

# John B. Goddard School of Business & Economics

opportunities by contributing to business and economic development of the community.

## College Mission and Goals

### Mission

The Goddard School creates a synergy between business and economic theory and contemporary practice to prepare working professionals and full-time students for careers in a global, culturally diverse, information-driven economy. Three principles are central to our mission:

- **Education** – The first, and foremost, is fostering learning through excellent teaching, individual attention, and scholarship, which develops, assesses, and disseminates good practice.
- **Research** – The second is the application of theory to practice through applied research and scholarship, and the utilization of applied research to further learning in the classroom and through co-curricular activities.
- **Community** – The third is advancing contemporary practice and creating learning

## Goals

- Engage in a regular planning process, regularly review the mission of the Goddard School, establish goals, and allocate resources in accordance with the plan.
- Attract undergraduate students consistent with the University Mission and attract MBA students with outstanding academic qualities and leadership potential.
- Continuously improve curricula and assess student learning.
- Foster student placement and cultivate employer relations.
- Foster the faculty's ability to conduct basic, applied, and instructional research and support the dissemination of research efforts
- Attain external support and recognition for the school.

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## University Program/ Accreditation Review

The following table indicates the schedule of University Program/ Accreditation Review for each program:

**Standard 2. Table XXXI. Goddard School of Business and Economics University Program/Accreditation Review.**

Department/Program	University Program/Accreditation Review	
	Last	Next
Accounting	1996-97	2006-07
Business Administration	1996-97	2006-07
Economics	1992-93	2006-07
Information Systems & Technologies	1996-97	2006-07
Master's of Business Administration	N/A	2006-07
Master's of Professional Accountancy	1996-97	2006-07

## College-Wide Student Learning Outcomes

Graduates from the School of Business & Economics will be able to:

- Communicate effectively and analyze and present quantitative information.
- Competently use current information technology and keep pace with changing technology.
- Have mastered the key competencies of their major discipline.
- Pursue meaningful, post-graduate employment or to pursue further education at the graduate level.
- Advance to positions of increasing responsibility.
- Manage their own lifelong careers and advance to positions of leadership.

## Student Statistics

The following table shows enrollment and degrees for 2002-03:

**Standard 2. Table XXXII. Goddard School of Business and Economics Student Statistics.**

	Fall 2002	2002-03	2002-03	2002-03 Degrees		
	Enrollment	SCH	Annual FTE	Associate	Bachelor	Master
Accounting	423	7,743	258	0	72	0
Business Administration	1,020	17,646	588	0	115	0
Economics	62	8,776	293	0	8	0
Information Systems & Technologies	198	5,036	168	7	57	0
Master's of Business Administration	101	2,570	129	0	0	48
Master's of Professional Accountancy	57	990	50	0	0	49
<b>Total</b>	<b>1,861</b>	<b>42,761</b>	<b>1,485</b>	<b>7</b>	<b>252</b>	<b>97</b>

## Faculty/Staff Statistics

The following table shows the number of full- and part-time faculty and staff:

**Standard 2. Table XXXIII. Goddard School of Business and Economics Program Faculty/Staff.**

Department/Programs	Full-Time Faculty	Part-Time Faculty	Full-Time Staff	Part-Time Staff
Accounting	9	17	1	0
Business Administration	17	13	1	0
Economics	9	21	1	0
Information Systems & Technologies	5	14	0	1

**Departments/Programs**

**Center**

- Accountancy
- Business Administration
- Economics
- Information Systems and Technologies

- Center for Business and Economic Development

**Faculty Evaluation**

The following table shows frequency, source of evidence and decision review of faculty by program. See Standard 4 for more specific information on faculty evaluation.

**Standard 2. Table XXXIV. Goddard School of Business and Economics Program Faculty Review by College/Department.**

Faculty Status	How Often	Source of Evidence				Decision		
		Dean/Chair	Peer	Student	Self	Improvement/Development	Retain/Release	Promotion/Tenure
<b>Tenure</b>								
Accounting	Annual	X		X	X	X		
Business Administration	Annual	X		X	X	X		
Economics	Annual	X		X	X	X	X	Promotion
Information Systems & Technologies	Annual	X		X	X	X		
<b>Tenure Track</b>								
Accounting	Annual	X	3, 6 yrs	X	X	X	X	X
Business Administration	Annual	X	3	X	X	X	X	X
Economics	Annual	X	3	X	X	X	X	X
Information Systems & Technologies	Annual	X	3	X	X	X	X	X
<b>Term</b>								
Accounting	End of Term	X		X	X	X	X	X
Business Administration	End of Term	X		X	X	X	X	
Economics	End of Term	X		X	X	X	X	
Information Systems & Technologies	End of Term	X		X	X	X	X	
<b>Part-Time</b>								
Accounting	Each Semester			X		X		
Business Administration	Annual	X	X	X	X	X		
Economics	Annual	X		X		X	X	
Information Systems & Technologies	Annual	X		X		X	X	

## Degrees Offered

- Masters
  - Professional Accountancy
  - Business Administration
- Bachelor of Arts or Bachelor of Science
  - Accounting
  - Business Administration
- Economics
- Information Systems and Technologies
- Associate of Science or Associate of Arts
  - Information Systems and Technologies

## Advising

The Goddard School of Business has one advisor with the faculty and staff advising majors within each department. The resources as indicated in Table XXXV below occur and are available to the students in the departments indicated. For more specific information on advising in each department, see the individual department self studies.

Table XXXVI on page 89 describes the advising content available to students in each department, the individual responsible for that advising, and when the advising occurs. In this college, all departments have a staff advisor. In two departments, faculty advisors are available. Other departments also involve the secretary and chair in advising procedures.

**Standard 2. Table XXXV. Goddard School of Business and Economics Advising Resources.**

Department/Programs	A	BA	E	IST	MBA	MPA
<b>Student Support</b>						
Department/Program Orientations	X	X	X	X	X	X
Course Embedded Advising	X	X	X	X	X	X
Individual Advising (Faculty, Staff, Students)	X	X	X	X	X	X
Electronic Advising (Interactive Advising Web Page)	X	X	X	X	X	X
Advising Forms (Contracts, Worksheets, Handbooks)	X	X	X	X	X	X
Feedback solicited from students on advising effectiveness	X	X	X	X	X	X
<b>Advisor Support</b>						
Advisor Training Sessions						
Reassigned Time		X		X		
Access to Student Records through the Student Information System	X	X	X	X	X	X
Defined Advisor Responsibilities (Policies and Procedures)	X	X		X	X	

Key:

A — Accounting

BA — Business Administration

E — Economics

IST — Information Systems and Technology

MBA — Master's of Business Administration

MPA — Master's of Professional Accountancy

## Budget

In addition to legislative appropriations, we are supported by endowments, externally

funded grants and gifts, and course fees. We also raise funds through an annual golf tournament.

**Standard 2. Table XXXVI. Goddard School of Business and Economics Advising Content by Department.**

	Chair/ Program Director	Faculty	Staff Advisor (College*)	Secretary	When
Major Declaration in (SIS) Student Information System	E, MPA, MBA		MBA, MPA, A, BA, IST, E	MBA, MPA, A, BA, IST	MPA, MBA, IST – 1 TIME A, BA, E, - AS NEEDED
Program Planning					
A. Admissions Criteria to Restricted Enrollment Programs	A, BA, E, MBA, MPA, IST		A, BA, IST, MBA	A, BA, IST	A, BA, E, IST, -1 TIME MBA, MPA, - AS NEEDED
B. General Education and Other Degree Requirements	A, E, IST		A, BA, IST	A, BA, E	A, BA, E, IST, - AS NEEDED
C. Major/Minor Program (Monitoring Progress, Degree Requirements, Transfer Credits, Course Selection, Electives, Internships, Practicums and Clinicals)	A, E, BA, IST, MPA	A, BA, IST	A, BA, IST, MBA	A, BA, E	A, BA, E, IST, - AS NEEDED MBA, MPA, - WHEN ACCEPTED
Scholarships (Department and Programs)	MPA, A, BA, E, IST, MBA	MPA	A, BA, E, IST, MBA, MPA	MPA	MPA, MBA, A, BA, E, IST - ANNUALLY
Referrals to University Resources and Services	A, BA, IST, MBA, MPA	A, BA, IST, MBA, MPA	A, BA, IST, MPA, MBA	A, BA, IST, MBA, MPA	MPA, MBA, A, BA, E, IST – AS NEEDED
Employment Advising (Interviewing, Credentialing, Licensure, Graduate and Professional Schools, Career Paths)	A, BA, E, IST, MPA	A, BA, IST, MPA	A, BA, E, IST, MBA, MPA	A, BA, E, IST	MPA, MBA, A, BA, E, IST – AS NEEDED
Graduation Clearance in the Student Information System (SIS)	A, BA, E, IST, MBA, MPA		MBA		A, - AT GRADUATION BA, E, - AS NEEDED IST, - 1 TIME MBA, MPA – SEMESTER OF GRADUATION

\*College Advisor advises students for all departments/ programs within the college

Key:

A — Accounting

BA — Business Administration

E — Economics

IST — Information Systems and Technology

MBA — Master's of Business Administration

MPA — Master's of Professional Accountancy

The information that follows describes the departments and programs within the Goddard School of Business.

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## Accounting

### I. Purpose/Description

#### Mission

Our mission is to:

- Provide students with an education emphasizing understanding and development of basic skills relating to accounting and business issues in preparation for careers that do not require CPA certification or graduate school.
- Advance knowledge in accounting and business-related disciplines through applied research, instructional improvement, and basic research
- Serve our school, department, WSU, and the business and economic community

#### Goals/Objectives

Our objectives for the program, framed as student learning outcomes, are:

- Students will be able to use library and computer resources both to gather and present accounting information
- Students will be able to use analysis, synthesis, and evaluation skills to solve accounting problems
- Graduates will be placed in positions befitting their education and with competitive salaries

## Student Learning Outcomes Assessment and Planning:

In 2002, we assessed the above-mentioned student learning outcomes. Faculty members teaching in the program selected at least one high-emphasis objective for each graduate course taught and evaluated student achievement of that objective in that course.

#### Changes Based on Outcomes Results:

Based on focus groups with recent graduates and alumni, the accounting program is conducting a comprehensive curriculum review with the intent of better defining elective courses to give accounting graduates the specific skills they need for their careers. The curriculum review is also likely to reduce the number of tracks and emphasis areas within the program. We also added an internship option to our program.

### II. Significant Changes Since 1994

#### Significant changes include:

- Addition of a minor available to business and non-business students
- Supplementation of budget with new tuition structure
- Increased student credit hours without a corresponding increase in faculty resources

### III. Strengths and Challenges

#### Strengths include:

- A full-time student advisor
- Quality and collegiality of faculty

#### Challenges include:

- Implementing assessment processes
- Making advising meaningful and helpful
- Maintaining current funding sources

## IV. Next Steps/ Action Items

- Monitor changes in AACSB accounting accreditation standards and make adjustments as necessary

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# Master's of Professional Accountancy

## I. Purpose/Description

### Mission

Our mission is to:

- Provide students with an education emphasizing enhanced development of accounting and business skills in preparation for professional careers in accounting and business, particularly those requiring CPA certification and/or advanced technical training
- Advance knowledge in accounting and business-related disciplines through applied research, instructional improvement, and basic research
- Serve our school, department, WSU, and the business and economic community

### Goals/Objectives

Our objectives for the program, formulated as specific student outcomes, are:

- **Knowledge acquisition:** Students will acquire advanced knowledge in an accounting specialization
- **Critical thinking:** Students will use analysis, synthesis, and evaluation skills to solve problems

- **Communication skills:** Students will communicate effectively both orally and in writing
- **Information skills:** Student will use library and computer resources to gather and present information
- **Interpersonal skills:** Students will interact appropriately and effectively with others
- **Professional values:** Students will understand standards of professional conduct and ethical issues
- **Contextual awareness:** Students will understand political, social, and international issues

### Student Learning Outcomes Assessment and Planning:

In 2002, we assessed the first five of the above-mentioned student learning outcomes. Faculty members teaching in the program selected at least one high-emphasis objective for each graduate course taught and evaluated student achievement of that objective in that course.

**Changes Based on Outcomes Results** included modifying emphasis placed on certain class activities used as a basis for assessment and limiting the number of group presentations.

## II. Significant Changes Since 1994

### Significant changes include:

- Approved academic planners tied to the registration procedure

### **III. Strengths and Challenges**

**Strengths include:**

- Specific student learning outcomes in place
- Willingness and availability of faculty advisors

**Challenges include:**

- Continuing ongoing and self-sustained assessment processes
- Providing adequate advisement to part-time students

### **IV. Next Steps/ Action Items**

- Review student learning outcomes in conjunction with curriculum grid
- Monitor changes in AACSB accounting accreditation standards and make adjustments as necessary
- Create website to maintain strengths of advising and minimize challenges

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## **Business Administration**

### **I. Purpose/Description**

**Mission**

Our mission is to develop individuals with the facility to analyze problems, the resolve to implement change, the capacity to lead, and the courage to act justly in all situations.

**Goals/Objectives**

Our objectives for the program are:

- Attract undergraduate students
- Continually improve curriculum

- Assess student learning
- Enhance learning through technology

### **Student Learning Outcomes Assessment and Planning:**

In 2002, we assessed the following outcomes:

- Graduates will be placed in positions befitting their education and with competitive salaries
- Graduates will exhibit knowledge of theoretical concepts, ideas, and topics taught in the areas of management, marketing, finance, and logistics
- Graduates will be able to demonstrate competency in both oral/written communication skills
- Graduates will have ongoing professional and interactive experiences with the business community

**Changes Based on Outcomes Results** included monitoring placement and ETS data, evaluating course requirements, and seeking community opportunities for students.

### **II. Significant Changes Since 1994**

**Significant changes include:**

- Development of outcomes, data, and results
- Implementation of formal faculty review processes

### **III. Strengths and Challenges**

**Strengths include:**

- Competent, accessible school advisers
- Cooperative, collegial faculty members

**Challenges include:**

- Providing adequate advisement to numerous students in a variety of programs
- Finding permanent base budget to support technology enhancements

## **IV. Next Steps/ Action Items**

- Meet increasing demands for courses with growth in student credit hours
- Allocate scarce department resources to deliver on promised WSU Davis evening program

# **Master's of Business Administration**

## **I. Purpose/Description**

### **Mission**

Our mission is to promote increased organizational effectiveness and efficiency and, thereby, advance productivity in our community, state, nation, and world.

### **Goals/Objectives**

Our goal for the program is to build a program of the highest academic quality which serves the needs of students for advanced professional preparation, keeping our student population's needs in mind. Learning goals include:

- Demonstrate graduate-level competency in oral and written communication skills, including the ability to plan, organize, research, and present reports
- Develop ongoing, professional, and interactive relationships in the business community

- Exhibit graduate-level knowledge of theoretical concepts, ideas, and topics

## **Student Learning Outcomes Assessment and Planning:**

In 2002, we used MBA-specific course evaluations, graduate exit surveys, annual student focus groups, new student employment interest surveys, follow-up alumni placement surveys, standardized testing, and embedded course assignments and exams to evaluate the above goals.

### **Changes Based on Outcomes Results:**

Based on our assessment results, we have provided more career placement assistance, developed MBA-level foundation courses to streamline leveling requirements, created more MBA electives, and incorporated a two-week pre-session, a competency exam, and a statistics tutor.

## **Specialized Facilities/Equipment**

At the present time, the MBA program does not have any dedicated computer facilities reserved specifically for the use of MBA students. WSU Davis, which will be occupied for classes beginning in August 2003, will have several group meeting rooms with data ports and a conference room, which will be reserved primarily for the use of MBA students.

## **II. Significant Changes Since 1994**

### **Significant changes include:**

- Inception of MBA program

## **III. Strengths and Challenges**

### **Strengths include:**

- Flexibility of program
- Use of multiple assessment methods

**Challenges include:**

- Meeting needs of students who work full-time
- Allocating adequate faculty resources
- Coordinating with Ogden campus offices to resolve issues such as withdrawal and tuition refund deadlines

- Produce students who are numerically literate and possess strong written and oral communication skills
- Teach students to use statistical data to solve a variety of analytical problems

## **IV. Next Steps/ Action Items**

- Provide offices at WSU Davis for MBA program director and MBA enrollment director
- Create database for enrollment director to track student performance



“Economy is the method by which we prepare today to afford the improvements of tomorrow.”

— Calvin Coolidge

## **Student Learning Outcomes Assessment and Planning:**

We assessed the above objectives using a national assessment instrument, a graduate survey, focus groups, and individual and group interviews with students and employers.

**Changes Based on Outcomes Results** included instituting a senior thesis requirement and changing Business Statistics to an upper-division class with prerequisites.

## **Specialized Facilities/Equipment**

We have a specialized statistical software package. Three large classrooms have been converted to computer presentation rooms, and we have a technical person to help with questions or problems. Grants are available to purchase software.

# **Economics**

## **I. Purpose/Description**

### **Mission**

Our mission is to provide students the opportunity to gain both theoretical and practical knowledge to analyze problems, think strategically, and lead effectively.

### **Goals/Objectives**

Our goals for the program include:

- Provide students access to an intellectually and culturally diverse faculty who are able to aid them to understand the global economy

## **II. Significant Changes Since 1994**

### **Significant changes include:**

- Added a full-time non-tenure track instructor
- Changed curriculum based on assessment

## **III. Strengths and Challenges**

### **Strengths include:**

- Strong teaching and research faculty
- High percentage of successful graduates

**Challenges include:**

- Enforcing advisement requirements
- Finding high-quality part-time faculty to teach during the day
- Maintaining aging equipment

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**IV. Next Steps/ Action Items**

- Sustain research efforts
- Monitor increasing enrollment
- Monitor faculty workloads

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**Information Systems and Technology**

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**I. Purpose/Description**

**Mission**

Our mission is to prepare job-ready graduates by providing outstanding instruction in current information technologies, integrating practical business and technical knowledge, and promoting strong communication skills and teamwork.

**Goals/Objectives**

Our goals for the program include:

- Graduate job-ready students with broad business knowledge, strong technical skills, modern development practices, and professional interpersonal communication skills.
- Maintain the currency and relevance of our programs through annual review of our curriculum and course content, communicate regularly with our business advisory council (BAC), and conduct periodic surveys of our graduates.

- Be proactive in advising our majors early and regularly.
- Broaden the appeal of our program to both students and employers by strengthening tracks within the major that focus on particular aspects of information systems.
- Enroll and retain majors from high schools and community colleges, and seek to use innovative applications of technology to do so.
- Provide an atmosphere to support a vital, active faculty by obtaining additional resources to support continuing program currency with professional education for faculty, course release time, travel to conferences and courses, and access to emerging technologies

**Student Learning Outcomes Assessment and Planning:**

We created a matrix of selected outcomes for this degree and created a matrix of outcomes and classes. We used feedback from surveys and focus group sessions.

**Changes Based on Outcomes Results** included increasing number of team projects, adding ethics and international components to courses, providing better access to faculty and students outside of class using web-based enhancements, and increasing class offerings online and at WSU Davis.

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**II. Significant Changes Since 1994**

**Significant changes include:**

- Added group advising processes
- Changed capstone course to emphasize development of business plans
- Redesigned curriculum
- Relocated the IS&T program to WSU Davis

### III. Strengths and Challenges

**Strengths include:**

- Strong collegiality between IS&T faculty internally and with other Goddard School of Business departments
- Accessible program for a geographically diverse population

**Challenges include:**

- Finding and retaining doctorally qualified faculty
- Targeting and addressing recruitment

### IV. Next Steps/ Action Items

- Complete the course redevelopments implicit in the recently approved curriculum
- Establish tools and/or processes to assess the effectiveness of the new program
- Develop a long-term plan for recruitment
- Formalize process for hiring, supporting and retaining part-time faculty
- Formalize Master Teacher management model

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### **Centers**

The following table shows the center associated with this college and its mission:

**Standard 2. Table XXXVII. Goddard School of Business and Economics Center**

<b>Center</b>	<b>Mission</b>
Center for Business and Economic Development	Our mission is to foster a broad and continuing partnership between businesses, government agencies, and the John B.Goddard School of Business and Economics. Specific programs and services of the Center are: Small Business Development, Procurement Technical Assistance, Small Business Institute, Child Center for Entrepreneurship and Business and Economic Services.