

WSU Five-Year Graduate Program Review  
Self-Study

Cover Page

Department/Program: Masters of Business Administration Program  
Semester Submitted: Fall, 2017  
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## A. Brief Introductory Statement

The MBA program at Weber State University is designed specifically for working professionals.

The program offers:

- Quality: Our outstanding faculty and innovative curriculum make the Goddard School MBA the program of choice for working professionals.
- Flexibility: Switch between full-time and part-time study at any time. Eight-week courses taught one night per week at the Weber State University Davis campus in Layton, conveniently located off I-15 south of Hill AFB.
- Accessibility: Intimate classroom environment supplemented by the use of online course delivery. Affordable tuition = outstanding return on investment.

## B. Mission Statement

### a. Description of Program Mission

#### 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 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

- b. Brief discussion of the alignment of the program mission with the mission, core themes, and strategic plans of Weber State University (see [http://weber.edu/universityplanning/Mission\\_and\\_core\\_themes.html](http://weber.edu/universityplanning/Mission_and_core_themes.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 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. This type of scheduling flexibility enables students to define the pace and sequencing of coursework in a manner which best suits their 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, Testing Centers) 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.

**Inquiry.** AACSB accreditation standards ensure that the majority of MBA faculty (including 100% of faculty teaching required, non-elective courses) are considered scholarly academics, 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 engages with the community of northern Utah by contributing to economic development through its curricular innovations to enhance the region's workforce skills, particularly in the aerospace industry. In conjunction with a strategy created in 2010 by the Utah Cluster Acceleration Partnership (Utah System of Higher Education, the Department of Workforce Services, the Governor's Office of Economic Development (GOED), Grow Utah Ventures, and the aerospace industry), the MBA Program received grants in 2010 to develop Graduate Certificate programs in aerospace management and contract management. These certificates continue to be offered as elective tracks within the MBA Program or as stand-alone degrees. Additional community outreach occurs through graduate consulting projects, business plan development, and presentations at professional organizations and businesses.

### C. Program and Curriculum

#### a. Program Description

- i. Include all admission, retention, and degree requirements. Include GPA, standardized test scores, English language proficiency requirements, etc.

#### **Significant changes in admission requirements related to the GMAT/GRE exams have occurred since the last program review:**

Applicants are exempt from the GMAT/GRE requirement under the following circumstances:

- if you have successfully completed one semester of college algebra AND;
- if you have previously earned a graduate degree from a regionally-accredited university (or international equivalent) OR;
- if your undergraduate GPA and relevant career experience match the following criteria:
  - 3.5+ GPA and 5+ years of relevant post-undergraduate career experience
  - 3.0 - 3.5 GPA and 10+ years of relevant post-undergraduate career experience

Please see the requirements for admission and program completion in the WSU catalog:

[http://catalog.weber.edu/preview\\_program.php?catoid=12&poid=5501&returnto=2969](http://catalog.weber.edu/preview_program.php?catoid=12&poid=5501&returnto=2969)

- ii. List the program level learning outcomes
- iii.

### **Learning Outcomes & Objectives (June 2013)**

*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 be able to compare/contrast prominent leadership theories and to introspectively develop their own amalgamated "theory of leadership"
3. *ethically aware.*
  - a. MBA students will be able to comprehensively identify the antecedents and consequences of stakeholder perceptions of individual, group, and organizational trustworthiness.
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.

### **Learning Outcomes & Objectives (August 2016)**

*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. *strategic thinkers.*
  - a. MBA students will demonstrate their ability to conduct and integrate functional analysis by scoring in the 80% percentile 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.
3. *globally informed.*
  - a. MBA students will research and analyze current trends occurring in the global economy.
4. *stakeholder-focused leaders.*
  - a. MBA students will understand how to utilize the psychological science of trust through a focus on capability, character, and compassion.
  - b. MBA students will be able to compare/contrast prominent leadership theories and to utilize these theories, along with their own introspection, to develop their own "theory of ethical leadership."

iii. Include a list of course titles and numbers.

Foundations (15 credit hours)

- 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 (24 credit hours)

- 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)
- Capstone: MBA 6180 - Strategic Management (3) (\*prerequisites)

Electives offered during program review period

- MBA 6160 - Applications of Decision Models (3)
- MBA 6360 - Aerospace Program Management (3)
- MBA 6370 - CPI & Strategy in Aerospace Management (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 6580 - Project Management (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 Sustainability (3)\*\*
- MBA 6710 - Acctng & Finance for Environmental Sustainability (3)\*\*
- MBA 6720 - Business, Economics, and the Environment (3)\*\*
- MBA 6730 - Consulting Project in Sustainability (3)\*\*
- MBA 6740 - Principles of Contract Management (3)
- MBA 6750 - Financial Aspects of Contract Management Credits (3)
- MBA 6760 - Legal Aspects of Contract Management (3)
- MBA 6800 - Directed Study (1-3)
- MBA 6850 - Entrepreneurship (3)

\*\* Discontinued due to low enrollments

- iv. Web address for WSU catalog 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=12&pid=5501&returnto=2969](http://catalog.weber.edu/preview_program.php?catoid=12&pid=5501&returnto=2969)

[https://weber.edu/mba/Programs and Degrees.html](https://weber.edu/mba/Programs%20and%20Degrees.html)

Curriculum Map

Core Courses in Department/Program	Tools for the Ethical Manager	Organizational Behavior	Financial Management	Marketing Management	Supply Chain Management	Mgmt Accounting & Control	IT in the Enterprise	Global Macroeconomic Conditions	Capstone: Strategic Management
Program Learning Outcomes									
a. MBA students will analyze and interpret financial data for decision-making.			A	U	U	E	A	E	E
b. MBA students will evaluate business systems and make recommendations for improvement.			E	E	E	E	A		E
a. MBA students will demonstrate their ability to conduct and integrate functional analysis by scoring in the 80% percentile or higher on each component of the ETS MBA exam.	E	E	E	E	E	E	E	E	A
b. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company’s competitive strategy.	U	U	E	E	E	E	E	U	A
a. MBA students will research and analyze current trends occurring in the global economy.	U	U	U	U	E	E	E	A	E
a. MBA students will understand how to utilize the psychological science of trust through a focus on capability, character, and compassion.	A	E	U	E	E	E	A	U	E

b. MBA students will be able to compare/contrast prominent leadership theories and to utilize these theories, along with their own introspection, to develop their own "theory of ethical leadership."	A	E								U
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Note: E = Emphasized, U = Utilized, A = Assessed Comprehensively.

b. Evidence of ongoing demand for the program

Please provide data on the last five academic years on admissions, enrollments, and degrees awarded: *In order to provide consistent data that conforms to the format for reporting to the Utah Board of Regents, some data will be provided by the Office of Institutional Effectiveness. NOTE: the IR data above is collected in a manner which may not match departmental data on enrollment.*

i.

Academic Year	New applications	Admitted Applicants	Selectivity (%)	Applicants Enrolled	Yield (%)	Matriculated Students [IR]	Matriculated International Students [IR]	Number of Graduates (Sum, Fall, Spr) [IR]
2016-17	124	80	64%	77	96%	182.35	12	57
2015-16	123	88	71%	88	100%	157.00	4	66
2014-15	96	67	70%	60	90%	120.00	11	45
2013-14	118	87	74%	83	95.5%	126.00	8	63
2012-13	92	61	66%	59	96.7%	161.00	3	81

ii. Enrollment History:

Academic Year	Number of Majors (IR)
2016-17	183
2015-16	159
2014-15	140
2013-14	147
2012-13	176

Academic Year	Faculty/Student ratios across program curr.
2016-17	N/A
2015-16	21.96
2014-15	15.89
2013-14	19.30
2012-13	20.43

iii. Average time to degree completion (months): 24

(Note: If the program has different timeline options, please explain this in your narrative and organize your data based on the different options/tracks.)

Since each student comes into the WSU MBA program with a unique undergraduate degree, the average time to degree completion varies.



### **Business Undergraduates (Fast Track)**

Business undergraduates holding degrees in Business Administration, Business Management, Accounting, Finance, Economics, Supply Chain Management, Human Resource Management, Information Systems Technology, or Marketing are considered “Fast Track” students and are required to complete a 36-credit hour program for graduation. Since the WSU MBA program is self-paced, a business undergraduate is able to complete the program in 2 years taking one 3-credit hour class per 8-week block, or faster by “doubling up” and taking two 3-credit hour classes per 8-week block, possibly completing the program in one year, or 3 semesters.

### **Non-business Undergraduates (54 credit hour track)**

Undergraduates holding non-business degrees in any area are required to complete a total of 54 credit hours for graduation. The 18 extra credits above the 36 required of Fast Track students consist of MBA Foundations courses in Business Law, Financial and Managerial Accounting, Managerial Economics, and Quantitative Methods I and II. The WSU MBA program also requires non-business undergraduates to take one additional elective course. A non-business undergraduate taking one 3-credit hour class each 8-week block would finish in 2.5-3 years, but could complete the degree in 2-2.5 years “doubling up” at opportune times.

- iv. Enrollment projections – briefly describe enrollment patterns and factors influencing demand for the degree. (Note: programs are not expected to project an exact number of expected students, but rather a qualitative assessment of potential opportunities and/or threats to enrollment as well as any strategies for maximizing opportunities and managing threats.)

Enrollment in WSU’s MBA program has risen steadily in the last 5 years with a total of 256 students in 2016, up from 177 in 2012. There are currently 236 MBA students enrolled (Dec 2017). The demand for the WSU MBA degree has increased in certain industries, such as aerospace, due to a partnership with Hill Air Force Base created in 2014 in the Maintenance and Supply Chain wings, vetting and fully financing anywhere from 3 to 12 employees each year to join the MBA program. Since 2014, 47 students from HAFB have been admitted to the MBA Program as part of this agreement (27 have graduated).

At the end of 2016, a new initiative was launched in the WSU MBA program to recruit more women to apply, with a goal to have at least 30% female students in the program. In 2010, the total percentage of female students in the WSU MBA

program was 16%; currently 28.4% of MBA students are women. This percentage is well above that of the large MBA Programs in Utah.

The change in GMAT/GRE requirements has been well-received by applicants. This can partly account for the increase in women applicants but also the increase in average age of MBA students from 31 to 36.

In working to achieve this goal, new relationships with BAE Systems, Weber Basin Water Conservancy, Davis County Women in Business, Ogden-Weber Women in Business, and OrbitalATK were formed and building relationships with these organizations has greatly helped in recruiting a larger percentage of women into the WSU MBA program.

The overall projections and goals for total number of WSU MBA students is between 220 and 240, a healthy number for maximum engagement and learning in the classroom, but not too many that it limits current students from being able to register for required classes.

Community outreach focusing on the above-mentioned organizations, as well as attendance at Salt Lake County Chamber events, recruiting opportunities at other institutions (namely Dixie State University and BYU-Idaho), along with recruiting efforts at the annual Utah Graduate Fair (Utah State University, Weber State University, University of Utah/Westminster College, Southern Utah University, and University of Nevada Las Vegas) helps maintain the desired number of WSU MBA students of 220-240.

WSU MBA is in the enviable position of being the most affordable MBA program in the State of Utah. Along with the flexibility of schedule and convenience of location, the WSU MBA is a very attractive option for students (mostly) in Northern Utah desiring to obtain a graduate business degree.

c. Student profile

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

Entering Class	Ave. GRE	Ave. GMAT	Ave. GPA (undergrad)	Ave. Age (years)
2016-17		574	3.43	36
2015-16		566	3.4	35
2014-15		562	3.41	35
2013-14		571	3.43	32
2012-13		558	3.40	31

ii. Success rate of your students' post-graduation regarding employment and/or further graduate education. Add narrative if desired.

Graduating Class	# of MBA Graduates (A)	# of Graduates Employed in Field (B)	# of Graduates in Add'l Graduate Program (C)	# of Graduates with unknown status	Placement Rate (B+C)/A
2016-17	60	58	0	2	0.96
2015-16	71	71	0	0	100
2014-15	41	37	0	4	0.90
2013-14	59	58	0	1	0.98
2012-13	83	81	0	2	0.97

No of Graduates with Certificates	Contract Management	Aerospace Management	Information Technology	Environmental Sustainability	Total Certificates
2016-17	11	11	2	0	24
2015-16	3	19	0	0	22
2014-15	3	4	3	0	10
2013-14	8	3	3	2	16
2012-13	5	0	3	3	11
Total	30	37	11	5	83

iii. List the most common career fields represented among your students (optional):

Accounting, Aerospace, Banking/finance, Defense industries, Healthcare, Logistics/Supply Chain, Public administration (state, local), Contract Management, IT/Systems, Sales, Entrepreneurship/Start-ups.

*iv. Does your program provide career placement services: YES*

*Describe:*

- Personalized career coaching and placement through Goddard School Career Services
- All Goddard Business School students have access to Handshake, an interactive, centralized platform used for scheduling advising appointments, and searching for internships and employment opportunities in Utah, as well as nationally and internationally.
- Resume writing and interview workshops held at the WSU Davis campus
- Annual Goddard School Business and Industry Night - Open to graduate and undergraduate, held on WSU Davis Campus, typically 50+ employers represented
- Annual MBA-Employer Networking event, organized by the Intermountain MBA consortium, consisting of MBA program and career services representatives from WSU, Utah State University, and Idaho State University

*v. List any recent awards, honors or recognition received by your students (optional).*

Select MBA students are recognized at the end of each spring/fall semesters at commencement ceremonies in the following categories;

- MBA Outstanding Graduate (determined by cumulative GPA in the program)
- MBA Outstanding Graduate in Aerospace Management
- MBA Outstanding Graduate in Contract Management
- MBA Outstanding Graduate in IT/Information Assurance
- MBA Outstanding Service award
- MBA students are also recognized for scholarships that they are awarded.

## D. Student Learning Outcomes and Assessment

### Measurable Learning Outcomes

*Goddard School MBA Graduates will be:*

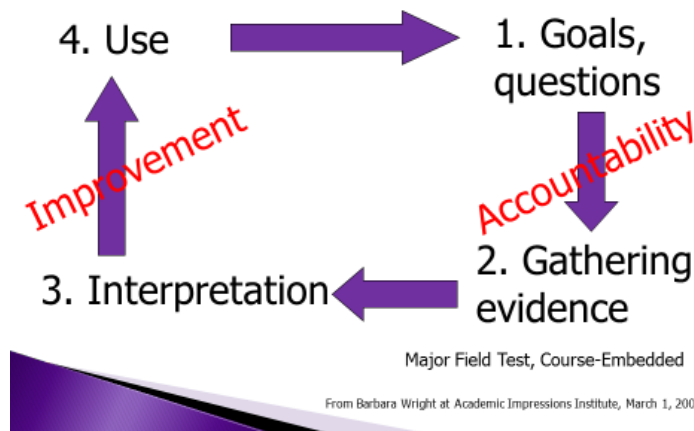
1. *effective business analysts.*
  - c. MBA students will analyze and interpret financial data for decision making.
  - d. MBA students will evaluate business systems and make recommendations for improvement.
2. *strategic thinkers.*
  - c. MBA students will demonstrate their ability to conduct and integrate functional analysis by scoring in the 80% percentile or higher on each component of the ETS MBA exam.
  - d. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company's competitive strategy.
3. *globally informed.*
  - a. MBA students will research and analyze current trends occurring in the global economy.
4. *stakeholder-focused leaders.*
  - a. MBA students will understand how to utilize the psychological science of trust through a focus on capability, character, and compassion.
  - b. MBA students will be able to compare/contrast prominent leadership theories and to utilize these theories, along with their own introspection, to develop their own "theory of ethical leadership."

### Assessment of Graduating Students

Please provide a brief narrative describing the assessment processes for students.

Assessment of MBA students occurs in multiple required courses using course-embedded learning activities and a standardized exam (ETS' MBA Major Field Test).

### The Assessment Loop



Summary Information (as needed)

MBA Program: Assurance of Learning Plan							
Updated: 2017							
No.	Outcome	Objective	Methods of Measure	Outcome Assessment Owner	Data Collection Point	Data Collection Schedule	Interpretation of results by Faculty
1	effective business analysts.	a. MBA students will analyze and interpret financial data for decision making.	Financial ratio calculation and analysis exam questions	Jim Turner	MBA 6130	Annually	Annually
			Capital budgeting case	Matt Mouritsen	MBA 6310	Annually	Annually
		b. MBA students will evaluate business systems and make recommendations for improvement.	Systems analysis case (including flow chart)	Matt Mouritsen	MBA 6310	Annually	Annually
2	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.	ETS MBA Major Field Test	Dave Noack, Shaun Hansen	MBA 6180	Annually	Annually
		b. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company's competitive strategy.	Simulation	Dave Noack	MBA 6180	Annually	Annually
3	globally informed	a. MBA students will research and analyze current trends occurring in the global economy.	Research case	Doris Geide-Stevenson	MBA 6410	Annually	Annually
4	Stakeholder-focused leaders	a. MBA students will understand how to utilize the psychological science of trust through capability, character, and compassion.	Various	Various	Various required MBA courses	Annually	Annually
		b. MBA students will be able to compare/contrast prominent leadership theories and to use these theories, along with their own introspection and overall course content, to develop their own "theory of ethical leadership"	Final Exam essay questions	Shaun Hansen	MBA 6110	Annually	Annually

## **Summary of Closing-the-loop improvement activities for MBA Learning Outcomes as submitted to AACSB (Fall 2017):**

In Fall 2014, MBA faculty met and discussed the organizational trust model known as the Stakeholder Trust Model (STM). In Spring 2015, MBA faculty decided to establish a learning outcome for measuring student understanding by utilizing STM. This also eliminated the “Prepared to Lead Effectively” outcome that had been in place. In 2015-16, drafts of the learning outcome were shared with faculty. A rubric was developed to measure students' understanding and application of the three STM components. It was implemented in Fall 2016.

In addition to following the AoL (Assurance of Learning) consultant's recommendations of simplifying rubrics with broader faculty input into their design, the MBA program has engaged in six major loop-closing initiatives, as detailed below.

### **Examples of Loop-Closing Activities by each learning outcome for MBA program (80% of students should meet expectations)**

#### **1. Effective Business Analysts**

In Spring 2014, the method of measure was a four-part learning activity that required analysis of an actual company. The four parts were to: analyze the current system's design, propose a new process design, evaluate the proposed process and make recommendations.

Although scores were well above the standard, assessment metrics for one trait (identifying a benchmark process) lagged behind those of the other traits. However, students' understanding of benchmarking was difficult to measure given the assignment and the rubric.

**1st Loop-Closing Action Related to Benchmarking.** Therefore, the faculty changed the assignment to measure the following: current system design, current system impact, recommended changes, benchmark example, new process design and new process justification.

Being able to measure the benchmarking objective with more granularity helped identify that benchmarking was indeed lagging below the scores of other traits measured. Benchmarking in Cycle 2 (Spring 2014 data) scored only 81.4%, well below the other traits that scored at least 93.8%.

To attempt to determine if a trend existed, data continued to be collected into Cycle 3 (Fall 2015 and Spring 2016). After Cycle 3's data collection, the benchmark trait scored only 86.4%.

**2nd Loop-Closing Action Related to Benchmarking.** In response, the faculty determined that students should be required to analyze three benchmark companies rather than only one. It was also determined that the learning activity and accompanying rubric should be modified to have the benchmarking activity occur prior to requiring students to document recommended changes to the current process.

Scores in the benchmark trait increased from 86.4% to 90.4% in Summer 2016 to 96.7% in Fall 2016.

Going forward, data will continue to be collected and analyzed to determine if other changes need to be made to the learning activity. As of now, average scores for the learning objective are in the mid 90% range.

**Loop-Closing Activity Related to analyzing/interpreting financial data.** The MBA program also has a loop-closing activity related to calculating and analyzing financial ratios. Although previous interventions had raised the student success percentage above 80%, faculty believed there was room for further improvement. By implementing an on-line homework system known as Connect, faculty have documented noticeable improvements in the current/quick ratio and total debt ratio calculations, as well as slight improvements in the ROA and ROE calculations. Success rates in Fall 2016 and Spring 2017 were both at least 92%.

## **2. Strategic Thinkers**

The program started administering the MFT in the MBA capstone course in in 2002. From 2002 to 2014, the average overall percentile was 91.7%.

The MFT was historically administered in the capstone Strategic Management class with the understanding that the faculty member would encourage and incent students to take the exam seriously in order to provide the college with sound data. From 2009 to 2014, students scored on average in the 96th percentile. Thus, the MFT has confirmed students' knowledge on the MFT, but has yielded little actionable information that can be utilized in the classroom.

In Spring 2015, the MFT was changed from being administered in a course to being administered by MBA Program staff. With the exam being "optional" in the minds of students, they did not take the exam as requested. In Fall 2016, the MFT was again listed as a requirement in the capstone course. Students scored in the 81st percentile. The faculty found that there was a lack of communication between the instructor and students about administering the test, causing students to be ill-prepared and upset about taking the test. The faculty believe the lower score to be a function of MFT administration, not one of subject matter knowledge, given the high scores in the prior years. In fall 2017, the MFT was administered as part of the Strategic Management course with up to 2% of the course grade being allocated to



the exam. It was administered early in the semester and on multiple nights to provide students with ample opportunities to complete the exam.

### 3. Globally Informed

Overall, at least 88.5% of students met expectations throughout all cycles, except Spring 2016. Faculty update the learning activities each year to ensure students are current with recent global events.

**Loop-Closing Activity Related to Globally Informed.** In Fall 2014 the projects were restructured to encourage the students to think about a capstone question that draws on all parts of the project in order to better integrate knowledge. To ensure students met expectations, faculty spent more time discussing project expectations and assessment guidelines, given the frequent changes to the learning activity. In Fall 2015, over 96% of students met expectations due to the pedagogical changes. In Spring 2016, in a class of only 15 students, 80% of the class met expectations. Though it met the standard for the measure, this result was well below the usual rate of performance. This was an apparent issue related to three students not meeting expectations rather than a continuing trend, as confirmed by 91% of students meeting expectations in Fall 2016.

### 4. Stakeholder-focused Leaders (new learning outcome added in Dec. 2015)

Faculty developed the cases and rubrics for this new learning outcome. Metrics and assessment mechanisms were developed in Spring 2016. When initially measured in Fall 2016, only 26% of students met expectations, as might be expected with a new addition to the curriculum.

**Loop-closing Activity Related to Stakeholder-focused Leadership.** Faculty developed the cases and rubrics for this new learning outcome. Metrics and assessment mechanisms were developed in Spring 2016. When initially measured in Fall 2016 in MBA 6310, only 26% of students met expectations, as might be expected with a new addition to the curriculum. However, over 80% of students met expectations in MBA 6110, the course that introduces and emphasizes the Stakeholder Trust Model.

**Loop-closing Activity in (Now Replaced) “Prepared to Lead” Learning Outcome.** This learning outcome was placed as a learning objective within the newly-created “Stakeholder-focused Leaders” learning outcome in Fall 2015. However, prior to that decision, the faculty engaged in a loop-closing activity related to the “prepared to lead” learning outcome. Faculty developed new learning objectives by combining two objectives into one and modifying assessment tools in Spring 2014. In Fall 2014, faculty used the essay question to assess the student performance and overall 65% of students met expectations, although the data suffers from the fact that many students simply skipped the essay question to save time. In Fall 2015, faculty revised the learning activities further by using a single

essay question on the exam that requires students to analyze existing leadership theories and to use those theories to develop their own, by dropping one essay question, by assigning more points to the remaining question and by emphasizing that the question must be answered. These changes did not result in scores that met the 80% threshold, though there was an obvious increase in the percentage of students who were now exceeding the standard. Future changes include the use of a detailed rubric to identify which traits may be causing students to fall below the threshold.

Evidence of Learning: Courses within the Program

Assurance of Learning Report for AACSB accreditation (Fall 2017)

Learning Outcome		1. Goddard School MBA Graduates will be effective business analysts.		
Objectives		a. MBA students will analyze and interpret financial data for decision making.		
		b. MBA students will evaluate business systems and make recommendations for improvement.		
Standard		Standard: 80% Target: 80% of students will meet or exceed the standard.		
Methodology/ Methods of Measure		Objective A: 1. Course-embedded in MBA 6130 – Financial Management: Exam questions measuring financial ratio calculation. Current & quick ratios, total debt ratios, return on assets, and return on equity. 2. Course embedded in MBA 6310 – IT in the Enterprise: Capital budgeting case, graded with a rubric. Organize costs/benefits, calculate NPV, IRR, and Payback, and judge the investment’s worth and the impact of it on people and process.		
		Objective B: 1. Course-embedded in MBA 6310 – IT in the Enterprise: Systems analysis case with rubric to measure students’ abilities to diagram current system, analyze current system impact, recommend changes, assess benchmarks, diagram a new process, and justify a new process.		
Assurance of Learning Cycle	Semesters	Data Collection	Interpretation of Results	Closing the Loop Activities
Objective A (Method of Measure 1): MBA students will analyze and interpret financial data for decision making.				
Cycle 1	Spring 2014	Fall 13 (N=29) Spring 14 (N=18)	Students scored above 86.2% on all ratios tested. This exceeded the standard set. Students have overcome past difficulties on the return	Continue to measure newly added questions that calculate ROA. Will retain current ROA question to measure

			on assets question and are scoring well on all ratios.	how well students can determine relationships between other ratios and ROA. With students meeting and exceeding standards, faculty will consider integrating online resources into the course.
Cycle 2	Spring 2015	Fall 14 (N=18) Spring 15 (N=30)	Past results on multiple choice questions really tested ability to mathematically manipulate formulas rather than testing the ability to calculate ROE and ROA. Students now respond to written question on the exam that shows whether students can calculate ROE and ROA.	Continue to measure newly added questions that calculate ROA. Will retain current ROA question to measure how well students can determine relationships between other ratios and ROA. The class now uses an in-class exercise where an actual balance sheet and income statement are shown and students do several ratio calculations. They then talk to the rest of the class about what their results mean and whether they would advise the company to make any changes. With students meeting and exceeding standards and with new learning activities in place, the faculty will be integrating online resources (Connect by McGraw-Hill) into the course starting Fall 2015.

Cycle 3	Spring 2016	Fall 15 (N=26) Spring 16 (N=38)	Students now use an online homework system, Connect, to complete assigned homework. From Fall 2015 to Spring 2016 there was a noticeable improvement in current/quick ratio and total debt ratio calculations. There was a slight improvement in ROA and ROE calculations. All are at 92% or higher on average.	Continue to measure student performance on key ratios to determine impact of using Connect, an online homework system. More than one data collection point is needed to verify its effectiveness. Other past improvements to in-class learning activities may have led to the latest improvements as well.
Cycle 4	Spring 2017	Fall 16 (N=47) Spring 17 (N=43)	On average, students score above 90% on all measures. Past improvements, particularly incorporating online tools, has helped stabilize scores well above the standard.	Continue to measure and look for traits that may need to be improved.
Next Steps: Look deeper into the results, though very high, for traits that could be improved.				

Objective A (Method of Measure 2): MBA students will analyze and interpret financial data for decision making.				
Cycle 1	Spring 2014	Summ 13 (N=30) Spring 14 (N=16)	At least 90% and 88.8% of students met or exceeded expectations. A lack of clarity existed in the instructions of the assignment, including background information on calculating IRR, NPV, and payback. On average, students continue to score above the 80% standard.	Clearer instructions were added to the assignment as well as background information on key calculations within the learning management system. In Fall 2014, clarification of the NPV Excel formula will be provided. Continue to refine the learning activity and its accompanying rubric.

Cycle 2	Summer 2015	Fall 14 (N=26) Summ 15 (N=27)	With past improvements in place, on average, students continue to score above the 80% standard (on average students scored over 92% this past cycle), with only one student out of 52 falling below expectations during the last data collections.	Only minor improvements appear to be needed as all students meet or exceed expectations.
Cycle 3	Summer 2016	Fall 15 (N=25) Summ 16 (N=54)	Students not only calculate NPV and IRR correctly, but they correctly judge the financial and non-financial aspects, related to people and process issues, of the decision to invest in the system.	Continue to measure the objective and to refine the learning activity and its accompanying rubric. Continue to use past refinements.
Cycle 4	Spring 17	Fall 16 (N=47)	On average, students achieve above 90% on all four traits. Nearly 96% of students meet or exceed expectations.	Provide more in-class instruction on the NPV Excel function.
Next Steps: More fully utilize the concepts, calculations, and principles learned in the course project so that students experience their application where greater uncertainty exists.				

Objective B (Method of Measure 1): MBA students will evaluate business systems and make recommendations for improvement.				
Cycle 1	Spring 2014	Spring 13 (N=20) Summ 13 (N=31)	93.8% of students met or exceeded expectations. This exceeded the standard set. The latest improvement activities from last cycle, including adding a rubric, have helped students overcome difficulties describing the proposed system's flow chart. Although above the 80% standard, students scored 81.3% on the benchmark comparison trait.	Prior data collection focused on current and proposed system designs with an evaluation of pros/cons and making recommendations. Next cycle, students need to describe the impact of the old system, analyze a benchmark company's system, and document the design of the new system and justify it.

Cycle 2	Spring 2015	Spring 14 (N=16) Fall 14 (N=26)	The latest improvement activities, including adding a rubric, have helped students overcome difficulties describing the proposed system's flow chart. Overall, more than 90% of students met or exceeded expectations in the last two cycles. Having additional detail in the assignment has helped students evaluate each system more adequately. Refined the learning activity within the latest textbook. The assignment & rubric has been expanded. Improved the examples of drawing a flow chart. Clarified the expectations for charting the "is" vs "should" map. This activity appears to have improved performance. Continue using past refinements.	Continue to collect data and use past refinements to the learning activity in terms of students knowing why flow charting can lead to process improvements. Provide examples of specific flow chart tools.
Cycle 3	Spring 2016	Summ 15 (N=25) Fall 15 (N=25)	The latest improvement activities, including adding a rubric, have helped students overcome difficulties describing the proposed system's flow chart. Overall, more than 90% of students met or exceeded expectations in the last two cycles in all traits except for benchmark identification. Having additional detail in the assignment has helped students evaluate each system more adequately.	Continue using past refinements, but also emphasize the need to identify multiple benchmark processes before diagramming the new process. Link this exercise to the final project in which current and future state flow charts are required.
Cycle 4	Spring 2017	Summ 16 (N=53)	Since adjusting the rubric to require multiple benchmark processes be	Look for other traits that can benefit from improved

		Fall 16 (N=46)	analyzed, the Benchmarking trait has increased from 86.4% from before the change to 90.4% and 96.7% in the last two data cycles.	benchmarking results, perhaps having benchmarks used to help evaluate the current, unimproved process.
Next Steps: Reinforce in the course project the need for benchmarking to research alternatives and potential recommendations. Consider rearranging the order of assignment requirements to have students perform benchmarking prior to the current process analysis.				

Learning Outcome		2. Goddard School MBA Graduates will be strategic thinkers.		
Objectives		a. MBA students will demonstrate their ability to conduct and integrate functional analysis by scoring in the 80% percentile 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.		
Standard		Standard: 80% Target: 80% of students will meet or exceed the standard.		
Methodology/ Methods of Measure		Objective A: 1. Course-administered in MBA 6180 – Strategic Management, and Program-administered by MBA staff: Percentile results are provided by ETS. Percentile is for all students by subject matter.		
		Objective B: 1. Course-embedded in MBA 6180 – Strategic Management: Using a business strategy case, the following student abilities were assessed: capture factual knowledge, apply strategic analysis tools, apply financial analysis, generate alternatives, make recommendations and make judgments of the business strategy		
Assurance of Learning Cycle	Semesters	Data Collection	Interpretation of Results	Closing the Loop Activities
Objective A (Method of Measure 1): MBA students will demonstrate their ability to conduct and integrate functional analysis by scoring in the 80% percentile or higher on each component of the ETS MBA exam.				
Cycle 1	Spring 2014	Fall 13 (N=28)	As has historically been the case, the students scored in the 97 <sup>th</sup> percentile.	The MFT exam has been administered during a class session in the past. It is now administered outside a class by the MBA Program staff.
Cycle 2	Spring 2015	Fall 14 (N=27)	Students scored in the 99 <sup>th</sup> percentile on the 2014 MFT.	No actionable results based on such a high score.

				Students have begun questioning if the MFT is part of their grade or if it is a graduation requirement (it is neither).
Cycle 3	Spring 2016	Fall 15 (N=0)	MFT results could not be generated. With the exam being "optional" in the minds of students, they do not take the exam as requested.	The exam is to be added back to the MBA 6180 course with points assigned to provide motivation to complete the exam.
Cycle 4	Spring 2017	Fall 16 (N=30)	Students score in the 81 <sup>st</sup> percentile. There was a lack of communication between the instructor and students on when the MFT was to be taken. Students were ill prepared and upset about taking the test.	Provide more communication to students on when and where the exam will be taken. Have an appropriate percentage of a grade allocated to the MFT. With a new instructor taking over the MBA 6180 course, there will be a transition period in getting the MFT integrated into the syllabus.
<p>Next Steps: Getting students to be motivated, rather than frustrated, to take the exam is a barrier that must be overcome. Recent lower scores are a function of MFT administration not subject matter knowledge, as indicated by the high scores over the prior years. All the MFT has done is confirm students' knowledge on the MFT. It has yielded very little actionable information that can be utilized in the classroom. Fall 17: the MFT was administered as part of the Strategic Management course with up to 2% of the course grade being allocated to the exam. It was administered early in the semester and on multiple nights to provide students with ample opportunities to complete the exam.</p>				

Objective B (Method of Measure 1): MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company's competitive strategy.				
Cycle 1	Spring 2013	Fall 12 (N=27) Spring 13 (N=34,22)	In three sections, no less than 94.1% of students met or exceeded that standard. One trait, <i>making recommendations</i> , though above the 80% standard, was lower than other trait's scores.	Though performance is very good, it is important to watch for traits that can be improved (i.e. making recommendations). Rubric refinement



				will be take place before the next cycle.
Cycle 2	Spring 2014	Fall 13 (N=20) Spring 14 (N=30)	On average, no less than 94% of students met or exceeded standards across multiple traits. In Fall 13, all students met or exceeded the standard in the <i>making recommendations</i> trait. There was a drop off in Spring 14 to 83%.	More analysis is needed to determine the cause of variation in the <i>making recommendation</i> trait's scores.
Cycle 3	Spring 2015	Fall 14 (N=32) Spring 15 (N=27)	Overall, at least 90% of students met or exceeded the standard, though in Fall 14 only 78% of students met/exceeded expectations on the <i>making recommendations</i> trait. There were other trait scores that were lower than normal, but still above the standard, as well.	More analysis is needed to determine the cause of variation in the <i>making recommendation</i> trait's scores.
Cycle 4	Spring 2016	Fall 15 (N=25) Spring 16 (N=31)	In Fall 2015, students score below the 80% standard on two traits: Generation of alternatives and making recommendations. The instructor implemented a change for Spring 2016 that was intended to help students identify threats and opportunities outside the company. In Spring 2016, the there was a significant improvement in scores on those traits: 100% and 90%.	The instructor implemented a change after Fall 15 to help students generate alternatives and make better recommendations. The change was to introduce the SWAT and TOWS models early in class but then reemphasize the TOWS model prior to the strategic analysis assignment. More data collection is needed.
Next Steps: More data collection is needed on the change made after Fall 15. Though improvements were noticed in Spring 2016, the faculty member was denied his tenure track position and is leaving the university. In Fall 2017, the learning activity was changed from a case study response to a simulation and individualized exam (results pending).				

Learning Outcome		3. Goddard School MBA Graduates will be globally informed.		
Objectives		a. MBA students will research and analyze current trends occurring in the global economy.		
Standard		Standard: 80% Target: 80% of students will meet or exceed the standard.		
Methodology/ Methods of Measure		Objective A: 1. Course-administered in MBA 6410 Global Macroeconomic Conditions: Research case assessing research and analysis skills regarding global economic trends.		
Assurance of Learning Cycle	Semester s	Data Collection	Interpretation of Results	Closing the Loop Activities
Objective A (Method of Measure 1): MBA students will research and analyze current trends occurring in the global economy.				
Cycle 1	Spring 2014	Fall 13 (N=26) Spring 14 (N=29)	At least 88% of students met or exceeded expectations.	No apparent improvements are needed beyond the usual update to the learning activity to reflect current global issues.
Cycle 2	Spring 2015	Fall 14 (N=29) Spring 15 (N=27)	All students met or exceeded expectations.	No apparent improvements are needed beyond the usual update to the learning activity to reflect current global issues.
Cycle 3	Spring 2016	Fall 15 (N=27) Spring 16 (N=15)	In this iteration of data collection, there were 20% of students who did not meet expectations. The faculty member will look to see how to help students meet expectations. The drop may be unique variation. More data collection is needed in 2016-17.	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.
Cycle 4	Spring 2017	Fall 16 (N=38) Spring 17 (N=34)	Over 91% of students met or exceeded expectations. The drop last cycle may have been a unique variation.	Continue to collect data.

Next Steps: The instructor often makes refinements to in-class activities and creates a new project each semester. This is a rigorous and demanding class. Students score very well on a difficult project.

Learning Outcome		4. Goddard School MBA Graduates will be stakeholder-focused leaders. <b>(Added in 2015-16)</b>		
Objectives		a. MBA students will understand how to utilize the psychological science of trust through a focus on capability, character, and compassion.		
		b. MBA students will be able to compare/contrast prominent leadership theories and to utilize these theories, along with their own introspection, to develop their own "theory of ethical leadership." <b>(Formerly a learning outcome, now an objective with this new outcome. The objective was modified in 2013/14).</b>		
Standard		Standard: 80% Target: 80% of students will meet or exceed the standard.		
Methodology/ Methods of Measure		Objective A: Course-embedded in various courses over time. 1. In Fall 16 it was measured in MBA 6310 – IT in the Enterprise using a case and rubric. The traits measured relate to organizational capabilities, character, and compassion used to build stakeholder trust: Stakeholder identification, key organization capabilities that impact trust, key managerial actions that impact trust via perceptions of an organization’s character and compassion, and recommendations that will increase stakeholder trust in the short and long term. 2. In Fall 16 and Spring 17 is was measured in MBA 6110 - Tools for the Ethical Manager using exam questions.		
		Objective B: 2. Course-embedded in MBA 6110 - Tools for the Ethical Manager: Using an essay question to assess students’ abilities to compare/contrast leadership theories, apply those theories, and determine their own theory of ethical leadership.		
Assurance of Learning Cycle	Semester s	Data Collection	Interpretation of Results	Closing the Loop Activities
Objective A (Method of Measure 1): MBA students will understand how to utilize the psychological science of trust through a focus on capability, character, and compassion.				
Cycle 1	Spring 2017	Summer 16 (N=39)	Two different learning activities were utilized to begin collecting data on student performance	Much more data collection is needed in MBA 6310 and MBA 6110.

		Spring 17 (N=40)	related to the Stakeholder Trust Model. In MBA 6110, over 80% of students met or exceeded the standard.	Expansion to other classes will occur in the future.
Next Steps: Rubric refinement. Expansion of data collection to other required MBA courses to valid the teaching of the Stakeholder Trust Model as a strategic initiative. More data collection.				

Objective A (Method of Measure 2): MBA students will understand how to utilize the psychological science of trust through a focus on capability, character, and compassion.				
Cycle 4	Spring 2017	Fall 16 (N=15)	In MBA 6310, using a case approach, only 26% of students met the standard.	Much more data collection is needed in MBA 6310. MBA 6310 utilizes a rubric that will need to be refined after another data collection cycle. Much more instruction is needed on the Stakeholder Trust Model since not all students in MBA 6310 have studied the model prior to enrolling in that course.
Next Steps: More data collection. Ensure students utilize the rubric as they prepare their case responses. Spend more time previewing the Stakeholder Trust Model during in-class case discussions.				

Objective B (Method of Measure 1): MBA students will be able to compare/contrast prominent leadership theories and to utilize these theories, along with their own introspection, to develop their own "theory of ethical leadership."				
Cycle 1	Spring 2014		With added data collection questions (as proposed previously) decision was made that data collection process would become unnecessarily burdensome (several different questions measuring 2 learning outcomes) for both students and the	Decision was made to combine "prepared to lead effectively" with "prepared to lead ethically" with the new outcome being, "prepared to lead effectively and ethically". This should result in fewer "skipped"

			<p>Professor. 1- A large number of students are skipping the AOL essay question because they feel a time crunch on the exam and choose not to answer a question or two in order to save time.</p> <p>2- Related to #1, even though AOL question asks more of students than the other essay questions on the exam, because I have not weighted it more than other questions in the past, students are not motivated to do a good job answering the question.</p>	<p>student exam questions and a reduced data collection burden for the Professor.</p>
Cycle 2	Spring 2015	Fall 14 (N=36) Spring 15 (N=33)	<p>In this cycle, the first cycle assessing the modified learning outcome, only 61-69% of students met or exceeded expectations.</p>	<p>Single essay question will used that requires students to both analyze existing leadership theories and to use these theories to develop their own theory of "ethical leadership." (Essay question about antecedents and consequences of trust will be dropped.) The plan is to make the AOL question worth more points than other essay questions, and to make it clear to students that answering it is mandatory.</p>
Cycle 3	Spring 2016	Fall 15 (N=24) Spring 16 (N=49)	<p>A slight improvement was achieved in the percentage of students meeting or exceeding the standard.</p>	<p>Continue to measure learning using the modified data collection instrument and learning activities.</p>

Cycle 4	Spring 2017	Summer 16 (N=39) Spring 17 (N=40)	Only 45-62% of students met or exceeded the standard.	It will be important to look at performance at the trait level, perhaps utilizing a rubric.
Next Steps: More data collection is needed with data analysis extending to the trait level. A rubric should be developed and communicated to students.				

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

## E. Academic Advising

### Advising Strategy and Process

Weber State University's Goddard School of Business and Economics' MBA program is committed to helping new MBA students get the best start possible in the program. The approach to advising stems from a key value of the MBA Program: Provide a personal touch to serving students.

To this end, every effort is made to advise new students within the first 2 weeks of admission. Helping each new MBA student feel connected to the MBA program helps reduce anxiety they might be feeling and also reduces the chance a student accepts an offer of admission at another institution. Reaching out to new students as soon as they are admitted to the MBA program helps build a relationship between advisor and student, and ensures that the student knows where to come for advising and support throughout their time in the program.

### The Advising Process

1. Notify the student regarding admission in a timely manner (usually same day as admission or next), by telephone if possible.
2. Set up an advising appointment with each student individually to cover all questions, concerns, and develop that student's Program of Study
3. Meet with each student before registration to gauge study pace, potential registration issues, and other practices and policies in reference to WSU's MBA program.
4. Listen closely to students' concerns and possible challenges they might have upon entry into the MBA program.
5. Be clear regarding expectations in the MBA program and offer to meet with students whenever they might need assistance.
6. Make sure each student is feeling comfortable and confident as they begin the MBA program.
7. Personally invite each student (along with an email) to new MBA student orientation for that admissions cycle. All incoming students are required to attend a mandatory orientation. The MBA curriculum is reviewed, as well as expectations for graduate study. Key program support personnel also make presentations, including the Goddard School Career Services Director, Business Librarian, Canvas representative and Campus IT Support staff.

### Effectiveness of Advising

The goal of advising in the WSU MBA program is to create a connection and a sense of belonging for each individual student as early as possible. Some students will need more advising than others, but knowing that an advisor is available at any time during a student's studies is paramount.

Advising MBA students in an accurate and timely manner is the key to an effective start. Some students have an unrealistic idea regarding how much time it will take to complete the MBA program; honesty about program rigor from the advisor helps students register for the right amount of credit hours in relationship to other obligations in their lives and can save much time and money for the student.

#### Past Changes and Future Recommendations

Recent changes to the advising process have been minimal due to the effectiveness of the process. One recent improvement that is noteworthy is the increase in personal contact with interested and admitted applicants. The personal contact occurs at recruiting events and information sessions. For those who inquire about the program by email or over the phone, the adviser makes every attempt to invite the person to campus to meet individually. Once an admission decision has been made for an individual applicant, the adviser contacts students by telephone with a follow-up email.

Another recent change to advising has been to contact students prior to each semester if they are not yet enrolled in MBA courses. In the past, program staff contacted students who had not registered for courses after two semesters of not being registered.

#### F. Faculty and Teaching

- a. Describe the minimum qualifications required of graduate faculty (e.g., degree, professional experience):

Faculty who are assigned to teach courses in the MBA Program are considered qualified under the following guidelines that are in alignment with AACSB. All MBA faculty are categorized as Scholarly Academics or Instructional Practitioners.

**Scholarly Academics (SA)** – In order to qualify for SA, a faculty member will normally have a PhD (or ABD with prospect of timely completion) or terminal degree related to their area of teaching (e.g., JD for business law or ethics; LLM in Taxation). Within the most recent five-year period, the SA faculty member must also have two peer-reviewed journal (PRJ) articles, law review journal articles (LRJ), scholarly books (SB), or other intellectual contributions (OIC) with a positive impact rating, plus one other OIC.

**Instructional Practitioners (IP)** – In order to qualify for IP, a faculty member will normally have a master's degree related to their area of teaching. Within the most recent five-year period, the IP faculty member will demonstrate currency in their field as evidenced by any three different professional activities.



b. Faculty Demographic Information – list all faculty who teach in the program:

Name	Home Dept	Title/Qual	Type (tenure, tenure track, contract or adjunct)	Gender	Ethnicity
Anderson, Jennifer	Business Admin	Assistant Professor	Tenure Track	F	C
Barraza, Ben	N/A	MBA	Adjunct	M	C
Boyle, Randy	Business Admin	Associate Professor	Tenured	M	C
Cook, Riley	N/A	MBA	Adjunct	M	C
Fan, Yuhong	Accounting & Taxation	Associate Professor	Tenured	F	A
Geide-Stevenson, Doris	Economics	Professor	Tenured	F	C
Gouldman, Andrea	Accounting & Taxation	Assistant Professor	Tenure Track	F	C
Hall, Alan	N/A	MBA	Adjunct	M	C
Hansen, Shaun	Business Admin	Associate Professor	Tenured	M	C
Horstmann, Brett	N/A	MBA	Adjunct	M	C
Johanson, Jonene	N/A	MBA	Adjunct	F	C
Kaiser, Chuck	Business Admin	JD	Contract	M	C
Kattelman, Loisanne	Accounting & Taxation	Macc	Contract	F	C
King, Sky	Business Admin	Assistant Professor	Tenure Track	M	C
Lawrence, Alex	Professional Sales	PhD	Adjunct	M	C
Mouritsen, Matthew	Accounting & Taxation	Professor	Tenured	M	C

Muhlestein, David	N/A	MBA	Adjunct	M	C
Read, David	Business Admin	Assistant Professor	Tenure Track	M	C
Schvaneveldt, Shane	Business Admin	Professor	Tenured	M	C
Skanchy, Randall	N/A	JD	Adjunct	M	C
Stevens, Michael	Business Admin	Professor	Tenured	M	C
Suiter, Jeremy	Business Admin	Assistant Professor	Tenure Track	M	C
Turner, James	Accounting & Taxation	Associate Professor	Tenured	M	C
Vaughan, Michael	Economics	Professor	Tenured	M	C
Willard, Matt	N/A	MBA	Adjunct	M	C

i. Percentage of graduate courses and/or credits taught:

	# & % of courses taught in-load (by Goddard Faculty)	# & % of courses taught overload (by Goddard Faculty)	# & % of courses taught by adjuncts	Total Courses
2016-17	24 / 58.5%	6 / 14.6%	11 / 26.8%	41
2015-16	23 / 54.8%	7 / 16.7%	12 / 28.6%	42
2014-15	20 / 51.3%	9 / 23.1%	10 / 25.6%	39
2013-14	14 / 32.6%	15 / 34.9%	14 / 32.6%	43
2012-13	9 / 19.6%	27 / 58.7%	10 / 21.7%	46

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

*internships, etc.*

Faculty who mentor MBA students in directed readings and/or graduate consulting projects are paid \$500 for a one credit-hour course and \$1,000 for a three credit-hour course.

c. Programmatic/Departmental Teaching Standards

**Faculty Qualifications**

Faculty who are assigned to teach courses in the MBA Program are considered qualified under the following guidelines that are in alignment with AACSB. All MBA faculty are categorized as Scholarly Academics or Instructional Practitioners.

AACSB International Standard 15 requires that schools maintain and deploy a mix of participating and supporting faculty to achieve high-quality outcomes consistent with the school's mission.

**Scholarly Academics (SA)** – In order to qualify for SA, a faculty member will normally have a PhD (or ABD with prospect of timely completion) or terminal degree related to their area of teaching (e.g., JD for business law or ethics; LLM in Taxation). Within the most recent five-year period, the SA faculty member must also have two peer-reviewed journal (PRJ) articles, law review journal articles (LRJ), scholarly books (SB), or other intellectual contributions (OIC) with a positive impact rating, plus one other OIC.

**Instructional Practitioners (IP)** – In order to qualify for IP, a faculty member will normally have a master's degree related to their area of teaching. Within the most recent five-year period, the IP faculty member will demonstrate currency in their field as evidenced by any three different professional activities.

Goddard School of Business & Economics Faculty Qualification Guidelines can be found at the following link:

<https://apps.weber.edu/wsuiimages/goddard/Dean%20of%20Business/Faculty%20Qualifications%20Guidelines%20rev%2011-4-14.pdf>

Evidence of Effective Instruction

All faculty are evaluated in each course taught. Evaluations are reviewed by the MBA Program Director. Evaluations that are considered below expectations are discussed with individual faculty members. Trends that appear in evaluations are discussed in MBA faculty meetings.

- i. Regular Faculty
  - a. Reviews of teaching performance are conducted in tenure and post-tenure review processes.
- ii. Adjunct Faculty
  - a. Adjunct faculty teaching evaluations reviewed by the MBA Program Director and areas of improvement are discussed with individual faculty.

### **Mentoring Activities**

As faculty prepare to teach in the MBA Program for the first time, they meet with the MBA Program Director to discuss best practices using the hybrid model of instructional delivery. Benchmark syllabi are shared and access to Canvas courses are provided to new faculty. New faculty must attend Canvas training. Following the completion of the first course taught, evaluations are reviewed with individual faculty and areas of improvement are discussed. Formal and informal discussions on MBA teaching and learning occur between new faculty, experienced faculty, and the Program Director.

### **Diversity of Faculty**

Full-time MBA faculty are deployed from the three academic programs in the Goddard School. Diversity of faculty is dependent upon the diversity and availability of faculty in the academic departments. Adjunct faculty are selected based on qualifications and preparation in their field.

Female Faculty: 24% (33% of required courses are taught by female faculty)  
Male Faculty: 76%

### **Ongoing Review and Professional Development**

Tenured, tenure-track, and contract faculty are evaluated annually within their departments. Tenured faculty are subject to post-tenure reviews. Tenure-track faculty are reviewed as part of the tenure and promotion process. All faculty, including adjunct faculty, are evaluated annually to determine their faculty qualifications (Scholarly Academic, Instructional Practitioners).

Tenured and Tenure-track faculty, who are considered Scholarly Academics, within the most recent five-year period must have two peer-reviewed journal (PRJ) articles, law review journal articles (LRJ), scholarly books (SB), or other intellectual contributions (OIC) with a positive impact rating, plus one other OIC.

Adjunct faculty, who are considered instructional practitioners, within the most recent five-year period, will demonstrate currency in their field as evidenced by any three different professional activities as follows:

- Presentations at professional association meetings or seminars
- Significant paid/unpaid training or consulting activities utilizing disciplinary expertise
- Consulting activities that are material in terms of time and substance
- Service on board of directors
- Membership and attendance at professional association development meetings
- Significant participation in business professional associations and societies
- Utilization of professional competence in legal proceedings
- Significant and active role in a private or public organization
- Maintaining professional certifications
- Participation in professional events that focus on the practice of business
- Participation in activities that place faculty in direct contact with organizational leaders
- Faculty internships
- Successful completion of continuing professional education courses Other activities intended to sustain and enhance one's professional credentials
- Development and presentation of executive education programs

G. Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

i. Ongoing Staff Development

Staff training is completed as needed depending on changes made to key student-facing processes and university systems.

Adequacy of Administrative Support

**MBA Program Director (Dr. Matt Mouritsen)**

The program director, who is a faculty member, is responsible for program curriculum, strategic planning, stakeholder relations, and represents the MBA Program in GSBE Executive committee meetings and at Graduate Council.

**Graduate Enrollment Director (Andrew Wright)**

Full-time, salaried professional staff position, 12-month contract. Primary responsibilities include program marketing, student recruitment, 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 and reporting, attendance at Graduate Council.

### **MBA Program Secretary (Sally M. Taylor)**

Full-time classified staff position, 12-month contract. Primary responsibilities include office management and communications, customer service (current and 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, supervisor of hourly office worker (Admissions Clerk).

### **Admissions Clerk (Ruth Preece)**

Hourly employee, average of 20 hours per week. Communication with applicants, collating application materials, downloading and preparing application files for committees (four annual admissions deadlines) customer service phone/office coverage as needed.

### **Adequacy of Facilities and Equipment**

All MBA program classes are taught at the WSU Davis Campus, either in regular classrooms (in which classes are capped at 50 students) or in the MBA conference room (134) which seats 20. 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. The MBA program also provides free printing in the lab, which is open during regular building hours (Mon-Sat).

The MBA Program installed “classroom capture” technology in the two main classrooms. Class lectures and discussions are recorded for each class session and made available in Canvas via Kaltura. The investment in this type of technology supports the mission of having a program designed for working professionals. Students who must miss class due to work demands (travel) are able to access recorded lectures/discussions/guest speakers on their own time.

### **Adequacy of Library Resources**

The WSU Library resources are sufficient for the needs of students and faculty in the MBA Program though access to Gartner research databases is needed to more fully support the faculty and students in the Graduate Certificate in IT/Information Assurance.

### **H. Relationships with External Communities**

**Graduate consulting projects.** One MBA elective course (MBA 6680 Graduate Consulting Project) provides opportunities for MBA students to engage in

projects in the community for which academic credit may be earned. Projects have been completed with a variety of private, public and non-profit organizations. One noteworthy consulting project involved four MBA students who created an evaluation model that assessed the capabilities of local manufacturing firms to make and support a soldier system created by an Australian company called Kord Defence.

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 Goddard School's Entrepreneurship 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 initiatives to create both certificates aligned with the MBA Program's strategy. The courses were developed using steering committees comprised of practitioners and are taught primarily by instructional practitioners from the aerospace industry.

**MBA Class Guest Speakers.** WSU MBA students value the learning that happens not only in the classroom from experienced professors, but also from outside professionals in all areas of the MBA curriculum. There are plenty of opportunities for WSU MBA students to go out into the community to serve, work with other students and professionals on meaningful projects, and use these experiences and new skills at their employment, but the community is also happy to come to Weber State to speak with WSU MBA students.

**Ogden, Weber, Salt Lake, and Davis Counties "Women in Business" Events.** Due to the current initiative in the WSU MBA program to enroll more female students, inroads have been made with various Women in Business Organizations around Northern Utah. Attendance at events from Salt Lake City to Ogden have been very successful in building relationships with powerful women in numerous industries for the purpose of not only recruiting more women into the WSU MBA program, but also to advertise Weber State University in general.

**Outreach.** Efforts have been made to reach out to other companies local to Weber State to build relationships and recruit employees to apply for admission into the MBA Program. From the end of 2016, WSU MBA has been involved in the following:

1. Presentations at the Davis County Women in Business Conference
2. Presentation at Weber Basin Water Conservancy Annual Employees Benefits meeting
3. Presentation at BAE Systems HAFB
4. Attendance and recruiting at SL County Women in Business Athena Awards Luncheon
5. Attendance and recruiting at Utah Hispanic Chamber of Commerce Women's Conference.

**Study Abroad:** The MBA Program plans and implements an International Business Field Studies course annually. It is an elective course in which students prepare, through academic study, to visit businesses outside the United States. Ten to twenty students enroll in these international experiences annually. The duration of the study tour is 11-13 days. Over the past five years, students (and two faculty) have visited France, Germany, Costa Rica, Ecuador, Peru, and China.

#### Summary of External Advisory Committee Minutes

The MBA Program has a goal of establishing its own advisory board. In the past, external advisement has been sought from the Business School's Advisory Council and from specific steering committees comprised of practitioners to develop the aerospace management and contract management curriculum.



I. Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
<p>Issue 1: Continue to monitor the viability of the graduate certificate programs. We recommend a continued effort to build enrollment to these programs, potentially by targeting some of the marketing directly towards the graduate certificates.</p>	<p>Previous 5 Year Program Review:                      Year 1 Action Taken (2013): Promoted the certificates through face-to-face interactions at graduate fairs, recruiting events and the Sustainability Summit (as a sponsor).                      Met with leadership at HAFB. Modified the Aerospace Mgmt certificate by adding Supply Chain as a required course.</p>	<p>Enrollments in each certificate program remained low.</p>
	<p>Year 2 Action Taken (2014):                      Determined to no longer offer sustainability courses due to low enrollments.                      Developed an educational partnership agreement with HAFB (maintenance and supply chain wings) leadership.</p>	<p>Fourteen students were admitted to the MBA Program from HAFB with the Base paying for all tuition, fees, and books. Students will earn the MBA and Graduate Certificate in Aerospace Management.</p>
	<p>Year 3 Action Taken (2015):                      Continued to develop the relationship with HAFB.                      Modified the IT certificate to refine elective and required courses.</p>	<p>Admitted 5 additional HAFB students seeking the MBA and Graduate Certificate in Aerospace Management. Minimal interest in the IT Certificate. Began co-scheduling MBA security and networking courses with senior level classes to ensure that courses would not be cancelled due to low enrollments.</p>

	Year 4 Action taken (2016): Relationship development with HAFB. Discussed among faculty the need to add data analytics courses to IT certificate.	Admitted 24 additional HAFB students seeking the MBA and Graduate Certificate in Aerospace Management (2016-February 2018). 2017: Added a course called Data Analytics for Managers.
Issue 2: The faculty are encouraged to explore additional strategies to make the program more attractive to potential students such as alternative course delivery methods and timeframes, waiving the GMAT requirement for qualified candidates.	Previous 5 Year Program Review:	
	Year 1 Action Taken (2013): Discussion among faculty about waiving the GMAT.	Split opinions about granting GMAT waivers. No decision.
	Year 2 Action Taken (2014): Admitted 14 students from HAFB and included GMAT waivers based on GPA and work experience.  Regarding alternative course delivery, faculty do not want to pursue an online only model but do favor offering the Contract Management certificate using video and/or course recordings to students outside the region.	For the HAFB students, who view the GMAT as a barrier to graduate education, we waived the GMAT for those with at least 5 years of relevant work experience and a GPA of 3.5 OR at least 10 years of relevant work experience and a GPA of 3.0 in their undergraduate degree.
	Year 3 Action Taken (2015): Evaluated the quality of the HAFB students among faculty. Faculty viewed their performance as very good and that the GMAT may not have been a better predictor of performance than work experience.	In the summer of 2015, the GMAT waiver policy was made available to all future applicants.
	Year 4 Action taken (2016):	Applications to the MBA Program included many candidates who qualify

	<p>In late 2016, discussions with Bruce Davis at the Davis Campus led to a decision to purchase “classroom capture” technology that would support local MBA students who need to miss class due to travel and would also provide students outside the region with an option to stream live or watch recordings of class sessions.</p>	<p>for the GMAT waiver. (By summer and fall of 2017, SCHs were at their highest levels since the program began in 2000).</p> <p>In 2017, both main MBA classrooms were equipped with “classroom capture” technology. Faculty were trained during summer and fall. Some features (streaming live) were delayed in being implemented.</p>
<p>Issue 3: Consider a discussion about the proximity of Utah State University’s MBA Program, especially their recent move to Kaysville, close to the WSU Davis Campus.</p>	<p>Given the increase in enrollments in the WSU MBA Program since USU’s move to Kaysville (using video course delivery), this does not appear to be a threat at this time.</p>	

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

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Issue 1	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed)

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
Issue 1	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed)

K. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Financial ratio calculation and analysis exam questions	a. MBA students will analyze and interpret financial data for decision making.	At least annually. Class embedded exam. MBA 6130.	Electronically within Canvas & Chi-Tester.
Capital budgeting case	a. MBA students will analyze and interpret financial data for decision making.	At least annually. Class embedded case analysis. MBA 6310.	Electronically in Canvas.
Systems analysis case (including flow charts)	b. MBA students will evaluate business systems and make recommendations for improvement.	At least annually. Class embedded case analysis. MBA 6310.	Electronically in Canvas.
ETS MBA Major Field Test	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.	At least annually. Course embedded, national exam. MBA 6180.	Electronically in summary report from ETS in MBA Program.
Individual case analysis	b. MBA students will use the appropriate tools to identify, analyze and make suggestions to improve a company's competitive strategy.	At least annually. Class embedded case analysis. MBA 6180. (Changing to simulation and individualized exam)	Electronically in Canvas.
Research case analysis	a. MBA students will research and analyze current trends occurring in the global economy.	At least annually. Class embedded case analysis. MBA 6410.	Electronically in Canvas.
MBA 6110 (exam questions) MBA 6310 (case analysis)	a. MBA students will understand how to utilize the psychological science of trust through capability, character, and compassion.	At least annually. Class embedded exams and case analysis. MBA 6110, 6310.	Electronically in Canvas and Chi-Tester.

Final exam essay questions	b. MBA students will be able to compare/contrast prominent leadership theories and to use these theories, along with their own introspection and overall course content, to develop their own "theory of ethical leadership"	At least annually. Class embedded exam. MBA 6110.	Electronically in Canvas and Chi-Tester.
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Summary Information (as needed)

## APPENDICES

### Appendix A: Student and Faculty Statistical Summary

*Note: Data provided by the Office of Institutional Effectiveness*

	2012-13	2013-14	2014-15	2015-16	2016-17
Student Credit Hours Total	3,214	2,515	2,397	3,136	3,647
Student FTE Total	161	126	120	157	182.35
Students in the Program	176	147	140	159	183
Other (certificate majors)	14	13	5	12	10
Program Graduates (MBA)	81	63	45	66	57
Graduate Certificates	8	16	12	23	24
Student Demographic Profile					
Female	33	26	33	31	43
Male	143	121	107	128	140
Faculty FTE Total	7.88	6.53	7.55	7.15	n/a
Adjunct FTE	7.63	6.53	7.24	6.84	n/a
Contract FTE	0.25	0	0.31	0.31	n/a
Student/Faculty Ratio	20.43	19.30	15.89	21.96	n/a



Program Name:		2013	2014	2015	2016	2017
Expectation of time to graduation?	# of years	2.3	2.3	2.3	2.3	2.3
Number and percent of majors meeting expectation for graduating	Department	83 / 100%	59 / 100%	41 / 100%	71 / 98.6%	60 / 100%
Number and percent of majors graduating w/in 1 year of expectation	Department	83 / 100%	59 / 100%	41 / 100%	71 / 98.6%	60 / 100%
Number and percent of majors graduating w/in 2 years of expectation	Department	83 / 100	59 / 100	41 / 100%	71 / 98.6%	60 / 100%
Number and percent of majors who don't complete by 6 years	Department	0 / 0%	0 / 0%	0 / 0%	1 / 1.4%	0 / 0%
Average overall hours of graduates	Department	42	42	42	42	45
Average 'years to degree' for master's degree recipients	Department	2.3	2.3	2.3	2.3	2.3
Other Analyses		2013	2014	2015	2016	2017
Percent of courses with adequate completion	Department	97.67%	98.1%	98.5%	99.14%	99.26%
(adequate completion = 80%+, A and B grades)						

Appendix B: Contract/Adjunct Faculty Profile

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Barraza, Ben	M	C	Adjunct	n/a	MBA	4+	Information Technology, Systems Architecture, Spreadsheet Modeling
Cook, Riley	M	C	Adjunct	n/a	MBA	1	Economics, Cost Analytics, Aerospace
Hall, Alan	M	C	Adjunct	n/a	MBA	3+	Sales, Entrepreneurship, Venture Capital
Horstmann, Brett	M	C	Adjunct	n/a	MBA	3+	International sales and marketing
Johanson, Jonene	F	C	Adjunct	n/a	MBA	6+	Contract management, Aerospace
Kaiser, Charles	M	C	Contract	n/a	JD	5+	Contract law, business law, ethics
Kattelman, Loisanne	F	C	Contract	n/a	MAcc	10+	Financial and managerial accounting, tax
Lawrence, Alex	M	C	Adjunct	n/a	PhD	5+	Entrepreneurship, e-business, sales
Muhlestein, David	M	C	Adjunct	n/a	MBA	2+	Contract management, aerospace
Skanchy, Randall	M	C	Adjunct	n/a	JD	10+	Negotiations, Law
Willard, Matt	M	C	Adjunct	n/a	MBA	5+	Statistics, Program Management, Aerospace, College Algebra

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Mouritsen, Matthew	M	C	Program Director	16.5 (9.5 as director)	Faculty and student advising, curriculum development, budgets, payroll, strategic planning
Preece, Ruth	F	C	Admissions Clerk	1.5	Office administration, process fulfillment, customer service
Taylor, Sally	F	C	Administrative Specialist	15	Office administration, customer service, problem solving,
Wright, Andrew	M	C	Graduate Enrollment Director	2.5	Recruiting, Advising, Problem Solving, Admissions, strategic planning.

Summary Information (as needed)

Appendix D: Financial Analysis Summary

Department	2012-13	2013-14	2014-15	2015-16	2016-17
Appropriated Fund	\$220,701	\$251,570	\$180,115	\$175,372	\$198,011
Other:					
Special Legislative Appropriation					
Grants or contracts					
Special Fees / Differential Tuition	\$208,402	\$237,552	\$170,079	\$165,600	\$186,978
Total	\$429,103	\$489,122	\$350,194	\$340,972	\$384,989

*Note:* Data provided by Provost's Office

Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Federico Davis	HAFB (Maintenance)
Terrie Gould	HAFB (Supply Chain)
Rachel Keoppel	Davis County Women in Business
Tage Flint	CEO, Weber Basin Water Conservancy
Tara McHugh	Salt Lake County Chamber of Commerce WIB
Randy Tymofichuk	CEO, BAE Systems
Andres Escobar	Utah Hispanic Chamber of Commerce WIB