WSU Five-Year Program Review
Self-Study

Department/Program: Business Administration/Information Systems & Technology

Semester Submitted: Fall 2016

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Brief Introductory Statement

A bachelor's degree in Information Systems & Technologies (IST) provides students with a broad background in basic business knowledge, problem solving, and technical computer-based skills. Depending on the electives, students may study software development, networking, information security, database design, systems analysis and design, advanced networking, advanced information security, Web development, enterprise systems, and emerging technologies.

Graduates will be prepared to help organizations use computer technology to support their business processes. They will also be prepared to use information systems to generate value for the organization, as well as develop innovative technical solutions and products. Students will also learn how to work with people to understand how they do their jobs and determine where computer technology can be most effective. Students will know how technology can be used to implement organizational strategy, and achieve specific business goals and objectives.

The IST program underwent a significant program overhaul during the 2015/2016 academic year. With a focus on streamlining student progress toward degree completion, all course prerequisites were examined closely, along with the mix of required versus elective classes for students pursuing both the major and minor degree in IST. As a result of this initiative, numerous formerly required courses are now classified as electives, and certain elective courses are now offered as required courses. In addition, some outdated courses are no longer being offered. Prerequisites for all courses also were evaluated and updated. Overall, the total number of required hours was reduced, scheduling problems were largely minimized, and the accessibility and timeliness of courses was increased.

Students are already starting to see the benefits from the new curriculum design because it helps them graduate faster, has fewer prerequisites, and focuses on faculty strengths and content expertise. Because information technology is a rapidly changing field of study, new areas of interest emerge every few years, and then mature very quickly (i.e., 3-D printing, self-driving cars, smart devices, Internet of Things, etc.). Traditional IST workers are forced to keep up with those changes and so should the curriculum in the department. Our new flexible program allows the IST faculty and department to serve students more effectively.

The IST program also experienced significant faculty changes. Several faculty members retired within the past two years and new faculty now include Dr. Randall Boyle, Dr. Jeffrey Clements, and Dr. Lixuan ("Grace") Zhang. These new faculty members have brought new technical and professional competencies that were previously absent. For example, Dr. Clements is currently teaching IST 4720 (Emerging Information Technologies) that is focused on prototyping and the design of 3-D products and Dr. Zhang is working to revive the Enterprise Systems course and introduce a Big Data/Data Analytics course into the program. The new 3-D printing course has been very well received by students, and aligns with the innovation goals of the Goddard School of Business and Economics and Weber State University. Faculty is exploring the best positioning of Enterprise Systems and Big Data in order to maximize student value and response. More is said later in this report about the likely effects of these changes on student enrollments in the IST programs.

Standard A - Mission Statement

School Mission

The Information Systems and Technologies program supports the mission of the Goddard School of Business and Economics (GSBE):

> *The John B. Goddard School of Business & Economics provides quality undergraduate and graduate education for developing professionals and career-oriented students. Degree programs are grounded in the University's liberal arts tradition and focused on synthesis of theory across disciplines, the application of theory to practice, and the enhancement of professional skills. While we are primarily a regional institution, we seek to prepare our students to succeed in the global economy.*
> *Three principles are central to our mission.*
> ***Learning**: We champion continuous learning through excellent teaching, close student-faculty interaction, small class sizes, assurance of learning processes, and faculty scholarship designed to improve effective teaching.*
> ***Research**: Our portfolio of faculty intellectual contributions is diverse including application of theory to practice, advancement within and across disciplines, and utilization of research outcomes to further learning.*
> ***Community**: We enhance our community through the dissemination of best practices, the provision of economic information and analysis, the engagement in professional organizations and societies, and the creation of strategic relationships which expand life-long learning opportunities for our stakeholders.*

Departmental Mission

The Information Systems and Technologies program also supports the Business Administration departmental mission. The department's formally adopted mission statement is as follows:

> *The mission of the Department of Business Administration is to promote increased organizational effectiveness and efficiency and, thereby, advance productivity in our community, state, nation, and world. We seek to maintain a learning environment for our students in which the elements of successful organization and operation of businesses will be studied, disseminated, and practiced. Our students will be able to think strategically, develop strong planning and analytical skills, and appropriately deploy information technologies. We will provide for our students an environment in which application is used to support the understanding, use and mastery of theory. Our students will be given opportunities to enhance their written and oral communication skills and develop the interpersonal skills necessary to compete successfully in a highly diverse and interactive world. Finally, the department will recognize that the cornerstone of educational quality is an active community of teaching scholars.*

Program Mission

More specifically, the Information Systems and Technologies program mission is as follows:

The Information Systems and Technologies degree prepares job-ready graduates by providing outstanding instruction in current information technologies, integrating practical business and technical knowledge, and promoting strong communication skills and effective team work.

Standard B - Curriculum

Curriculum Map

Core Courses in Department/Program	Department/Program Learning Outcomes		
	Outcome 1 (train for systems use)	Outcome 2 (software, networks)	Outcome 3 (Manage and integrate)
BSAD 3200: Legal Environment	M	H	L
BSAD 3330: Business Ethics	M	H	M
BSAD 4620: Executive Lecture Series	L	L	L
BSAD 4780: Strategic Management	H	H	H
FIN 3200: Financial Management	M	H	L
IST 1100: The Wired Society	L	M	L
IST 2010: Business Computer Skills	H	L	L
IST 2020: IS&T for Business	M	H	H
IST 2110: Software Development (I)	L	L	L
IST 3210: Database Design/Implementation	L	L	M
IST 3610: Networks & Data Communications (I)	M	L	M
IST 3620: Networks & Data Communications (II)	M	L	L
IST 3700: E-business Tech & Web Develop	M	L	M
IST 3710: Global Issues in IS&T	L	H	L
IST 4600: Information Security I	L	L	H
IST 4700: Information Security II	L	L	L
IST 4710: Enterprise Systems	H	L	M
IST 4720: Emerging Information Technologies	L	M	H
IST 4730: Systems Analysis and Design	L	M	M
IST 4891: IS&T Internship	H	M	H
MGMT 3010: Organizational Behavior	H	M	H
MKTG 3010: Marketing Concepts & Practices	M	H	M
NET 3250: Business Communication	H	H	H
SCM 3050: Operations & Supply Chain Management	L	H	L
QUAN 2400: Business Calculus	L	M	L
QUAN 3610: Business Statistics II	L	M	L

Note: Level of Contribution towards Student Learning Objectives: **L** = low level of contribution; **M** = medium level of contribution; **H** = high level of contribution.

Standard C - Student Learning Outcomes and Assessment

Measurable Learning Outcomes

At the end of their study at WSU, students graduating from the IST program will meet the following standards and expectations:

1. Know how to train people to use complex computer systems.
2. Be capable of implementing software and networks.
3. Be adept at helping management understand and plan for the best new technologies and how to integrate them into the organization's business processes.

Standard D - Academic Advising

Advising Strategy and Process

Professional academic advising is provided by an office of three dedicated staff members who provide answers and guidance to students interested in, or currently enrolled, in the various GSBE academic programs—including IST. Through this professional academic advising office, students are strongly encouraged to meet with advisors any time there is a possibility of course-related issues that may impact their progress toward graduation and timely advancement through the IST curriculum.
Career advising is provided by Ms. Pat Wheeler, the long-time Goddard School career advisor who is housed on the GSBE premises within the Wattis Building. The performance of the career advisor has been commended in college accreditation reports. With the skilled support of Ms. Wheeler, Business Administration students in general, and IST students in particular, experience significant success in employment placement.

Effectiveness of Advising

IST students show 100% placement success over the last 5 years and local employer demand for IST students outstrips supply. In addition, the quality of internships promoted and available to our students is very high, offering a range of industry opportunities to support their learning and development. Students also have the opportunity for a number of employer networking opportunities, which often lead to offers for internship and job placement.

Past Changes and Future Recommendations

In 2012, major academic advising moved from departmental to college level responsibility. This has resulted in all undergraduate advising moving to the central advising office. This has resulted in greater consistency, clarity and coherence for both students and faculty alike.

Moving forward, there will be continuing monitoring of the newly developed student degree pathways to ensure that the balance between speed of graduation and access to a coherent, high quality education is maintained. This will link in with a review of course delivery to provide a more blended learning approach for students.

Standard E - Faculty

Faculty Demographic Information

The IST program has five full-time faculty members, with the following demographics: two white males (born and educated in the U.S), one Asian woman (born in China and graduate degrees from U.S. universities), and two Asian males (once born in China and the other in Korea, and both with graduate degrees from U.S. universities).

Programmatic/Departmental Teaching Standards

All faculty members undergo an annual review for teaching effectiveness. In addition to course evaluations, an assessment is made of the relevance and rigor of course materials. The Department of Business Administration strives to maintain very high teaching standards and provides students with access to some of the top academic researchers in their field. It also, boasts faculty who have made significant advisory contributions to government and industry, regionally, nationally and internationally.

Each faculty member is expected to ensure the following:

- Remains knowledgeable of current developments in all courses taught. For example, through scholarly activities, updating course content, experimenting with new pedagogies, or any other manner that demonstrates engagement in the area of teaching.
- Provides course guidance by producing a syllabus with a course outline, learning objectives, and grading policy.
- Meets classes and with individual students through established office hours.
- Participates in departmental and school assessment of learning activities when asked to do so.
- Works to improve teaching effectiveness when deficiencies are noted by students and academic peers

Faculty Qualifications

The IST program has five full-time faculty members that are all terminally qualified with a PhD. All adjunct instructors have a minimum of an appropriately accredited Master's Degree in their relevant disciplines plus required industry experience. This puts the department in full compliance with AACSB accreditation requirements with regards to faculty qualification (as represented by the faculty qualifications table for the 5th year accreditation maintenance report for AACSB according to its latest standards).

Faculty & Staff (2015-16)

For the previous five years under consideration for this program review, the mix of full time faculty and part time adjunct instructors for the IST curriculum is summarized below:

	Tenure (or Tenure-track)	**Contract**	**Adjunct**
Number of faculty with Doctoral degrees	5	-	4
Number of faculty with Master's degrees	0	-	10
Number of faculty with Bachelor's degrees	0	-	0
Other Faculty	0	-	0
Total	5	-	14

Evidence of Effective Instruction

Regular and adjunct faculty teaching effectiveness is assessed via the same assurance of learning (AoL) process, in that no distinction is made between AoL measures derived from courses taught by regular faculty versus course taught by adjunct. The IST program participates fully in the GSBE Assurance of Learning measurement and reporting program and does not have its own separate system or approach for assurance of learning. As a result, the IST program utilizes the GSBE's and the BA department's AoL results as evidence of effective instruction. Those findings are fully presented in Appendix H.

Faculty Scholarship

Over the last five years, Information Systems and Technologies faculty members have consistently produced high quality articles in peer-reviewed journals, with many of these articles published in leading journals as defined by the Goddard School's Safe Harbor List and external rankings of journal quality. Appendix E provides an overview of recent publications by all tenured and tenure-track faculty in the department.

Mentoring Activities

The IST faculty engage in extensive student mentoring. More specifically, faculty mentor students (both formally and informally) in the areas of research, graduate school admission, and job search preparation.

First, faculty actively engage students in new research projects. For example, Dr. Randall Boyle mentored Chris Heywood and Tarl Langham in a faculty-led research project looking at the frequency of enterprise data breaches. This project looks at the vulnerabilities created when users use their same passwords on multiple systems or sites (cross-pollination). The title of this study is "The Weakest Link: An Investigation of Identity Cross-Pollination and Data Loss on Meta-Organizational Security."

Second, faculty are also actively helping IST students seek and gain admission to premier graduate programs in IST around the country. For example, Dr. Boyle mentored two students in the 2015/2016

academic year toward admission at a graduate program in Information Systems. Two students were accepted to Carnegie Mellon University's (CMU) Master's program in Information Systems for the 2016/2017 school year. CMU is consistently ranked as the number one or number two Information Systems program in the world. Being admitted to CMU is a tremendous achievement for WSU students. For the current (2016-17) academic year, four additional students will be applying to CMU's graduate program, and several other IST students from WSU were admitted to a graduate program in Information Systems at the University of Utah.

Interestingly, the director of CMU's MISM program (Sean Beggs) has now started visiting Weber State University to recruit students. Sean has mentioned our IST students' extensive technical knowledge, personal skills, and ambition as key factors in admitting our students. Students graduating from CMU's program exit with extremely well-paid jobs.

Third, IST faculty actively mentor students in preparing students in their job search. The job search for technical careers is unique because resumes must include technical skills, business knowledge, and social abilities. IST faculty consistently mentor students to create better resumes, LinkedIn profiles, and make connections with industry leaders. For example, Dr. Boyle mentored IST student Rebecca Gregory by creating a new systems-centric resume, an effective LinkedIn profile, and connected her with industry professionals (such as Rebecca Cengiz-Robbs at Carbonite) to pursue potential job opportunities. The result was that Ms. Gregory had a very attractive job offer extended to her within four days and she is now working for the firm and reports back that she loves her job.

Diversity of Faculty

Tenured/Tenure track faculty			
Gender	**Female**	**Male**	**Prefer not to say**
	1	4	0
Ethnicity	**White**	**Chinese**	**Korean**
	2	2	1
Contract/Adjunct faculty			
Gender	**Female**	**Male**	**Prefer not to say**
	7	7	0
Ethnicity	**White**		
	14		

Ongoing Review and Professional Development

IST faculty are actively engaged in both internal and external professional development activities. IST faculty are supported by department and school efforts to create innovative courses, infrastructure, and external development. Faculty are given resources to create new classes, such as Dr. Jeffrey Clement's course on Emerging Technologies that focuses on 3-D design and printing. Resources are also given to

faculty to implement innovative cutting-edge technologies such as its new virtual lab. The new IST virtual lab allows students to complete rigorous technical projects without the need of a physical computer lab. Students can access virtual computers remotely from anywhere they have an appropriate internet connection.

IST faculty are also given resources to take sabbaticals consistent with university policy and attend academic conferences that are relevant to their specific disciplines. Attending these conferences is critical to the overall professional development and ongoing technical expertise. Through attending conferences, faculty are able to regularly discuss new research ideas and participate in ongoing expert conversations with faculty around the globe, hear about new developments in the field, learn new technical skills, and start new collaborative research projects.

Standard F – Program Support

Faculty in the IST program have access to GSBE and departmental administrative support staff, classroom facilities, equipment that is needed for their teaching and research, and library collections.

Adequacy of Staff

i. Ongoing Staff Development
The department administrative support person (Ms. Liz Hill) has access to the entire university training catalog for professional staff and regularly participates in professional training and development activities, and is encouraged and supported in her efforts to attend training as needed. In addition, Ms. Hill is a member of the Women in Business Executive Board and is also currently pursuing her MBA degree while she continues to work full time in her role of providing departmental staff support.

Adequacy of Administrative Support

The only administrative staff member directly assigned for direct support of the IST program (housed in the Business Administration department) on an ongoing basis is Ms. Liz Hill, Administrative Support Specialist I. This staff member is instrumental in keeping the department's accounting records up to date, in overseeing the department's extensive records, in maintaining its office functions, and in responding to student issues and questions on an ongoing basis. The large number of students majoring in the department's degree programs necessitates constant oversight and vigilance to ensure the quality and integrity of the department's degrees and programs.

Adequacy of Facilities and Equipment

The business administration department does not have dedicated funds to replace faculty computers or update software on a regular basis. Nonetheless, no faculty computer is older than 5 years and replacements have taken place regularly through shared funding by the department and the dean's office. In addition, the department has been able to accommodate all faculty requests for new technology and hopes to be able to continue this support. In terms of classroom technology, the dean's office has been very supportive in providing Smartboard technology. Newly hired faculty generally, seem unwilling to forgo this type of classroom technology so that eventually every single classroom in the Wattis building will be equipped with this technology. The dean's office has a technology committee that addresses these

needs and the department has to rely on funding from the dean's office for faculty technology updates and continued classroom updates.

Adequacy of Library Resources

The library representative for the GSBE, Ed Hahn, has been very responsive to any requests by the department. Library facilities are sufficient with a good range of online business databases and access to a wide range of e-journals.

Standard G - Relationships with External Communities

Description of Role in External Communities

The IST faculty are actively engaged with external communities in a variety of ways. For example, Dr. Randall Boyle participated in a technology assessment and vetting of an external cyber security startup in June and July 2016. He also sat on the board for the Commonwealth Center for Advanced Logistics Systems (CCALS) Technical Advisory Council from 2013 to 2015. Dr. Boyle has also conducted more than 24 professional presentations to external groups in the past five years. These presentations are national, regional, state, and local in nature. Some of these groups include advisory boards (education, operations, etc.), cyber security organizations (FBI/Infragard, Salt Lake City Corp., etc.), industry groups (tech), community organizations (Girl Scouts, FBLA, etc.), and other universities (Suffolk University, Longwood University, etc.).

Other IST faculty have similar engagement with external communities. Some of these include direct outreach and invited speaking engagements with universities and organizations in China, Korea, and presentations to high schools in Utah focused on 3-D printing.

Summary of External Advisory Committee Minutes

Currently there is no External Advisory Committee for the IST program.

Standard H – Program Summary

The last full program review dedicated to focusing exclusively on the IST program appears to have taken place in 2007. However, the IST area was specifically included in the department's five-year self-study that took place during the 2013-14 academic year, with several recommendations made that were specific to IST were identified. The recommendations pertinent to the IST area are enumerated below.

Results of Previous Departmental Program Reviews Relevant to IST

Problem Identified	**Action Taken**	**Progress**
Issue 1: Address the weaknesses in student learning for Excel spreadsheet and Access database applications	The IST 2010 course was dramatically overhauled and replaced with a more focused approach using the MyEducator platform.	Successful student completion of the IST 2010 course has risen dramatically from less than 50% in 2012 to more than 90% currently. Also, results from use of the MyEducator platform have been so successful that it has been extended to other courses (e.g., BSAD 101 and SCM 4550).
Issue 2: Current with the current mix of IST degrees	IST area has offered the following degrees: associates, minor, and a dedicated major	Based upon 5-year program review recommendations, no changes have been made to the mix of degrees offered in the IST area.
Issue 3: Consider adding a data analytics course to address growing trends in the field	With the addition of a new faculty member with expertise in this area, a data analytics course has been added	An experimental "Data Analytics" course has recently been introduced to the class schedule. Low student demand has resulted in cancellation of the course, however the idea is under reconsideration to identify ways for students to be exposed to this cutting-edge material.

Issue 4: Learning outcomes need to be updated/modified to reflect changes related to addition of new IST faculty	Although curriculum revisions have been made to the IST program based upon new faculty hires, learning outcome modifications lag behind	Learning outcomes for the IST area have remained consistent with the rest of GSBE. While these larger GSBE outcomes have been revised, specific learning outcomes for the IST curriculum have not been realigned consistent with a focused IST application
Issue 5: Hire new IST faculty strategically as older faculty retire and/or new faculty lines emerge	Three new faculty have been hired into the IST area since the last program review	The three new IST faculty hires have all been consistent with the strategic goal of expanding IST curriculum into the area of "big data" and with alignment of the IST curriculum with the most current and relevant industry practices and applications
Issue 6: Build an IST Advisory Board	Although this initiative has been discussed on multiple occasions, no action beyond the planning and discussion stage has been implement of taken place	No substantive progress has been made on this issue.

Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Based upon the results of the current self-study findings, the following preliminary goals have been identified for action. The enumeration of Actions to Be Taken will occur once the findings and conclusions of the external review team have been provided.

Problem Identified	**Action to Be Taken**
Issue 1. Continue review of curriculum prerequisites and the mix of required versus elective courses students must take in order to graduate.	Specific actions TBD, pending results of the results of findings and conclusions from the External Review Team
Issue 2. Determine a strategy to revamp systems analysis and design class that will result in a closer alignment with a project management class (consider possible design so that all IST students will graduate with the CAPM certification for Project Management).	Specific actions TBD, pending results of the results of findings and conclusions from the External Review Team
Issue 3. Increase student enrollments and the number of IST majors graduating each year.	Specific actions TBD, pending results of the results of findings and conclusions from the External Review Team
Issue 4. Increase applied nature of all classes in the IST curriculum	Specific actions TBD, pending results of the results of findings and conclusions from the External Review Team
Issue 5. Identify ways to increase IST's integration with the rest of the Goddard School	Specific actions TBD, pending results of the results of findings and conclusions from the External Review Team
Issue 6. Explore possible Cybersecurity minor partnership between IST & CS	Specific actions TBD, pending results of the results of findings and conclusions from the External Review Team
Issue 7. Explore possible Tech Innovation minor partnership between IST, CS, ENTR and Professional Sales	Specific actions TBD, pending results of the results of findings and conclusions from the External Review Team

Issue 8. Explore possible partnership with Art program to develop a User Experience class (UseX) as an elective course	Specific actions TBD, pending results of the results of findings and conclusions from the External Review Team

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	**Action to Be Taken**
Findings from the Staff, Administrative and Budgetary support conclude that they are adequate at the present time.	No new actions to be taken at this time. However, this will be updated pending results provided by Provost's office for Appendix D and findings and conclusions form the External Review Team.

Summary of Artifact Collection Procedure

Artifact	**Learning Outcome Measured**	**When/How Collected?**	**Where Stored?**
Scores for Writing Test	Graduates will be able to demonstrate proficient communication skills.	Spreadsheet of results received from NTM at end of each semester.	Electronic copies in Goddard School's AoL Dropbox.
Scores for Oral Presentation	Graduates will be able to demonstrate proficient communication skills.	Spreadsheet of results received from NTM at end of each semester.	Electronic copies in Goddard School's AoL Dropbox.

Scores from Major Field Test	Graduates will exhibit knowledge of theoretical concepts, ideas, and topics taught in the areas of Business Administration & Management, Human Resource Management, Information Systems and Technology, Marketing, Finance, and Supply Chain Management.	Spreadsheet of results received from external testing company at the end of two semesters each year.	Electronic copies in Goddard School's AoL Dropbox.
Scores from Defining Issues Test	Graduates will become aware of ethical issues in business and will develop their moral reasoning.	Spreadsheet of results received from external testing company at the end of two semesters each year.	Electronic copies in Goddard School's AoL Dropbox.

APPENDICES

Appendix A: Student and Faculty Statistical Summary

IS&T with BusAdmin for FTE calc	2011-12	2012-13	2013-14	2014-15	2015-16
Student Credit Hours Total [1]	**22,650**	**23,162**	**21,103**	**22,027**	**22,222**
IS&T	3,676	3,851	3,684	3,404	3,191
Business Administration	18,974	19,311	17,419	18,623	19,031
Student FTE Total [2]	**755.00**	**772.07**	**703.43**	**734.23**	**740.73**
Student Majors [3] (IS&T only)	169	167	150	137	165
other (2nd or 3rd majors)					
Program Graduates [4] (IS&T only)					
Associate Degree	9	7	9	7	5
Bachelor Degree	14	19	16	18	21
Graduate Certificate	1	4			1
Student Demographic Profile [5]					
Female	31	28	24	18	24
Male	138	139	126	119	141
Faculty FTE Total [6]	**39.29**	**38.12**	**28.44**	**29.52**	n/a
Adjunct FTE	16.04	13.84	13.49	11.94	n/a
Contract FTE	23.25	24.28	14.95	17.58	n/a
Student/Faculty Ratio [7]	**19.22**	**20.25**	**24.73**	**24.87**	n/a

Notes: Student Credit Hours Total represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads. Student FTE Total is the Student Credit Hours Total divided by 30. Student Majors is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year. Only 1st majors count for official reporting. Student Demographic Profile is data retrieved from the Banner system. Faculty FTE is the aggregate of contract and adjunct instructors during the fiscal year. Contract FTE includes instructional-related services done by "salaried" employees as part of their contractual commitments. Adjunct FTE includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses. Student/Faculty Ratio is the Student FTE Total divided by the Faculty FTE Total.

Appendix B: Contract/Adjunct Faculty Profile

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Ava Painter	F	W	Adjunct	N	Master's	16	MSHR
Richard Gee	M	W	Adjunct	N	Master's	3	IST NETWORKS
Susan Smith	F	W	Adjunct	N	M.ED	16	M.ED
Shelly Belflower	F	W	Adjunct	N	Master's	12	MBA
Barbara Niklason	F	W	Adjunct	N	EdD	16	MIS
Luke Fernandez	M	W	Adjunct	N	PhD	5	PhD Political Science
Sharon Dover	F	W	Adjunct	N	Master's	14	M.ED
Julie Park	F	W	Adjunct	N	Master's	6	MBA
Eric Swedin	M	W	Adjunct	Y	PhD	20	IST/History
David Norwood	M	W	Adjunct	N	Master's	4	MBA MSCE
Marion Jenson	M	W	Adjunct	N	Master's	13	MIS
Dennette Reynolds	F	W	Adjunct	N	PhD	7	American Studies/English
Terry Allen	M	W	Adjunct	N	Master's	12	MIS
Noah Norton	M	W	Adjunct	N	Master's	3	MBA

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Elizabeth Hill	F	W	Administrative Specialist	3	Business Administration

Appendix D: Financial Analysis Summary
(This information is to be provided by the Provost's Office)

Business Administration (includes IS&T)					
Funding	**11-12**	**12-13**	**13-14**	**14-15**	**15-16**
Appropriated Fund	2,345,284	2,989,418	2,421,876	2,749,071	3,020,288
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	3,724	4,323	2,564	1,929	989
Total	2,349,008	2,993,741	2,424,440	2,751,000	3,021,277

Appendix E: External Community Involvement Names and Organizations

Name	**Organization**
NA	NA
NA	NA

Appendix F: Site Visit Team (both internal and external members)

Name	**Position**	**Affiliation**
TBD	TBD	TBD
TBD	TBD	TBD
TBD	TBD	TBD
TBD	TBD	TBD
TBD	TBD	TBD

Appendix G: Evidence of Learning Courses within the Major

Outcome	Objective	Methods of Measure	Threshold Evidence of Student Learning	*Data Collec-tion Point*	Findings Linked to Learning Outcome 2014	Closing the Loop Activity(ies)
1. Proficient communication skills	Goddard graduates will write coherent documents to diverse audiences	In class writing assignment	80% of students achieve 80% or above	NET 3250	Fall 2015 (n = 133 - 83% met or exceeded the 80% threshold) Spring 2016 (n =114 - 68% met or exceeded the 80% threshold)	Goddard graduates will write coherent documents to diverse audiences
	Goddard graduates will deliver coherent oral presentations to diverse audiences	In class presentation	80% of students achieve 80% or above	NET 3250	Fall 2015 (n = 133 - 95% met or exceeded the 80% threshold) Spring 2016 (n = 114 - 85% met or exceeded the 80% threshold)	Goddard graduates will deliver coherent oral presentations to diverse audiences

2. Knowledge of concepts	Demonstrate knowledge of core business disciplines.	ETS Major Field Test for a bachelor of business.	80% of students achieve 80% or above	BSAD 4780	Fall 2015 (n = 45 - 49% met or exceeded the 80% threshold) Spring 2016 (n = 77 - 32% met or exceeded the 80% threshold)	2. Knowledge of concepts
3. Work effectively in teams	Meaningfully contribute to a team process on a business issue.	Peer evaluation form administered among group members on project	Students receive an average of above a rating of 3 on the 1-5 rating scale	BSAD 4780	Exceeded Threshold. The current measure is thought to lack sufficient discrimination. The Assurance of Learning Committee has consulted with faculty to identify a better tool for assessment	3. Work effectively in teams

Evidence of Learning: General Education Courses

No GenEd assessment collected by IST program at this time.