Dialogue and Feedback from the CBT National Advisory Board***

The CBT National Advisory Board provides meaningful input into the Strategic Plan. The College holds two Advisory Board meetings per year to discuss SWOT Analysis, strategic goals, and the overall plan.

### **G. Intellectual Contributions, Impact, and Alignment with Mission**

Table 2-1 illustrates the diversity of the faculty’s intellectual contributions (ICs). Faculty across disciplines and on both campuses made significant contributions to the CBT’s portfolio of ICs. The College classifies ICs as basic, applied, and pedagogical. The percentages within each category support the CBT’s mission, which centers on teaching, with most of the contributions in the applied and pedagogical areas. The percentage of faculty producing ICs is significant within each discipline.

Table 1-1 illustrates to some extent the impact of the ICs. It lists the citations for the ICs of the faculty in the last five years and for all publications in a faculty member’s career. The faculty used Google Scholar to locate the number of citations of their work. The CBT recognizes that this source is not 100% accurate. Nevertheless, the numbers illustrate that individuals external to the CBT are using the output of the faculty in their fields of research, in industry, and in the classroom.

Section 1 of the report also highlights specific ICs that are having a notable impact. Table 15-3 shows the quality of the ICs. The table breaks out the ICs produced of the faculty by outlet in the last five years. The table indicates that the faculty utilized a wide variety of outlets including a significant number in established print journals.

### **H. Financial Strategies and Allocation of Resources**

#### ***University Financial Position and Strategies***

In the last five years, WIU has experienced unprecedented financial challenges. Indications of problems include:

- A 15.1% decline in total appropriation since 2014
- A 25.7% drop in total enrollment and accompanying decline in tuition and fees
- A dramatic decrease in University reserves
- A decline in freshman retention rates
- A series of cost saving measures including unpaid furloughs, two rounds of layoffs, unfilled positions; operating budget cuts (25%) and program eliminations (no business programs were dropped)

The University’s strategy has been to decrease costs without jeopardizing quality. To offset the rising cost of higher education, WIU has minimized tuition and fee increases, a 3% cut in 2017, and no increase in 2018. There are some indications that this strategy has worked. The quality of the

freshman classes has improved since 2014, as indicated by average ACT scores and high school rank. Student to faculty ratios have declined from 15:1 in 2014 to 13:1 in 2018.

State funding from operations increased 2% for FY 2019 and 5% for FY 2020. The Illinois State Legislature allocated \$9.5 million for deferred maintenance in 2019 and promised larger increases soon. The state legislature may soon fund two significant capital projects for WIU, a new Center for the Performing Arts and a science facility. Renovation of the business building in Macomb (Stipes Hall) is third on the University's priority list. More important to the CBT is a planned increase in funding for delayed maintenance.

### ***WIU Cost Guarantee***

All new undergraduate students entering the University have tuition, fees, and room and board rates locked in for four years. This remains in effect if the student maintains continuous enrollment. If a student's major requires more than four years to complete, the guaranteed rate will be extended to cover the expected time for degree completion. Each year, the University's Board of Trustees (BOT) sets new rates for the entering class. If the BOT adds a fee, such as funding a new student service, the fee will apply to all students when implemented. The four-year Cost Guarantee applies to all new students, full- and part-time. If the student has not completed the program within the allotted amount of time, the University will extend the original guaranteed rates for up to two additional years.

### ***CBT Financial Strategies***

The CBT documents its financial strategies to support their goals and initiatives in the Strategic Plan and the *Consolidated Annual Report and Budget Request*. The CBT receives funds from two major sources: (1) state appropriation and (2) tuition.

These allocations provide basic funding for the College Personnel Budget (faculty and staff salaries) and the College and Department operating budgets. Additional funds available to the College include donations to the WIU Foundation, external grants, and income generating activities (e.g., Executive Education).

Operating funds for the CBT faculty who are resident at the WIU-Quad Cities campus are included in the department budgets. The QC faculty members are supervised, evaluated, and tenured in their academic departments. The Provost controls the personnel budget for the CBT faculty who are resident at the QC campus, as are the personnel budgets of the Macomb campus.

### ***Operating Budgets***

The following table presents the operating budgets for the CBT and its departments for FY14 through FY18:

Operating Budgets (Expended)	FY14	FY15	FY16	FY17	FY18
Accounting & Finance	24,226	17,644	12,871	11,508	19,540
Economics & Decision Sciences	24,281	23,885	12,600	13,941	18,386
Management & Marketing	34,894	25,095	14,329	15,495	25,059
CBT Advising	7,552	7,274	5,588	5,590	5,663
Dean's Office	26,983	24,690	20,097	14,375	15,916
General Instruction	60,591	78,883	15,945	18,553	61,660
Total	178,527	177,421	81,430	79,414	146,224

The state operated without formal budgets in FY15 and 16. The legislature dramatically cut state funding for colleges and universities for those two years. The University restored operating budgets to approximately 75% of the 2014 amount for FY18.

### ***Personnel Budgets***

The following table presents actual personnel expenditures for the business departments in the College and support areas for FY14-FY18. Note that the table separates the QC campus CBT personnel budget from the Macomb personnel budget. Also, note that the amounts below report actual expenditures for personnel by unit. The Provost controls personnel budgets.

Personnel Budgets (Expended)	FY14	FY15	FY16	FY17	FY18
Accounting & Finance	1,628,289	1,760,565	1,713,128	1,572,345	1,604,496
Economics & Decision Sciences	1,390,872	1,277,973	1,406,016	1,257,912	1,477,818
Management & Marketing	2,425,344	2,314,904	2,510,525	1,926,225	1,908,945
Quad Cities	1,358,571	1,361,319	1,382,171	1,453,119	1,137,472
CBT Advising	442,710	450,442	451,397	442,791	416,567
Dean's Office	644,626	592,930	532,423	431,391	471,476
Total	7,890,412	7,695,133	7,995,660	7,083,783	7,016,774

### ***Foundation Budgets***

The CBT has several accounts with the WIU Foundation, including the Scholarship Account, the Annual Fund Account, the McDonough Endowment, the Ryner Farm Account, and several endowed scholarship accounts. The July 1 balances for the CBT endowed funds and spendable donations are as follow:

Foundation Fund Balances	FY14	FY 15	FY16	FY17	FY18
Endowed	3,062,673	3,200,656	5,140,928	5,231,461	5,346,269
Expendable	130,914	132,175	128,759	110,583	128,049

Individual departments have their own foundation accounts that they manage independently.

The CBT awards several scholarships each year. The total amount of scholarships during the review period were as follows:

College Scholarships	FY15	FY16	FY17	FY18	FY19
Awarded	55,500	55,500	66,000	73,000	87,500

***Action Items***

As part of the *Consolidated Annual Report*, the CBT develops a list of action items along with budget needs and justifications. The list also includes items not requiring additional funding. The CBT selects SPIs assembled based on the feedback of the chairs, the SPC, and the CBT National Advisory Board. A summary of the most recent report is in Appendix C. The organization of the action items is by the CBT’s strategic goals in the Appendix.

**Contingency Plan**

The SPC, with feedback from the Advisory Board, developed a contingency plan to assist the CBT during future financial downturns. A brief outline of the plan includes:

Priorities/Actions

1. Maintain Unit A faculty lines across the CBT on both campuses
2. Maintain the computer labs and the supporting software
3. Maintain the support for graduate assistants and utilize them in service areas
4. Maintain faculty travel support

Increase Efficiency

1. Redistribute workloads and utilize student workers to cover any decline in office support
2. Use innovative delivery methods to handle any increase in course loads
3. Improve the scholarship application process and awards process

## **I. New Degree Programs**

The College added three programs to the offerings in the business departments since the last CIR. Two programs are new (BB in Business Analytics and MS in Applied Statistics and Decision Analytics). Only the BB in Business Analytics will be part of this CIR. The University administratively assigned the third program, Apparel and Textile Merchandise (ATM), to the Department of Management and Marketing during its teach-out phase. The CBT excluded ATM from prior and current CIRs because of its student market, goals, coursework and placement of graduates. The University is advising students interested in this area to seek a degree in Marketing.

### ***BB in Business Analytics***

In 2018, the CBT received permission to offer the Bachelor of Business degree in Business Analytics from the Illinois Board of Higher Education (IBHE). The first students enrolled in the program in the Fall 2018. The program includes the business core, 24 hours of discipline-based courses and 9 hours in an area of emphasis. Admission, retention and graduation requirements parallel those of the other BB degrees.

### ***MS in Applied Statistics and Decision Analytics***

The M.S. degree in Applied Statistics and Decision Analytics is a 30-hour curriculum design to provide students with a firm foundation of statistical analysis and modeling commonly used in many fields, including education, science, technology, health care, government, business, and social science research. The coursework involves primarily non-business classes, keeping the degree requirements below the 50% threshold of coursework from traditional business areas set by AACSB standards for inclusion in the CIR. The CBT requested permission to exclude this program from the review.

## **5. Participants – Students, Faculty, and Professional Staff**

### **A. Students**

Most students in the CBT are from Illinois, with approximately half coming from northeastern Illinois (Chicago and its suburbs) and the other half coming from rural areas of the state. In Fall 2018, males comprised 56.7% of the undergraduate Business majors in the College, with females comprising 43.3%. The majority of the undergraduate Business students classified themselves as White (62.17%), with 18% classified as Black, 11.8% classified as Hispanic, and 1.3% classified as Asian. Approximately 2.0% of the undergraduate students are international. The remaining 4.8% are primarily unknown.

The male/female ratio of the undergraduate student body has not changed since the last CIR. In 2014, the ethnicity breakdown was 66.2% White, 14.9% Black, 7.9% Hispanic, and 1.7% Asian. Since the last visit, the CBT enrollment has become more diverse. A larger percentage of the CBT students are males and white than the percentage for the University.

Graduate enrollment, including the post-baccalaureate certificates, declined slightly from 2014. The online MBA program remains popular. Enrollment in the MAcc is the same as 2014 (20). The primary change in the ethnicity in the graduate programs is a significant increase in the Hispanic enrollment in the graduate programs.

The CIR details the number of graduates and majors for the last five years in Section 4 of this report. Total undergraduate enrollment in the Business programs has decreased since 2014. The drop in undergraduate majors was 268 or 23.1%. The decline in graduate enrollment was 7 or 5.4%.

Percentage of Business Undergraduate Students by Race and Gender  
Fall 2014 and 2018

	White	Black	Hispanic	Asian	Other*	Male	Female
2014	66.2	14.9	7.9	1.7	9.3	56.6	43.4
2018	62.1	18.0	11.8	1.3	6.8	56.7	43.3
University	59.0	21.1	12.6	1.1	2.2	48.3	51.7

\*Primarily unknown and non-U.S. citizen

Percentage of Business Graduate Students by Race and Gender  
Fall 2014 and 2018

		White	Black	Hispanic	Asian	Other*	Male	Female	Total
2014	MAcc	16	--	--	1	3	7	13	20
	MBA/P	89	6	--	2	20	63	54	117
	BC								
	Total	105	6	--	3	23	70	67	137
	%	76.6	4.4	--	2.2	16.8	51.1	48.9	
2018	MAcc	11	1	2	--	6	9	11	20
	MBA/P	87	4	5	3	11	73	37	110
	BC								
	Total	98	5	7	3	17	82	48	130
	%	75.4	3.8	5.4	2.3	13.1	63.1	36.9	
University	2018	1,138	143	91	22	354	728	1,020	1,748
	%	65.1	8.2	5.2	1.3	20.1	41.6	58.4	

\*Primarily non-U.S. citizen and unknown

## B. Faculty

### *Faculty Credentials*

Table 15-1 illustrates that the CBT faculty meet or exceed the traditional qualifications guidelines used to judge faculty credentials for accreditation with a few exceptions. The exceptions include:

1. The 40% guideline for EDS in the QC. There was only one faculty member in the QC. The AACSB Committee classified her as other (O). EDS only offers service courses in the QC.
2. The 90% rule in both Macomb (73.6%), the QC (0%) and overall for EDS (67.7%).
3. The 40% guideline for Management and Marketing in Macomb (22.9%). The department falls slightly below the mark in total (39.6%) and meets the standard in the QC.
4. The 90% guideline in Macomb for Marketing and Management (88.6%). This guideline is met in the QC and overall.

The departments have undertaken steps to overcome these shortcomings. The University laid off two faculty classified as “O” in EDS in the spring of 2019 without replacing them. Qualified faculty will staff their classes on both campuses. The two remaining faculty classified as “O” are close to gaining reclassification as scholarly academic (SA). The Dean formally notified the faculty members of their unacceptable status. They have filed improvement plans with the College. This will bring EDS into compliance with the guidelines in the QC, Macomb, and overall, soon.

In Management and Marketing, two faculty members with master’s degrees, one a scholarly practitioner (SP), and the other an instructional practitioner (IP), are working toward DBAs. One Ph.D. classified as “O” is close to meeting the sustaining requirements for a scholarly academic (SA). A well-qualified SA faculty member will be moving from visiting status to a tenure track position in Fall 2019. The Dean and Chair will be implementing formal improvement plans for faculty members who are not meeting the sustaining criteria for their preferred classification in all the Business departments. These faculty members hold doctoral degrees and are close to meeting the requirements to restore their SA classifications.

One faculty member assigned to Management and Marketing (Mary Mhango) was formerly part of the Apparel and Textile Merchandising (ATM) program. ATM is in a teach-out phase. It is not a business program. The administration assigned her to the CBT until the phase out is complete. She is not included in the analysis of the faculty for this report.

Business Communication faculty (Michelle Howe, Susan Humphrey, and Cecil Tarrant) were not included in the faculty analysis. Prior visiting teams have reviewed and accepted their non-inclusion in previous CIR. They were included in the 2014 report separately for full disclosure purposes and reported similarly for this report.

### ***Professional Development***

The CBT faculty realizes and appreciates the value of professional engagement for improving teaching and student interaction. Ongoing budget challenges have weakened University support for professional development. Nevertheless, faculty members receive support for research from Department funds, College support for conferences from the Dean's Travel Award, University travel stipends (Provost Awards), and summer research grants. During the evaluation period, the Business faculty made approximately 345 ICs of which 85 were peer-reviewed journal articles or their equivalent. Faculty in all programs and from both campuses made contributions, as demonstrated in Table 15-1. New faculty guidelines broadened the types of activities expected of faculty, especially those in the PA category. The new activities encourage faculty engagement with the professions represented by their fields of study.

### ***Recruitment and Hiring***

Faculty recruitment is the responsibility of the Department seeking to fill a position. University policies ensure compliance with state and federal regulations. University guidelines also require a pool of qualified and diverse candidates. The President of the University ultimately makes the hiring decision. Details of the University hiring policies are available at [http://www.wiu.edu/board\\_of\\_trustees/regulations/general.php](http://www.wiu.edu/board_of_trustees/regulations/general.php).

### ***Evaluation and Reward Systems***

The University Professionals of Illinois (UPI) represent the WIU faculty. The union contract governs promotion and tenure decisions. Contract details are available at [http://www.wiu.edu/provost/upi\\_agreement/pdfs/UPIAgreementWithCover.pdf](http://www.wiu.edu/provost/upi_agreement/pdfs/UPIAgreementWithCover.pdf). Nevertheless, the contract allows for differences between departments and colleges. This allows the Business areas to design systems that complement the requirements of AACSB and the specialized needs of their disciplines.

In addition to tenure and promotion, WIU tenured faculty participate in the Merit Adjustment system. This new program provides financial incentives for faculty to perform above expectations in teaching, research, and service after reaching the rank of professor. A sample Merit Adjustment form evaluation form is in Appendix D. Annually, chairs evaluate non-tenured assistant professors, associate professors and non-tenure track faculty (Unit B).

During all but the last year of the review period, the faculty reward system outside of tenure and promotion included the Professional Achievement Award (PAA). This system's purpose, like the Merit Adjustment system, encouraged quality contributions to teaching, research and service from the faculty.

### ***Faculty Diversity***

The table below summarizes the demographic makeup of Business faculty. The data contrasts the ethnicity and gender of the 2014 and 2018 CBT faculty, and the 2018 University faculty. The number of full-time faculty was 57 in Fall

2014, and 54 in Fall 2018. Unlike the student body, the ethnicity of the faculty was more diverse in 2014 than 2018. There is a larger percentage of female faculty in 2018 than in 2014.

In comparison to the University, the Business faculty are ethnically more diverse. There are a slightly larger percentage of male faculty in the Business disciplines than the University. Relative to the students, the faculty are more white and about the same in gender.

Percentage of WIU Faculty by Race and Gender Fall 2014 and Fall 2018

	White	Black	Hispanic	Asian	Other*	Male	Female	Total
2014 CBT	38	2	--	17	--	34	23	57
%	66.7	3.5	--	29.8	--	59.6	40.4	
2018 CBT	39	1	--	14	--	30	24	54
%	72.2	1.9	--	25.9	--	55.6	44.4	
University - 2018	458	27	13	60	29	316	271	587
%	78.0	4.6	2.2	10.2	5.0	53.18	46.2	

\*Primarily unknown and non-U.S. citizen

### C. CBT Professional Staff

Support staff is available at both the Department and College levels and on both campuses. Each department has an office professional. Student workers assist the office staff. The CBT allocates graduate assistants (GAs) to the departments. The faculty use GAs to support teaching and research activities. Departments also use GAs to staff tutoring labs in Accounting, Finance, and Economics. None of the Business departments utilizes graduate students as classroom instructors.

At the College level, professional staff perform many service functions. The Advising Center provides compliance support for all the undergraduate Business majors for all four years. The Advising Center also assists the CBT in recruiting students.

A graduate coordinator advises the MAcc students in the Department of Accounting and Finance. The Associate Dean advises the MBA students. The Graduate School assists in the admission of graduate students with the final decisions on admittance made at the department level for the MAcc and at the College level for the MBA.

GAs from Computer Science help individual faculty and address classroom and lab technology needs. The University provides technical assistance for advanced issues through a centralized system (uTech).

The CBT also has a full-time development officer who works with the Dean, department chairs and the National Advisory Board. Although the officer officially reports to the Foundation, he works out of the Dean's Office. The Dean's Office also has a budget specialist/receptionist.

Several professional staff members help the QC faculty. The Advising Center has an extension on the Riverfront Campus, where two full-time advisors serve the needs of Business students. Technology support is available through uTech in the QC. Office support is also available. The College assigned four GAs to the QC faculty. GAs also provide tutoring for Accounting and Finance courses in the QC.

The University provides additional student services. Notable is Career Services, which provides consultation, advice, networking, and interviewing opportunities on both campuses. Career Services also sponsors University-wide career fairs, offered on both campuses. Faculty, chairs, and student organizations further support student career placement. Faculty and chairs are involved in placement at the individual levels. Student organizations sponsor specialized career fairs, interview preparation, and other assistance in job location.

Most professional staff members hold college degrees. Some have earned graduate degrees in areas that complement their positions. Many also continue their educational endeavors while working. The University provides an excellent continuing education package that provides tuition assistance and flextime for class attendance. The University also provides continuing education workshops for individuals in appropriate positions.

## 6. Learning and Teaching

### A. Curricula Revisions

The faculty drives the curriculum. The departments approve undergraduate modifications and forward the proposals to the College Curriculum Committee. After the committee's approval, the University Committee (CCPI) reviews them and places them on the Faculty Senate Agenda. Finally, the Provost signs off on the changes.

At the graduate level, the Department of Accounting starts the process for changes in the MAcc and the MBA Committee for the MBA. The department or the committee then sends approved modifications to the Graduate Council and who then sends them directly to the Provost.

#### *Undergraduate*

As the faculty gained experience with assessment of learning (AoL), they realized that the logistics of gathering data became cumbersome. In response, the faculty created a zero-credit course in 2015 to facilitate the assessment of the learning goals in the business core. The faculty added Business Core Assessment (BAT 490) as a graduation requirement. The course is available to students in their senior year.

Prior to 2017, the BB in Economics required that students select an emphasis in their major. In response to alumni and corporate partner recommendations, the department dropped this requirement. The faculty now require more rigorous coursework in the economics degree core.

In 2015, the Marketing department added two options, Enterprise Marketing and Marketing Technology, to its degree requirements. Students select one option, which is transcribed. Enterprise Marketing allows the students to develop an emphasis of their own design with four electives. The four required courses in the Marketing Technology option prepare students for careers in the digital economy. Students can select a third option, Omni Channel, beginning in Fall 2019. This is an outgrowth of the ATM program.

#### *Graduate*

The College offers two Business degrees at the graduate level, the Master of Accounting (MAcc) and the MBA. The CBT also offers two Post Baccalaureate Certificates, Business Analytics and Supply Chain Management. The Accounting Report contains a discussion of the MAcc degree.

The MBA faculty have not modified the required background courses or graduate course requirements since the last CIR. In Spring 2019, the faculty added Agri-Business as an area of concentration in response to demand in the area for graduates with this type of background. The Western Illinois economy is largely agriculture based. The integrated program should be popular with the College's Agriculture majors. Companies in Ag industries, such as John Deere, Caterpillar, and ADM hire many CBT graduates.

In 2013, the CBT began offering Post-Baccalaureate Certificates (PBCs) to serve the education needs of mid-career individuals. Originally, the College offered PBCs in Business Administration and Supply Chain. The PBCs were 12-hour programs. In 2015, the Illinois Board of Higher Education began to require a minimum of 18 hours in PBCs. In response, the demand for the PBC in Business Administration declined dramatically. The CBT no longer offers this PBC.

In response to requests from industry partners, advising boards, and alumni, the CBT developed and began offering a PBC in Business Analytics in 2014. Enrollment in the program remains strong. To complement the PBC in Business Analytics, the faculty added Business Analytics to the available list of concentrations in the MBA.

### **B. Learning Goals and Objectives**

The Curriculum Committee, in consultation with the Assessment Committee, recommends changes in the learning goals and objectives for the Business core. The goals are very broad and static. The objectives are more specific and operationalize the learning goals. Below is the latest set of goals and objectives:

## **CBT – Undergraduate Business Core Learning Goals and Objectives** (Revised Fall 2018)

### ***Goal I***

Graduates will possess the common body of foundation knowledge in Accounting, Behavioral Science, Economics, Mathematics, and Statistics expected of a Business graduate.

#### Learning Objectives

- 1A: Business students will master the foundation knowledge reflected in the Business core.
- 1B: Students will apply the foundation knowledge in business decision-making situations. The application process will emphasize the integration of the business disciplines.

### ***Goal II***

Graduates will possess the ability to solve problems using quantitative analysis and computer software applications. Graduates will be able to apply personal financial tools in order to function as good economic citizens and provide leadership in today's complex environment.

#### Learning Objectives

- 2A: Business students will be able to solve business problems using quantitative analysis.
- 2B: Business students will solve business problems with the assistance of computer software applications.
- 2C: Business students will have a working knowledge of consumer tools designed to assist decision-making by individuals and families in areas such as banking, insurance, and investing.
- 2D: Business students will have a basic understanding of business analytics and its potential use in decision making.

### ***Goal III***

Graduates will understand the implications of ethical and global issues in management decision-making.

#### Learning Objectives

- 3A: Students will be able to apply an ethical framework to business decision-making.
- 3B: Students will describe how global issues affect business decisions.
- 3C: Students will describe the responsibilities of organizations and individuals to society.

### ***Goal IV***

Graduates will be able to write and communicate orally in a business environment.

#### Learning Objectives

- 4A: Students will write effectively in a business setting.
- 4B: Students will effectively communicate orally in a business setting.

***Goal V***

Graduates will be able to lead a diversified workforce and perform effectively in teams.

Learning Objectives

- 5A: Business students will be ready to assume leadership roles.
- 5B: Business students will be effective team members.

***Goal VI***

Graduates will possess the creative and critical thinking skills needed to solve unstructured real-world problems.

Learning Objectives

- 6A: Business students will be able to solve unstructured business problems.
- 6B: Business students will apply critical thinking skills to different business settings.

CBT – MBA  
Learning Goals and Objectives  
Updated Fall 2018

The learning goals and objectives for the MBA are the responsibility of the MBA Committee. Here is the current set of learning goals and objectives for the MBA:

***Goal I***

Graduates will demonstrate knowledge from multiple business disciplines and demonstrate their ability to integrate knowledge from multiple disciplines simultaneously to solve business problems.

Learning Objectives

- 1A: MBA students will possess a working knowledge of the traditional functions of a business or business-like organization.
- 1B: MBA students will demonstrate an ability to integrate their knowledge of the traditional functions.

***Goal II***

Graduates will recognize the ethical dimensions of behavioral choices made in business contexts.

Learning Objectives

- 2A: MBA students will demonstrate an ability to identify an ethical dilemma in a business setting.
- 2B: MBA students will demonstrate ethical reasoning.

***Goal III***

Graduates will be able to effectively communicate and collaborate in a business setting.

#### Learning Objectives

- 3A: MBA students will demonstrate effective written communication skills.
- 3B: MBA students will demonstrate effective group interaction skills.

#### ***Goal IV***

Graduates will identify issues that can arise when conducting business internationally and be prepared to interact in a diverse, multicultural business environment.

#### Learning Objectives

- 4A: MBA students will be aware of the issues businesses experience while operating in a global and culturally diverse environment.

#### ***Goal V***

Graduates will possess the critical thinking skills needed to analyze and solve business problems.

#### Learning Objectives – Assessment

- 5A: Students will effectively gather relevant information; analyze the data using appropriate tools and develop solutions to solve complex business problems.

### **C. Assessment of Learning**

#### ***College Assessment Philosophy***

The faculty view Assurance of Learning (AoL) as an opportunity to leverage their research skills with their efforts to improve student learning. The College undergraduate model centers on six learning goals. Student objectives further define each of the learning goals. Breaking student-learning goals into specific objectives allows the faculty to measure student learning, use the measurements to manage the curriculum, and improve their teaching. AoL is viewed as an ongoing, systematic process that provides solid, quantifiable evidence of strengths and weaknesses within the CBT. It is not a device to monitor the performance of individual faculty members or student progress. The overriding purpose is enhancement of the learning experience for the students and program improvement.

Appendix E contains a spreadsheet that summarizes the AoL process and recent results for the Business core. The organization of the report is by the goals and objectives. It identifies the assessment tool, results, and the faculty's response to the results.

At the undergraduate level, the CBT oversees the evaluation and improvement of the common Business core. The AoL process for the specific majors in the CBT is the responsibility of the departments in which the majors reside. The AoL Model for the MBA program is the responsibility of the MBA Committee and the CBT's graduate faculty.

### ***Undergraduate Program – Bachelor of Business***

The Assessment Committee designed a common format for all AoL Models used by the programs in the College. The format involves five steps:

1. Select student learning goals and objectives that describe the desired knowledge, skills, and abilities of CBT graduates.
2. Distribute the goals and objectives throughout the curriculum to ensure enough coverage within each program.
3. Develop and administer direct and indirect measures of the goals and objectives.
4. Analyze and report the results of the direct measures and any supporting indirect measures to the faculty.
5. Utilize the results to assist the faculty in curriculum development and management and program improvement.

***Process*** – The Assessment Committee provides the leadership for undergraduate assessment. The College maintains the goals and objectives for the Business core following faculty input. The committee also solicits input from the National Advisory Board and students. Department committee representatives and the assessment web page (wiu/cbt/assessment) facilitate communications.

The Assessment Committee employees a calendar to provide guidance on the process over time. The committee typically selects two or three issues raised by the results to address each year. The Assessment Committee often establishes an Ad Hoc Committee, led by a member of the committee to develop a plan to remediate the area requiring attention.

***Results and Actions*** – The faculty compare results to pre-established benchmarks. The last column of the spreadsheet describes the activities undertaken to overcome shortcomings. See Appendix E. Reactions to the analysis of measures may include the following:

- Acceptable and re-measure
- Undertake a remediation project
- Consider a new measurement tool
- Modify the benchmark
- Reevaluate the curriculum
- Modify pedagogy
- Add an additional course to the core

***AoL Within the Majors*** – Assessment of the major is undertaken by the departments offering the majors. Since the Accounting program holds specialized (supplemental) accreditation, the accounting faculty utilize a well-developed AoL Model. The Accounting CIR report includes this model. All the business majors require seniors to complete a no credit course within their programs in which assessment data is gathered. Faculty report their department assessment plans, results, and reactions annually to the University Assessment Committee. University policy requires an annual report on every program's assessment plan, student results and faculty reactions. The chair of the University Assessment Committee and the Associate Provost (Mark Mossman) provide feedback and follow-up to the departments.

### ***Master of Business Administration***

The MBA Committee oversees the AoL Model for the MBA program. The graduate faculty and the departments providing the courses for the MBA also participate in the process.

The MBA AoL Program utilizes the five-step process described above for the undergraduate model. BAT 611 is a noncredit, required course used for assessment of the MBA program. Appendix F contains a summary of the assessment activities within the MBA program, using a format like the Business core.

***Process*** – The MBA Committee develops the assessment tools and oversees their administration. The Assessment Coordinator prepares the data during the summer for analysis during the fall. The Coordinator also prepares and forwards the University report to the Associate Provost. The MBA Committee solicits reactions from faculty on the objectives for which students did not perform up to the benchmarks. The MBA Committee also serves as the Curriculum Committee for the MBA.

***Tools*** – The MBA Committee uses the ETS Major Field Test for the MBA (MFT) to measure student knowledge in the traditional business functions of marketing, management, finance, and accounting (Learning Goal 1). The overall score on the MFT measures the students' ability to integrate strategic planning, identify problems in a business setting, and gather and analyze data.

The committee assesses recognizing ethical dimensions (Learning Goal 2) by exposing students to a series of business situations. Faculty then measure the students' ability to identify ethical dilemmas. The Robin and Reidenbach ethics instrument is used to measure ethical reasoning.

The MBA Committee assesses written communication (Learning Goal 3) with a writing assignment using a rubric. Peer evaluations measure the ability of students to work in teams (collaborate).

The MBA Committee assesses global awareness (Learning Goal 4) with a written case assignment.

***Results and Actions*** –The MBA Committee compares the assessment results to pre-established benchmarks. Most of the measured objectives typically exceed the benchmarks.

Appendix F is the MBA Committee's most recent report to the University-level assessment committee.

## **7. Academic and Professional Engagement**

In Fall 2013, the faculty in CBT recognized they needed to review the traditional areas of professional activities (teaching, research, and service) considering the impact they were having on the constituencies they serve. The faculty identified their primary stakeholders and the impact they wanted to have on each group. Appendix A contains the CBT impact statement, which summarizes this project. In addition to impact, the faculty embedded innovation and engagement in the statement. The responsibility for reaching the expected outcomes includes not only the faculty and administration but also the students.

### **A. Student Academic and Professional Engagement**

Student engagement occurs most often through student professional organizations and internships. Through their organizations, students interact with professionals who serve as guest speakers and participants in seminars and panels. Many groups sponsor field trips to business and government organizations where they interact with professionals. Many groups also participate in competitions that simulate real-world problem solving. Students also can engage the members of their community through club-sponsored service projects. Table 1-2 summarizes student involvement in the Business groups on the two campuses.

Approximately 419 students were members in the CBT's professional and honorary organizations. Every organization sponsored at least one event that involved professional interaction. The events included such activities as job fairs, business site visits, and professional presentations. The groups held 173 events in 2018-19.

Nearly all the groups were involved in some type of service activity. The activities included, for example, Habitat for Humanity, food banks, work in soup kitchens, and helping small businesses. The number of activities for the CBT groups was 42 during 2018-19.

Internships give the participating students obvious opportunities for engagement with professionals. Returning interns are a rich source for innovation in the classroom and for curriculum improvement. They often stimulate class discussions with real-world examples and make suggestions for improving course content. Table 1-3 summarizes the trend in internship participation by majors during the review period. Note that an internship is required in the SCM major and highly encouraged in the other areas. Despite lacking a full-time internship coordinator, the number of internships and percentage of students taking internships remain consistent over the last five years.

### **B. Faculty Qualifications and Engagement**

The CBT is committed to supporting the success of its faculty and ensuring that their activities help the College fulfill its mission. Appendix C details the CBT's policies relating to the matching of faculty development and retention and the mission of the College.

Table 1-1 summarizes the faculty efforts to meet the expected outcomes listed in the impact statement. Measuring impact outcomes is new to the CBT. Some metrics are traditional in nature and available from current data. Other measurements of impact are under development. Nevertheless, the CBT can show evidence of meeting most of the expected outcomes for its stakeholders.

Table 15-1 summarizes the credentials of the individual faculty both full-time and adjunct. The table also indicates the classification assigned to each faculty member by the AACSB Committee. The committee also determines whether the faculty member is “participating” or “supporting.” Appendix B contains the criteria used to classify faculty members and determine their status of participating or supporting. The AACSB Committee updated the criteria, the National Advisory Board reviewed the proposal, and the College faculty approved the revised criteria in 2018. The table lists the percentage of faculty in each classification by department and by campus. Table 15-1 also gives the CBT total with and without the Business Communication faculty. The CBT meets most of the AACSB guidelines with a few exceptions. Section 5(b) of the report addresses these exceptions. Participating faculty taught nearly all the credit hours generated by the College. The CBT clearly meets the AACSB requirements for participating faculty.

Table 15-2 further illustrates the deployment of well-qualified faculty throughout all levels of instruction. The undergraduate programs are staffed with both scholarly-oriented faculty (SAs and SPs) and faculty oriented toward practice (PAs and IPs). SA and PA classified faculty teach most of the graduate courses.

Table 15-3 breaks out the ICs of each department by type. The design of the table was to provide the reader with the opportunity to judge the quality of the ICs. Each department has a variety of ICs, including traditional refereed print journal articles.

Faculty in all the departments are affecting students in the classroom and in other ways through pedagogical research, textbook publishing, development of cases, and other classroom support material. Faculty are interacting with professionals in their fields through consulting, business ownership, executive education, applied research, and involvement in professional organizations. In addition, the most common type of IC is applied. Faculty continue to be involved in their profession as academics through basic research and leadership and through service in academic organizations. On campus, many faculty serve in leadership positions, student group advisors, and on numerous committees at all levels.

Most of the faculty contribute time and talent to the local community, and many serve as officers in service organizations. Table 1-1 contains a quick overview of the impact that the faculty are having on the CBT’s stakeholders.

## 8. Programs of Distinction

### A. Signature Programs

To highlight programs of note at WIU, the University instituted the Signature Program project in 2010. The purpose of the project was to draw attention to these areas to increase enrollment and support from alumni and the state. To further advance these programs, the majors selected receive extra funding for special projects and special recognition in University promotional materials. Of the 62 undergraduate and 38 graduate programs at WIU, only 12 have earned this recognition. Four of them (Agriculture, SCM, Engineering, and Accounting) are housed in the CBT.

Programs must apply for this recognition. The Provost and deans evaluate the applications and select programs for the designation. The selection process includes the following criteria:

- Uniqueness of the program in the state, region, and nation
- The prestige of the program, which is determined by the scholarly/professional activity of the faculty, national recognition of the program, status of the University for its peer programs, and other honors earned by the program
- The accreditation status of the program
- The number of majors and graduates in the last five years (consideration is given for increasing numbers)
- The student credit hour production in the last five years and whether the number is increasing
- The percentage of Honors students who are majors or minors in the program
- The number/percentage of students who attend graduate school immediately upon completion of the program, and the quality of the graduate programs to which they are admitted
- Whether a licensure examination is required of students and the pass rate for students
- Multiple audiences being served at multiple locations
- Strength of the corporate and/or agency demand to employ the graduates, and the success of the graduates in career advancement
- Number/kinds of internship opportunities with potential employers
- Number of faculty teaching honors courses

### B. Business Analytics

In Fall 2018, the Department of Economics and Decision Sciences began offering a BB in Business Analytics. This program brings together the CBT core, with the technical skills of data mining, statistical modeling, and forecasting for data driven decision-making and for solving the analytical problems of the contemporary business world. Students keen to master the fundamentals of data-analysis, learn applications of business analytics, and learn useful statistical methods. They will especially benefit from the high-demand baccalaureate program in Business Analytics – the first of its kind in Illinois. The CBT designed the program for undergraduate level students from diverse backgrounds.

The objectives of the Business Analytics program are to impart a unique skill set unto students. Students will have the ability to interpret and draw inference from quantitative data and effectively communicate their observations. Graduates of this program are well suited to pursue careers in almost any field of business, as well as in science, technology, computer science, health care, government, and education. The BB in Business Analytics program relates closely to degree programs in Economics, Applied Statistics and Decision Analytics, Business Administration, and Mathematics, and is the only business STEM major in the CBT.

### **C. CPA Project**

In 2017, the Accounting and Finance Department received a grant to improve the graduation rates and CPA completion of minority students. The grant funds graduate assistantships to minority MAcc students who will provide tutoring services and peer counseling to undergraduates. The graduate students receive specialized training to prepare them for their assignments. More details are available in the Accounting CIR.

## 9. Consultative Review

Faculty in the CBT are anticipating the new AACSB business standards to pass at ICAM 2020. The faculty are concerned about the impact of new standards on their curriculum, assessment model, faculty qualifications, etc. The faculty will appreciate any input that the review team can add to the discussion.

The faculty are concerned that the College is not placing enough emphasis on teaching-related intellectual contributions. The CBT guidelines for SA heavily emphasize peer reviewed journal articles.

An ongoing discussion involves including textbooks as an equivalent contribution to a refereed journal article. The rationale includes the time required, the peer review process done by the publisher, and the impact a successful textbook has on management education.

Similarly, the guidelines for SA also undervalue external grants. Recently the CBT has experienced some success in this area. The time and effort required to submit a successful grant is comparable to the commitment needed to publish research in a quality journal. In addition, the review process for most external grants is comparable to the referring steps needed for a journal article. The faculty are also considering modifying the SA criteria to equate a significant grant with a peer reviewed journal article. Any input from the review team will be of value to the faculty.

**Table 1-1 Faculty Contributions to Expected Outcomes:  
Five-Year Summary (see Impact Statement)**

	1- D Pedagogic al ICs	1- E Student Research	2- B Business Interaction	2- C Applied ICs	2- D Member Prof. Org.	3- A Basic ICs	3- B Officer Academic Org.	3- C Service – Academic Org.	4- A Officer at WIU	4- B Grants	5- D Offices in Service Organizations	5- B Community Service	Citations Last 5 years	Citations Anytime
<b>Accounting and Finance Faculty</b>														
Ahl, Anita		5	Yes									Yes		
Calvert, M. Patricia		3	Yes						Yes					
Coe, Marty (QC)	5	4	Yes	7	Yes		Yes		Yes	1		Yes	11	53
DeBoeuf, David	2	7		5									1	3
Elfrink, John	1	2	Yes		Yes		Yes		Yes		Yes	Yes	170	889
Ford, Amy	5	4	Yes						Yes			Yes		
Gray, Stephen	2	3	Yes	5	Yes			Yes			Yes	Yes		
Hunt, Steve (QC)	7	3	Yes		Yes			Yes	Yes			Yes	38	257
Kenny, Peppi	3	1		2				Yes				Yes	21	46
Lee, Hongbok	2	3		9	Yes	3	Yes	Yes					59	81
Ludlum, Lisa		2	Yes		Yes							Yes		
McGarry, Jennifer (QC)		1	Yes	1	Yes				Yes		Yes	Yes		
Pillutla, Padmaja (QC)	1		Yes	4	Yes		Yes	Yes			Yes	Yes		
Pryor, Charles		2		2		6					Yes	Yes	7	7
Song, Inman	2		Yes	2										
Westen, Cheryl		6	Yes						Yes			Yes		
Woodruff, Gregg	2	7	Yes	6	Yes				Yes	2			9	14
Yan, Zhiqiang		7		5	Yes		Yes						0	2
Yoon, Soon Suk	3	11		13		5		Yes					406	792
<b>Total Accounting and Finance</b>	<b>35</b>	<b>71</b>	<b>68.4%</b>	<b>61</b>	<b>52.6%</b>	<b>14</b>	<b>26.3%</b>	<b>31.6%</b>	<b>42.1%</b>	<b>3</b>	<b>26.3%</b>	<b>63.2%</b>	<b>1,114</b>	<b>2,144</b>

	1- D Pedagogic al ICs	1- E Student Research	2- B Business Interaction	2- C Applied ICs	2- D Member Prof. Org.	3- A Basic ICs	3- B Officer Academic Org.	3- C Service – Academic Org.	4- A Officer at WIU	4- B Grants	5- D Offices in Service Organizations	5- B Community Service	Citations Last 5 years	Citations Anytime
<b>Economics and Decision Sciences Faculty</b>														
Babin, Jeffrey		7	Yes	15	Yes			Yes				Yes	4	4
Balagangadharan, Arathi		2										Yes		
Chauhan, Haritima		1		4				Yes						
Devereueawax, Jonathan		19							Yes					
Feld, Tara	2	14	Yes	3	Yes			Yes	Yes			Yes	60	168
Ghimire, Shankar		8		24	Yes			Yes		5	Yes	Yes	19	19
Lin, Jessica	7	3		6					Yes				38	39
Liu, Feng				6		2							8	8
Man, Kasing	1	5		1		4	Yes	Yes		1			10	130
Melkumian, Alice		1		5	Yes			Yes			Yes	Yes	1	1
Rock, Steven		1	Yes				Yes	Yes	Yes		Yes	Yes		
Sadler, Thomas		2		6					Yes			Yes	21	49
Valeva, Anna	2			2							Yes	Yes	3	3
Zheng, Rong		15		9										
<b>Total Economics and Decision Sciences</b>	<b>12</b>	<b>78</b>	<b>21.4%</b>	<b>81</b>	<b>28.6%</b>	<b>6</b>	<b>14.3%</b>	<b>50.0%</b>	<b>35.7%</b>	<b>6</b>	<b>28.6%</b>	<b>57.1%</b>	<b>164</b>	<b>421</b>

	1- D Pedagogical ICs	1- E Student Research	2- B Business Interaction	2- C Applied ICs	2- D Member Prof. Org.	3- A Basic ICs	3- B Officer Academic Org.	3- C Service – Academic Organizations	4- A Officer at WIU	4- B Grants	5- D Offices in Service Org.	5- B Community Service	Citations Last 5 years	Citations Anytime
<b>Management and Marketing Faculty</b>														
Baril, Joan (QC)		3	Yes								Yes	Yes		
Bobina, Mariya				15	Yes								484	809
Brazhkin, Vitaly (QC)	1	3	Yes	7	Yes							Yes	11	420
Chakravorti, Samit	3		Yes			1		Yes				Yes	91	129
Conrad, Craig	7	2	Yes	5	Yes		Yes	Yes	Yes	5	Yes	Yes	67	245
Creasy, Susan			Yes									Yes		
Gates, Janice		8	Yes		Yes			Yes	Yes		Yes	Yes		
Goshunov, Mikhail				5									2	2
Grachev, Mikhail (QC) (on sabbatical 2018-19)				6	Yes								622	1,171
Humbert, Nicole			Yes		Yes						Yes	Yes		
Hunt, Ryan	1	9	Yes	3	Yes				Yes					
Jennings, Barton	17	1	Yes	5	Yes								0	42
Koo, Wanmo				9	Yes			Yes					116	119
Leezer, Laura		1	Yes		Yes						Yes	Yes		
Liao, Yin-Chi	1	2		11					Yes		Yes		41	41
Patterson, James (QC)	1	5	Yes	5	Yes			Yes	Yes		Yes	Yes	911	1,865
Rands, Gordon	1	2	Yes	3	Yes			Yes			Yes	Yes	795	2,064
Sawhney, Rajeev		1	Yes	6				Yes					314	537
Shike, Sarah		1	Yes	2								Yes		
Singh, Mandeep (QC)	7	2		3				Yes	Yes				22	588
Stewart, Susan (QC)		20	Yes	1	Yes	11		Yes	Yes			Yes	1,202	2,695
Walter, Rod		1	Yes	1	Yes			Yes				Yes		
Western, Bruce		5	Yes		Yes						Yes	Yes		
Wienczek, Donna	5	2	Yes		Yes						Yes	Yes	3	3
Yang, Tae Seok		4		13	Yes			Yes					268	284
Zimmerman, Honey	3	5	Yes		Yes				Yes		Yes	Yes		
<b>Total Management and Marketing</b>	<b>47</b>	<b>77</b>	<b>73.1%</b>	<b>100</b>	<b>69.2%</b>	<b>12</b>	<b>3.8%</b>	<b>42.3%</b>	<b>30.1%</b>	<b>5</b>	<b>42.3%</b>	<b>61.5%</b>	<b>5,129</b>	<b>11,034</b>

	1- D Pedagogical ICs	1- E Student Research	2- B Business Interaction	2- C Applied ICs	2- D Member Prof. Org.	3- A Basic ICs	3- B Officer Academic Org.	3- C Service – Academic Organizations	4- A Officer at WIU	4- B Grants	5- D Offices in Service Org.	5- B Community Service	Citations Last 5 years	Citations Anytime
<b>Business Communication (service area) Faculty</b>														
Howe, Michelle			Yes		Yes				Yes		Yes	Yes		
Tarrant, Cecil														
Humphrey, Suzanne			Yes									Yes		
<b>Total Business Communication</b>			<b>66.7%</b>		<b>33.3%</b>				<b>33.3%</b>		<b>33.3%</b>	<b>33.3%</b>		

**Table 1-2**  
**Student Organizations:**  
**Activities and Membership**

**2018- 2019**

Department	Organization	Members	Engagement Activities	Service Activities
Accounting & Finance	Beta Alpha Psi–Macomb	17	27	4
	SCIMA–Macomb	15	12	1
	Finance Club	22	5	3
	Beta Alpha Psi–QC	10	7	1
	Society of Accountancy–QC	42	7	4
	National Association of Black Accountants	10	3	3
Economics & Decision Sciences	Analytics and Economics Student Association	20	19	0
Marketing & Management	Sigma Iota Epsilon	52	8	0
	Society for Human Resource Management-Macomb	15	10	1
	Society for Human Resource Management-QC	30	20	5
	Marketing Club	32	8	10
	Supply Chain Management Association	47	17	3
College	Beta Gamma Sigma	24	1	0
	CBT Student Organizations Council	20	9	0
	Delta Sigma Pi	21	13	6
	Women in Business	42	7	1
College of Business & Technology Total:		419	173	42

**Table 1-3**  
**Internship Enrollments by Major Academic Years 2014-2019**

Major	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Accounting	13	16	19	18	17
Finance	4	0	6	4	5
MAcc	10	13	11	14	10
Economics	2	4	10	7	5
Management	7	5	4	9	4
MBA	1	4	3	4	5
Marketing	6	6	5	1	3
Supply Chain Mgt	51	62	41	47	42
HRM	4	5	6	5	3
Total	98	115	105	109	94
% of Business Students	7.3	8.7	8.8	9.4	8.6

**Table 2- 1**  
**Intellectual Contributions of the Academic Business Units\***

Part A: Five- Year Summary of Intellectual Contributions												
Departments	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								
	Basic or Discovery Scholarship	Applied or Integration/ Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Research Monographs	Academic/ Professional Meeting Proceedings/ Presentations	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percentage of Faculty Producing ICs**
Accounting and Finance	9	42	34	25	0	42	3	5	0	5	5	77.7
Economics and Decision Science	6	83.5	3.5	17	0	69	6	0	0	0	1	84.6
Management and Marketing	13	73.5	45.5	29	0	74	5	4	1	0	19	82.6
CBT Total	28	199	83	71	0	185	14	9	1	5	25	81.5
% of Total ICs	9.0	64.2	26.8	22.9	0	59.7	4.5	2.9	3	1.6	8.1	
<p>* The table contains only contributions by faculty members from the 2018-19 academic year and only includes contributions during their tenure at WIU. The table proportionately credits contributions co-authored by faculty assigned to different departments, i.e., multiple WIU authored items included only once.</p> <p>** The percentage is based only on full-time faculty</p>												
Part B: Alignment with Mission, Expected Outcomes, and Strategy												
See section four of the report.												

Part C: Quality of Five- Year Portfolio of Intellectual Contributions
See Table 2-2 for a list of journals publishing faculty articles (not duplicated for WIU co-authorship). See Table 15-3 for the types of intellectual contributions produced by the faculty (co-authored items are listed for each author).
Part D: Impact of Intellectual Contributions
See Table 1- 1.

**Table 2-2:  
Five-Year Summary of Peer and Editorial-Reviewed  
Journals and Number of Publications in Each**

The table contains only publications by faculty members during the 2018-19 academic year and only includes publications from their tenure at WIU. The table proportionately credits publications co-authored by faculty assigned to different departments.

Peer and Editorial-Reviewed Journals (by Organizational Structure)	Number of Publications
<b>Accounting and Finance</b>	
3PL Perspectives	1
Academy of Educational Leadership Journal	2
Advances in Financial Education	2
American Journal of Business Education	1
Applied Economics	3
Asian-Pacific Journal of Accounting & Finance	1
CPA Journal	3
Geneva Papers on Risk and Insurance-Issues and Practice	1
Global Perspectives on Accounting Education	1
Journal of Accounting Education	2
Journal of Accounting and Free Enterprise	1
Journal of Business, Industry and Economics	1
Journal Contemporary Business Issues	.5
Journal of Finance Issues	1
Journal of Marketing Development and Competitiveness	.5
Korean Accounting Journal	2
Korean Accounting Review	1
Managerial Finance	3
<b>Accounting and Finance Total</b>	<b>25</b>
<b>Economics and Decision Science</b>	
Advances in Pacific Basin Business, Economics and Finance	1
Applied Economics and International Development	1
Ecological Economics	1
Financial Management	1
International Journal of Forecasting	1

Journal of Applied Business and Economics	1
Journal of Contemporary Business Issues	.5
Journal of Development Innovations	2
Journal of Economic Inequality	1
Journal of Economic Insight	2
Journal of Economic Theory	1
Journal of Interdisciplinary Economics	1
Managerial Finance	1
Quality Approaches in Higher Education	.5
Quality Engineering	1
Urban Child Institute	1
<b>Economics and Decision Science Total</b>	<b>17</b>
<b>Marketing and Management</b>	
An Anthology of Social Themes	1
Computers in Human Behavior	1
Industrial and Organizational Psychology	1
International Journal of Interactive Mobile Technologies	1
International Journal of Human Resource Management	1
International Journal of Marketing Studies	2
International Journal of Teaching and Learning in Higher Education	1
International Review of Entrepreneurship	1
Journal of Business and Behavioral Sciences	1
Journal of Business Diversity	1
Journal of Business Logistics	1
Journal of Contemporary Business Issues	3
Journal of Consumer Affairs	1
Journal of Educational Research and Innovation	1
Journal of Entrepreneurship and Public Policy	1
Journal of Financial Stability	1
Journal of Global Fashion Marketing	1
Journal of International Business and Economy	1
Journal of Legal Studies in Business	1
Journal of Marketing Development and Competitiveness	.5
Journal of the Scholarship of Teaching and Learning	1
Journal of Technology Transfer	1
Korean Journal of Psychology: General	1

Management Development in Africa	1
MH1 Solutions	1
Quality Approaches in Higher Education	.5
Sage Publications	1
Transportation Journal	1
<b>Marketing and Management Total</b>	<b>29</b>
<b>Grand Total</b>	<b>71</b>

**TABLE 15-1**  
**Faculty Sufficiency and Qualifications**  
**Summary for the**  
**Most Recently Completed Normal**  
**Academic Year (RE: Standards 5 and 15)**  
**2019**

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the Unit	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
<b>Accounting and Finance</b>											
Ahl, Anita	2013	MS, 1999	24		UT				100		CPA, Consulting
Calvert, M. Patricia	2004	MBA, 1998	24		UT				100		Consulting Insurance License
Coe, Marty (QC)	1993	PhD, 2013	21		UT, GT	100					3 PRJs 8 Other IC 1 External Grant
DeBoeuf, David	1995	PhD, 1995	21		UT, GT	100					3 PRJs 4 Proceedings
Elfrink, John	2006	PhD, 1987	6		UT, ADM		25				1 PRJs Journal Editor Interim Dean
Ford, Amy	2006	MAcc, 2002	24		UT			100			Consulting 5 Professional Exam Contributions Certifications Webinars
Gray, Stephen	1997	DBA, 2017	21		UT	100					New DBA 7 Presentations

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the Unit	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Hunt, Steve (QC)	1998	PhD, 1991	18		UT	100					5 PRJs 2 Presentations
Kenny, Peppi	1991	PhD, 1993	21		UT, GT	100					2 PRJs 3 Presentations
Lee, Hongbok	2002	PhD, 2002	21		UT, GT	100					5 PRJs 4 Proceedings 5 Presentations
Ludlum, Lisa	2012	MAcc 1995	24		UT, GT				100		CPA Consulting
McGarry, Jennifer (QC)	2013	DBA, 2018	21		UT,GT	100					New DBA 1PRJ
Pillutla, Padmaja (QC)	2000	PhD, 2002	21		UT,GT		100				Board Member (2 nonprofit organizations) Consulting 5 Presentations

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the Unit	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Pryor, Charles	2008	PhD, 2008	21		UT, GT	100					3 PRJs 5 Proceedings
Song, Inman	2018	PhD, 1986		6	UT	25					Board Member Samsung Numerous Publication prior to WIU appointment 1 PRJ 1 Presentation 2 Textbooks
Westen, Cheryl	2001	MBA, 2000	24		UT, SER				100		Business Owner CPA BAP Advisor
Woodruff, Gregg	2001	PhD, 2003	6		UT, GT, ADM	100					2 PRJ 2 External Grants 4 Presentations Chair
Yan, Zhiqiang	2009	PhD, 2009	21		UT, GT	100					3 PRJs 2 Presentations
Yoon, Soon Suk	2012	PhD, 1987	18		UT, GT	100					5 PRJs 3 Textbooks 8 Presentations

	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)
Total Macomb	276	6	825	25	100	400	0
Total Quad Cities	81	0	300	100	0	0	0
Total Accounting and Finance	357	6	1125	125	100	400	0

<b>40% Rule Total</b>	$1,125/1,750 = 64.2\%$
<b>40% Rule Macomb</b>	$825/1,350 = 61.1\%$
<b>40% Rule QC</b>	$300/400 = 75\%$
<b>60% Rule Total</b>	$1,350/1,750 = 77.1\%$
<b>60% Rule Macomb</b>	$950/1,350 = 70.4\%$
<b>60% Rule QC</b>	$400/400 = 100\%$
<b>90% Rule Total</b>	$1,750/1,750 = 100\%$
<b>90% Rule Macomb</b>	$1,350/1,350 = 100\%$
<b>90% Rule QC</b>	$400/400 = 100\%$
<b>Percent Participating Total</b>	$357/363 = 98.3\%$
<b>Percent Participating Macomb</b>	$276/282 = 97.9\%$
<b>Percent Participating QC</b>	$81/81 = 100\%$

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the Unit	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
<b>Economics and Decision Sciences</b>											
Babin, Jefferey	2017	PhD, 2017	21		UT,GT	100					New PhD 2 PRJ 14 Presentations 1 Other Contributions
Balagangadharan, Arathi (QC)	2016	MA	24		UT					100	
Chauhan, Hartima	2018	PhD, 2018	21		UT	100					New PhD 4 Presentations
Devereueawax, Jonathan	2015	MA	24		UT					100	
Feld, Tara	1998	PhD, 1998	6		UT,ADM		25				5 Presentations Interim Associate Dean
Ghimire, Shankar	2016	PhD, 2013	21		UT,GT	100					4 PRJs 15 Presentations  5 Grants
Harriger-Lin, Jessica	2009	PhD, 2010	21		UT,ADM	100					3 PRJs 7 Presentations
Liu, Feng	2018	PhD, 2018	21		UT	100					New PhD 2 PRJs 6 Presentations
Man, Kasing	2006	PhD, 1996	18		UT, GT,ADM	100					3 PRJs 4 Presentations 1 Grant

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the Unit	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Melkumian, Alice	2003	PhD, 2003	18		UT, GT					100	1 PRJ 4 Presentations
Rock, Steven	1990	PhD, 1975		3	UT, ADM		13				Economic-related committee work for State of IL Tax Advisor (Volunteer) Certified Tax Advisor
Sadler, Thomas	2010	PhD, 1998	18		UT	100					2 PRJs 4 Presentations

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member' s Name	Date of First Appointment to the Unit	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Valeva, Anna	2006	PhD, 2002	18		UT,GT					100	4 Presentation
Zheng, Rong	2017	PhD, 2017	21		UT,GT	100					New PhD 1 PRJ 2 Proceedings 5 Presentations

	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)
Total Macomb	228	3	800	38	0	0	300
Total Quad Cities	24	0		0	0	0	100
Total Economics and Decision Sciences	252	3	800	38	0	0	400

<b>40% Rule Total</b>	800/1,238=64.6%
<b>40% Rule Macomb</b>	800/1,138= 70.2%
<b>40% Rule QC</b>	0/100 = 0%
<b>60% Rule Total</b>	838/1,238= 67.7%
<b>60% Rule Macomb</b>	838/1,138 = 73.6%
<b>60% Rule QC</b>	0/100 = 0%
<b>90% Rule Total</b>	838/1,238 =67.7%
<b>90% Rule Macomb</b>	838/1,238= 73.6%
<b>90% Rule QC</b>	0/100 = 0%
<b>Percent Participating Total</b>	252/255= 98.8%
<b>Percent Participating Macomb</b>	228/231 = 98.7%
<b>Percent Participating QC</b>	24/24= 100%

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the Unit	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
<b>Management and Marketing</b>											
Baril, Joan (QC)	2011	MBA, 1986	24		UT				100		Recent Experience Executive Education
Bobina, Mariya(QC)	2019	PHD 2015		9	UT	50					New PhD 7 PRJs 1 Proceedings 8 Presentations (all prior to starting at WIU)
Brazhkin, Vitaly (QC)	2014	PhD 2014	21		UT,GT	100					3 PRJs 5 Presentations
Chakravorti, Samit	2006	PhD, 2006	18		UT, GT					100	4 Presentations Small Business Consulting Certifications
Conrad, Craig	2001	DBA, 1994	6		UT, ADM		100				Assoc. Dean/Chair Consulting 5 Grants 1 Trade Journal 6 Presentations

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the Unit	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Creasy, Susan	2016	MBA 1992	24		UT				100		Consulting Merchandising Coordinator
Gates, Janice	1997	MBA, 1992	24		UT				100		Consulting Professional Interaction
Gorshunov, Mikhail	2018	PhD, 2018	18		UT	100					New PhD 2 Proceedings 3 Presentations
Grachev, Mikhail (QC) ( on sabbatical 2018-19)	2002	PhD, 1998			UT, GT	100					3 PRJs 3 Presentations
Humbert, Nicole	2018	JD 2014		6	UT				25		Practicing Lawyer Law License

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the Unit	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Hunt, Ryan	1999	JD, 1996	21		UT		100				Practicing Lawyer Law License 1 PRJ 3 Presentations
Jennings, Barton	2002	PhD, 1994	18		UT, GT		100				Consulting Executive Education 1 Textbook 2 Presentations 2 Trade Publications 12 Invited Presentations
Koo, Wamoo	2018	PhD, 2014	21		UT	100					New PhD 4 PRJs 2 Proceedings 3 Presentations
Leezer, Laura	2000	MS in Education, 1998		6	UT				25		Recent Experience Executive Education Board Member

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the Unit	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Liao, Yin-Chi	2011	PhD, 2010	18		UT,GT	100					6 PRJs 6 Presentations
Patterson, James (QC)	1995	PhD, 1999	21		UT, GT,	100					3 PRJs 2 Textbooks 2 Presentations
Rands, Gordon	1998	PhD, 1994	21		UT, GT		100				Board of Directors Executive Education 1 Case 2 Presentation 1 Other IC
Sawhney, Rajeev	1999	PhD, 1999	21		UT, GT					100	1 PRJs 4 Proceedings 1 Other IC
Shike, Sarah	2010	MBA, 2003	18		UT				100		Recent Experience Executive Education Consulting 2 Presentations DBA candidate

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the Unit	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Singh, Mandeep (QC)	1995	DBA, 1995	21		UT	100					4 PRJs 1 Textbook 4 Presentations
Stewart, Susan (QC)	2008	PhD, 2001	21		UT,GT	100					3 PRJs 1 Proceeding 7 Presentations 1 Trade Publication
Walter, Rod	1995	MBA, 1999		18	UT				100		Consulting Executive Education (Professional Presentations)
Western, Bruce	2016	MBA 1998	24						100		Recent Experience Small Business Owner
Wiencek, Donna	2011	MBA, 1999	24		UT			100			Consulting Executive Education 1 Trade Publication 4 Presentations
Yang, Tae Seok	2012	PhD, 2011	18		UT,GT	100					2 PRJs 11 Presentations
Zimmerman, Honey	2011	MBA, 2004	18		UT			100			Executive Education Certifications 2 Presentations DBA candidate

	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)
Macomb	333	30	400	400	200	550	200
QC	87	9	550	0	0	100	0
Total Management and Marketing	420	39	950	400	200	650	200

<b>40% Rule Total</b>	$950/2,400 = 39.6\%$
<b>40% Rule Macomb</b>	$400/1,750 = 22.9\%$
<b>40% Rule QC</b>	$550/650 = 90.9\%$
<b>60% Rule Total</b>	$1,550/2,400 = 64.6\%$
<b>60% Rule Macomb</b>	$1,050/1,750 = 60.0\%$
<b>60% Rule QC</b>	$550/650 = 84.6\%$
<b>90% Rule Total</b>	$2,200/2,400 = 91.7\%$
<b>90% Rule Macomb</b>	$1,550/1,750 = 88.6\%$
<b>90% Rule QC</b>	$650/650 = 100\%$
<b>Percent Participating Total</b>	$420/459 = 91.5\%$
<b>Percent Participating Macomb</b>	$333/363 = 91.7\%$
<b>Percent Participating QC</b>	$87/96 = 90.6\%$

Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the Unit	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	
Business Communication (service area)											
Howe, Michelle	2018	MS College Student Personnel, 2008	24						100		Recent Experience Certification
Tarrant, Cecil	1999	MA, 2004	24							100	
Humphrey, Suzanne (QC)	2007	MBA 1993		18					75		Consulting Certification

	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)
Macomb	48	0	0	0	0	100	100
QC	0	18	0	0	0	75	0
Total Business Communication	48	18	0	0	0	175	100

Total Business with Business Communication

<b>40% Rule Total</b>	2,875/5,663=50.8%
<b>40% Rule Macomb</b>	2,075/4,438=46.8%
<b>40% Rule QC</b>	850/1,225=69.4%
<b>60% Rule Total</b>	3,913/5,663=69.1
<b>60% Rule Macomb</b>	3,038/4,438=68.5%
<b>60% Rule QC</b>	950/1,225 = 77.6%
<b>90% Rule Total</b>	4,963/5,663=87.6%
<b>90% Rule Macomb</b>	3,838/4,438=86.5
<b>90% Rule QC</b>	1,175/1,225=91.8%
<b>Percent Participating Total</b>	1,077/1,143=94.2%
<b>Percent Participating Macomb</b>	885/924=95.7%
<b>Percent Participating QC</b>	192/219=87.7%

Total Business without Business Communication

<b>40% Rule Total</b>	2,875/5,388=53.4%
<b>40% Rule Macomb</b>	2,075/4,238=49.0%
<b>40% Rule QC</b>	850/1,150=73.9
<b>60% Rule Total</b>	3,738/5,388=69.4%
<b>60% Rule Macomb</b>	2,938/4,238=66.7%
<b>60% Rule QC</b>	950/1,150 = 82.6%
<b>90% Rule Total</b>	4,788/5,388=88.9%
<b>90% Rule Macomb</b>	3,738/4,238=88.2%
<b>90% Rule QC</b>	1,050/1,150= 91.3%
<b>Percent Participating Total</b>	1,029/1,077=95.5%
<b>Percent Participating Macomb</b>	837/876=95.5%
<b>Percent Participating QC</b>	192/201=95.5%

	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)
<b>Accounting and Finance</b>							
Macomb	282	0	825	25	100	400	0
Quad Cities	81	0	300	100	0	0	0
Total	363	0	1,125	125	100	400	0
<b>Economics and Decision Sciences</b>							
Macomb	234	3	900	113	0	0	200
Quad Cities	18	0	0	0	0	0	100
Total	252	3	900	113	0	0	300
<b>Management and Marketing</b>							
Macomb	366	30	400	600	200	550	0
Quad Cities	117	9	550	0	0	100	0
Total	483	39	950	600	200	650	0
<b>Business Communication</b>							
Macomb	48	0	0	0	0	100	100
Quad Cities	0	18	0	0	0	75	0
Total	48	18	0	0	0	175	100
<b>Grand Totals</b>							
Macomb	930	33	2,125	738	300	1,050	300
Quad Cities	216	18	850	100	0	175	100
All	1,146	51	2,975	838	300	1,225	400
Without Business Communication	1,098	33	2,975	838	300	1,150	300

**Table 15-2**  
**Deployment of Participating and Supporting Faculty by Qualification**  
**Status in Support of Degree Programs**  
**2014-2019 Academic Year**

	Percent of Teaching (measured by credit hours)					Total
	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Bachelor's	50.8	10.3	6.2	24.1	8.6	100
MBA*	56.2	26.8	2.4	12.2	2.4	100
MAcc*	71.4	0.0	0.0	28.6	0.0	100

\* Includes 500- and 600-level classes within the major and taught by faculty in Business departments. 400-G courses, which are available for graduate or undergraduate credit, are included in both bachelor's and master's categories.

**Table 15-3**  
**Analysis of the Quality of Intellectual Contributions:**  
**Five-Year Summary\***

Characteristics	Number
Traditional Peer-Reviewed Journal Articles	85
Publications in Trade Journals	7
Proceedings	15
Presentations Only (Refereed)	191
Presentations (Invited)	18
Grants	14
Textbooks	8
Other Books	1
Cases	1
Classroom Support Material	5
Total	345

\*The table contains only contributions by faculty members from the 2018-19 academic year and includes all WIU authors, i.e. co-authored items are included for all authors.

## Appendix A

### CBT Impact Statement

#### College Impact:

As an extension of the Mission Statement and Key Sustaining Objectives for the College of Business and Technology, the CBT identified the following stakeholders. Faculty listed stakeholders in order of priority. The Impact Statement also integrates the other two Vital Components. To facilitate accountability to the stakeholders, several expected outcomes (impacts) and possible measurement tools are provided below:

<u>Stakeholders:</u>	<u>Expected Outcomes:</u>	<u>Measurement Tools:</u>
1. The Students at Western Illinois University (undergraduate, graduate, and extended learning).	<ul style="list-style-type: none"> <li>A. Graduates who, on whole, have reached the learning goals in their major.</li> <li>B. A placement record that meets the expectations of the graduates.</li> <li>C. Innovative pedagogy that facilitates the learning process of students.</li> <li>D. Intellectual contributions that add to the body of knowledge in management education (pedagogical).</li> <li>E. Processes that encourage student engagement with academics and the professionals in the fields they study.</li> </ul>	<ul style="list-style-type: none"> <li>A. See the assessment process.</li> <li>B. Placement data (percent of graduates employed and positions held).</li> <li>C. Anecdotal information.</li> <li>D. Number of pedagogical ICs and citations.</li> <li>E. Membership in student organizations, internships, student/faculty research and professional presentations.</li> </ul>
2. The business community.	<ul style="list-style-type: none"> <li>A. Graduates who meet the staffing needs of the industries reflected in the majors.</li> <li>B. Assistance to business and not-for-profit organizations with technical issues.</li> <li>C. Intellectual contributions that translate basic research into practice (applied).</li> <li>D. Professional contacts through participation in non-academic organizations.</li> </ul>	<ul style="list-style-type: none"> <li>A. Placement data and internship evaluation data.</li> <li>B. Consulting hours.</li> <li>C. Number of applied ICs and citations.</li> <li>D. Faculty and student membership in professional organization. Offices held.</li> </ul>
3. The wider community of management educators.	<ul style="list-style-type: none"> <li>A. Intellectual contributions that extend the theoretical constructs within the fields represented within the college (basi).</li> <li>B. Leadership in academic organizations.</li> <li>C. Services to the processes necessary for the flow of scholarly activities (editorships, reviewers, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>A. Number of basic ICs and citations.</li> <li>B. Offices held in academic organizations.</li> <li>C. Editorships, reviews of scholarly, panel participation and discussants at conferences.</li> </ul>
4. The wider Western Illinois University Community.	<ul style="list-style-type: none"> <li>A. Leadership in faculty governance at the department, college and university level.</li> <li>B. External funding for research support.</li> <li>C. External funding for students and faculty development.</li> </ul>	<ul style="list-style-type: none"> <li>A. Officer positions held at WIU.</li> <li>B. Grants (number and dollar amounts).</li> <li>C. Outside funds procured.</li> </ul>
5. Society in general.	<ul style="list-style-type: none"> <li>A. Leadership in philanthropic organizations.</li> <li>B. Support for civic orient activities.</li> <li>C. Consulting for community focused organizations and events.</li> </ul>	<ul style="list-style-type: none"> <li>A. Offices held in philanthropic orgs.</li> <li>B. Community service provided.</li> <li>C. Hours of pro bono consulting work provided to non-profit organizations.</li> </ul>

**Appendix B**  
**Faculty Qualifications and Engagement Criteria**  
**College of Business and Technology**  
**Western Illinois University**  
**Spring 2018**

**College Mission Statement**

The College of Business & Technology (CBT) prepares students for professional careers and life-long learning in a globalized economy. We provide an innovative and applied education in business and technology that fosters the highest level of academic standards, integrity and ethics among our constituents.

**I. Introduction**

The purpose of this document is to communicate the standards for qualifying the College of Business and Technology's faculty in one of the four categories as set forth in AACSB Standard 15. In addition, the standards for classifying the CBT's faculty as participating or supporting members are stated in this document. The main objective is to guide our continuous improvement by enhancing the qualifications of the faculty in a manner that is reflective of the mission of the College and the University.

AACSB Standard 15 establishes four categories into which faculty, including those who hold administrative appointments (e.g., chairs, directors, and deans), are classified that represent the various combinations of their initial academic and professional preparation as well as their sustained academic and professional engagement activities. These categories are displayed in the chart below. Each faculty member's classification is documented with current vitae regardless of the type of appointment (i.e. full-time, part-time, etc.), title, or other characteristics. It is the responsibility of the faculty member to provide current vitae and other evidence as necessary to support his or her classification in one of the four categories and for his or her classification as a participating or supporting member of the faculty.

Scholarly Practitioners (SP)	Instructional Practitioners (IP)
Scholarly Academics (SA)	Practice Academics (PA)

**Sustained Engagement Activities**

Academic (Research/Scholarly)	Applied/Practice
----------------------------------	------------------

**Initial Academic Preparation and Professional Experience**

Professional experience, substantial in duration and level of responsibility
Doctoral degree

(Table from AACSB Standard 15)

The definitions of these categories from AACSB Standard 15 are as follows.

— **Scholarly Academics (SA)** sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined below.

— **Practice Academics (PA)** sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined below.

— **Scholarly Practitioners (SP)** sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined below.

— **Instructional Practitioners (IP)** sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below. IP status is sustained as outlined below. Faculty members who do not meet the qualifications for any of the four categories will be classified

as Other Qualified (OQ) faculty. Those faculty members who are OQ must still demonstrate that currency in their primary teaching area has been maintained during the most recent five-year period. It is the responsibility of faculty members who do not meet the academic or professional standards to make the case and provide evidence that they have maintained currency in their teaching area.

## II. Scholarly Academics (SA)

To meet the criteria for the Scholarly Academic (SA) category, faculty members must meet the following requirements for both the initial academic preparation and the sustained academic engagement activities.<sup>1</sup>

### A. Initial academic preparation

Satisfactory evidence of original academic preparation and degree completion includes:

1. A doctoral degree from an accredited program in the area in which the individual teaches
2. A doctoral degree from an accredited program in a related area coupled with *prima facie* evidence of a current research record in the teaching field
3. A doctoral degree from an accredited program in another area coupled with evidence of supplemental preparation in the teaching field and *prima facie* evidence of a current research record in the teaching field
4. A doctoral candidate (ABD status) actively enrolled in an accredited program in the area in which the individual teaches who has passed his or her comprehensive examination or has a dissertation proposal accepted within the last three years
5. A Juris Doctorate from an accredited program for an individual teaching in the area of business law and legal environment
6. A specialized graduate degree (such as a MAcc) in the area of accounting or taxation coupled with a Juris Doctorate for an individual teaching in the area of accounting and taxation
7. Substantial specialized coursework in the field of primary teaching responsibilities with *prima facie* evidence of a current research record in the teaching field, but no research doctoral degree and not classified in one of the six above categories

Faculty members in categories 2, 3, and 7 from the above list must demonstrate a higher level of sustained academic and/or professional engagement in order to be qualified as Scholarly Academic. Such engagement activities may include production of scholarship, service on editorial boards, attainment or maintenance of professional licenses or certifications relevant to the teaching area, or other equivalent activities. The burden is on the faculty member to show that these activities represent sustained and substantive engagement with the discipline in a manner consistent with the mission of the college. The Accreditation Committee shall review the documentation associated with these activities and provide a recommendation to the CBT Dean as to whether the activities meet the requirement for the Scholarly Academic category.

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<sup>1</sup> Faculty who have completed the doctoral degree within the last five years do not need to meet the requirement for sustained academic engagement activities. Faculty completing the doctoral degree are deemed to have met the standard for SA for a period of five years after the date of degree completion.

## **B. Sustained Academic Engagement Activities**

In order to remain qualified in the category of Scholarly Academic, faculty members are expected to meet the following requirements.

Within the last five years, faculty members in the SA category must

1. Publish two articles in peer-reviewed journals.
2. Produce three “other intellectual contributions,” examples of which are listed below.

In extraordinary circumstances, exceptions to the above standard can be considered. A faculty member seeking to equate “other intellectual contribution” with a peer-reviewed journal article must make the case for his or her position. Similarly, faculty members seeking to have a peer-reviewed journal article receive double weighting (count as two peer-reviewed publications) must make the case that the article makes a significant contribution to the literature in his or her primary field or teaching area. Requests for exceptions should be accompanied by documentation of the significance of the contribution and will be reviewed by the Accreditation Committee, which will make a recommendation to the Dean.

Each year, the Department Chair will review the documentation of these peer-reviewed articles and other intellectual contributions as part of the Professional Achievement Award process (PAA). The Chair will then make a recommendation to the Dean as to which faculty are deemed to have met the criteria for this category.

Examples of “other intellectual contributions” include but are not limited to:

- Research monographs
- Scholarly books
- Chapters in scholarly books
- Textbooks (new or major revisions)
- Proceedings from scholarly meetings
- Presentations at academic or professional meetings
- Publications in trade journals
- Book reviews
- Published cases with instructional materials
- Technical reports related to funded research projects
- Instructional software that is widely used
- Publicly available materials describing the design and implementation of new curricula or courses
- External or internal grants (peer-reviewed)
- Serving as an editor for a peer-reviewed publication
- Invited research talks at other colleges or universities
- Serving as an officer in a recognized academic society or association
- Receiving an award for research (e.g., “best paper” award, fellowships, etc.)

Each research work may only count in one category of these “other intellectual contributions.”

## **III. Practice Academics (PA)**

To meet the criteria for the Practice Academics (PA) category, faculty members must meet the following requirements for both the initial academic preparation and the sustained professional

engagement activities.

### **A. Initial Academic Preparation**

The requirements for initial academic preparation for the Practice Academics (PA) category are the same as those for the SA category.

### **B. Additional Requirements**

At some point in the faculty member's academic career the individual will have met the sustainment requirements for a SA. In addition, the faculty member must demonstrate sustained currency and relevance through professional engagement, interaction, and relevant activities. A faculty member can do this by meeting the sustaining requirements for at least two, as defined in the next section of this document.

### **C. Sustained Professional Engagement Activities**

As set forth in AACSB Standard 15, faculty members in the PA category are expected to engage in activities augmenting their initial preparation as academic scholars with significant linkages to practice, consulting, or other forms of professional engagement. Accordingly, faculty members qualified in the PA category will document their significant engagement in more than one of the following activities during the previous five years.

- Consulting or other practice related activities totaling 100 hours or more during the five-year period
- Developing and presenting executive education programs
- Leadership participation in business professional organizations related to the faculty member's teaching area.
- Practice oriented intellectual contributions resulting in a significant impact on the public or the profession as detailed in AACSB Standard 2
- Active service on boards of directors relevant to the primary teaching area
- Participation in professional events that focus on the practice of business, management, and related issues
- Obtaining or maintaining professional certifications or licenses
- Invited professional public speaking
- Sabbatical leave focused on professional development
- Other activities that place faculty in direct contact with business or other organizational leaders, such as serving as an internship coordinator or director of student practice orient projects.
- A leadership position in the CBT or university requiring at least 50% of the faculty member's workload. Examples would include but are not limited to Dean, Associate Dean, and Department Chair.
- Continuing professional education in the faculty member's teaching area

Because significant impact is frequently associated with focused effort in an area, it may be appropriate for a faculty member in the PA category to focus their efforts primarily on a particular activity. Nevertheless, it is expected that engagement will occur in more than one activity.

Activities in this category must be documented and the documentation submitted to the Department Chair as part of the annual PAA process along with a brief narrative of how these

activities have produced a significant impact on the client, the public, or the faculty member's ability to remain current and relevant in their primary teaching area. The Chair will review the documentation of these activities and produce a recommendation to the Dean of those faculty deemed to have met the criteria.

#### **IV. Scholarly Practitioners (SP)**

To meet the criteria for the Scholarly Practitioners (SP) category, faculty members must meet the following requirements for both the initial academic and professional preparation and the sustained academic engagement activities.

##### **A. Initial Academic and Professional Preparation**

###### **1. Academic**

Ordinarily, the initial academic preparation required of faculty members in the SP category is a non-terminal graduate degree from an accredited program in the area in which the individual teaches (e.g., an MBA degree). Exceptions may be made in the following cases.

A non-terminal graduate degree from an accredited program in a subject area related to the teaching area coupled with *prima facie* evidence of a current research record in the area directly related to the faculty member's teaching field that is significant in both duration and responsibilities.

A non-terminal graduate degree from an accredited program in another area coupled with professional certification appropriate to the faculty member's teaching field.

Requests for these and any other exceptions will be reviewed for approval by the AACSB Committee of the College of Business Technology, which will make a recommendation to the Dean.

###### **2. Professional**

Relevant professional preparation consists of working in governmental or private sector positions employing the faculty member's expertise at a level commensurate with the faculty member's teaching responsibilities. This professional preparation is expected to take place prior to the date of hire and be related to the teaching area. The expectation is that faculty teaching at the 100-200 level will document three years of professional experience, and faculty teaching at the 300 level and above will document five years of professional experience and professional certification where appropriate.

Faculty members without this level of professional preparation prior to date of hire may be deemed to have met these criteria by documenting significant professional experiences undertaken since the date of hire. Such engagement with the profession must be documented to have a significant impact on the client, the business community, or the faculty member's ability to remain current and relevant in their primary teaching area. The engagement must take place over a period of at least three years and be of a breadth and depth which is commensurate with the faculty member's teaching responsibility. Examples of such activities would include significant consulting experiences, professional certification or licensure, faculty internships, significant experience as the owner or manager of a business, or other appropriate engagement activities. The burden is on the faculty member to make the case that such professional engagements meet the standard. Documentation will

be reviewed by the Chair as part of the annual PAA process for recommendation to the Dean.

## **B. Sustained Academic Engagement Activities**

Faculty members seeking qualification in the SP category should augment their initial academic and professional preparation with engagement in scholarly and academic endeavors. The ultimate objective is that faculty members in the SP category should become active producers of academic scholarship to include peer-reviewed journal articles. To that end, the criteria for academic engagement are as follows:

One peer-reviewed journal article and two “other intellectual contributions”

or,

Four “other intellectual contributions”

The types of activities which qualify as “other intellectual contributions” are the same as those specified in the criteria for the SA category.

## **V. Instructional Practitioners (IP)**

To meet the criteria for the Instructional Practitioners (IP) category, faculty members must meet the following requirements for both the initial academic and professional preparation and the sustained professional engagement activities.

### **A. Initial Academic and Professional Preparation**

The requirements for initial academic and professional preparation are the same as those for the SP category detailed above.

### **B. Sustained Professional Engagement Activities**

Faculty members qualified in the IP category are expected to maintain currency of their initial academic and professional preparation by engaging in significant activities, which engage them with the business community. Accordingly, faculty members qualified in the IP category will document their engagement in more than one of the following activities during the previous five years.

- Consulting or other practice related activities totaling 100 hours or more during the five-year period
- Developing and presenting executive education programs
- Significant participation in business professional organizations
- Practice oriented intellectual contributions resulting in a significant impact on the public or the profession as detailed in AACSB Standard 2
- Active service on boards of directors relevant to the primary teaching area
- Participation in professional events that focus on the practice of business, management, and related issues
- Obtaining or maintaining professional certifications or licenses
- Invited professional public speaking
- Sabbatical leave focused on professional development

- Other activities that place faculty in direct contact with business or other organizational leaders, such as serving as an internship coordinator or director of student practice-oriented projects.
- Continuing professional education in the faculty member's teaching area

Because significant impact is frequently associated with focused effort in an area, it may be appropriate for a faculty member in the IP category to focus their efforts primarily on a particular activity. Nevertheless, it is expected that engagement will occur in more than one of these areas.

## **VI. Implementation**

Faculty members will keep a record of their intellectual contributions and professional engagement activities over the previous five-year period and report these to the College of Business and Technology Dean each year. Along with this record, faculty will report the category in which they seek to be qualified along with a brief narrative of the significance of their engagement activities (PA, SP, IP, and OQ categories only). Once collected, the documentation will be given to the Chair for review. The Chair will then give a recommendation to the Dean as to the category of qualifications for each faculty member. The Chair or Dean may ask for clarification or additional documentation from faculty members if necessary to determine their qualification status. Faculty with questions about whether certain activities would count toward these qualifications should consult with their Chair, who in turn should consult with the Dean.

## **VII. Transitioning Administrator**

An administrator returning to faculty positions receives a window for transitioning from a PA qualification or meeting the sustainment requirements for the SA qualification. The length of the transition window is equal to the amount of time the faculty member has been in the administrative position. The transition window will be at least two years in length and no more than five years. During the transition window, a PA administrator will remain classified as PA until he or she meets the SA requirements. An administrator classified as SA will remain classified SA until the transition window closes. At the end of the transition period, the faculty member should meet the same requirements as all non-administrative faculty for his or her qualification.

## **VIII. Participating and Supporting Faculty**

Faculty who are designated as participating faculty members are those who participate in faculty governance, service, and/or engage in significant interaction with students in extra-curricular learning environments such as student organizational meetings, tutoring sessions, etc. Adjunct faculty participation will be evaluated on a relative basis reflecting their teaching assignment.

Faculty who do not participate in faculty governance or do not engage in significant interaction with students in extra-curricular learning environments, yet maintain contractually mandated office hours and interaction with students outside of the classroom will be classified as supporting faculty members.

It is the individual faculty member's responsibility to make the case and provide evidence supporting his or her claim to be classified as either participating or supporting faculty members.

*Approved by the Business faculty, May 2018*

## Appendix C CBT Strategic Planning Initiatives

Initiative(s)	Performance Target(s)/ Outcome(s)	Action(s)	Champion(s)	Target Date	Fund Source/ Amount	Progress/Updates
<b>Goal 1: Enhance Teaching Excellence</b>						
Raise quality of students in business programs both (a) preadmission and (b) post-admission.	<p>a. Increase level of high school and community college outreach targeting high quality students</p> <p>b. Increase foundational skills (math, writing, critical thinking) to improve student success</p>	<p>a. Work more closely with university admissions and high school counselors</p> <p>b. Provide Opportunities for Enhancing Student Success</p>	Admissions and Business Faculty	Fall 2022	Foundation Funds \$50,000 for scholarships	Accounting and Economics are already engaged in dual enrollment programs with regional high schools. AG has a similar model. SCM visits and hosts HS students. Many departments have taken action to improve student skills post-admission. For example, Economics and Decision Sciences has a free tutoring lab for business core courses; Accounting has a free tutoring lab and a CPA Mentoring Project
Internally develop tenure track faculty	Move a management and supply chain Unit B person to Tenure Track	<p>a. Utilize university resources to support professional development of candidates</p> <p>b. Recruit potential candidates</p>	Dean Elfrink, Craig Conrad & Jeremy Wingerter	May 2021	\$50,000 in Foundation Funds	One Unit B in Finance completed his doctorate; two Unit B faculty with M&M are currently working on doctoral degrees. SCM has open positions for new hires. The Dean's Office is providing \$500 awards for faculty for presentations at conferences. Our new CBT Development Officer is working with alumni and corporations for funding.

Initiative(s)	Performance Target(s)/ Outcome(s)	Action(s)	Champion(s)	Target Date	Fund Source/ Amount	Progress/Updates
Integrated bachelors/MBA degree programs and other Integrated programs	Final approval by Grad Council and Provost of IS/MBA, CM/MBA, Engin/MBA& Ag/MBA integrated degrees	a. Develop integrated MBA curriculum proposals for IS, CM,Engin and Ag b. develop integrated from Business Analytics to MS ASDA c. Seek approval thru Grad Council	Department Chairs	May 2020	N/A	AG was successfully bridged to MBA and Business Analytics was successfully bridged to the MS ASDA spring 2019.
Develop a long-range plan for maintaining the computer labs	Strategic Plan for CBT computer labs	a. Complete the plan including funding sources	Technology Committee and CBT Technology staff	May 2019	N/A	Plan includes update of ST 327 instructional lab and increasing capacity from 30 to 40. Also computer upgrades of ST 312 computer lab.
Increase assessment activity at the program level	Mature assessment programs at the program level	a. Review student outcomes b. Map outcomes to the curriculum c. Modify curriculum content and reassess.	Department Chairs and Assessment Committees	Ongoing	N/A	All programs undergo yearly assessment and revision to ensure curriculum is up to date and consistent with student outcomes. Based on assessment, a new BB in Business Analytics began spring 2019 and is now integrated with the MS ASDA program.
<b>Goal 2: Encourage Engagement</b>						
Increase the number of students involved in experiential learning	Increase the number of gaining experience in their field of study by 10% per year	Establish a CBT internship coordinator	Chairs and Dean	May 2020	\$60,000 per year from appropriated funds	Currently, the position of a CBT Internship Coordinator is on hold given budgetary constraints. Overall, internship experiences are increasing within the CBT. Each department coordinates their own internships.

<b>Initiative(s)</b>	<b>Performance Target(s)/ Outcome(s)</b>	<b>Action(s)</b>	<b>Champion(s)</b>	<b>Target Date</b>	<b>Fund Source/ Amount</b>	<b>Progress/Updates</b>
Increase faculty involvement with their professions	Increase the number of offices held and committee membership by 10% per year	a. Obtain ability to pay professional dues b. Encourage all faculty to participate	Chairs and Dean	Fall 2019	\$3,000 from Foundation Funds	Working on an income source to assist with reimbursement of professional development activities.
Increase participation in Undergraduate and Graduate Student Research Day and external conferences and competitions	Increase participation by 10% per year	a. Encourage faculty to identify opportunities for student involvement in research projects	Business faculty	2019-20 Academic Year	NA	Get more examples from college about participation (Amy, Mark, ECON/DS). ECON/DS had 3 students present at regional conferences and several at WIU Grad Research Day. SCM, Accounting, AG, and ECON/DS students participate in discipline-based competitions each year.
Increase student participation in student groups	Increase the number of student memberships and faculty involvement in groups by 10% per year	a. Develop recruiting plan for students b. Enhance faculty involvement	Faculty	2019-20 Academic Year	NA	The CBT currently has 42 student organizations providing a wealth of opportunities for students outside of class.
Increase involvement with CBT Alumni	Increase interactions with alumni through corporate visits, invited presentations on campus, etc.	a. Encourage professional interactions with alumni	Faculty	Ongoing	NA	We have an active alumni network in each department assisting with professional tours, internships, speaking engagements, Professional Development Series, etc. Continue to involve alumni in decision making regarding curriculum, programs, etc.

Initiative(s)	Performance Target(s)/ Outcome(s)	Action(s)	Champion(s)	Target Date	Fund Source/ Amount	Progress/Updates
<b>Goal 3: Stimulate Innovation</b>						
Enhance technology in the classroom	Seek regular funding for technology	a. Identify appropriate technology b. Upgrade classrooms and online courses C. Train faculty	Technology Committee with CBT Technology Staff	Ongoing	From Appropriated Funds as available	Need to upgrade classrooms for live stream technology to accommodate program growth and reductions in faculty. We have identified the following classrooms ST 209, 222, 224,225, and 320. ST 327 lab needs to be live streamed. We have submitted a grant proposal for partial funding.
Place faculty and classroom computer hardware on a five-year replacement cycle based on Dell's warranty period.	Obtain funding	A. Update computer inventory B. Obtain funding C. Begin replacement	Dean and CBT Technology Staff	Fall 2020	From Appropriated Funds as available	Budget limitations have impacted timing of replacement. Chairs continue to upgrade faculty computers on a critical need basis.
Expand online offerings and continue to upgrade skills of online instructors	Increase the number of major and minors online and increase enrollment in courses	A. Conduct a needs survey B. Evaluate the effectiveness of current offerings C. Obtain funding D. Develop additional courses E. Train faculty in state of the art techniques	Department Chairs and CITR	Fall 2020	TBD	BA/BB Economics, BB Accounting, BB Finance, BB Management, BB Marketing, BB SCM either went online Fall 2018 or will be fully available online in the near future.
Continue to create new programs in line with industry demand	BS in Cybersecurity, and BB in Business Analytics	a. Feasibility reports b. Move through curriculum process c. Begin marketing				BS in Cybersecurity and BB in Business Analytics are up and running; need to increase public visibility of these programs.

Initiative(s)	Performance Target(s)/ Outcome(s)	Action(s)	Champion(s)	Target Date	Fund Source/ Amount	Progress/Updates
Enhance the use of simulation and cases in courses	Increased usage of cases and simulations	A. Select simulations and cases B. Use cases and simulations in courses C. Evaluate their effectiveness	Business Faculty	Ongoing	TBD	Case studies are part of MGT 490 the capstone course and are evaluated across several key areas.
<b>Goal 4: Increase Corporate Partnerships</b>						
Staff position and funding for full-time Internship/Corporate Relations Director	Hire a Director	A. Obtain Provost Approval B. Conduct Search	Provost	January 2022	Possible re-assignment of staff duties	A new CBT Development Officer was hired which will assist with corporate outreach. There is CBT involvement on the President's Executive Initiative assisting with corporate outreach.
Program Advisory Boards	Establish Advisory Boards for all programs	A. Recruit members B. Establish meeting structure and by-laws C. Begin holding meetings	Department Chairs	Fall 2015	NA	Most departments have advisory boards. Economics and Decision Sciences are in final stages of establishment. With pending merger with Accounting and Finance we are thinking about overall construction of the board for the combined "school".
Explore new fundraising priorities and initiatives in preparation of the university's next campaign.	Determine priorities and lists of desired projects spelled out.	A. Identify needs B. Conduct feasibility study C. Develop plan	Provost Department Chairs Becky Paulsen/Jeremy Wingerter	Fall 2017 or 2018	TBD	Department Chairs meet with Jeremy to create wish lists for departmental programs. Continuing to work on a long range plan for increasing funding.
<b>Goal 5: Instill an Awareness of Global and Regional Stewardship</b>						
Increase international enrollment in undergraduate programs	5% growth for 2019-20	A. Secure Dual Degree Programs in SCM B. Secure Dual Degree Programs in Accounting	Craig Conrad Gregg Woodruff Jeffrey Hancks	Fall 2019	NA	

Initiative(s)	Performance Target(s)/ Outcome(s)	Action(s)	Champion(s)	Target Date	Fund Source/ Amount	Progress/Updates
Increase international enrollment in graduate programs	5% growth for 2019-20	a. Secure cooperative agreements with international universities b. Enhance the International Graduate Merit Scholarship	Graduate Program Directors	Fall 2015	\$100,000 in tuition reduction	The MA in Economics is undergoing a CIP code change which will alter its designation to an MS degree with more quantitative focus and STEM designation. This should enhance international enrollment as it provides for 3 years OPT.
Long-term growth in international enrollment	5% growth for undergraduate and graduate programs	TBD	Graduate Program Directors Chairs Jeffrey Hancks	Ongoing	TBD	
Continue study abroad programs and international relationships	Integrate more internship opportunities and research in study abroad courses	a. faculty work with international partners	Faculty and Center for International Studies	2022	TBD	The CBT offers several study abroad courses each year. Increasingly, students are finding internship opportunities in the host country and/or doing direct research for international organizations they visit.
<b>Goal 6: Support Department and Program Initiatives</b>						
Develop a marketing plan for the online MBA and post baccalaureate certificates	Completed plan	a. Develop plans b. Obtain funding c. Implement plan	Associate Dean	January 2016	TBD	
Classroom enhancements for the College of Business and Technology	Completed renovation	a. Develop plans b. Acquire funds c. Implement construction	Provost	Spring 2022	Request capital maintenance funds. Amount TBD	Consolidated Annual Report FY 20 also includes purchasing live streaming capability for multiple classrooms

## Appendix D Sample

### University Template for Merit Adjustments Professor +5, +10, +15

Name: \_\_\_\_\_

Years: \_\_\_\_\_

Department/School : \_\_\_\_\_ Accounting and Finance \_\_\_\_\_

*All activities count as 1 activity each, such that completing 2 of the same activities within 1 year constitutes having completed 2 of those activities that year. No fractional amounts or rounding shall be permitted. The number of completed activities should be written in the year they were completed. Activities that overlap shall receive points in only 1 area.*

**Teaching/Primary Duties:** *For a rating of **Satisfactory**, faculty must meet tenure requirements in Teaching/Primary Duties, and for a rating of **Outstanding**, faculty must meet tenure requirements in Teaching/Primary Duties and also complete eight (8) of the following activities:*

		Year 1	Year 2	Year 3	Year 4	Year 5
1	Assigned duties that exceed 18 ACEs in an academic year – up to 3 activities per 5 year cycle					
2	Chairing a completed doctoral dissertation – up to 2 activities per 5 year cycle					
3	Chairing a completed master’s thesis – up to 2 activities per 5 year cycle					
4	Departmental independent study/readings (1 activity per 6 sh completed) Total:	0				
5	Undergraduate research supervision of projects presented and completed (URD)					
6	Honor’s thesis advised and completed					
7	Student research advised and presented off campus					
8	Serving on a graduate thesis or project					
9	Graduate project (non-thesis) advised and completed					
10	Serving on a doctoral dissertation committee					
11	Conversion of a face-to-face course to fully online format					
12	Development of a new approved/fully delivered course					
13	Major innovation in use of technology for teaching					
14	Graduate coordinator during summer when not on contract					
15	Development and delivery of an approved service learning project					
16	Professional development (1 activity per 5 workshops), limit of 5 activities per 5 year cycle					
17	College Excellence Award in a teaching area (1 activity credit per activity)					
18	Initial achievement of or recertification of a professional licensure or certification requiring education-based activities that supports your primary duties and/or department/college accreditation standards (1 activity per renewal)					

19	Implement student oriented experiential activity that materially supports AACSB Engagement, Innovation, and Impact goals (requires prior approval by Chair)					
20	Maintain AACSB Scholarly Academic Qualification (limit of 3 activities per 5-year cycle)					
21	Develop, conduct, or evaluate assessment exercises for the major if not receiving ACEs (requires at least 5 hrs per activity, limit 5 per 5-year cycle)					
22	Other teaching or primary-duty activity of comparable value					
	Total	0	0	0	0	0

*Note: If activities overlap, the faculty member can only count the activity in one area. For instance, if the faculty member advises a thesis or research project and counts this as an activity, they cannot count a presentation of that project as another activity.*

**Scholarly/Professional Activities:** For a rating of **Satisfactory**, faculty must complete 6 of the following activities, and for a rating of **Outstanding**, faculty must either: (1) complete eight (8) of the following activities, at least 1 of which must be from Category A, or (2) complete 10 of the following activities.

<b>Category A: Higher-level contributions</b>		Year 1	Year 2	Year 3	Year 4	Year 5
23	Publication of a book by a university press/national publisher which is scholarly and peer-reviewed					
24	Publication of a peer-reviewed journal article					
25	Publication of a college level textbook by a recognized publisher					
26	Recipient of national/international scholarly/professional/creative activities award					
27	Competitive, major, Sponsored Projects approved external grant award above \$15,000					
28	Peer-reviewed article published in proceedings of a national/international conference					
29	Invited performance or peer-reviewed show wherein performance or artistic work is accepted					
30	Publication of a chapter(s) in a book (if peer-reviewed)					
31	Editor of a national, peer-reviewed journal					
32	College Excellence Award in a scholarly/professional area (1 activity credit per activity)					
33	Distinguished Faculty Lecturer					
34	Significant effort towards organizing a professional conference (off campus)					
35	An equivalent professional or scholarly activity					
	Total	0	0	0	0	0

<b>Category B: Moderate-level and lower-level contributions</b>		Year 1	Year 2	Year 3	Year 4	Year 5
36	Delivery of a peer-reviewed presentation (international, national or regional)					
37	Editor of a scholarly/technical book					
38	Publication of a monograph by a reputable publisher or professional organization					
39	Competitive, Sponsored Projects-approved external grant award below \$15,000					
40	Publication in a peer reviewed state-level journal					

41	Publication of a book review					
42	Delivery of a peer-reviewed, state-level conference paper					
43	Editor of state/regional journal					
44	Membership of and contribution to an editorial board					
45	Submission of an unfunded Sponsored Projects approved, external grant					
46	Awarded internal university level competitive grant					
47	Summer stipend awarded					
48	Peer review of multiple articles for a professional publication					
49	Conference submission reviewer					
50	Organizing a session at a professional conference					
51	Non-juried, scholarly presentation or workshop					
52	An equivalent professional or scholarly activity					
	Total	0	0	0	0	0

**Service Activities:** (minimum of 6 activities required for Satisfactory rating; minimum of 8 activities, one in Category A, for Outstanding rating)

For a rating of **Satisfactory**, faculty must complete 6 of the following activities, and for a rating of **Outstanding**, faculty must either: (1) complete eight (8) of the following activities, at least 1 of which must be from Category A, or (2) complete 10 of the following activities.

<i>Category A</i>		Year 1	Year 2	Year 3	Year 4	Year 5
53	Chair or member of a major university council/committee that meets 1 to 2 times per month (i.e. Graduate Council, CGE, CCPI, CAGAS, Faculty Senate, etc.) if not receiving ACES					
54	Significant leadership position in one's professional organization					
55	Search committee chair					
56	DPC chair					
57	CPC or UPC chair (if 4 or more portfolios are evaluated)					
58	Chair, active department/college committee (meets at least 1 to 2 times a month)					
59	College Excellence Award in a service area (1 activity credit per activity)					
60	Member of the IRB or IACUC					
61	Significant individual contribution to curriculum endorsement/alignment with an external standard that is approved by an external accrediting agency.					
62	Equivalent service activity					
	Total	0	0	0	0	0

<i>Category B</i>		Year 1	Year 2	Year 3	Year 4	Year 5
63	Maintenance of department hardware/software used by multiple courses/faculty					
64	Chair or member of a major department/college/university committee that meets irregularly					
65	Chair, CPC or UPC (if 3 or fewer portfolios are reviewed)					
66	Search committee member					

67	Member of Faculty Senate ad-hoc committee if meets at least, on average, once a month for a full year (i.e. Distance Learning ad-hoc committee, Foreign Language/Global Issues Committee, GERC, Online Course Information Implementation Committee, etc.)					
68	Member of UPI negotiating team (up to 6 members may earn an activity point/year during negotiations with the University) if not receiving ACEs					
69	Member of UPI Executive Committee (VP, Secretary, Treasurer) if not receiving ACEs					
70	Member of other standing Faculty Senate Committees/Councils (or University Committees) that meet less regularly than 1 or 2 times a month (examples: WID, CIA, CCPU, CIE, COC, Committee on President and Provost Performance, etc.)					
71	Chair of standing department committee not already under Category A					
72	Officially assigned and actively engaged as faculty mentor					
73	Student organization advisor					
74	Member of standing/active, time intensive department/college committee that meets regularly					
75	Non-juried presentation or workshop (not scholarship in nature)					
76	Significant recruiting/retention activities (if not receiving ACEs)					
77	Chairperson or coordinator of local conference					
78	Substantial and ongoing outreach activities throughout the year, if no ACEs awarded.					
79	Arrangement and accompaniment of students to professional development activities off-campus (e.g., field trips, professional conferences, competitions).					
80	Serving as a CITR Teaching or Research Faculty Associate, if not receiving ACEs					
81	Equivalent service activity					
	Total	0	0	0	0	0
	Annual Total	0	0	0	0	0
	Grand Total	0	0	0	0	0

**Year 1:**                      **Department Chair** \_\_\_\_\_                      **DPC Chair** \_\_\_\_\_                      **Dean** \_\_\_\_\_

**Year 2:**                      **Department Chair** \_\_\_\_\_                      **DPC Chair** \_\_\_\_\_                      **Dean** \_\_\_\_\_

**Year 3:**                      **Department Chair** \_\_\_\_\_                      **DPC Chair** \_\_\_\_\_                      **Dean** \_\_\_\_\_

**Year 4:**                      **Department Chair** \_\_\_\_\_                      **DPC Chair** \_\_\_\_\_                      **Dean** \_\_\_\_\_

**Year 5:**

**Department Chair** \_\_\_\_\_ **DPC Chair** \_\_\_\_\_

**Dean** \_\_\_\_\_

*Additional Notes:*

*Departments, subject to the contractual process, may add equivalent activities; otherwise, no changes may be added to or removed from this document during the trial period outlined in the Memorandum of Understanding.*

**Appendix E**  
**Updated 6/11/2019**  
**ASSURANCE OF LEARNING – DIRECT**  
**MEASURES**  
**Bachelor of Business – Core**

**Goal I**  
**Knowledge and Application of Business Core**

<b>OBJECTIVE</b>	<b>DIRECT ASSESSMENT</b>	<b>BENCHMARK</b>	<b>RESULTS</b>			<b>Follow Up</b>
1A1. Accounting	Assessment Test – Accounting	Previously exceed 50 <sup>th</sup> percentile with MFT. MFT replaced with self-developed exam in 2015. Recommend using % correct needed for 50 <sup>th</sup> percentile in 2016 as the benchmark. Recommended benchmark=44%	2015	51%	49%	Consistently above the benchmark on both campuses. Both campuses' results are close. <b>Actions taken:</b> Increased availability of tutoring and the CPA project
			2016	52%	49%	
			2017	52%	54%	
			2018	50%	55%	
			2019	52%	53%	
1A2. Economics	Assessment Test – Economics	Recommended benchmark=41%	2015	56%	59%	Consistently above the benchmark on both campuses <b>Actions taken:</b> ECON 231 and 232 are now available on both campuses. Transfer students typically underperform on the exam
			2016	58%	60%	
			2017	60%	60%	
			2018	57%	60%	
			2019	60%	58%	
1A3. Management	Assessment Test – Management	Recommended benchmark=38%	2015	65%	66%	Consistently above the benchmark on both campuses <b>Actions take:</b> Continue to monitor the results and update exam when necessary.
			2016	65%	65%	
			2017	67%	67%	
			2018	66%	66%	
			2019	66%	67%	
1A4. Finance	Assessment Test – Finance	Recommended benchmark=43%	2015	38%	33%	Consistent poor performance overtime on both campuses. <b>Actions take:</b> Finance tutoring now available on both campuses.
			2016	36%	37%	
			2017	38%	39%	
			2018	36%	38%	
			2019	41%	36%	

1A5. Marketing	Assessment Test – Marketing	Recommended benchmark=56%	2015	74%	72%	Consistently above the benchmark on both campuses <b>Actions taken:</b> Continue to monitor the results and update exam when necessary
			2016	72%	72%	
			2017	72%	73%	
			2018	71%	75%	
			2019	70%	72%	
1A6. Legal Environment	Assessment Test – Legal Environment	Recommended benchmark=61%	2015	45%	50%	Consistent poor performance overtime on both campuses. <b>Actions taken:</b> Some course content changes. B-law faculty will review exam questions. Concern over number of students transferring in B-law. Dr. Hunt recommends first law class be 300 level (not transferable from community colleges).
			2016	45%	52%	
			2017	48%	46%	
			2018	46%	51%	
			2019	48%	49%	
1A7. Information Systems	Assessment Test – Information Systems	Recommended benchmark=56%	2015	61%	63%	Marginal improvement over time on both campuses. <b>Actions taken:</b> Coordinator appointed, common textbook adopted and comprehensive exam added.
			2016	63%	64%	
			2017	62%	61%	
			2018	62%	66%	
			2019	63%	65%	

OBJECTIVE	DIRECT MEASURES	BENCHMARK	RESULTS			FOLLOW UP
1B1. Apply Accounting	Case in BAT 490	80% meet or exceed expectations		Macomb	QC	Consistently less than benchmark. <b>Action taken:</b> Policy faculty will add a simulation case to Bus. Policy which emphasizes application and integration of core topics
			2017	72%	67%	
			2018	75%	70%	
			2019	70%	33%	
1B2. Apply Marketing	Case in BAT 490	80% meet or exceed expectations	2017	96%	100%	Consistently results exceed benchmark.
			2018	100%	80%	
			2019	100%	100%	
1B3. Apply Management	Case in BAT 490	80% meet or exceed expectations	2017	92%	100%	Consistently results exceed benchmark.
			2018	100%	80%	
			2019	100%	100%	
1B4. Apply Economics	Case in BAT 490	80% meet or exceed expectations	2017	72%	72%	2018 and 2019 results exceed benchmark in Macomb. Significant decrease in QC in 2019.
			2018	94%	80%	
			2019	90%	56%	

1B5. Apply Finance	Case in BAT 490	80% meet or exceed expectations	2017 74% 2018 75% 2019 80%	72% 50% 33%	Consistently less than benchmark. <b>Action taken:</b> Policy faculty will add a simulation case to Bus. Policy which emphasizes application and integration of core topics
1B6. Apply International	Case in BAT 490	80% meet or exceed expectations	2017 87% 2018 81% 2019 90%	90% 80% 78%	Results consistently and or near the benchmark.
1B7. Overall Integration	Case in BAT 490 and Assessment Test	80% meet or exceed Expectations	2017 94% 2018 88% 2019 100%	97% 70% 100%	Results consistently exceed benchmark except in QC for 2018.

**Goal II – BUSINESS CORE**  
**Quantitative Analysis and Technology**

OBJECTIVE	DIRECT ASSESSMENT	BENCHMARK	RESULTS		FOLLOW UP
2A. Use of Quantitative Methods	Assessment Test – Quantitative Methods Section.	Recommended benchmark=36%	2015 2016 2017 2018 2019	Macomb QC 45% 51% 46% 49% 47% 49% 45% 46% 44% 47%	Consistently above the benchmark on both campuses <b>Actions taken:</b> Continue to monitor the results and update exam when necessary.
2B. Use of Technology	Proficiency exam in CS 101	100% Pass	100% Pass (Passing score required for course credit)		Periodic review of the exam to maintain currency.
2C. Financial Literacy	Financial Literacy Assessment Exam	Nationally established passing score is 70%.	2017 2018 2019	Macomb QC 80% 83% 76% 78% 80% 79%	<b>Action taken:</b> FIN 101 added to general education as a required elective. Advisor recommend business students to select FIN 101 in General Education. Benchmark reached since requirement was added.
2D. Business Analytics	Assessment Test-Business Analytics	75%	2018 2019	64% 60% 62% 59%	<b>Action taken:</b> Integrate Business Analytics in the Business Core. In spring 2019, faculty were asked to integrate business analytics into their courses were appropriate.

**Goal III – Business Core  
Global and Ethical Issues**

OBJECTIVE	DIRECT ASSESSMENT	BENCHMARK	RESULTS			FOLLOW UP
3A. Ethics	Assessment Test – Ethics Section	Recommended benchmark=61%		Macomb	QC	Consistently above the benchmark on both campuses <b>Actions taken: Replaced with ethics scenario analysis fall 2019</b>
			2016	68%	70%	
			2017	67%	70%	
			2018	70%	73%	
			2019	68%	72%	
3B. Global Issues	Assessment Test - International Section	Recommended benchmark=40%		Macomb	QC	Consistently above the benchmark on both campuses <b>Actions taken:</b> Continue to monitor the results and update exam when necessary
			2015	60%	60%	
			2016	58%	60%	
			2017	61%	60%	
			2018	61%	61%	
			2019	61%	61%	
3C. Social Responsibility	Assessment Test - Social Responsibility Section	Recommended benchmark=61%		Macomb	QC	Consistently above the benchmark on both campuses <b>Actions taken:</b> Continue to monitor the results and update exam when necessary
			2015	73%	76%	
			2016	75%	74%	
			2017	76%	79%	
			2018	70%	75%	
			2019	82%	79%	

**Goal IV – Business Core  
Written Communications**

OBJECTIVE	DIRECT ASSESSMENT	BENCHMARK	RESULTS			FOLLOW UP
4A1. Grammar	Writing assignment in BAT 490	Based on e-rater ratings replaced manual grading. 80% rating.		Macomb	QC	<b>Action proposed:</b> Discuss issue with Business Communications instructors.
			2018	67%	100%	
			2019	40%	33%	
4A2. Mechanics	Writing assignment in BAT 490	80% rating	2018	73%	90%	2019 results exceeded benchmark.
			2019	90%	89%	
4A3. Usage	Writing assignment in BAT 490	80% rating	2018	73%	90%	2019 results exceeded benchmark.
			2019	90%	100%	
4A4. Spelling	Writing assignment in BAT 490	80% rating	2018	73%	90%	<b>Action proposed:</b> Discuss issue with Business Communications instructors
			2019	65%	78%	

4A5. Style	Writing assignment in BAT 490	80% rating	2018 2019	80% 55%	80% 89%	<b>Action proposed:</b> Monitor future results
4A6. Evidence/Detail	Writing assignment in BAT 490	80% rating	2018 2019	94% 95%	80% 78%	<b>Action proposed:</b> Monitor future results
4A7. Format/Construction	Writing Assignment in BAT 490	80% rating	2018 2019	88% 100%	80% 89%	<b>Action proposed:</b> Monitor future results

**Goal IV – Business Core  
Oral Communications**

<b>OBJECTIVE</b>	<b>DIRECT ASSESSMENT</b>	<b>BENCHMARK</b>	<b>RESULTS*</b>			<b>FOLLOW UP</b>
4B1. Organization	Presentation in senior level major courses	80% scored 3.0 or above	2018 2019	Macomb 88% 100%	QC 95% 90%	Overall, the scores exceeded the benchmarks. Monitor the future results.
4B2. Elocution	Presentation in senior level major courses	80% scored 3.0 or above	2018 2019	100% 100%	95% 90%	Overall, the scores exceeded the benchmarks. Monitor the future results.
4B3. Eye Contact	Presentation in senior level major courses	80% scored 3.0 or above	2018 2019	82% 78%	95% 75%	Overall, the scores exceeded the benchmarks. Monitor the future results.
4B4. Nonverbal	Presentation in senior level major courses	80% scored 3.0 or above	2018 2019	94% 96%	95% 83%	Overall, the scores exceeded the benchmarks. Monitor the future results.
4B5. Layout of Slides	Presentation in senior level major courses	80% scored 3.0 or above	2018 2019	100% 100%	100% 100%	Overall, the scores exceeded the benchmarks. Monitor the future results.
4B6. Mechanics	Presentation in senior level major courses	80% scored 3.0 or above	2018 2019	100% 100%	100% 94%	Overall, the scores exceeded the benchmarks. Monitor the future results.
4B7. Graphics	Presentation in senior level major courses	80% scored 3.0 or above	2018 2019	82% 87%	100% 88%	Overall, the scores exceeded the benchmarks. Monitor the future results.
4B8. Text	Presentation in senior level major courses	80% scored 3.0 or above	2018 2019	100% 100%	100% 94%	Overall, the scores exceeded the benchmarks. Monitor the future results.
4B9. Overall Delivery	Presentation in senior level major courses	Average 3.00/4.00	2018 2019	3.53 3.63	3.38 3.49	Overall, the scores exceeded the benchmarks. Monitor the future results.
4B10. Overall Technology	Presentation in senior level major courses	Average 3.00/4.00	2018 2019	3.66 3.61	3.45 3.48	Overall, the scores exceeded the benchmarks. Monitor the future results.

**Goal V – Business Core  
Leadership and Team Building**

<b>OBJECTIVE</b>	<b>DIRECT ASSESSMENT</b>	<b>BENCHMARK</b>	<b>RESULTS</b>			<b>FOLLOW UP</b>
5A. Leadership	Group leadership exercise in MGT 448 or HRM 441 using a peer evaluation rubric	Minimum average score of 3.5 on questions 8 & 9 out of 4.	2018 2019	Macomb 3.87 3.63	QC 3.43 3.49	Peer evaluation tend to run high. All areas with the exception of QC exceed the benchmark. <b>Action proposed:</b> Begin using evaluation in the Business Policy simulation.
5B1. Collaborate	Peer evaluation rubric	Minimum average score of 3.5 on questions 1, 2, 5 out of 4.	2018 2019	3.93 3.82	3.76 3.77	Peer evaluation tend to run high. All areas exceed the benchmark. <b>Action proposed:</b> Begin using evaluation in the Business Policy simulation.
5B2. Participate	Peer evaluation rubric	Minimum average score of 3.5 on questions 3&4 out of 4.	2018 2019	3.96 3.79	3.78 3.73	Peer evaluation tend to run high. All areas with the exception of QC exceed the benchmark. <b>Action proposed:</b> Begin using evaluation in the Business Policy simulation.
5B3. Criticize	Peer evaluation rubric	Minimum average score of 3.5 on question 6 & 7 out of 4.	2018 2019	3.92 3.83	3.73 3.80	Peer evaluation tend to run high. All areas with the exception of QC exceed the benchmark. <b>Action proposed:</b> Begin using evaluation in the Business Policy simulation.

**Goal VI – Business Core  
Problem Solving and Critical Thinking**

<b>OBJECTIVE</b>	<b>DIRECT ASSESSMENT</b>	<b>BENCHMARK</b>	<b>RESULTS</b>			<b>FOLLOW UP</b>
6A1. Strategy	Case in BAT 490	80% meet or exceed expectations	2017	Macomb 87%	QC 97%	Acceptable remeasure.
			2018	100%	80%	
			2019	100%	89%	
6A2. Effective	Case in BAT 490	80% meet or exceed expectations	2017	81%	100%	Acceptable remeasure.
			2018	100%	70%	
			2019	100%	78%	
6A3. Documentation	Case in BAT 490	80% meet or exceed expectations	2017	83%	87%	Acceptable remeasure.
			2018	100%	80%	
			2019	95%	78%	
6A4. Tools	Case in BAT 490	80% meet or exceed expectations	2017	81%	90%	Acceptable remeasure.
			2018	88%	80%	
			2019	75%	78%	
6A5. Viability	Case in BAT 490	80% meet or exceed expectations	2017	83%	97%	Acceptable remeasure.
			2018	100%	80%	
			2019	95%	89%	
6B1. Issues	Case in BAT 490	80% meet or exceed expectations	2017	94%	100%	Acceptable remeasure.
			2018	100%	80%	
			2019	95%	100%	
6B2. Assumptions	Case in BAT 490	80% meet or exceed expectations	2017	92%	79%	Acceptable remeasure.
			2018	100%	80%	
			2019	90%	78%	
6B3. Solutions	Case in BAT 490	80% meet or exceed expectations	2017	98%	100%	Acceptable remeasure.
			2018	100%	80%	
			2019	95%	89%	
6B4. Defense	Case in BAT 490	80% meet or exceed expectations	2017	85%	100%	Acceptable remeasure.
			2018	100%	100%	
			2019	95%	100%	
6B5. Outside References	Case in BAT 490	80% meet or exceed expectations	2017	66%	74%	<b>Actions proposed:</b> Instructors in MGT 490 will emphasize the use and the value of outside sources.
			2018	100%	80%	
			2019	70%	100%	

**Appendix F**  
**2019 – 2020 Assessment of Student Learning Report**  
**Masters of Business Administration**  
**College of Business and Technology**  
**Western Illinois University**

**Learning Outcome 1: Knowledge & Strategic Integration**

<b>Goal 1:</b>	Graduates will demonstrate knowledge from multiple business disciplines and demonstrate their ability to integrate knowledge from multiple disciplines simultaneously to solve business problems.
<b>Direct Measures:</b>	1) Discipline-specific scores from the MBA Major Field Test (MFT) are used to assess graduates' knowledge of multiple business disciplines. 2) Scores for strategic integration from the MFT are used to assess graduates' ability to simultaneously integrate knowledge from multiple business disciplines to solve problems.
<b>Benchmark:</b>	1) Average scores exceeding the 50th percentile in the areas of marketing, management, finance, and accounting. 2) Average scores exceeding the 50th percentile for strategic integration.

Objectives	Assessment Results			Objectives	Assessment Results			
<b>Marketing</b>	<u>Macomb</u>	<u>QC</u>	<u>Online</u>	<b>Management</b>	<u>Macomb</u>	<u>QC</u>	<u>Online</u>	
	2015	63	97		n/a	2015	74	99
	2016	88	88		1	n/a		
	2017	97	98		6	2016	92	65
	2018	72	55		93	92		
2019	96	96	13	2017	54	99		
				12				
				2018	72	68		
				47				
				2019	89	99		
				60				
<b>Finance</b>	<u>Macomb</u>	<u>QC</u>	<u>Online</u>	<b>Accounting</b>	<u>Macomb</u>	<u>QC</u>	<u>Online</u>	
	2015	59	98		n/a	2015	45	92
	2016	98	88		98	n/a		
	2017	86	89		20	2016	84	87
	2018	70	48		99	99		
2019	99	99	60	2017	80	94		
				2018	57	80		
				80				
				2019	70	99		
				45				
<b>Strategic Integration</b>	<u>Macomb</u>	<u>QC</u>	<u>Online</u>					
	2015	67	91	n/a				
	2016	91	91	91				
	2017	87	96	9				
	2018	71	71	93				
2019	94	99	45					

**Response:** (responses shown below are incomplete until the year following data collection due to a calendar year assessment cycle)

2015— Starting from Fall 2015, the MGT 590 professor incorporated semester-long strategy simulation game into the course. This simulation game requires students to make decisions in different functional areas, such as product development, marketing, production, human resource management, and finance. It also requires students to integrate different functional areas of business operation and manage the totality of an organization.

Macomb was a little low on accounting, but overall scores were acceptable. After years of assessment data showing the same results using a subjective case evaluation and the more objective MBA Major Field Test, the Committee stopped using the case as a direct measure for this learning goal, in favor of the more objective, nationally normed MBA Major Field Test.

2016— Online is low on marketing, but this was only one student, and the student did exceptionally well in other areas. Scores are otherwise above the benchmark.

IS 524 was developed for online delivery, which included developing new teaching material (written notes) for all course topics. A business intelligence assignment was also added.

2017— Online sample size continues to be too small for meaningful scores. Scores are otherwise acceptable. In 2017, a game theorist began teaching ECON 538, introducing substantial strategic content.

ECON 538: A game theorist began teaching ECON 538, introducing substantial strategic content. Introduced new online textbook which

allows original content to be uploaded as a complement.

IS 524: Developed a new presentation on database planning. After developing the course for hybrid delivery, the course was redesigned so that it employed a more engaged and applied learning approach (less passive). Also, more technical content was added for the E-Commerce topic.

2018— Online scores dramatically improved, but still only 3 students make valid inferences impossible. Overall, scores for this learning goal exceeded benchmarks.

Because of volatility in the results for online students, the ACCT 547 professor evaluated and adopted a new text with considerably more online learning aides. The professor also developed his own, new learning materials to complement the new text and increased coverage of *international* financial reports emphasizing their juxtaposition with U.S. GAAP reports.

ECON 538: Auction Theory reinforced with real-time, in-class auctions. Professor created YouTube channel hosting problem-solving videos and real-world examples of theory.

DS 533: More learning materials, such as teaching slides, online assessments and project guidance are provided for online and codec formats course to guarantee the quality of teaching. Also, ARIMA models was added as new contents into the course.

IS 524: Organizational utilization of social media was added to Management Support Systems. Artificial Intelligence topic was updated.

Big Data was also added.

2019— A curriculum matrix was completed that shows the extent of coverage of the program's learning goals in the program's core courses.

## Learning Outcome 2: Ethics

<b>Goal 2:</b>	Graduates will recognize the ethical dimensions of behavioral choices made in business contexts and demonstrate a cogent point of view on corporate social responsibility.
<b>Direct Measures:</b>	1) Given scenarios describing a variety of behaviors set in a business context, students will distinguish those that pose ethical dilemmas from those that do not. 2) The Robin and Reidenbach ethics assessment instrument is used to measure the ethical propensity of graduates'.
<b>Benchmark:</b>	1) Average scores greater than or equal to 3 on a 5-point scale for ethically neutral behavioral scenarios. 2) Average scores less than 3 on a 5-point scale for ethically questionable behavioral scenarios.

Objectives	Assessment Results
<b>Identify Ethical Dilemma</b>	<b>Program</b> (benchmark is score $\geq 3$ )
	2015 n/a
	2016 n/a
	2017 n/a
	2018 4.46
	2019 3.99
<b>Ethical Propensity/Reasoning</b>	<b>Program</b> (benchmark is score $< 3$ )
	2015 n/a
	2016 n/a
	2017 1.35
	2018 1.55
	2019 1.52

**Response:** (responses shown below are incomplete until the year following data collection due to a calendar year assessment cycle)

2015—2017

Prior to 2017, we used a case to assess ethical propensity. Scores have consistently been well above the established benchmark for years, but evaluations were subjective. Consequently, the MBA Committee decided to change the direct measure to one that was objective and validated in the academic literature. The old measure used in previous accreditation cycles is no longer used and is not reported.

In addition, the ability to "identify" an ethical dilemma was not added to the new ethics assessment instrument until 2018, so no data is reported for that ability prior to that time.

IS 524: Three seminars were conducted to critically analyze team research projects. Students as well as the instructor critically evaluated each project's assumptions and its implications for the strategic management of innovation and technology.

2018— Scores on ethical reasoning exceeded minimum expectations, which is consistent with results obtained using cases in prior years. In 2018, the Committee modified the ethics instrument to include a direct measure of the ability to identify business situations that do and do not present ethical dilemmas.

ECON 538: Introduced an "ethics and social efficiency" component in the "Complex Pricing and Price Discrimination" module.

2019— A curriculum matrix was completed that shows the extent of coverage of the program's learning goals in the program's core courses.

New ethics content from the financial press was added to FIN 565.

## Learning Outcome 3: Communication & Collaboration

<b>Goal 3:</b>	Graduates will possess the communication skills needed to function effectively in a business setting.
<b>Direct Measures:</b>	1) A writing assignment will be used to evaluate written communication skills at the sentence, paragraph, and document levels. 2) Peer evaluations will be used to evaluate students' ability to work in a group setting.
<b>Benchmark:</b>	1) At least 80% of graduates will meet or exceed expectations in writing at the sentence, paragraph and document levels. 2) At least 80% of graduates will receive an average peer-evaluation of their collaborative skills of at least 80%.

Objectives	Assessment Results			
<b>Grammatically Correct Sentences</b> (grammar, punctuation, spelling, sentence structure, etc...)	<b>Program</b>			
	2015	67		
	2016	88		
	2017	90		
	2018	100		
	2019	100		
<b>Logical Coherent Paragraphs</b> Expressing complete, understandable thoughts in a logically coherent way (with citations & support if required)	<b>Program</b>			
	2015	67		
	2016	75		
	2017	90		
	2018	100		
	2019	100		
<b>Document is:</b> Focused/Purpose-Driven/Concise	<b>Program</b>			
	2015	67		
	2016	100		
	2017	90		
	2018	100		
	2019	100		
<b>Participation &amp; Collaboration (Teamwork)</b>	—	<b>Traditional</b>	<b>Hybrid</b>	<b>Online</b>
	2015	n/a	n/a	n/a
	2016	n/a	n/a	n/a
	2017	80	100	95
	2018	100	100	100
	2019	100	100	n/a

<p><b>Response:</b> (responses shown below are incomplete until the year following data collection due to a calendar year assessment cycle)</p>			
2015—	Starting from Fall 2015, the MGT 590 professor incorporated semester-long strategy simulation game into the course. Students work in a team setting. communication and collaboration within a team is needed in order for students to complete the assignment. Cases were only available from 3 students, so the low results are the result of 1 student being below the writing benchmarks. No data available for teamwork.		
2016—	Writing scores were good overall, but paragraph-level writing was still slightly below the benchmark, so we will continue to monitor. No data available for teamwork.		
2017—	The Committee developed a new 3-dimension, rubric for evaluating written communication skills, and retroactively applied it to 2015 and 2016 cohorts. Scores on all dimensions of writing were above the benchmark in 2017. Collaboration scores are acceptable but appear less than the ideal in Macomb. However, the result shown was because 2 of 10 students scored 79, which is only 1 point short of benchmark performance. In response to the teamwork metric, implemented team-based mini-case studies in ECON 538 with peer feedback instrument across the three modes. Also, given 2015-16 results, gave ECON 538 students access to grammar checking features in Turnitin software to improve overall written work.		
2018—	Writing scores were excellent in 2018. Every graduate met the benchmark. Online and hybrid ECON 538 classes implemented weekly virtual classroom via the Google Meet app to encourage engagement and interaction. The Committee moved peer-evaluations to ACCT 547 to more reliably collect comparable data from students in all delivery formats. Data from ACCT 547 was retrieved for 2017 as well. Collaboration scores are also very high. Note that a score of 100 does not mean that all students scored 100; it only means that 100% of students were above the benchmark of 80%.		
2019—	A curriculum matrix was completed that shows the extent of coverage of the program's learning goals in the program's core courses. ECON 538 added communication requirement by requiring a virtual presentation, allowing students to choose the technology of delivery (teleconference, video, narrated Powerpoint, etc.). The Committee discussed the mapping of "Teamwork" into the curriculum matrix of the MBA program as well as the potential benefit of building a how-to guide for working in teams, including virtually, and making it accessible for all the professors in the Program. FIN 565 updated global issues content from current events in the financial press.		

## Learning Outcome 4: Global Issues

<b>Goal 4:</b>	Graduates will identify issues that can arise when conducting business internationally and be prepared to interact in a diverse, multicultural business environment.		
<b>Direct Measures:</b>	A writing assignment will be used to evaluate graduates' awareness of the implications of operating in an international/multicultural environment.		
<b>Benchmark:</b>	At least 80% of graduates will meet or exceed expectations in identifying and evaluating issues facing firms operating in an international and/or culturally diverse environment.		
Objectives	Assessment Results		
<b>Identify Global/Multicultural Issues</b>	Program		
	2015	67	
	2016	88	
	2017	95	
	2018	90	
	2019	n/a	
<b>Response:</b> (responses shown below are incomplete until the year following data collection due to a calendar year assessment cycle)			
2015— Starting from Fall 2015, the MGT 590 professor incorporated semester-long strategy simulation game into the course. This simulation game requires students to understand the issues of managing a business in different international markets, such as the fluctuation of exchange rates, tariffs, the differences of costs and consumer needs. Cases were only available from 3 students, so the low result is the result of only 1 student being below the benchmark.			
2016— Performance rose above the benchmark.			
2017— Performance continued to be well above the benchmark.			
2018— Results were well above the benchmark. For 2019, the Committee changed the instrument used to evaluate the awareness of the implications of global/multicultural issues. Rather than continue using a case, the Committee developed an essay assignment that requires students to identify and research and write about a real-world example of a firm currently facing global-issues challenges and the strategies used for meeting those challenges.			
2019— Data will be collected in the fall after modifying the assessment tool. A curriculum matrix was completed that shows the extent of coverage of the program's learning goals in the program's core courses. The ACCT 547 professor increased coverage of International Financial Reporting Standards (IFRS) and began developing new content on how differences in reporting jurisdictions across countries can impact the quality of financial reports. ECON 538: Created new Asymmetric Information module to highlight relation to emerging markets (e.g., Bitcoin) and world events (2009 Crisis, Brexit).			

## Learning Outcome 5: Critical Thinking

<b>Goal 5:</b>	Graduates will possess the critical thinking skills needed to analyze and solve business problems.			
<b>Direct Measures:</b>	The overall score on the MFT is used to measure graduates' ability to engage in the critical thinking necessary to analyze and solve business problems.			
<b>Benchmark:</b>	Average overall scores on the MFT exceeding the 50th percentile.			
Objectives	Assessment Results			
<b>Critical Thinking</b>	Macomb	QC	Online	
	2015	58	98	n/a
	2016	85	91	99
	2017	97	86	n/a
	2018	99	87	94
	2019			
<b>Response:</b> (responses shown below are incomplete until the year following data collection due to a calendar year assessment cycle)				
2015— The MGT 590 professor utilized both business cases and strategy simulation game to stimulate critical thinking. These two components require students to apply conceptual frameworks to analyzing business internal and external environment and charting out a path for the long-term success of a business. Macomb scores exceeded the benchmark, but were uncharacteristically low. QC was far above the benchmark.				
2016— All scores were well above the benchmark, which was a significant improvement in Macomb. The 2015 scores appear to have been anomalous.				
2017— Scores were well above the benchmark. No data available for online students. ECON 538: All students now complete a team case study project identifying a managerial/business problem, connect problem to economic theory and interdisciplinary knowledge, analyze, and provide policy/managerial prescription.				
2018— All scores were well above the benchmark. DS 533: Students codec classes were asked to finish a group project, in addition to exams and quizzes, by end of the semester. Students in hybrid and online class can choose to do the project individually or with group members. The projects were based on real-life datasets from areas including economics, retail sales, marketing, etc. Students were required to provided model analysis and quantitative predictions with quantified uncertainties in the reports.				
2019— A curriculum matrix was completed that shows the extent of coverage of the program's learning goals in the program's core courses. FIN 565 Professor strengthened the analytical component of Excel-based research assignments.				

