

**Comprehensive Program Review
Business Administration
Austin E. Cofrin School of Business
Period: (AY 2013-2014 to AY 2019-2020)**

General and Overview

1. Describe your program's most significant opportunities and significant challenges.
 - a. The main strength of the program is its dedicated faculty, the post-graduation success of its students, its focus on access via offerings in both online and face-to-face modalities, and its strong and sustained enrollment growth. The program benefits from its proximity within the Green Bay community and the rich opportunity for internships, mentorships, guest speakers, and industry interactions that it affords. In this regard, only those WI institutions located within Milwaukee and Madison can provide students such a rich blend of experiential and academic learning during the standard academic semester.
 - b. The main weakness of the Business Administration Program is that the Cofrin School of Business (CSB) is not AACSB accredited. Accreditation is the top mid-term goal for the College. The lack of accreditation creates challenges during the hiring process, limits our ability to form educational partnerships with large national or international corporations, limits our ability to attract international students, and is likely to limit the expansion of our graduate portfolio. The Business Administration program suffered from an over-development of emphases (n=8), many of which were of significant size and maturation to function as independent majors. Addressing this challenge required a reorganization of the Department structure within the CSB, which was completed in the 2019-2020 academic year, and the elevation of many of the previous emphases to stand-alone majors. Finance, Human Resource Management, Management, and Marketing became independent majors as of fall 2020. The Business Administration program retains rapidly growing emphases in Entrepreneurship and Supply Chain Management, both of which require future programmatic and infrastructural development. The General emphasis is currently under revision to intentionally serve returning learners, likely those supporting associate degrees and a minimum of 5 years of professional work experience. The Business Analysis emphasis has not performed to expectations, and is currently under revision into a Business Analytics emphasis more aligned with regional needs and supportive of student progression into the CSB's MS Data Science program. Faculty staffing remains a significant challenge for Business Administration and has not kept pace with enrollment increases.
2. What are some things that would help make your program and its students more successful?

- a. The Business Administration program, like the CSB in general, is in need of critical investments of both human and built capital. Student-to-faculty ratios are excessively high, creating significant challenges for accreditation efforts and the student experience. While the program commends the Provost Office for progress made in recent years, we acknowledge that much work remains to re-calibrate staffing relative to current enrollment. The rapid growth of the CSB, coupled with recent university-level budget challenges has created a legacy of understaffing that will take intentional effort and focus to correct. The attraction and retention of quality faculty, and our ability as a Department and College to provide the high impact experiences that remain the keystone of quality education today, and certainly in the future, also requires a built infrastructure capable of creating community among our largely part-time, working student body. The infrastructure for the CSB has remained unchanged since spring 2011, leaving an inadequate and under-capitalized infrastructure that threatens the ability of the CSB to serve its rapidly growing student body and the robust business community in NE Wisconsin. The business environment itself is also undergoing a period of rapid change (disruption in fact), driven by an increasingly connected, global marketplace supported by exponential advances in applied technology (e.g. AI, 3-D printing, blockchain, Internet of Things, CRISPR, robotics, etc.). To adequately prepare NE Wisconsin for these changes, the CSB must create learning spaces that expose students to emerging technologies, that deliver educational content across multiple learning modalities (e.g. face-to-face, synchronous and asynchronous online), that accommodate specialized training for a workforce requiring continual and more frequent upskilling, and that facilitate critical, non-technical skill development. Thus, like forward-facing businesses, the CSB must support spaces that facilitate these same principles; we must create spaces where both students and faculty seek to congregate and interact. Equally important is that the CSB supports spaces that align with its core values of Community Engagement, Leadership, Innovation, and Sustainability.
3. What are some program accomplishments worth highlighting?
- a. Enrollment for the CSB as a whole has grown significantly. To accommodate this exceptional growth, as noted above, we have completed a college-wide reorganization into three new departments: Accounting & Finance, Marketing & Management, and Business Administration.
 - b. In 2020 we gained approval from UW-System to elevate four of our existing undergraduate emphases to full majors: Finance, Human Resource Management, Management, and Marketing.
 - c. Our executive Impact MBA started in fall 2020.
 - d. We established the Cofrin School of Business Advisory Board and the Student Leadership Council to provide direct recommendations to the Dean on programmatic development, scholarship activities, and student success initiatives.
 - e. We have an approved Academic Plan and an approved Diversity and Inclusivity plan specific to the CSB.

- f. We have approved a revised Mission, Vision, and Values statement for the CSB.
4. Have there been any significant changes that have affected your program?
- a. As noted above, the Department structure of CSB was completed in the 2019-2020 academic year. Many of the previous emphases were elevated to stand-alone majors. Finance, Human Resource Management, Management, and Marketing became independent majors as of fall 2020. The Business Administration program retains emphases in Entrepreneurship, Supply Chain Management, General Business, and Business Analysis (which is currently under revision into a Business Analytics emphasis).
5. Where do you want your program to be 5 to 7 years from now?

- a. The major goal of the Business Administration program in the next five years is for the CSB to obtain AACSB accreditation. Several related goals support this effort and are in alignment with the University and CSB missions:

Community Engagement

- i. Expand public-private partnerships and student, faculty, and staff engagement activities through leadership of the Student and Community Engagement Coordinator.
- ii. Improve financial literacy in select community organizations and schools.

Faculty Qualifications and Scholarship

- iii. Reduce faculty-to-student ratios through expansion of full-time instructional staff (faculty and lecturers) to a maximum of 42.5 to 1, with median class size fewer than 30, with pedagogical-basis for class sizes established. Maintain an SCH/IFTE that is ~22% higher than the rest of UWGB Colleges, in alignment with national trends. Meet AACSB faculty qualification staffing ratios.
- iv. Complete plan and initiate establishment of a Center for Innovation and Entrepreneurship.
 - 1. Establish Student Run Business Organization (component of the Center for Entrepreneurship).
- v. Develop and implement a “Lead Faculty” model for multi-section courses relying on significant associate lecture support.

Curricular Excellence and Access

- vi. Revise the Business Administration major and emphases to align with meta-major shared by Finance, Human Resource Management, Management, and Marketing majors.
 - 1. Focus on revision of Business Analysis emphasis to Business Analytics.
 - 2. Focus on conversion of General emphasis to a serve targeted student population (e.g. working professionals with 5 years of experience and an associate degree).

3. Revise Entrepreneurship emphasis.
4. Revise Supply Chain Management emphasis, and complete Notice of Intent and Authorization to Implement an MS in Supply Chain Management.
- vii. Complete plan for Center for Innovation and Entrepreneurship.
 1. Establish Student Run Business Organization (component of the Center for Entrepreneurship).
- viii. Implement CSB HIPs rubric, curricular goals, and program mapping.
- ix. Implement student mentorship programs.

Demand

All data in this area is provided with the materials. (Graduates, majors, minors, etc.) This space is for any commentary you would like to apply to that material. (Narrative)

Internal

1. Program goals (Mission, vision, learning outcomes; present as narrative/lists)
 - a. Mission, Vision, and Values
 - i. Mission Statement
 1. The Austin E. Cofrin School of Business is a community of teachers, scholars, professionals, and learners dedicated to advancing the economic prosperity and entrepreneurial spirit of northeastern Wisconsin through partnerships, quality educational programs, and impactful research.
We achieve this mission through the following actions:
 - a. Addressing the educational imperative to increase access to, and completion of, quality baccalaureate and masters-level business degrees within UW-Green Bay's 16 county footprint in northeastern Wisconsin.
 - b. Intentionally seek a student body representative of the diverse, multicultural communities of NE Wisconsin that UW-Green Bay serves as a public regional comprehensive university.
 - c. Providing transformative undergraduate and graduate business degree programs that emphasize the use of high impact practices to prepare learners to ethically and critically address complex issues and deliver innovative socially responsible solutions.
 - d. To instill in our learners a philosophy that the positive power of business drives economic, social, and environmental progress.
 - e. Recognizing our role as an anchor institution, to develop and sustain meaningful partnerships that facilitate the

exchange of knowledge and resources with key stakeholders, including students, alumni, faculty, businesses, and other organizations and individuals that comprise our community.

- f. Building a diverse community of professionals who continually seek to enhance their core proficiencies through professional development and reflective practice, and a faculty who participate in high quality and impactful scholarship that incorporates discovery, application, and teaching and learning.

ii. Vision Statement

- 1. Reflecting our responsibility as the regional comprehensive university serving the third most populous and economically important region in Wisconsin, the Austin E. Cofrin School of Business strives to become the third largest public business school in the State by delivering an array of undergraduate, graduate, and non-credit offerings built upon a foundation of partnerships and impactful scholarship.

iii. Values Statement

- 1. In pursuit of service to our students and community, the Austin E. Cofrin School of Business stresses core values in:
 - a. Community engagement: a recognition of our responsibility to act as an anchor institution and through open dialog and partnership create shared opportunities and broad benefits across Northeastern Wisconsin.
 - b. Leadership: a commitment that inclusivity, team-work, and interdisciplinary study enhance our ability to think creatively, act ethically, practice informed decision-making, and lead change.
 - c. Innovation: a shared belief that reflection and calculated experimentation leads to a problem-solving mindset and continual progress in teaching, scholarship, and business evolution.
 - d. Sustainability: a recognition of the power and responsibility of business to innovate sustainable social, environmental, and economic practices.

2. Curriculum development (Lists, brief narrative if appropriate)

- a. In Fall 2020, the CSB revised its committee structure which now includes four college-wide committees with direct input into curricular matters:
 - i. Diversity and Inclusivity Committee: Charged to advise the Dean on diversity and inclusivity related issues, including, but not limited to, the recruitment and retention of students, faculty, and staff from underrepresented groups, the creation of an inclusive and supportive

student environment within the CSB, to work with other CSB committees to assure the integration of diversity and inclusivity topics into curriculum and CSB events, and to coordinate the committee's efforts with ongoing efforts by the Chancellor's Council on Diversity and Inclusive Excellence.

- ii. Student Success Committee: Charged to assure that the CSB acts to hold the success of our students as its highest priority, whether it be through educational attainment, academic achievement, student retention and advancement, or holistic development.
- iii. Assurance of Learning Committee: Charged to develop, review, and evaluate learning outcomes associated with CSB degree programs to improve student learning and support ongoing efforts to obtain AACSB Accreditation. The AOL Committee seeks to create an environment in which continuous improvement is an integral part of CSB curricular and pedagogical practices.
- iv. Curriculum Committee: Charged to provide recommendations to the Dean regarding the benefits and potential consequences of proposed curricular changes to the core offerings shared across CSB majors (i.e. Meta-major courses).

3. Connections to other programs (Lists, brief narrative if appropriate)

- a. The CSB serves approximately 1,075 declared majors/emphases in General Business Administration, Entrepreneurship, Finance, Human Resource Management, Management, Marketing, and Supply Chain Management. Within the CSB, but outside the Business Administration degree, thirteen of the courses (39 credits) required by Accounting majors (roughly 200 students) are offered by the Business Administration program. The MS in Management program (roughly 20 students) is taught and administered by faculty from the Business Administration program. The main service function of the Business Administration program to constituents outside the CSB is through its two minors. The large, and broad serving minor in Business Administration (roughly 260 students), and the smaller, broad serving minor in International Business (roughly 40 students). The Business Administration program is an active member of the Environmental Management and Business Institute (EMBI) and the certificate offered through this center.
4. Number of courses offered (Overall number provided in materials. Chairs: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?)
- a. The General Business emphasis has been offered both face-to-face and online since 2012.
 - b. The Business Analysis emphasis began in 2017 and has been offered both face-to-face and online since spring 2020.
 - c. The Entrepreneurship emphasis began in 2018 and is available face-to-face with many courses also available online. Those courses offered online in F2F

modalities incorporate lecture capture, providing flexibility for students to complete the courses without the requirement of a set schedule.

- d. The Supply Chain emphasis began in 2016 and is available both face-to-face and online as of spring 2020.
5. Diversity of students, faculty, and curriculum (Overall number provided in materials. Chairs: short commentary if appropriate; provide examples from curriculum if appropriate.)
 6. Gen Ed, FYS/GPS, CCIHS (Lists)
 7. Program support and staffing (Chairs: History, trends, and future needs. Depending on program, could be connected to accreditation.)
 - a. Business Administration faculty as defined here include those faculty from all disciplines that historically were included within the Business Administration major (pre-major revisions enacted in fall 2020). In general, current faculty bring a balance of significant industry experience with Master's level academic training or doctoral research preparation. All permanent lecturers carry faculty status. Faculty are variously involved in advising students, coordinating student internships, visiting local area high schools, advising student-led organizations (i.e. Collegiate DECA, Collegiate Entrepreneurs Organization, Society for Human Resource Management, Society for Information Systems Management and Business Analytics, Student Finance Association), serving on local to national service and professional societies, and are active in scholarship. Faculty are dedicated to student success.
 - b. The Business Administration program has suffered from financial limitations to expand faculty and lecturer lines as enrollment in the CSB increased from roughly 600 students in 2010 to the current enrollment of roughly 1,500 students as of fall 2020. Based on national trends, financial realities, and goals for accreditation, the following general guidelines are referenced by the Dean's Office. All programs within the CSB seek to teach greater than 60% of all Student Credit Hours (SCH) by participating faculty, those carrying responsibilities greater than those limited to instruction of individual classes (e.g. advising, scholarship, curricular voting privileges, etc.). At the college level, more than 75% of all SCH must be taught by participating faculty. National trends suggest that business schools are more efficient per SCH than universities in general; in alignment with these trends we set a target to teach 22% more SCH per IFTE than the rest of the University. Likewise, we seek to reduce our student-to-IFTE ratio to 42.5 (12% more than the rest of UWGB), and maintain course fill rates above 90%. An analysis of the 2018-2019 academic year found a 41:1 student to instructional staff ratio for the CSB, and a 25:1 ratio averaged across the remaining three colleges. During the

same period, APS reported a student to IFTE ratio of 71:1 for the CSB, and 38:1 averaged across the remaining three colleges. APS caveats noted above aside, a similar current analysis for the 2019-2020 academic year for Business Administration reported a student to instructional staff ratio of 47:1 and student to IFTE ratio of 82:1. Details and nuances aside, the Business Administration department is understaffed.

8. Cost per credit hour (TBD)

External

1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually (Lists)
 - a. internships,
 - b. service learning,
 - c. Capstone courses,
 - d. studying abroad,
 - e. First Year Seminars,
 - f. assisting in faculty research,
 - g. Entrepreneur/Pitch Competitions,
 - h. participation in the CSB Student Organization Leadership Council,
 - i. company tours,
 - j. student organization membership,
 - k. affiliation with Current Young Professionals,
 - l. The CSB collaborates as a group with Career Services and the Advancement Office to organize and lead Business Week, a semester-long series of high impact events designed to engage students and regional business leaders in high impact experiences for our students. [https://www.uwgb.edu/csb/business-week/business-week-2020-\(1\)/](https://www.uwgb.edu/csb/business-week/business-week-2020-(1)/)
 - m. In Fall 2021 we are adding new HIPs courses (Research Assistantship and Honors in the Major).
 - n. Currently also in development are a Student Run Business Organization, a Student Managed Investment Fund, a Financial Trading Room, and a mentorship program.
2. Contributions to regional infrastructure (Lists)
3. Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)
 - Aljazzar, S. M., & GURTU, A. (2019). Observations on ‘a joint economic-lot-size model for purchaser and vendor.’ *International Journal of Inventory Research*, 5 (3), 169-187, doi: 10.1504/IJIR.2019.10020327.

- BANSAL, G. (2019). Book Review: Weapons of Math Destruction. *Journal of Information Technology Case and Application Research*.
- BANSAL, G. (2019). Restoring Trust after an Insider Breach: Both the Genders Matter - CEOs and Users. *Journal of Computer Information Systems*.
- BANSAL, G. (2019). Time to Revisit Sumantra Ghoshal's Legacy: One AI Algorithm at a Time. *Journal of Global Information Technology Management*.
- BANSAL, G., & Muzatko, S. (in press, 2020). Shipping and Return Shipping Prices and Online Purchase Intentions: The Role of Gender and Product Price Category. *International Journal of Business*.
- BANSAL, G., & Redfean, N. (2019). Trust Violation and Rebuilding After a Data Breach: Role of Environmental Stewardship and Underlying Motives. *Journal of Midwest Association for Information Systems*.
- BANSAL, G., & Warkentin, M. (in press, 2020). Do you still Trust?: The Role of Age, Gender, and Privacy Concern on Trust after Insider Data Breaches. *The DATABASE for Advances in Information Systems*.
- BANSAL, G., Muzatko, S., & Soo Il, S. (2020). Information System Security Policy Noncompliance: The Role of Situation-Specific Ethical Orientation. *Information Technology & People*.
- CHOI, J., Ramirez, R., Gregg, D. G., Scott, J. E., & Lee, K. (2020). Influencing Knowledge Sharing on Social Media: A Gender Perspective. *Asia Pacific Journal of Information Systems*, 30 (3), 513-531.
- GEIMER, M. S., & Bauer, A.R. (2020). End of Life Decision-Making for Individuals with Disabilities. *Elder Law & Special Needs Journal of Wisconsin* Vol. No. 30 Issue No. 1.
- GEIMER, M. S. (2018). The Future of Autonomous Vehicles for the Elderly and Individuals with a Disability. *Elder Law & Special Needs Journal of Wisconsin* Vol. No. 28 Issue No. 3.
- GEIMER, M. S. (2017). Default Surrogate Consent Statutes and a Possible Wisconsin Alternative. *Elder Law & Special Needs Journal of Wisconsin*, Vol. No. 27 Issue No. 1.
- Goswami, A., Kedia, S., & GURTU, A. (2020). A Template for Long-range Energy Planning with Environmental Considerations for Developing Nations: A Case Study. *Oil, Gas and Energy Quarterly (ABDC-C)*, 69 (1), 37-70.
- GURTU, A. (2019). A pioneering approach to reducing fuel cost and carbon emissions from transportation. *Transportation Journal*, 58 (4), 309-322, doi: 10.5325/transportationj.58.4.0309.
- GURTU, A. (2019). The Strategy of Combining Products and Services: A Literature Review. *Services Marketing Quarterly*., doi: 10.1080/15332969.2019.1587868.
- GURTU, A. (2020). Emissions in Different Stages of Economic Development in Nations. *Smart and Sustainable Built Environment*., doi: 10.1108/SASBE-04-2020-0052.
- GURTU, A., & Arendt, J. D. (2020). Packaging, Business, and Society. *International Journal of Nonprofit and Voluntary Sector Marketing*, 25 (3)., doi: 10.1002/nvsm.1670.
- GURTU, A., & Johnny, J. (2019). Potential of the Blockchain in Supply Chain Management: A Literature Review. *International Journal of Physical Distribution & Logistics Management*. doi:10.1108/IJPDLM-11-2018-0371

- GURTU, A., & Johny, J. (2021). Supply Chain Risk Management: Literature Review. *Risks.*, doi: 10.3390/risks9010016.
- Gurtu, A., & Ranganathan, S. (2020). Sustainability from Designers to Consumers. *Journal of Business and Economic Perspectives*, 47 (1), 68-90.
- GURTU, A., Saxena, R., & Sah, N. B. (2019). Offshoring Decisions: A Comprehensive & Conceptual Framework. *Operations and Supply Chain Management: An International Journal*, 12 (3), 118-128, doi: 10.31387/oscm0380236.
- Robert, L., Bansal, G., & Lutge, C. (2020). ICIS 2019 SIGHCI Workshop Panel Report: Human-Computer Interaction Challenges and Opportunities for Fair, Trustworthy and Ethical Artificial Intelligence. *Robert, L. P., Gaurav, B., & AIS Transactions on Human Computer Interaction.*
- Singh, A., GURTU, A., & Singh, R. (2020). Selection of sustainable transport system: A case study. *Management of Environmental Quality (ABDC-C).*, doi: 10.1108/MEQ-03-2020-0059.

Student Success

1. High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)
 - a. High impact curricular and co-curricular practices. High Impact Practices are highly valued in the Business Administration program and the CSB as a whole, as exhibited by our variety of in-course and co-curricular hands-on learning opportunities. As evidence in support of this commitment, the CSB hired a Student & Community Engagement Coordinator in March 2020 with the main focus of creating more HIP programming, increasing student engagement in HIPs, and tracking of such engagement.

Consistent with UW System and UWGB standards, we consider HIPs to be substantive, long-lasting learning opportunities for students that include constructive feedback, intentional reflection, real-world application, and demonstration of learning. As noted above, current HIPs offered to CSB students within Business Administration include internships, service learning, Capstone courses, studying abroad, First Year Seminars, assisting in faculty research, Entrepreneur/Pitch Competitions, and participation in the CSB Student Organization Leadership Council. Additional valuable hands-on learning opportunities currently offered include various group projects in courses, frequent guest speakers in courses and student org meetings, company tours, student organization membership, and affiliation with Current Young Professionals. The CSB collaborates as a group with Career Services and the Advancement Office to organize and lead Business Week, a semester-long series of high impact events designed to engage students and regional business leaders in high impact experiences for our students.

We are also committed to the continuous improvement of our high impact practice offerings, which the Student & Community Engagement Coordinator and others have been working on extensively over the past year. In Fall 2021 we are adding new HIPs courses (Research Assistantship and Honors in the Major). Currently also in development are a Student Run Business Organization, a Student Managed Investment Fund, a Financial Trading Room, and a mentorship program.

Over this academic year, we are also conducting an extensive assessment of all CSB courses in order to identify all those that meet the standard of a HIP and to better understand the rigor of our course offerings. The goal is for students with a major in the CSB to complete at least four HIPs courses before graduation.

2. Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)
 - a. High impact advising practices. Our Student Success Advisor meets with all incoming students either at GB Orientation in June or during one-on-one appointments face-to-face or via video conference. This interaction allows students to feel more comfortable starting at UWGB and in the CSB. This orientation provides guidance on resources on-campus, how to register for classes, a student's remaining credits/courses, etc. The interaction also allows the student their first point of contact within the School if he/she should have future questions. Our professional advisor also works with students below the 2.5 minimum GPA requirement and with those struggling in coursework. Our faculty advisors are responsible for advising as well.

Mission Relevant

1. Relevance to mission (Narrative or lists as appropriate)
 - a. The CSB as a whole, including the Business Administration program, directly serves the mission of the University. As noted above, the Mission Statement of the CSB is as follows:
 - i. The Austin E. Cofrin School of Business is a community of teachers, scholars, professionals, and learners dedicated to advancing the economic prosperity and entrepreneurial spirit of northeastern Wisconsin through partnerships, quality educational programs, and impactful research.
 - ii. We achieve this mission through the following actions which furthers the University's mission:
 1. Addressing the educational imperative to increase access to, and completion of, quality baccalaureate and masters-level business degrees within UW-Green Bay's 16 county footprint in northeastern Wisconsin.

2. Intentionally seek a student body representative of the diverse, multicultural communities of NE Wisconsin that UW-Green Bay serves as a public regional comprehensive university.
3. Providing transformative undergraduate and graduate business degree programs that emphasize the use of high impact practices to prepare learners to ethically and critically address complex issues and deliver innovative socially responsible solutions.
4. To instill in our learners a philosophy that the positive power of business drives economic, social, and environmental progress.
5. Recognizing our role as an anchor institution, to develop and sustain meaningful partnerships that facilitate the exchange of knowledge and resources with key stakeholders, including students, alumni, faculty, businesses, and other organizations and individuals that comprise our community.
6. Building a diverse community of professionals who continually seek to enhance their core proficiencies through professional development and reflective practice, and a faculty who participate in high quality and impactful scholarship that incorporates discovery, application, and teaching and learning.

2. Cultural enrichment (Narrative or lists as appropriate)

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)

- a. The CSB has transfer agreements for an Associate Degree in Business Management to our majors and emphasizes with the following institutions:
 - i. Northeast Wisconsin Technical College
 - ii. Northcentral Technical College
 - iii. Lakeshore Technical College
 - iv. Gateway Technical College
 - v. Fox Valley Technical College