Weber State University

Annual Department Activity Report

Department/Program: Business Administration
Academic Year of Report: 2014-15
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Report author: Wendy Fox Kirk

Contact Information:
     Phone: (801) 626-6030
     Email: wendyfoxkirk@weber.edu

A. Brief Introductory Statement:

Information is current; no changes required.

B. Mission Statement:

Information is current; no changes required.

C. Student Learning Outcomes: Information correct but amendment required (shorter version below should be used)

At the end of their study at WSU, students graduating from the department's degree programs will meet the following standards and expectations:

1. Graduates will be able to demonstrate proficient communication skills.
2. Graduates will exhibit knowledge of theoretical concepts, ideas, and topics taught in the areas of Business Administration & Management, Human Resource Management, Information Systems and Technology, Marketing, Finance, and Supply Chain Management.
3. Graduates will become proficient in interpersonal/human relation skills while acquiring the ability to effectively work in a team environment.

D. Curriculum: Information is not current; updates below.

Curriculum Map

Course # & Title	Student Learning Outcomes		
	1	2	3
BSAD 3200: Legal Environment	M	H	L
BSAD 3330: Business Ethics	M	H	M
BSAD 3500: Intro to Business Research	L	H	L
BSAD 4210: Survey Business Law	M	H	L
BSAD 4620: Executive Lecture Series	L	L	L
BSAD 4680: Internship in Business Admin	H	M	H
BSAD 4780: Strategic Management	H	H	H
FIN 3200: Financial Management	M	H	L
FIN 3300: Investments	L	H	L
FIN 3350: Institutions	M	H	L
FIN 3500: Capital Budget	M	H	L
FIN 4400: Problems (I)	M	H	L
FIN 4410: Problems (II)	M	H	L

FIN 4860: Internship in Finance	H	M	H
IST 1100: The Wired Society	L	M	L
IST 2010: Business Computer Skills	O	L	L
IST 2110: Software Development (I)	L	L	L
IST 2410: Systems Architecture	M	M	M
IST 3110: IS&T for Business	M	H	M
IST 3210: Database Design/Implementation	L	L	M
IST 3610: Networks & Data Communications (I)	M	L	M
IST 3620: Networks & Data Communications (II)	M	L	L
IST 3700: E-business Tech & Web Develop	M	L	M
IST 3710: Global Issues in IS&T	L	H	L
IST 3730: Systems Analysis and Design	L	M	M
IST 4600: Information Security I	L	L	H
IST 4700: Information Security II	L	L	L
IST 4710: Enterprise Software Development	O	L	L
IST 4730: Senior Practicum (Project Mgmt.)	H	H	H
MGMT 3010: Organizational Behavior	H	M	H
MGMT 3300: Human Resources Management	H	H	H
MGMT 3350: Labor Law	L	H	L
MGMT 4300: Groups and Team Influence	H	H	H
MGMT 4310: Compensation	L	H	M
MGMT 4320: Staffing & Selection	M	H	H
MGMT 4350: Training & Development	H	H	H
MGMT 4400: Advanced Org. Behavior	H	H	H
MGMT 4650: Negotiations	H	H	H
MGMT 4860: Internship in Management	H	M	H
MGMT 4865: Internship in HR Management	H	M	H
MKTG 3010: Concepts	M	H	M
MKTG 3100: Consumer Behavior	M	H	M
MKTG 3200: Selling	H	H	M
MKTG 3450: Promotion	H	H	M
MKTG 4400: Marketing Strategy	H	H	M
MKT 3600: International Marketing	L	H	M
MKT 4860: Internship in Marketing	H	M	H
SCM 3050: Operations	L	H	L
SCM 3500: Models & Applications	L	H	L
SCM 4100: Quality	M	H	M
SCM 4860: Internship in SCM	H	M	H

KEY: Level of Contribution towards Student Learning Objectives: L = low level of contribution; **M** = medium level of contribution; **H** = high level of contribution.

E. Assessment Plan

Learning Outcomes Assessment Plan for Business Administration	
Outcome	**Assessment Plan**
Learning Outcome 1 Demonstrate proficient writing skills	Continue to assess written and oral communication through NTM 3250, every semester.
Learning Outcome 2 Demonstrate knowledge of business concepts	Continue to assess core discipline knowledge through the Major Field Test, twice a year.
Learning Outcome 3 Implement interpersonal skills and effective team working	Continue to assess through team work rubrics across courses whilst waiting for the new assessment process from AoL committee.

F. Student Learning Outcomes and Assessment

Outcome	Objective	Methods of Measure	Threshold Evidence of Student Learning	*Data Collection Point*	Findings Linked to Learning Outcome 2014	Closing the Loop Activity(ies)
1. Proficient communication skills	Goddard graduates will write coherent documents to diverse audiences	In class writing assignment	80% of students achieve 80% or above	NTM 3250	Students scored an average of 83%. Only 74% met or exceeded the 80% threshold	Exploration with the Head of English to identify potential changes to the curriculum to address this downward trend
	Goddard graduates will deliver coherent oral presentations to diverse audiences	In class presentation	80% of students achieve 80% or above	NTM 3250	Students scored an average of 90%. 90% met or exceeded the 80% threshold	No action
2. Knowledge of concepts	Demonstrate knowledge of core business disciplines.	ETS Major Field Test for a bachelor of business.	80% of students achieve 80% or above	BSAD 4780	Students scored an average of 88% on the ETS field test.	No action
3. Work effectively in teams	Meaningfully contribute to a team process on a business issue.	Peer evaluation form administered among group members on project	Students receive an average of above a rating of 3 on the 1-5 rating scale	MGMT 3010	Exceeded threshold	The current measure is thought to lack sufficient discrimination. The Assurance of Learning Committee has consulted with faculty to identify a better tool for assessment.

G. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Scores for Writing Test	Graduates will be able to demonstrate proficient communication skills.	Spreadsheet of results received from NTM at end of each semester.	Electronic copies in Goddard School's AoL Dropbox.
Scores for Oral Presentation	Graduates will be able to demonstrate proficient communication skills.	Spreadsheet of results received from NTM at end of each semester.	Electronic copies in Goddard School's AoL Dropbox.
Scores from Major Field Test	Graduates will exhibit knowledge of theoretical concepts, ideas, and topics taught in the areas of Business Administration & Management, Human Resource Management, Information Systems and Technology, Marketing, Finance, and Supply Chain Management.	Spreadsheet of results received from external testing company at the end of two semesters each year.	Electronic copies in Goddard School's AoL Dropbox.

Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: March 2014	Recommendation	Progress Description
Ensure that provision aligns with the department's mission statement.	The committee determined that students need greater depth of learning in spreadsheet applications among all Goddard School students, expanded knowledge of both data analytics for Information Systems & Technologies (IST) and Supply Chain Management (SCM) majors, and social media for marketing majors.	New IST faculty have been appointed and a full review of IS&T courses is underway. Alignment with other majors is an integral part of this process.
Continue to support the strategic development of the SCM program and its Center for Excellence.	Knowing that much is left to accomplish before it is fully implemented, the committee recommends that the faculty continue on its path to implementation. Because implementation is still under way, a more detailed review of the curriculum is not included in this report; however two recommendations are made at this time. First, the committee agrees that the role of technology and data analytics is a key area in SCM, and recommends that efforts be made to support the staffing and/or development of a course to address this area. Second, the committee recommends the SCM	The SCM Center for Excellence is now open and has recruited an Administrative Assistant. The SCM Advisory Board meets regularly and provides input to the Center and program development.

	faculty utilize their Advisory Board to gather feedback on the newly designed curriculum.	
Review the current curriculum to ensure alignment with modern business needs.	The committee recommends that a comprehensive curriculum review by degree occur on a five year cycle. This type of review may reveal curricular changes needed to serve the ever changing business environment. For example, the committee recommends that the marketing faculty consider adding a course in social-media marketing to the degree.	A full curriculum review has taken place and changes are will be proposed to GSBE curriculum committee during the Spring 2016 semester.
Review learning outcomes.	The committee recommends that the discussion continue among faculty to the point of achieving meaningful improvement in each learning outcome. It further recommends that learning outcomes be updated/modified to reflect any needed changes related to the addition of IST faculty to the department and the move of Finance faculty to the School of Accounting & Taxation.	Learning outcomes have been reviewed and changed since the five year review. Appropriate assessments are being outlined by the GSBE Assurance of Learning Committee.
Faculty should provide greater support for Business and Industry night and the senior seminar should be made available at other times.	The review committee recommends that faculty within the department show greater support for Career Center activities such as Business & Industry Night. It is important for the dean and chair to make faculty support expectations explicit. In	Faculty have been given more timely information about this event. To add weight, future invitations will be sent out by the department chair rather than the administrative staff.

	preparation for career placement, the review committee recommends that the Senior Seminar also be made available to juniors and at times other than summer and early fall semester.	
Improve classroom technology.	The review committee recommends that classroom technology support be improved. Technology should be more reliable and support should be able to respond to breakdowns on a more timely basis.	Because the department has no direct budgetary control over this area, it is working with the dean's office on this matter. Recommendations and a list of needs has been forwarded by the faculty.

Appendix B

The table below shows the full-time and adjunct faculty contracted by the Business Administration department during the last academic year (summer through spring, 2014-2015).

Faculty	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	
Full-time Tenured	7
Full-time Non-Tenured (includes tenure-track)	15
Part-time	
With Master's Degrees	
Full-time Tenured	
Full-time Non-Tenured	
Part-time	12
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	5
Total Headcount Faculty	
Full-time Tenured	7
Full-time Non-tenured	15
Part-time	17

Please respond to the following questions.

1) Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

This year progress has continued with the review of methods and processes for assurance of learning, both at the college and department levels. More robust, effectively targeted and appropriate data collection methods are being devised with a view to providing more meaningful information, which will then strengthen a continuous improvement cycle.

2) With whom did you share the results of the year's assessment efforts?

Assessment results have been shared with faculty and administration in the Goddard School of Business and Economics.

3) Based on your program's assessment findings, what subsequent action will your program take?

In response to a particular concern to enhance students communication skills, strategic partnerships with the WSU honors program and the English Department are being developed to create or draw upon courses that teach higher level communication skills, which can be appropriately transferred to the business environment. In addition, a thorough review is underway of how the campus general education curriculum is supporting the development of students' critical thinking, analytical reasoning and writing skills. The College Curriculum Committee will make a number of proposals regarding the reconfiguration of foundation and core provision. Consultation regarding the introduction of either ENGL 3110 or a bespoke course developed by the English Department will also be sought at the same time.