

## Program Evaluation Team Report

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Dr. Hal Crimmel, Evaluation Team Chair

### **Program Evaluation Team Members:**

Dr. Hal Crimmel, Chair, English Department, WSU

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Dr. Matt Mouritsen, School of Accounting and Taxation, and MBA Director, WSU

### **Introduction:**

The team met on March 18, 2019, with the following from the Goddard School's Department of Business Administration and Marketing:

Dr. Shaun Hansen and Dr. Wendy Fox-Kirk, Site Visit Coordinators

Tenured faculty

Tenure-Track faculty and Instructors

Goddard School Students

Dr. Jeff Steagall, Dean

Anne Hagopian, Director of Advising

Brett Merrell, Coordinator of Recruitment and Career Advising

### **Overall comments:**

In the Department of Business Administration and Marketing report below we have identified many areas of **strength** and many areas where the Department **meets expected standards**. We have also identified a number of **concerns** and **weaknesses**, though readers of this report should interpret these latter two categories not as criticisms but rather as opportunities for strengthening a strong and forward-looking department. Indeed, were "opportunities" a defined quality rating for this report we would likely not need to use **concerns** or **weaknesses** as a category for reporting. The Department appears energized and poised for near- and long-term success.

In some places in this report we have used bold font to emphasize themes that emerged repeatedly as a way to focus readers' attention.

## **Standard A: Mission Statement**

### *Good—Meets Expected Standards*

The mission and core values are unique and well-defined. There are internal values at the department level that include a positioning statement, a values statement and learning outcomes.

### *Concern*

Metrics need to be developed to measure the effectiveness of meeting department core values/mission statement.

### *Recommendations*

Develop metrics.

Gathering feedback from alumni and employers might also provide an ongoing procedure to calibrate the mission statement and core values mid-review cycle (2.5 years out).

## **Standard B. Curriculum**

### *Strengths*

The Department seeks to develop the following-forward looking themes via its current and future curriculum:

1. Develop in students a habit of long-term thinking vs. purely short-term thinking.
2. Emphasize ethics, social enterprise and sustainability.
3. Create a culture of “flourishing” and “thriving”.

### *Good—Meets Expected Standards*

For the HR major, the next steps for graduates should be considered (employment in the discipline and/or entry into an HR graduate program).

The HR curriculum should align with the core values of the department and utilize skill sets and faculty capacity. Creating new courses may or may not be the best use of resources, though there does need to be more attention given to HR/data analytics. BAM should consider curriculum that prepares students for success in an HR graduate program. This may lead to a more balanced undergraduate HR degree program by not offering courses that are commonly taught in graduate HR degrees. Indirect assessment with

students/alumni/employers should be used to improve the curriculum and the program's key processes that impact students.

Learning outcomes will help ensure the connection between curriculum and mission. Measures of learning as well as indirect assessment will help close any gaps between curriculum and mission.

Students appreciated earning credit for internships. Some students preferred an option for earning credit based on club participation (1 credit hour courses as electives or required).

### *Concerns*

There appears to be an **insufficient number of marketing faculty** given the courses (graduate and undergraduate) and students being taught. Regular scheduling is possible only because faculty are willing to teach overload. (For more detail, see Standard E: Faculty). A few faculty felt there are challenges in keeping up with short IT product cycles—in some cases, three months—and how best to keep abreast of these changes so as to meet student needs.

The Strategic Management capstone course (BSAD 4780), required for all college graduates, currently only has two regular instructors (Drs. Shaun Hansen and David Noack). The consequences are that this course has become a significant bottleneck for students at times and that it requires regular overload teaching on the part of several, if not most management faculty. Although temporary solutions are possible, future discussions should be held about how to resolve this problem, long-term.

Nearly all interviewed for this review indicated a **need for Goddard students to improve their communication skills and writing**. Dr. Hansen and Dr. Fox-Kirk have indicated that a recent hire (Jeff Good) with a M.A. in Communication will begin teaching the required Managerial Communications 3200 in Fall 2019. The long-term plan is for Jeff Good to work closely with the WSU English Department to develop an effective course and appropriate pedagogy to “greatly strengthen” student communication skills. The course will be refined and revised and then made available to all faculty teaching the course, including Jeff Good and select faculty from English.

Others felt that “soft skills” such as people skills and leadership skills might be made more prominent in the curriculum.

The HR program could benefit from partnership with other university departments (e.g., English, Communication, and Statistics) to direct students toward minors with skill sets that will complement the HR degree.

In terms of scheduling, at least one student felt that more online options where feasible would be attractive to students.

## *Suggestions*

Student surveys may provide feedback on preferences of online, hybrid, face-to-face and weekend offerings. Indirect student assessment may help gain insights into annual and semester course schedule adjustments.

Given the changing nature of the business landscape, many senior faculty felt that the **department will need to make a concerted effort to communicate to students that successful graduates will possess creative, analytical and critical thinking skills** in light of the fact that many students seem focused on short-term goals: amassing credits, checking off boxes on a rubric and so forth. The department may need to at least once per semester, either in an event or in each course, have a discussion with students about the difference between an education and a degree. Finally, implementing these ideas will require developing a strategy to map these qualitative skills / long-term learning outcomes across courses and programs.

## **Standard C. Student Learning Outcomes and Assessment**

### Student Learning Outcomes

#### *Concerns*

BAM relies on Goddard learning goals which may not reflect the uniqueness of the Department's mission statement and course values. It is recommended that **student learning outcomes (and indirect metrics with alumni/employers) be developed and measured to demonstrate the successful implementation of the mission and core values**. Feedback from hiring organizations regarding the core values and mission statement would be useful. Also see comments under Standard A and Standard B.

Faculty expressed some concern about how business communication, as a learning outcome, is measured (outside the business school).

Though core values and guiding principles are not learning outcomes, they do provide clear guidance for curriculum development. There should be methods (assessment, curriculum grid) in place to demonstrate that the values and principles are influencing curriculum, student learning, and alumni success.

### Assessment

#### *Good—Meets Expected Standards*

Assessment is robust in the Goddard School though having more specific learning outcomes for BAM students may confirm the effectiveness of the mission statement and core values and lead to continuous improvement.

## **Standard D. Academic Advising**

### *Strengths*

Students spoke highly of the assistance and resources available. Students spoke of effective mentoring, advice, and preparation to enable placement and career success.

More orientation of new students may be useful, but students are generally pleased with their advising.

There are more opportunities available for students than students take advantage of--for example, Handshake. The department should consider how best to engage students with these opportunities. Should professionalizing experiences become part of a new one-credit required "Professional Opportunities" course, for example? The department will want to find a way to connect the values of student extracurricular engagement or this one-credit course to the new long-term learning outcomes/values of the program and communicate these to students.

## **Standard E. Faculty**

### *Strengths*

The tenured BAM faculty have excellent research records and many have won teaching and/or research awards and the tenure-track faculty have strong emerging records of publication and teaching. The quality of contract / adjunct faculty is also strong as all have either a Ph.D. JD, MBA or MPOD.

Annual reviews, post-tenure reviews, as well as a very mature promotion and tenure review process, are in place and fully functional.

College support for research is said to be "substantial" as a result of the Research Incentive Program (RIP).

### *Concerns*

#### Faculty Development:

Funding for faculty scholarship activities (e.g., cost of data, surveys, conferences), though available through multiple sources could be enhanced. Some tenure-track faculty noted the disincentive to co-author with GSBE colleagues due to having to split RIP funds. Could there be an incentive provided for more inter-faculty, inter-department collaboration? Could there be a pay bonus for publishing in a very top journal?

No formal mentoring processes are in place, though things are said to run smoothly.

When hired, new faculty would like a greater amount of clarity about how much research funding is available.

Untenured faculty would like to see consistency across departments in terms of the expected number of preps per year, in part because fewer preps equals greater research productivity.

### *Recommendations:*

The department might consider establishing a mentoring committee or assign a pair of peer mentors to each new hire. (This has worked well in the English Department).

Transitions in leadership at the Department Chair level (three chairs in as many years) will require attention from incoming Interim Dean to be sure tenure-track faculty are aware of the standards for “Effective Creation”, “Improvement” and “Innovation”. These might be defined and shared with faculty. In addition, changes at the Dean and Provost level has untenured faculty seeking clear expectations from all levels that their expected tenure and promotion requirements will in fact be those they are measured on.

Given the emphasis on student success from the Provost’s office many untenured faculty would like to see “student success” better built in to faculty job descriptions and annual reporting. Faculty want to be involved but need more ‘bottom line’ recognition for the purposes of tenure and promotion. This would seem to be an easy fix—perhaps allow ‘student success’ projects such as mentoring students (projects, applications to grad school & for employment to roll up to the Service component of the T&P process, or perhaps to the Teaching component because the latter is typically given more weight in Tenure and Promotion decisions.

One commentator noted that there is a Learning Outcome deficiency in that these need to be more specifically connected to teaching.

### *Weakness*

#### Need for Tenure-Track Faculty:

Almost without exception those we interviewed indicated a **need for 1-2 new tenure-track Marketing faculty hires**, especially if current faculty take administrative roles. Currently, many faculty are teaching heavy overloads with large class enrollments, and some courses are not able to be taught due to a shortage of Marketing faculty (MBA Marketing Management, International Marketing, for example). In addition, key classes in the program are taught by adjuncts. Though adjuncts are well-qualified, the impression we received is that faculty would prefer to have full-time faculty teaching the core classes.

The recent addition of a leadership minor (which aligns closely with the mission and core values of BAM) could place further staffing pressure, particularly in HR courses, should enrollments increase dramatically.

Others noted strong demand for classes in the HR program, but a shortage of faculty enthusiastic about teaching in the program. Here, the Dean and Chair might ask if it is the current curriculum that constrains faculty, making them less willing to teach in the program. If so—and an anonymous survey would provide an answer—perhaps a curricular redesign could spark renewed interest among faculty qualified to teach in the program. If the issue is that current faculty feel the HR classes are not in their wheelhouse, then this would seem to point to a question of hiring new faculty—perhaps those with dual expertise in BAM and HR who evidence enthusiasm for both disciplines.

Long-term solutions also need to be developed for the bottlenecks occurring in Strategic Management BSAD 4780. Adjuncts may solve the problem in the short-term, but a tenure-track hire will likely be necessary in the near future.

Diversity:

Faculty diversity is limited; BAM is the least diverse department in the college. **Efforts should be made to increase diversity in future hiring**, both as a way to increase the diversity of perspectives in the department and also to model for students that BAM and HR careers can be for everyone.

*Recommendations*

Connecting with the Diversity Office on campus prior to searches can help place job postings in appropriate venues that may help attract more diverse job candidates, including women. Doing so may have recruiting benefits as well, as it would seem to be a first step toward attracting greater numbers of female students and students of color.

BAM might consider developing a written policy to help the untenured faculty understand exactly what is required for service and teaching workloads. (English has done this and it has eliminated uncertainty about “how much” and also eliminated perceptions of favoritism or unfairness in workload assignments).

**Standard F. Support (Staff, Administration, Facilities, Equipment, and Library)**

*Strengths*

Faculty indicated that administrative support is sufficient, especially since the department now has a dedicated Administrative Assistant.

The Goddard School’s subject matter specialist in the Library, Ed Hahn, is excellent.

Davis Campus IT support was identified as strong.

*Concern*

**Classroom technology** is not ideal and **limits the ability of faculty to teach concepts**. Faculty would like to see better projectors, a general technology upgrade, dual projectors and screens in classrooms and two computer screens per classroom.

A few commentators noted a need for upgrading Goddard School restroom facilities.

IT support on the Ogden campus needs improvement.

*Recommendation*

Consider whether the purchase and installation of the above (especially more dual projector classrooms) would be beneficial. Explore the issues with IT support—does the designated person need more hours or better training?

**Standard G. Relationships with the External Communities**

*Strengths*

The department maintains successful relations via student societies such as the Weber Entrepreneurs Association, Supply Chain Management, Weber Marketing Association and Students in Free Resources Management.

The College has an “active and informed Business Advisory Council”. The department has indicated they will establish a “Development Board” and this process is underway.

There is an opportunity for the HR degree to partner with Utah State’s Master of Human Resources to provide students an opportunity to further their education and get a foot in the door of Fortune 500 companies.

The leadership and entrepreneurship minors will benefit from partnerships with other university programs.

*Concern*

Though not technically “external communities”, other departments with the Goddard School would like to be better connected with BAM and engage in a more collaborative relationship.



## *Recommendation*

Implement as soon as possible.

## **Standard H. Results of Previous Program Reviews**

The previous program review was in 2013. The review team identified the following issues and the 2019 Self-Study Document identifies the action taken. The information below comes directly from the 2019 Self-Study Document, in most cases verbatim.

1. IST Curriculum was not fully aligned with the department's mission and goals.  
**Action Taken:** Major overhaul and reconfiguration of the IST program and a shift to the designation or attribute MIS.
2. Review of the Department's mission statement to ensure complementarity and/or alignment with the GSBE's changed mission statement. Also need to ensure alignment with WSU's mission.  
**Action Taken:** Following a collaborative strategy review process within the new BAM department, a new mission statement was written.
3. 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.  
**Action Taken:** New course developed—MIS 2020—Introduction to Business Analytics.
4. 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.  
**Action Taken:** The MIS Advisory Board was identified and invited to a meeting in spring 2019. MyEducator is now being used in MIS 2010 and this course focuses on Excel.
5. IST (now MIS) minor should be leveraged throughout the Goddard School with a view to growing student numbers. This is due to the increasingly technical nature of job tasks in the modern workplace.  
**Action Taken:** The MIS Minor was adjusted to be more appealing to a broader swath of business school students by reducing the number of credit hours. A new Data Analytic Minor was approved for a fall 2019 start.
6. The committee suggested that the department explore the feasibility of developing a data analytics course to address growing trends in this field.

**Action Taken:** A new Data Analytics Minor was developed jointly with Computer Science.

7. 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.

**Action Taken:** Comprehensive review undertaken by marketing faculty. Collected enrollment data and declared major data. Based on the results made a request for an additional hire but the request was not funded. Faculty resource issue have put this area on hold.

8. A review of learning outcomes should take place, given the addition of IST to the department and the removal of finance classes.

**Action Taken:** No review of department outcomes has taken place. The department uses GSBE's learning outcomes which were reviewed and rewritten in 2017.

9. The committee strongly recommended hiring strategically to ensure that new faculty expertise matches the direction of the department. Particular emphasis was placed on hiring IST faculty with data analytics knowledge that would benefit IST, SCM and the MBA program.

**Action Taken:** Two new IST (MIS) faculty: Dr. Randall J. Boyle, 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; Dr. Jeffrey A. Clements, who has expertise in 3D Printing, rapid prototyping, emerging technologies and managing disruptive innovators.

10. The committee recommended that classroom support for IT be improved.

**Action Taken:** GSBE hired an intern to support Greg Brighton to manage IT support. In addition, IT support is now managed by WSU Central IT. GSBE IT provides support for faculty and staff only.

11. The committee recommended that the department investigate the feasibility of developing an Advisory Board, similar to that developed by the SCM program.

**Action Taken:** Engagement is underway. Steve Starks and Paul Thompson have agreed to serve. Other additions are on hold until department and college leadership changes are concluded.

12. Establish relationships with other colleges and departments to enhance the student experience.

**Action Taken:** Developed leadership minor, which has strong partnerships with Honors and BIS.