

**Agenda and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Entrepreneurship Majors and Minors, 2019-2020**

Date: Cancelled
Time: Cancelled
Place: Cancelled

Due to circumstances surrounding COVID-19, this program did not have a Face-to-Face (F2F) or Follow-Up meeting for their 2019-2020 review. The review team's initial report, including its recommended result of "continuation with minor concerns," was sent to the program and review team for final verification. The document below is considered the program's final report for the 2019-20 audit and review cycle. Please refer to a document on our website titled "Audit and Review and COVID" for further information.

- 1) **Recommended Actions:** The evaluation report lists two recommended actions (see page 16) related to program assessment and a detailed vision.

- 2) **Recommended Result:** *(Tentative) 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, 2024 and to the Assessment Office on November 1, 2024.**
 - Next SHORT self-study will be due to the Dean on October 1, 2024 and to the Assessment Office on November 1, 2024.**
 - Two progress reports will be required. The first is due Feb. 1 to Dean, Feb 15 to Assessment, of 2021 and the second will be due Feb. 1 to Dean, Feb 15 to Assessment of 2022.**
 - The first progress report should include a few (3-5) SLOs to assess that are most essential to the program. Align these SLOs to the courses where they will be assessed and develop assessment measures to evaluate student learning or proficiency.
 - The second progress report will present the data collected and analyzed from the implementation of actions in the first progress report. Explain how the assessment data have been used to make informed decisions about the program's curriculum.

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
Undergraduate Programs, 2019-2020
Entrepreneurship Majors/Minors and Standalone Minors**

Date of Evaluation 11/14/2019 Short Self Study (SS*) _____
 Program: Entrepreneurship Major Minor

Evaluations submitted by: Dale Splinter, Sarah Hessenauer, Catherine Chan, Ahmad Karim, Hephzibah Kumpaty
Review meeting attended by: Dale Splinter, Sarah Hessenauer, Catherine Chan, Ahmad Karim

I. Program Purpose & Overview: A. Centrality

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

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

Comments for I.A.1

The narrative statement here is brief, but there is an ample evidence to support that the program contributes to the strategic priorities, core values and mission of the University. In particular, the program prepares students with skills and knowledge for entrepreneurial start-up businesses which is a key workforce need.

2. The program supports general education, proficiency, and/or other programs at UW-W.

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

Comments for I.A.2

The program does not directly support the General Education curriculum at UW-W, but courses in the Entrepreneurship program help build on the foundation of General Education. I would have liked to see specific examples and not generalizations.

The program doesn’t offer Gen Ed/Proficiency courses directly. The goals and student learning outcomes of entrepreneurship program aligns with the UWW Gen Ed goals and outcomes.

It would be easier for the reviewer to evaluate the program's contribution to Gened (and perhaps other programs) if an explicit alignment of the program's learning goals with that of Gened's (<https://www.uww.edu/gened/goals-outcomes>) is provided.

3. The program has achieved or is appropriately working toward achievement of at least two goals of Inclusive Excellence.

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

Comments for I.A.3

IE goals were not listed and very general description. This response verges on Limited Evidence.

The program's record is impressive in terms of advancing the campus IE mission. The enrollment of students from underrepresented minority groups is better than the campus average. How do you compare with the national data for recruitment of women and minorities in the entrepreneurship field? It appears that there is a dedicated effort within the department to recruit females, minorities and students with disabilities into the program.

Please provide more detailed information on Inclusive Excellence (IE) efforts of the program and specifically address the IE guidelines adopted by this campus (<http://www.uww.edu/documents/diversity/inclusive-excellence/ie%20assessment%20guidelines.pdf>). This report mentions that "We do need more formal efforts to develop and implement new initiatives to help drive inclusive excellence." Please provide on-going and/or future work planned by the program and the process in which the work is planned/developed.

The program stated they have been addressing, but do not have any data to support these efforts.

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

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

Comments for I.A.4

I do not see a well-defined 5-year plan. I do not see a clearly articulated program process for setting and monitoring goals. I read somewhere that the Program team only meets once a year. I am not sure that is enough. SLOs look good.

The program has a new mission and vision statement created which is available in appendix. The vision statement is concise and reflects the scope and nature of the program. However, the "mission" statement is somewhat general and lacks focus and a review/revision is recommended.

Please include more details on the process of setting and monitoring program goals. For example, how often does the team gather to discuss program goals and progress? What data are being shared?

The goals and 5 year plan should be clearly spelled out. The SLO map was provided.

General Comments related to Section I.A

1. The program addressed the A&R recommendations 1 and 2 well. The program identified seven goals and objectivities, which were implemented during the review period. Recommendation #1 seeks a five-year plan to set priorities and identify annual goals; and, the program has a 5-yr goal plan in place. It is unclear how each of those tasks will be monitored and measured.

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

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

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

Comments for I.B.1

The program has a new mission and vision statement created which is available in appendix A. The vision statement is concise and reflects the scope and nature of the program. However, the “mission” statement is somewhat general and lacks focus and a review/revision is recommended to reflect the program's objectives.

2. Goals and objectives were identified and undertaken to improve or advance the program.

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

Comments for I.B.2

The program has 24 SLOs and the document attached shows mapping of SLOs within the curriculum.

The goals and objectives implemented during the review period were impressive. However, it is helpful to the reviewer if additional details and data are included in this report. For example, what is the nature of the pilot program that seeks to increase direct engagement of high school students? How many sponsors sign on to provide funding for trips and competitions and what is the total amount received per year? Did any the strategies for increasing enrollment pay off?

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

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

Comments for I.B.3

The faculty attended assessment institute in 2016-2017 and developed a process for assessing goals. A poster was presented at the Assessment poster session. My concern is the implementation part and collecting data in the decision making process. Data is lacking as to where each SLO is introduced, developed and assessed. There is no systematic plan/assessment tools available to track student learning.

Please provide more details on the process on setting and assessing goals, and making decisions about changes to the program goals.

Describe how often the team meets to discuss program planning.

4. The program is considering potential revisions to mission, goals, or objectives; the program has a “vision” for where it wants to be in the future and how to get there.

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

Comments for I.B.4

Good articulation of the 5-year goals, however, I would like to see a detailed vision.

5. The program, faculty/staff, and/or students have earned recognition or awards.

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

Comments for I.B.5

Program has a lot of awards.

The list includes several student and faculty awards which is impressive. Their record on fund raising is outstanding! Keep up the good work!

6. The program has achieved or maintained program-level accreditation or has considered seeking it, where appropriate.

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

Comments for I.B.6

Why is holding accreditation important? This was not discussed.

General Comments related to Section I.B

3.1 Limited data is collected during the review period.

II. Assessment: A. Curriculum

1. The program has a clearly articulated, efficient, and purposeful curriculum, including options or emphases within the program (if applicable).

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

Comments for II.A.1

The program has a well-articulated market driven curriculum, which includes a major and a minor. The advising check sheets, Informal Entrepreneurship Tracks (Trep Tracks) documents look good.

What are the considerations that decide the differences in the required coursework between the Entrepreneurial major and minor? The description provided in this section of the report suggests that topics on running a family business are largely confined to the major but is this based on data collected from the market and/or student demand? In fact, the SLO map provided in this report suggests that MGT 321, which is a common course that students in this major and minor take, covers several topics related to running a family business. How does the design of the curricula speak to its efficiency and effectiveness? For example, how often are the required courses offered and what is the general trend of enrollment?

2. If program offers dual-listed courses, the expectations of graduate students differ from undergraduate students.

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

Comments for II.A.2

No dual listed courses.

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

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

Comments for II.A.3

It does not appear that direct assessment measures were used in making curricular revisions. What evidence was used to add Management 380? Rationales were provided, but I am uncertain of the assessment process in making these changes.

Very limited internal assessment data and tools.

4. The program provides opportunities for students to learn in ways that extend beyond the classroom, and discussed the extent to which students are involved in these activities and opportunities.

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for II.A.4

There is no doubt that the program provides opportunities for students, but there were no numbers supporting the co-curricular activities. What is the state/community impact? Again, this was not described.

It is clear that the program provides a range of co-curricular activities for students but please provide data on participation numbers/rates. In addition, please elaborate on how these activities impact the University, community and/or the region.

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

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

Q89 - Comments for II.A.5

The program offers one online course.

For the only course that is offered online, MGT 386, is it certified through Quality Matters like other online courses offered in CoBE? Does it share the same review/revise cycle with an instructional designer as other online CoBE courses?

I would like to know how students currently view the online course. Any data?

No General Comments related to Section II.A

II. Assessment: B. Assessment of Student Learning

1. The program has a clearly articulated learning outcomes for students, courses are "mapped" to these learning outcomes, and some outcomes received specific attention during the review period.

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

Comments for II.B.1

24 SLOs is a lot. I would simply focus on a few (3-5) for assessment purposes. I am not sure which SLOs were examined over the review period. I do not see any data in the poster supplied.

The program lists 24 SLOs and the document attached (entrepreneurship program student learning objectives map) shows mapping of SLOs with core courses in the major. Data is lacking as to where each SLO is introduced, developed and assessed.

Please share available data, even preliminary ones, for the internal assessment tool used in the courses "Introduction to Entrepreneurship" and "New Ventures". In addition, how do the 14 assessed areas mapped to the program's 24 SLOs? Having all that information outlined in one document would be helpful for program review. In addition, are there any data to share with the implementation of the 90 sec pre- and post-video pitch?

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

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

Q91 - Comments for II.B.2

Courses are aligned to Intellectual and Practical Skills (Inquiry and Analysis, Written and Oral Communication, Quantitative Literacy, and Information Literacy). The self-study discusses notes that students problem solve. Include this in your chart.

It is great to see that many of the coursework in the program maps onto LEAP ELOs, specifically under "Intellectual and Practical Skills". The only course not included in the map is MGT 386. Is that an omission? Are all the skills with this ELO addressed to the same extent in all 7 courses listed? If not, it would be useful to see distinctions or gradations in the assessment scheme for each of the four skills identified in this ELO. In addition, are there additional LEAP ELOs that any of these courses address, such as in the areas of "Knowledge of Human Cultures and the Physical and Natural World", "Personal and Social Responsibility", and "Integrative Learning"?

It is stated as a "work in progress". What are goals for future?

3. The program has an appropriate assessment plan for measuring students' progress in attaining the outcomes.

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

Comments for II.B.3

I believe that a plan is lacking and still needs to be developed. I was unable to find direct assessment data aligned to student learning or the SLOs that were presented in the self-study.

Please provide more details on the assessment tool and preliminary results for MGT 487. In addition, since the question asks for students' progress in attaining the learning outcomes for the program, having data for an introductory course, e.g., Intro to Entrepreneurship would be helpful.

Appears results are in progress? More clarity needed.

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

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

Comments for II.B.4

The program has seven goals and objectives which were implemented during the review period. Recommendation #1 seeks a five-year plan to set priorities and identify annual goals and the program has developed a 5-yr goal plan to measure progress. Response to question #4 shows 5-year goal plan I don't see much.

What is the conclusion drawn from the preliminary set of data from MGT 487 using the internally developed tool? Was it used on any other course as well? How is the program planning to implement the suggestions provided by the advisory board? What are some of the conclusions from SOAS and other data provided by the campus?

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

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

Comments for II.B.5

Appears to not have been done.

Please provide more details/information on the process by which the program faculty consider assessment data in making changes to the curriculum, student learning outcomes, and other aspects of the program.

Need further clarification. How/when is this discussed?

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

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

Comments for II.B.6

Appears to not have been done.

Has the newly developed assessment tool been shared with the advisory board? How often does program staff & faculty gather to discuss assessment and program revision/improvement? As additional assessment initiatives are implemented (as indicated by this report), regular discussions and review by program constituencies will become even more important.

Need specific direction about future goals.

No General Comments related to Section II.B

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

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

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

Comments for III.A.1-2

The program is an asset to both the college and the university as it continues to grow in enrollments and meeting workforce needs.

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

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

No Comments for III.A.3

4. Program has strategies to recruit and retain diverse students.

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

Comments for III.A.4

The program describes a variety of recruitment strategies. How are they used for recruiting specific population(s) of diverse students? Are there indications that particular strategies work better for certain demographics than others? How can the development and incorporation of SLOs be used to recruit and retain diverse students? It is great to see that the program is involved with the Summer Business Institute. However, recruitment of students into the program will most likely require more than a single instance of engagement with students in the summer before their freshman year. Can the program leverage student organizations to increase student engagement and recruitment opportunities?

5. [MAJORS ONLY] Composition of students approximates or exceeds the diversity of students at the University

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

Comments for III.A.5

Who is leading the new diversity initiative for the program?

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

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

No Comments for III.A.6

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

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

Comments for III.A.7

No justification, but would like to see more students in the program.

How would the program accommodate the increase of 20-30 in student enrollment? By offering additional course session(s), change rotation of course offerings, increase in class size or some other mechanism?

No General Comments related to Section III.A

III. 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

Comments for III.B.1

How does the program derive the 100% employment rate? In the data listed in (3) below, there are graduates with no employment information provided. Are these two pieces of data contradicting one another? Is the list provided here a representative sample of the employers that hire graduates from the program or is this an exhaustive list? What is the source of this information and how reliable is it?

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

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

Comments for III.B.2

Although the BLS does not explicitly state trends, many young individuals are interested in developing their own companies.

Does the US Bureau of Labor Statistics or some other federal or state agencies have relevant data the program can share?

3. The program systematically tracks graduates of the program.

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

Comments for III.B.3

What about the others? Do you know what they are doing?

Can the program deploy other methods for tracking outcomes of graduates? Perhaps through outreach of staff and faculty in the program given their involvement in student organizations and competitions?

No General Comments related to Section III.B

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

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

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

Comments for III.C.1

It appears that UWW is unique, but there are no comparisons to other programs.

IV. Resource Availability & Development: A. Faculty Characteristics

1-2. Information is provided about the composition of the department faculty & instructional academic staff (e.g., gender, ethnicity, expertise, academic rank, etc.)

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

No Comments for IV.A.1-2

3-4. The program has identified staffing changes and anticipated areas of potential future need.

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

No Comments for IV.A.3-4

No General Comments related to section IV.A

IV. Resource Availability & Development: B. Teaching & Learning Enhancement

1-2. Faculty & instructional academic staff are engaged in activities to enhance teaching and advising.

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

Comments for IV.B.1-2

It would be helpful for the reviewer if the program can summarize the teaching standards of the college.

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

1-2. Faculty (and staff, if relevant) are active in research and/or scholarly/creative activities.

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

Comments for IV.C.1-2

Dedicated faculty who are active in scholarship and engagement!

Missing data from one faculty member, but all others are active.

IV. Resource Availability & Development: D. External Funding

1-2. Faculty and staff (if relevant) pursue funding through grants, contract, and/or gifts.

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

Comments for IV.D.1-2

The program should provide data on this category even if it is reporting no receipt of external grants, contracts or gifts.

Program states this is not an expectation.

IV. Resource Availability & Development: E. Professional & Public Service

1-2. Faculty (and staff, if relevant) are active in professional and public service, beyond the department.

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

Comments for IV.E.1-2

Missing data from one faculty member. All others are active.

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

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

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

No Comments for IV.F.1

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

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

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

No Comments for IV.G.1

V. Conclusions and Recommendations from the Department or Program 1. Program strengths are discussed.

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

No Comments for V.1

2. Areas of improvement and continued progress are discussed.

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

No Comments for V.2

3. Recommendations and resources are discussed.

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

No Comments for V.3

VI. Reviewer Conclusions

1. Strengths of the Program

The program provides an opportunity for students to develop and start their own businesses. Numerous co-curricular activities. Experienced faculty.

The program prepares students with skills and knowledge for entrepreneurial start-up businesses, which is a key workforce need. The evidence includes preparing students with entrepreneurial and innovation skills, offering strong curriculum for majors and minors, active participation in student organizations, student/faculty winning numerous awards, excellent fund raising efforts and continuing education and business outreach to the community.

Staff and faculty in the program support a wide array of co-curricular opportunities and students enjoy great success in these activities. Program benchmarks its curriculum with other outstanding programs in the nation.

Tie to mission, program outreach, faculty.

2. Areas for Work or Improvement

Assessment of student learning with deliverables. A definitive 5-year plan. This needs to be more than goals.

Increase clarity and assessment of the program's SLOs and their alignment with the program's and the campus' vision and mission. Implementation of assessment plan, collection and analyses of data and use of data for program improvement. Create and implement plans for diversifying program staff, faculty and students. Review and discuss implementation plan and data in regular intervals that leads to revisions in plans as appropriate. Explore new areas of research and seek funding/resources.

Assessment (providing more specific data).

3. Other comments/questions

Need clarification about team meetings. They have a strong group of committed faculty but it is not clear when/how often they talk.

4. Recommended Actions (please specify):

1. Create a detailed 5-year plan that articulates the vision of the program. This should start with a newly developed vision statement. The current vision statement reads more like a mission statement. This plan should include a list of short-term and long-term goals that align to the vision. Make sure to develop strategies that allow the program to meet the vision.
2. Identify a smaller number of SLOs to evaluate. Align the SLOs to the courses where they will be assessed and develop assessment measures to evaluate student learning or proficiency. Implement direct and indirect assessment in the program. Collect and analyze data on student performances and explain how the data informed program decisions.

5. Recommended Result

Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	
Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	X
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	
Withhold recommendation for continuation, place on probation, and require another complete Audit & Review self-study within 1-3 years, at the Committee's discretion.	
Withhold recommendation for continuation, place on probation, recommend placing in receivership within the college, and require another complete Audit & Review self-study within 1-3 years at the Committee's discretion.	
Non-continuation of the program.	
Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	
Report not submitted; refer to Provost for action.	