

Undergraduate Program Review Lubar College of Business

Lubar Faculty Contacts:

Professor Mark Srite, Interim Associate Dean for Academic Affairs
Associate Professor Colleen Boland, Executive Committee Chair
Professor Steven Michael, Undergraduate Program Committee Chair
Associate Professor Veena Brown, Director of Accounting Programs

Date Submitted:
June 16, 2023



LUBAR COLLEGE OF BUSINESS

Table of Contents

SECTION 1: EXECUTIVE SUMMARY	1
SECTION 2: ACTIONS SINCE PREVIOUS REVIEW	2
Response to Previous Review	2
Challenges and Opportunities	3
SECTION 3: DEPARTMENT OVERVIEW	4
Mission and Strategy.....	4
Organizational Structure	5
Financial Resources	6
Facilities.....	8
Technology and Virtual Resources.....	8
Library Holdings.....	9
Curriculum and Instruction	9
SECTION 4: FACULTY	15
Faculty Composition.....	15
Faculty Qualifications, Sufficiency, and Deployment	16
SECTION 5: STUDENTS	19
Enrollments.....	19
Student Success.....	22
SECTION 6: PLANS FOR THE FUTURE	25

List of Appendices

Appendix I: Courses by Major
Appendix II: BBA Assessment Results
Appendix III: Assessment Data from Campus for BBA and GER
Appendix IV: Accounting BBA Assessment Results
Appendix V: Faculty CVs
Appendix VI: Faculty Additions and Departures by Area
Appendix VII: Current Employees by FTE
Appendix VIII: Faculty Departures
Appendix IX: Faculty Qualifications
Appendix X: Participating and Supporting Policy
Appendix XI: Academic Qualifications and Sufficiency Full Table
Appendix XII: Summary of Faculty Workload
Appendix XIII: Time to Graduation
Appendix XIV: Faculty Intellectual Contributions

SECTION 1: EXECUTIVE SUMMARY

In this report the Lubar College of Business's undergraduate programs are reviewed. Our main program is our Bachelor of Business Administration (BBA). Within the degree are seven majors: Accounting, Finance, General Business, Human Resource Management, Information Technology Management, Marketing, and Supply Chain & Operations Management. We also offer a Business Minor and five undergraduate certificates: Enterprise Resource Planning, Entrepreneurship, International Business, Investment Management, and Real Estate.

We first describe our overall strategic plan and how it derives from our mission, vision, and priorities. We note challenges due to external circumstances, such as Covid, and internal issues, such as tuition revenue. We then provide details on our facilities. In the seven-year period that this report covers we have renovated and expanded student-focused areas in Lubar Hall. We have remodeled the Career Center, created a student lounge, refreshed our study rooms, and created a dedicated space for tutoring. All of these improvements benefit our undergraduate students and make the building a more collegial place to learn and study. We next examine our finances and note challenges faced by declining undergraduate student populations and decreased external funding. We also provide details about our technical and virtual resources.

The next major section of the report focuses on curriculum and instruction. Innovative new programs and major programmatic changes are discussed. A detailed assessment of our undergraduate programs is provided. Goals and learning objectives are set out. The assessment process is explained along with results of the two latest rounds. Our undergraduate program in accounting is assessed separately from our business accreditation process and its goals, objectives, and results are also presented.

We describe the composition of our faculty, providing details of how they are qualified as scholars and how they participate in the life and environment of the college. Details are provided on our annual review and merit procedures, promotion and tenure, recruitment, and workload policies.

We then look at how students, in each of our undergraduate majors, progress in their learning with respect to our mission, vision, and priorities. Details are also provided as to the structures that exist within the college to allow our students to advance through the application, enrollment, advising, and placement processes. Student retention and graduation rates are detailed.

We end the report with a brief summary of plans for the future of our undergraduate program.

SECTION 2: ACTIONS SINCE PREVIOUS REVIEW

Response to Previous Review

No issues of concern were identified related to Lubar's undergraduate (BBA) program in the previous review. The program was considered to be in "Good Standing" and was recommended for continuation. The review committee did offer four recommendations for strengthening the program. The recommendations are shown below with our response as to what has happened in these areas in the last ten years.

Recommendation. Space is one of the most significant needs. Students require spaces to learn as well as to hold meetings and academically related activities. The faculty needs office space to conduct their activities, especially in relation to students.

Response. We agree that physical space is necessary to build a community of students, staff, and scholars. Recently we have made considerable renovations to our building, classrooms have been updated with new seating and technology, an underused computer lab was converted into a student lounge, the student study rooms were updated, and an expanded tutoring center was created. Additionally, we have offered far more online and hybrid course options since the time of the previous review. This has alleviated some of the classroom crowding issues.

Recommendation. Although career services are an integral part of the undergraduate experience, more emphasis needs to be placed on preparation for graduate study.

Response. We have recently more than doubled the size of our Career Services Center. Meeting rooms suitable for both face-to-face and virtual interviews are now available as well as a state-of-the-art conference room for larger group career events. All of these facilities are available for both undergraduate and graduate students. Graduate Student Services also offers a number of workshops on topics such as résumé writing exclusively for our Master's students. However, the recent centralization of Career Services units across campus has led to some challenges. We hope to be able to continue to offer high quality career programming to our students.

Recommendation. Continue to implement, evaluate, and assess learning goals and learning objectives.

Response. Assurance of Learning is an ongoing process. We have a Director of Accreditation who leads this effort. Learning goals and objectives are revised and updated as the mission of the college evolves. We now collect assessment data on all programs on a yearly basis as opposed to our previous two rounds of data collected every five years.

Recommendation. More funds are needed to continue to offer quality support to students in terms of advising, career services, teaching, and scholarships.

Response. Over the last decade we have continued to support student needs. We have seven dedicated undergraduate advisors and have a newly created multi-cultural mentor. Career Services has been expanded. New courses, in line with our revised mission, have been added to our undergraduate program, after consultation with industry leaders, students, and faculty. The Lubar College awarded scholarships totaling close to \$6.4 million dollars in the most recent five-year period, including a record \$1.6 million awarded in 2021-22

Challenges and Opportunities

Fiscal challenges related to declining state support, legislatively mandated tuition freezes, and declining numbers of high school graduates in Wisconsin, are the biggest environmental threats to the UW System and therefore to UWM and the Lubar College of Business. Our budget revenue comes from a variety of sources including state support, tuition, auxiliary revenues, and philanthropy.

Tuition revenue is the largest source of funds for UWM and Lubar College. The undergraduate tuition freeze at all UW System campuses imposed by the Wisconsin State Legislature from 2013 through 2023 prevented Lubar from offsetting the effects of the reductions in state funding through tuition during the 7-year reporting period. We anticipate increased revenue from higher tuition that has recently been approved by the Wisconsin Legislature. That said, the College's share of undergraduate tuition revenue is the lowest per student credit hour versus all other academic units at UWM. In addition, the Lubar College also charges and receives a per-credit undergraduate differential tuition fee that is used to support instructional activities, business scholars programming, and related activities.

Of course, enrollments also have a major impact on the tuition revenue. UWM and Lubar College have been negatively affected by the declining number of high school graduates in Wisconsin. Coupled with the reduction in state support, this has spurred what might be described as "internal competition" among UW campuses, who are competing for many of the same students. This is especially true among business schools in the UW System, as UW-Madison's Wisconsin School of Business has enrolled significantly more business students in recent years as compared to its historical enrollments.

Lubar College receives private funding contributions from alumni, corporations, foundations, and friends in support of our strategic initiatives - a testament to our community's and stakeholders' commitment to the College. These philanthropic gifts have advanced our ability to deliver on our mission, by supplementing the tuition dollars.

On the operations side, the pandemic impacted the normal operations of Lubar College and posed numerous short-term operational challenges that the College addressed. As it relates to the undergraduate program, these included training faculty to teach online, upgrading technology to support remote learning and enabling financially strapped students to register through targeted financial support.

Regarding human resources, we face post-pandemic challenges in filling staff positions due to the tight labor market. Campus leadership has been generally supportive of Lubar College's needs, especially around faculty recruitment to maintain the quality of our academic programs. Importantly, our student support staff remains at pre-Covid levels.

Despite these challenges a number of new opportunities have arisen that will enhance our undergraduate program and our undergraduate students' experience. First, the pandemic changed student preferences. Although most students were happy and excited to return to campus and a more normal learning environment, the demand for online classes was considerably greater than prior to Covid. To address these preferences, we have not only increased the number of online sections we offer, but also created a new General Business major that can be completed entirely online. This also freed up classroom space and allowed us to hire a limited number of highly-qualified adjunct faculty who reside outside of the Milwaukee area. This program is being promoted through UWM Online and through a formal partnership with UWM at Waukesha and UWM at Washington County.

The pandemic period also provided us with the opportunity to invest in our facilities, which we have accomplished through philanthropic gifts from our generous donors. We did extensive remodeling to our student spaces beginning when there were fewer students, faculty, and staff on campus, including a new Tutoring Center, a new Student Lounge, and a remodeled Career Center, computer labs, and student study rooms. Details are found in the Facilities section of this report.

SECTION 3: DEPARTMENT OVERVIEW

Mission and Strategy

The mission of the Lubar College of Business is closely aligned with the mission of the University of Wisconsin-Milwaukee that demonstrates a commitment to providing high quality academic programs, scholarly research, academic and professional opportunities for our diverse body of students, and strong partnerships with businesses and organizations.

Mission: Lubar College of Business

We stimulate innovative and analytical thinking to produce impactful research and teaching that advance knowledge, drive change, and empower our diverse students to succeed in the global economy, thereby creating value for our students, business partners, and community.

Vision: Lubar College of Business

As a **GREAT** business school, we will be:

Global in our outlook

Relevant to our stakeholders

Entrepreneurial in our approach

Accessible to students from diverse backgrounds

Transformative in our impact

Strategic Priorities: Lubar College of Business

Distinctive Identity - Cultivate analytical and innovative thinking in business education, business research, and business and community engagement.

Impactful Research - Provide thought leadership through research that advances the boundaries of scholarship and practice.

Student Success - Empower students to be successful, ethical business professionals who create value in the global economy.

Business Engagement - Leverage our location advantage by engaging with the business community on value-added initiatives that benefit them, our students, faculty, and staff.

Culture - Promote an inclusive, respectful, and open culture that breaks all silos, to enable a positive, engaged, and collaborative work and learning environment.

Global Engagement - Facilitate global literacy and experiences and promote the Lubar College of Business as a global brand.

Financial Stability - Sustain a financially viable plan to support the mission and vision of the Lubar College of Business.

Lubar College's vision and mission are supported by a set of seven strategic priorities. Together, they serve as the guiding principles for our activities and initiatives, and inform a detailed, annual strategic planning process that includes participation from a broad set of stakeholders from our faculty, staff, undergraduate student, graduate student, alumni, and business communities. These stakeholders provide input into the plan for the coming year based on information and data from a metric-driven assessment process that gauge progress toward our strategic goals.

The College's core stakeholder constituency – our student body – is impacted by progress in each of our seven strategic priorities. One of these priorities focuses directly on Student Success; however, each of the other six priorities has a unique connection to undergraduate students and our undergraduate program. For example, our Distinctive Identity: Analytics & Innovation priority is guiding us to infuse more content in these areas into the curriculum, providing our students with the cutting-edge skills needed in today's workforce. Our Global Engagement priority is pushing us to provide more of our students with business study abroad opportunities to help them develop broader perspectives. And our Business Engagement priority guides us to develop more partnerships with organizations that can provide applied project, internship, and employment opportunities for our students.

Organizational Structure

The Lubar College of Business is a non-departmentalized unit comprised of six academic areas: Accounting, Finance, Information Technology Management, Management, Marketing, and Supply Chain & Operations Management. We have 64 full-time faculty members and close to 30 professional staff supporting the College in the areas of student affairs, academic affairs, career services, business affairs, faculty services, marketing/communications, executive education, and outreach/research centers.

Each of our degree programs, including the BBA, is governed by a faculty committee that includes one representative of each of the six academic areas. The BBA program is governed by the Undergraduate Program Committee (UPC). Although no students serve on the UPC, student opinion on curricular policy changes is important and is solicited through surveys and other feedback mechanisms, including a Lubar Black & Gold Committee made up of undergraduate and graduate students. A member of the academic staff who serves as a liaison between the College and its student organizations also solicits student feedback.

Program matters that come before the UPC include those for all seven majors within the BBA program. The six undergraduate majors included in this review period are: Accounting, Finance, Human Resources Management, Information Technology Management, Marketing, and Supply Chain & Operations Management. The new undergraduate major in General Business that was launched in 2021 is not included in this review. Lubar College also collaborates with the College of Letters & Science to deliver the BA/Global Studies-Global Management track. A Business Minor and five undergraduate certificates (in Enterprise Resource Planning, Entrepreneurship, International Business, Investment Management, and Real Estate) are also under the committee's purview.

Curriculum matters initiated in the UPC are advanced to the College's full faculty for approval, and thereafter to the campus Academic Program and Curriculum Committee (APCC).

The College's Undergraduate Student Services office offers academic advising services, tutoring services, co-curricular programming, peer and professional mentoring programs, the Business Panthers

Living & Learning Community, and other student success programs. It also houses the internal management of the Lubar College’s significant scholarship program.

The Lubar Career Center, now staffed by the Office of Student Experience & Talent, provides career and professional development services to all business students.

Financial Resources

The undergraduate program is not budgeted separately from the rest of the Lubar College’s financial planning, but some interpretations may be gleaned in light of the entire budget picture. We wish to point out that Lubar College receives the lowest dollar per student credit hour for undergraduate instruction compared to any other academic unit at the University. This is especially important to note in light of our higher instructional costs per student credit hour, based in large part on higher faculty salaries in business on a national level, where we need to remain competitive to attract quality faculty. Coupled with declining population projections of high school graduates in the state, we have had to develop additional revenue strategies to fund our operations, such as market-driven pricing for online programming and investment in recruitment of international graduate students, who provide a larger return on investment for our College. Our instructional cost per student credit hour is shown in Table 1 below.

Table 1: Instructional Cost per Student Credit Hour						
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*
\$164.73	\$160.16	\$192.02	\$183.41	\$170.92	\$196.05	\$209.88

Table 2 below provides top level details of our 7-Year Historical Financial Statement (Modified Restricted Funds). As can be seen, in line with campus directives, overall expenses have been reduced in recent years. Expenses directly related to the undergraduate program are difficult to isolate but, in general, follow the same trends as overall expenses.

Table 2: Historical Financial Statements							
	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Projected
Revenues and Operating Transfers							
Campus Support & Transfers	8,535,202	8,184,932	7,286,528	12,400,424	11,072,562	11,062,974	11,100,229
Tuition & Academic Fees	7,163,335	7,650,083	7,618,385	5,516,741	5,489,722	6,294,499	7,675,467
Distance Education Surcharges	1,358,434	1,035,949	1,887,797	798,522	557,490	401,392	1,095,467
Other Tuition and Fees		-	-	-	13,615	3,453	-
Other Revenue	2,385,247	2,218,647	2,266,242	2,254,220	1,835,308	1,759,347	1,600,000
Indirect Cost Return	200,615	201,196	202,237	41,963	17,826	262	-
Revenue Reporting	11,107,631	11,105,875	11,974,661	8,611,446	7,342,856	8,054,108	9,275,467
Total Campus Support + Revenues	19,642,832	19,290,807	19,261,189	21,011,870	18,415,418	19,117,082	20,375,696
Expenses							
Salary & Wages	14,182,130	13,963,745	14,836,850	14,034,919	12,881,940	13,699,118	13,507,502
Fringe	\$4,615,087	\$4,482,706	\$4,679,880	\$4,368,229	\$4,264,284	\$4,283,526	\$4,457,476
Total Compensation	18,797,217	18,446,450	19,516,729	18,403,148	17,146,224	17,982,644	17,964,978
Supplies & Expenses	1,891,080	1,526,610	2,357,498	1,407,382	775,034	825,601	1,383,000
Financial Aid (Total)	243,828	208,883	226,138	252,046	431,532	488,650	855,000
Capital & Debt Service	552,663	138,002	121,305	134,927	155,120	57,723	485,000
Non-Salary Expenses	2,687,571	1,873,495	2,704,941	1,794,355	1,361,686	1,371,974	2,723,000
Total Expenses	21,484,789	20,319,945	22,221,670	20,197,503	18,507,910	19,354,618	20,687,978
One Time Transfers & Approved CF Spend						238,634	350,000
Net Operations Surplus/(Deficit)	(1,841,956)	(1,029,139)	(2,960,481)	814,367	(92,492)	1,098	37,718

Facilities

Constructed in 1996, Lubar Hall is a major asset in terms of student satisfaction. It has been well maintained and upgraded. In recent years, private donations have allowed us to renovate a large number of our classrooms and install upgraded technology, seating, carpeting, and finishes. This is an ongoing process and should result in all classroom spaces being renewed within the next few years.

In addition to these classroom upgrades, we have undertaken significant remodeling of student spaces in the building to provide a more inviting and supportive environment for our students. This “Student Hub” includes:

- A new Tutoring Center that provided over 1,400 hours of tutoring and supplemental instruction in 2021-22.
- A new Student Lounge that students may utilize for quiet time between classes, meet-ups with friends, or studying. Student-focused special events are also held in this space.
- A remodeled Career Center that includes eight interview rooms that support in-person and virtual interviews, career advising offices, and a conference room for larger meeting with employers.
- Remodeled study rooms for individual or group study use.
- A new microcomputer lab.
- A first-floor casual seating area that showcases the building’s namesake Sheldon B. Lubar.

This summer, additional renovations are in process to update our largest computer lab, as well as modernize our major first floor hallway, which connects Lubar Hall to the Student Union, to add a contemporary painting scheme to the walls as well as comfortable seating, charging ports, and informational monitors to encourage a sense of community among our students.

Technology and Virtual Resources

The technology and virtual resources supporting the Lubar College of Business are comprised of classroom and general space technology, student computer labs, and faculty/staff technology resources.

Lubar College has 20 general access classrooms that feature projection, computer, audio, camera, and control systems. There is full capability for lecture capture for both hybrid and fully online classroom experiences. In addition, Lubar College has nine dedicated classrooms that are not available for campus general assignments. This includes fully-mediated spaces and teaching labs with projectors, computer, audio and control systems, as well as an applied finance lab with specialized software such as FactSet and Bloomberg, multiple projectors, computers, flexible display control system, and videoconferencing technologies.

Lubar Hall houses four computer classroom or lab locations with 115 active machines. These labs are equipped with all software necessary to support students in their coursework. The Nicholas Applied Finance Lab offers analyst-level software and technology resources that support students in our Investment Management Certificate Program.

In our student services spaces on the second floor, our newly created Tutoring Center has active learning pods, wireless connectivity, audio, and cameras. The remodeled Career Center suite houses an interactive conference room and small interview and meeting rooms with video conferencing capabilities. Finally, digital signage in the building keeps students and guests informed of events and activities, with additional live streaming cable news options on both the first and third floors.

UWM utilizes the learning management platform Canvas. This platform is managed by the campus Center for Excellence in Teaching and Learning (CETL), which offers numerous teaching workshops, consultation services, and technology and training support resources. Even prior to the pandemic, Lubar College was exploring the increased use of technology to facilitate online distance learning. When the pandemic began, an immediate shift to online teaching and administration was quickly accomplished. As the pandemic persisted, guidelines were put in place to ensure that online classes adhered to the same standards as face-to-face coursework. All faculty are required to go through campus training focused on online and blended teaching. We also hired instructional designers to create slide templates and a standardized online course architecture within Canvas to ensure consistency for our students. We require faculty who continue to teach online to have their courses certified by the instructional designers for quality based on established rubrics.

In terms of data resources for teaching, the Nicholas Applied Finance Lab supporting our Investment Management Certificate Program offers Morningstar, FactSet, Bloomberg Database, U.S. Index Data from Standard & Poors, Russell Equity Indexes Research, Zephyr, and Steele Expert Mutual Funds. A host of other software is available to faculty, staff, and students through UWM's Software Center.

Overall, facilities, equipment, and technology are adequate for the undergraduate program's needs. Continued investment in these areas is critical to keeping the facility up-to-date and attractive to students and prospective students who are considering other programs with more modern facilities.

Library Holdings

One faculty member is designated each year as the College's "Library Liaison" by our Committee on Committees. He or she makes recommendations for additions to the UWM Library holdings that will be of benefit or value to Lubar College, including the undergraduate program, based on input from the broader faculty.

Curriculum and Instruction

Goals. Learning goals were developed for the BBA program as part of our assurance of learning process for our accrediting body The Association to Advance Collegiate Schools of Business (AACSB International), the "gold standard" for business school accreditation. The specific goals and learning objectives are detailed in the "Assessment and Evaluation" section. The goals were created by the Undergraduate Program Committee, refined by the AACSB Accreditation and Learning Assessment Committee, and approved of by the faculty as a whole. They have undergone regular revision as part of our continuous improvement process and map well to the current structure of our BBA program and its majors. The goals focus on general skills, such as communication, innovation, and analytics needed by all business students to successfully enter the workforce, as well as specific abilities relevant to each major.

Course Organization. To be advanced to a major, students must attain Junior standing (56 credits) and satisfy the oral and written communication requirement (complete the English sequence with either "C" or better in English 102 or place out of English 102, or transfer in an OWCB course "C" or better. They must satisfy the quantitative literacy requirement by completing the math sequence with a grade of "C" or better in Math 105/108 or place out of Math 105/108, or transfer in a QLB course with a "C" or better. Students must also complete the Business foundation courses with a cumulative GPA of

2.25 or above. Advancement to major requires a cumulative GPA of 2.50 or above in all coursework, including transfer coursework. Foundation courses include the following:

- Communications 103 (Public Speaking) or 105 (Business & Professional Communication), 3 credits
- Math 208 (Quantitative Models for Business) or equivalent, 4 credits
- Economics 103 (Principles of Microeconomics), 3 credits
- Economics 104 (Principles of Macroeconomics), 3 credits
- Bus Adm 201 (Introduction to Financial Accounting) or Bus Adm 207 (Business Scholars: Introduction to Financial Accounting), 4 credits (“B” or better required for Accounting majors)
- Bus Adm 230/231 (Introduction to Information Technology Management or Business Scholars: Introduction to Information Technology Management), 4 credits (“C” or better required for ITM majors)

All business students, regardless of major, need to complete their general education requirements (GER), business foundation classes, and business core classes. There are then specific courses, both required and elective, for each major. These courses are shown in Appendix I. The classes needed for the Business Minor and the five undergraduate certificates are also detailed in this appendix.

Although there are some courses with prerequisites, we have tried to make our majors flexible with no lock-step sequencing. The staff in our undergraduate advising office work with students to put together an individualized program of study based on student needs and course availability.

Course Objectives. As part of the campus-level HLC accreditation process, specific course goals and objectives were developed for each course. These goals and objectives tie into the content and deliverables of the course and give students a sense of the major requirements of the subject. When multiple sections of the same course are taught by different instructors, having common goals and objectives allows for a consistent learning experience. The goals and objectives for the BBA program courses are shown in Appendix II.

Delivery. As mentioned earlier, courses in our BBA program are delivered through a variety of modes. As noted elsewhere in this report, Lubar College was committed to online learning prior to Covid. As we came out of the pandemic, student demand for online options increased. At present, we teach many of our courses in the traditional face-to-face delivery mode but also employ online asynchronous, online synchronous, and hybrid delivery methods. Guidelines were put in place to ensure that online classes adhered to the same standards as face-to-face coursework. All faculty are required to go through campus training focused on online and blended teaching. We also hired instructional designers to create slide templates and a standardized online course architecture within Canvas to ensure consistency for our students. We require faculty who continue to teach online to have their courses certified by the instructional designers for quality based on established rubrics.

Curriculum Management. Our ongoing commitment to continuous improvement and innovation has led to the development of new programs and revisions detailed below. Curricular changes go through a rigorous review process, beginning with consultations with external stakeholders to ensure our programs are relevant to the current and future needs of employers. Through formal governance, there is then discussion and development of the revisions within the Undergraduate Program Committee, and finally a vote of the full Lubar College faculty. New undergraduate majors or certificates are further reviewed and voted upon by the university-level Academic Programs and Curriculum. New degree programs would go through the same review process but also require a vote by the Faculty Senate at the university-level and final approval by the UW System Board of Regents.

Overview of Major Curricula Revisions Since Last APCC Review. The ongoing focus on continuous improvement and innovation has led us to the following curricular innovations and revisions:

New or “Re-branded” Program

- General Business Major

Major Programmatic and Curricular Revisions

- Made the Bus Adm 300 - Career and Professional Development a requirement for all majors
- Reduced the total number of credits for a BBA from 123 to 120 through elimination of 3 credits of general electives.
- Established an Accelerated Degree (4+1) option between BBA and MS programs in Marketing, Finance, and Information Technology Management.
- Established an optional Data Analysis track within the BBA Accounting major.

Planned Changes. As part of our continuous improvement process, we will revise curricula to be up-to-date and relevant to today’s employment market. Area faculty regularly meet with local employers in their field to gauge the relevance of their major and certificates with current skills needed by industry for successful employment. Revisions to courses regularly come out of this process.

Assessment and Evaluation. As an AACSB accredited business school, Lubar College is deeply committed to learning assessment. Our Assurance of Learning process was first implemented in Fall 2007. At the undergraduate level, there is a 70% threshold for a goal/objective to be considered satisfied. Assessment of goals and objectives is done at least twice during each 5-year AACSB accreditation period. For the BBA program (excluding the Accounting major), Round 1 was completed in the spring of 2021 and Round 2 was finished in spring of 2022. The goals, objectives, data, and results from the two rounds are presented in the tables that follow and in Appendix II. Because our Accounting programs maintain separate AACSB accreditation, its assessment goals, objectives, data and results are provided separately below and in the appendices.

Assessment data provided by campus for both our BBA Program and General Education Requirements (GER) classes is provided in Appendix III.

BBA Program Assessment

The BBA program awards degrees in seven majors: Accounting (assessed separately), Finance, General Business, Human Resources Management, Information Technology Management, Marketing, and Supply Chain and Operations Management. The goals for the Assurance of Learning process are mission driven. The five Learning Goals for this program are each linked to a Learning Objective.

Analytics and innovation are the two pillars representing the distinctive identity of the Lubar College of Business. Therefore, they are key elements of our BBA program and are embedded in the first program goal. Innovative thinking is embedded in many of our undergraduate courses and was assessed in our capstone course on management analysis. Our required courses on statistical modeling in business analytics and information technology management introduce analytical thinking and highlight information technology’s key role in this process.

Good communication skills are also essential in the business environment. The second goal and its three linked objectives highlight these skills. In our capstone class, students produce documents that show their understanding of the business environment and their ability to analyze a dilemma, and our career course focuses on communication with potential employers.

The third goal relates to disciplinary competency. This is assessed in each of our undergraduate majors: Accounting, Finance, Human Resource Management, Information Technology Management, Marketing, and Supply Chain & Operations Management. Assessment occurs in required courses for each major.

Legal and ethical issues are the subject of our fourth goal. Ethical decisions are covered in many of our courses but are assessed in our Principles of Marketing class. Legal issues relating to the business environment are covered in the required Business Law course.

Consistent with our vision to have a global outlook, goal five focuses on international issues, which are assessed in our Principles of Marketing course, while we assess cultural issues in the Organizations course. The goals, learning objectives, assessment locations, and outcomes are shown in Table 3 below.

In general, the goals and objectives met the 70% threshold for satisfaction with a few exceptions. As part of the continuous improvement process, the Undergraduate Program Committee in conjunction with the Director of Accreditation examined the issues and suggested some program-level changes. These changes were approved by the Undergraduate Program Committee and the Faculty and were implemented for subsequent rounds of assessment. “Closing the Loop” activities are discussed in Appendix II for each round of assessment as are the indirect measures used to assess the undergraduates.

Table 3: BBA Program Goals, Objectives, & Results					
Competency Goals		Objectives			
Students will:		Students will:		Round 1 Assessment Status/ % Score	Round 2 Assessment Status/ % Score
1.	Be innovative thinkers using analytical and technical skills.	1a.	Create novel solutions to a business problem.	Satisfied/ 83.66%	Unsatisfied/ 64.67%
		1b.	Analyze data to explore alternative solutions.	Unsatisfied/ 67.58%	Satisfied/ 91.07%
		1c.	Identify the role of technology in supporting decision-making.	Satisfied/ 98.64%	Satisfied 85.31%
2.	Be innovative thinkers using analytical and technical skills.	2a.	Be able to explain findings, organize ideas, and justify conclusions.	Satisfied/ 80.33%	Unsatisfied/ 61.72%
		2b.	Be able to produce written documents to communicate their business understanding.	Satisfied/ 80.33%	Unsatisfied/ 62.31%
		2c.	Demonstrate oral communication skills.	Satisfied/ 81.68%	Satisfied/ 81.88%
3.	Excel in their business discipline.	3.	Be able to apply the basic concepts and principles of their business discipline.		
		3a.	Finance	Satisfied/ 82.54%	Satisfied/ 88.18%
		3b.	Human Resources Management	Satisfied/ 86.82%	Satisfied/ 87.89%
		3c.	Information Technology Management	Satisfied/ 82.78%	Satisfied/ 79.29%

		3d.	Marketing	Satisfied/ 96.89%	Satisfied// 81.47%
		3e.	Supply Chain and Operations Management	Satisfied/ 85.92%	Satisfied/ 81.46%
4.	Have knowledge of ethical and legal issues in business.	4a.	Be able to recognize an ethical dilemma, relevant stakeholders, and potential consequences.	Satisfied/ 75.13%	Satisfied/ 86.71%
		4b.	Be able to identify and analyze the legal issues that impact a business decision.	Satisfied/ 70.54%	Satisfied/ 83.55%
5.	Be aware of global and multicultural issues.	5a.	Summarize the international/cultural issues that impact a business decision.	Satisfied/ 93.39%	Satisfied/ 92.49%
		5b.	Be able to summarize global issues that impact a business decision.	Satisfied/ 77.76%	Satisfied/ 92.07%

BBA Accounting Program Assessment

Because the Accounting programs are separately assessed by AACSB, the area has its own mission statement which is closely aligned with the College’s mission statement. “The Accounting Area of the Lubar College of Business engages in theoretical and applied research and provides high quality education that leads to successful accounting careers for our students. It blends experience-based learning, teaching innovations, employer and alumni involvement, professional ethics, international exposure, and career guidance to enhance our students’ professional preparation.”

The competency goals of the accounting BBA program are driven by this mission statement. High-quality education through experience-based learning is embedded in goals one, two, and three. In the core accounting classes in the BBA program (such as, financial reporting, managerial accounting, auditing and tax), students learn the principal concepts of accounting and apply these concepts in practical situations using current technological programs and databases. Goals four, five, and six focus on essential characteristics desired by employers and the critical learning outcomes for high-quality accounting graduates: effective communication, professional ethics, and technological skills. The goals, learning objectives, and results of the two most recent rounds of assessment for the accounting BBA program are summarized in Table 4 and detailed below.

Overall, the assessment of the Accounting BBA Program is extremely positive. As the Accounting Area strives to achieve higher standards, we are implementing course and program changes in the courses that scored below 80 percent. These changes are discussed in the detailed analyses in Appendix IV.

Table 4: Accounting BBA Assessment Goals, Objectives, & Results					
Competency Goals		Objectives			
Students will:		Students will:		Round 1 Assessment Status/ % Score	Round 2 Assessment Status/ % Score
1.	Apply accounting principles and concepts to practice.	1.	Demonstrate competence in fundamental skills.		
		1a.	Financial Reporting	Unsatisfied/ 55.46%	Unsatisfied/ 69.64%
		1b.	Managerial Accounting	Satisfied/ 85.13%	Satisfied/ 90.00%
		1c.	Auditing	Satisfied/ 88.46%	Satisfied/ 88.46%
		1d.	Taxation	Satisfied/ 75.72%	Satisfied/ 79.90%
2.	Utilize technology to research issues and to perform accounting related analysis.	2.	Demonstrate proficiency in using flow charts, spreadsheets, and database applications.	Satisfied/ 84.98%	Satisfied/ 89.79%
3.	Blend class instruction with practical application	3.	Work in an accounting capacity prior to starting full time employment.	Satisfied/ 85.00%	Satisfied/ 81.54%
4.	Communicate effectively.	4.	Demonstrate ability to write clearly and concisely on an accounting topic.		
		4a.	Advanced Accounting	Satisfied/ 72.66%	Satisfied/ 75.75%
		4b.	Auditing	Satisfied/ 76.27%	Satisfied/ 85.00%
		4c.	Career Planning for Accounting	Satisfied/ 81.50%	Satisfied/ 85.57%
5.	Understand ethical standards relating to accounting.	5.	Demonstrate an understanding of professional ethics and social responsibility.	Satisfied/ 95.14%	Satisfied/ 92.19%
6.	Be able to specialize in information technology applications to Big Data. [Data Analytics track only]	6.	Demonstrate basic proficiency in data cleaning, data preparation, and data analytics of Big Data.	Satisfied/ 84.76%	Satisfied/ 85.72%

Contribution to General Education. Lubar College has only two general education courses. Bus Adm 100 – Introduction to Business and Bus Adm 210 – Statistical Modeling in Business Analytics. Both courses have positively contributed to the campus-level Higher Learning Commission assessment. Bus Adm 210 was recently revised from three to four credits to allow the incorporation of increased data analytics content. This revision increases the relevance of this course for application in the real world.

SECTION 4: FACULTY

Faculty Composition

In 2022-23, the Lubar College of Business had 64 full-time faculty members. Adjunct faculty are also employed to provide expertise in specialized areas. Table 5 below represents our full-time faculty by gender and ethnicity, followed by Table 6 which represents the same for all instructional faculty. A list of current members of the full-time faculty by name, rank, research and teachings areas, activity distribution, and percentage of time devoted to mission appears in Appendix XII.

Table 5: Diversity by Gender (Full-time Faculty Only)								
		Faculty – Tenured, Tenure Track, & Lecturers						
Gender	Ethnicity	2016	2017	2018	2019	2020	2021	2022
Female	ASIAN	5	6	6	7	7	8	8
	HISPA	1	1	1	1	1	1	1
	WHITE	8	8	8	8	7	8	8
Male	ASIAN	16	12	14	15	14	13	13
	BLACK	2	2	2	1			
	HISPA	1	1	1	1	1	2	2
	WHITE	22	25	21	21	19	23	23
Grand Total		55	55	53	54	49	55	55

Table 6: Diversity by Gender (All Instructional Faculty)								
		Faculty, Tenured, Tenure Track, Lecturers, & Adjuncts						
Gender	Ethnicity	2016	2017	2018	2019	2020	2021	2022
Female	2 OR MORE RACES	2	2	2	2	1	2	2
	ASIAN	8	5	5	7	5	5	5
	BLACK	4	1	2	2	2	3	4
	HISPA	1	1	2	2	3	2	1
	WHITE	47	54	44	46	48	41	44
Male	2 OR MORE RACES	1	1	3	4	4	2	1
	ASIAN	8	13	8	7	7	5	7
	BLACK	3	3	4	5	4	3	3
	HISPA		1	2	2	1		2
	WHITE	107	97	108	108	78	77	78
Unknown	ASIAN		1					
Grand Total		181	179	180	185	153	140	147

The number of full-time faculty has fluctuated primarily due to student enrollment and normal attrition, including retirements. Four new faculty members will join the College for the 2023-2024 academic year. The current faculty by FTE are shown in Appendix VII and the employees who have left Lubar College during the 7-year period are shown in Appendix VIII. A list of faculty additions and departures by area is shown in Appendix VI.

Faculty Qualifications, Sufficiency, and Deployment

Lubar faculty are active scholar-teachers, many of whom are highly regarded in their respective fields and have been trained at top doctoral institutions, including Carnegie-Mellon University, Stanford University, Indiana University, Northwestern University, Purdue University, Harvard University, University of Chicago, and University of Michigan. Some of our faculty have also gained national and international recognition for their scholarship through awards and fellowships. Many have assumed leadership positions in academic societies or organizations to foster industry-academia collaboration, edited premier journals, organized conferences, and are regularly invited to speak at other institutions both domestic and international. We also employ highly qualified and experienced adjunct faculty, who further support our mission by bringing their real-world expertise and experiences into the classroom, to allow our students to further understand the application of academic content to business practice. Table 7 below shows full-time faculty by rank for the previous five years. CVs are available in Appendix V.

Table 7: Faculty by Rank										
	2017-18		2018-19		2019-20		2020-21		2021-22	
Rank	#	%	#	%	#	%	#	%	#	%
Professor	16	24.2%	15	22.1%	16	24.6%	18	28.6%	20	30.8%
Associate	18	27.3%	19	27.9%	20	30.8%	16	25.4%	15	23.1%
Assistant	17	25.8%	19	27.9%	16	24.6%	16	25.4%	19	29.2%
FT Lecturer	15	22.7%	15	22.1%	13	20.0%	13	20.6%	11	16.9%
TOTAL	66	100%	68	100%	65	100.0	63	100%	65	100%

Faculty Qualification Policies. Lubar College has well-established policies that allow us to assess faculty qualifications in accordance with our mission not only as a teaching institution but also as a doctoral/research institution. As such, following guidelines from our accrediting body AACSB, faculty are defined as Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), or Instructional Practitioners (IP). Our Faculty Qualifications Policy (Appendix IX) outlines the specific criteria for each category. Qualifications of all faculty members are reviewed by the Associate Dean of Academic Affairs on an annual basis. Our hiring plans as well as deployment of faculty into new programs take into full account consideration of faculty qualifications. Faculty are made aware of their qualification status annually. Those who do not meet the standard can receive a higher teaching load (tenured) or non-renewal of their contract (lecturers and adjuncts).

To support our mission as an institution that offers impactful, cutting-edge research, our Scholarly Academic Qualifications include requirements to publish in well-regarded and top-tier peer-reviewed journals, among other qualifying items. Our full-time faculty is composed primarily of Scholarly Academics. Lubar College's undergraduate program has a strong mixture of full-time faculty researchers and instructors from industry to ensure our students' success and provide impactful teaching.

Faculty Sufficiency. For each of Lubar College’s disciplines, the College exceeds the AACSB recommended ratio of participating to supporting faculty. The definitions and requirements for participating and supporting are shown in Appendix X. Generally, a participating faculty member actively engages in the life and culture of the school beyond merely teaching and holding office hours. Tenured, tenure-track, and lecturers are generally considered participating, while adjuncts are mostly supporting. The most recent full table showing academic qualifications and sufficiency is presented in Appendix XI and a summary by academic area is in Table 8 below.

Table 8: Faculty Sufficiency and Qualifications Summary for the Most Recently Completed Normal Academic Year Using Student Credit Hours – 9/21/2021 – 5/31/2022							
Discipline	Participating	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Additional (A) %	SA+PA+ SP+IP
Accounting	87.0%	64.3%	7.1%	0.0%	21.4%	7.1%	92.9%
Business Law	100%	0.0%	100%	0.0%	0.0%	0.0%	100%
Data Analytics	94.5%	64.0%	0.0%	32.0%	4.0%	0.0%	100%
Finance	76.2%	54%	14.2%	0.0%	24.8%	7.1%	92.9%
IT Management	84.4%	83.7%	8.7%	0.0%	7.6%	0.0%	100%
Management	72.3%	65.1%	5.4%	0.0%	24.1%	5.4%	94.6%
Marketing	76.8%	72.6%	0.0%	0.0%	19.5%	6.5%	93.2%
Supply Chain & Ops. Mgmt.	95.1%	81.4%	0.0%	0.0%	18.0%	0.0%	100%
TOTAL	80.9%	67.6%	7.1%	1.2%	19.4%	4.7%	95.3%

In addition to supporting adjunct lecturers, Lubar College also retains executives-in-residence who participate in sustaining Lubar’s mission through various activities, including mentoring students and helping with recruitment and retention efforts. Some have additional duties related to their areas of expertise.

Annual Review and Merit. Each year, faculty of all ranks enter their prior year activities into Digital Measures. This information is used to generate Faculty Activity Reports that are used by the Executive Committee for merit recommendations to the Dean. The recommendations are based on research, teaching, and service for tenured and tenure-track faculty but only on teaching and service for lecturers. Each Executive Committee member provides numerical ratings on each dimension for all faculty members other than him(her)self. An audit committee reviews a composite of the ratings for outliers. Faculty Activity Reports are also used by senior faculty in each area to provide written evaluations to probationary faculty to guide them on advancing research and enhancing teaching.

Probationary faculty may also elect to have an official mentor from either within or outside the college. Mentors may attend deliberations on the mentee’s first contract review, midterm review, and tenure discussions.

Promotion and Tenure. Probationary tenure-track faculty typically start with a three-year contract. Each probationary faculty’s first contract is reviewed during the second year by the tenured faculty of his/her area for a recommendation to the Executive Committee on renewal. The Executive Committee reviews the recommendation, votes on zero-, one-, or two-year renewals, and provides suggestions and concerns to be conveyed to the reviewed faculty. During their fourth year, probationary candidates undergo a midterm review. Areas again present a recommendation for a zero-, one- or two-year contract renewal to the Executive Committee. A one-year renewal results in another midterm review the next year (this happens when the research record is not progressing towards tenure). The respective Area Chair also provides feedback to such candidates on how best to improve their record. Probationary faculty are reviewed for tenure and promotion during their sixth year of employment. Candidates suggest several potential outside reviewers, five of which are selected by faculty in their area. The Executive Committee’s Chair sends the candidate’s CV and a sample of published/working papers to the reviewers for confidential evaluations. The candidate’s area relies on the letters and his/her record to recommend an action during a closed session to the Executive Committee which then votes. If the vote is positive, the Dean receives additional advice from one of two UWM Divisions – Professions/Social Sciences - chosen by the candidate. The same process is followed for promotion of Associate Professors to Full.

Faculty Recruitment. The Academic Planning Committee (APC) is comprised of each of the six Area Chairs and the Executive Committee Chair. Together with the Dean and Associate Dean, the APC develops a Faculty Recruitment Plan based on instructional and strategic needs and financial feasibility. The Executive Committee reviews the plan and makes a recommendation to the Dean who then seeks the Provost’s approval. Each recruiting area evaluates applicants, interviews a subset, and invites some to campus for a research seminar and meetings with colleagues and the College’s administration. Candidate(s) to be hired are recommended by the area to the Executive Committee which then votes and forwards its recommendation to the Dean.

Faculty Development and Support. Successfully achieving our mission requires mechanisms and initiatives that support the faculty who are primarily responsible for execution of the mission elements. Lubar College supports its faculty at all levels both in research and teaching. Faculty deployment in terms of student credit hours taught is shown in Table 9 below.

Table 9: Student Credit Hours Taught by Faculty/Staff							
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Professor	18,296	17,776	17,792	16,904	18,528	20,112	16,816
Assist. Professor	23,952	36,072	38,968	32,408	34,456	36,408	34,640
Assoc. Professor	40,336	29,944	31,400	28,272	29,744	28,584	23,544
Academic Staff*	172,864	161,128	156,168	150,152	138,968	126,432	128,048
Student Assistant	15,888	21,528	14,352	17,544	22,344	12,864	10,824
Limited**	160	80	104	704	440	368	416

*Academic Staff includes Adjuncts

** Limited includes Deans, Associate Deans, Directors

Workload. Full-time, tenured faculty are expected to divide their responsibilities as follows: 40% research, 40% teaching, and 20% service. Probationary faculty responsibilities are: 50% research, 40% teaching, and 10% service. Full-time lecturers are expected to adhere to the following guidelines: 75% teaching, 25% service. Lubar College makes special efforts to shield probationary faculty from service obligations or at least minimize them where they cannot be avoided.

The normal teaching load for tenured faculty members who maintain a satisfactory level of performance in each of the areas of intellectual contributions, teaching, and university/Lubar College/professional service is three courses per semester. Intellectual contributions are assessed through a combination of scholarly publications (refereed journal articles, refereed book chapters, books, monographs, proceedings, cases) and scholarly presentations at national academic meetings. Teaching performance is assessed based on evaluations conducted by Lubar College, demonstrated curriculum innovations, and peer evaluations conducted by the Executive Committee. University/Lubar College/professional service performance is assessed on the basis of contributions in the form of committee work, task force participation, course/programmatic development, journal editorial/reviewer responsibilities, and professional society assignments.

To be considered for any reduction from the normal course load of three courses per semester, faculty must demonstrate a level of performance that goes beyond the satisfactory level mentioned above. Specifically, to facilitate and recognize sustained scholarly productivity, the teaching loads of tenured and tenure-track faculty members who meet the following levels of scholarly productivity are reduced by one course per academic semester:

- a) published at least five refereed scholarly articles in research journals in the previous five calendar years, or
- b) published two or more top-tier publications in the previous five years, or
- c) published three refereed journal articles in the previous five years, one of which is top-tier and the other two are well-regarded.

Details on the intellectual contributions of Lubar College of Business faculty can be found in Appendix XIV.

SECTION 5: STUDENTS

Enrollments

Undergraduate enrollments have been falling over the seven-year period at both the university and college levels, primarily due to a demographic decline Wisconsin's high school population, increased numbers of competitive degree programs (particularly online options), as well as the impact of Covid-19. At Lubar College (as well as other UW System business schools), we have also seen enrollment declines as UW-Madison's Wisconsin School of Business has opened its doors to a significantly higher number of undergraduates. We have made several changes to position ourselves more competitively by creating a new General Business Major that can be taken completely online and adding sections of online classes to complement the in-person classes. In the fall of 2022, we offered 160 sections with only seven having low enrollments with less than 10 students. Our enrollment numbers for the 7-year reporting period are shown in the tables below.

Table 12: DECLARED Undergraduate Enrollment by Program per Year							
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Accounting	252	241	218	218	200	177	136
Finance	456	447	458	387	405	393	316
General Business						30	297
Human Resources	132	162	143	141	158	121	107
Info. Technology Management	134	129	114	99	103	82	60
Marketing	479	495	518	493	530	484	369
Supply Chain & Ops. Management	292	279	283	257	248	213	160

Table 13: Intended Major by Program							
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Accounting	288	263	235	234	195	179	177
Finance	312	301	247	278	267	304	337
General Business							
Human Resources Management	167	146	139	129	128	106	80
Info. Technology Management	104	87	78	82	64	58	54
Marketing	564	537	522	606	465	540	504
Supply Chain & Ops. Management	178	144	118	115	111	128	92

Table 14: Number of Undergraduate Students Enrolled by Year in School*							
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Freshmen	680	691	701	591	399	528	553
Sophomore	1,023	872	824	872	756	666	683
Junior	1,051	1,078	954	928	917	819	711
Senior	1,553	1,520	1,476	1,351	1,292	1,223	1,011

Table 15: Full Time and Part Time Enrollments							
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Full Time	3,966	3,827	3,761	3,516	3,183	2,993	2,731
Part Time	341	334	194	226	181	243	227

Table 16: Enrollments by Demographics							
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Female	1,615	1,557	1,486	1,385	1,300	1,214	1,103
Male	2,692	2,604	2,469	2,357	2,064	2,022	1,855
Targeted Minorities	952	947	967	883	781	772	773
International	341	279	225	173	125	91	76

Table 17: Number of Students Enrolled in Lubar Minors							
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
General Business	235	231	202	181	173	156	102

Table 18: Enrollment in Certificate Programs								
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	
Entrepreneurship	39	53	80	82	85	79	58	
Real Estate	36	57	81	103	124	119	97	
Investment Management	26	33	41	41	42	48	38	
International Business	178	134	269	226	196	142	85	
Enterprise Resource Planning	7	10	10	7	4	0	4	

Table 19: Number of Students in Double Majors*								
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Total
Accounting; Finance	99	76	55	54	40	40	17	381
Accounting; HRM	0	0	0	1	1	1	0	3
Accounting; ITM	5	3	1	5	4	1	0	19
Accounting; Marketing	2	2	1	1	5	5	1	17
Accounting; SCOM	2	2	2	1	1	2	0	10
Finance; HRM	7	3	5	5	4	5	1	30
Finance; ITM	7	6	7	7	11	8	2	48
Finance; ITM; SCOM	0	0	0	0	0	1	0	1
Finance; Marketing	29	36	42	40	32	18	9	206
Finance; SCOM	34	25	28	25	23	16	13	164
HRM; ITM	1	1	3	3	1	0	0	9
HRM; Marketing	13	14	14	14	15	7	4	81
HRM; SCOM	5	4	4	3	4	0	1	21
ITM; Marketing	5	6	2	5	3	4	3	28
ITM; SCOM	4	8	14	10	12	9	6	63
Marketing; SCOM	112	117	111	94	82	56	37	609
Total	325	303	289	268	238	173	94	1690

* Does not include primary majors outside Lubar

Enrollment Trends. As can be seen our undergraduate enrollment numbers have slightly declined over the previous seven years, much in step with numbers in other colleges within UWM, as well as other business schools within the state, with the exception of UW-Madison. This downward trend is expected to continue due to the further decline in Wisconsin high school graduates. Lubar College has been successful in attracting record numbers of graduate students to help offset this loss of undergraduate tuition revenue.

Diversity. The enrollment of undergraduate students from underrepresented groups has also declined over the reporting period, but as a percentage of all undergraduate students, underrepresented minorities have actually increased from 22.1% in Fall 2016 to 26.1% in Fall 2022. In alignment with our mission, Lubar College offers the following programming to help underrepresented students succeed:

- Emerging Leaders Program – A peer mentoring program for underrepresented freshmen and sophomores who are paired with upperclassmen.
- Multicultural Mentoring Program – A professional mentoring program for underrepresented juniors and seniors who are paired with business professionals.
- Tutoring Center – A new facility in the Lubar College to provide tutoring and supplemental instruction in key core courses and gateway courses in the business curriculum.
- Staff Support – Lubar College employs a Mentoring and Engagement Coordinator to work with underrepresented students.
- Strong Scholarship Program – The College’s \$1.6 million scholarship program provides both merit-based and needs-based awards.

Related to these diversity efforts, to become a more transfer-friendly institution through the Moon Shot for Equity initiative, UWM and Lubar College have increased the number of courses that are transferable, especially for those coming from local technical or 2-year campuses. Since 2019, Lubar College has signed seven articulation agreements with four institutions including Milwaukee Area Technical College, Waukesha County Technical College, Moraine Park Technical College, and Gateway Technical College to create seamless pathways for students to complete their bachelor’s degree after completing an associate’s degree.

Student Success

Advising. Students in Lubar College of Business are assigned to a Lubar academic advisor upon admission to UWM. Seven professional academic advisors provide high-level service and support throughout a student’s academic career. Advisors assist students in-person, by phone, virtually through Teams, and over email. Advisors are also embedded into Bus Adm100 - Introduction to Business to reinforce a strong student-advisor relationship at the very beginning of their college careers. The ratio of students to advisors is currently 455 to 1. It is important to note that our advisors have significant administrative projects such as coordinating scholarships, the Business Scholars Program, transfer coordination, etc. that are in addition to their student caseload.

Retention. The Lubar College of Business has several initiatives that promote success in the overall student body. As mentioned above, a mentoring program is in place for students (focused on targeted and first-generation students, but open to all), to ensure ready access to advice and support. Recently, Lubar College also expanded its tutoring efforts to cover key courses to help with the retention and success of these students. Finally, Lubar College opened a Writing Center to ensure that all students have access to a writing coach, which will help with advancement and placement. All these efforts are aimed at closing the achievement gaps for student populations while enhancing the academic success of all students. Retention and graduation numbers are shown in the tables below.

Table 20: 1-Year Retention Rate by Fall Cohort						
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Overall						
New Freshman	75.30%	72.50%	74.20%	75.10%	79.90%	74.90%
New Transfer	80.80%	79.90%	82.60%	80.60%	79.30%	82.80%
Accounting						
New Freshman	78.80%	77.40%	78.90%	80.00%	83.80%	83.30%
New Transfer	93.20%	76.50%	89.50%	87.20%	88.90%	88.00%
Finance						
New Freshman	82.10%	69.80%	79.00%	87.10%	69.60%	75.00%
New Transfer	84.60%	90.50%	88.00%	75.00%	81.60%	84.10%
General Business						
New Freshman						66.70%
New Transfer						100.00%
Human Resources						
New Freshman	85.70%	69.20%	84.20%	82.60%	83.30%	53.30%
New Transfer	88.90%	65.00%	76.30%	83.30%	72.20%	83.30%
ITM						
New Freshman	70.00%	69.20%	100.00%	75.00%	81.80%	57.10%
New Transfer	50.00%	50.00%	77.80%	100.00%	75.00%	77.80%
Marketing						
New Freshman	71.70%	74.10%	71.00%	79.70%	82.70%	75.50%
New Transfer	75.40%	84.10%	80.30%	78.50%	81.50%	84.30%
Supply Chain						
New Freshman	100.00%	80.00%	71.40%	81.30%	87.50%	80.00%
New Transfer	63.60%	81.80%	93.30%	89.50%	85.70%	73.70%

Table 21: 6-Year Graduation Rate by Fall Cohort							
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Overall							
New Freshman	43.40%	43.40%	48.60%	49.40%	49.60%	54.30%	49.80%
New Transfer	62.90%	63.00%	61.70%	64.60%	64%	62.50%	70.60%
Accounting							
New Freshman	50.00%	48.20%	54.20%	57.00%	39.70%	59.70%	48.10%
New Transfer	67.60%	70.80%	67.80%	75.50%	71.20%	60.00%	79.50%
Finance							
New Freshman	54.30%	63.30%	47.40%	59.60%	53.80%	62.00%	66.10%
New Transfer	70.00%	71.10%	77.10%	64.50%	70.30%	73.50%	74.40%
General Business							
New Freshman							
New Transfer							

Human Resources							
New Freshman	69.20%	58.30%	60.90%	47.40%	28.60%	45.50%	64.30%
New Transfer	60.00%	71.40%	55.60%	84.60%	47.60%	60.00%	72.20%
ITM							
New Freshman	44.40%	46.70%	54.50%	50.00%	60.00%	55.60%	50.00%
New Transfer	46.70%	72.20%	72.70%	81.80%	90.90%	50.00%	50.00%
Marketing							
New Freshman	46.50%	41.90%	42.40%	45.20%	57.40%	57.00%	49.10%
New Transfer	65.60%	61.80%	52.80%	61.40%	62.50%	56.00%	70.80%
Supply Chain							
New Freshman		66.70%	30.00%	69.20%	83.30%	72.70%	30.00%
New Transfer	75.00%	54.50%	66.70%	76.50%	58.30%	82.80%	63.60%

Support and Interventions to Ensure Degree Completion. Throughout the academic year, there are several intervention opportunities when students engage in behaviors that indicate they may be struggling to successfully progress through the curriculum in a timely manner. The campus coordinates a census campaign in the Navigate platform in which instructors can indicate that there has been little to no engagement in their course within the first two weeks of the semester. Advisors are alerted when such reports are submitted to allow outreach and follow-up to best support the individual student. Instructors of all undergraduate courses are strongly encouraged to complete progress reports for students in their course between the fourth and eighth weeks of each semester. Progress reports can be entered to recognize exceptional course performance or encourage positive behaviors; or they can be used to indicate missing work, lack of participation in the course, or poor performance. In addition, at any point in the semester, an instructor or advisor can submit an alert which leads the assigned office (Accessibility Resource Center, Financial Aid, Tutoring, Multicultural Student Success Coach, Career Services, Writing Center, Housing, etc.) to create a case and reach out to the student. When a progress report or alert is entered into the Navigate system, the academic advisor is also notified to provide additional outreach and support to the student. The credits to degree, student credit hours, and degrees awarded by year for male, female, minorities, and international students are shown in the tables below. Further details on time to graduation are shown in Appendix XIII.

Table 22: Average Credits to Degree by Year						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Average Credits to Degree	131.8	132.5	130.1	129.8	130.2	129.4

Table 23: Undergraduate Student Credit Hours by Year							
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
100 Level Courses	2,019	2,078	2,220	2,058	1,803	2,241	2,250
200 Level Courses	14,728	13,841	13,540	15,310	15,434	13,151	13,345
300 Level Courses	23,091	22,364	19,905	18,149	17,354	16,307	15,458
400 Level Courses	23,412	24,104	23,405	21,178	22,015	20,115	17,880
500 Level Courses	2,632	2,487	2,520	2,091	2,130	1,842	1,501
600 Level Courses	2,517	2,568	2,439	2,340	2,388	2,223	2,040

Table 24: Degrees Awarded by Year						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Female	382	358	359	321	370	306
Male	591	611	633	574	537	549
Targeted Minorities	159	155	187	206	171	168
International	92	97	88	66	49	28
Total	973	969	992	895	907	855

Strengths and Weaknesses. In general, Lubar College students receive excellent support in terms of academic and career advising. We have a dedicated group of advisors who focus only on undergraduate business students. Although turnover for this group was an issue in the post-pandemic environment, at present we are fully staffed and have added one new individual to focus on mentoring and engagement. Our Career Center provides facilities for interviews and other career and professional development services. Career Center staff (previously Lubar employees) are now assigned to the Office of Student Experience & Talent but remain housed in Lubar Hall and teach in our required career preparation course. Experiential learning is also a strength of Lubar College. Our students have opportunities for internships, applied projects, study abroad, and connecting with industry through our centers and institutes. Students in our investment management certificate program manage real investment portfolios.

SECTION 6: PLANS FOR THE FUTURE

Given the competitive landscape for undergraduate education, Lubar College plans to enhance its BBA program and the undergraduate student experience. This entails: reviewing the curriculum for its currency and refreshing it; providing greater coverage of contemporary topics such as AI, analytics, innovation and design thinking in the curriculum; expanding badge offerings to support lifelong learning; putting a greater emphasis on experiential learning; strengthening the real estate certificate; exploring curricular offerings in risk and insurance; expanding writing support to students in all majors; investing in student success initiatives to improve the graduation and retention rates; strengthening student clubs; further investing in Lubar Hall facilities to make them more student friendly and attractive for student retention and recruitment; strengthening co-curricular programs for first generation students and students of color; and building stronger connections between students and alumni.