

## EXECUTIVE SUMMARY

Department of Business Administration & Marketing

Self-Study Document Spring 2019

Author's Contact Information:

Wendy Fox-Kirk

Business Administration & Marketing Associate Chair

Email: [wendyfoxkirk@weber.edu](mailto:wendyfoxkirk@weber.edu)

Phone: (801) 626-6030

Office: WB265

The following is a summary of the self-study document, highlighting important points. For complete information, please refer to the full, self-study document itself. Note that within this last five years, the Department of Business Administration was split into two new departments - Business Administration & Marketing (BAM), and Supply Chain & Management Information Systems (SC& MIS). The report provides an account of the last five years for both departments and a deeper focus on the goals and issues facing the new department of BAM. SC&MIS will be conducting their own report for future program development.

### **Mission Statement**

We use Aristotle's concept of *flourishing* to inform our approach to the generation and dissemination of knowledge about the management of people and organizations, with the aim of benefitting society as a whole.

## **Curriculum**

The Department of Business Administration & Marketing provides a range of programs including minors, AS, BS, BiS, an Honors program and the MBA. As a separate five year review has been conducted for the MBA program, MBA courses will not be covered in this report. A full list of programs offered can be found in the full report.

## **Student Learning Outcomes and Assessment**

The department utilizes the GSBE learning outcomes, which were revised in October, 2017. The five learning outcomes are:

1. Effective Communicators
2. Knowledge of Key Concepts
3. Analytical and Critical Thinkers
4. Ethically Aware
5. Global Viewpoints

In the last five years there have been changes to the assessment process for Assurance of Learning (AoL). This caused concern for the AACSB re-accreditation team which have not been addressed. In terms of student performance there are still issues with written communication and global viewpoints which need to be addressed through curriculum change.

## **Academic Advising**

The GSBE Advising Center has undergone major change in terms of both personnel and structure. The office now comprises a Director of Advising – Anne Hagopian, and two Academic advisors, Alex Muller and Eric Hunter.

The work of this center is part of a whole school approach to student success. The switch from faculty advising to professional advising has reduced the levels of student

mis-advisement. All advisors are the front-line Starfish respondents, including contacting students who don't persist and those with 90+ hours.

### **Faculty**

The Department of Business Administration prior to the department split employed 61 faculty in total of which 36 were adjunct faculty. The current Department of Business Administration & Marketing now comprises, 27 faculty in total of which 13 are adjunct faculty. Marketing faculty are working overload to meet student demand, and require another hire to bring faculty workload into equilibrium. The Department of Supply Chain & Management Information Systems comprises, 33 faculty in total of which 23 are adjunct faculty.

### **Program Support**

The only staff member directly assigned to the Department of Business & Marketing on an ongoing basis is the administrative support specialist. This staff member is instrumental in keeping a more extensive departmental filing system and in processing students during registration. The large number of students majoring the department's degree programs necessitates constant oversight and vigilance to ensure the quality and integrity of the department's degrees and programs. A part-time student worker also supports the department. The department receives good support from the Dean's office to ensure that all facilities and ICT equipment are up to date. The department also receives excellent support from the Stewart Library.

### **Relations with External Community**

The department has maintained successful relations with the external community in a number of ways, firstly, through vibrant and active student societies i.e. Weber Entrepreneurs Association, SACSM (Supply Chain Management), SHRM (Human Resources Management), Weber Marketing Association and SIFE (Students in Free Enterprise). Secondly, a number of individual faculty members have ongoing, extensive

and important relations with external constituents. The new department configuration results in the movement of SACSM to another department. The activities of SHRM student club underwent a thorough review in 2016-2017, involving a consultative exercise with students and external HRM professional bodies. The club has had difficulty engaging students in the last five years with each year losing students, ending with this year only two members. A rationalization of activities and strategic focus on building a mentoring program with local HRM professionals through the [Northern Utah Human Resources Association](#) is being developed. In the department's recent strategy retreat, the suggestion of a vehicle that will deepen engagement with the external community was discussed. This is likely to be in the form of a Development Board rather than an Advisory Board. The GSBE has a very active and involved Business Advisory Council.

### Student, Faculty, Contract/Adjunct Faculty and Staff Statistics

| Business Administration                         | 2013-14       | 2014-15       | 2015-16       | 2016-17       | 2017-18       |
|---|---------------|---------------|---------------|---------------|---------------|
| <b>SCH - w/IST</b>                              | <b>14,951</b> | <b>14,370</b> | <b>16,031</b> | <b>15,917</b> | <b>15,636</b> |
| <b>SCH - w/out IST</b>                          | <b>11,237</b> | <b>12,828</b> | <b>12,883</b> | <b>12,841</b> | 12,393        |
| <b>BSAD</b>                                     | 4,406         | 4,500         | 4,768         | 4,870         | 4,773         |
| <b>ENTR</b>                                     | 126           | 141           | 1,104         | 1,227         | 954           |
| <b>FIN*</b>                                     | 0             | 0             | 0             | 0             | 0             |
| <b>IST/MIS</b>                                  | 3,714         | 3,383         | 3,148         | 3,076         | 3,243         |
| <b>MGMT</b>                                     | 2,343         | 2,724         | 2,880         | 2,535         | 2,583         |
| <b>MKTG</b>                                     | 2,718         | 2,157         | 2,355         | 2,463         | 2,493         |
| <b>SCM</b>                                      | 1,644         | 1,465         | 1,776         | 1,746         | 1,590         |
| <b>Student FTE Total w/ist</b>                  | <b>498.37</b> | <b>479.00</b> | <b>534.37</b> | <b>530.57</b> | <b>521.20</b> |
| <b>Student FTE Total w/out ist</b>              | <b>374.57</b> | <b>427.60</b> | <b>429.43</b> | <b>428.03</b> | 413.1         |
| <b>Student Majors <sup>3</sup></b>              | 1279          | 1236          | 1269          | 1225          | 1200          |
| <b>BSAD</b>                                     | 1167          | 1131          | 1148          | 1117          | 1074          |
| <b>IST/MIS Bach</b>                             | 102           | 92            | 115           | 100           | 119           |
| <b>IST/MIS Assoc</b>                            | 10            | 13            | 6             | 8             | 7             |
|   |               |               |               |               |               |
| <b>Program Graduates <sup>4</sup></b>           |               |               |               |               |               |
| Associate Degree                                | 9             | 7             | 5             | 6             | 4             |
| Bachelor - IST                                  | 16            | 18            | 21            | 18            | 28            |
| Bachelor - BSAD**                               | 138           | 133           | 126           | 137           | 115           |
| <b>Student Demographic Profile <sup>5</sup></b> |               |               |               |               |               |

|   |              |              |              |              |         |
|---|--------------|--------------|--------------|--------------|---------|
| Female                                    | 386          | 377          | 370          | 379          | 360     |
| Male                                      | 781          | 754          | 778          | 738          | 714     |
| <b>Faculty FTE Total <sup>6</sup></b>     | <b>28.44</b> | <b>28.61</b> | <b>31.7</b>  | <b>26.9</b>  | n/a     |
| Adjunct FTE                               | 13.49        | 11.03        | 12.51        | <b>6.84</b>  | n/a     |
| Contract FTE                              | 14.95        | 17.58        | 19.19        | 20.06        | n/a     |
| <b>Student/Faculty Ratio <sup>7</sup></b> | <b>17.52</b> | <b>16.74</b> | <b>16.86</b> | <b>19.72</b> | n/a     |
| *moved to ACCT dept 13-14                 |              |              |              |              |         |
|   | 20xx-xx      | 20xx-xx      | 20xx-xx      | 20xx-xx      | 20xx-xx |
| Student Credit Hours Total                |              |              |              |              |         |
| Student FTE Total                         |              |              |              |              |         |
| Student Majors                            |              |              |              |              |         |
| Program Graduates                         |              |              |              |              |         |
| Student Demographic Profile               |              |              |              |              |         |
| Female                                    |              |              |              |              |         |
| Male                                      |              |              |              |              |         |
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| Student/Faculty Ratio                     |              |              |              |              |         |

## Financial Analysis

| Business Administration            | 2013-14       | 2014-15       | 2015-16       | 2016-17       | 2017-18       |
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|   |              |              |              |              |      |
| <b>Program Graduates <sup>4</sup></b>           |              |              |              |              |      |
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|   |              |              |              |              |      |



## Results of Previous Program Reviews

| Problem Identified in previous BOR review (2013)  | Action that has been taken   |
|---|--|
| IST curriculum was not fully aligned with the department's mission and goals.   | A major overhaul and reconfiguration of the IST program and a shift to the designation or attribute MIS.   |
| Review of the department's mission statement to ensure complementarity and/or alignment with the GSBE's changed mission statement. Also, ensuring alignment with WSU's mission.   | Following a collaborative strategy review process within the new department of Business Administration & Marketing, a new mission statement has been written.  |
| Greater attention and development of data analytics was necessary to ensure that the SCM program was providing the necessary technical skills for students to be ready for the workplace.   | New course developed MIS 2030 – Introduction to Business Analytics.  |
| The committee strongly recommended that the IST (now MIS) program develop an advisory board, and consider requiring Microsoft Excel certification as part of the admission process.   | MIS Advisory Board has been identified and invited to first meeting Spring of 2019. MyEducator is now being used in MIS 2010 and this course focuses on Excel.   |
| IST (now MIS) minor should be leveraged throughout the business school with a view to growing student numbers. This is due to the increasingly technical nature of job tasks in the modern workplace.                                 | The MIS Minor was adjusted to be more appealing to a broader swath of business school students by reducing the number of credit hours. New Data Analytic Minor has also been approved for a start in Fall 2019.  |
| The committee suggested that the department explore the feasibility of developing a data analytics course to address growing trends in this field.  | New Data Analytics minor developed jointly with Computer Science.  |
| Required - a comprehensive curriculum review of each major every five years to keep up with the ever changing business environment. Of particular focus should be to add in a social media marketing course to the Marketing program. | <p>Results from comprehensive review by Marketing faculty.</p> <p>Data regarding enrollments and declared majors were collected and a report was created supporting our request to the provost's office for a marketing instructor. The request was supported by the department chair, dean and executive committee. The application for approval of a marketing minor was started in Curriculog with the hope that the request for an instructor would be approved. The request for an instructor was, subsequently not approved. Many of the marketing classes are currently filled to capacity, all faculty are teaching three separate course per semester, one course is outside the marketing curriculum and some overload courses are being taught. Hence, without the marketing instructor, the marketing department does not have the resources to serve students interested in the minor. The department committee</p> |

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|  | has put the application on hold until there is an opportunity for additional faculty resources.  |
| A review of learning outcomes should take place, given the addition of IST to the department and the removal of Finance classes.   | No review of departmental learning outcomes has taken place. The department uses GSBE's learning outcomes which were reviewed and re-written in 2017.  |
| The committee strongly recommended hiring strategically to ensure that new faculty expertise matches the direction of the department. Particular emphasis was placed on the hiring of IST faculty stating the need for data analytics knowledge which would benefit IST, SCM and MBA programs. | There have been two new IST (MIS) faculty hires Dr. Randall J. Boyle (Assoc. Prof.) who has significant experience in teaching Cyber Security, Advanced Cyber Security, Telecommunications, Networking & Servers, System Analysis and Design, Decision Support Systems, Web Servers and Introduction to MIS.<br><br>And Dr. Jeffrey A. Clements who brings an expertise in 3D printing, rapid prototyping, emerging technologies and managing disruptive innovations.  |
| The committee recommended that classroom support for IT be improved.   | GSBE hired an intern to support Greg Brighton to manage IT support. In addition, classroom IT support is now managed by WSU central IT. GSBE IT provides support for faculty and staff only.   |
| The committee recommended that the department investigate the feasibility of developing an Advisory Board, similar to that developed by the SCM program.   | Engagement with key stakeholders regarding the advisory board is underway. Steve Starks (President of the Utah Jazz) has agreed to serve on the advisory board. Former president of WSU, Paul H. Thompson has also agreed to serve on the advisory board. Further developments have been put on hold due to transitions within our department and the school.  |
| Establish relationships with other colleges and departments to enrich programs and enhance student experience.   | With the development of a leadership minor, faculty engaged approximately fifteen partners (e.g., department chairs) receiving strong support for the new inclusive and integrated leadership minor. Of those, the strongest partnerships are BIS and Honors. BIS considers the leadership minor one of the most promising areas of emphasis for its students. The Honors Program invited Bryant Thompson to develop and teach an Honors class on leadership. Bryant taught this course in Fall of 2018. The course was a strong success |

## **Information Regarding Current Review Team Members**

WSU faculty member outside the program but within the Goddard School of Business and Economics

### **Dr Matthew Mouritsen**

MBA Program Director and Professor of Accounting

Office: WB 272

Phone: (801) 626-8151

E-mail: [mmouritsen@weber.edu](mailto:mmouritsen@weber.edu)

WSU faculty member outside the Goddard School of Business

### **Dr Hal Crimmel**

Department Chair and Professor of English

Office: EH 435A

Phone: (801) 626-8044

E-mail: [hcrimmel@weber.edu](mailto:hcrimmel@weber.edu)

One faculty members outside WSU

### **Dr Christopher Hartwell**

Assistant Professor

Department of Management

John M. Huntsman School of Business

Utah State University

Office: Eccles Building 412

Phone: (435) 797-5782

Email: [chris.hartwell@usu.edu](mailto:chris.hartwell@usu.edu)