

# WSU Five-Year Program Review

## *Self-Study*

Cover Page

**Department:** Telecommunications and Business Education

**Program:** Business/Multimedia Technologies

**Semester Submitted:** Fall 2011

**Self-Study Team Chair:** *Cynthia Krebs*, Professor  
Utah Valley University  
800 West University Parkway  
Orem, UT 84058  
[Cynthia.Krebs@uvu.edu](mailto:Cynthia.Krebs@uvu.edu)  
801.863.8281

**Self-Study Team Members:** *Katie Anderson*, Visual Communications Specialist  
LDS Church  
259 East 4700 South  
Ogden, UT 84405  
[KA@LDSChurch.org](mailto:KA@LDSChurch.org)  
801.725.0823

*Amanda Webster*  
Instructional Design, CE  
Weber State University  
4304 University Circle  
Ogden, UT 84408-4304  
[AWebster@weber.edu](mailto:AWebster@weber.edu)  
801.626.7633

*Garth Tuck*, Assistant Professor  
Computer Science Department  
Weber State University  
2401 University Circle  
Ogden, UT 84408-2401  
[gtuck@weber.edu](mailto:gtuck@weber.edu)  
801.626.7929

**TBE Contact Information:** *Dr. Laura MacLeod*, Associate Professor  
**Phone:** 801. 626.6823  
**Email:** [lmacleod@weber.edu](mailto:lmacleod@weber.edu)

## **A. Brief Introductory Statement**

The Business/Multimedia Technologies 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 have the following degree options:

- Bachelor of Science in Business/Multimedia Technologies
- Associate of Applied Science in Business /Multimedia Technologies
- Minor in Business/Multimedia Technologies
- Emphasis in Bachelor of Integrated Studies
- Bachelor of Integrated Studies in Web Technologies

Students completing a major in Business/Multimedia Technologies are prepared for independent or corporate work. Graduates have found employment in areas such as advertising, video editing, training, and print and web publishing.

Students learn a variety of business and multimedia software applications. Coursework covers various multimedia programs including graphics, drawing, video and audio editing, animation, and web design. Students also master advanced features of the Microsoft Office suite and current hardware and networking technology. Student also gain competence in business communication and personal training, which are crucial elements for a successful business career. Students are introduced to new management procedures for both people and technology to help meet challenges of the ever-changing business environment.

## **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	N/A	I		N/A	
TBE 2080 Database Applications		N/A	E		N/A	
TBE 2200 Microcomputer Operating Systems		N/A	E		N/A	
TBE 2334 Introduction to Multimedia Web Applications		N/A	E		N/A	
TBE 2531 Exploring Multimedia Applications	U	N/A	E	U	N/A	I
TBE 2532 Web Page Design and Development		N/A	Artifact	U	N/A	I
TBE 2533 Image Editing Solutions		N/A	Artifact		N/A	
TBE 2534 Video Editing Techniques	U	N/A	E	U	N/A	
TBE 3000 Advanced Word Processing		N/A	E		N/A	
TBE 3070 Advanced Spreadsheet Applications		N/A	E		N/A	
TBE 3090 Advanced Electronic Presentations		N/A	E		N/A	
TBE 3100 Desktop Publishing	U	N/A	Artifact	U	N/A	
TBE 3250 Business Communication	A	N/A	U		N/A	
TBE 3400 Training the Trainer	E	N/A	U		N/A	
TBE 3532 Internet/Database Integration		N/A	E	U	N/A	
TBE 3534 Advanced Multimedia Applications		N/A	E		N/A	
TBE 3535 Creating Computer Illustrations		N/A	E		N/A	
TBE 3550 Supervising Information Technology		N/A	U	U	N/A	

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 3634 Computer Animation and Motion		N/A	E		N/A	
TBE 4860 Business/Multimedia Technologies Internship	A	N/A	A	A	N/A	A
TBE 4890 Multimedia e-Portfolio	U	N/A	E	E	N/A	E
ECON 1010 Economics as a Social Science		N/A			N/A	
ACCTG 2010 Survey of Accounting I		N/A			N/A	
MKTG 3010 Marketing Concepts and Practices		N/A			N/A	
BSAD 3200 Legal Environment of Business		N/A			N/A	
ART 2450 Foundations of Photography: Color/Digital		N/A			N/A	

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

### *Summary Information*

The department has six student learning outcomes; however, only outcomes 1, 3, 4, and 6 are assessed in the Business/Multimedia Technologies major.

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

### Measureable Learning Outcomes

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. implement effective decision-making and problem-solving skills.
5. *Note:* department outcome not applicable to this major
6. possess knowledge of ethics and professionalism.

### *Summary Information (as needed)*

The department has six student learning outcomes; however, only outcomes 1, 3, 4, and 6 are related to the Business/Multimedia Technologies 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>          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>          Send, copy, and save e-mail.</p> <p><b>Presentations</b>          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>
---	--	--	--

**Evidence of Learning Outcomes - Knowledge and Skills**  
*CIL classes meet the knowledge and skills category*

CIL Lecture, Online, and Library Classes Fall 2010	CIL Lecture, Online, and Library Classes Spring 2011	CIL Lecture, Online, and Library Classes Summer 2011	Total CIL lecture, Online, and Library for Fall 2010, Summer 2011, Spring 2011
<p><b>Passed</b>      92.27%</p> <p><b>Failed</b>      7.73%</p> <p><b>Withdrew</b>    8.16%</p>	<p><b>Passed</b>      90.90%</p> <p><b>Failed</b>      9.10%</p> <p><b>Withdrew</b>    7.67%</p>	<p><b>Passed</b>      88.24%</p> <p><b>Failed</b>      11.76%</p> <p><b>Withdrew</b>    12.01%</p>	<p><b>Passed</b>      91.02%</p> <p><b>Failed</b>      8.98%</p> <p><b>Withdrew</b>    8.62%</p>

**Academic Year - Spring and Summer 2011, Fall 2010 - Statistics Table Attached**

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

	<b>Enrolled</b>	<b>Pass</b>	<b>Fail</b>	<b>WD</b>
	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**

	<b>Enrolled</b>	<b>Pass</b>	<b>Fail</b>	<b>WD</b>
	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>

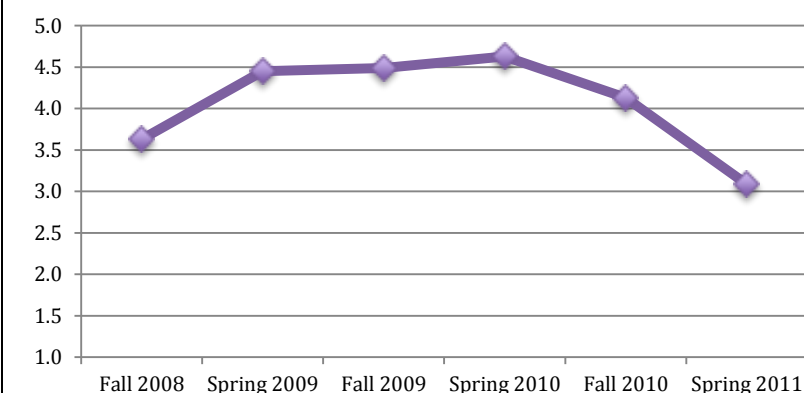
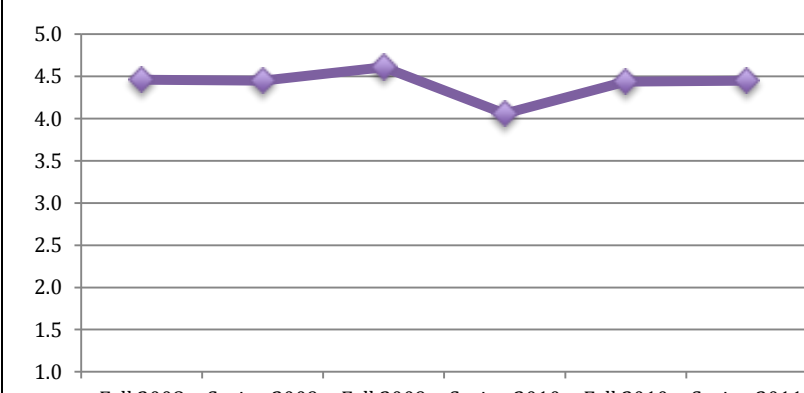
**Total Lecture, Online, and library Class Enrollment, Pass/Fail, and Withdrawal  
Fall 2010**

	<b>Enrolled</b>	<b>Pass</b>	<b>Fail</b>	<b>WD</b>
	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**

	<b>Enrolled</b>	<b>Pass</b>	<b>Fail</b>	<b>WD</b>
<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/Multimedia Major**

Evidence of Learning: Courses within the Business/Multimedia 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 1:</i></p> <p>Students will maintain a score of 3.5 or above on the writing assessment.</p>	<p><i>Measure 1:</i></p> <p>Writing Assessment Rubric</p>	<p>Measure 1:</p> <p style="text-align: center;"><b>Writing Assessment</b></p>  <table border="1"> <caption>Writing Assessment Data</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2008</td> <td>3.6</td> </tr> <tr> <td>Spring 2009</td> <td>4.4</td> </tr> <tr> <td>Fall 2009</td> <td>4.5</td> </tr> <tr> <td>Spring 2010</td> <td>4.6</td> </tr> <tr> <td>Fall 2010</td> <td>4.1</td> </tr> <tr> <td>Spring 2011</td> <td>3.1</td> </tr> </tbody> </table>	Term	Score	Fall 2008	3.6	Spring 2009	4.4	Fall 2009	4.5	Spring 2010	4.6	Fall 2010	4.1	Spring 2011	3.1	<p><i>Measure 1:</i></p> <p>Since Fall 2008 when collection of this data began, students have maintained an average score of 4.1 on the oral communication assessment.</p>	<p><i>Measure 1:</i></p> <p>To annually evaluate the individual element scores on the writing rubric to improve the sub scores</p>
	Term	Score																	
Fall 2008	3.6																		
Spring 2009	4.4																		
Fall 2009	4.5																		
Spring 2010	4.6																		
Fall 2010	4.1																		
Spring 2011	3.1																		
<p><i>Learning Outcome 2:</i></p> <p>Students will maintain a score of 3.5 or above on the oral communication assessment.</p>	<p><i>Measure 2:</i></p> <p>Oral Communication Assessment Rubric</p>	<p>Measure 2:</p> <p style="text-align: center;"><b>Oral Communication Assessment</b></p>  <table border="1"> <caption>Oral Communication Assessment Data</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2008</td> <td>4.4</td> </tr> <tr> <td>Spring 2009</td> <td>4.4</td> </tr> <tr> <td>Fall 2009</td> <td>4.6</td> </tr> <tr> <td>Spring 2010</td> <td>4.0</td> </tr> <tr> <td>Fall 2010</td> <td>4.4</td> </tr> <tr> <td>Spring 2011</td> <td>4.4</td> </tr> </tbody> </table>	Term	Score	Fall 2008	4.4	Spring 2009	4.4	Fall 2009	4.6	Spring 2010	4.0	Fall 2010	4.4	Spring 2011	4.4	<p><i>Measure 2:</i></p> <p>Since Fall 2008, when collection of this data began, students have maintained an average score of 4.5 on the oral communication assessment</p>	<p><i>Measure 2:</i></p> <p>To annually evaluate the individual element scores on the oral com rubric to improve the sub scores</p>	
Term	Score																		
Fall 2008	4.4																		
Spring 2009	4.4																		
Fall 2009	4.6																		
Spring 2010	4.0																		
Fall 2010	4.4																		
Spring 2011	4.4																		



Evidence of Learning: Courses within the Business/Multimedia 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															
<i>Goal 2:</i> This goal is not assessed for this major.																						
<i>Goal 3:</i>  Students will possess effective knowledge and skills	<i>Learning Outcome 3:</i>  At least 75% of students will work on level comparable to or beyond the level of educational background.	<i>Measure 1:</i>  Internship Employer and Student Forms	<i>Measure 1:</i>  <p style="text-align: center;"><b>Knowledge and Skills</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2" style="text-align: center;">Academic Year</th> <th style="text-align: center;">Works beyond level of educational background</th> <th style="text-align: center;">Works on level comparable to educational background</th> <th style="text-align: center;">Works on level below educational background</th> </tr> <tr> <th style="text-align: center;">Employer</th> <th style="text-align: center;">Employer</th> <th style="text-align: center;">Employer</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2009/2010</td> <td style="text-align: center;">11</td> <td style="text-align: center;">4</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">2010/2011</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>			Academic Year	Works beyond level of educational background	Works on level comparable to educational background	Works on level below educational background	Employer	Employer	Employer	2009/2010	11	4	0	2010/2011	4	2	0	<i>Measure 1:</i>  Of the employers who rated students' knowledge and skills, 15 out of 21 (71 percent) rated students in the highest level.	<i>Measure 1:</i>  Evaluate higher level software tasks and skills.
Academic Year	Works beyond level of educational background	Works on level comparable to educational background	Works on level below educational background																			
	Employer	Employer	Employer																			
2009/2010	11	4	0																			
2010/2011	4	2	0																			
<i>Goal 4:</i>  Students will possess effective decision-making and problem-solving skills	<i>Learning Outcome 4a:</i>  At least 75% of students will make appropriate decisions most of the time.	<i>Measure 1:</i>  Internship Employer and Student Forms	<i>Measure 1:</i>  <p style="text-align: center;"><b>Decision Making</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2" style="text-align: center;">Academic Year</th> <th style="text-align: center;">Makes appropriate decisions most of the time</th> <th style="text-align: center;">Makes appropriate decisions some of the time</th> <th style="text-align: center;">Unable to make appropriate decisions</th> </tr> <tr> <th style="text-align: center;">Employer</th> <th style="text-align: center;">Employer</th> <th style="text-align: center;">Employer</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2009/2010</td> <td style="text-align: center;">15</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">2010/2011</td> <td style="text-align: center;">6</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>			Academic Year	Makes appropriate decisions most of the time	Makes appropriate decisions some of the time	Unable to make appropriate decisions	Employer	Employer	Employer	2009/2010	15	0	0	2010/2011	6	0	0	<i>Measure 1:</i>  Of the employers who rated students' decision-making skills, 21 out of 21 (100 percent) rated students in the highest level.	<i>Measure 1:</i>  NA
Academic Year	Makes appropriate decisions most of the time	Makes appropriate decisions some of the time	Unable to make appropriate decisions																			
	Employer	Employer	Employer																			
2009/2010	15	0	0																			
2010/2011	6	0	0																			

	<i>Learning Outcome 4b:</i>  At least 75% of students will identify most problems and implement solutions.	<i>Measure 2:</i>  Internship Employer and Student Forms	<i>Measure 2:</i>  <table border="1"> <thead> <tr> <th colspan="4"><b>Problem-Solving Skills</b></th> </tr> <tr> <th></th> <th><b>Identifies most problems and implements solutions</b></th> <th><b>Identifies some problems and implements some solutions</b></th> <th><b>Unable to identify problems and implement solutions</b></th> </tr> <tr> <th><b>Academic Year</b></th> <th><b>Employer</b></th> <th><b>Employer</b></th> <th><b>Employer</b></th> </tr> </thead> <tbody> <tr> <td>2009/2010</td> <td>14</td> <td>1</td> <td>0</td> </tr> <tr> <td>2010/2011</td> <td>4</td> <td>2</td> <td>0</td> </tr> </tbody> </table>	<b>Problem-Solving Skills</b>					<b>Identifies most problems and implements solutions</b>	<b>Identifies some problems and implements some solutions</b>	<b>Unable to identify problems and implement solutions</b>	<b>Academic Year</b>	<b>Employer</b>	<b>Employer</b>	<b>Employer</b>	2009/2010	14	1	0	2010/2011	4	2	0	<i>Measure 2:</i>  Of the employers who rated students' problem-solving skills, 18 out of 21 (86 percent) rated students in the highest level.	<i>Measure 2:</i>  NA
<b>Problem-Solving Skills</b>																									
	<b>Identifies most problems and implements solutions</b>	<b>Identifies some problems and implements some solutions</b>	<b>Unable to identify problems and implement solutions</b>																						
<b>Academic Year</b>	<b>Employer</b>	<b>Employer</b>	<b>Employer</b>																						
2009/2010	14	1	0																						
2010/2011	4	2	0																						
<i>Goal 5:</i> This outcome is not assessed for this major.																									
<i>Goal 6:</i>  Students will possess knowledge of ethics and professionalism	<i>Learning Outcome 6:</i>  At least 75% of students will demonstrate good or excellent work ethics.	<i>Measure 1:</i>  Internship Employer and Student Forms	<i>Measure 1:</i>  <table border="1"> <thead> <tr> <th colspan="4"><b>Ethics</b></th> </tr> <tr> <th></th> <th><b>Demonstrates excellent work ethics</b></th> <th><b>Demonstrates good work ethics</b></th> <th><b>Demonstrates poor work ethics</b></th> </tr> <tr> <th><b>Academic Year</b></th> <th><b>Employer</b></th> <th><b>Employer</b></th> <th><b>Employer</b></th> </tr> </thead> <tbody> <tr> <td>2009/2010</td> <td>13</td> <td>2</td> <td>0</td> </tr> <tr> <td>2010/2011</td> <td>5</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	<b>Ethics</b>					<b>Demonstrates excellent work ethics</b>	<b>Demonstrates good work ethics</b>	<b>Demonstrates poor work ethics</b>	<b>Academic Year</b>	<b>Employer</b>	<b>Employer</b>	<b>Employer</b>	2009/2010	13	2	0	2010/2011	5	1	0	<i>Measure 1:</i>  Of the employers who rated students' ethics, 18 out of 21 (86 percent) rated students in the highest level.	<i>Measure 1:</i>  NA
<b>Ethics</b>																									
	<b>Demonstrates excellent work ethics</b>	<b>Demonstrates good work ethics</b>	<b>Demonstrates poor work ethics</b>																						
<b>Academic Year</b>	<b>Employer</b>	<b>Employer</b>	<b>Employer</b>																						
2009/2010	13	2	0																						
2010/2011	5	1	0																						

\*At least one measure per objective must be a direct measure. Indirect measures may be used to supplement evidence provided via the direct measures.

## E. Academic Advising

### Advising Strategy and Process

Dr. Laura MacLeod advises students in this major.

Ms. Laura Anderson advises students in this minor and BIS program.

### Effectiveness of Advising

Dr. MacLeod and Ms. Anderson work closely to provide consistent advising to students. They have collaborated with Dr. Allyson Saunders to research job opportunities in this field in order to better advise students.

### Past Changes and Future Recommendations

Dr. MacLeod has, in the past, had complete responsibility for advising majors, minors, and BIS students. Ms. Anderson has recently been added as an official advisor to share the advising responsibilities. Additional research is needed to identify career opportunities for the multimedia students to improve recruitment and advising.

## F. Faculty

### Faculty Demographic and Diversity Information

Eight faculty teach regularly in the multimedia program.

Gender	Female	63%
	Male	37%
Ethnicity	Caucasian	100%
Degree	Doctorate	38%
	Master's	50%
	Bachelor's	12%
Rank/Tenure	Tenured	50%
	Instructor	25%
	Adjunct	25%
Years Teaching	<5	25%
	5-20	13%
	>20	62%

## 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

Dr. MacLeod reviews course materials, observes teaching, and provides guidance to two adjunct faculty.

#### 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. We have used WebCT, Blackboard, and Canvas in most of our 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 (32 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

The role of the Advisory Committee has been essential to the development of curriculum. The committee's recommendations helps keep courses current and relevant. The committee also provides input regarding quality of student work.

Local businesses and organizations provide support to the department in several ways. They provide internships that are required for multimedia majors and are available for minors. The internship provides an opportunity for students to gain relevant work experience. Internship evaluation is used in assessment. Businesses also contact the department to find students to do projects for them such as create websites, videos, and promotional print materials.

The students in the multimedia program benefit from donations, business visits, and presentations by local and national businesses.

## **I. Results of Previous Program Reviews**

<b>Previous Program Review: October 2003</b>		
<b>Problem Identified</b>	<b>Action Taken:</b>	<b>Progress:</b>
<i>Issue 1</i>  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!!	<b>Action Taken:</b>	
	Additional adjuncts have been hired.	
	<b>Action to Be Taken:</b>	
	Additional permanent, full-time faculty member would provide both expertise to offer advanced multimedia courses as well as relief to current faculty.	
	<b>Action to Be Taken:</b>	
	Considerable time is devoted to advising students; a full-time department advisor would allow faculty to focus on teaching.	
<b>Action to Be Taken:</b>		

<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>The curriculum has been realigned so that the AAS degree includes requirements for both Business/Multimedia students as well as Business Education students.</p>	<p><b>Progress:</b></p>
	<p><b>Action to Be Taken:</b></p>	
<p><i>Issue 3</i></p> <p>Professors are knowledgeable, student friendly, and up to date with content and instructional delivery. Because of small faculty is covering a large core of classes, more division of expertise 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><b>Action Taken:</b></p>	<p><b>Progress:</b></p>
	<p><b>Action to Be Taken:</b></p> <p>Reallocation of current course responsibilities would allow faculty to focus on areas of expertise.</p>	
<p><i>Issue 4</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>Additional adjuncts have been hired.</p>	<p><b>Progress:</b></p>
	<p><b>Action to Be Taken:</b></p> <p>Additional permanent, full-time faculty member would provide both expertise to offer advanced multimedia courses as well as relief to current faculty.</p>	

*Summary Information*

Faculty continue to carry heavy loads.



## Summary of External Advisory Committee Minutes

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

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

**Action Plan for Evidence of Learning Related Findings: writing, oral, etc. re: assessment**

<b>Problem Identified</b>	<b>Action to Be Taken</b>
<i>Issue 1</i>	<i>Current 5 Year Program Review: 2012</i>
Multimedia program needs to offer additional advanced coursework.	<i>Year 1 Action to Be Taken: Determine through the advisory committee what additional advanced courses need to be added to the curriculum.</i>
	<i>Year 2 Action to Be Taken: Add one additional advanced course.</i>
	<i>Year 3 Action to Be Taken: Add the second additional advanced course.</i>

*Summary Information*

Both of these issues could result in curriculum changes.

The results of assessing the coursework offered outside of the department would determine the relevance of the course offerings to our majors. The results would also show how successful our majors are in meeting the requirements of the outside departments.

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

<b>Problem Identified</b>	<b>Action to Be Taken</b>
<i>Issue 1</i>	<i>Current 5 Year Program Review: 2012</i>
Add an additional faculty member for the Business/Multimedia Technologies major.	<i>Year 1 Action to Be Taken:</i> Request a tenure-track faculty position for the Business/Multimedia Technologies Major.
	<i>Year 2 Action to Be Taken:</i> Hire additional faculty.
<i>Issue 2</i>	<i>Current 5 Year Program Review: 2012</i>
Reevaluate current assignments such as: FBLA-PBL Student advising Faculty preps	<i>Year 1 Action to Be Taken:</i> Look at entire TBE Department assignments and roles. Reassign as needed.

**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

## APPENDICES

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

	2006-07	2007-08	2008-09	2009-10	2010-11
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 Business Systems Tech AAS Discontinued 2007, No more majors 2010	10	14	9	5	NA
Student Majors Business/Multimedia AAS	NA	NA	4	8	14
Student Majors Business Education Business Systems Tech BS Discontinued 2007, last year to complete 2013	15	21	21	9	3
Student Majors Business/Multimedia BS	NA	NA	8	24	41
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	25	Business/Multimedia CIL
Mr. Kenneth Cuddeback	M	Caucasian	Associate Professor	Tenured	Master's	12	Networking/Operating Systems
Dr. Diana Green	F	Caucasian	Professor	Tenured	Doctorate	35	Telecommunications Business/Multimedia
Dr. Laura MacLeod	F	Caucasian	Associate Professor	Tenured	Doctorate	30	Business/Multimedia CIL
Ms. Joyce Porter	F	Caucasian	Instructor	NonTenure Track	Master's	37	Business/Multimedia CIL
Dr. Allyson Saunders	F	Caucasian	Professor	Tenured	Doctorate	29	Business Communication
Mr. Thomas Bell	M	Caucasian	Adjunct Faculty	NA	Master's	1	Business/Multimedia
Mr. Scott Halford	M	Caucasian	Adjunct Faculty	NA	Bachelor's	3	Video

### *Summary Information*

Most faculty are experienced teachers and many have industry experience.

### Appendix C: Staff Profile

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

### Appendix D: Financial Analysis Summary

Department of Telecommunications & Business Education					
Cost	06-07	07-08	08-09	09-10	10-11
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
Funding	06-07	07-08	08-09	09-10	10-11
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>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

## 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