Weber State University

Annual Department Activity Report

Department/Program: Business Administration
Academic Year of Report: 2016-17
Date Submitted: November 27, 2017
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

Information is current; no changes required.

D. Curriculum: Information is current.

Information is current; no changes required.

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 NET 3250, every semester.
Learning Outcome 2 Demonstrate knowledge of business concepts	Start to assess core discipline knowledge through the new content knowledge test devised by AoL committee, 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 Assurance of Learning 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	NET 3250	Fall 2016 (n = 345 - 76 % met or exceeded the 80% threshold) Spring 2017 (n =243 - 74 % met or exceeded the 80% threshold)	Goddard graduates will write coherent documents to diverse audiences
	Goddard graduates will deliver coherent oral presentations to diverse audiences	In class presentation	80% of students achieve 80% or above	NET 3250	Fall 2016 (n = 111 - 91% met or exceeded the 80% threshold) Spring 2017 (n = 70 - 96 % met or exceeded the 80% threshold)	Goddard graduates will deliver coherent oral presentations to diverse audiences

					Fall 2016 (n = 46 – scores exceeded the 80th PCTL for management but many other areas fell below this)	Investigation by the school's AoL committee identified a major change in process which explains this year's poor scores. An in-house key concepts test, which is more rigorous than the Major Field Test, is currently being developed.
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	Spring 2017 (n = 58 - scores exceeded the 80th PCTL for management but many other areas fell below this)	
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	BSAD 4780	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	An improved measure for this learning objective is under consideration and will be devised for the newly divided BA & MKTG dept.

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.
Scores from Defining Issues Test	Graduates will become aware of ethical issues in business and will develop their moral reasoning.	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 2013	Recommendation	Progress Description
Ensure that provision aligns with the department's mission statement.	The review committee determined that students need greater depth of learning in spreadsheet applications among all Goddard School students, expanded knowledge of data analytics.	School wide consultation regarding the current provision of quantitative business and data analytics resulted in the institution of a specialist quant committee. A detailed review of quant provision in peer and aspirant schools was undertaken resulting in information about how curricula have been changing to meet the new skills demands in business and data analytics in the workplace. New courses have been developed to address these needs and are being considered within the context of a broader revision of the business school's core Foundations curriculum.
Continue to support the strategic development of the SCM program and its Center for Excellence.	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.	The new courses referred to in the previous section have been designed to address the needs of all majors, including SCM.

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.	Following a full curriculum review in 2015, there have been a number of changes to programs in the department. This includes the redesign of core and foundation courses into a single group of core courses. The Business Administration Minor was reconfigured to align with the demands and expectations of other minor programs. This has resulted in the enrolment of more students for this program. A new Leadership Minor is going through the approval process this semester. This has drawn on existing courses in the business school and with partners across the university. It has also resulted in the development of two new courses, MGMT 4410 Leadership Through Character, and MGMT 4420 Critical Thinking for Leaders. In partnership with the English department, a new writing course was developed focusing on exploring business and organizations through literature.
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 &	The appointment of a new Director of Careers in Business, and the introduction of the online careers management system has created a major change and improvement to careers support for students. Business in Industry Night had record attendance levels by both employers and students.

	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.	

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, 2016-2017).

Faculty	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	
Full-time Tenured	6
Full-time Non-Tenured (includes tenure-track)	18
Part-time	8
With Master's Degrees	
Full-time Tenured	
Full-time Non-Tenured	1
Part-time	14
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	
Full-time Tenured	6
Full-time Non-tenured	19
Part-time	22

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's progress has continued with the review of methods and processes for assurance of learning, both at the college and department levels. Since last year, the faculty have commenced a revamping of its data collection methods to support its emphasis on strengthening the capacity of students to work in teams and lead them more effectively. With regards to specific areas of our curriculum, we have commenced revisions to the quantitative foundations via

introduction of a data analytics course, which came out of our review from the 2013-14 cycle year. We have also made changes to bolster communication learning by working in partnership with the English department to provide the option of a technical writing course and a humanities-based course on business in literature. Finally, a review of our process for data collection have led to the conclusion that we need an improved tool to measure learning of core concept, which has been in development is currently being piloted. The faculty in the department embrace the values continuous improvement of its academic programs and constantly thinking of ways to improve the effectiveness of our instructional delivery—not only through learning assessment outcomes, but the very substantive review of curriculum and culture needed to imbue students with an education-first and degree-second mind set. We attempt to live in the middle of a perpetual cycle of data-driven change and improvement, guided by core values that make education and learning the preeminent goal.

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?

The first initiative we will be undertaking is to improve the communication and engagement between the assurance of learning committee and the college's curriculum committee, to help ensure more concerted "closing the loop" activities take place in the future. We are also taking our new core concepts exam and plan to look for a possible pre- and post-test data collection design. Finally, we are looking to introduce a Business Analytics course into the Goddard School's foundations curriculum.