

Master of Business Administration

Program Review

Fall Semester 2012

I. MISSION

a. Description of Program Mission and Learning Outcomes

Mission Statement

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

Vision Statement

The Weber State University MBA Program in the John B. Goddard School of Business & Economics will be recognized for its superior educational investment and quality learning. The MBA Program will distinguish itself through market-driven curriculum using a “core plus choice” model of required courses and diverse electives and certificates; flexible and accessible curriculum delivery; the infusion of intra/entrepreneurship throughout the program; exceptional service to students; and international learning opportunities.

Values

Faculty and Staff value:

- A coordinated curriculum aligned with market needs
- A personal touch to serving students
- An affordable educational investment
- A flex-paced program that accommodates the needs of working students

To fulfill the mission of the WSU MBA Program, the following ongoing initiatives are in place:

- Admit high quality students into the MBA Program
- Offer courses and certificates that are responsive to market need
- Ensure effective teaching and learning
- Provide service excellence to students, alumni, faculty, and staff

Learning Outcomes

Goddard School MBA Graduates will be:

1. *effective business analysts.*
 - a. MBA students will analyze and interpret financial data for decision making.
 - b. MBA students will evaluate business systems and make recommendations for improvement.
2. *prepared to lead.*
 - a. MBA students will identify and compare effective and ineffective leadership styles.
 - b. MBA students will identify their own leadership style and the potential strengths and weaknesses associated with it.
3. *ethically aware.*

- a. MBA students will identify approaches for promoting ethical behavior in the workplace.
4. *strategic thinkers.*
 - a. MBA students will demonstrate their ability to conduct and integrate functional analysis by scoring 80% or higher on each component of the ETS MBA exam.
 - b. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company's competitive strategy.
5. *Globally informed*
 - a. MBA students will research and analyze current trends occurring in the global economy.

b. Discuss how the program is consistent with the mission, core themes and strategic plans of Weber State University. Please refer to the following webpages for the mission and core themes of the university:

<http://www.weber.edu/AboutWSU/WSUMission.html>

http://www.weber.edu/universityplanning/Vision_and_values.html

Weber State University's Core Themes Model identifies three key themes through which the institution's mission is defined and measured: access, learning, and community.

1. Access.

Admission to the Goddard School MBA Program is selective (ave. acceptance rate of 70%) in order to screen for potential student success in the program, to ensure the integrity of the classroom experience, and to prepare graduates for leadership positions in their professional careers. The MBA Program defines access in terms of the dimensions of cost and flexibility. MBA tuition is among the most competitive in the region, which is reflected in a total tuition cost for the degree of nearly half that of some other state institutions. In terms of flexibility, all classes are taught in an evening format to accommodate students who are working professionals. Students are not forced into a cohort-based, pre-determined sequence of courses, which enables students to define the pace and sequencing of coursework in a manner which best suits their scheduling needs. Student feedback during initial advisement and exit interviews consistently points to this scheduling flexibility as a crucial contributor to their ability to pursue a graduate degree as non-traditional students.

2. Learning.

The WSU core theme of learning emphasizes student engagement, support, success, and inquiry.

- *Student engagement.* In the non-cohort based program, class sizes (particularly in electives) are small enough that students are able to engage in meaningful exchanges with both faculty and their peers, which is further facilitated by the extensive use of online discussions outside of class.

- *Student support.* In exit interviews, MBA students consistently praise the level of support provided by the MBA Program staff, and the proactive manner in which their concerns are addressed. The MBA Office, as well as student support services at the WSU Davis Campus (Enrollment Services, Student Services, Bookstore) are open through the beginning of evening classes, which further facilitates student access to assistance when needed.

- *Student Success.* Overall program assessment results indicate success in the attainment of program learning outcomes, as measured by course-embedded assessments and by the ETS MBA Major Field Test.

- *Inquiry*. AACSB accreditation standards ensure that the majority of MBA faculty (including 100% of faculty teaching required, non-elective courses) are considered academically-qualified, which entails an active research agenda, peer-reviewed publications, and other scholarly contributions (presentations, etc.) as well as excellence in teaching.

3. Community. The MBA Program has engaged with the community of northern Utah and contribute to economic development through its curricular innovations to supply the workforce training needs of the region, particularly in the aerospace industry. In partnership with the Utah Cluster Acceleration Partnership formed by the Utah System of Higher Education, the Department of Workforce Services, the Governor's Office of Economic Development, and Grow Utah Ventures, the MBA Program received grants from GOED to develop Graduate Certificate programs in aerospace management and contract management. These are offered as elective tracks within the MBA Program or as stand-alone degrees.

II. CURRICULUM, ENROLLMENT, AND STUDENTS

a. Program description.

- i. *Include a summary of degree requirements.*

Program Prerequisite: Applicants must have earned a bachelor's degree from a regionally accredited institution or be in the final stage of completing the undergraduate degree. If proof of completion of the bachelor's degree has not been received by the end of an admitted student's first semester in the MBA Program, they will not be allowed to continue in the program until an official transcript with the posted bachelor's degree has been sent to the MBA Program office. Completion of a course in college algebra or equivalent is required to enroll in MBA courses. Basic computer competency is also required.

Grade Requirements: To earn the MBA degree, candidates must complete all MBA program courses with a grade of "C-" or higher. In addition, the overall program GPA must be 3.0 or higher. An elective course in which a grade lower than C- is earned may be repeated or another elective may be taken in its place. Failure to maintain a 3.0 grade point average, or 2 consecutive course sessions where a grade lower than B- has been earned, will result in academic probation in accordance with departmental policies.

Credit Hour Requirements: The MBA degree ordinarily requires a minimum of 36 semester hours of graduate work for persons with a recent undergraduate business degree from an AACSB-accredited business school. Individuals with business undergraduate degrees from non-AACSB-accredited schools may be required to complete additional foundations course work contingent on departmental analysis of their undergraduate transcripts. For persons with a non-business undergraduate degree, the program typically requires 54 semester hours, including foundations or leveling courses. Exemptions from foundations courses may be made based on equivalent undergraduate coursework. Specific program and course requirements are shown below.

ii. *Include a list of course titles and numbers.*

Foundations Courses

- MBA 6010 - Legal and Regulatory Environment of Business (3)
- MBA 6020 - Financial and Managerial Accounting (3)
- MBA 6040 - Managerial Economics (3)
- MBA 6050 - Quantitative Methods I (3)
- MBA 6051 - Quantitative Methods II (3)

Required Courses

- MBA 6110 - Tools for the Ethical Manager (3)
- MBA 6120 - Organizational Behavior (3)
- MBA 6130 - Financial Management (3)
- MBA 6140 - Marketing Management (3)
- MBA 6150 - Operations/Supply Chain Management (3)
- MBA 6210 - Management Accounting and Control (3)
- MBA 6310 - Information Technology in the Enterprise (3)
- MBA 6410 - Global Macroeconomic Conditions (3)

Electives

- MBA 6160 - Applications of Decision Models (3)
- MBA 6170 - Corporate Communications (3)
- MBA 6340 - Strategic Aerospace Management (3)
- MBA 6350 - Continuous Process Improvement in Aerospace Management (3)
- MBA 6360 - Aerospace Program Management (3)
- MBA 6420 - The Economics of Industry (3)
- MBA 6430 - International Marketing (3)
- MBA 6440 - Strategic Leadership (3)
- MBA 6450 - Leadership Through People Skills (3)
- MBA 6510 - Investment Analysis and Portfolio Management (3)
- MBA 6520 - International Business Field Studies (3)
- MBA 6530 - E-Business (3)
- MBA 6540 - Negotiations (3)
- MBA 6550 - Managing and Improving Quality (3)
- MBA 6560 - Business/Market Planning Using Online Resources (3)
- MBA 6580 - Project Management (3)
- MBA 6590 - Strategic Business Tax Planning (3)
- MBA 6630 - Networking & Information Systems (3)
- MBA 6640 - Information Assurance in the Enterprise (3)
- MBA 6680 - Graduate Consulting Project (3)
- MBA 6700 - Managing for Environmental Sustainability (3)

- MBA 6710 - Accounting and Finance for Environmental Sustainability (3)
- MBA 6720 - Environmental Economics for Sustainable Business (3)
- MBA 6730 - Consulting Project in Environmental Sustainability (3) *
- MBA 6740 - Principles of Contract Management (3)
- MBA 6750 Financial Aspects of Contract Management (3)
- MBA 6760 - Legal Aspects of Contract Management (3)
- MBA 6800 - Directed Study (1-3)

Capstone

- MBA 6180 - Strategic Management (3)

iii. *Web address for WSU catalogue page AND any program webpages which provide a description of the program's curriculum, degree requirements, and course descriptions.*

http://catalog.weber.edu/preview_program.php?catoid=2&pooid=414&returnto=610

http://weber.edu/mba/programs_certificates.html

b. Evidence of ongoing demand for the program.

- i. **Please provide data on the last five academic years on admissions, enrollment and degrees awarded:*
In order to provide consistent data that conforms to the format for reporting to the Utah Board of Regents, some of the data for the table below will be provided by Director for Institutional Effectiveness, Academic Planning & Evaluation Gail Niklason, ext. 8586, gniklason@weber.edu.

** Data available from Office for Institutional Effectiveness, Academic Planning & Evaluation*

Academic Year	New applications	Admitted Applicants	Selectivity (%)	Applicants Enrolled	Yield (%)	*Matriculated Students	*Matriculated International Students	*Number of Graduates
2011-12	147	96	65%	94	98%	235	7	86
2010-11	136	98	72%	94	96%	224	7	65
2009-10	156	108	69%	98	91%	235	7	73
2008-09	131	94	72%	82	87%	227	5	70
2007-08	114	95	83%	88	93%	230	7	69

***Summer, Fall and Spring Semesters**

NOTE: the IR data above is collected in a manner which may not match departmental data on enrollment.

ii. Enrollment & Funding

	2007-08	2008-09	2009-10	2010-11	2011-12
Student Credit Hours Total	2,169	3,102	3,351	3,297	3,375
Student FTE Total	108.45	155.10	167.55	164.85	168.75
Student Majors					
Master of Business Admin	180	171	169	175	183
Program Graduates					
Master of Business Admin	71	68	77	73	59
Student Demographic Profile	180	171	169	175	183
Female	38	33	25	27	31
Male	142	138	144	148	152
Faculty FTE Total	6.26	6.22	6.68	10.37	NA
Adjunct FTE	6.26	6.22	6.25	10.05	NA
Contract FTE	0	0	0.43	0.32	NA
Student/Faculty Ratio	17.32	24.94	25.08	15.90	NA

Business Administration (Master's)					
Cost	07-08	08-09	09-10	10-11	11-12
Direct Instructional Expenditures	459,642	438,474	388,162	465,561	447,332
Cost Per Student FTE	4,238	2,827	2,317	2,824	2,699

Funding	07-08	08-09	09-10	10-11	11-12
Appropriated Fund	305,319	291,258	204,405	239,764	302,828
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	154,323	147,216	183,756	225,797	144,504
Total	459,642	438,474	388,162	465,561	447,332

Current Faculty / Student ratios across program curriculum for current and last 5 academic years:

2007-8	2008-9	2009-10	2010-11	2011-12
<u>29:1</u>	<u>24:1</u>	<u>26:1</u>	<u>26:1</u>	<u>23:1</u>

iii. *Number of 3 cr. hr. graduate courses offered for the past five years:

	2007-8	2008-9	2009-10	2010-11	2011-12
Fall	14	16	16	17	19
Spring	14	15	16	18	19
Summer	7	11	9	8	10

** (exclude all directed study, consulting project, thesis writing courses)*

iv. **Mean 3 cr. hr. course enrollment per semester:*

	2007-8	2008-9	2009-10	2010-11	2011-12
Fall	<u>30</u>	25	26	25	<u>22</u>
Spring	<u>29</u>	29	30	27	<u>25</u>
Summer	<u>25</u>	16	21	27	<u>19</u>

**Data will be available in custom Crystal Report (exclude all directed study, consulting project, thesis writing courses)*

v. *Average time to degree completion (months):* 24

vi. *List any standardized test scores which are required for admission to the program (GRE, GMAT, etc.).*
GMAT or GRE required.

Are these scores waived under certain circumstances? Explain.

If applicants have already earned another, regionally-accredited graduate degree, they are exempted from the GMAT or GRE requirement.

vii. *List all forms of English language competency tests or coursework (and minimum scores) required of international applicants:*

International applicants must be able to comprehend and speak English fluently, as well as read and write English competently. Candidates from non-English-speaking countries are required to establish proof of English language competency unless they received their bachelor's degree from a university in which the language of instruction was English. This may consist of one of the following:

- Test of English as a Foreign Language (TOEFL) - applicants may have an official score report sent to the MBA Office which is not more than two years old and on which a minimum score of 550 (paper-based); 213 (computer-based), or 79-80 (internet-based) has been earned.
- International English Language Testing System (IELTS) - applicants may have an official score report sent to the MBA Office which is not more than two years old and on which a minimum score of 6.5 has been earned.
- Completion of a program for learning English as a second language at a regionally-accredited, U.S. institution of higher learning, such as English as a Second Language (ESL), or the Learning English for Academic Purposes (LEAP) program at Weber State University.

viii. *Enrollment Projections – briefly describe enrollment patterns and factors influencing demand for the degree for the recent past and over the next few years.*

Application volume has remained fairly consistent over the past five admission cycles until the AY2011-12 admissions cycle (applications received during Fall 2011 and Spring 2012), which declined by 20%. Fall 2012 has seen this trend continue. If this trend holds for the Spring 2013 application cycle, it could combine with an unusually large Spring-Summer 2013 graduating class to reduce overall MBA headcount by 10-20%. By comparison, MBA programs nationally have experienced a drop in

applications over the past four years.

ix. *Describe relations with community / external stakeholders (e.g. advisory boards, etc.).*

- **Graduate consulting projects.** Two MBA elective courses provide opportunities for MBA students to engage in projects in the community for which academic credit may be earned: MBA 6680 Graduate Consulting Project, and MBA 6730 Consulting Project in Sustainability, which is part of the Graduate Certificate in Sustainability for Business. Projects have been completed with a variety of private, public and non-profit organizations. For students who wish to explore their entrepreneurship skills, they are able to create business plans with the help of the MBA Program Director and the Small Business Development Center.

- **Graduate Certificate Programs in Aerospace Management and Contract Management.** These programs were developed in collaboration with the Aerospace Utah Cluster Acceleration Partnership (UCAP) formed by the Utah System of Higher Education, the Department of Workforce Services, the Governor's Office of Economic Development, and Grow Utah Ventures. In 2010, WSU received two Utah Cluster Acceleration Partnership grants to create graduate certificates within the MBA Program in Contract Management & Aerospace Management. These two new initiatives to create both certificates aligned with our MBA strategy and also aligned with non-constrained faculty resources (by using professionally-qualified faculty to teach the classes). The funds were used for curriculum development, instructional wage for the initial course offerings, and advertising of the new programs, focusing on outreach to key sectors of the economy.

- **Outreach to sustainability-related organizations.** In conjunction with the Graduate Certificate in Environmental Sustainability for Business, the MBA Program has initiated a variety of measures to establish contacts with the sustainability sector and identify opportunities for sustainability-related consulting projects for students. These measures include sponsorships of the Intermountain Sustainability Summit, the Net Impact Sustainability in Business Conference. In addition, the MBA Enrollment Director has served on the planning committees of both of these events over the past two years.

- **MBA Alumni Association.** The MBA Alumni Association has received annual funds for substantial gifts to community, non-profit organizations in Weber County each year, including Ogden School District, Weber School Foundation, Youth Impact, Your Community Connection, St. Anne's Center, Boy's and Girl's Club, and Christmas Box House. In addition, funds raised at the 10th anniversary gala in 2010 were donated to two organizations that promote children's education and community well-being in developing countries: Koins for Kenya and Haitian Roots.

- **Advisory board.** The formation of an advisory board for the MBA Program, comprised of representatives from a variety of community and private sector organizations, is planned for 2013.

c. **Student profile.**

i. *Please provide information on the entering class for each of the past 5 years:*

*Entering Fall Class	Ave. GRE	Ave. GMAT	Ave. GPA (undergrad)	Ave. Age (years)	Ave. Post-Undergrad. Work Experience (months)
2012		561	3.40	31	47
2011		524	3.40	30	47
2010		562	3.34	30	46
2009		572	3.31	30	43
2008		552	3.30	30	47

*e.g. recruitment cycle of 2011-12 = entering class of Fall 2012

- ii. *Top five undergraduate majors represented in your program:*
- Business Administration (including finance, marketing, HR, supply chain, information systems)
 - Accounting
 - Engineering
 - Social Sciences
 - Sciences
- iii. *Top five employers of your students pre- and/or post-graduation:*
- Department of Defense
 - Intermountain Health Care
 - J.D. Clark and Company
 - L-3 Communications
 - State of Utah
- iv. *List the most common career fields represented among your students:*
- accounting
 - aerospace
 - banking / finance
 - defense industries
 - healthcare
 - logistics / transportation
 - public administration (state, local)
- v. *Does your program provide career placement services? Yes. Describe:*
- Personalized career coaching through the Goddard School Career Center.
 - Students on GSBE Career Center email list regularly receive notice of employment opportunities in Utah, as well as nationally and internationally.
 - Resume writing and interview workshops held at WSU Davis Campus.
 - Annual Goddard School Business & Industry Night – open to graduate and undergraduate students, held on campus, typically 50+ employers represented, held at the Dee Events Center.
 - Annual MBA-Employer Networking Event, organized by the Intermountain MBA Consortium, consisting of MBA Program and career services representatives from WSU, USU, University of Utah, UVU, SUU, and Westminster College. Typically 50+ employers represented, held alternately in Salt Lake City and Layton.

vi. *List any recent awards, honors or recognition received by your students.*

Selected MBA students are recognized at the end of each spring semester for recognition at commencement ceremonies: the category of MBA Outstanding Graduate (determined by cumulative GPA in the program) and the MBA Outstanding Service award (for service to the program, university and/or the community).

III. TEACHING

a. ***Minimum qualifications required of graduate faculty (e.g. degree, professional experience):***

All faculty who teach in the MBA Program must meet minimum qualifications as either Academically Qualified (AQ) or Professionally Qualified (PQ) Faculty.

An AQ faculty member is someone who has academic preparation in the teaching area(s) and the capacity to perform research. While there are several ways to qualify upon entry, our AQ faculty is composed primarily of individuals with either a doctoral, law, or master's of taxation degree (Ph.D., DBA, JD, MTAX) in the area of teaching responsibilities. Faculty members with a non-business doctoral degree (e.g., computer science) plus peer-reviewed publications in the area of teaching responsibilities are also AQ. Faculty members who obtain either a doctoral, law, or master's of taxation degree will be considered AQ for a period of five years from the official date of earning their degree. A faculty member can still qualify as AQ without a doctorate for a three-year period after attaining ABD status. All tenured and tenure-track faculty with qualifications considered AQ on entry to the Goddard School are expected to remain AQ. Faculty members hired as AQ will not be considered professionally qualified by the Goddard School if they did not satisfy the professional criteria at time of entry to the Goddard School, or are not involved in constant learning activities to maintain currency.

A PQ faculty member is one who normally has a master's, law, or doctorate degree in a field related to the area of teaching assignment plus several years of significant meaningful experience at time of hire. A PQ faculty member may also have a master's, law, or doctorate degree and a substantial professional certification/license (e.g., CFA, SPHR, CPA) in the field of teaching at time of hire. The definition of "significant meaningful experience" varies depending on the level and type of courses taught by the individual.

In accordance with the Goddard School interpretation of AACSB International guidelines, an overall program ratio of at least 60% AQ faculty and 90% AQ+PQ faculty must be maintained. In the required classes in the MBA curriculum, the ratio has generally been 100% AQ faculty, with PQ faculty teaching primarily in foundations and/or elective courses.

b. ***List all faculty who teach in the program. For each attach a CV and indicate the following:***

- academic home department
- title / qualifications
- tenure-track, contract or adjunct faculty

See attached Appendix 3.

c. ***Faculty compensation:***

Overload per course: \$5000 if PQ (professionally-qualified), and \$5500 if AQ (academically qualified – terminal degree in field). Is this adjusted for enrollment? Yes Explain: For AQ faculty, an enrollment supplement of \$35

per student when class enrollment exceeds 15 students, up to a maximum of 30 students (*see attached Graduate Supporting Faculty/Overload Instructional Pay Model document*).

Departmental cost per course (if any) associated with in-load teaching (e.g. supplemental pay, replacement adjunct hires, etc.): None

Percentage of graduate courses taught in most recent AY in-load: 32% *Overload:* 68%

Describe the faculty compensation model for thesis advising, directed study, supervision of student consulting projects / internships, etc.

Compensation is reduced for the following, low-enrollment and/or individual enrollment courses:

- MBA 6680 Graduate Consulting Project (1 – 6 cr. hrs., most typically 3 cr. hrs.)
- MBA 6730 - Consulting Project in Environmental Sustainability (3 cr. hrs.)
- MBA 6800 Directed Reading (1 – 3 cr. hrs.)

d. **Does the program have a teaching or research assistant program?** No.

If yes, please describe in terms of number of assistantships, teaching responsibilities, mentoring and training for TAs.

How is it funded?

Is it useful for recruiting?

Are there plans to expand it?

e. **Academic Advising.** *Describe advising responsibilities and how students are advised.*

The MBA Enrollment Director is the primary advisor for MBA students, although both the MBA Program Director and MBA Program Secretary share in advising on an individual student basis as needed. The MBA Enrollment Director engages in the following, routine advisement activities:

- Admissions interview. After admission, new MBA students meet individually with the Enrollment Director for 30-45 minutes, during which they are given an individualized program of study (based on analysis of undergraduate transcripts), are advised as to course registration options for upcoming semesters, and given information concerning matriculation and registration processes.
- New Student Orientation. All incoming students are required to attend a mandatory orientation, which typically is held during a weeknight from 5:30 – 9:00 pm. Information is provided by the Program Director, Enrollment Director, and Program Secretary regarding matriculation, registration, financial aid, scholarships, tuition payment, etc. The MBA curriculum is reviewed, as well as expectations for graduate study. Key program support personnel also make presentations, including the Goddard School Career Center Director, the Business Librarian of the Stewart Library, WSUOnline (to review the Canvas learning management system), and WSU Davis Campus IT Support staff.
- Academic probation. Each semester, a Banner report is generated which identifies students whose cumulative graduate GPA has fallen below 3.0. Such students are sent a letter which reminds them
- Exit interview. In the semester during which each student files for graduation, they are cleared for graduation in the CatTracks system and meet with the Enrollment Director to conduct an exit interview. In addition to giving feedback about their experience in the program, students are also given career counseling.

- Career counseling. All MBA students are given access to career counseling services through the Goddard School of Business & Economics Career Center. These include resume and interviewing workshops offered at the WSU Davis Campus for MBA students, individual advising sessions with the Coordinator of Recruitment & Career Development, inclusion on a career opportunity email list, on-campus recruiting during Business & Industry Night, and an annual MBA-Employer Networking Event, which is organized by the Intermountain MBA Consortium, of which the Goddard School MBA Program is a founding member.

Apart from the above forms of advising, students are urged to seek advisement whenever needed on an ad hoc basis. The MBA Program Office is located at the WSU Davis Campus, where all MBA classes are held in an evening format, and remains open weekdays until after the start of evening classes at 5:30pm, giving students the opportunity to seek academic advisement before class. Individual career counseling also occurs informally among faculty and students.

IV. RESOURCES

- a. Describe **physical space / teaching location(s) / specialized labs or other facilities** utilized by the program.

All MBA Program classes are taught at the WSU Davis Campus, either in regular classrooms (in which classes are capped at 50) or in the MBA conference room (Rm. 134) which seats 20-25. MBA students also have access to Rm. 134 for study purposes, and there are group study rooms available on each floor of the building.

MBA students also have exclusive access to a computer lab (Rm. 132) which has 21 workstations (18 PCs, 3 MACs); the program also provides free printing in the lab, which is open during regular building hours (Mon. – Sat.). A course fee will be added in 2012-13 to offset the cost of ensuring the lab is functional and regularly upgraded.

- b. **Program funding information / FY12 'Original Budget' General Fund categories:**

Total Staff Salaries \$86,361

Total Instructional Wages \$220,105

Total Current Expense \$39,122

Total Expense \$508,667

- c. **List all support staff associated with the program** (director, enrollment director, secretary, etc.), and describe the responsibilities and amount of time associated with each position.

- **MBA Program Director** (Dr. Matt Mouritsen, School of Accounting & Taxation). One course release from teaching responsibilities each fall and spring semester. The program director is responsible for program curriculum, strategic planning, stakeholder relations, and represents the MBA Program in GSBE Executive Committee meetings. Average time commitment 10-15 hours per week.

- **MBA Enrollment Director** (Dr. Mark A. Stevenson). Full-time, salaried professional staff position, 11 month contract. Primary responsibilities include program marketing, student recruiting, MBA student advisement, alumni relations, course scheduling, program data collection and reporting. Responsibilities shared with MBA Program Director include curriculum development, strategic planning, faculty relations, stakeholder relations, career services, program assessment. Committee service at the college and university level, including Goddard School Assurance of Learning Committee, service as Chair of WSU Graduate Council, event-related committees

and search committees when requested.

- **MBA Program Secretary** (Sally M. Taylor). Full-time, classified staff position, 12 month contract. Primary responsibilities include office management and communications, customer service (current & potential students, teaching faculty), oversight of course schedule entry and prerequisite checks for six 8-week course blocks per year, processing scholarships, purchasing requisitions and payroll requests, processing of applications during two admissions cycles, supervision of hourly office worker / Admissions Clerk.
- **Admissions Clerk** (Caitlin Costley). Hourly employee, ave. of 20 hrs. per week. Communication with applicants, collating application materials, downloading and preparing applicant files for committees (four annual admissions deadlines), customer service phone/office coverage as needed.

Are support staff dedicated to the graduate program, or shared?

All support staff (MBA Enrollment Director, MBA Program Secretary III, hourly employee) hours are dedicated solely to the MBA Program.

d. Recruitment / promotion. *List recruitment activities and associated costs (printing, advertising, staff time, etc.):*

- Printing. Kit covers, color flyers for four graduate certificates, business cards. Costs are variable.
- Advertising. Print advertising has been significantly reduced during the past 5 years, as the website and word of mouth have become more effective in advertising the program and upcoming information sessions. Advertisements are occasionally placed in the following outlets: Utah Business magazine, University of Utah Chronicle, USU Statesman, and the WSU Signpost.
- Google Adwords campaign. For AY 2012-13, we plan to launch a search engine advertising campaign to promote the MBA Program as a whole, and our Graduate Certificate in Aerospace Management (for which the remainder of grant funds will be used).
- Conference Sponsorships / Exhibitor fees (2011-12):
 - Utah Governor's Economic Summit (\$5000)
 - Net Impact Sustainability in Business Conference (\$2000)
 - Intermountain Sustainability Summit (\$1000)
 - Utah SAMPE (Society for the Advancement of Material & Process Engineering) expo (\$400)
 - Ogden-Weber Chamber Women in Business Award ceremony (\$420)

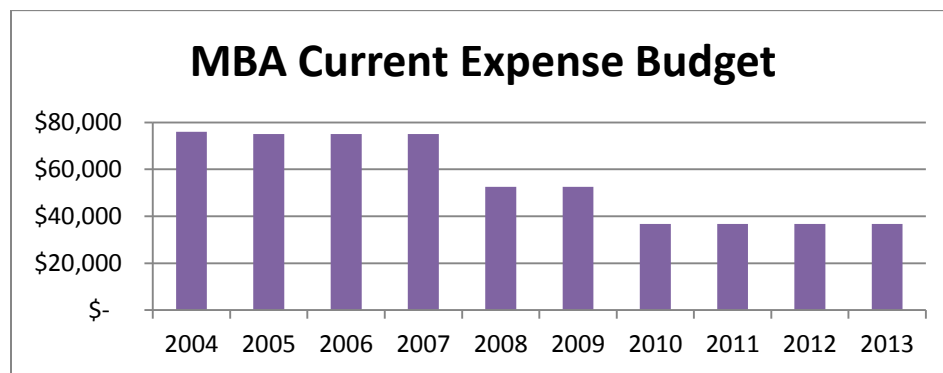
Career Services Events:

- Intermountain MBA Consortium, Business & Industry Night (Goddard School only)

e. Is the program adequately supported in terms of resources? Explain.

From a facilities standpoint, the MBA Program is adequately supported. The only disadvantage to the WSU Davis Campus location is that the campus is only open Mon. – Sat., and closes early on Friday and Saturday, and MBA students cannot access the MBA computer lab or Testing Center outside of building hours.

In terms of budget (not including salaries), the main budget categories for the MBA Program are instructional wage and current expense, and are set at levels determined by the Office of the Dean. The MBA Program has seen its current expense budget steadily reduced over the past five years from previous levels:



Due to declining current expense budgets, the MBA Program has had to significantly reduced its expenditures on advertising, instead relying heavily on promotion through word-of-mouth and Internet searches. Promoting the WSU MBA Program is vital for enrollment maintenance and growth, particularly because of the well-funded advertising campaigns of MBA Programs at large state universities and national for-profit schools.

The program no longer provides payment to Goddard School departments for in-load teaching, however instructional wage continues to be our largest single expense. The startup costs entailed by the addition of the Graduate Certificates in Aerospace Management, Contract Management, and Environmental Sustainability in Business has further stretched our instructional wage budget, particularly in the face of low enrollments for many of the certificates' courses, which curriculum revision, industry outreach and advertising are designed to rectify. Although two Utah Cluster Acceleration Partnership (UCAP) grants were awarded to WSU to begin the aerospace and contract management certificates, the MBA Program will now carry the instructional wage burden for these classes beginning July 2013.

V. ASSESSMENT & STRATEGIC PLANNING

a. **Program Review** – list any recent or upcoming reviews (Utah BoR, NW, external accrediting bodies):

All programs in the Goddard School of Business & Economics underwent a Fifth Year Maintenance of Accreditation Review for AACSB International covering the 5-year period up to the end of AY2011-12. The John B. Goddard School of Business & Economics submitted a report in Summer 2012 (see Appendix 2), and the accreditation review team visit took place in October, 2012. For more detail, see the *MBA Program Faculty Response to Site Visit Report*.

b. **Strengths and Challenges** - identify strengths and weaknesses of the program. Describe institutional and departmental plans for enhancing strengths and ameliorating weaknesses.

1. **Strengths.**

- **Scheduling flexibility for students.** Eight week course blocks, and the lack of a traditional, full-time program which competes for faculty resources, allows nearly all courses in the curriculum to be scheduled at least once per year, and required classes are offered twice per academic year. This enables students to choose the sequencing and pace of courses without being forced into a cohort, lockstep schedule. Students may also elect to take either one, two, or no courses during any given course block. This program delivery feature is

consistently praised by students.

- **Elective choices, market-oriented specializations.** The addition of a variety of elective choices in the past several years, and the availability of four specialized 'tracks' through which students can earn graduate certificates (information technology, contract management, aerospace management, sustainability), as well as the dual degree with the Master of Health Administration, provide students with more options to customize their degree to their career goals than is typically the case for evening, professional MBA Programs. The graduate certificates provide additional documentation as a signal to employers that graduates have an area of specialization. The decision to add graduate certificates was made strategically. Going forward, the MBA Program is considering the addition of a certificate in entrepreneurship, in conjunction with the minor in entrepreneurship being proposed at the undergraduate level. Another strategic action item to be achieved in the near term is to add an MBA advisory board. One of the main purposes of this board is to ensure that the MBA Program delivers market aligned curriculum.

- **Ability to deploy tenure-track faculty in required classes.** The lack of a traditional, full-time program which competes for faculty resources makes it possible to deploy tenure-track faculty in all required MBA classes, as well as many electives, and to deploy PQ adjunct faculty only when and where their professional strengths enhances and complements the curriculum.

- **Strong career services for professional MBA students.** Many evening, professional MBA Programs do not provide career services to their students, particularly if they also maintain full-time MBA Programs, for whose students career services and job placement tends to be a major focus. In fact, one other state institution has announced their intention to withdraw from the Intermountain MBA Consortium, as did BYU several years ago.

- **Competitive tuition.** In comparison with other MBA Programs in the region, particularly those accredited by AACSB International, the total program cost for graduates of the Goddard School MBA Program is substantially below that of other institutions in the state.

- **AACSB International accreditation.** AACSB International is the oldest and most widely recognized form of accreditation for schools of business and accounting programs around the world. The annual and 5-year accreditation maintenance processes facilitate continuous improvement in achieving the program's mission through strategic planning, resource deployment, and assessment practices.

2. Challenges.

- **Constraints on faculty resources.** The greatest single challenge is the availability of AQ faculty from within the Goddard School to deploy in program. The MBA Program must 'borrow' faculty from the Departments of Business Administration, Economics, and the School of Accounting, each of which must balance their own faculty scheduling needs for graduate and/or undergraduate courses, and the need to remain with the Goddard School parameters of AQ and AQ+PQ faculty ratios. During the 2011-12 academic year, 68% of MBA courses were taught out-of-load. Excessive overload teaching in turn threatens the Goddard School's ability to meet the AACSB standard of 'faculty sufficiency,' i.e. the number of faculty needed to meet the school's mission. The 2012 Maintenance of Accreditation Report for AACSB estimated that the college needs 6-10 additional faculty, in addition to retirement replacements, to ensure that faculty are deployed as "100% to mission," thereby reducing overload teaching to ensure adequate time for teaching, scholarship, and community engagement. Long-term college goals to reduce overload teaching to maintain faculty sufficiency threatens the long-term viability of the MBA Program, particularly as regards the flexible, non-cohort based scheduling which students repeatedly mention in exit interviews as one of the primary attractions of the program. This constraint can be

mitigated with the hiring of sufficient numbers of academically qualified faculty.

- **Increased instructional wage costs.** The amount of overload teaching by AQ, tenure-track teaching, as well as the increase in the number of elective courses with the addition of two new graduate certificates in collaboration with external stakeholders (aerospace and contract management), has strained the instructional wage budget, which was in deficit during the past two years and has presented an additional challenge during 2012-13 due to faculty retirements.

- **Enrollment challenges.** Application volume has declined by 20% over the past two application cycles, although it remains to be seen whether this is a long-term trend. Possible contributing factors include the economic upturn in Utah, and increased competition from other MBA Programs in the region. The limited advertising budget with which to build brand awareness, particularly in the face of aggressive advertising along the Wasatch Front by competitor Utah schools and out-of-state programs, may exacerbate any long-term trends towards decreased application volume. The hitherto steady application volume over the past 5 years despite relatively little advertising expenditure may be attributable to the significant cost advantage offered by the Goddard School MBA Program. Strategically, the MBA Program has decided to pursue double-degree programs internationally to attract students who are interested in certificates and the general MBA degree.

c. **Program Assessment Plan.** The Board of Regents Program Review process requires documentation of program assessment activities over a five-year period. Programs may have their own format, or may adapt the template provided by the Office of Institutional Effectiveness at <http://weber.edu/oie/template.html>.

i. *Attach a copy of the program's assessment plan, and explain findings. See OIE guidelines for a list of elements to be included: <http://weber.edu/oie/template.html>*

See Appendix 1.

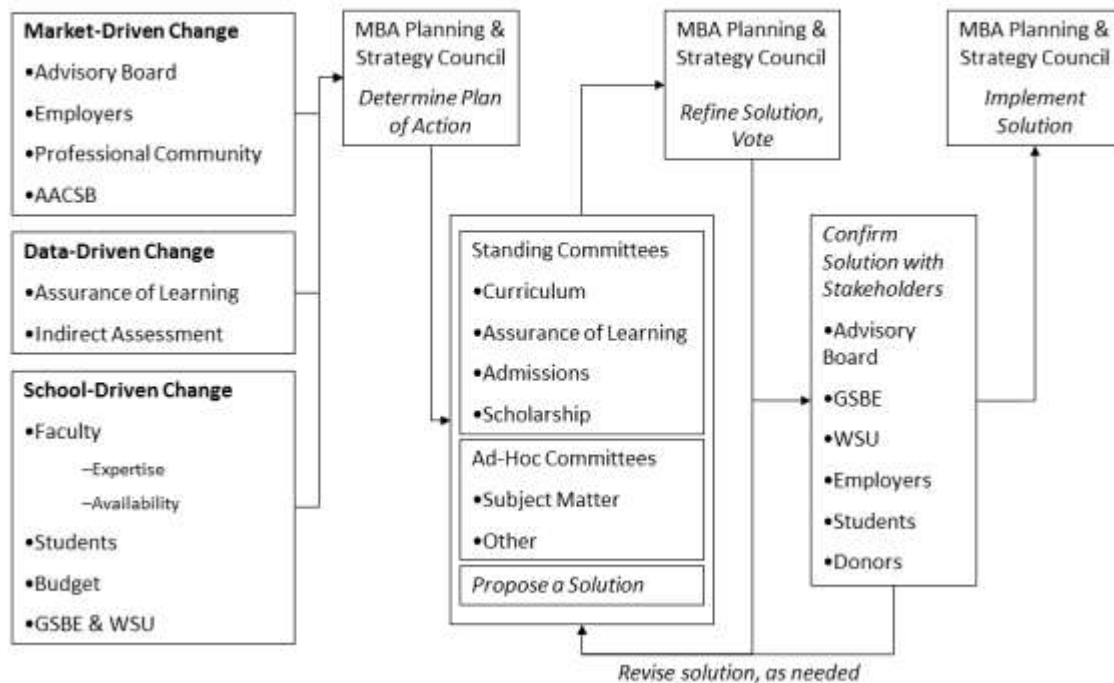
ii. *If the program has or is seeking external/professional accreditation (apart from NW), describe the special requirements involved (reporting, data collection, curriculum). Describe any opportunities/challenges/constraints for the program associated with this accreditation.*

The John B. Goddard School of Business & Economics is accredited by AACSB International. In broad terms, the requirements for the maintenance of this accreditation include annual maintenance of accreditation reports and 5-year re-accreditation cycles, which include a site visit after submission of a Fifth Year Maintenance of Accreditation Report. AACSB International accreditation standards include the following key areas (<http://www.aacsb.edu/accreditation/standards/>):

- **Strategic Management.** "Strategic management standards verify that the school focuses its resources and efforts toward a defined mission as embodied in a mission statement."¹ Specific standards in this area address development of the mission statement, stakeholder involvement, the portfolio of faculty intellectual contributions, continuous improvement efforts, financial strategies and resources to support the mission. The MBA Program utilizes the following strategic planning process:

¹ AACSB International. Eligibility Procedures and Accreditation Standards for Business Accreditation. Revised January 31, 2012, p.14. <http://www.aacsb.edu/accreditation/standards-busn-jan2012.pdf>

MBA Program Strategic Planning Process



- **Participants.** "A direct link exists between a school's mission, the characteristics of students served by the educational programs, the composition and qualifications of the faculty members providing the programs, and the overall quality of the school. Therefore, these standards focus on maintaining a mix of both student and faculty participants that achieve high quality in the activities that support the school's mission."² Specific standards in this area address admissions standards for the business school and its programs, academic standards and retention practices commensurate with producing high quality graduates, sufficient support staff, and sufficient faculty to provide "stability and ongoing quality improvement" in academic programs.

- **Assurance of Learning.** This standard specifies that master's level programs "educate students at a professional level that includes both the accumulation of knowledge and abilities for participation in the business world and an understanding of how to evaluate knowledge claims in their area of focus," while general management programs such as the MBA should "prepare students with a general managerial perspective and aptitude."³ Direct assessment of learning for each learning goal is emphasized.

Opportunities of AACSB accreditation.

AACSB accreditation provides a significant recruiting advantage in terms of brand identity and credibility in a crowded MBA 'marketplace' on the Wasatch Front. Anecdotal evidence from students in initial advising and exit interviews confirms this conclusion. Along with other key characteristics mentioned by

² Ibid., p. 31.

³ Ibid., p. 59.

students, namely the flexible delivery format and cost advantage, accreditation may have contributed to our ability to consistently attract a pool of qualified applicants (as reflected by average GMAT scores, undergraduate GPAs, and levels of professional experience) while consistently maintaining an acceptance rate of approximately 70%.

Challenges posed by AACSB accreditation.

The greatest challenge posed by this accreditation entails the conditions under which faculty may be deployed. Recent iterations of AACSB standards regarding Faculty Sufficiency increasingly require that faculty be deployed as closely as possible to 100% of mission in the areas of scholarship, teaching and service, which makes faculty deployment in the MBA Program on an overload basis increasingly problematic.

- iii. **List all program assessment metrics (direct and indirect measures)**, such as student learning outcomes, exit surveys, graduate placement, and/or employer satisfaction surveys.
- Course-embedded, direct assessment measures of MBA Learning Outcomes (see Appendix 1)
 - The ETS MBA Major Field Test is administered to a representative sample of graduates during their final semester in the program.
 - Indirect assessment measures include an exit interview which is conducted with nearly all graduates during their final semester (90%+), with information collected regarding curriculum, program administration, advising, and career services. This data is shared with faculty during strategy and curriculum meetings.
- iv. *Indicate how these findings have been used to initiate change and plan for program improvement. Include a timeline.*

See attached Appendix 1 for specific examples of 'closing the loop' activities.

APPENDIX 1
MBA Assurance of Learning Plan

MBA Program Learning Outcomes.

Goddard School MBA Graduates will be:

- 1) *effective business analysts.*
 - a. MBA students will analyze and interpret financial data for decision making.
 - b. MBA students will evaluate business systems and make recommendations for improvement.
- 2) *prepared to lead.*
 - a. MBA students will identify and compare effective and ineffective leadership styles.
 - b. MBA students will identify their own leadership style and the potential strengths and weaknesses associated with it.
- 3) *ethically aware.*
 - a. MBA students will identify approaches for promoting ethical behavior in the workplace.
- 4) *strategic thinkers.*
 - a. MBA students will demonstrate their ability to conduct and integrate functional analysis by scoring 80% or higher on each component of the ETS MBA exam.
 - b. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company's competitive strategy.
- 5) *Globally informed*
 - a. MBA students will research and analyze current trends occurring in the global economy.

The following summary tables were included with the supporting documentation for the October 2012 AACSB 5th Year Maintenance of Accreditation. Each table summarizes the following information for each MBA Learning Outcome, and each Objective which further defines each Outcome:

- assurance of learning / data collection cycle
- data collection / sample size
- interpretation of results
- closing the loop activities

MBA Program—Outcome 1, Objective A—Jim Turner

Learning Outcome	1.MBA graduates will be effective business analysts			
Objectives	A. MBA students will analyze and interpret financial data for decision making.			
Standard	80% of MBA students will score on average above 80% on the assessment methods.			
Methods of Measure	Objective A: <i>Method of Measure #1 (presented on this page): This objective will be measured in MBA 6130 through exam questions.</i> Method of Measure #2: This objective will be measured MBA 6310 through an embedded assignment on capital budgeting for an IT system.			
Cycle	Assurance of Learning Cycle	Data Collection	Interpretation of Results	Closing the Loop

Cycle 1	[Fall 08-Sp 09]	Fall 08 (N=41) Spring 09 (N=23)	Students perform very well on exam questions that test their ability to calculate and interpret financial ratios (well over the 80% goal), except for return on assets question (75%).	Additional instruction is needed on return on assets and the relationship between other ratios and return on assets.
Cycle 2	[Fall 09-Sp 10]	Fall 09 (N=31) Spring 10 (N=49)	Students continue to perform very well on exam questions that test their ability to calculate and interpret financial ratios (still well over the 80% goal), but still have problems with the return on assets question (61%).	Evaluate exam questions to ensure they effectively measure student ability regarding financial ratios.
Cycle 3	[Fall 10-Sp 11]	Fall 10 (N=30) Spring 11 (N=33)	Students continue to have some problems on the return on assets question (65%) but score very high on other ratio questions.	The return on asset question is more about the relationship between asset ratios than a direct measure of students' ability to calculate ROA. Need to add other questions that directly measure ability to calculate ROA. Will retain current ROA question to measure how well students can determine relationships between other ratio and ROA.
	Next Steps	Continue to collect data and refine the learning activity so that students understand how financial analysis can improve decision making. This course will begin utilizing MBA online resources to further prepare non-business majors for financial analysis. The MBA Primers will allow students with limited business backgrounds to be more prepared before class begins. This will free up time to teach some topics (such as the interaction between financial ratios) more thoroughly.		

Learning Outcome		MBA graduates will be effective business analysts		
Objectives		A. MBA students will analyze and interpret financial data for decision making.		
Standard		80% of MBA students will score on average above 80% on the assessment methods.		
Methods of Measure		<p>Objective A: Method of Measure #1: This objective will be measured in MBA 6130 through exam questions. <i>Method of Measure #2 (presented on this page): This objective will be measured by Matt Mouritsen in MBA 6310 through an embedded assignment on capital budgeting for an IT system.</i></p>		
Cycle	Assurance of Learning Cycle	Data Collection	Interpretation of Results	Closing the Loop
1	Spring & Fall, 2009	Spring 2009, Fall 2009	Data were collected in spring/fall semester. In spring, 78.4% of students met/exceeded expectations. In fall, 100% met/exceeded expectations. A lack of clarity existed in the instructions of the assignment, including background information on calculating IRR, NPV, and payback.	Clearer instructions were added to the assignment as well as background information on key calculations within the learning management system.
2	Spring & Fall, 2010	Spring 2010, Fall 2010	Data were collected in spring/fall semester. In spring, 89.2% of students met/exceeded expectations. The syllabus in spring semester varies from the syllabus in fall. The link between the capital budgeting case and other projects is not as clear in spring semester.	Modify other learning activities to ensure a clear link exists between capital budgeting and other applications of the concepts (require NPV/IRR calculations in final class project).
3	Spring & Fall, 2011	Spring 2011, Fall 2011	Data were collected in spring/fall semester. In spring, 97.4% of students met/exceeded expectations. In fall, 95.7% met/exceeded expectations. Both semesters yielded very high results. It appears that previous changes have stabilized the results in both semesters, even with varied learning activities.	Continue to collect data and refine the learning activity in terms of interpreting what the numbers mean to decision makers. Ensure ample time is spent in class discussing the concepts needed for successful case completion.
A	Next Steps	Continue to collect data and refine the learning activity in terms of interpreting what the numbers mean to decision makers. Ensure ample time is spent discussing the concepts needed for successful case completion.		

Learning Outcome	1. MBA graduates will be effective business analysts			
Objectives	B. MBA students will evaluate business systems and make recommendations for improvement.			
Standard	80% of MBA students will score on average above 80% on the assessment methods.			
Methods of Measure	Objective B: This objective will be measured in MBA 6310 through an embedded assignment on diagramming an IT process.			
Cycle	Assurance of Learning Cycle	Data Collection	Interpretation of Results	Closing the Loop
1	Spring 2009	Spring 2009	In spring, 89.2% of students met/exceeded expectations on the overall assignment. With regard to making judgments about the systems, students scored on average 77.3% (below the standard). Although students are able to describe the current system, there is some difficulty designing a flow chart for an improved system. Students have difficulty making judgments about the two systems.	Refinement of the learning activity. Provided improved examples and resources for drawing a flow chart. Emphasize making clearer judgments about the two systems.
2	Spring 2010	Spring 2010	In spring, 88.9% of students met/exceeded expectations. In all content areas, students were above the standard, including making judgments at 87.8% Improvements from the previous cycle appear to have improved overall performance.	With a new textbook to be used in the next cycle, it will be important to maintain performance and provide clear instructions.
3	Fall 2011	Fall 2011	In fall, 95.7% met/exceeded expectations. Previous weaknesses in diagramming a new system have been overcome (students averaged 97.4% on that trait). The latest improvement activities have helped students overcome difficulties describing the proposed system's flow chart. Overall, more than 97% of students meet or exceed expectations in the latest cycle.	Although student performance is excellent, the learning activity within the latest textbook will be refined to clarify the need for charting the "is" vs "should" map.
	Next Steps	Continue to collect data and refine the learning activity in terms of students knowing why and how charting can lead to process improvements.		

Learning Outcome		2. MBA graduates will be prepared to lead		
Objectives		B. MBA students will identify and compare effective and ineffective leadership styles.		
Standard		80% of MBA students will score on average above 80% on the assessment methods.		
Methods of Measure		Objective A: This objective will be measured in MBA 6110 through exam questions.		
Cycle	Assurance of Learning Cycle	Data Collection	Interpretation of Results	Closing the Loop
1	Fall 2009	Fall 2009, Term 1	In fall (term 1), 96.7% of students met/exceeded expectations in identifying typical effective and less effective leadership styles, based on Goleman's taxonomy. No improvements appear to be needed at this time. MBA students perform very well in this area.	Continue data collection and process refinements. We will consider raising the performance standard in the next cycle.
2	Fall 2009	Fall 2009, Term 2	In fall (term 2), 89.5% of students met/exceeded expectations in identifying typical effective and less effective leadership styles, based on Goleman's taxonomy. The number of students who performed below expectations increased from 3.3% to 10.5%.	Before raising the standard, additional time will be devoted during class time to discussing Goleman's taxonomy. The intent is to lower the percentage of students who do are below expectations on this exam question.
3	Spring, 2010	Spring, 2010	In spring, 93.3% of students met/exceeded expectations in identifying typical effective and less effective leadership styles, based on Goleman's taxonomy. The number of students who performed below expectations decreased from 10.5% to 6.7%, yet the percentage of students exceeding expectations dropped from 10.5% to 3.3%. The additional class time spent discussing Goleman's model may have helped a few students who are below expectations but the form of the discussion may have impacted students ability to exceed expectations on the exam questions.	Modify the structure of the discussion on Goleman's model to help a larger percentage of students achieve at a level that exceeds expectations.
A	Next Steps	Continue to collect data and refine the learning activity that supports the exam question related to assessing effective and ineffective leadership styles.		

Learning Outcome		2. MBA graduates will be prepared to lead		
Objectives		B. MBA students will identify their own leadership style and the potential strengths and weaknesses associated with it.		
Standard		80% of MBA students will score on average above 80% on the assessment methods.		
Methods of Measure		Objective B: This objective will be measured in MBA 6110 through exam questions.		
Cycle	Assurance of Learning Cycle	Data Collection	Interpretation of Results	Closing the Loop
1	Fall 2009	Fall 2009, Term 1	In fall (term 1), 93.3% of students met/exceeded expectations in identifying their personal leadership style and its potential strengths and weaknesses, based on Goleman's taxonomy. No improvements appear to be needed at this time. MBA students perform very well in this area.	No improvements appear to be needed overall. However, the assessment rubric will be expanded to include auxiliary styles, along with the dominant leadership style.
2	Fall 2009	Fall 2009, Term 2	In fall (term 2), 100.0% of students met/exceeded expectations in identifying their personal leadership style and its potential strengths and weaknesses, based on Goleman's taxonomy, auxiliary styles, and their dominant leadership style. No improvements appear to be needed at this time. MBA students perform very well in this area. The number of students who exceeded expectations decreased from 10.0% to 5.3%.	Continue to assess performance using the modified rubric. In the class discussions, focus on getting students to identify and clearly discuss more than four strengths/weaknesses associated with their leadership style (exceed expectations).
3	Spring, 2010	Spring, 2010	In spring, 100.0% of students met/exceeded expectations in identifying their personal leadership style and its potential strengths and weaknesses, based on Goleman's taxonomy, auxiliary styles, and their dominant leadership style. No improvements appear to be needed at this time. MBA students perform very well in this area. The number of students who exceeded expectations increased from 5.3% to 16.7%. Additional focus on getting students to identify and discuss more than four strengths & weaknesses helped more students exceed expectations.	Expand data collection to include a revised rubric to assess auxiliary leadership styles, based on Goleman's taxonomy and the Management Style Questionnaire.
Next Steps		Continue to collect data and refine the learning activity and rubric that supports the exam questions related to assessing how students identify and discuss the strengths/weaknesses associated with their leadership style.		

Learning Outcome		3. MBA graduates will be ethically aware.		
Objectives		A. MBA students will identify approaches for promoting ethical behavior in the workplace.		
Standard		80% of MBA students will score on average above 80% on the assessment methods.		
Methods of Measure		Objective A: This objective will be measured in MBA 6110 through exam questions.		
Cycle	Assurance of Learning Cycle	Data Collection	Interpretation of Results	Closing the Loop
1	Fall 2009	Fall 2009, Term 1	In fall (term 1), 83.3% of students met/exceeded expectations in identifying approaches to promoting ethical behavior in the workplace. Although above the standard, some improvements appear to be needed at this time.	A new text, "Ethics in the Workplace" was selected to replace the readings assigned for Fall 2009.
2	Fall 2009	Fall 2009, Term 2	In fall (term 2), 89.5% of students met/exceeded expectations in identifying approaches to promoting ethical behavior in the workplace. The overall performance improved from the previous data collection period. Although above the standard, an additional improvement appears to be needed at this time.	An additional 90 minute module will be piloted in the Spring 2010 ethics class.
3	Spring, 2010	Spring, 2010	In spring, 86.7% of students met or exceeded expectations in identifying approaches to promoting ethical behavior in the workplace. The overall performance decreased slightly from the previous data collection period. With a new book and a 90-minute module in place, additional refinements and data collection are needed.	Continue data collection and process refinements.
Next Steps				
Continue to collect data and refine the learning activity such that the new book and the additional learning module are fully utilized in improving performance.				

Learning Outcome		4. MBA graduates will be strategic thinkers		
Objectives		B. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company's competitive strategy.		
Standard		80% of MBA students will score on average above 80% on the assessment methods.		
Methods of Measure		Objective B: This objective will be measured by Jeremy Suiter (previously Rolf Dixon) in MBA 6180 through an embedded class project. (A cycle of data collection was lost with the passing of Rolf Dixon, Spring 2011).		
Cycle	Assurance of Learning Cycle	Data Collection	Interpretation of Results	Closing the Loop
1	Summer 2011	Summer 2011	Students are able to identify (93.9%), analyze (94.9%), and make recommendations (96.1%) to improve a company's strategy. On average, students score 95.1% this cycle.	With the passing of Rolf Dixon, a substitute professor compiled the assessment results. Going forward, a full-time faculty member specializing in strategic management will teach the class and assess students.
2	Spring 2012	Spring 2012	93.9% of students meet or exceed expectations. All seven traits measured with the rubric exceed the 80% standard, however "Application of Financial Analysis" was the lowest score at 86.4%. Current data collection differentiates between students performing below, at, or above expectations.	New faculty member is in place (Jeremy Suiter) Rubric has been refined and more detailed data collection undertaken (to continue twice a year).
3	Summer 2012	Summer 2012		
Next Steps				
Need to determine best level of reporting detail that produces actionable results.				

MBA Program—Outcome 4, Objective A—Mark Stevenson

Learning Outcome		4. MBA graduates will be strategic thinkers		
Objectives		A. MBA students will demonstrate their ability to conduct and integrate functional analysis by scoring 80% or higher on each component of the ETS MBA exam.		

Standard		80% of MBA students will score on average above 80% on the assessment methods.		
Methods of Measure		Objective A: This objective will be measured by program administrator.		
Cycle	Assurance of Learning Cycle	Data Collection	Interpretation of Results	Closing the Loop
1	Spring 2009	March 2009	Institutional mean: 95 th percentile Marketing: 95 th Management: 95 th Finance: 90 th Accounting: 95 th Strategic integration: 95 th	With the capstone (Strategic Management) course, the MFT was administered. All scores were above the 80% standard. By comparison to students in other MBA programs, WSU students perform very well.
2	Summer 2009	August 2009	Institutional mean: 95 th percentile Marketing: 95 th Management: 95 th Finance: 90 th Accounting: 95 th Strategic integration: 95 th	With the capstone (Strategic Management) course, the MFT was administered. All scores were above the 80% standard. By comparison to students in other MBA programs, WSU students perform very well.
3	Spring 2010	March 2010	Institutional mean: 90 th percentile Marketing: 85 th Management: 95 th Finance: 80 th Accounting: 95 th Strategic integration: 95 th	With the capstone (Strategic Management) course, the MFT was administered. There was a decrease in performance in Marketing and Finance. During fall 2010, faculty discussed the possibility of adding a foundation course for each class that would serve as a prerequisite. It was determined that adding more credit hours to the program was only one possible solution and that other means would be considered to improve performance.
4	Summer 2010	August 2010	Institutional mean: 90 th percentile Marketing: 75 th Management: 90 th Finance: 85 th Accounting: 90 th Strategic integration: 95 th	
5	Academic year 2011	Summer 2011	Institutional mean: 98 th percentile Marketing: 92 th Management: 98 th Finance: 99 th Accounting: 99 th Strategic integration: 98 th	The MFT was removed from the Strategic Management course as is administered at the program level as part of graduation requirements. All scores were well above the 80% standard. By comparison to students in other MBA programs, WSU students performed exceptionally well. Based on previous faculty discussions (prior to the most recent MFT results), it was determined that MBA Primers (online learning resources) would be seriously considered to augment learning in Marketing and Finance as well as in the Statistics courses.
6	2012 cohort	Spring, Summer, Fall 2012 graduates	Institutional mean: 97 th percentile Marketing: 97 th Management: 99 th Finance: 92 nd Accounting: 94 th Strategic integration: 94 th	MFT cohorts now consist of students applying for graduation within a given calendar year (Spring-Summer-Fall graduates). All scores were well above the 80% standard. Closing the loop activity: in response to two cycles (4, 5) of lower scores in marketing, the text in required MBA marketing course was changed and the use of a pre-course marketing module and accompanying primer introduced in Fall 2012 semester on a voluntary basis for students. Students were then given a pre-test before the course (median 86%). Instructor may make pre-course module and pre-test mandatory for Fall 2013.

Next Steps – June 2012

The MBA Program will continue to measure performance on the MFT. As a result of faculty discussion, MBA Primers will be implemented in the marketing, finance, and statistics courses.

Next Steps – Feb. 2013

Pre-course module and pre-test for MBA 6140 Marketing Management may be made mandatory beginning Fall 2013.

MBA Program—Outcome 5, Objective A—Doris Geide-Stevenson

Learning Outcome		5. MBA graduates will be globally informed.		
Objectives		A. MBA students will research and analyze current trends occurring in the global economy.		
Standard		80% of MBA students will score on average above 80% on the assessment methods.		
Methods of Measure		Objective A: This objective will be measured in MBA 6410 through a class project.		
Cycle	Assurance of Learning Cycle	Data Collection	Interpretation of Results	Closing the Loop
1	2009-10	Spring 2010	All students met or exceeded expectations (66.7% met, 33.3% exceeded expectations). However, each semester the assessment activity (class project) is different to ensure students research and analyze “current” trends. Ensuring that students meet or exceed expectations will be important each semester. Some “current” topics may require additional class time due to their complexity.	None needed at this time.
2	2010-11	Fall 2010, Spring 2011	Fall 2010: 77.8% of students met or exceed expectations. Spring 2011: Only 65.3% of students met or exceeded expectations. Student performance this cycle was weak and did not meet the standard of performance expected. Students generally fail to apply the appropriate economic concepts or their research is insufficient.	The instructor will include additional discussions during class addressing the project to ensure expectations are understood regarding research and application of global economic concepts.
3	2011-12	Fall 2011, Spring, 2012	Fall 2011: 100% of students met or exceeded expectations. Spring 2012: 91.4% of students met or exceeded expectations. During this cycle, the instructor included several discussions on the project to better communicate expectations with respect to research and application of economic concepts. The response to the weak performance was an increase in class discussions of project expectations.	The project is different every semester in order to reflect current macroeconomic trends. It will be important for the instructor to spend ample time discussing the expectations and background of the project and its relevant concepts to ensure student success.
4	2012-13	Fall 2012	Fall 2012: 85.7% of students met or exceeded expectations. Awaiting Spring 2013 data before conclusions are drawn regarding continued drop in number of students meeting or exceeding expectations.	Closing the loop activity: Instructor spent more time discussing the expectations and background of the project and its relevant concepts to ensure student success; awaiting Spring 2013 data.
Next Steps				
Continue to collect data in Fall 2012 and Spring 2013 using a new project that addresses the latest global economic trend.				

APPENDIX 2

**John B. Goddard School of Business & Economics
5th Year Maintenance of Accreditation Report**

(see attachment)

APPENDIX 3

MBA Faculty

(see attachment)