

**Weber State University**  
**Biennial Report on Assessment of Student Learning**

Department/Program: Business Administration  
Academic Year of Report: 2019/20  
Date Submitted: 02/08/2021  
Report author: Dr. Wendy Fox-Kirk

Contact Information: Dr. Wendy Fox-Kirk  
Phone: 801 821 7970  
Email: [wendyfoxxkirk@weber.edu](mailto:wendyfoxxkirk@weber.edu)

## A. Mission Statement

We use Aristotle's concept of *flourishing* to inform our approach to the generation and dissemination of knowledge about the management of people and organizations, with the aim of benefitting society as a whole.

### Core Values

1. Aristotle's view that epistemology is accessible and relevant to all
2. A mindset of *abundance* rather than scarcity (wellbeing over competition)
3. Organizations and societies are human cooperative efforts that require both strength and vulnerability in order to flourish
4. Treating others and their ideas with fearless openness, respect and inquiry
5. We assume people are inherently pro-social -- that we are "born to be good," in a pro-social sense
6. Any view of power (e.g., as depicted in Machiavelli's *The Prince*, and which endures today) that equates it with coercion, might and dominance will foster deeply corrosive social structures that damage our individual and collective capacity for flourishing
7. Over the long run, flourishing requires symbiotic balance; within people, between people and between people and the environment.

### Guiding Principles

1. Our research shares a common emphasis on generating new knowledge that serves to benefit society as a whole, beyond traditional views of organizational impact
2. Our success is measured by a Balanced Scorecard that is in alignment with key institutional themes - access, inclusiveness and excellence - in teaching, research and service
3. Recognition that organizations and the people in those organizations are inextricably embedded in society at large
4. Organizations and their management have a social responsibility to their employees

## B. Student Learning Outcomes

BSAD learning outcomes reflect the competencies required to meet both the GSBE mission and values, and the Department of Business Administration & Marketing's mission and values.

BSAD graduates will be:

1. Analytical and critical thinkers, and will be able to identify issues and problems.

2. Ethically aware, and able to systematically analyze business ethical issues and propose a defensible solutions.
3. Effective communicators who can deliver professional presentations.
4. Able to demonstrate knowledge of business disciplines.
5. Globally aware, and will be exposed to an international environment thereby helping them to recognize and anticipate how sociocultural differences, political and economic forces shape institutional life.

**C. Curriculum** (please note, we are using Google Sheets for this section so that updates are easier to make)

There have been many curriculum changes since the last report, some of which are very recent (major changes to the Entrepreneurship minor). Mapping the new curriculum to the new BAM level goals is still in development, thus the current grid still maps to the GSBE learning outcomes.

[BAM Curriculum Grid](#)

**D. Program and Contact Information**

Wendy Fox Kirk, PhD  
Department Chair - Business Administration & Marketing  
Rm 261, Wattis Building  
John B.Goddard School of Business & Economics  
Weber State University  
1337 Edvalson St Dept 3802  
Ogden, UT 84408

wendyfoxkirk@weber.edu

**E. Assessment Plan**

As the BAM program has recently added learning outcomes at the program level, assessment plans are still being developed. All assessment reporting in this document are from assessment of learning at the college level.

Please refer to the following Google Sheet for the GSBE AoL assessment plan.

[GSBE AoL Curriculum Mapping Assessment Plan](#)

## High Impact Educational Experiences in the Curriculum

Please refer to the following Google Sheet for the HIEE Grid.

### BAM HIEE Grid

#### Detail of HIEE Practices by Course

1. BSAD 3200

We spend the first 1/3 of the semester learning about the operation of the court system in the US, basically different aspects of civil procedure. I then organize a kind of moot court where I act as a judge and have students work in teams and argue a hypothetical case applying what we've learned.

2. BSAD 3500

Project-based/ team-based/undergraduate research/evidence-based teaching practices and practical application (E.g., Application of core research principles)

3. BSAD/ENTR 4680

I assign students in a team who spends the semester working with a real small business in the community to help them solve a problem or recognize an opportunity through consulting research and application.

4. BSAD 4780

Students use strategy theory, tactics and tools to engage in strategic analysis of a virtual organization using gaming and simulation software. Students work in groups, apply newly learned knowledge and skills, and get quality feedback.

5. MGMT 4300

Students apply the theories and practices covered in this course to both organizational practice role plays, and real life case role plays. Students engage in behavioral analysis anchored to the theoretical tool and skills. Applying their new knowledge with feedback and guidance from each other and the professor helps them to continue this application in their workplace.

6. MGMT 4400

Key Elements	High-Impact Educational Experiences
	MGMT 4400: Advanced Organizational Behavior
<b>(1) Performance Expectations</b>	Students engage in a rigorous formal debate and a journal line presentation. For the debate, students are required to prepare scholarly arguments and empirical data to support their position and refute their opponent's position. For the journey line, students are required to present a life crucible in front of the class and write a final paper that incorporates feedback from their peers and professor. Performance is based on preparation, communication, scholarship, and relevance.

<b>(2) Personal Investment</b>	For the debate, students refine their research skills and enhance their capacity to make rigorous arguments based on empirical evidence, case evidence, and anecdotal evidence. For the journey line, students reflect on personal experiences, embrace vulnerability, and develop a narrative that they link to scholarly research.
<b>(3) Meaningful Interactions</b>	For the debate, student teams meet regularly, chronicle their progress in a journal log, and participate in an in-progress review with the professor where they are required to account for their progress and adjust to feedback. For the journey line, students propose the crucible experiences they will share and articulate personal stories of struggle and triumph.
<b>(4) Diverse and Inclusive Experiences</b>	For the debate, student teams respond to criticism in real time. This criticism introduces competing empirical evidence and diverse life experiences. Student teams are required to respond to competing evidence while striving to empathize with their peers. For the journey line, students listen to diverse, and also daunting, crucible moments as they seek to understand, learn, and empathize.
<b>(5) Quality Feedback</b>	For the debate, student teams meet frequently to develop debate strategies and offer critiques of the material introduced by fellow team members. As part of the in-progress reviews, the professor offers critiques and asks students to provide a rationale for all major arguments. As part of the debates, observing students provide feedback (written and verbal) to student teams based on performance standards in real time. Student teams refute the claims and incorporate relevant feedback. For the journey line, students receive feedback from the professor and multiple points along the way and from their fellow students following their journey line presentation. As part of their final written paper, students incorporate relevant feedback.
<b>(6) Opportunities to Reflect and Integrate Learning</b>	Students reflect and document their reflections in weekly journal logs while also noting the impact of these reflections in their presentation and/or paper submission.
<b>(7) Practical Application</b>	Students are required to identify and persuasively explain real-world applications by providing empirically tested individual and workplace outcomes.
<b>(8) Demonstration of Competence</b>	Although not publicly disseminated or publicly presented, students present in front of their peers and receive constructive feedback from peers and professor (written and verbal) in real time.

7. MKTG 3100

Team-based (in-class speed exercises)/ /Evidence-based teaching practice (Tried and true consumer behavior theories)/Practical application and reflection (Students must apply consumer behavior principles to their own judgments and decisions)

Evidence-based teaching practices (e.g., Application of research from Google, Nielsen, etc.)

8. MKTG 3200

Students spend approximately 15 hours interviewing and observing B2B sales professionals, then write a 20-40 pg. single-spaced report detailing 40 separate examples of techniques the salesperson applies in the eight steps of selling. It is a significant /HIEE project. As an additional benefit, students network with professionals and often acquire internships and occasionally employment.

9. MKTG 3450

Students work with a local organization to help them develop a marketing and promotions plan, and related implementations.

10. MKTG 4200

Project-based/ team-based/community-engaged learning/practical application/quality feedback (students modify documents based on my feedback prior to submitting to Google).

<https://get.google.com/onlinechallenge/>

**F. Report of assessment results since the last report:**

A detailed summary can be found in the Google sheet below

[GSBE Assessment Results 2017-19](#)

## Appendix A

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

Date of Program Review: April 2019	Recommendation	Progress Description
Develop metrics to assess new values/mission statement	Metrics need to be developed to measure the effectiveness of meeting department core values/mission statement. Gathering feedback from alumni and employers might also provide an ongoing procedure to calibrate the mission statement and core values mid-review cycle	Ongoing, but delayed due to the impact of COVID-19
Address lack of resource to teach Marketing	There appears to be an <b>insufficient number of marketing faculty</b> given the courses (graduate and undergraduate) and students being taught. Regular scheduling is possible only because faculty are willing to teach overload.	Funding was provided by the Provost's office as a response to our Annual Strategy Report. Recruitment for a full time tenure track Marketing faculty member is in progress with interviews due to occur in March.
Address bottleneck at BSAD 4780	The Strategic Management capstone course (BSAD 4780), required for all college graduates, currently only has two regular instructors (Drs. Shaun Hansen and David Noack). The consequences are that this course has become a significant bottleneck for students at times and that it requires regular overload teaching on the part of several, if not most management faculty. Although temporary solutions are possible, future discussions should be held about how to resolve this problem, long-term.	The short term solution was for faculty to teach overload so as to provide more sections. Whilst the case is made to acquire more funds for faculty posts, BSAD 4780 is now managed through exception procedures to ensure that only final semester students can enroll.
Ensure that students possess creative, analytical and critical thinking skills, and improve writing skills.	Given the changing nature of the business landscape, many senior faculty felt that the <b>department will need to make a</b>	As a part of curriculum changes and program reconfiguration, plans are being discussed to make MGMT 4420 –

	<p><b>concerted effort to communicate to students that successful graduates will possess creative, analytical and critical thinking skills</b> in light of the fact that many students seem focused on short-term goals: amassing credits, checking off boxes on a rubric and so forth. The department may need to at least once per semester, either in an event or in each course, have a discussion with students about the difference between an education and a degree. Finally, implementing these ideas will require developing a strategy to map these qualitative skills / long-term learning outcomes across courses and programs. Nearly all interviewed for this review indicated a <b>need for Goddard students to improve their communication skills and writing</b>. Dr. Hansen and Dr. Fox-Kirk have indicated that a recent hire (Jeff Good) with a M.A. in Communication will begin teaching the required Managerial Communications 3200 in Fall 2019. The long-term plan is for Jeff Good to work closely with the WSU English Department to develop an effective course and appropriate pedagogy to “greatly strengthen” student communication skills. The course will be refined and revised and then made available to all faculty teaching the course, including Jeff Good and select faculty from English.</p>	<p>Critical Thinking for Leaders a required course for all BSAD majors.</p> <p>As with other plans this is behind due to the impact of COVID-19.</p> <p>Major attempts to get student to take more challenging writing courses from ENGLISH dept. have not been working. A new meeting is planned with the ENGLISH dept. to re address the issue.</p>
<p>Build partnership for HR program with other universities</p>	<p>The HR program could benefit from partnership with other university departments (e.g., English, Communication, and Statistics) to direct</p>	<p>A partnership with USU has been instigated. In addition, the SHRM faculty advisor and BAM chair have been working with the Northern Utah</p>

	students toward minors with skill sets that will complement the HR degree.	Executive Round Table to develop the HRM Minor to create a more modern program and a seamless transition to the Masters in HRM at USU. Progress has occurred but has been slower than expected due to the impact of COVID – 19
Identify students' preferences for mode of delivery	Student surveys may provide feedback on preferences of online, hybrid, face-to-face and weekend offerings. Indirect student assessment may help gain insights into annual and semester course schedule adjustments. In terms of scheduling, at least one student felt that more online options where feasible would be attractive to students.	This has occurred to a great extent, but largely due to the impact of COVID-19. One good outcome from the pandemic.
Develop learning outcomes which align with BAM's new mission	BAM relies on Goddard learning goals which may not reflect the uniqueness of the Department's mission statement and course values. It is recommended that <b>student learning outcomes (and indirect metrics with alumni/employers) be developed and measured to demonstrate the successful implementation of the mission and core values.</b> Feedback from hiring organizations regarding the core values and mission statement would be useful. Also see comments under Standard A and Standard B. Faculty expressed some concern about how business communication, as a learning outcome, is measured (outside the business school). Though core values and guiding principles are not learning outcomes, they do provide clear guidance for curriculum development. There should be methods (assessment, curriculum grid) in place to	BAM learning outcomes are in progress, but this has been hampered by the impact of COVID-19.

	demonstrate that the values and principles are influencing curriculum, student learning, and alumni success.	
Improve faculty development activities and resources	<p>Faculty Development:  Funding for faculty scholarship activities (e.g., cost of data, surveys, conferences), though available through multiple sources could be enhanced. Some tenure-track faculty noted the disincentive to co-author with GSBE colleagues due to having to split RIP funds. Could there be an incentive provided for more inter-faculty, inter-department collaboration? Could there be a pay bonus for publishing in a very top journal?</p> <p>6</p> <p>No formal mentoring processes are in place, though things are said to run smoothly. When hired, new faculty would like a greater amount of clarity about how much research funding is available. Untenured faculty would like to see consistency across departments in terms of the expected number of preps per year, in part because fewer preps equals greater research productivity. BAM might consider developing a written policy to help the untenured faculty understand exactly what is required for service and teaching workloads. (English has done this and it has eliminated uncertainty about “how much” and also eliminated perceptions of favoritism or unfairness in workload assignments).</p>	This has not occurred since the review, and took a backward step in 2020 as funding was cut due to drops in enrollment.
Consider developing a mentoring program for new faculty, and clarify standards for success	The department might consider establishing a mentoring committee or assign a pair of peer mentors to each new hire. (This has worked well in the English Department).	No progress as yet on mentoring. On improving definitions of tenure track expectations, the new Dean has made

	<p>Transitions in leadership at the Department Chair level (three chairs in as many years) will require attention from incoming Interim Dean to be sure tenure-track faculty are aware of the standards for “Effective Creation”, “Improvement” and “Innovation”. These might be defined and shared with faculty. In addition, changes at the Dean and Provost level has untenured faculty seeking clear expectations from all levels that their expected tenure and promotion requirements will in fact be those they are measured on. Given the emphasis on student success from the Provost’s office many untenured faculty would like to see “student success” better built in to faculty job descriptions and annual reporting. Faculty want to be involved but need more ‘bottom line’ recognition for the purposes of tenure and promotion. This would seem to be an easy fix—perhaps allow ‘student success’ projects such as mentoring students (projects, applications to grad school &amp; for employment to roll up to the Service component of the T&amp;P process, or perhaps to the Teaching component because the latter is typically given more weight in Tenure and Promotion decisions. One commentator noted that there is a Learning Outcome deficiency in that these need to be more specifically connected to teaching.</p>	<p>improvements to the language and processes. The GSBE tenure ppm text is undergoing a review by an ad-hoc committee. Not only is student success being aligned with tenure processes, but equity, diversity and inclusion will also be part of evaluation. In this semesters’ GSBE school meeting both expectations for standards, and the revised annual reporting format were presented to ensure that faculty have clarity.</p>
<p>Increase diversity in future hiring</p>	<p>Diversity: Faculty diversity is limited; BAM is the least diverse department in the college. <b>Efforts should be made to increase diversity in future hiring</b>, both as a way to increase the diversity of perspectives in the department and also to model for</p>	<p>Greater effort to achieve applicants from underrepresented groups has been made in the recent hire for a Marketing tenure track post. In addition, there is now a GSBE Equity, Diversity, and Inclusion Committee which is working on supporting WSU’s aim to become a</p>

	students that BAM and HR careers can be for everyone. Connecting with the Diversity Office on campus prior to searches can help place job postings in appropriate venues that may help attract more diverse job candidate, including women. Doing so may have recruiting benefits as well, as it would seem to be a first step toward attracting greater numbers of female students and students of color.	Latinx serving institution. The committee is also working with WSU committees to develop training on how to create inclusive curricula. There is also a project to develop greater funding for outreach to women and girls in schools to increase female participation on SCM and MIS programs.
Upgrade technology to meet needs for changes in increased technological teaching and learning methods	<b>Classroom technology</b> is not ideal and <b>limits the ability of faculty to teach concepts</b> . Faculty would like to see better projectors, a general technology upgrade, dual projectors and screens in classrooms and two computer screens per classroom. A few commentators noted a need for upgrading Goddard School restroom facilities. IT support on the Ogden campus needs improvement. Consider whether the purchase and installation of the above (especially more dual projector classrooms) would be beneficial. Explore the issues with IT support—does the designated person need more hours or better training?	CARES funding due to COVID-19 has resulted in a complete upgrading of all classrooms and the improvement of technology for all faculty and staff to meet the new online demands. IT support has greatly improved with the appointment of a new GSBE IT specialist.
Build relationships with other WSU departments	Though not technically “external communities”, other departments with the Goddard School would like to be better connected with BAM and engage in a more collaborative relationship.	BAM has been working closely with ENGLISH, and BAM faculty work with HNRS, ARTS, and our HR central professionals.

Additional narrative:

## Appendix B

During the time frame for this report there was a department split. The old Business Administration Department included faculty from MIS and SCM. To reflect faculty headcount for each year accurately the following is provided (link to a Google Sheet with up to date numbers for the year 2019-2020, and a faculty headcount table including SCM/MIS faculty members who taught during 2018-19).

[BAM Faculty Headcount 2019-2020](#)

### Faculty Headcount Table with SCM/MIS faculty (with department for part of 2018-19)

Faculty Headcount	2017-18	2018-19	2019-20
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	9	5	8
Full-time Non-Tenured (includes tenure-track)	12	8	4
Part-time and adjunct	12	8	7
With Master's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	1	1	1
Part-time and adjunct	10	13	6
With Bachelor's Degrees			
Full-time Tenured	0	0	0
Full-time Non-tenured	0	0	0
Part-time and adjunct	0	2	1
Other			
Full-time Tenured	0	0	0
Full-time Non-tenured	0	0	0
Part-time	0	0	0
<b>Total Headcount Faculty</b>			
Full-time Tenured	9	5	8
Full-time Non-tenured	13	9	5
Part-time	22	23	14

**Please respond to the following questions.**

1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:

a. **Any** first-year students taking courses in your program(s)

There are no programs specifically for first year students in GSBE for any degree. Two years ago the Freshman Sophomore Business Club was developed, however this was not pursued due to a lack of engagement and interest from students.

b. Students declared in your program(s), whether or not they are taking courses in your program(s)

GSBE Marketing and Advising staff have just started a new communication plan last year for students once they are admitted and declared. The plan is as follows:

1. Student receives an email welcoming them to GSBE and inviting them to attend orientation as soon as we receive notification that they have been accepted.
2. Student is reminded of orientation the week of orientation
3. Student attends virtual orientation and receives a follow up email with the orientation packet that was discussed
3. Student receives postcard reminding them to register if they haven't or didn't attend orientation
4. Student receives follow up email for registration if they haven't.

2) A key component of sound assessment practice is the process of 'closing the loop' – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to 'close the loop'. This occurs as a whole school activity details of which can be found in the [GSBE BAM Assessment of Learning Form](#)