

**Minutes and Evaluation Report for  
Audit & Review Face-to-Face Meeting  
University of Wisconsin-Whitewater  
Masters of Business Administration Majors and Minors, 2019-2020**

**Date:** 12/17/2019

**Time:** 3:15-4:30PM

**Place:** Hyland Hall 4303

**In Attendance:** Interim Associate Provost, Joan Cook; Interim Associate Dean of Graduate Studies, Matt Vick; Dean John Chenoweth (Business & Econ); Associate Dean Paul Ambrose (Business & Econ); Assistant Dean Sara Deschner (Business & Econ); Audit & Review Team Chair, Christine Neddenriep; Interim Director of the Office of University Assessment, Catherine Chan; and Faculty and Staff in the Masters of Business Administration Program: Abbie Daly, Brian Huels, Ahmad Karim, Russell D. Kashian, Kari J. Pahl, Kaviraj Praveen Paraboteeah, Arjan Premti, Balaji Sankaranarayanan, Joanna Stradusky, Donna J. Vosburgh, Jesica Schwarz, and Julie A. Woletz

- 1) Call to order
- 2) Introductions
- 3) Overview of review team evaluation, program comments
  - a) Christine Neddenriep summarized the strengths of the program, largest AACSB accredited MBA program in Wisconsin with multiple emphases providing high quality face-to-face and online instruction at a price-point that is accessible to a greater number of people in business than other higher-priced institutions. The program made excellent use of recommended actions from the previous report to invest in the program, increasing enrollment and revenue generation even as MBA enrollments are declining nationally. The MBA discussion around stackable certificates and micro-credentials have provided innovative models for other programs on campus to replicate.
    - i) The Program expressed the need for sufficient resource allocation to continue to support the growth of the program.
  - b) Paul Ambrose asked for clarification of the team's recommended actions.
    - i) Catherine Chan spoke to the committee's recommendation to reflect on and expand the program's definition of research to be more applied. Faculty identified examples of applied research currently being conducted within the program (e.g., market analysis).
    - ii) Matt Vick spoke to the committee's recommendation to pilot the Customer Relations Management system with an evaluation plan to determine outcomes.
- 4) Discussion of Review Team's evaluation:
  - a) The committee acknowledges the program's many strengths. The MBA is a highly successful program meeting the needs of working professionals. Faculty provide high quality instruction at a price-point that is accessible to a greater number of people in business than other higher-priced institutions in the region. The program was an early pioneer in high quality on-line education and is positioned to continue to lead in this area. Faculty have strengths in teaching, research, and service (well balanced). The program also communicated a vision for future growth including incorporating stackable certificates and micro-credentialing. Please discuss your plans in more detail.
    - i) Paul Ambrose discussed the recommendations of the task force that have guided the development of MBA stackable certificates and micro-credentials.
  - b) The additional efforts and expenditures in marketing the program, the development of the Business Intelligence application, the revision of the program admission requirements and select waiver of the application fee are correlated with increasing applications and enrollment trends. How the program is defining diversity appears somewhat limited in scope. How can that definition of diversity be broadened

and data collected to reflect both increases in enrollment and also the diversity of students admitted? How can the program use that information specifically to plan/structure services for retaining and supporting these diverse students (e.g., advising, support services)?

- i) John Chenoweth and Paul Ambrose discussed the program's collection and use of university required student demographic data for reporting purposes (e.g., gender, ethnicity/race).
  - ii) Discussed how program may use additional data collected regarding age, disability status, marital status, etc. to individualize supports for students.
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- c) The program effectively uses external sources of data (e.g., market research, national and global trends in the industry) in informing programmatic decisions. How has the program collected and used student data specifically to inform program decisions? What might be a past example of that use of data to inform programmatic decisions?
  - i) Paul Ambrose described how the program shares external sources of data with the advisory board through which changes are made to the program. The addition of the business analytics emphasis is an example.
  - ii) Faculty described their use of exit survey data, course feedback, informal feedback, as well as the assurance of learning to make changes in instruction and curriculum.

5) **Recommended Actions:** The evaluation report lists three recommended actions (see page 15, point 3) related to use of assessment data to inform programmatic changes and the continued recruitment and retention of diverse students.

1. Pilot the use of the Customer Relations Management (CRM) system with an evaluation plan to determine outcomes.
2. Describe changes, if any, to your assessment system based on your students' assessment data and students' feedback.
3. Report on the diversity of your students using an expanded definition of diversity based on the program's perspective and needs and how that information is used for program changes/improvements.

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

- **Please make use of the detailed comments in the evaluation report (below).**
- **A SHORT self-study will be due to the College Deans on October 1, 2024 and to the Assessment Office on November 1, 2024.**
- **The program's next self-study will be due to the College Deans on October 1, 2029 and to the Assessment Office on November 1, 2029.**

7) Adjourn (4:21 p.m.)

*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, 2019-2020  
Majors/Minors and Standalone Minors**

Date of Evaluation 10/23/2019

Full Self Study \_\_\_\_\_

Program: Masters of Business AdministrationMajor   Minor 

**Evaluations submitted by:** Catherine Chan, Carrie Merino, Christine Neddenriep, Tia Schultz, Rachel Bucheger, Matt Vick

**Review meeting attended by:** Catherine Chan, Carrie Merino, Christine Neddenriep, Tia Schultz, Rachel Bucheger, Matt Vick

**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

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

Sufficient Evidence	6
Some/Partial Evidence	0
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

**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	6
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

1. How the MBA program supports each of the goals and objectives under the current UW-W strategic plan is nicely described.
1. Some broad statements are made, but an example would be helpful. List the 12 areas of concentration, for example. Also, you mention "at-risk" students as being only academics. I wonder what else might be considered "at-risk" beyond this- it would be helpful to think of more risk factors.
1. This is very detailed by going into the values and goals and Strategic Plan objectives.
2. The MBA program strategically provides support to other CoBE MS programs, such as Environmental Safety and Health, Finance, Professional Accountancy and School Business Management. Allowing senior undergraduate students a fast-track into the MBA program also helps support students in CoBE and other colleges who wish to pursue the MBA degree immediately upon college graduation.
2. The support of their other programs with MBA classes is explained in detail.
3. Given the role online courses play in the MBA program, I appreciate the use of Quality Matters to ensure the use of best practices in all online courses. The program does pay attention to faculty and staff recruitment and retention and the demographics of the more recent faculty members (at the Assistant Professor rank) are indeed more diverse, likely speaking to the recruitment/retention efforts of the program and the college. I strongly encourage the program to utilize additional resources/venues, such as professional organizations and conferences, for recruitment purposes. In addition, whereas it is good to have a high representation of female professional support staff in the program, I encourage the program to devise additional metrics for the diversity of staff composition, ideally with a variety of genders, opinions and life experiences. This is important for properly supporting the expected increase in diversity of students in the program, as described in IA4(2) - response to the recommended actions from the previous self-study conducted in 2014-15.
3. You mention the use of the rubric to help ensure that no group of students is disadvantaged. An example here would strengthen your argument and show how you have done this.
4. The program has dedicated much effort in addressing the two recommended actions from the last self-study. The additional effort and expenditure in marketing the program, the development of the Business Intelligence application, the revision of the program admission requirements and select waiver of the application fee are correlated with increasing application and enrollment trends.
4. Especially detailed response to recommended actions which have substantially increased enrollment of students overall and students of opportunity.
4. The recommended actions from the last A&R are addressed in detail. The COBE PowerBI application was used to help predict general graduate school trends in 2019, which was appreciated. The changes in admission policies have been proactive and based upon market research.

**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
No/Limited Evidence	0

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

Sufficient Evidence	6
Some/Partial Evidence	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	4
Some/Partial Evidence	2
No/Limited Evidence	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

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

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

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

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

**Comments**

1. The MBA program is primarily for working/aspiring professionals and the program's mission statement is aligned with the practitioner-oriented focus and the mission of the School of Graduate Studies.

2. Program goals and objectives undertaken during the review period are clearly delineated with impressive accomplishments.

2. The program's objectives/goals were similar to those identified in the last A&R. The efforts are well described. Program revision through new emphasis areas and changes to delivery format are highlights that other programs on campus could learn from.

3. Beyond meeting, no information about the process is included- more specifics about this would be helpful. 4- These are great ideas for collaboration- and what about a timeline for some of these projects?

3. The process of goal setting, data gathering and review is well-established in the program. 1.6 Congratulation to the program for maintaining its AACSB accreditation.

4. Incorporating stackable certificates and micro-credentialing are innovative ideas! 1.5 Impressive awards and accomplishments of the program, faculty, and students!

4. It was stated within the report that the program is not planning on pursuing any specific near-term revisions to the program's mission, goals, or objectives apart from continuous improvement. However, visions for the future including enhancement of existing programs and the possibility of stackable micro-credentialing were noted.

5. The program's recognitions are outstanding.

## 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	5
Some/Partial Evidence	1
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	4
Some/Partial Evidence	2
No/Limited Evidence	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	3
Some/Partial Evidence	3
No/Limited Evidence	0

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

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

### Comments

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- 2. There are no dual listed courses in the program - all are graduate level courses.
  - 2. N/A for this program
  - 2. There are no dual listed courses.
  - 2. No dual-listed courses.
  - 2. There are no dual-listed courses in the MBA program
  - 2. No dual-listed courses offered.

3. Changes are listed, however there is no tie back to the use of data in making these decisions specifically from UWW- there is a mention of trends in the industry, but how did data drive these changes as described?
3. I appreciate the clear delineation of the curricular changes made during the review period and the rationales behind these changes. I would like to clarify two points: 1) When the program describes students' feedback or request/demand on certain curricular changes, what is the mechanism(s) - formal or informal - for collecting and documenting the feedback? 2) How is select content from ITSCM 785 covered in other ITSCM project management course(s) when this course is changed from a required to an elective course?
3. Changes in curriculum were detailed well. Reference was made to assessment data with regard to the addition of the Data Analytics emphasis.
3. It was stated that a major revision was made during previous audit and review so the program did not undergo significant revision and to the core program, only to program emphases, which included sufficient evidence.
4. More information about the study abroad experiences- there is not mention of how, although a small number of students participated, these experiences impacted UWW, the region, or communities of the students.
4. I understand that since most MBA students are working professionals, they may have limited time to participate in co-curricular activities. But I am a bit surprised that there are not more applications for scholarships. Are the graduate student-specific scholarships widely disseminated? Does the program have data/estimates on the participation rate of MBA students in mentoring programs and career services, programs that I think would be more attractive and relevant to graduate students? Of the students who do receive the scholarships and participated in study abroad experiences, what is/are the impacts?
5. The mandatory review and refresh cycle where major elements of a course such as videos are redone every three years is impressive in addition to the mandatory use of the Quality Matters rubric.
5. I commend the program for instituting mandatory review and refresh cycle for online courses.

## II. Assessment: Assessment of Student Learning

### 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

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

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

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

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

### 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	5
Some/Partial Evidence	1
No/Limited Evidence	0

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

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

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

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

1. I appreciate the curricular map provided where all MBA SLOs and MELOs are mapped to specific courses.  
1. Curriculum map could also include where ideas are introduced and developed.

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2. I would encourage the program to consider changing the qualitative terms, "Very Good", "Good Enough" and "Not Good Enough," in their assessments to terms that reflect growth of skill or competence such as developing skill/competence, competent, advanced competency/skill.

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3. I understand that due to the practitioner focus of this program, the traditional model of academic scholarship may not be applicable to many students. The self-study mentions that research papers that students develop are more appropriate reflections of the students' scholarship. In this case, a more in-depth discussion on where these research papers fit into the curriculum and how they are used to assess SLOs are warranted.

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3. I would state that, no matter the discipline, a master's level employee does need to understand research. Consider broadening your definition- thinking for example about evaluation and the role this plays in the health of businesses- this is a type of applied research. You mention the importance of being able to research trends, people, etc., and these are an important part of the research process. This question asks how you define research and scholarly activity as a program- I believe this is something you can work on better defining as a program, so as not to be dismissive of research, which is multi-faceted.

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- 4 Thorough discussion of where assessment data is collected and what conclusions have been drawn. Interesting that it is inferred that online students may perceive less abilities in interpersonal relationships due to the format. Overall--the AACSB Assurance of Learning process drives a complete cycle of assessment-informed improvement.

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5. There is discussion of committees, and vague statements about "closing the loop"- an example of this would be helpful in demonstrating the process.

**III. Student Recruitment, Enrollment, Retention, and Graduation: Trend Data**

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

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

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

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

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

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

3. The demographics of MBA students is at parity with UW-W campus as a whole. But how does it compare to the UW-W graduate student population? How do our data compare to other MBA programs? The program provided a detailed recruitment plan for recruiting a more diverse student population but are there specific retention/support plans for these diverse students?

The program has clear goals (such as enrolling 725 students within the next three years) and has a detailed analysis of course sizes.

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

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

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

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

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	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	4
Some/Partial Evidence	2
No/Limited Evidence	0

**4. The program effectively tracks graduates of the program.**

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

1. Given that most students in the program are working professionals, it is expected that job placement of graduates in the program is not an issue.
3. The data provided does not differentiate specifically between those seeking full-time employment upon graduation and those graduates who are already employed seeking career enrichment opportunities - this is out of the control of the program
3. This report only provides limited disaggregated data in terms of differences in student characteristics. We know that most students are working professionals and attend the program part time, but does the program have actual numbers, %? The median age of students in the program is 29 but what % of students in the program are recent college graduates and what is the range of number of years of professional experiences for the rest of the students? Having more disaggregated information on the students may help the program decide/devise more appropriate support programs.

**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	6
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

The program detailed its competitive advantage specifically in the 9 areas listed. No specific comparisons were made to other UW programs, but that was not a requirement. Some of this can be inferred by the changes in admissions criteria discussed elsewhere.

**IV. 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.**

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

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

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

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

Sufficient Evidence	5
Some/Partial Evidence	1
No/Limited Evidence	0
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	6
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

**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	5
Some/Partial Evidence	1
No/Limited Evidence	0

**Comments**

Several faculty have no activities listed to enhance their teaching or advising.  
 This is a huge program, so it's not surprising that some faculty did not return data on their activities to enhance teaching... are these data useful to be tracked in more detail for AACSB?

**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	6
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Consistently productive 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	5
Some/Partial Evidence	1
No/Limited Evidence	0

**Comments**

1-2. Select faculty are very active in this area but pursuant of external funding is not widespread in the program. Whereas the model of funding and scholarly work maybe different in business when compared to other academic disciplines, there are opportunities for applied research and contracts that utilize the expertise of the MBA faculty. Some of these opportunities are available through national, state and local agencies, and may bring in additional revenue and employment opportunities. I understand that much of the scholarly activities in the program have been funded internally through CoBE, but I encourage the MBA faculty to be entrepreneurial and explore additional funding opportunities where appropriate.

**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	6
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

MBA faculty are involved in many service activities that benefit the community. This is a nice compliment to the fairly well known excellence in research and entrepreneurial work.

#### 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

##### 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

##### 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

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

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

##### 3. Recommendations and resources are discussed.

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

##### Comments

I appreciate the highlights of needs around technology, size, and additional barriers.  
The program's commitment to continuous improvement is appreciated.

A CRM system is important not only to the MBA, but campus overall. Due to its size, any pilots with the MBA population will be beneficial to helping to identify a CRM to serve all programs on campus. In addition to Instructional Design support, it may be worth noting that the program also needs Learning Technologist/eLearning production support to produce the videos, assessments, etc. used in courses. This is a growing need in the online space. The program's self-identified goals are nontrivial and very important to continued success.

## VI. Reviewer Conclusions

### 1. Strengths of the Program

Continued AACSB accreditation. Strong enrollment and revenue generation. Good assessment plans and use of data for program improvement.

It is a large program with many moving parts, which also means that there is a lot to manage. It seems that this is being done well and that student experience is a top priority. The focus on delivery and trends is important for our students and helps to keep the program unique.

Concentration areas -flexibility of format and timelines -high enrollment numbers

Innovative marketing, recruitment, and offerings of new emphases has made the program especially competitive and top-rated within Wisconsin and nationwide.

Largest AACSB accredited MBA program in WI with multiple emphases -MBA is largest program revenue generator on campus -Graduation exit surveys report outstanding faculty -Program is a model for integrating staff and support to provide excellent student experience

The MBA is a highly successful program meeting the needs of working professionals. It provides high quality instruction at a price-point that is accessible to a greater number of people in business than other higher-priced institutions in the region. It was an early pioneer in high quality on-line education and is positioned to continue to lead in this area. Faculty have strengths in teaching, research, and service (well balanced).

### 2. Areas for Work or Improvement

Recruiting and retaining students, faculty and staff of diverse backgrounds with diversity broadly defined (and not just focusing on ethnic background). Better disaggregation and/or collection of student data/characteristics to make informed decisions/planning of student support services. Results from the Graduate Outcomes and Satisfaction Exit Survey received lower scores on 'faculty provided constructive feedback about my work' and 'faculty were interested in my professional goals'. These areas can be improved through appropriate professional development of faculty. The survey also identified 'I have developed advanced writing skills appropriate for effectively communicating in my profession' and 'I have developed interpersonal skills that will allow me to be successful in my profession.' as perceived weaknesses from students. This self-study did mention these scores might be artificially low because of the unique student population and focus of the program. Nonetheless, these skills are clearly important for continued success of program graduates in their professions. The program may want to get feedback from students whether there are particular areas in written and interpersonal skills they would like the curriculum to help them improve, or that the majority of students feel that they have already mastered these skills prior to enrolling in the MBA program.

Better data reporting would be helpful- and discussing how program data informs the program as it moves forward. Rethink how the program defines "research"- there are many types and ways to include this.

Class sizes are large and student comments suggest limited personalized interaction with faculty,

Lack of Customer Relationship Management system -Keeping up with competitors with regard to enhancing online learning -Keeping up with increasing enrollment

MBA enrollments are declining nationally. The program is aware that it is "bucking" the trend, but it will be a challenge to grow as this market changes and evolves. The specialty master's degrees and stackable certificates are pro-active ways to maintain strong enrollment in business graduate education.

**3. Recommended Actions**

1. Pilot the use of the Customer Relations Management (CRM) system with an evaluation plan to determine outcomes.
2. Describe changes to your assessment system based on your students' assessment data and students' feedback.
3. Report on the diversity of your students using an expanded definition of diversity and how that information is used for program changes/improvements.

**4. Other Questions**

Reflect on and expand definition of research to improve students' experiences and potential revenue sources.

**5. Other Comments**

**6. Final Result: *Continuation without qualification***

Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0
<b>Continuation without qualification</b>	<b>6</b>
Continuation with minor concerns	0
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
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
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
Non-continuation of the program	0

**\* A SHORT self-study will be due to the College Deans on October 1, 2024 and to the Assessment Office on November 1, 2024.**