

**Agenda and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
International Business Majors and Minors, 2022-2023**

Date: 4/4/2023

Time: 3:15 – 4:15 PM

Place: Hyland 4306

Invited: Provost John Chenoweth; Dean Paul Ambrose (Business & Econ); Department Chair/Program Coordinator Carol Scovotti; faculty and staff in the International Business program; Audit & Review Team Chair Jonathan Ivry; Audit & Review team members, Bruce Cohen, John Ejnik, Ahmad Karim; Assessment Representative Katy Casey

- 1) Call to order
- 2) Introductions
- 3) Overview of review team evaluation, program comments
 - a) Program coordinator, Carol Scovotti, shared her pending retirement at the end of the academic year. She felt writing the report was more challenging knowing she would not be continuing to lead the program. Provost Chenoweth asked what the plan was to staff this program; Dean Ambrose believes the coordinator position will be filled by fall 2023.
- 4) Discussion of Review Team's evaluation:
 - a) Describe the unique aspects of the program when compared to similar programs regionally. It seems there may be a missed opportunity to market these aspects.
 - i) Of those that offer international business programs, most require language and travel through study abroad. The curriculum is pretty similar across programs.
 - ii) COBE used to have foundation funds available to provide scholarships to travel study students and these funds are no longer available.
 - iii) This program is more marketable than if students took the general business emphasis program.
 - b) Describe how the coordinator and boards work together collaboratively to manage the program.
 - i) Internal board is comprised of college international committee made up of representatives from every department. Monthly meetings address curricular issues,
 - ii) External board was intended to convene in April 2020, and since this was during the height of COVID, the board meeting was not held.
 - c) It was noted that the General Business program created an international business emphasis. Fourteen students so far are registered for this emphasis. What is the rationale for creating an emphasis when a program currently exists?
 - i) Emphasis does not include travel or language.
 - ii) There was not concern about this program taking students away from the IB major.
- 5) **Recommended Actions:** The evaluation report lists three recommended action (see page 11, point 4) related to programming planning, rebuilding of the external advising board, and review of student learning outcomes.
- 6) **Recommended Result:** *Continuation with minor concerns*
 - Please make use of the detailed comments in the evaluation report (below).
 - Please select all applicable boxes and fill in the appropriate year:
 - Next FULL self-study will be due to the Dean on October 1, 2027 and to the Assessment

Office on November 1, 2027.

A progress report will be due Oct. 15 to Dean, Nov. 1 to Assessment, of 2025

7) Adjourn.

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

**University of Wisconsin-Whitewater
Review of Audit & Review Self-Studies
Undergraduate Programs, 2022-2023
Majors/Minors and Standalone Minors**

Date of Evaluation 2/24/2023 Short Self Study (SS*) _____
 Program: International Business Major Minor

Evaluations submitted by: Ahmad Karim, Katy Casey, Jonathan Ivry, Bruce Cohen

Review meeting attended by: Ahmad Karim, Katy Casey, Jonathan Ivry, Bruce Cohen, John Ejnik

I. General Program Information

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

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

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

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

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

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

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

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

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

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0
N/A	5

General Comments related to Section I

One question I have is do other business colleges have similar programs?

1. Good mission statement.
2. Changes from the last review were listed
3. It is not clear if the program characteristics listed are in fact unique to an international business degree.
3. Strong identity as a program, but answer did not address how the program is comparable to regional and national programs.

II. Alignment within the University

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

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

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

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

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

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

General Comments related to Section II

Interdisciplinary nature of the program promotes extensive connections to other programs and majors on campus, particularly world languages. Strong focus on cultural competency prepares students for success in a global marketplace.

I think this program is collaborative but it's OK it does not support other programs other than putting students in the seats of classes for other departments. Student enrollment is important in this case with minimal extra resources required.

III. Program Goals & Accomplishments

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

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

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

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

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

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

General Comments related to Section III

1. Program has been responsive to changes in enrollments and in study abroad opportunities as a result of COVID.
1. What does it mean that "In 2021, General Business program created an international business emphasis. Fourteen students so far are registered for this emphasis." Is this a separate program from the one being audited and reviewed? 1. What are the reasons for no students signing up for the global sourcing emphasis?
2. Important tasks for the program to work on were listed, but it was not clear how these would be prioritized and completed.
2. Goals listed are important but vague. No clear criteria or timeline provided to help attain these goals.
3. Process is in place, but unclear how much concrete goal-setting action is happening.
3. How often does the committee meet? How are tasks delegated?

IV. Curriculum

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

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

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

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

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

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

4. Students participate in the high impact practices.

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

General Comments related to Section IV

I think the fact that all BBA students complete a CORE group of courses needs to be emphasized better.

2. Specific examples of successful students were provided. It would be helpful to have an overview of the career projections and marketability of graduates with this degree.

3. The response did not include how data on student learning influenced curricular decisions.

4. one HIP, global learning, is embedded in the program's curriculum

V. Assessment of Student Learning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

General Comments related to Section V

There were not any descriptions of how assessment data were used to review and make improvements to the curriculum, or analyzed beyond meeting "competent" ratings.

Good assessment plan

4. Assessment data collected and analyzed from a variety of sources.

7. Nice assessment plan document. I appreciate that you have students take the Cultural Intelligence Survey (CQS), but it was not clear to me how that assessment fits under the SLO category of "Be able to apply business principles to international markets." Should there be a separate cultural competency SLO? Consider adjusting the SLO that currently reads "be experienced international travelers" so that there is some curricular content that can be assessed other than checking off when a student has traveled abroad.

VI. Student Recruitment, Enrollment, Retention, and Graduation: A. Trend Data

1. [MAJORS ONLY] Five-year enrollment and graduation trends reflect program vitality and sustainability.

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

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

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

3. [MAJORS ONLY] As a follow up to program enrollment and graduation, describe the strategies used to recruit and retain students.

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

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

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

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

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

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

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

General Comments related to Section VI.A

1. the significant decreases in enrollment are concerning, but the numbers still seem sustainable as long as they do not continue to decline
1. Drop in major enrollment is pronounced. Is this decline similar to other majors in COBE or was this program disproportionately affected by the COVID period?
2. Are there other ways the program can promote recruitment and retention rather than simply relying on UWW Admissions office and general COBE programming?
2. the foreign language and study abroad components should be part of the assessment plan if the program requires these courses - it seems strange these requirements exists and yet questions regarding these components are not addressed directly. Are there a lot of students who complete a foreign language and IB major?
5. Closer analysis would be helpful in knowing if there are places in the curriculum that are delaying students from completing the major.
5. Why is it so difficult to find electives for this program? What are the solutions?
6. Limited data to support the answer.

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

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

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

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

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

General Comments for VI.B

Impressive job placement for graduates!

Not surprising, it seems most jobs are local. I fully understand the challenges to have student move out of Wisconsin.

VII. Resource Availability & Development: A. Faculty and Staff Resources

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

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

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

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

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

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

General Comments related to section VII.A

Interdisciplinary programs should be able to indicate if current staffing resources adequately address the program needs in terms of program management, content of classes taught, classes offered, etc. The program notes that more faculty and staff need to be hired with international business expertise.

Does the program need more dedicated faculty rather than relying on faculty from different departments? Are the needs of this program taken into account by other departments when hiring?

VII. Resource Availability & Development: B. Student Resources

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

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

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

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

General Comments for VII.B

The coordinator is the only personnel listed, but there was no indication if this is adequate or not.

Given the decline in enrollment, is there really enough support in this program to promote and sustain this program? For example, would it be useful to have a dedicated staff person to work on study abroad, internship, or recruitment/marketing issues?

Maybe outline student support offices better (advising, etc.).

VIII. Conclusions and Recommendations from the Department or Program

1. Areas of strength are discussed.

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

2. Areas of improvement and continued progress are discussed.

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

3. Recommendations and resources are discussed.

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

General Comments for VIII

The program noted "Our external board was never able to contribute to the program."

It seems that these interdisciplinary programs all have similar problems. There is not a department to call home, these programs are administered by a coordinator with no budget, no control of schedule courses, no truly vested interest in a group of faculty and staff, and basically on an island with everyone thinking it's a great idea but everyone has something better to do.

3. Recommendations are a little vague. The new, incoming director should work toward developing clear goals with measurable outcomes.

VI. Reviewer Conclusions

1. Strengths of the Program

The program seems to be streamlined and managed within current staffing constraints.

Emphasis on foreign language

High Impact Practices embedded in program, such as global awareness and intercultural competence and internships

1. Admirable emphasis on broadening students' awareness of global business opportunities and needs.

2. Good emphasis on study abroad and cultural competence.

2. Areas for Work or Improvement

I think staffing will be an issue for the sustainability of the program, unless the internal advisory board is fully engaged - the work of this board was not clear in the report. If the program relies on the coordinator, who is retiring, it seems the areas in need of improvement will be delayed.

1. Program needs to build back after COVID challenges. Increase student enrollment. Rebuild external advisory board.
2. Staffing needs should be more intentional. In addition to the new director, it seems that this program needs more dedicated faculty and possibly dedicated administrative support.
3. SLOs need attention. "Be experienced international travelers" is not really a goal that can be meaningfully assessed. Only the last SLO is specific to international business per se.

3. Other comments/questions

Program's self-identified actions for improvement: Establish a database in WINS or Canvas to manage student progress in the IB program. Re-engage the external advisory board to help keep the content current and relevant to international business. Select a new coordinator given the retirement of the existing coordinator in May 2023.

How does the program use the required capstone experience?

1. My impression is that the curriculum is perhaps too diffuse, since there is only one unique course, at the introductory level. An addition of a capstone course at the end, after students return from study abroad, would help create coherence.

4. Recommended Actions (please specify):

- 1) Review the vision and create a five-year plan for the sustainability of the program. This should be done in conjunction with the new coordinator and internal advisory board.
- 2) Rebuild external advisory board to support and guide vision of program.
- 3) Review program SLOs and consider adjustments to curriculum, including the addition of a capstone course

**Progress report in 3 years

5. Recommended Result

Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0
Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	0
Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	5
Continuation with major concerns in one or more of the four areas; submit annual progress report to the College Dean & Associate Vice Chancellor for Academic Affairs on progress addressing the major concerns	0
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
Report not submitted; refer to Provost for action.	0