

**Program Review Evaluation Report  
Master of Business Administration  
Goddard School of Business and Economics**

A. Program Mission Statement

The latest working draft of the Master of Business Administration (MBA) Program is:

“The mission of the MBA Program in the John B. Goddard School of Business and Economics is to prepare working professionals and full-time students for leadership positions and decision-making roles in a wide variety of organizational settings.”

This, together with a number of Program goals, outlines a number of key competencies expected of Program students as they graduate. The Program goals appear to be inline with the Program mission, as well as with the mission of the Goddard School and the University. The statement appears to provide a clear vision to the Program administration, faculty, staff, students, community, and others.

The review committee expressed its support of the draft mission statement, rather than this existing mission, which seems to be quite long. In addition, the review team suggests the Program develop a vision statement that will guide the Program into the future. Meetings have already taken place with the intent of putting such a vision in place.

B. Curriculum Overview

The curriculum of the Program has served the students well since the Program was developed in July 2000. It has been reviewed and modified on a number of occasions. The curriculum is regularly reviewed by Program faculty and advisors. It supports the mission and goals of the Program. Required courses are offered twice yearly and electives once a year. The Program has done a nice job in supporting students’ efforts to graduate in a timely manner.

Along with reviewing the self study, which outlined the curriculum, the review team met with several students and discussed current courses. The review team would make the following observations and recommendations based on the standards.

Standard B.c. “The program should be able to demonstrate that there is an appropriate allocation of resources for curriculum delivery that is consistent with

the mission of the program, the number of graduates, and the number of major/minor and general education SCHs produced.”

In some courses, class size seems to be very large and probably beyond what is reasonable for a typical graduate course. Some classes, for example, reached 50 or more students. The Program should consider ways to reduce the class size or provide additional resources (i.e. teaching assistants) to faculty who are asked to teach large classes.

Secondly, faculty compensation for teaching courses in the Program appears to have not changed since the Program being. Consideration should be given to the appropriate compensation for a graduate-level course.

Not specific to one element in the standard, but more general to Standard B – “Curriculum,” the review team had a few recommendations.

One strength of the Program is its emphasis in supply chain management. However, curriculum of the Program is typical of a generic MBA. The Program might consider updating courses that focus on high touch, people skills, or social enterprise. It might also consider leadership and teamwork components. Electives or options leading to other concentrations such as marketing, management, or others appropriate to the Program’s market should be considered. The Program should also consider special topics courses that could change as appropriate. A variety of experts could be asked to teach such courses.

The review team spent some time visiting with students who are currently in the program. They expressed great support for the program. They discussed interest in two specific changes. One is additional certificate programs. They specifically mentioned public administration as one area of interest. They also indicated their desire for some totally online courses.

### C. Student Learning Outcomes and Assessment

Five goals guide student learning and outcomes. They are as follows:

- (1) Graduates will be able to demonstrate graduate-level competency in both oral and written communication skills including the ability to plan, organize, research and present reports using current technologies.
- (2) Graduates will have an ongoing, professional, and interactive relationship with the business community in the University’s service area, enhancing their networking skills and professional employment opportunities.
- (3) Graduates will exhibit a graduate-level knowledge of theoretical concepts, ideas, and topics in the areas of Business Ethics, Organizational Behavior, Financial

Management, Marketing Management, Logistics and Operations Management, Management Accounting and Control, Global Macroeconomics, Information Technology in the Enterprise, and Strategic Management.

(4) Graduates will become proficient in interpersonal/human relation skills while acquiring the ability to effectively work in a team environment.

(5) Graduates will be offered opportunities for placement in positions befitting their graduate-level education and with competitive salaries.

The Program should review each goal for specificity and measurability. How, for example, is the Program measuring students' interpersonal and human relation skills? The self-study and Program review did not produce such evidence. Also, syllabi should contain learning objectives that are linked to the goals.

The Program should be congratulated for the high marks students have achieved on the MBA Major Field Test, consistently ranking in the upper-80<sup>th</sup> to mid-90<sup>th</sup> percentiles.

The Program reports changes made, but these appear largely as a result of student focus groups and exit surveys. Student input is important, but some consideration should be made to broader assessment, such as alumni and industry surveys, continued review of MFT scores, and students' work in the classroom such as papers, presentations, and projects, recorded and analyzed in a more formal manner.

#### D. Academic Advising

The Program support staff and its ability to advise and serve students is a strength. Staff is available to students for formal advising as they enter the Program and more informal advising as they move along through their studies. Students also have the opportunity to visit with staff while they are at the Davis Campus. The support team is available into the evening hours so that students can visit with them before class and during break.

Career services and placement support is also a part of the support staff. A full-time expert visits classes and speaks individual with students upon request.

#### E. Faculty

Program faculty have teaching assignments in the GSBE at both the undergraduate and graduate level. Many teach overload. As mentioned, faculty members are stretched very thin and the impact seems to "flow down" to the undergraduate program. This results in what was described as a great deal of "unevenness" in their scholarly research and writing.

The faculty mix includes mostly white males and very little diversity. Standard E.d. suggests, “The program should demonstrate efforts to achieve demographic diversity in its faculty.” While some efforts are made university wide to hire diverse faculty, qualified applicants are not always available. The Program should consider, then, using a diverse group of experts as guest speakers, mentors, preceptors, and other roles where they can network with students.

Standard E.b. suggests a core of full-time faculty should be available to provide stability and ongoing quality improvement. Only a very few faculty teach only in the MBA Program. While this doesn’t seem to present problems in terms quality, the Program should refer to comments made earlier in this report regarding workload. Faculty should have the opportunity to say “no” to overload if they choose to do so.

Students suggest they are looking forward to the new adjuncts that are coming on board in the fall. The MBA Program administration should be congratulated on recruiting professionals as professors who can add a pragmatic orientation that the students seem to enjoy.

#### F. Support Staff, Administration, Facilities, Equipment and Library

A definite strength of the Program is its support staff, administration, and facilities. This report cites the availability and good work of the support staff. The WSU Davis Campus classrooms, student labs, office space, and other facilities are beautiful and up-to-date.

The Program should make certain that its director has sufficient re-assigned time to allow him to manage the challenges associated with such an offering. The current director appears to have a very large load with both teaching and administrative duties.

#### G. Relationships with External Communities

The Program’s alumni are strong and very loyal. They have developed a good organization that supports one another and the community. They should be commended for their community service projects.

Standard G.b. says, “Such relationships [with external communities] should have a clearly defined role and evidence of their contribution to the program...should be demonstrated.”

The Program should use its alumni and local industry leaders to provide good advice. A formal advisory board should be considered specific to the MBA Program, rather than the GSBE as a whole. They should meet periodically and records or minutes of such meetings should indicate how that group has made quality changes to the Program. This will help establish stronger ties to external communities and provide more formal assessment and quality improvement.

#### H. Results of Previous Program Review and Future Directions

This is the first review of the Program.

In summary, the Program should be commended for the quality students it accepts and the strong experience they receive while studying at Weber State University. The Program has strong support through the university and has strong leadership at the SGBE and Program level.

Alumni are loyal and very supportive of the Program, as is the external community. Financial support from private donors has provided strong resources and the Program is financially sound.

The Program's mission is in line with the University's and the School's and should be supported by a strong vision statement. Goals and specific objectives can then better be tied to the mission. Such measurable objectives can then be an aid in assessing and improving the Program in the future.

The Program should continue to review what it offers in line with strong MBA models, industry needs, and alumni and student recommendations. It should make sure to support its faculty with continued resources, reasonable teaching loads, and adequate compensation.

The Program continues to be strong and its future is bright as its market recognizes the high quality education available.