Graduate Program (and degree(s)): (e.g., Special Education, MSE) MSE

Individual(s) Completing the Questionnaire/Report: Dr. Bambi Statz, School Business Management Program Coordinator

**BACKGROUND INFORMATION**

1. Please list the emphases and post-baccalaureate certificate programs offered by your graduate program.

   **Emphases:** School Business Management
   **Certificates:** WI 08 SBM License

2. Provide the number of students (both FTE and headcount) and number of individuals who have completed their graduate degrees through your program during terms and years indicated.

   *(Skip to Question #3. This information will be secured and filled in by the Campus Self-Study Coordinator)*

   **Enrollment**
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>FTE</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1996</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 1997</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 1997</td>
<td></td>
<td></td>
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<tr>
<td>Fall 1998</td>
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<tr>
<td>Spring 1999</td>
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<td>Fall 1999</td>
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<td>Fall 2003</td>
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<td>Spring 2004</td>
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<tr>
<td>Fall 2004</td>
<td></td>
<td></td>
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<tr>
<td>Spring 2005</td>
<td></td>
<td></td>
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</tbody>
</table>

   **Graduates**
<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 96-97</td>
<td></td>
</tr>
<tr>
<td>AY 97-98</td>
<td></td>
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<tr>
<td>AY 98-99</td>
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<td>AY 00-01</td>
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<td>AY 01-02</td>
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<tr>
<td>AY 02-03</td>
<td></td>
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<tr>
<td>AY 03-04</td>
<td></td>
</tr>
<tr>
<td>AY 04-05</td>
<td></td>
</tr>
</tbody>
</table>

3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

   **Human Resources**
   Evaluate the general adequacy of the human resources (i.e., the # of faculty and instructional staff and their skills) relative to the graduate program’s ability to serve its student populations and achieve other programmatic goals. Do this by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs).
In a paragraph or two, discuss why you’ve assigned the score you have. Include, in particular, a
discussion of unique strengths as well as important needs not being met or opportunities not being
explored because of limitations.

There is one, less than full time (.33), faculty member permanently assigned to this
program (Statz is full time but teaches 2/3rds in other graduate and undergraduate
business classes). That 1/3 time position supports the teaching of one core class in the
program each semester (two were taught in a single semester twice in nine years). Student
advising and coordination of the program take place on top of the assigned full time
teaching load. In addition, one adjunct instructor is hired each of the regular semesters
and in the summer to teach a core course. This is a real strength because the adjuncts
are rotated among 4-5 well-known and well-respected practitioners from the field. This
adds depth and perspective to the program for the students and protects the program from
becoming dependent on a single individual.

The support of adjunct hirings has enabled the program to offer two core courses each of
the two regular semesters and one each summer. This schedule is critical to allowing
students to complete the degree and license requirements in two years and two summers,
which is the typical pattern. A permanent commitment to this level of staffing would bring
stability to the program. In addition, student advising (particularly given the new state
license requirements for both pre- and post-license higher education advising
responsibilities at several developmental stages for each student) the level of service cannot
be maintained over time given the current situation.

Service to students is further jeopardized due to larger than desirable class sizes. Given
the in-depth and highly technical content of some of the courses, and the desire to provide
hands-on experiences for students, there are times when the curriculum has to be altered
because of the number of students in a class. For example, having 26 - 30 students in the
SBM 770 School Finance and Accounting class makes it impossible to do an assessment of
their oral budget presentations that are made in front of "mock" school boards made up of
actual board members and administrators from around the state. Offering the core
courses in the curriculum more frequently would help to alleviate this problem. That, of
course, would require the allocation of additional staff time to the SBM Program.

**Physical Resources**

Evaluate the adequacy of the physical resources available to support the graduate program ability to
serve its student population and achieve programmatic goals by assigning a number between "1"
(completely inadequate) to "9" (completely satisfies needs). Consider such issues as office space,
classroom space, supporting technology, lab space to support research and/or instruction, etc.

In a paragraph or two, discuss why you’ve assigned the score you have. Include, in particular, a
discussion of unique strengths as well as important needs not being met or opportunities not being
explored because of limitations.

This program has been supported very well in the area of technology. Access to the
distance learning lab (compressed video) has enabled us to serve a statewide population. The
services in this area have been excellent with a high level of expertise devoted to the identification
of appropriate distance sites, the coordination of needs with each site, communication with
students, and technical support in the classroom. In addition, being able to supplement courses
using D2L has enriched the learning opportunities for students and streamlined class
communications. The technical support in this area has also been of very high quality.

Due to the evening, weekend and summer schedules for SBM courses, there has been good access
to computer labs and other facilities in Carlson as well as in the UC. There are often times when
students come to Whitewater from all over the state to attend weekend classes. The availability of
rooms at Goodhue has been very much appreciated by faculty and students during these intense
instructional periods.
It would be advantageous to explore additional technology to enhance advising and program management. Having access to a program for developing electronic portfolios would facilitate students’ preparation of necessary materials and our monitoring of their progress and ultimate assessment of products. In addition, the result would provide a more efficient means of transporting and archiving such volumes of information.

A small, but aggravating, issue to graduate students and faculty, at least in this program, is the default to using the university e-mail addresses for so many purposes. It would be very helpful if students were given the ability to input their actual e-mail addresses into their UW-W record and having those appear on class lists, in D2L, etc.

**Fiscal Resources**

While recognizing that every academic program would benefit from a larger budget, evaluate the adequacy of fiscal resources allocated to the program to serve its student populations and achieve other programmatic goals by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs).

4 1-9

In a paragraph or two, discuss why you’ve assigned the score you have. Include, in particular, a discussion of key expenses, and key needs not being met or opportunities not being explored because of fiscal limitations.

It is difficult to address this area without considering human resources and related costs. Again, class size, frequency of course offerings, the allocation of time for advising and program coordination, and program stability all require the commitment of financial resources. While grateful for the support provided to this program, it is inadequate for reasons noted here. Additional resources would not only help to maintain support for current needs, but could provide opportunities for expansion of the program in several ways. First, this program should be coordinated with the educational administration program in partnership with UW-Madison. There is a common body of courses needed by students in all areas of school administration that the SBM program is now delivering using a variety of technologies. Hence, enrollment in several of the SBM classes could increase (or, better yet, support additional sections of existing courses) if the distance technology were applied to help people throughout WI gain administrative licenses of all types. This would require additional resources, though, so as not to detract from the strong program that already exists.

In addition, there is a national market for SBM preparation programs. Our experience with Internet service delivery (similar to the On-line MBA) is a good model for and would be highly sought after if made available on a widespread basis since very few programs anywhere in the country specialize in preparing SBMs. To do this, without adversely impacting the WI preparation program, would require the allocation of additional resources.

4. In a paragraph or two, overview significant changes made in your graduate program or its curriculum since 1996 (i.e., the last North Central Association Accreditation Visit).

A. A new course, School Community Relations in a Diverse Society (781), was added to the SBM curriculum in 2001. It is designed for aspiring business managers and other school administrators who desire to more effectively apply the concepts of leadership, interpersonal relations, conflict management, ethical decision-making, politics, diversity, and public relations in public education. The identification of varying student and community needs based on demographic differences is an integral part of this course. Specifically, racial, ethnic and gender differences are examined. Political factions at the school, local community and state levels are discussed with conclusions drawn about effective communication patterns. Ethical decision-making and conflict resolution in practical management situations is emphasized. This course is designed to assist future leaders of diverse learning organizations to enhance their abilities to foster positive relationships between schools and communities.
B. The School Business Management Licensure & Masters Degree Program at the University of Wisconsin – Whitewater has revised its graduate program to meet the State of Wisconsin Licensure requirements and the revised ASBO professional standards. The plan is built around a conceptual model that contains several developmental steps as well as a plan for assessing student progress along the way (See Appendix H). At the heart of the plan are the specific competencies needed for practitioners in this field to be successful. The determination of those competencies was based on the knowledge, skills and dispositions identified in two valuable sources that include:

1. State of Wisconsin Administrative Code for Educational Licensure – PI 34.32 Administrative Categories
2. The Association of School Business Officials International (ASBO) Professional Standards

In another paragraph or two, describe why these changes occurred.

A. A survey of graduates of the School Business Management Graduate Program was conducted in 2000. Questionnaires were sent to students that completed the degree or licensure requirements since 1996 when program changes were previously instituted and the coordination of the program changed hands. The response rate was 85%. The feedback gained from alumni at that time was presented to the School Business Management Advisory Committee and resulted in modifications being made to the program requirements. The required diversity course was deemed by alumni to have been of little value in their preparation to serve as business managers in the field. It was, therefore, replaced with a new course which was added to the curriculum; School Community Relations in a Diverse Society (781). See Appendix A for a summary of the May 2000 School Business Management Program Evaluation Report on these survey findings.

B. Further program changes were prompted by two things: modifications in state licensure laws (PI 34.32) and the revision of the professional standards by ASBO in July 2001. See Appendix B for a summary of the State of Wisconsin Licensure Requirements and the ASBO Standards. Appendix C contains a report on a second program assessment that consisted of an employer satisfaction survey. The findings reflected a high level of satisfaction, and no immediate need to make program revisions.

MISSION & PLANNING

5. In a paragraph or two, describing any significant projects/initiatives that the graduate program is planning or currently has underway, but has not yet completed.

The SBM Program Coordinator is working with the state professional association (WASBO) in the implementation of a SBM Mentorship Program. The mentorship program has been designed, practitioners trained and beginning business managers and mentors paired. Annual reviews are being conducted to assess the program and make modifications based on the needs of both the mentors and the mentees. Ongoing coordination to match up mentors with beginners occurs between the Program Coordinator and the WASBO Executive Director.

The SBM Program Coordinator is working on a committee in the UW-W College of Education focused on developing model Professional Develop Plans, as required in PI34. It is anticipated that the final self-assessment and the Internship Portfolio, both occurring at the conclusion of the graduate program, will be used to advise students in the design of their initial Professional Development Plans.

The SBM Program Coordinator hopes to participate in the selection of the faculty member to coordinate the cooperative educational administration program with the UW-Madison. Working together, the needs of students in both administrative preparation programs at the UW-W could be better met with the opportunity for these future practitioners to gain a better understanding of the responsibilities and challenges of those in a variety of administrative roles in school districts today. Once again, through the sharing of expertise in varying areas of educational administration and the application of distance education technology, the market for all administrative preparation programs at UW-Whitewater could expand statewide.
6. Below are five “core values” the University identifies as central to its purposes. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your graduate program (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your program receiving more points).

<table>
<thead>
<tr>
<th>Core Value</th>
<th>Importance (100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to the pursuit of knowledge and understanding</td>
<td>50</td>
</tr>
<tr>
<td>Development of the individual</td>
<td>10</td>
</tr>
<tr>
<td>Personal and professional integrity</td>
<td>25</td>
</tr>
<tr>
<td>Commitment to serve</td>
<td>10</td>
</tr>
<tr>
<td>Commitment to develop a sense of community, respect for diversity, and global perspectives</td>
<td>5</td>
</tr>
</tbody>
</table>

Total= 100 points

7. Every academic program engages in planning. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your graduate program, particularly as it relates to your curriculum (i.e., take a hypothetical 100 points and distribute them among the planning variables, with those variables playing a larger role in your planning process receiving more points).

<table>
<thead>
<tr>
<th>Planning Variables</th>
<th>Importance (100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission of the University, the School of Graduate Studies, the department, or the graduate program</td>
<td>6</td>
</tr>
<tr>
<td>Academic assessment data/information relevant to student performance against learning outcomes</td>
<td>60</td>
</tr>
<tr>
<td>Other data/information gathered relevant to performance (e.g., Audit &amp; Review feedback)</td>
<td>1</td>
</tr>
<tr>
<td>Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)</td>
<td>1</td>
</tr>
<tr>
<td>Campus trends (e.g., changes in university-initiated needs and demands)</td>
<td>1</td>
</tr>
<tr>
<td>Technology trends (e.g., technology developments that affect delivery of service)</td>
<td>5</td>
</tr>
<tr>
<td>Professional trends (e.g., changes evident at other universities/colleges)</td>
<td>1</td>
</tr>
<tr>
<td>Available human resources (e.g., # of faculty, talents, etc.) within the unit</td>
<td>5</td>
</tr>
<tr>
<td>Available financial resources (e.g., budget, available and accessible $)</td>
<td>5</td>
</tr>
<tr>
<td>Available physical resources (e.g., space, existing technology, etc.)</td>
<td>5</td>
</tr>
<tr>
<td>Other:</td>
<td>10</td>
</tr>
<tr>
<td>Trends in field, law changes, etc.</td>
<td></td>
</tr>
</tbody>
</table>

Total= 100 points

8. In 1997, the Graduate Council approved the following mission statement as one that characterized the overarching mission of graduate education at UW-Whitewater.

*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 graduate programs achieve this through provision of learner-centered processes which couple professional experiences with advanced knowledge and highly-refined analytic, communicative and functional skills such that their students are capable of performances that characterize the best practices of their profession.*

*To that end, all master's level graduates will be able to:*

- comprehend and discuss advanced theoretical questions and current issues;
• collect, analyze and interpret data applicable to complex questions and problems;
• conceptualize, evaluate and implement solutions to complex problems;
• use appropriate technologies as needed; and
• synthesize and articulate multiple concepts in a clear, concise and persuasive manner

Evaluate the extent to which this mission statement aligns with the purposes of your graduate program by assigning a “1” (has no alignment with the purposes of our program) to “9” (aligns closely with the purposes of our graduate program).

9 1-9

In a paragraph or two, discuss why you’ve assigned the score you have. Include, in particular, a discussion of how the Graduate Mission Statement diverges from the purposes of your graduate program.

While the application of these principles within the SBM Program is highly specialized, the skills identified for graduates are perfectly consistent as is the overall concept of preparing students with the knowledge and skills necessary to become successful professionally.

9. Does your graduate program have a mission statement?
   Yes X No

If you answered “yes,” please list the mission statement here. Also, if your mission statement can be accessed on the web, please list the URL here.

The mission of the School Business Management Masters Program is to provide students an opportunity to pursue a course of study which will qualify them for licensure as a School Business Manager. http://academics.uww.edu/business/acadprog/mse.html

If you answered “yes,” please describe how, if at all, this mission statement plays a role in your graduate program’s planning and/or decision-making, particularly as it relates to the curriculum.

This mission plays an integral role in the planning and delivery of services in the SBM Program. Our efforts, and students’, need to qualify them for this license, or their abilities to secure jobs and practice in this profession will be sacrificed. The license requirements spell out the legal parameters for eligibility for a WI 08 license. These parameters include the professional standards set by ASBO, our professional organization. The degree requirements, curriculum, specific course content, assessment strategies, and student advising all revolve around the licensure requirements, hence, the mission statement is central to everything that we do.

GRADUATE QUALITY

10. In the 1996 Report of a Visit filed by the visiting accreditation team, the lone “concern” mentioned in the report related to graduate programming. The Report recommended that “Existing graduate programs should be carefully reviewed with attention given to issues such as: inclusion of scholarship, opportunities for a true graduate experience, elimination of a number of dual-level courses, and faculty loads.”

Evaluate the extent to which having students engaging in scholarly activity relates to the student learning outcomes (or the process of achieving the student learning outcomes) of your program by assigning a “1” (student scholarly activity plays no role in our graduate student’s achieving our program’s learning outcomes) to “9” (student scholarship is essential to achieving the student learning outcomes of our program).

5 1-9

In a paragraph or two, discuss why you’ve assigned the score you have. Include, in particular, a discussion of why and how student scholarship does and/or does not play a role in student learning in your graduate program.
It is not clear what the intent here is. There is no doubt that students in this program are exposed to a rigorous curriculum that requires that they demonstrate proficiency in numerous areas (of knowledge and skills) during their coursework and internship experiences. The in-depth, hands-on experiences that are contained in the curriculum are very demanding of students, while they do not yield publications (if that is what is meant here). This program used to require students to complete Masters Comprehensive examinations. In 1990, the SBM Advisory Committee determined that it would be much more meaningful for students to participate in an Internship under the supervision of a practicing SBM in the field. This experience requires students to complete a prescribed set of "on-the-job" activities that emulate the daily responsibilities of a school business manager. In addition to an on-site evaluation by the SBM Program Coordinator, students are required to compile a portfolio during this experience that provides evidence of their having completed all required activities. A copy of the SBM Internship Portfolio requirements can be found in Appendix C.

In a paragraph or two, define how your program defines a "true graduate experience," addressing, in particular, how graduate-level learning differs from undergraduate-level learning. (You may choose to address the difference in terms of the three conceptual differences identified by the Graduate Council: Content: What content areas of the course will graduate students explore with greater depth, and/or what additional content areas will graduate students examine? Intensity: What are the unique course requirements for graduate students—in terms of additional readings or assignments, different requirements in assignments, different role expectations, and/or different evaluation methods and/or standards—that reflect greater intellectual intensity and rigor? Self-Directed: What outside-of-class activities are required of graduate students, including research, and how do they reflect a greater degree of self-directed learning?)

Content: The courses in this program/curriculum are all at the graduate level and all require students to explore topics in-depth.

Intensity: Since there are NO dual-listed courses in this program, students are all required to do the assigned readings, clinicals, projects, exams, etc. that are indicative of graduate-level education in all courses.

Self-Directed: Students are required to do extensive outside activities. Those activities include collecting, analyzing and drawing conclusions from raw data from multiple sources, doing clinical assignments in local school districts, doing case study analyses, and completing an intense SBM internship on-site in a school district under the supervision of a licensed business manager.

In a paragraph, discuss the role that dual-level (i.e., 300/500; 400/600) courses play in your graduate curriculum.

None of the core courses in this program are dual-listed. It would be extremely rare (as, it has not happened in the past nine years) for a student in this program to take a dual-listed course even as an elective (that is the only place where it would possibly apply)—although, according to the current provisions, it may be allowed.

Does having responsibility for teaching graduate-level courses in your program alter the teaching load of your program's faculty?

Yes x No

If "yes," take a paragraph to describe how faculty teaching load differs, and why such adjustments are made.

It is my understanding that faculty in the College of Business (COBE) teaching exclusively undergraduate courses have a load of four classes or 12 credits per semester. Graduate faculty, those teaching one or more graduate classes, have a three course assignment. While not requested here, it should be noted that there is no provision for release time for the coordination of this graduate program (while in the case of some program coordinators, release time is provided), nor for student advising (while in the case of Master Advisors at the UG level there is additional compensation). Hence, a graduate faculty member teaching a graduate load of three classes with program coordination and advising responsibilities is assigned over 100%, compared
with another graduate faculty member without any coordination (and/or, in some cases, advising) responsibilities who is also teaching three classes - but who is considered 100%.

**STUDENT LEARNING & ASSESSMENT**

11. List the student learning outcomes for each of the emphases areas and post-baccalaureate certificate programs identified in question #1.
   A grid containing an extensive list of student learning outcomes and curriculum components is provided in Appendix E.

12. Complete the grid below by listing the emphasis areas and post-baccalaureate certificate programs from question #1 across the top row (and indicated by the example). Then, under each emphasis and certificate program, place an “X” indicating which data collection methods are used to assess the extent to which the student learning outcomes are achieved (evidence that students know and can perform against the objectives). Mark, where relevant, both “direct assessment methods” (efforts that directly evaluate student performance) and “indirect assessment methods” (efforts that evaluate student performance based on perception of student, alumni, etc. ).

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>(Example) Knitting (Emphasis)</th>
<th>SBM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum-Embedded Exams/Tests</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum-Embedded Essays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum-Embedded Projects</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Capstone Project Review (thesis, comprehensive exams, etc.)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Portfolio Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviews by External Evaluators (e.g., intern supervisors)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Placement Test Scores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance on Post-Bac. Exams (e.g., GRE, GMAT, CPA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (describe: Case Study Analyses)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Indirect Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit Interview/Questionnaire</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Advisory Board</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Other (describe: Survey of Program Graduates and Employer Survey)</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Please list specific data/information sets relevant to the graduate programs academic assessment efforts that the UW-W Self-Study Committees, and/or the Higher Learning Commission’s Visiting Accreditation Team can access to review/consult.

- Pre-Professional Self-Assessments See Appendix H
- Post Coursework-Pre-Internship Self-Assessments, See Appendix H
- Examples of student work (Case analyses, projects, clinical assignments, exams, etc.) with their assessments
- Internship Portfolios See Appendix D
- Survey of SBM Program Graduates; See Appendix A
13. Indicate specific changes to the department’s operation or planning, if any, that have resulted from the collection and use of the data/information identified in the preceding question. Place an “X” in the appropriate box in the far right hand column for any of the following changes that have occurred.

<table>
<thead>
<tr>
<th>Programmatic Changes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes (e.g., changes in what students should learn in the program)</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum (e.g., revisions to sub-major, change in pre-requisites, addition of new courses, deletion or combining of coursework, changes in existing course content, etc.)</td>
<td>X</td>
</tr>
<tr>
<td>Scheduling (e.g., when courses are offered, etc.)</td>
<td></td>
</tr>
<tr>
<td>Departmental Procedure (e.g., changes in advising)</td>
<td></td>
</tr>
<tr>
<td>Instructional Methods (e.g., shift to hybrid courses)</td>
<td></td>
</tr>
<tr>
<td>Curriculum Delivery Methods (e.g., online programming)</td>
<td></td>
</tr>
<tr>
<td>Changes in Assessment Procedures (e.g., addition of specific assessments, creation of Advisory Board)</td>
<td>X</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

In a paragraph, discuss your graduate program’s use of academic assessment data/information as chronicled in the table above. Discuss, in particular, how these changes have improved or stand to improve student learning.

The feedback gained from the 2000 alumni survey was presented to the School Business Management Advisory Committee and resulted in modifications being made to the program requirements. The required diversity course was deemed by alumni to have been of little value in their preparation to serve as business managers in the field. It was, therefore, replaced with a new course which was added to the curriculum. This replacement course is School Community Relations in a Diverse Society (781) and it is designed for aspiring business managers and other school administrators who desire to more effectively apply the concepts of leadership, interpersonal relations, conflict management, ethical decision-making, politics, diversity, and public relations in public education.

In addition, the SBM Advisory Committee reviewed and provided input into the overall plan for assessment agreed upon by the UW-W Advanced Program Coordinators. In addition, the SBM program assessment plan was designed and refined with the help of the SBM Advisory Committee. See Appendix G for several sets of SBM Advisory Committee Minutes.

14. In the box below, indicate the extent to which you think your graduate program has fully implemented its academic assessment program, with 100% representing a fully-implemented program. Consider the extent to which the department has developed clearly stated learning outcomes, systematically collects data/information that informs the extent to which the outcomes are achieved, and uses the data to make changes to the curriculum, etc.

90 % to which academic assessment program is fully implemented

If you’ve indicated a percentage other than 100%, please list actions that remain to be completed before implementation of the assessment program is complete.

The data collection components of the SBM assessment plan have all been implemented. In anticipation of the change in state licensure requirements going into effect in August 2004, students have been completing and reviewing with the SBM Advisor the Pre-Professional and Post-Coursework Pre-Internship assessments for the past two years. More recently, (December graduates) students have begun completing the Post Internship Assessment along with compiling their Pre-Professional Portfolios. Hence, little data exist for individual student or program assessment of all three developmental stages.
If you've indicated a percentage less than 100%, what are the biggest obstacles to your graduate program fully implementing its assessment program? Consider such items as: faculty and instructional staff involvement, time, budget, understanding of academic assessment and the process, etc.

Over time, more and more data will be available with which to monitor individual student progress as well as for program evaluation. To date, timing, in relation to license requirements, has been the issue. Moving forward, it is anticipated that the data will be collected and reviewed for each individual student at each of the three developmental stages. It remains to be seen just how the SBM Program Coordinator/Advisor will accomplish these reviews and data analysis with the growth in student numbers that has taken place.

15. Describe any initiatives on behalf of your graduate program (and its faculty) that have specifically promoted enhanced student understanding of issues related to diversity and inclusion.

Discussed in two other places in this report is the addition of a new course in this curriculum entitled, School Community Relations in a Diverse Society (781). This course contains an extensive list of required readings on the subject of student diversity. In addition to reading and discussing issues highlighted in these readings, students are required to participate in a clinical experience involving a diverse group of students in a school setting. They are then required to reflect on what they observed and learned in the process.

EXTERNAL CONSTITUENCIES

16. Describe in a paragraph or two your graduate program’s relationships with constituencies external to the university (alums, employers or potential employers, advisory boards). What role, if any, have these groups played in (re)directing curriculum development specifically, and departmental planning generally?

The School Business Management Advisory Committee is made up of local practitioners, the Program Coordinator and all adjunct instructors, the Executive Director of the state professional association (WASBO), and a DPI representative. This group has been instrumental in reviewing and recommending curricular changes and in addressing other issues like admissions criteria and continuity across the curriculum.

The SBM Program Coordinator is working with the state professional association (WASBO) in the implementation of a SBM Mentorship Program. The program has been designed, practitioners trained and beginning business managers placed. Annual reviews are being conducted to assess the program and make modifications based on the needs of both the mentors and the mentees. Ongoing coordination to match up mentors with beginners occurs between the Program Coordinator and the WASBO Executive Director.

The SBM Program Coordinator has been active over several years on a Higher Education Committee working with DPI to implement the revised license requirements under PI-34.

The Program Coordinator makes many efforts to network on an ongoing basis with members of the profession and with school superintendents and school boards throughout the state. This is done through attendance at state and regional meetings, public consulting, and continued communication with program alums working in the field. In addition, employers frequently contact the Program Coordinator to get assistance with job descriptions, job postings, and placements.

17. Does your department generally, or faculty or student groups specifically, offer special programming (e.g., non-credit workshops) or provide services (e.g., consulting services, project support) for constituencies external to the university?

Yes X No
If "yes," please provide a list of these initiatives and the constituencies they serve.

- Informal consultation in school finance and management issues is provided to administrators and school board members statewide by the Program Coordinator.
- Formal consultation in school finance and management issues is provided to administrators and school board members statewide by the Program Coordinator.
- Continuing Education opportunities are provided to practitioners through the delivery of a Current Issues in SBM course every other year. In addition, practitioners are invited to and often do enroll in existing program courses as refreshers.
- Workshops have been designed and delivered to practitioners by the Program Coordinator in conjunction with the state organization's conferences.

18. Related to the preceding question, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)

Yes X No

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission’s Visiting Accreditation Team can access to review/consult.

- See Appendix C: Employer Satisfaction Survey Findings
- Informal feedback and ideas are collected from students at the conclusion of the program as part of the Internship On-site Review.
- Informal feedback and ideas are collected from practitioners (sponsoring SBMs) at the conclusion of the program as part of the Internship On-site Review.
- Informal feedback and ideas are collected from practitioners during attendance at numerous state and regional meetings.

19. Does your graduate program offer any service-learning courses, or do any of your faculty use service-learning as a teaching method?

Yes X No

If "yes," please list specific courses and faculty.

- A requirement of the SBM Internship (required) is for the student to provide service to the sponsoring district. Evidence of the special projects/services provided must be provided during the on-site review and must be contained in the portfolio.
- Clinical assignments and projects in select courses often contain a component of service to local WI school districts. An example was when a team of two students (at the request of a WI school district) performed an in-depth school consolidation study and presented it to the joint school boards upon completion.
- Since many students in this program are already working in the field, there are numerous occasions where class projects translate into public service as their districts implement the results of their efforts. One common example is the development of the Annual School District Budget Calendar that is a requirement of SBM 774.
SELF-EVALUATION

Strengths

20. List and prioritize no more than three primary strengths that have emerged in your graduate program efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider:

- What does your graduate program do very well?
- What good things do people say about your graduate program?
- How has your graduate program aided the campus in meeting its mission?
- In what ways has your graduate program "gone beyond the call of duty?"

After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to graduate program performance, trend data from the Office of the Registrar or Institutional Research, special recognition from external agencies, etc.

1. Specific Strength: Employers have a very high level of satisfaction with the preparation of school business managers by the University of Wisconsin - Whitewater.

   - Supporting Evidence:
     - (See complete report on employer satisfaction survey - Appendix C ) One question asked supervisors to rate their degree of satisfaction with the preparation of UW-W SBM graduates on a 1 – 10 scale. Thirty-eight of the employers responded to this question. The mean score of those responses was 9.30. The mode, or most frequent response given, was 10 as selected by 18 of 38 employers. Thirteen respondents selected 9 and one wrote in 9.5. "Eight" was selected five times by employers along with one "seven."

2. Specific Strength: The UW-W SBM Program has an excellent reputation in the State of Wisconsin as the premier graduate program for school business management and has grown over the past decade as a result.

   - Supporting Evidence: According to the UW-W Factbook, the enrollments in the SBM Program have gone from 21 in the fall of 1989 down to a low of 5 in 1996-97 and up to 67 in fall 2002. Statistics for each semester from 1989 through 2003 are shown in Appendix F. While statistics are not readily available to show it, the UW-W SBM Program attracts students from throughout the state, some of which have transferred here from other public and private educational administration programs, and produces the vast majority of practitioners in the state.

3. Specific Strength: The UW-W does an excellent job of reaching out to "nontraditional" students and to students located throughout Wisconsin by offering courses in the evening and on weekends and through outreach efforts using a variety of distance technologies.

   - Supporting Evidence: Since 1997, a total of 103 students have completed graduate degrees and/or certification requirements through the UW-W SBM Program (87 with Masters Degrees and 16 completing the coursework needed for certification alone). Forty-seven of these students, or 46%, obtained all or part of their coursework through distance audio or video technology. The use of and support for this technology has been imperative to the success of this program.
Concerns

21. List and prioritize no more than three primary concerns that have emerged in your graduate program’s efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a graduate program, avoid doing, even though we know it’s important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to departmental performance, trend data available from the Registrar or Institutional Research, information gathered from accreditation visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your graduate program has already underway, actions being planned, or preliminary thinking about how to address the area of concern.

1. Specific Concern: The UW-W SBM Program has an excellent reputation across this state and beyond. Through a rigorous curriculum that is tied directly to the licensing requirements and professional standards it provides an excellent service to public education by preparing strong business managers to protect the public interest through well-managed school districts. The support that the UW-W has provided to this program over the years, even when the numbers were extremely low, is greatly appreciated. That support has come from the Colleges of Business and Economics and the College of Education as well as the Graduate School, all of which have shown excellent cooperation in providing the leadership and financial and technical resources needed to maintain this program. However, there is concern that the stability of the program may be in jeopardy due to the added advising and coordination demands (resulting from program growth and PI-34 requirements) along with the dependence on adjunct instructors.

• Supporting Evidence: One faculty member is assigned to teach in this program (Statz) and her teaching load is usually restricted to one SBM course per semester, due to other teaching responsibilities. The same faculty member is responsible for coordinating the program and for advising prospective students, current students and for providing support to graduates of the program. With the demands of PI-34, the responsibilities of the program coordinator/advisor have increased. The identification of developmental stages in the program and the institution of assessments and student/advisor reviews at each of three stages (on an individual student basis) is improving our ability to assess individual student progress as well identify areas of needed program improvement. These reviews, however, take considerable time on the part of the advisor/coordinator as does the documentation and review of individual and cumulative results. PI-34 extends even more responsibility relative to graduates holding initial licenses. In addition, since the job market has been quite lucrative, numerous letters are written to assist students in obtaining provisional licenses. Likewise, letters of recommendation are provided for current students and graduates alike. As the number of students and graduates has risen, so, too, have the demands for reference letters. For example, the number of letters in the past couple of years has been in the thirties, compared with between 10 and 20 in 1997 thru 1999. The combination of the new licensure standards, the added assessment strategies and the increased numbers of prospective and current students along with program graduates requires more time to do quality advising and coordination in this program.

• Recommended Actions: If there were some way to allocate time for advising and program coordination it is felt that higher quality service to students could be sustained over time.
2. **Specific Concern:** Concern exists over current class sizes in some of the SBM classes. Larger class sizes impair the ability to provide students with the individual attention they deserve and need. At times, they are also deprived of valuable learning opportunities as a result. For example, when SBM 770 - School Finance & Accounting had fewer students, each student made a full budget presentation in front of a “mock” school board and was assessed in detail on his or her performance (content and delivery). With recent classes of 26 - 30 students, while the reports are still given in small groups, it is not possible for the instructor to observe and assess each one.

- **Supporting Evidence:** This issue was discussed earlier in this report in greater detail. Data have not been compiled here regarding specific class sizes, although no doubt the information is readily available in the university’s database. Enrollment numbers are shown in Appendix F, though, and since all SBM students are required to take all of the SBM courses, and since the classes are offered on a rotation of every 3rd - 4th semester, the impact on class size is apparent.

- **Recommended Actions:** One alternative would be to offer core courses more frequently to diminish the pent-up demand that occurs presently.

3. **Specific Concern:**

- **Supporting Evidence:**

- **Recommended Actions:**