**Minutes and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
School Business Management (MSE) Majors and Minors, 2018-2019**

Date: 5/14/2019
Time: 10-11am
Place: Hyland Hall 3303

In Attendance: AVC Greg Cook; Dean John Chenoweth (Business & Econ); Program Coordinator John Smith; Audit & Review Team Chair Shannon Stuart; Audit & Review team members Pavan Chennamaneni, Matthew Vick and Catherine Chan

1) Call to order

2) Introductions

3) Overview of review team evaluation, program comments
   a) Shannon Stuart summarized the strengths of the program, the only graduate program in the state for individuals to pursue a degree/licensure/certification in School Business Management. The online delivery of courses makes this program more accessible to individuals from across the state. In addition, the program offers a clear vision of how coursework directly parallels student learning goals and outcomes. The variety of class options and elective requirements foster a sense of well-roundedness in students.
   b) Vice Provost Greg Cook acknowledged the importance of the school business management program for the state of Wisconsin and congratulated Dr. Smith on providing a program that meets a specific need for our state.
   c) Program coordinator John Smith discussed the history of the program, the need for the program in the state and how adjunct faculty with expertise in this area share cohesive expectations and how they are invested in advancing the program.

4) **Discussion of Review Team's evaluation:**

   a) **Resources**. *Adjunct faculty members teach the courses in this program. The department could provide more evidence that these adjunct members have cohesive expectations, preparation, and work experience. The self-study response could be more specific in the strengths and experiences the faculty bring to the program as well as how that impacts the program delivery. How do adjunct faculty members engage in activities to enhance instruction and how are they involved in curricular revision and new course development? Are these adjunct faculty members invested in advancing the program?*

   Dr. Smith discussed the expertise that adjunct faculty members have and their interest advancing this program. The specific nature of the school business management field requires adjunct lecturers with understanding of the Department of Public Instruction's accreditation requirements as well as the ability to provide the depth, breadth, and intensity that graduate level instruction requires. Dr. Smith also shared a plan to include adjunct faculty in yearly program planning to examine how course expectations are scaffolded among the program.

   b) **Assessment**. *The program has a clearly articulated curriculum but how were the changes to the curriculum based on assessment data? A meaningful program assessment plan is needed. The portfolio used for Department of Public Instruction licensure purposes does not provide student learning data that drives improvement. There is no or limited evidence that research or scholarly activity as defined by the program is incorporated in the achievement of student learning outcomes. The program would benefit from developing more evidence that there is a process in place for using assessment data in making changes to student*

learning outcomes.

Discussion centered on the need to develop a more meaningful program assessment plan. The group discussed the benefit of linking student learning outcomes to DPI licensure requirements. Currently, courses in the program are linked to DPI licensure requirements but student learning outcomes are not linked. The discussion moved to the possibility of having a team attend the UW-Whitewater Assessment Institute to develop a complete assessment plan. Discussion then moved to the need for research or other scholarly activity to be included in the achievement of student learning outcomes.

c) ***Diversification of faculty****. Increase expectations for faculty to participate in professional development in order to improve teaching and advising practices. Create a specific plan for recruiting a more diverse faculty to the program.*
Dr. Smith shared that there are limited personnel with the skill set required to teach these courses. By increasing the diversity in graduate student enrollment in the courses in this program, the pool of future qualified instructors can increase. Therefore, a specific plan for recruiting a more diverse faculty includes recruiting a more diverse graduate student body in the program.

5) **Recommended Actions**: The evaluation report lists three (3) recommended actions (see page 13, item 4) related to marketing, assessment, and training and support of adjunct faculty.

6) **Recommended Result**: *Continuation with minor concerns*
   - Please make use of the detailed comments in the evaluation report (below).
   - Next full self-study will be due to the Dean of the College of Business and Economics by 10/1/2023 and by 11/1/2023 to the Audit and Review Committee.

7) Adjourn.

University of Wisconsin-Whitewater
Committee Form: Review of Audit & Review Self-Studies
Undergraduate Programs, 2018-2019
Majors/Minors and Standalone Minors

Date of Evaluation _____3/11/2019_____Short Self Study (SS*)_____
Program: School Business Management (MSE) Major ☒   Minor ☐

Evaluations submitted by: Christine Neddenriep, Pavan Chennamaneni, Lauren Prazuch, Shannon Stuart, Matthew Vick, David Wachanga
Review meeting attended by: Shannon Stuart; Pavan Chennamaneni, David Wachanga, Matthew Vick, Lauren Prazuch, Joan Littlefield Cook

I. Program Purpose & Overview: Centrality

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

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

2. The program supports other undergraduate and graduate programs offered at UW-W (if relevant).

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

3. The program works to support at least two goals from the institution's Inclusive Excellence Guidelines.

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

4. The program has been responsive to actions recommended from the previous Audit and Review report; Progress Reports have been included (if relevant).

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

Comments
1. The core values I was seeing listed on the self-study were similar, but not identical to the values I found listed on UWW's website. I also think they could expand their evidence for both the 'Commitment to Serve' section and the 'Diversity and Opportunity' section. Specifically, UWW's website seems to heavily stress their commitment to creating accessible spaces for students with disabilities, which is not discussed in the self-

study as a commitment of the MSE program. I also think they could elaborate on how they plan to recruit an increasingly diverse graduate and undergraduate student body throughout their fully online program.

3. UDL and Community Building are both good concepts.... but they don't address how this program is working to bring more URMs and women into school business management.

4. The portfolio assessment only occurs within the internship year. The assessment recommendation required that the program develop a system of embedded assessment throughout the program to provide students with information about their developing competencies. The purpose is also to determine lacking competencies for programmatic change. The use of the portfolio is insufficient in meeting this objective.

4. Moving the program online has been accomplished. Using a final portfolio as the full assessment plan does not address having a program level assessment plan used to address curricular improvement.

Contradictory statements within the narrative. In response to the question about the mission, they indicate that the program requires 9 elective credits in addition to the core courses. In discussing the relationship between the undergraduate and graduate curriculum they specify 6 credits. When did the transition to exclusively online instruction occur? This sentence is incomplete.

I.　　Program Purpose & Overview: Program Mission, Goals, & Accomplishments

1. The program's mission statement reflects the nature and scope of the program and aligns with the mission of the School of Graduate Studies.

Sufficient Evidence	6
Some/Partial Evidence	0
Not Applicable (explain why in comments below)	0
No/Limited Evidence	0

2.　The program established and worked to accomplish goals designed to improve the quality of the program.

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

3. The program has a process for setting and evaluating progress on achieving program-level goals, and making decisions about program changes based on assessment data.

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

4.　The program is considering potential revisions to the mission, goals, or objectives (i.e., the program has a "vision" for the next level and how to get there).

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

5.　The program achieved and/or earned special recognition or awards during the review period.

Sufficient Evidence	1
Some/Partial Evidence	0

No/Limited Evidence	4
Not Applicable (explain why in comments below)	1

6. The program earned (or retained) specialized accreditation (if applicable) during the review period.

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

Comments
1. The goal of increased enrollment was not sufficiently addressed.
2. Good narrative about course matrix revisions and CBK options.
3. Good use of advisory board and discussion; lack of a vision to use student learning assessment data to drive improvement
3. The advisory board has been a consistent strength of the program. How are assessment data used to inform decision making?
4. Can you provide more information about the program's vision for the next five years? The program is now fully online (congratulations!) which should allow for broader marketing and program growth if that's what the program wants to achieve.
5. Did not earn any awards.
6. No accreditation available.

II. Assessment: Curriculum & the Assessment of Students' Learning

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

Sufficient Evidence	6
Some/Partial Evidence	0
Not Applicable (explain why in comments below)	0
No/Limited Evidence	0

2. Expectations of graduate students differ from undergraduate students in dual-listed courses.

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	6

3. Changes to the curriculum were based on assessment data.
Sufficient Evidence	3
Some/Partial Evidence	3
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

4. The program offers additional opportunities for students, and students make use of these in ways that impact the University, community, and/or region.

Sufficient Evidence	2

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

5. Online courses are evaluated in ways that ensure effective delivery, continuous improvement, and student learning (if applicable).

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

Comments

2. No slash courses offered.
2. Program does not have dual-listed courses
2. Self-study answer indicates NA.
2. No dual-listed courses 3. Lacking direct assessment data that links to program revision
3. Curriculum changes are driven by feedback (good) but not by student assessment data
3. There appeared to be little data on student learning outcomes available. Going forward, please make sure to examine and use data on student learning in curricular decisions.
4. This answer lacks data showing participation rates among students, as well as the impact their students' participation makes on the UWW community.
5. Impressive that all(?) online courses are Quality Matters Certified. Please clarify if they are or if they have been designed to meet Quality Matters certification but have not yet been certified.

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II. Assessment: Assessment of Student Learning

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1. The program has clearly articulated learning performance outcomes for students, which are "mapped" to the curriculum.

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

2. The program has an Assessment Plan for measuring students' progress in attaining the learning outcomes.

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

3. Research/scholarly activity, as defined by the program, is incorporated in the achievement of student learning outcomes.

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

4. The program collected a variety of assessment data, allowing judgments to be made about the extent to which students are achieving learning performance outcomes.

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

5. The program has developed a process for using assessment data in making changes to students' learning outcomes.

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

6. Results of assessment efforts have been shared with internal and external constituencies.

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

Comments
1. This is a map of courses to DPI licensure requirements. Put in the work to map to your SLOs.
3. I did not see evidence that research/scholarly activity is included in the achievement of SLOs. The self-study noted that students are required to "network and connect with a practicing school business manager" as part of many assignments, but are they also required to review and make use of the existing scholarly literature? Even though this is a practitioner-oriented program and students may not be required to produce original research, are students still required to be able to find, evaluate, and make appropriate use of existing scholarly work?
4. Where is a report on the data collected? How does the pre-assessment tool drive program improvement? It seems more useful as an advising tool. There seems to be a need to program education about the role of program assessment and how it is different than individual student assessment for recommendation for licensure. There is overlap, but they are not the same.
5 and 6. I did not notice very specific plans in terms of responding to assessment data or sharing that data with constituents.

II. Student Recruitment, Enrollment, Retention, and Graduation: Trend Data

1-2. Five-year enrollment and graduation trends reflect program vitality and sustainability.

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

3. Composition of students reflects the diversity of the University, and the program has developed methods of recruiting and retaining students and to enhance diversity among students in the program.

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

4. Graduation rates indicate that students complete the program in a timely manner.

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

5. Program level has provided evidence to support its claim of being oversubscribed, undersubscribed, or at optimum level.

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

Comments

3. Some of the demographic information referenced in the self-study seems to reflect the diversity of the university. However, the self-study noted that there are no current efforts or specific plans being employed to recruit and retain a diverse student body in their program.

5. What is the demand for graduates of this program?

Good rationales, especially for the purpose of many students seeking licensure without a full master's degree.

III. Student Recruitment, Enrollment, Retention, and Graduation: Demand for Graduates

1. Graduates of the program find employment or continue their education.

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

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

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

3. Program is cognizant of differences in student populations (e.g., full-time/part-time students, working adults, recent undergraduate degree recipients, etc.).

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

4. The program effectively tracks graduates of the program.

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

Comments

III. Student Recruitment, Enrollment, Retention, and Graduation: Comparative Advantage(s)

1. The program has unique features that distinguish it from competing programs giving it a competitive edge.

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

Comments
It is impressive that this program is the only one in the state. Delivering it exclusively online has certainly given the program an advantage in reaching potential students from across the state.

III.   Resource Availability & Development: Graduate Faculty Characteristics

1. Characteristics of the faculty (e.g., gender, ethnicity, rank, percentage of time devoted to the program and course responsibilities) are clearly indicated.

No/Limited Evidence	0
Not Applicable (explain why in comments below)	0
Some/Partial Evidence	0
Sufficient Evidence	6

2. Expectations, preparation, and work experience of the graduate faculty are conductive to the effective delivery of the program.

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

3. The program has identified how changes in the composition of the graduate faculty have affected the program (if relevant).

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

4. The program has identified staffing needs and pending changes that may affect the delivery of the program.

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

Comments

2. I think the self-study response could be slightly more specific in the strengths and experiences that the faculty bring to their program compared to their expectations in that area, as well as how that then directly impacts the effective delivery of their program.

Any concerns about the high usage of adjuncts? Their practitioner knowledge seems very appropriate and applicable, just curious if this is discussed.

I find the fact that all faculty teaching in the program and coordinating the program are adjunct instructors. The implications of having faculty who are exclusively adjunct was not addressed nor was the need to have at least one tenure-track faculty member in program hired.

IV. Resource Availability & Development: Teaching & Learning Enhancement

1-2. Graduate faculty engage in activities to enhance teaching, advising, involvement in course or curricular revision, new course development, etc.

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

Comments

1-2. The self-study asked to list each faculty member and their respective accomplishments or participation in professional development activities, and I did not notice this information included. It seems each faculty obtained Quality Matters certification for their courses, but were they involved in activities other than this?

1-2. What is expected of the faculty in teaching and learning enhancement, advising, etc., given that all the instructors in the program are part-time adjunct faculty?

IV. Resource Availability & Development: Research & other Scholarly/Creative Activities

1-2. Graduate faculty engage in scholarly/creative activity in ways that support or advance the graduate program.

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

Comments

Research and scholarship activity is not required of adjunct faculty.

1-2. Self-study referenced no scholarly/creative activities.

Is this needed for this program?

1-2. Same question as for previous item: What is expected of the faculty in this area, given that all the instructors in the program are part-time adjunct faculty?

IV. Resource Availability & Development: External Funding

1-2. Graduate faculty pursue funding through grants, contract, and/or gifts in ways that support or advance the graduate program.

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

Comments

1-2. Self-study referenced no grants, contracts, or gifts that support graduate program.

Is this an issue?

1-2. Again, what's expected when all program faculty are part-time adjuncts?

IV. Resource Availability & Development: Professional & Public Service

1-2. Graduate faculty engage in professional and public service in ways that benefit internal and external constituencies.

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

Comments

IV. Resource Availability & Development: Resources for Students in the Program

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

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

Comments

IV. Resource Availability & Development: Facilities, Equipment, & Library Holdings

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

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited	0
Not Applicable (explain why in comments below)	0

Comments

V. Conclusions and Recommendations from the Department or Program

1. Program strengths are discussed.

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

2. Areas of improvement and continued progress are discussed.

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

3. Recommendations and resources are discussed.

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

Comments

The lack of sufficient assessment data collection and analysis is a weakness that should be prioritized.

VI. Reviewer Conclusions

1. Strengths of the Program

This program is the only graduate program in the state for individuals to pursue a degree/licensure/certification in School Business Management. The online delivery of courses makes this program more accessible to individuals from across the state.

The program seems to be in good shape. Offering a completely online program allows for a greater reach.

Strengths of the program include:
-Specific coursework with directly applied skills for entrance into the field
-A fully online platform to increase accessibility for students
-A clear vision of how coursework directly parallels student learning goals and outcomes
-Efficient and successful job placement post-graduation for students in the program
-A variety of class options and elective-requirements to foster a sense of well-roundedness in their students

This is an important program and one of the last in the state to serve this market. Its move to fully online and to have a predictable course schedule are strengths. It appears that advisory input has been very useful.

2. Areas for Work or Improvement

- Intentional collection, analysis, and use of assessment data to make changes in the program.
- I am concerned about a program that has exclusively adjunct instructors.
- Efforts must be made to understand needs outside of Wisconsin and craft a plan to market to a broader target.
- Areas for improvement include:
- Increasing expectations and participation in continued professional development for their faculty in order to improve teaching practices and advising of students in the program
- Creating a more specific and comprehensive plan for recruiting and retaining a more diverse student body in their program
- A meaningful program assessment plan is really needed. It seems that the DPI's portfolio is a "quick fix" but not going to actually provide student learning data to drive improvement.

3. Other Comments

- What percentage of students are non-degree students?
- Create a professional development expectation or requirement for faculty in the program, or a way to document more clearly what types of professional development faculty are already participating in.
- Hold a formal meeting to discuss options for next steps and ideas for formulating a plan to recruit a more diverse student body in this program.
- With almost all adjunct faculty this may be difficult, but the program coordinator should consider attending the assessment institute so that a true program assessment plan could be developed. Perhaps he could join in addition to another COBE program to provide a "team."

4. Recommended Actions

a) **Marketing**. Work with the College and/or School of Graduate Studies to develop and implement marketing strategies to reach a broader audience and to recruit a more diverse student body.
b) **Assessment**.
   - Complete the development and implementation of the full assessment plan, focusing on the assessment of the program's student learning outcomes.
   - Have a team attend the UW-Whitewater Assessment Institute to develop a complete assessment plan.
c) **Training and support of adjunct faculty**. Provide evidence of cohesive expectations, preparation, and work experience for adjunct faculty members in the program. Clearly document how adjunct members' professional development activities support the program.

5. Recommended Result*

Continuation without qualification	
Continuation with minor concerns	**X**
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	
Withhold recommendation for continuation, place on probation, and require another complete Audit & Review self-study within 1-3 years, at the Committee's discretion.	
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.	

Non-continuation of the program

*The program's next full self-study will be due to the Dean of the College of Business and Economics by 10/1/2023 and by 11/1/2023 to the Audit and Review Committee.