

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

**Date:** 1/13/2022

**Time:** 1:30-2:30

**Place:** WH 1013

**Invited:** Provost, John Chenoweth; Dean, Robin Fox; Program Coordinator Karla Saeger; faculty and staff in the Business Education program; Audit & Review Team Chair S.A. Welch; Audit & Review team members Elena Levy-Navarro, Carrie Merino, Assessment Representative Katy Casey

**In attendance:** Provost John Chenoweth, Program Coordinator Karla Saeger, Program faculty Denise Roseland, Assessment Representative Katy Casey

- 1) Call to order
- 2) Introductions
- 3) Overview of review team evaluation, program comments
  - a) Program Coordinator Dr. Saeger noted that the program's priority is currently recruitment, and sustainability of enrollment. The program has been pursuing a personalized advising approach, using community and professional collaborations to reach prospective students. The program faculty will be attending and presenting at an education professional conference to learn approaches to recruiting a more diverse student body. Provost Chenoweth noted the importance of engaging diverse populations and shared this as an institutional priority as well. He also recommended exploring a relationship with the School Business Management program and expanding the reach of online graduate programs.
  - b) Deans Comments: Dean Fox noted her full support for what this program has accomplished in a very short time. She continues to be impressed, and often uses this program as an example of strong curriculum, forward thinking and good use of resources (reaching out to individuals with probationary licenses). Thank you to Karla and Denise.
- 4) Discussion of Review Team's evaluation:
  - a) There was not a sufficient description of what the program considers a reasonable range of students enrolled in the program and how they plan to sustain their current and potentially growing numbers. Can the program provide some idea of how many students they believe to be sustainable?
    - i) The program noted some difficulty in capturing a specific number. Their goal is to be flexible with students and allow them to enroll in the program when it fits best with their schedule, as well as allow them to progress through the curriculum at a slower pace if desired (program is designed as a 3-semester course of study). While this has been beneficial to enrollment, it means students are progressing through the campus in ways that are not always predictable. The program reported roughly 35 students enrolled in coursework, and believes they could support up to 50. The struggle occurring as numbers increase is related to administrative tasks, such as advising.
  - b) The redesign of the program led to a significant increase in students. Consider reviewing materials that could be used for marketing, such as the mission statement. What truly is unique & sets program apart (the faculty definitely seem to be a key factor, so describe them)- could this be captured in marketing materials?
    - i) The program is already working within University structures to develop marketing tools for the program. The areas they plan to highlight are the flexibility in terms of enrollment dates and pace, high quality and engaging online courses, and the strong online learning community.

5) **Recommended Actions:** The evaluation report lists 3 recommended action (see page 16, point 4) related to student demand, marketing and recruitment.

6) **Recommended Result:** *Continuation without qualification*

- **Please make use of the detailed comments in the evaluation report (below).**
- Click or tap here to enter text..
- **Please select all applicable boxes and fill in the appropriate year:**

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

7) Adjourn.

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

**University of Wisconsin-Whitewater  
Committee Form: Review of Audit & Review Self-Studies  
Graduate Programs, Academic Year  
Majors/Minors and Standalone Minors**

Date of Evaluation 11/22/2021 Short Self Study (SS\*)          
 Program: Business Education MSE

**Evaluations submitted by:** Matt Vick, Katy Casey, Carrie Merino, S-A Welch, Elena Levy-Navarro  
**Review meeting attended by:** Katy Casey, Carrie Merino, S-A Welch, Elena Levy-Navarro

**I. General Program Information**

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

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

**Comments for I.1**

Might want to NOT include this one: Well, they did use all the right words, but the overall meaning was vague. The best I can gather they aim for inclusive (who doesn't?) environment for those wishing to incorporate best practices (not sure which ones).

**2. The program's mission statement aligns with the School of Graduate Studies mission.**

1		Sufficient Evidence	4
2		Some/Partial Evidence	0
3		No/Limited Evidence	0
4		Not Applicable (explain why in comments below)	0

**Comments for I.2**

I appreciate how they laid out this response. Very Comprehensive.

Here is the School of Graduate Studies mission statement: The School of Graduate Studies at the University of Wisconsin-Whitewater oversees programs whose goal is to provide high quality, practitioner-oriented programs that use knowledge and skills acquired through baccalaureate degrees as a foundation for advanced preparation and professional development for careers in business and industry, education and human services. The program's mission statement catches the ESSENCE of this, but as noted in previous section, is vague (as though trying to check all of the right boxes)....BUT, the answer in this section of the report does a MUCH BETTER job of showing the connection

**3. Program described changes impacting the program since the last review.**

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

**Comments for I.3**

The fact that they stopped enrollment to re-align & re-adjust their program is admirable!

This program seriously took its "charge" to strategically reconsider their curriculum and mission. The modified program is a good example of a program gathering data and redesigning their curriculum to appeal to the current population seeking this degree.

**4. 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	3
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

**Comments for I.4**

This was part of their answer for this Q: Online, asynchronous format Time to completion Availability of scholarships Service-based pricing for all students eliminating out of state tuition Personal contact when inquiring about the program and timely communication responses \*\*These seem to be standard for many programs across the nation. \*\*They then DID address some of their program specific features. But, then again, while making a stronger case for setting themselves apart, these are still fairly standard for many graduate programs.

Great work to plan strategically and target specific groups of students

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

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

**Comments for I.5**

I appreciate the details they provided here on how they responded to previous A&R action items.

They were quite diligent in their efforts to incorporate the recommendations from the last A&R report.

The marketing plan the program created was impressive. It was great to see collaborations with other offices on campus to assist in these efforts. Great job exceeding enrollment goals!

This should be N/A. The program is not HLC accredited, all of UW-W is HLC accredited.

**6. The program has achieved 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	0
2	Some/Partial Evidence	0
3	No Evidence	0
4	N/A	5

### General Comments related to section I.

I do believe that they have strengths that set them apart. I would suggest that they address these more clearly. (vs. what seems to be "checking all of the right boxes")

### II. Alignment within the University

#### 1. The program contributes to the fulfillment of UW-Whitewater's mission.

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

#### Comments for II.1

Their response was strong (& clear) initially. But, then it began to shift to "checking all of the boxes" toward the end.

#### 2. The program contributes to the fulfillment of UW-Whitewater's Strategic Plan.

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

#### Comments for II.2

The details were somewhat vague and general. More specific language would be helpful. For example, what exactly was presented at the conferences about online course design and the program? Or, what was something from the Assessment Institute that you really focused on that helps to support the mission?

It was great how they addressed each of the strategic plan goals & connected the work they are doing with each of these goals.

For objective 1, the program didn't address the part of the objective to recruit a more diverse population... What form of diversity was increased?

### General comments related to section II.

None

### III. Program Goals & Accomplishments

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

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

#### Comments for III.1

These are very clear and thorough. I would suggest that they pull some of the clear (& key) information from here in showing potential students how they ARE unique.

program made data driven decisions related to curricular redesign and marketing

It is notable that this program utilized professional development opportunities available here on campus. The needs assessment appears to be well designed.

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

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

**Comments for III.2**

I can easily move my vote here to "sufficient." However, from what I saw ( & what made me vote "some" evidence) was there seemed to be more "how we will do this" and less of "how will we know we succeeded (criteria).

innovative approach to adopt an "occupationally-focused skills assessment," this no doubt take considerable time, but certainly pays off for the students

The goals are detailed, specific, attainable, and connected to the program's vision.

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

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

**Comments for III.3**

Specifics on how student retention is addressed may be helpful. Not only the percentage, but what that might look like.

I had difficulty sorting this out from the previous question. And, my thoughts about more on "how" & less on "how we will know we succeeded" still seems relevant here.

goals are not only set, but assessed regularly. the program noted how data was used for program improvement

**4. Program faculty, staff, and/or students received special recognitions or awards during the review period.**

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

**Comments for III.4**

Is this all of the faculty in the program? I saw that one person, K. Saeger, was noted quite frequently.

Congratulations! The faculty in this program are recognized leaders in the field!

The COEPS innovation award duly recognizes the work of the program in redesigning itself.

**General comments related to section III.**

I would suggest clarifying their criteria to be used in knowing if they had met their program goals.

**IV. Curriculum**

**1. The program has a clearly articulated, efficient, and purposeful curriculum, complete with a capstone experience.**

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

**Comments for IV.1**

Their long-term planning for this is quite thorough (and nice!).

**2. Dual-listed courses are described and explain differences between expectations for undergraduate and graduate students.**

1	Sufficient Evidence	0
2	Some/Partial Evidence	0
3	No/Limited Evidence	0
4	Not Applicable (explain why in comments below)	5

**Comments for IV.2**

No Dual Listed courses.

**3. Changes to the curriculum were described, including the basis for the changes.**

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

**Comments for IV.3**

These changes seem to also be associated with actions taken after the last A&R report.

**4. Appropriate assessment data were used in making curricular revisions.**

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

#### Comments for IV.4

I appreciate the data presented with the classroom climate survey. However, again, there are not specific examples of how they are creating these online learning spaces. These are mentioned only vaguely. Some more specific examples of what they mean by creating these classes and this community would provide additional context.

Perhaps I missed something, but the only clear evidence was a study/survey they did (but loved that they included "effect size"!)

data were collected to determine student perceptions of the program- this analysis included sense of belonging, and instructor responsiveness. high ratings across the board- impressive in an online context

Great data from the faculty's own study of outcomes of students on the asynchronous format and program community.

#### 5. The program provides opportunities for students to participate in high impact practices.

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

#### Comments for IV.5

They wrote "encourage civic engagement." However, this wasn't addressed in connecting to the mission statement (of the Graduate school or their own). This is not major (there are so many things to address in the mission statements). I would suggest, however, that specific civic engagement activities be listed (at least for the students to see).

#### General comments related to section IV.

None

### V. Assessment of Student Learning

#### 1. Student learning outcomes are "mapped" to Master's Level Essential Learning Outcomes.

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

#### Comments for V.1

None

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

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



**Comments for V.2**

They were quite clear in what classes the learning outcomes were to be used. They did write this which seems to need more/stronger clarification: assessment plan includes data collected from outside the program.....my question is WHERE from outside of the program and WHAT data?

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

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

**Comments for V.3**

Specific examples were given on how data informed curricular and instructional changes.

**4. Assessment data and related outcomes are shared with appropriate constituencies.**

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

**Comments for V.4**

Perhaps I missed seeing this...but I did not see this addressed.

Not addressed

**General comments related to Section V.**

The approach the program takes to planning and analyzing assessment data is impressive. The methods used to collect and analyze data is systematic and results in useful information for program improvement. I liked the structure: outcome and tool, implications, student progress, growth and improvement decisions

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

**A. Trend Data**

**1. Program explains fluctuations in enrollment.**

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

**Comments for VI.A.1**

A description of the current enrollment is provided.

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

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

**Comments for VI.A.2**

sustainable and growing program- the college should keep an eye on the growth and allocate appropriate resources  
Early signs are positive.

**3. Program has strategies to recruit and retain students.**

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

**Comments for VI.A.3**

Again, the sustainability of these approaches is mentioned- and how might this be done differently or less intensely by faculty?

They seem to be quite strategic and focused in their recruitment efforts.

the program used literature and survey data to create a program model to address student engagement. the faculty adopted a cohort model and emphasized meaningful student interactions, and student-faculty interactions

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

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

**Comments for VI.A.4**

Sorry, this seems to be the 3rd topic that I do not see addressed.

**5. Program made efforts to engage underrepresented communities within the University.**

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

**Comments for VI.A.5**

While evidence is present for diversifying teacher candidates, this appears to be more general to undergraduate targets. I wonder what plans there might be to engage with other diverse groups who may want to switch careers to business education? How might they be recruited?

efforts have been made to understand potential issues in attracting a pool of diverse teacher candidates- this will be a goal of the program moving forward

Detailed efforts to diversify the teaching pool are laid out.

**6. Composition of students approximates or exceeds the diversity of students at the University.**

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

**Comments for VIA.6**

This might be expected given: the lower population across campus of Asian students, however, their Asian student enrollment seems low. This is could be reflective of the nature of the program.

predominately Caucasian - pretty even gender split..

It's close but greater non-white enrollment would be more reflective of UWW overall.

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

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

**Comments for VI.A.7**

Ambitious goal to add 15 new students/year, is this sustainable?

What is a sustainable range of students enrolled in the program?

**General comments related to section VI.A**

the program was designed for a targeted group of students to progress in a manner that is reasonable and reflective of their personal and professional lives. every aspect of the program was planned in a way to support goals of recruitment and retention

**B. Demand for Graduates**

**1. Placement information indicates that program graduates find employment of continue their education.**

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

**Comments for VI.B.1**

100% placement rate

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

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

### Comments for VI.B.2

None

### 3. Described efforts to retain and track graduates.

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

### Comments for VI.B.3

This seems to be a problem for most programs. Their response for this seems to closely match their answer for recruitment vs. tracking graduates who finished the program.

### 4. Described unique features of the program that set it apart from other system or regional colleges and universities.

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

### Comments for VI.B.4

As with previous questions addressing the uniqueness of the program, they seem to focus on "checking all of the right boxes." In other answers, they did a wonderful job at describing uniqueness (mainly their recruitment material...which they used in two separate questions in this report).

The Business Education Hall of Fame is a great tribute!

### General comments related to section VI.B

The program is well informed of needs in the field and strategies to address shortages. Most of the recommendations have been followed, or in progress, by the program.

## 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	3
2	Some/Partial Evidence	0
3	No/Limited Evidence	0

### Comments for VII.A.1

None

**2. Tenure and promotion standards, including post-tenure requirements, reflect faculty and staff ability to advance in rank.**

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

**Comments for VII.A.2**

None

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

1	Sufficient Evidence	4
2	Some/Partial Evidence	0
3	No/Limited Evidence	0
4	Not Applicable (explain why in comments below)	0

**Comments for VII.A.3**

None

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

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

**Comments for VII.A.4**

None

**General comments related to section VII.A**

Committed, passionate, and hard-working faculty

**B. Student Resources**

**1. The program has adequate personnel, student help, and service and supplies to serve its graduate student population.**

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

**Comments for VII.B.1**

They had a very thorough description of programs available for students.

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

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

**Comments for VII.B.2**

None

**General comments related to section VII.B**

None

**VIII. Conclusions and Recommendations from the Department or Program**

**1. Areas of strength are provided.**

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

**Comments for VIII.1**

faculty commitment and involvement in professional orgs and engaged with schools

In addition to the faculty being a strength (which they are), this program's redesign to a one-year asynchronous format also appears to be a strength to attract career-changing students.

**2. Areas of improvement and continued progress are discussed.**

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

**Comments for VIII.2**

This was an interesting (and relevant) idea: trauma-informed teaching practices. Have they sorted out what those might be?

continued and sustained enrollment

Increased enrollment is indeed an important area of improvement, discussion did occur earlier on marketing efforts. A reference probably should have also been made here.

**3. Recommendations and resources are discussed.**

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

### Comments for VIII.3

trauma-informed teaching, review of assessment related to this goal engage underrepresented minorities

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Incorporating more curriculum on trauma-informed instruction does indeed sound important, as does increasing the diversity in the K12 business education teaching profession. Specific requests for time (one 3-credit reassignment, two, etc?) would make this more actionable.

### General comments related to section VIII

I appreciate the mention of how to include diverse teaching formats as part of the curriculum now that COVID has changed many things about schools and teaching. This would be a great goal for the program moving forward.

## Conclusions and Recommendations from the Review Team

### 1. Strengths of the Program (Review Team)

I appreciate the re-design process that the program seriously undertook. I also believe that offering the program nationally is a strength.

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This program has done a fabulous job in: 1) considering information from the last A&R report and 2) adjusting their program to address these.

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I agree that the faculty are the primary strength of this program, because they bring a commitment, passion and work ethic that is critical to this program's renewal and success. I also think the careful and strategic planning of every aspect of this program paid off in terms of recruiting students to this program.

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This program's faculty demonstrated an effective faculty-led effort to redesign a program with unsustainable enrollment patterns to meet a current need through a redesign cohort-driven curriculum and asynchronous delivery. The faculty also have made it clear that they still desired to incorporate a sense of community in the program even though it is asynchronous.

### 2. Areas for Work or Improvement (Review Team)

Increasing diversity of student body and faculty as able Recruiting more intentionally with possible diverse groups who may be career-switchers or non-traditional students would also be helpful.

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I would suggest that they be more specific in some of the ideas associated with the program. A) what truly is unique & sets them apart (the faculty definitely seem to be a key factor, so describe them)- could this be captured in marketing materials? Consider revision to mission to more clearly describe benefits of licensure. B) to increase student engagement beyond the classroom, I would suggest being quite specific regarding activities/programs the students can become involved in. C) work toward more specific assessment data (test scores, placement, & performance once are placed) to determine adjustments (if any) to make.

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I see little to no areas of needed improvement. As the program noted, recruiting a more diverse teacher candidate pool is a goal and one in which the faculty are working to meet through community and school connections. The report also noted the impact of COVID and need to address trauma in the schools- very astute observation. More teacher training on trauma informed practices is desirable by parents, students and practicing teachers.

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Grow and maintain enrollment at a sustainable level for this self-supporting graduate program. Continue work to increase the racial/ethnic diversity to at least represent current UWW's overall profile.

**3. Recommended Actions**

1. Keep Chair and Dean aware of progress in program and ability of staff to meet student demands. I am concerned the success of this program resides in those teaching. If faculty were to change, how would the program sustain itself?

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2. Describe how the program can capitalize on the redesign and unique aspects of the program to advertise to potential students. Review descriptive materials available online, or in other publications, to determine if they represent the program sufficiently to attract your target market.

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3. Develop a written annual marketing and recruitment plan with School of Graduate Studies and Continuing Education (SGSCE) to drive sustainable enrollment levels (include racial/ethnic diversity).

**4. Other Questions**

none

**5. Other Comments**

From 2018 when they stopped enrollment until now (Fall 2021) which including the most mind-boggling changes from the pandemic, I see this program as strong, viable, and growing.

**6. Recommended Result**

1	Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0
2	Continuation without qualification	5
3	Continuation with minor concerns	0
4	Continuation with major concerns in one or more of the four areas; submit annual progress reports to the College Dean & Associate Vice Chancellor for Academic Affairs on progress in 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