

**WSU Five-Year Program Review**  
***Self-Study***

Cover Page

**Department:** Telecommunications and Business Education

**Program:** Business Education Composite Teaching

**Semester Submitted:** Fall 2011

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## **A. Brief Introductory Statement**

The Business Education Composite Teaching major is in the Telecommunications and Business Education Department (TBE) in the College of Applied Science and Technology (COAST) at Weber State University (WSU.) Students are also encouraged to complete the Business/Marketing Education Teaching minor. With this major and minor, students are prepared to teach business and marketing courses in secondary schools. The degrees offered include

- Business Education Composite Teaching Bachelor of Science Degree
- Business Education Teaching Minor
- Business/Marketing Education Teaching Minor

Graduates with a business education composite teaching major are licensed to teach in the secondary schools and are endorsed to teach business education courses. The business core includes marketing, management, business law, and economics. Skills classes include computer applications (multimedia, web page design, desktop publishing, networking, spreadsheets, and word processing.) Students also complete education and methods courses that prepare them to teach and manage a classroom of individuals with a variety of abilities and needs.

Students obtaining the business minor are also eligible for state endorsement to teach business education courses in the secondary schools. Students obtaining the business/marketing teaching minor are eligible to teach state approved courses in business and marketing.

## **B. Mission Statement**

The Telecommunications and Business Education Department is committed to providing the highest quality undergraduate programs while preparing students to assume roles in decision making, leadership, research, and service to community and business.

The department assists students in developing, communicating, and applying knowledge for the technical and professional world as well as gaining a desire for lifelong learning.

## C. Curriculum

### Curriculum Map

Core Courses in Department/Program	Department/Program Learning Outcomes					
	Learning Outcome 1: Effective Business Communication Skills	Learning Outcome 2: Effective Computational Skills	Learning Outcome 3: Knowledge and Skills	Learning Outcome 4: Implementation of Decision-Making and Problem Solving Skills	Learning Outcome 5: Licensure	Learning Outcome 6: Knowledge of Ethics and Professionalism
TBE 2010 Business English	E	NA	I	NA		
TBE 2080 Database Applications		NA	E	NA		
TBE 2200 Computer Operating Systems		NA	E	NA		
TBE 2300 Introduction to LAN Management		NA	E	NA		I
TBE 2534 Video Editing Techniques	U	NA	E	NA		
TBE 2334 Intro to Multimedia Web Animation		NA	E	NA		
TBE 2531 Exploring Multimedia Applications	U	NA		NA		I
TBE 2532 Web Page Design & Development		NA	Artifact	NA		E
TBE 2533 Image Editing Solutions		NA	Artifact	NA		
TBE 3000 Advanced Word Processing		NA	E	NA		
TBE 3070 Advanced Spreadsheet Applications		NA	E	NA		
TBE 3100 Desktop Publishing	U	NA	Artifact	NA		
TBE 3250 Business Communication	A	NA		NA		E
ECON 1010 Economics as a Social Science		NA		NA		
COMM 2110 Intro to Interpersonal & Small Group Comm	E	NA		NA		I
ACCTNG 2010 Survey of Accounting		NA	E	NA		I
FIN 1010 Personal Finance		NA	E	NA		
MGMT 3010 Organizational Behavior & Management	U	NA		NA		I

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MKTG 3010 Marketing Concepts & Practices	U	NA	E	NA		I
BSAD 3200 Legal Environment of Business	U	NA	E	NA		E
TBE 3600 Principles of Business/Marketing Education	U	NA	E	NA	E	E
TBE 3610 Methods of Teaching Business/Marketing Subjects	U	NA	Artifact	NA	I	E
EDUC 1010 Exploring Teaching	U	NA		NA	I	
CHFAM 1500 Human Development or Psych 3140 Psych of Adolescence	U	NA		NA		
EDUC 3200 Foundations of Diversity,Culturally, Linguistically Responsive Teaching	U	NA	E	NA		I
EDUC 3260 The Exceptional Student	U	NA	E	NA		I
EDUC 3900 Preparing, Teaching, and Assessing Instruction	U	NA	E	NA		I
EDUC 3930 Reading & Writing Across the Secondary Curriculum	U	NA	E	NA		
EDUC 4940 Clinical Practice in Secondary Education	A	NA	A	NA	E	A
EDUC 4950 Integrated Secondary Clinical Practice Seminar	U	NA	E	NA	E	I

*Note:* I = Introduced, E = Emphasized, U = Utilized, A = Assessed comprehensively, Artifact=artifact collected in this course, NA=outcome not application to this major

### *Summary Information*

The department has six student learning outcomes; however, only outcomes 1, 3, 5 and 6 are assessed in the Business Education Composite Teaching major.

## **D. Student Learning Outcomes and Assessment**

At the end of their study at WSU, students in this program will

1. possess effective business communication skills.
2. *NOTE:* department outcome not applicable to this major
3. possess knowledge and skills of technology.
4. *NOTE:* department outcome not applicable to this major
5. obtain licensure.
6. implements effective ethics and professionalism.

### *Summary Information*

The department has six student learning outcomes; however, only outcomes 1, 3, 5, and 6 are related to the Business Education Composite Teaching major.

**Evidence of Learning: General Education Courses**  
**CIL Lecture, Online, and Library Classes - Fall 2010, Spring 2011, Summer 2011**

<p><b>Word Processing (TBE TA1700 and 1701) Lecture and Online Classes.</b></p> <p>Create, edit, and retrieve a document; move/copy text, indent text, space text, find/replace text, number pages, bold/underline/italicize text, center text, format font, create footnotes, headers and footers, insert and place graphics, insert a table of contents and index, choose a theme, spell check document, save/print document, create and edit tables, basic formulas used in tables, table formatting. Know how to create a bibliography and to insert in-text citations.</p>	<p><b>Windows Operating System, E-mail, and Presentations (TBE TB1700 and 1702) Lecture and Online Classes.</b></p> <p><b>Operating Systems</b></p> <p>Access Explore and Computer, create directories, create folders and subfolders, delete files and directories, format a storage medium, close an application, copy, move, and create files.</p> <p><b>E-Mail</b></p> <p>Send, copy, and save e-mail.</p> <p><b>Presentations</b></p> <p>Create and edit a PowerPoint Presentation. Save/print data. Insert titles, bulleted lists, graphics, animation, transitions; understand smart tags and create outlines; modify presentation by: adding slides, changing slide order, formatting text, inserting headers and footers, inserting a background image, spell check, apply transitions, apply sound and video</p>	<p><b>Spreadsheets (TBE TC1700 and 1703) Lecture and Online Classes.</b></p> <p>Retrieve spreadsheet, adjust column width, enter/erase data cells, create column/row labels, format data, enter/copy functions (AVG, IF, MAX, MIN, PERCENTAGE, PMT, SUM), know how to multiply, divide, add, subtract numbers in Excel coding, know basic formulas for percentages and markup, know how to create an absolute cell reference, create graphs, spell check spreadsheets, save/print spreadsheets; create, format, and edit spreadsheet database.</p>	<p><b>Information Literacy (LIBS TD1704, 2704, 2804) Lecture and Online Classes.</b></p> <p>Find an article database, know how to access the <a href="#">WSU library</a> web site, and find information by using the site. Library Internet research tips and techniques, WSU Stewart Library Web Catalog, know how to find topics in the catalog, know how to research information by using the catalog, understand library terminology, understand citations, Boolean operators (and, or, and not), controlled vocabulary, search engines, and finding scholarly journals. understand Library Catalogs, Article Databases, Reference Resources, Library Instruction, and the Help sections of the library home page. Know how to choose and narrow a research topic. Be familiar with the APA or MLA style guides.</p>
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**Evidence of Learning Outcomes - Knowledge and Skills**

*CIL classes meet the knowledge and skills category*

<b>CIL Lecture, Online, and Library Classes Fall 2010</b>	<b>CIL Lecture, Online, and Library Classes Spring 2011</b>	<b>CIL Lecture, Online, and Library Classes Summer 2011</b>	<b>Total CIL lecture, Online, and Library for Fall 2010, Summer 2011, Spring 2011</b>																								
<table> <tr><td><b>Passed</b></td><td><b>92.27%</b></td></tr> <tr><td><b>Failed</b></td><td><b>7.73%</b></td></tr> <tr><td><b>Withdrew</b></td><td><b>8.16%</b></td></tr> </table>	<b>Passed</b>	<b>92.27%</b>	<b>Failed</b>	<b>7.73%</b>	<b>Withdrew</b>	<b>8.16%</b>	<table> <tr><td><b>Passed</b></td><td><b>90.90%</b></td></tr> <tr><td><b>Failed</b></td><td><b>9.10%</b></td></tr> <tr><td><b>Withdrew</b></td><td><b>7.67%</b></td></tr> </table>	<b>Passed</b>	<b>90.90%</b>	<b>Failed</b>	<b>9.10%</b>	<b>Withdrew</b>	<b>7.67%</b>	<table> <tr><td><b>Passed</b></td><td><b>88.24%</b></td></tr> <tr><td><b>Failed</b></td><td><b>11.76%</b></td></tr> <tr><td><b>Withdrew</b></td><td><b>12.01%</b></td></tr> </table>	<b>Passed</b>	<b>88.24%</b>	<b>Failed</b>	<b>11.76%</b>	<b>Withdrew</b>	<b>12.01%</b>	<table> <tr><td><b>Passed</b></td><td><b>91.02%</b></td></tr> <tr><td><b>Failed</b></td><td><b>8.98%</b></td></tr> <tr><td><b>Withdrew</b></td><td><b>8.62%</b></td></tr> </table>	<b>Passed</b>	<b>91.02%</b>	<b>Failed</b>	<b>8.98%</b>	<b>Withdrew</b>	<b>8.62%</b>
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**Academic Year - Spring and Summer 2011, Fall 2010 - Statistics Table Attached**

**Total Lecture, Online, and library Class Enrollment, Pass/Fail, and Withdrawal  
Spring 2011**

	Enrolled	Pass	Fail	WD
	796	702	62	32
	384	324	61	11
	868	703	50	114
	<b>2048</b>	<b>1729</b>	<b>173</b>	<b>157</b>
		<b>90.90%</b>	<b>9.10%</b>	<b>7.67%</b>

**Total Lecture, Online, and library Class Enrollment, Pass/Fail, and Withdrawal  
Summer 2011**

	Enrolled	Pass	Fail	WD
	282	226	23	33
	227	160	30	37
	332	267	34	31
	<b>841</b>	<b>653</b>	<b>87</b>	<b>101</b>
		<b>88.24%</b>	<b>11.76%</b>	<b>12.01%</b>

**Total Lecture, Online, and library Class Enrollment, Pass/Fail, and Withdrawal  
Fall 2010**

	Enrolled	Pass	Fail	WD
	736	673	49	28
	381	319	43	19
	868	703	50	115
	<b>1985</b>	<b>1695</b>	<b>142</b>	<b>162</b>
		<b>92.27%</b>	<b>7.73%</b>	<b>8.16%</b>

**Academic Year Total - Lecture, Online, Library, and CIL Exams  
Spring and Summer 2011, Fall 2010**

	Enrolled	Pass	Fail	WD
<b>Spring 2011</b>	3828	2989	219	319
<b>Summer 2011</b>	1505	1140	127	119
<b>Fall 2010</b>	3809	3001	200	194
<b>Grand Total</b>	<b>9142</b>	<b>7130</b>	<b>546</b>	<b>632</b>
<b>Total Percentage</b>		<b>92.89%</b>	<b>7.11%</b>	<b>6.91%</b>

**Evidence of Learning: Courses within the Business Education Composite Teaching Major**

Evidence of Learning: Courses within the Business Education Composite Teaching Major																									
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results																				
<p><i>Goal 1:</i></p> <p>Students will possess effective business communication skills</p>	<p><i>Learning Outcome 1a:</i></p> <p>Students will maintain a score of 3.0 or higher on the writing assessment.</p>	<p><i>Measure 1a:</i></p> <p>Writing Assessment Rubric</p>	<p>1a:</p> <p align="center"><b>Writing Assessment</b></p> <table border="1"> <caption>Writing Assessment Data</caption> <thead> <tr> <th>Year/Season</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>Fall 2008</td><td>3.7</td></tr> <tr><td>Spring 2009</td><td>4.0</td></tr> <tr><td>Summer 2009</td><td>3.9</td></tr> <tr><td>Fall 2009</td><td>4.3</td></tr> <tr><td>Spring 2010</td><td>4.2</td></tr> <tr><td>Summer 2010</td><td>4.2</td></tr> <tr><td>Fall 2010</td><td>3.1</td></tr> <tr><td>Spring 2011</td><td>4.5</td></tr> <tr><td>Summer 2011</td><td>3.7</td></tr> </tbody> </table>	Year/Season	Score	Fall 2008	3.7	Spring 2009	4.0	Summer 2009	3.9	Fall 2009	4.3	Spring 2010	4.2	Summer 2010	4.2	Fall 2010	3.1	Spring 2011	4.5	Summer 2011	3.7	<p><i>Measure 1:</i></p> <p>Since Fall 2008 when this data was collected, students have maintained an average score of 3.0 on the oral communication assessment.</p>	<p><i>Measure 1:</i></p> <p>Annually evaluate the individual element sub scores on the individual writing element scores.</p>
	Year/Season	Score																							
Fall 2008	3.7																								
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	<p><i>Learning Outcome 1b:</i></p> <p>Students will maintain a score of 3 or higher on the oral communication assessment.</p>	<p><i>Measure 1b:</i></p> <p>Oral Communication Assessment Rubric</p>	<p>1b:</p> <p align="center"><b>Oral Communication Assessment</b></p> <table border="1"> <caption>Oral Communication Assessment Data</caption> <thead> <tr> <th>Year/Season</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>Fall 2008</td><td>4.3</td></tr> <tr><td>Spring 2009</td><td>4.6</td></tr> <tr><td>Summer 2009</td><td>4.0</td></tr> <tr><td>Fall 2009</td><td>4.8</td></tr> <tr><td>Spring 2010</td><td>4.4</td></tr> <tr><td>Summer 2010</td><td>4.2</td></tr> <tr><td>Fall 2010</td><td>4.4</td></tr> <tr><td>Spring 2011</td><td>4.8</td></tr> <tr><td>Summer 2011</td><td>4.6</td></tr> </tbody> </table>	Year/Season	Score	Fall 2008	4.3	Spring 2009	4.6	Summer 2009	4.0	Fall 2009	4.8	Spring 2010	4.4	Summer 2010	4.2	Fall 2010	4.4	Spring 2011	4.8	Summer 2011	4.6	<p><i>Measure 2:</i></p> <p>Since Fall 2008 when this data was collected, students have maintained an average score of 3.0 on the oral communication assessment</p>	<p><i>Measure 2:</i></p> <p>Annually evaluate the individual element sub scores on the oral element sub scores.</p>
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Fall 2008	4.3																								
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<b>Evidence of Learning: Courses within the Business Education Composite Teaching Major</b>					
<b>Program Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Method of Measurement Direct and Indirect Measures*</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
	<i>Learning Outcome 1c:</i> Students will achieve a score of 3.0 or higher.	<i>Measure 1c:</i> Student Teaching Final Evaluation Form	<i>1c:</i> Of 5 students evaluated, all were on target with an average score of 4.92 by meeting basic minimum of all areas of evaluation including: Plan curriculum and design instruction to enhance student learning a. Provides evidence of Education/Marketing Education content knowledge relevant to lesson being taught b. Design curriculum aligned to CTE Standards and Objectives c. Uses classroom media technologies effectively as teaching tools for student learning d. Demonstrates effective planning for current lesson presentation e. Presents material in a way that is relevant to real business situations f. Connects current lesson with overall unit being taught	<i>1c:</i> All students met the basic requirement.	<i>1c:</i> Annually evaluate the individual element sub scores on student teaching evaluations.
<i>Goal 2:</i> Not assessed for this major.					
<i>Goal 3:</i> Students will possess effective knowledge and skills.	<i>Learning Outcome 3a:</i> Students pass the business education Praxis exam.	<i>3a:</i> Praxis Exam for Business Education Test 100	<i>3a:</i> Of the 24 students who took this exam, 20 passed with a score of 650 or better (83 percent.)	<i>3a:</i> The passing score for this exam was 650. This exam has been replaced by BE 101.	<i>3a:</i> NA
		<i>Measure 3b:</i> Praxis Exam for Business Education Test 101	<i>3b:</i> Of the 7 students who took this new exam, 100% passed. The range of scores was 164 to 187. (September 2010-August 2011)	<i>3b:</i> The passing score for this exam is 154.	<i>3b:</i> Annually monitor the passing rate. To obtain sub score information from ETS (Praxis)

<b>Evidence of Learning: Courses within the Business Education Composite Teaching Major</b>					
<b>Program Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Method of Measurement Direct and Indirect Measures*</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
	<i>Learning Outcome 3c:</i> Students will achieve a score of 3.0 or higher.	<i>Measure 3c:</i> Student Teaching Final Evaluation Form	<i>3c:</i> 4.92 by meeting basic minimum of all areas of evaluation including: Engage and support all students in learning a. Communicate instruction clearly and accurately b. Presents concepts to promote understanding c. Keeps students engaged in learning concepts being taught d. Uses a variety of teaching methods for differing learning abilities e. Encourages team or group discussion where appropriate to enhance learning	<i>3c:</i> NA	<i>3c:</i> NA
<i>Goal 4:</i> Not assessed for this major.					
<i>Goal 5:</i> Students will obtain the first level of licensure	<i>Learning Outcome 5:</i>	<i>Measure 5:</i> Employment	<i>5:</i>	<i>5:</i> NA	<i>5:</i> NA
<i>Goal 6:</i> Students will demonstrate knowledge of ethics and professionalism	<i>Learning Outcome 6:</i> Student will achieve a score of 3.0 or higher.	<i>Measure 6:</i> Student Teaching Final Evaluation Form	<i>6:</i> 4.92 by meeting basic minimum of all areas of evaluation including: Demonstrating professionalism to support student learning a. Uses legal classroom practices b. Uses ethical classroom procedures c. Maintain professional demeanor and appearance	<i>6:</i> All students met the basic requirement.	<i>6:</i> Annually evaluate the individual element sub scores on student teaching evaluations.

## E. Academic Advising

### Advising Strategy and Process

Advising of students is assigned to different faculty for each major:  
Business Multimedia (AAS Degree) – Laura MacLeod and Laura Anderson  
Business Education – Allyson Saunders  
Graduation Clearance – Alden Talbot

Strong encouragement is made to use available advisement. Students are encouraged to meet in advisement at least once a year. Students are required to get advisement as part of the TBE 3600 Principles of Business Education course.

### Effectiveness of Advising

Upon clearance and reviews for graduation, students who have not sought advisement have more troubles than those who have taken advantage of the advisement sessions.

### Past Changes and Future Recommendations

Continue to encourage students to seek annual advisement.

## F. Faculty

### Faculty Demographic and Diversity Information

Seven (7) faculty teach regularly in the business education program.

<b>Gender</b>	Female	(15) 71.43%
	Male	(6) 28.57%
<b>Ethnicity</b>	Caucasian	(21)100%
<b>Degree</b>	Doctorate	(4)%
	Master's	(12) 57.14%
	Bachelor's	(5) 06.80%
<b>Rank/Tenure</b>	Tenured	(5) 23.82%
	Instructor	(2) 9.5%
	Adjunct	(14) 66.67%

### Programmatic/Departmental Teaching Standards and Faculty Qualifications

Adjuncts for lower division courses (1000 and 2000 level courses)  
Master's degree and 3 years' related experience, and/or related endorsement.

OR

Bachelor's degree with related licensure, certification, and/or endorsement, and 3 years' related experience.

Must submit:

- A current resume
- Copies of teaching licensure or certification
- Documentation of degree and years of related experience

Adjuncts for upper division courses (3000 or 4000 level courses)

Master's degree in related field and 3 years' related experience, and/or related endorsement.

OR

Bachelor's degree plus 3 years' experience, related certification/s, plus 15 semester credit hours beyond bachelor's degree.

Must submit:

- A current resume
- Copies of teaching licensure or certification
- Documentation of degree and years of related experience

Campus Adjunct Instructor:

- All campus adjunct instructor classes are student evaluated
- All campus adjunct instructors have impromptu visits from a tenured department faculty member
- All campus course outlines must be submitted to the department administrative assistant and approved by an assigned tenured department faculty member and must follow course objectives as outlined by the Department

Concurrent Adjunct Instructor:

- Concurrent adjunct instructors are visited once a year by the TBE Department Concurrent supervisor
- Concurrent course outlines are submitted for approval and kept on file by the TBE Department Concurrent supervisor

#### Evidence of Effective Instruction

All faculty are evaluated a minimum of once a semester.

- Tenured faculty are evaluated in at least one course per semester
- Regular untenured ranked faculty are evaluated once for each unique course taught each semester.
- Adjunct faculty are evaluated once in each unique course instructed each semester.

### Mentoring Activities

Each new faculty member is oriented for the class being taught. Course objectives and grading criteria are discussed and reviewed. Grading criteria, facilities, online resources (including Canvas) are introduced.

### Ongoing Review and Professional Development

Faculty keep up to date in their respective areas of expertise by regularly attending conferences and completing workshops as well as utilizing various online and print materials.

The Teaching & Learning Forum was created by a group of faculty in 1992. The Forum offers retreats, book groups, workshops, collaborative projects, and other initiatives in support of faculty development. Activities are directed by the Teaching, Learning, and Assessment (TLA) Committee, a standing committee of the Faculty Senate, and the appointed coordinator who also serves as chair of the TLA Committee. The website is located at <http://weber.edu/tlf>.

All contract, salaried faculty are encouraged to submit proposals to the Research Scholarship and Professional Growth Committee and the Academic Resources and Computing Committee.

## **G. Support Staff, Administration, Facilities, Equipment, and Library**

### Adequacy of Staff

See Appendix C.

### Adequacy of Administrative Support

The TBE Department receives excellent support from university departments such as WSU Online and Multimedia Services. The WSU Online staff has provided training and ongoing support. Many of the faculty have received Master Online Teacher certification by completing a series of workshops coordinated by the WSU Online office related to teaching techniques and current technology. The WSU Online office also has provided leadership on campus in regards to learning management systems. Faculty have used WebCT, Blackboard, and Canvas in most courses. These LMS have led to efficiencies both in face-to-face courses as well as online courses. The Multimedia Services Department provides guidance in purchasing equipment and planning new facilities.

At the college level, the department has received excellent technical support from staff, which keeps the classrooms functioning effectively. The faculty have three areas of responsibility: teaching, service, and research. High teaching loads and expectations of service limit the time available to complete research.

Additional faculty positions would allow current faculty to have time for professional development as well as allow the program to offer more advanced courses that would make students more employable.

Adequacy of Facilities and Equipment

The TBE Department has been able to provide students with the latest software and exposure to state-of-the-art equipment and technology. The students have experience working on both pc and Mac computers. The relocation of the department to Elizabeth Hall has greatly improved working conditions as well as classrooms. At the college level, the department has received generous funding in support of software and equipment.

The TBE Department has the following facilities:

<b>Building</b>	<b>Room Number</b>	<b>Room Type/Usage</b>
Elizabeth Hall Ogden Campus	311 a & b	Computer Lab (25 Computer Workstations, 16 Computer Testing Stations)
	311 c & d	Audio/Visual Lab
	313	Multimedia Classroom (30 Mac Computers)
	318	TBE 1700 (CIL) Computer Classroom (40 PC Computers)
	373	Conference Room
	383	Department Chair Office
	367, 368, 371, 374, 378, 379, 380	Faculty and Staff Offices
	372, 375, 377	Adjunct Offices
	383	Administrative Assistant Office
Building 3 Ogden Campus	338	Computer Classroom (30 PC Computers)
Davis Campus	311	Computer Classroom (32 PC Computers)
	315	Computer Classroom (32 PC Computers)

Adequacy of Library Resources

Several courses rely heavily on the library service Safari that provides online access to hundreds of textbooks and resources related to multimedia.

## **H. Relationships with External Communities**

### Description of Role in External Communities

Advisement for the Business Education major comes from five main sources:

1. Business/Multimedia Advisory Committee (for AAS degree)
2. Concurrent enrollment teachers (meet annually for training and input and individually at each school)
3. USOE Advisory Committee for Business Education (joined committee December 2011)
4. University Council for Teacher Education (UCTE), a Weber State committee that meets to discuss issues and approve curriculum for secondary education
5. Interaction with cooperating teachers in student teaching visit.

### Summary of External Advisory Committee Minutes

Information/input from these advisory groups is brought back to share in department meetings, and changes to the curriculum in individual courses or course changes are then made as needed.

## I. Results of Previous Program Reviews

Previous Program Review: October 2003		
Problem Identified	Action Taken:	Progress:
<p><i>Issue 1</i></p> <p>Faculty are spread very thin with so many additional assignments, they need some relief on committees etc. With a 40 percent increase in classes (as a result of the CIL requirement), additional tenure-track positions are a must!!</p>	<p><b>Action Taken:</b></p> <p>Because of budget issues, adjuncts have been hired to handle additional department courses.</p>	
	<p><b>Action to Be Taken:</b></p> <p>As budgets allow, one additional tenure track faculty position in telecommunications and one additional tenure track position in business/multimedia will be requested.</p>	
<p><i>Issue 2</i></p> <p>Consideration should be given to adding personal finance class with new state requirement in public schools. Perhaps the course should be an option in the AAS to replace part of the 6-credit selection in multimedia. That change may necessitate separate AAS requirements for the Teacher Education majors and the Business Systems majors.</p>	<p><b>Action Taken:</b></p> <p>Finance 1010 (personal finance) has been added to the required courses for Business Education students.</p>	Complete
	<p><b>Action to Be Taken:</b></p> <p>None.</p>	
<p><i>Issue 3</i></p> <p>Professors are knowledgeable, student friendly, and up to date with content and instructional delivery. Because a small faculty is covering a large core of classes, more division of expertise</p>	<p><b>Action Taken:</b></p> <p>Several of the business/multimedia courses, including TBE 2334 and 2534, are now taught by adjuncts which relieves from additional course preps.</p>	
	<p><b>Action to Be Taken:</b></p>	



<p>might be considered. Rather than having two people maintain areas (as indicated in the self-study), changing to one responsible person for some of the smaller areas would decrease the number of overall preparations for faculty members.</p>	<p>As budgets allow, one additional tenure track faculty position in telecommunications and one additional tenure track position in business/multimedia will be requested.</p>	
<p>Issue 4</p> <p>Faculty are spread very thin with so many additional assignments, they need some relief on committees etc. With a 40 percent increase in classes (as a result of the CIL requirement), additional tenure-track positions are a must!!</p>	<p><b>Action Taken:</b></p>	<p><b>Progress:</b></p>
	<p><b>Action to Be Taken:</b></p> <p>As budgets allow, one additional tenure track faculty position in telecommunications and one additional tenure track position in business/multimedia will be requested.</p>	

**J. Action Plan for Ongoing Assessment Based on Current Self-Study Findings**

**Action Plan for Evidence of Learning Related Findings**

<b>Problem Identified</b>	<b>Action to Be Taken</b>
<p><i>Issue 1</i></p> <p>The subscore data from Praxis (ETS) is currently not available. The company that administers the Praxis exam (ETS) is working to make that information available. Once that information is available, program changes could be made to assist students in scoring higher on that exam.</p>	<i>Current 5 Year Program Review: 2012</i>
	<i>Year 1 Action to Be Taken: Obtain subscore information from Praxis.</i>
	<i>Year 2 Action to Be Taken: Make program changes as needed.</i>

**Action Plan for Staff, Administration, or Budgetary Findings**

<b>Problem Identified</b>	<b>Action to Be Taken</b>
<p><i>Issue 1</i></p> <p>Reevaluate current assignments such as  FBLA-PBL  Student advising  Faculty preps</p>	<i>Current 5 Year Program Review: 2012</i>
	<i>Year 1 Action to Be Taken: Look at entire TBE Department assignments and roles. Reassign as needed.</i>

### K. Summary of Artifact Collection Procedure

<b>Artifact</b>	<b>Learning Outcome Measured</b>	<b>When/How Collected?</b>	<b>Where Stored?</b>
2532 Personal Website Project	3-Possess knowledge and skills of technology	End of semester – once a year	Department server
2533 Book Cover Project	3-Possess knowledge and skills of technology	End of semester – once a year	Department server
3100 Marketing Card Project	3-Possess knowledge and skills of technology	Beginning of semester – once a year	Department server
3610 Learning Activity Packets	3-Possess knowledge and skills of technology	Once a year	Department server

## APPENDICES

### Appendix A: Student and Faculty Statistical Summary for Department

	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Student Credit Hours Total	14,402	17,269	14,718	15,882	16,323
Student FTE Total	480.07	575.63	490.58	529.40	544.10
Student Majors BS	18	15	20	18	27
Department Graduates	43	26	36	33	41
Certificate	0	0	0	0	1
Associate Degree	19	3	11	8	10
Bachelor Degree	24	23	25	25	30
Student Demographic Profile	129	139	157	153	175
Female	43	49	51	47	51
Male	86	90	106	106	124
Faculty FTE Total	15.22	15.58	15.62	16.09	NA
Adjunct FTE	7.72	8.08	9.05	8.98	NA
Contract FTE	7.50	7.50	6.57	7.11	NA
Student/Faculty Ratio	31.54	36.95	31.41	32.90	NA

*Note:* Data provided by Institutional Research

## Appendix B: Contract/Adjunct Faculty Profile

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Ms. Laura Anderson	F	Caucasian	Instructor	NonTenure Track	Master's	19	TBE 1700 TBE 2080 TBE 2531 TBE 3000
Mr. Kenneth Cuddeback	M	Caucasian	Associate Professor	Tenured	Master's	12	TBE 2200 TBE 2300
Dr. Diana Green	F	Caucasian	Professor	Tenured	Doctorate	35	TBE 3070 TBE 3250
Dr. Laura MacLeod	F	Caucasian	Associate Professor	Tenured	Doctorate	30	TBE 1700 TBE 1703 TBE 2533 TBE 3100
Ms. Joyce Porter	F	Caucasian	Instructor	NonTenure Track	Master's	37	TBE 1700 TBE 1702 TBE 1703 TBE 2532
Dr. Allyson Saunders	F	Caucasian	Professor	Tenured	Doctorate	29	TBE 1700 TBE 3250 TBE 3600 TBE 6600
Dr. Alden Talbot	M	Caucasian	Professor	Tenured	Doctorate	43	TBE 1701 TBE 3610 TBE 4860 TBE 6610
Mr. Thomas Bell	M	Caucasian	Adjunct Faculty	NA	Master's	1	TBE 1700 TBE 2334

Mr. Jon Gardner	M	Caucasian	Adjunct Faculty	NA	Master's	16	TBE 1700
Ms. Linda Greenwood	F	Caucasian	Adjunct Faculty	NA	Bachelor's	15	TBE 1700
Mr. Scott Halford	M	Caucasian	Adjunct Faculty	NA	Bachelor's	3	TBE 2534
Ms. Nancy Hoyt	F	Caucasian	Adjunct Faculty	NA	Master's	11	TBE 1700
Ms. Sandra Jensen	F	Caucasian	Adjunct Faculty	NA	Master's	3	TBE 3250
Ms. Christy Keel	F	Caucasian	Adjunct Faculty	NA	Bachelor's	4	TBE 1700
Ms. Carole Lapine	F	Caucasian	Adjunct Faculty	NA	Master's	13	TBE 1700 TBE 3250
Ms. Naloni Marriott	F	Caucasian	Adjunct Faculty	NA	Bachelor's	17	TBE 1700
Ms. Jennifer Morgan	F	Caucasian	Adjunct Faculty	NA	Master's	6	TBE 1700 TBE 2200 TBE 2300
Mr. Dale Pollard	M	Caucasian	Adjunct Faculty	NA	Bachelor's	16	TBE 1700
Ms. Sharon Roghaar	F	Caucasian	Adjunct Faculty	NA	Master's	16	TBE 1700
Ms. Sharon Watson	F	Caucasian	Adjunct Faculty	NA	Master's	41	TBE 1700
Ms. Amanda Webster	F	Caucasian	Adjunct Faculty	NA	Master's	3	TBE 1700

### Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Angela Christensen Classified Staff	F	Caucasian	Administrative Assistant	2	Office Support Coadvisor, PBL
Carole Barrios Lapine Professional Staff	F	Caucasian	Computer Literacy Administrator	13	CIL Business Communication Computer Software

## Appendix D: Financial Analysis Summary

<b>Department of Telecommunications &amp; Business Education</b>					
<b>Cost</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>
Direct Instructional Expenditures	895,026	838,870	888,107	894,476	928,019
Cost Per Student FTE	1,864	1,457	1,810	1,690	1,706
<b>Funding</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>
Appropriated Fund	754,391	784,485	801,650	808,469	815,897
Other:					
Special Legislative Appropriation					
Grants of Contracts					7,026
Special Fees/Differential Tuition	140,635	54,385	86,457	86,007	105,095
<b>Total</b>	<b>895,026</b>	<b>838,870</b>	<b>888,107</b>	<b>894,476</b>	<b>928,019</b>

*Note:* Data provided by Provost's Office

## Appendix E: External Community Involvement Names and Organizations

<b>Advisory Committee for Business/Multimedia (AAS Degree for Business Education Students)</b>	
<b>Name</b>	<b>Organization</b>
Katie Anderson	Visual Communication Specialist, LDS Church
Victor Conrad	Director of Multimedia, ATK
Karen Doutre	WSU Employment Advisor
Linda Dunmeyer	Does audio/video work for Michael Worthen, Independent Contractor for American International Media
Georgia Ferguson	Web Page Designer, WSU Continuing Education
Jim Godwin	Multimedia Services, Weber State University
Daniel Gray	Graphic Designer/Flash Developer/3D Animation Southwest Research Institute
Scott Halford	Executive Director – Foursite Film Festival
Jamie Dettloff	International Association of Administrative Professionals President
Andrea Jones	AccuColor Digital Printing
Bob King	Manager, WSU Multimedia Services
Karen King	Vice President, Human Resources, MarketStar
Sara Petty Lleverino	Web Developer II, WSU University Communications
Carl Lyman	State IT Specialist, Career and Technical Education Utah State Office of Education
Celeste McDonald	Management and Training Corporation
Garth Tuck	Assistant Professor, Computer Science
Wes Van Dyke	Sales Manager, Yesco
<b>Advisory Committee for Business Education (Composite Teaching) BS Degree Joint with Business Utah State Office of Education Committee</b>	
Glen Gailey	Alpine School District
Connie Clements	Salt Lake School District
Lisa Crane	Washington School District
Laura deShazo	Utah State Office of Education
Wayne Dittmore	Jordan School District
Rita James	Nebo School District
Cyndi Krebs	Utah Valley University
Allyson Saunders	Weber State University
Jeep Spaulding	Beaver School District
Shauna Ward	Davis School District
Trevor Ward	Weber School District
Alison Williams	Box Elder School District
<b>TBE Concurrent Enrollment Teachers</b>	
Kathy Pilkington	Ben Lomond High School
Judy Whitby	Bonneville High School



Clark Stringfellow	Bountiful High School
Marilyn Olds	Clearfield High School
Kathleen Gooch Camille Hogge	Davis High School
Dale Pollard	Fremont High School
Stacie Bateman Susan Heath	Layton High School
Chris Deitsch	Morgan High School
Cathy Bell	Northridge High School
Lucille Brizzee	Ogden High School
Jana Dunn	Roy High School
Michele Casey Karen Rosier	Syracuse High School
Annette Godfrey	Viewmont High School
Trevor Ward	Weber High School
Kathy Carter Jennifer Rousch	Woods Cross High School

#### **Appendix F: External Community Involvement Financial Contributions**

<b>Organization</b>	<b>Amount</b>	<b>Type</b>
Private donation from Ray Kimber for Audio/Visual Room	\$10,000	Donation