Agenda and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Business Education Majors and Minors, 2021-2022

Date: 11/8/2021
Time: 11:30-12:30
Place: Hybrid Webex and WH 1013

Invited: Provost John Chenoweth; Department Chair/Program Coordinator Lucy Heimer and Denise Roseland; Faculty Karla Saeger; Audit & Review Team Chair Yushan Zhao; Assessment Representative, Katy Casey.

1) Call to order at 11:30am

2) Introductions.

3) Overview of review team evaluation and discussion.

The meeting began with an overview of audit and review report including the recommended actions. Strong areas include exceptional faculty, high placement rate, successful program redesign, excellent assessment practices, and outstanding alumni outreach program.

The meeting then moved to the discussions centered around undergraduate enrollment issues and facilities. Denise Roseland had brief introduction of the program and highlighted that placement and demand for business education students continue to be strong. The program will continue to grow due to the special articulation agreements and high school student organizations programs. Provost Chenoweth noted the program's tremendous achievements over the years. Program faces the challenge of resources constraints and faculty of the program work proactively to ensure the business education grow sustainably. Strategies were discussed on how to effectively manage the growth including hiring new faculty in the future. The meeting concluded after a short discussion on facilities and accreditation issues.

4) **Recommended Actions**: The evaluation report lists 3 recommended action (see page 12, point 4) related to enrollment, recruitment, and assessment.

5) **Recommended Result**: *Continuation without qualification*
   - **Please make use of the detailed comments in the evaluation report (below).**
   - **Please select all applicable boxes and fill in the appropriate year:**

     ☒ **Next SHORT self-study will be due to the Dean on October 1, 2026 and to the Assessment Office on November 1, 2026.**

6) Adjourn.

Review team report is attached below, including Recommended Actions and instructions for Progress Reports (if required).

Committee Form: Review of Audit & Review Self-Studies
Undergraduate Programs, 2021-2022
Majors/Minors and Standalone Minors

Date of Evaluation _____10/7/2021_____Short Self Study (SS*)_____
Program:___**Business Education**_____ ____ _____   Major ☒   Minor ☒

Evaluations submitted by: Lana Collet-Klingenberg, Bruce Cohen, Yushan Zhao, Karl Brown, and Katy Casey
Review meeting attended by: Lana Collet-Klingenberg, Bruce Cohen, Yushan Zhao, and Katy Casey

I. General Program Information

1. The program's mission statement reflects the nature and scope of the program.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

2. The program is aware and reflective of changes affecting improvement since the last review.

1		Sufficient Evidence	4
2		Some/Partial Evidence	1
3		No/Limited Evidence	0
5		First self-study for the program	0

3. Characteristics of the program set it apart from others when compared regionally and nationally. The unique aspects of the program attract students.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

4. The program has been responsive to actions recommended from the previous Audit and Review Reports; Progress Reports have been submitted, if relevant.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0
5		First self-study for the program	0

5. <mark>The program has achieved</mark> or maintained program-level accreditation or has considered seeking it, where appropriate (only select N/A if there is no accreditation available).

1		Sufficient Evidence	1
2		Some/Partial Evidence	3
3		No/Limited Evidence	0

General Comments related to Section I

Terrific work on this study. It is extensive and very well-documented.

2. Added a tenure track faculty member; lost 0.5 instructional academic staff position.

2. Eliminated two emphases; reduced credits to degree to 120.

2. The two most significant changes since the last self-study--i.e., the addition of a full-time tenure-track faculty member and the degree overhaul to reduce credit hour requirements--are explained adroitly and at some length.

3. Is the oldest continuously running business running program in Wisconsin.

3. Business education is on US Department of Ed and the Wisconsin DPI list of critical shortage teacher area. Graduates often have multiple job offers.

3. Yes, its pedigree is impressive and a consistent 20 majors seems robust for the field. (MS students should not be counted in this BSE-level self-study.)

4. Congratulations on the innovative program and market responsiveness that led to increased enrollment!

4. Yes, especially in the area of assessment.

5. program faculty indicate HLC as accreditation for UW-W. This is sufficient for the Department of Public Instruction. Is there any accreditation available for or pertaining to Business Education? If so, would this be helpful for recruitment efforts?

5. This question is asking about program-level accreditation. Is accreditation available for business education programs (maybe through the National Business Education Association)?

5. The report addresses UW-W accreditation on p.3, but not field-specific accreditation. Is this adequate?

II. Alignment within the University

1. The program contributes to the fulfillment of UW-Whitewater's Mission and Strategic Plan.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

2. The program supports general education and/or proficiency programs at the University.

1		Sufficient Evidence	2
2		Some/Partial Evidence	3
3		No/Limited Evidence	0

3. The program is collaborative and supports other academic programs across the College and/or University.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

General Comments related to Section II

The program has certainly proved its merit over time.
2. The program is aligned with some of the General Education outcomes (GELOs), but does not teach courses in the General Education program.
2. I'd like to see this more clearly explained. On p 5, the report addresses Gen Ed goals and outcomes, but I'm left wondering what contributions are made to the actual Gen Ed program: for instance, do these faculty teach Gen Ed courses?

III. Program Goals & Accomplishments

1. Goals and objectives were identified and undertaken to improve/advance the program.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

2. Goals currently in place will contribute to the program's advancement. Criteria for determining success were measurable and attainable.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

3. The program has a process for setting and assessing goals and making decision about changes to the program.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

General Comments related to Section III

The detail and justification are much appreciated.
Denise and Karla have done outstanding work in setting goals, updating the program, and far exceeding their enrollment goals. I look forward to seeing what comes next!
I think all three of these categories were addressed with the adoption of the assessment plan and the degree overhaul.
1. Impressive and ambitious set of program goals- congratulations on your accomplishments! The goals were focused, measurable, and led to program improvement- great strategic planning.
2. I am impressed by the alumni outreach plan. Would like you to know the accomplishments regarding post graduate tracking. Great job!

3. Glad that you have program assessment and marketing and outreach plan in your goals.

IV. Curriculum

1. The program has a clearly articulated, efficient, and purposeful curriculum.

1		Sufficient Evidence	4
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

2. The program prepares students in majors, minors, and related emphases tracks in post-graduation and other applicable experiences.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

3. Appropriate assessment data were used in making curricular revisions.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

4. Students participate in the high impact practices.

1		Sufficient Evidence	3
2		Some/Partial Evidence	2
3		No/Limited Evidence	0

General Comments related to Section IV

I wonder if there is more opportunity for innovation in high impact practice?
Kudos for reading from 132 to 120 credits, firming up your curriculum, and increasing enrollment significantly over the past three years. Impressive!

1. I liked the advising tracker documents- great way to help students stay on track and help advisors track students' progress.
1. I see significant improvement in this regard from the last self-study.
1. Have made significant changes in the program curriculum (e.g., from 139 credits to 120 credits for students to graduate).
1. Really like the planning guide for the major emphases.
2. The program primarily prepares students for licensure so they can become business education teachers.
2. Most graduates accepted secondary teaching positions in business, marketing, or computer science education.
2. 100% placement is pretty impressive.
3. Curricular changes were based on a number of data points, including student performance on a capstone assessment, and feedback from advisory groups. The recent curricular changes reduced credits to degree, and yet maintained the program's commitment to a high quality and rigorous preparation as a business education professional.
3. Curricular changes were based on assessment data, student demand, market demand, and faculty research.
3. Yes, it's good to see this program took this recommendation from their last A&R seriously.
4. Participated in first year seminars and experiences, collaborative assignments and projects, diversity/global learning, capstone courses and projects, etc.

4. This part of the report is a little vague. While the capstone experience is impressive, I'm left wondering 1., how many students actually participate in New Student Seminar/1st year experiences, 2., how collaborative learning is "used in every course," and 3., specifically how diversity/global learning is included in coursework.

V. Assessment of Student Learning

1. The program has clearly articulated learning outcomes for students.

1		Sufficient Evidence	4
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

2. Student learning outcomes are "mapped" to the curriculum.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

3. The program provided a timeline indicating when faculty and staff assess SLOs. The timeline is manageable and sustainable.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

4. The program collected a variety of appropriate assessment data allowing judgements about the extent to which students are achieving learning outcomes.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

5. Program faculty consider assessment data in making changes to the curriculum, students' learning outcomes, and/or other aspects of the program.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

6. Student learning outcomes are aligned with the LEAP Essential Learning Outcomes in a way that is reasonable and meaningful.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

7. Overall, the program has an appropriate assessment plan for measuring students' progress in attaining the outcomes.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

General Comments related to Section V

Excellent.

Assessment plan is clearly articulated and fully integrated into the curriculum, which will make follow through and
    follow up fairly automated.

Yes to all of the above -- the new assessment plan is really impressive.

1. Have five student learning outcomes.

2. Student learning outcomes are mapped clearly to the curriculum.

3. Have a detailed timeline to assess each SLO.

4. Cooperate with InTASC Interstate Teacher Assessment and Support Consortium in curriculum assessment.

VI. Student Recruitment, Enrollment, Retention, and Graduation:

A. Trend Data

1. Five-year enrollment and graduation trends reflect program vitality and sustainability.

1		Sufficient Evidence	4
2		Some/Partial Evidence	1
3		No/Limited Evidence	0

2. [MAJORS ONLY] Credits-to-degree show that students can complete the degree in four years, or reasonably efficiently.

1		Sufficient Evidence	4
2		Some/Partial Evidence	1
3		No/Limited Evidence	0

3. [MAJORS ONLY] Program has strategies to recruit and retain students.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

4. Composition of students approximates or exceeds the diversity of students at the University.

1		Sufficient Evidence	3
2		Some/Partial Evidence	1
3		No/Limited Evidence	0

5. Students can enroll in appropriate courses and proceed without delaying graduation.

1		Sufficient Evidence	4
2		Some/Partial Evidence	1
3		No/Limited Evidence	0

6. Claim that the program is oversubscribed, undersubscribed, or at optimum level is justified or supported by examples or data.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

General Comments related to Section VI.A

The 148.9 credit average is substantial and the expected load is as well. I would like to see more detail regarding 4-year completion.

1. Earlier in the report, the program noted that the goal was to increase enrollment to 20. However, based on the program data from the Dashboard, the program has been consistently enrolling 20-some students each year (?)

1. Program enrollment is relatively stable considering the impact of pandemic.

2. There is clear need for business education teachers. However, the question of program sustainability was not addressed.

2. Redesigned the program so students can graduate in four years.

3. The program is currently undersubscribed.

3. Developed a two-year marketing plan for recruitment, retention, and marketing effort, including quarterly outreach to secondary business teachers in WI and IL, sustained alumni outreach, and hosting of high school student organizations events 2 times a year.

3. Finalizing the articulation agreement with MATC, and restarting the articulation process with Gateway, seems a logical next step to further this program's already-impressive recruitment efforts.

5. Faculty are innovative and flexible regarding teaching load and scheduling, so students can enroll in appropriate courses.

6. I would be interested in hearing program faculty thoughts about changes in supervision, brought about by the pandemic, and how those changes could be used to support a heavier supervision load when appropriately licensed adjuncts cannot be hired.

6. They have the capacity to have more students in the program.

VI. Student Recruitment, Enrollment, Retention, and Graduation:

B. Demand for Graduates

1. [MAJORS ONLY] Placement information indicates that program graduates find employment or continue their education.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

2. Data suggests that employment opportunities for graduates of this program will remain strong.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

General Comments for VI.B

It is a pleasure to read one of these with a sunny jobs outlook.
Placement rate is 100% within three months of graduation.
100% is pretty good.

VII. Resource Availability & Development:

A. Faculty and Staff Resources

1. Information on numbers of full and part-time faculty and staff are provided. Expertise of teaching staff are aligned with the needs and future vision for the program.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

2. Information is provided about changes in the faculty since the last Audit and Review.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

3. The program has identified staffing changes and anticipated areas of potential future need.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

General Comments related to section VII.A

Two faculty members carry this program that is one of only two in the system. In addition, the field needs business education teachers and high-quality preparation programs. Thank you for your contributions!
It seems that two FT faculty are adequate for the foreseeable future.

VII. Resource Availability & Development:

B. Student Resources

1. The program has adequate personnel, student help, and service and supplies to serve its undergraduate students.

1		Sufficient Evidence	3
2		Some/Partial Evidence	2
3		No/Limited Evidence	0

2. The program has adequate facilities equipment, technological, and library resources to effectively serve its students.

1		Sufficient Evidence	2
2		Some/Partial Evidence	1
3		No/Limited Evidence	2

General Comments for VII.B

1-2. The program noted a number of issues with Winther Hall, where business education classes are taught. These are not able to be addressed by the instructors. Have there been efforts to look into teaching spaces outside of Winther (I am not sure of the policies related to this)?

The described state of Winther Hall is concerning. I wonder how this challenge with your facility impacts instruction?

Winther is in dire need of a remodel. Everyone knows this. What will it take to make this happen?

VIII. Conclusions and Recommendations from the Department or Program

1. Areas of strength are discussed.

1		Sufficient Evidence	4
2		Some/Partial Evidence	1
3		No/Limited Evidence	0

2. Areas of improvement and continued progress are discussed.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

3. Recommendations and resources are discussed.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0

General Comments for VIII

You want to target an enrollment increase. Do you believe current staffing is adequate for an increase? To what enrollment number? How will trauma-informed teaching practices inform changes to assessment, pedagogy and curriculum? What motivates this change?

1. I think this program has many more strengths--namely, its placement rate and robust recruiting efforts--than just the faculty accomplishments stressed herein.

1. Strong, innovative faculty.

2 & 3. For infusing trauma-informed teaching practices into your curriculum consider partnering with or at least consulting with faculty in Counselor Education and possibly, School Psychology. We have experts in trauma informed care/teaching on our campus.

VI. Reviewer Conclusions

1. Strengths of the Program

The program has exceptional faculty that are committed to the students' success and field of business education. In the past couple years, the curriculum was redesigned to better address interests, needs, and time of students. The faculty in the program are committed to growing enrollment, and maintaining high quality curriculum. It is also notable that there was not a request for additional staff or resources.

Long-standing and healthy program. Exceptionally well-sourced study.

I agree that the current program faculty are a strength. Reducing credits while maintaining a strong curriculum is a plus. Working toward having more online courses is a plus as well.

1. Strong, innovative faculty. 2. Great graduate tracking and alumni outreach efforts. 3. Good use of program assessment to improve student learning. 4. Outstanding program.

The program's assessment practices and graduate placement rates are exceptional. I'm also really impressed by their devotion to recruitment. Keep up the good work!

2. Areas for Work or Improvement

Concern over facilities. Staffing may be inadequate to take advantage of market demand.

I see no obvious areas for improvement, though I encourage Denise and Karla to continue thinking creatively and strategically as they grow this program.

1. Clarify existing HIPs and engage in more of them 2. Clearly disaggregate and evaluate MS and BSE separately

3. Other comments/questions:

The review team recognizes the issue of facilities is in no way the responsibility of the program faculty and staff. However, we did note the inadequacies with the quality of instructional spaces. The program noted throughout the report that this created a challenge, and one of the ways they address this is by offering more courses online. This does not seem sustainable, and we wonder what support the program has in their efforts to provide the classroom learning environment to best prepare future teachers?

4. Recommended Actions (please specify):

1. Provide an update on program enrollment. Please provide UG data only.

2. Pursue articulation agreements with Gateway and MATC, or share other recruitment initiatives.

3. Describe students' performance toward meeting the SLOs since the revised curriculum to 120/4 credits, and redesigned assessment plan. Include the following: (a) Data to track achievement of each SLO using timetable based on the assessment plan, and (b) describe the process for discussing program assessment and making use of the assessment data.

5. Recommended Result

1	Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0
2	Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	4
3	Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	1
4	Continuation with major concerns in one or more of the four areas; submit annual progress report to the College Dean & Associate Vice Chancellor for Academic Affairs on progress addressing the major concerns	0
5	Withhold recommendation for continuation, place on probation, and require another complete Audit & Review self-study within 1-3 years, at the Committee's discretion.	0
6	Withhold recommendation for continuation, place on probation, recommend placing in receivership within the college, and require another complete Audit & Review self-study within 1-3 years at the Committee's discretion.	0
7	Non-continuation of the program.	0
8	Report not submitted; refer to Provost for action.	0