

Evaluation Report for Program Review Face to Face Meeting

University of Wisconsin-Whitewater: Finance (BBA), 2025-2026

Date: April 22, 2026

In attendance: Interim Provost Robin Fox; Dean Paul Ambrose (Business & Econ); Department Chair and self-study author Arjan Premti; faculty and staff in the Finance program Pascal Letourneau, Brandon Miles, and Yanhui Zhao; Program Review Team Chair James Collins; Program Review team members, Jeff Olson and Kelly Delaney-Klinger (College Expert); Assessment Representative Katy Casey

Overview of review team evaluation, program comments:

The review team chair commended the program for its well-written report and highlighted the many accomplishments of its faculty and staff. As the largest major on campus, Finance requires significant effort and coordination to support student learning and development. The program reports strong outcomes for graduates, including high rates of career placement. It has also strengthened student support structures, particularly in the areas of engagement and career readiness, through initiatives such as professional tutoring and expanded experiential learning opportunities.

The department chair indicated that current staffing levels are adequate but emphasized the importance of being prepared for unexpected turnover. Additionally, there is a need to ensure sufficient resources to keep pace with evolving technologies in the field.

Discussion of Review Team's evaluation:

1 – There were comments in the self-study that suggested the program may be struggling with faculty engagement in both teaching and service. How are faculty currently experiencing their roles in teaching and service, and what might help strengthen that engagement?

The department chair noted ongoing efforts to promote equity in teaching assignments, particularly by distributing online and in-person courses more evenly, with some consideration given to seniority. In terms of service, engagement varies across faculty, with some taking on a greater share than others. The department has begun addressing this imbalance through internal discussions, and there has been modest improvement, particularly in supporting co-curricular activities.

Scheduling challenges remain, as evening and Friday events can be difficult for some faculty to attend due to personal commitments. To encourage broader participation, the department has explored potential incentives, such as offering more desirable course times or modalities to faculty who take on greater service responsibilities.

2 – The program noted some recent faculty and staff departures, as well as upcoming resignations. How are you preparing for staff turnover, especially with the potential increase in enrollment?

The department has taken a proactive approach to preparing for staff turnover, particularly in the context of potential enrollment growth. At the start of the year, several key positions were vacant, including faculty roles and a department assistant; these have since been filled, along with the Director of the AIP program and a newly created Associate Director role. The addition of the associate position is intentional, ensuring continuity by establishing a trained backup who can step into the director role if needed. The department plans to continue this succession-planning model for other critical positions.

To maintain instructional capacity, some faculty are willing to take on overload assignments when necessary. The department also manages course offerings strategically, prioritizing major-required courses and adjusting lower-priority offerings as needed. For example, while Finance 101 serves as an important general education course and recruitment tool—typically offered in multiple sections—it can be reduced if needed to ensure sufficient coverage for courses required within the major.

Additional Topics Addressed:

Internships: The discussion highlighted a growing focus on internships, with the college forming a committee and AACSB placing increased emphasis on internship-related data. The department currently has an internship coordinator and is working to strengthen its employer pipeline, including developing employer and mentor networks and implementing an exit survey to capture student perceptions. However, tracking internships completed outside of formal coursework remains a challenge.

Career Readiness: There was also conversation around identifying and reinforcing key career skills, particularly communication and Excel proficiency, within coursework. Efforts to share information with students about relevant skill sets, job locations, and salary expectations were noted, with Marketing cited as a strong example of internship assessment practices. It was suggested that Career Services could play a larger role in capturing and tracking internship experiences that occur outside the classroom.

Recommended Actions:

Recommended Action #1

Collect feedback from internship supervisors regarding student performance and summarize the program's analysis of these results.

Recommended Action #2

Review alignment between the program SLOs and the institution's Essential Learning Outcomes (ELOs) and establish a timeline for data collection and analysis that actively involves all faculty and staff in the department.

Recommended Action #3

The program is encouraged to select at least two co-curricular initiatives that align closely with the SLOs and share how these activities contribute to student learning and development.

Recommended Result:

Continuation with minor concerns

Next Self-Study and/or Progress Report Due Dates:

1 - Next FULL self-study will be due to the Dean on May 1, 2032, and to the Assessment Office on August 1, 2032.

For a copy of the full evaluation report and detailed comments, please reach out to the assessment office: assessment@uww.edu.