



April 28, 2019

**TO:** Rick Muma, Provost

Kay Monk-Morgan, Assistant Vice-President for Academic Affairs

**From:** Anand S. Desai, Dean, W. Frank Barton School of Business *Anand S. Desai*

**Cc:** John Perry, Associate Dean and Professor, Department of Management

**RE: Bachelor of Business Administration (General Business) Program Review**

---

The objective of the General Business major is to provide maximum flexibility to students who wish to study business. It is a broad-based management-oriented degree that allows students to increase their knowledge in the basic business disciplines and functions.

The ACT scores of incoming students is about 1 to 2 points below the University average. If we use ACT as a measure of academic potential, students with a higher ACT score generally tend to pick other majors in the Barton School. Demand for this major is quite high, rising from 469 in 2013 to 546 in 2015. Offering this program online serves a broader student population that is unable to come to campus. An added benefit of this online offering is that many courses are also included in other majors, providing students in those majors added flexibility. Placement rates of students is quite high, although there is a slight downward trend in percent of graduates employed within the state.

Program learning goals are clearly articulated. I suggest that in the next review cycle, wording of Target criteria be made consistent and expressed as “% of students meeting or exceeding the assessment” instead of minimum unacceptable rates. Of the five goals, demonstrating effective oral and written skills (Goal 2) and understanding ethical decision making (goal 4) do not meet target levels. Instead of considering a new communications course, faculty should consider incorporating oral (videotaped for online students) and written assignments in courses where appropriate. This can be more cost-efficient. Discussions with the Philosophy department has resulted in a new course introduced by them, and assessment of this learning goal should be monitored closely.

The stated goal of maintaining current levels of enrollment is inconsistent with the University’s SEM Plan. With the expansion of the Shocker City program, efforts to attract additional students from the I-35/I-70 corridor could yield enrollment growth.

The recommendations from the previous self-study report have been addressed satisfactorily.

Since this is a general degree, faculty from all disciplines in the Barton School teach in this program. Faculty intellectual contributions are therefore listed under other discipline specific majors within the Barton School.

The degree program continues to be fully accredited by AACSB and the next AACSB Continuous Improvement Review will take place in spring 2023.



Academic unit: **General Business** \_\_\_\_\_ College: **Barton School of Business**

Date of last review **2016-2017** Date of last accreditation report (if relevant) 2012 \_\_\_\_\_

Triggered Programs **NONE (2018)**

List all degrees described in this report (add lines as necessary)

Degree: BBA in General Business (BBA-GBUS) \_\_\_\_\_ CIP\* code: 49.0104 \_\_\_\_\_

Degree: \_\_\_\_\_ CIP code: \_\_\_\_\_

Degree: \_\_\_\_\_ CIP code: \_\_\_\_\_

\*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Certificate (s): \_\_\_\_\_

Faculty of the academic unit (add lines as necessary)

NAME	SIGNATURE	TENURE OR NON-TENURE TRACK
<b>As an interdisciplinary program, the BBA-GBUS does not have a departmental faculty. The BBA-GBUS consists of courses taught for other majors.</b>		

Submitted by: \_\_\_\_\_ Date \_\_\_\_\_  
(Name and title) (Date)

## Part 1: Impact of Previous Self-Study Recommendations

At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note your progress to date on implementation.

Recommendation	Activity	Outcome
Provide follow-up on program goals in next report	The program goals were reviewed.	Updates on the program goals are included in this report (in Part 9).
Provide the actual number of students assessed in the student learning assessment section	The number of students assessed were counted.	The number of students assessed for each SLO are reported in this self-study.
Some learning outcomes are not measurable	The Barton School Undergraduate Programs Committee reviewed the learning outcomes.	The learning outcomes listed are the outcomes that are used for the Barton School accreditation (AACSB).
For the next review, align recruitment and retention efforts with the university's strategic enrollment plan.	The Barton School engaged in strategic planning related to enrollment management.	The Barton School created a college-level Strategic Enrollment Management Tactical plan (included as an appendix).

## Part 2: Departmental Purpose and Relationship to the University Mission

*The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.*

**Please list the program mission (if more than one program, list each mission), define the role of the program and tie them to the overall mission of Wichita State University printed above. (Explain in 1-2 concise paragraphs)**

- a. Program Mission (if more than one program, list each mission):

The General Business major supports the mission of the Barton School and University: The Barton School prepares students for lifelong learning and success in the global marketplace, advances the knowledge and practice of business, and supports economic growth through research, outreach and knowledge transfer. The objective of the General Business major is to provide maximum flexibility to students who wish to study business. It is a broad-based management-oriented degree that allows students to increase their knowledge in the basic business disciplines and functions. It allows a student to combine breadth of knowledge with a smaller degree of specialization than specific majors.

- b. The role of the program (s) and relationship to the University mission:

The program supports the mission of the University and the Barton School through its teaching (*educational driver*), intellectual activities of the faculty and the service activities of the faculty to the

academic, business, and university communities (*economic driver*). Since the GBUS major doesn't have its own courses or faculty, teaching and other faculty activities are documented in other Barton School departmental reports.

- c. Has the mission of the Program (s) changed since last review?  Yes  No
  - i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?
- d. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?  Yes  No

If yes, describe the changes in a concise manner.

The program goals listed at the end of the last program review were:

1. Implement exit survey (for all business students) to obtain specific information on job placements, salaries, locations, etc.
2. Maintain enrollments at the current level
3. Undergraduate Programs Committee ("department" for the General Business major) will review the curriculum to determine if any changes are needed, specifically the new philosophy course in critical thinking.

The program goals for the next program review period will be different. Please see Section 11.

### Part 3: Faculty Quality

*Describe the quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).*

**What standards, if any, are in place for your college/department for the following areas?**

Departmental Standards																				
College/ Dpt.	Ref Journal Articles				Non Ref Journal Articles				Conference Proceedings				Presentations				Books			
	S	A	P	MA	S	A	P	MA	S	A	P	MA	S	A	P	MA	S	A	P	MA

S=Submitted, A=Accepted, P=Published, NA= Not Accepted

Departmental Standards										
College/ Dpt.	Performances			Number of Exhibits		Creative Work		No. Grants Submitted	No. Grants Awarded	\$ Grant Value
	*	**	***	Juried	****	Juried	Non-Juried			

\* Winning by competitive audition. \*\*Professional attainment (e.g., commercial recording). \*\*\*Principal role in a performance. \*\*\*\*Commissioned or included in a collection.

N/A – The BBA-General Business is an interdisciplinary program. There are no faculty members in the General Business department. The courses offered in the program are taught in other departments. Therefore, the scholarly productivity of the faculty is listed in the self-study reports of other programs.

**Narrative:** Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

**Please use the tables below to share information about your departmental scholarly outputs.**

Departmental Outputs																				
College/ Dpt.	Ref Journal Articles				Non Ref Journal Articles				Conference Proceedings				Presentations				Books			
	S	A	P	MA	S	A	P	MA	S	A	P	MA	S	A	P	MA	S	A	P	MA
2013-2014																				
2014-2015																				
2015-2016																				
2016-2017																				

S=Submitted, A=Accepted, P=Published, NA= Not Accepted

Departmental Outputs										
College/ Dpt.	Performances			Number of Exhibits		Creative Work		No. Grants Submitted	No. Grants Awarded	\$ Grant Value
	*	**	** *	Juried	*** *	Juried	Non-Juried			
2013-2014										
2014-2015										
2015-2016										
2016-2017										

\* Winning by competitive audition. \*\*Professional attainment (e.g., commercial recording). \*\*\*Principal role in a performance. \*\*\*\*Commissioned or included in a collection.

N/A – The BBA-General Business is an interdisciplinary program. There are no faculty members in the General Business department. The courses offered in the program are taught in other departments. Therefore, the scholarly productivity of the faculty is listed in the self-study reports of other programs.

**Narrative:** Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

N/A – The BBA-General Business is an interdisciplinary program. There are no faculty members in the General Business department. The courses offered in the program are taught in other departments. Therefore, the scholarly productivity of the faculty is listed in the self-study reports of other programs.

## Part 4: Academic Program(s) and Emphases

Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

**Narrative:** a. For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).

Provide assessment here:

The mean ACT scores of BBA-GBUS students have consistently been about one point lower than the WSU average. The WSU average ACT score has been 22-23 (the 62<sup>nd</sup>-68<sup>th</sup> percentile). The BBA-GBUS average ACT has been 21-22 (56<sup>th</sup>-62<sup>nd</sup> percentile). This difference is consistent with the previous program review in 2016, and it not unexpected. Often, the more academically able students in the Barton School enroll in a specific business major rather than the generalist GBUS major.

**Narrative:** b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)

Provide assessment here:

N/A

In the following table provide program level information. You may add an appendix to provide more explanation/details.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
1A. Acquire Knowledge of Current Business Practices, Theory, and Technology: Basic Skills	Advanced Standing Exams that cover university-level basic skills courses and freshman/sophomore-level business core courses. See Appendix for details.	Average of 50% correct on each of 10 exams.	Target met See Appendix for historical data	No action needed

1B. Acquire Knowledge of Current Business Practices, Theory, and Technology: Management-Specific Knowledge	Course embedded assessment instruments in all eight junior-level business core courses.	Varies by course - see Appendix for details.	See program review reports by majors for latest.	See program review reports by majors for latest.
2. Demonstrate skills in effective oral and written communication	Course embedded assessments using standard rubrics; see Appendix for details.	Maximum of 10% of students rated Unacceptable on any dimension.	Next assessment FL19; see Appendix for detailed historical results. Sample – Written Communication (502 students); Oral Communication (338 students)	Oral and Written: Target not met on multiple traits. Need to revive proposed Business Communication course – proposal cancelled in 2008 due to budget cuts.
3. Attain clear analytical and reflective thinking abilities	Watson-Glaser Critical Thinking Appraisal given in MGMT 681, capstone business course; see Appendix for details.	Minimum 20% Unacceptable (below 30th percentile of norming sample).	FL18: 16% Unacceptable Meets target	Average score for FL18 is 53, higher than the 50 <sup>th</sup> percentile of the national norming sample. This represents a substantial improvement over past scores (see Appendix).
4. Understand ethical decision- making	Ethics Assessment developed by faculty and given in MGMT 681, capstone business course.	Average of 60% correct on assessment	Fall 2018: Average of 51% correct Older results in Appendix	Not acceptable  Will work with PHIL to find ways to improve
5. Develop active collaborative skills and the ability to work as part of a team	Assessed every other year in classes giving team assignments; next assessment Fall 2019. Students evaluate their	Not more than 10% Unacceptable on any dimension of the rubric	Results continue to exceed target. See Appendix for historical results.	Satisfactory performance – no interventions needed



	teammates according to rubric – see Appendix for details.			
--	---	--	--	--

## Definitions:

**Assessment Tool:** One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

**Criterion/Target:** Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

**Result:** Actual achievement on each learning outcome measurement (e.g., 95%).

**Analysis:** Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

**Narrative:** c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the following table. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

Provide assessment here:

The Barton School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). This specialized accrediting body requires degree-level assessment of business programs. As the only interdisciplinary undergraduate major in the Barton School, the degree-level assessment program and results are reported here. There is an Appendix available with much background and data on evaluation results

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
1		N/A – No exam is available for this major		
2				
3				

**Narrative:** d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c). Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.

Provide assessment here:

Student satisfaction (as measured by the WSU Exit Survey) was higher than the undergraduate average for the University in 2013, 2014, and 2016; and lower than the University average in 2015 and 2017. Overall, however, the BBA-GBUS student satisfaction level was within eight percentage points of the university average (around 82-85%). If student satisfaction diverges significantly from the university average in the future, we will investigate the reason(s).

Does your program support the university General Education program?  Yes  No

If yes, please complete the table below and respond to the narrative prompt. If no, skip to the next.

Outcomes:		
<ul style="list-style-type: none"> <li>• Have acquired knowledge in the arts, humanities, and natural and social sciences</li> <li>• Think critically and independently</li> <li>• Write and speak effectively</li> <li>• Employ analytical reasoning and problem solving techniques</li> </ul>	Results	
	Majors	Non-Majors

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at:

<http://www.aacu.org/value/rubrics/>

**Narrative:**

- e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Provide assessment here:

Concurrent Enrollment - Does the program offer concurrent enrollment courses?  Yes  No

No

If no, skip to next question.

**Narrative:**

- f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

Provide assessment here:

Accreditation – Is the program accredited by a specialty accreditation body?  Yes  No

**Narrative:**

- g. If yes, please note the name of the body, the next review date and concerns from the last review.

Provide assessment here:

The BBA-GBUS is included in the part of AACSB accreditation. There were no concerns about BBA-GBUS in the last review (February 2018).

- h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

*Credit hour determination – How does the department assign credit hours to courses?*

*Narrative:*

Provide assessment here:

All courses in the BBA-GBUS program are offered within the Barton School or other WSU departments (e.g., Philosophy, English). WSU Policy 2.18 describes the process for assigning credit hours to classes. Moreover, courses taught in the Barton School adhere to the Department of Education rules regarding a credit hour. Namely, the Barton School expects that for each SCH, a student will have to spend a minimum of 45 hours over the length of the course for instruction and preparation/studying or course related activities.

*Overall Assessment – Define the Overall quality of the academic program.*

Provide assessment here:

The General Business major has been performing its job – to provide an education for students who want a broad exposure to multiple areas of business (rather than a specific major). Student satisfaction is high, as shown by exit survey results. In terms of learning outcomes, assessment data indicate some weaknesses (oral & written communication and ethical decision-making. These weaknesses will be addressed as described in the analysis section above. Student quality (ACT) is comparable to the average for business school students. Regents' minima are exceeded by large amounts. Costs of the major are very low, since students take classes that would already be offered for the specific majors.

## Part 5: Student Need and Employer Demand

Analyze the student need and employer demand for the program/certificate. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors* - Business Administration/General Business Majors							
	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only.
2013-14	\$42,467	100.00	75.00	18.80	6.30	0.00	↓ -3% Purchasing Managers, Buyers, and Purchasing Agents (declining)
2014-15	\$47,625	100.00	78.60	21.40	0.00	4.30	
2015-16	\$48,643	87.50	75.00	25.00	0.00	2.00	
2016-17	\$43,968	83.30	66.67	25.00	8.33	7.50	

\* May not be collected every year

\*\* Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

**Narrative:** Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred. AND provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment  
**Provide assessment** graduates can expect to find.

Student demand for the General Business major is high. According to the enrollment data provided for this report, the number of majors increased from 469 in 2013 to 546 in 2015. The number of majors dropped in 2016 to 519. This may have been the result of the creation of an online BBA-Management program in 2016. The flexibility of the General Business major (including an online option) allows students with heavy scheduling constraints outside the university to graduate in a more timely manner than do specialized majors with fewer scheduling options.

While some industries require specific business majors (accounting firms want accounting majors, financial firms want finance majors), most entry-level management positions require a degree in any field of business. General Business can compete on an equal footing.

## Part 6: Program and Faculty Service

Analyze the service the Program/certificate provides to the **discipline, other programs at the University, and beyond**. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

**Narrative:** Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors (using table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day), nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

**Provide assessment here:**

N/A – There are no faculty members in the General Business department.

In the university data, courses labeled BADM are associated with the General Business major. This doesn't accurately reflect the situation. BADM courses are school-wide required courses that are not tied to a specific department (student success courses, business software course). Students in the General Business major take only courses that are offered for other majors.

## Part 7: Graduate Enrollment Management (GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(e) template.

---

***Narrative:***

- a. Program name:
- b. In 2-4 sentences, summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.
- c. Discuss how graduate assistantships are being used to advance the GEM goals.
- d. Provide an assessment of successes, challenges, and deficiencies with the GEM plan.
- e. Summarize how the GEM plan is being updated going forward based on the findings above.

Provide assessment here:

N/A

## Part 8: Undergraduate Enrollment Management

For each undergraduate program, summarize and reflect on the progress you have made toward your colleges enrollment goals.

---

***Narrative:***

- a. Program name:
- b. In 2-4 sentences, summarize how the department and faculty have engaged in strategic enrollment management,
- c. Discuss how faculty have been engaged in recruitment and retention activities.
- d. Provide an assessment of successes, challenges, and deficiencies with departmental activities.

Provide assessment here:

- a. BBA-General Business
- b. The Barton School's undergraduate Strategic Enrollment Management (SEM) Tactical Plan is listed below as an appendix. Because the BBA-GBUS program is an interdisciplinary program with no faculty members, there is no General Business SEM plan. Nevertheless during the period covered by this self-study (2013-17):
  - an online BBA-General Business option was created
  - the Barton School dean and department chairs communicated reasons, needs, and the benefit of active participation in enrollment and retention growth
  - the Barton School revised the annual evaluation, promotion, and tenure policies using the UNISCOPE Model
  - Barton School faculty created and offered nine badge courses
  - the Barton School created a business analytics certificate

- c. A faculty member who teaches one of the required courses for the BBA-General Business served as a WSU Retention Fellow. A faculty member who teaches one of the required courses for the BBA-General Business served as a WSU Recruitment Fellow. The Barton School hired an undergraduate recruiter
- d. Because there is no General Business department, there have been no SEM successes, challenges, and deficiencies

## Part 9: Program Goals from Last Review

Report on the Program's/certificate's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	Implement exit survey (for all business students) to obtain specific information on job placements, salaries, locations, etc.	Survey results from a survey sent to Spring 2014 BBA-GBUS graduates	Six accepted a position with a new employer. Nine continued to be employed in their current position with their current employer. Twelve accepted a new position with their current employer. Graduate job titles included Manager, Supervisor, and Payroll Clerk. All graduates were employed in Kansas, The media annual salary was in the \$40,000-\$44,999 range.
	Maintain enrollments at the current level	The number of BBA-GBUS majors in Fall 2015-17.	# Majors Fall 2015 = 301 Fall 2016 = 336 Fall 2017 = 318
	Undergraduate Programs Committee ("department" for the General Business major) will review the curriculum to determine if any changes are needed, specifically the new philosophy course in critical thinking	The critical thinking assessment results of students who had taken the critical thinking class (PHIL 125) versus those who had not taken the course.	A comparison of results showed students who had taken PHIL 125 did marginally better on the W-G, but the increase was not as large as desired. During Fall 2015, several Barton School faculty meetings were devoted to how performance on the W-G could be improved. Following those discussions, the PHIL department agreed to create a new course, PHIL 105, that concentrated on critical thinking skills, with much less emphasis on formal logic. The new course has been

			implemented for Fall 2016. As we accumulate data from students who have taken both PHIL 105 and the senior-level Watson-Glaser assessment, we will be able to determine whether the new course is helping students
--	--	--	--

## Part 10: Summary

---

**Narrative:** a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e).

Provide assessment here:

Overall, the General Business major is fulfilling its function of providing a more general and more flexible degree option in business than more specialized majors. Enrollments are substantial. This suggests there is significant demand for the major. Since the General Business major has no courses of its own, departmental reports contain information on specific improvements to courses.

## Part 11: Forward-facing goals

---

**Narrative:** b. Identify goal (s) for the Program to accomplish in time for the next review. Goals must be **Specific, Measurable, Attainable, Realistic and Time-bound (SMART)**.

List goals here:

1. Maintain BBA-GBUS enrollments at the current level during the 2018-22 program review cycle.

## **Appendix S: Assurance of Learning - BBA Program**

### **S-1: Description of Learning Goals**

#### **1. Acquire Knowledge of Current Business Practices, Theory, and Technology**

Prior to achieving advanced standing in the Barton School of Business, students will have successfully completed courses requiring them to demonstrate basic skills in oral and written communication, mathematical and statistical concepts, economic theory, computer technology, accounting systems, and preparation of financial statements. This prerequisite course work serves as a foundation for upper-division business courses by focusing on the following: acquisition of a common body of knowledge and vocabulary of business, and the development of professional competencies in communication, quantitative problem solving, and critical thinking.

Barton School students are expected to build on these competencies and basic knowledge as they progress through the junior-level business core courses. They must become knowledgeable in the following areas: entrepreneurship, international business, theory and practices of organizational management, operations, human resources, corporate finance, business law, information systems and technology, and marketing. As they further progress and specialize, students must demonstrate their ability to integrate these competencies and knowledge in solving business problems.

#### **2. Demonstrate skills in effective oral and written communication**

Communication can be defined as a sharing of meaning or understanding. In the context of the business organization, the ability to effectively communicate in oral form is a requirement for effective teamwork, leadership and conduct of business organizations.

Oral communication involves the ability to make effective presentations of varying degrees of formality. These may range from describing a task to a subordinate, to delivering a briefing report to members of one's work group, to a formal PowerPoint presentation made to a key client or to the members of a Board of Directors.

Being effective in each of these forms of oral communication implies the ability of the communicator to organize their thoughts, develop a cogent approach to delivering the relevant information, and then articulate the information in such a way as to allow the sharing of information implied in the definition of communication.

Effective oral communication can be described as the ability of the Barton School graduate to successfully communicate in each of the types of settings described above.

The ability to effectively communicate in written form may be thought of as a foundation to the ability to effectively communicate in oral form, since most formal oral presentations will be initially prepared in written format.

Written communication in a business format involves the ability to develop memos, letters, emails, briefing papers, reports, and other types of written business communication in a manner which allows an efficient, unambiguous sharing of information.



As with oral communication, being effective in each of these forms of written communication implies the ability of the communicator to be able to organize their thoughts, develop a cogent approach to delivering the relevant information, and then present that information utilizing language, grammar and an organizational form that will allow the effective and efficient sharing of information which is implied in the definition of communication.

Effective written communication can be described as the ability of the Barton School graduate to effectively communicate in each of the types of written formats described above.

### **3. Attain clear analytical and reflective thinking abilities**

A Barton School education enhances a student's abilities to evaluate, interpret and resolve complex business problems. Throughout the curriculum, students are challenged to creatively analyze business decisions and develop creative solutions to those problems.

### **4. Understand ethical decision-making**

Business ethics is about creating an organizational environment which is conducive to accepting and fulfilling ethical obligations. Markets and society presuppose certain rules and expectations of moral behavior in business activities. The study of business ethics provides the tools for analyzing the rightness or wrongness of various courses of action. Using these tools to approach business decisions allows the student to see issues they might otherwise overlook and allows the student to recognize organizational impediments to ethical behavior. Graduates of the Barton School of Business will recognize ethical considerations in business activities and understand how to facilitate ethical behavior in an organization.

### **5. Develop active collaborative skills and the ability to work as part of a team**

Barton School students will (a) learn to work successfully as part of a team and (b) develop critical teamwork skills and qualities that are important for team collaboration. This is accomplished through the development of the following teamwork principles: working toward a common goal, sharing leadership tasks, sharing responsibilities, exchanging information, and maintaining professional relationships.

**Table S-1: Oral Communication Rubric**

<b>TRAIT</b>	<b>Unacceptable</b>	<b>Needs Improvement</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Organization (do NOT use for presentation of group project)</b>	No opening statements. Loses focus often. Conclusion missing.	Opening statement leaves listener wondering where the presentation is headed. Loses focus once or twice. Conclusion is poorly done.	Has relevant opening statement giving outline of speech. Conclusion summarizes presentation's main points, and draws conclusions based upon these points.	Has a clear opening statement that catches audience's interest. Stays focused throughout. Conclusion is very well documented and persuasive.
<b>Preparation</b>	Student invested little or no time in preparation for presentation	Student invested insufficient time in preparation for presentation	Student invested sufficient time in preparation for presentation	Student is very well prepared for presentation
<b>Verbal skills</b>	Often hard to understand what is being said. Voice is too soft, or too loud. Pace is often too quick or too slow.	Some difficulty in understanding what is being said.	Can be easily understood -- appropriate pace and volume.	Excellent delivery. Modulates voice, projects enthusiasm, interest, confidence.
<b>Nonverbal skills</b>	Demonstrates one or more distracting mannerisms; may include bad posture and lack of eye contact.	Mannerisms detract somewhat from presentation. Little eye contact.	No distracting mannerisms. Good eye contact.	Uses body language effectively to maintain audience's interest. Maintains eye contact continuously.
<b>Use of media (if appropriate)</b>	Inappropriate use of media detracts from presentation. Slides poorly formatted; number inappropriate.	Use of media does not detract from presentation, but adds very little. Slide content and number could be improved.	Media adds value to presentation. Slide content and number are appropriate.	Media used effortlessly to enhance presentation.
<b>Audience interaction (if appropriate)</b>	No or minimal interaction; not prepared for questions.	Poorly handled interaction; somewhat prepared for questions.	Effective interaction; well prepared for predictable questions.	Effortless interaction; thoroughly prepared for unexpected questions.

**Table S-2: Writing Rubric**

<b>TRAIT</b>	<b>Unacceptable</b>	<b>Needs Improvement</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Logic &amp; Organization</b>	Does not develop ideas cogently, uneven and ineffective overall organization, unfocused introduction or conclusion	Develops and organizes ideas in paragraphs that are not necessarily connected. Some overall organization, but some ideas seem illogical and/or unrelated, unfocused introduction or conclusion	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.	Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.
<b>Use of Language</b>	Uses words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting	Word forms and sentence structures are adequate to convey basic meaning. Errors cause noticeable distraction.	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Employs words with fluency, develops concise standard English sentences, balancing a variety of sentence structures effectively.
<b>Spelling and Grammar</b>	Writing contains frequent spelling and grammar errors which interfere with comprehension	Frequent errors in spelling and grammar distract the reader.	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.	Writing is essentially error-free in terms of spelling and grammar
<b>Appropriate Writing Style for Specific Assignment</b>	The writing style is not appropriate for the specific assignment (too casual, too formal, etc.)	The writer's decisions about focus, organization, style, and content sometimes interfere with the purpose of the specific assignment.	The writer has made good decisions about writing style so as to achieve the purpose of the specific assignment.	The writer's decisions about writing style are fully appropriate for the specific assignment.

### S-3: Teamwork Rubric

TRAIT	Unacceptable	Needs Improvement	Acceptable	Exemplary
<b>Organizational Ability</b>	Unprepared, unaware and uninformed regarding team tasks; wastes time	Inconsistent preparation and easily distracted; time management problematic	Generally prepared and able to stay on task; time management skills adequate	Well prepared and focused on task accomplishment; maximizes effective use of team time
<b>Cooperativeness</b>	Antagonistic toward team goals, activities and members	Not clearly committed to team goals; does not always work well with team members	Usually willing and able to work with others to accomplish team goals and tasks	Clearly committed to team goals; shows strong interpersonal skills in working with others to accomplish team goals and tasks
<b>Originality or Creativity of Ideas Contributed</b>	Overcautious; produces uninspired, pedestrian ideas and solutions; almost never challenges problem assumptions	Tries to be creative but rarely challenges problem assumptions; occasionally able to generate novel, workable ideas or solutions	Focuses on being creative; sometimes challenges assumptions and generates novel, workable ideas and solutions (but not consistently)	Consistently challenges assumptions; manipulates problems and consistently generates novel, workable ideas and solutions
<b>Functional Contribution - Analysis &amp; Recommendations</b>	Understanding and application of analytical tools or methods is deficient	Understanding and application of analytical tools or methods is sometimes questionable	Generally capable regarding understanding and application of analytical tools or methods	Skilled and knowledgeable use of appropriate analytical tools or methods
<b>Dependability</b>	Can rarely be relied upon	Inconsistency in reliability and dependability regarding team tasks and goals	Can almost always be depended upon to contribute to team effort	Always reliable and predictable regarding team tasks and goals
<b>Quantity of Work Contributed</b>	Quantity of work contributed is well short of expectations	Somewhat deficient in the quantity of work contributed	Contribution to group effort meets expected workload	Contribution to group effort exceeds expected workload
<b>Quality of Work Contributed</b>	Contribution is of inferior quality	Somewhat deficient in the quality of work contributed	Contribution to group effort meets expected team quality standards	Contribution is consistently of superior quality

## **S-2: Goal 1: Learning Goals and Assessment Information for Core Knowledge Classes: Basic Skills**

Learning in the basic skills area is assessed through the Advanced Standing Exams, a series of ten on-line multiple-choice exams given to students starting the semester before they will become juniors. A majority of Barton School students take at least some, if not all, of these classes outside WSU; the Barton School needs to assess all students' learning to determine whether they have learned the appropriate material.

### **Communication**

Public Speaking has standard, agreed-upon Course Outcomes and Competencies across Kansas public universities. The Advanced Standing Exam (ASE) coverage in Public Speaking has questions on how to appropriately prepare a presentation; at this time, we don't have the capability of evaluating actual presentations.

### **English**

The ASE coverage in English only includes the mechanics of writing. It is a version of the common Grammar / Spelling / Punctuation (GSP) tests,

### **Math (Algebra and Calculus)**

College Algebra has standard, agreed-upon Course Outcomes and Competencies across Kansas public universities. The ASE covers only topics included in the agreements. ASE questions on business calculus cover all the topics in the standard WSU syllabus for MATH 144.

## **LEARNING GOALS: BUSINESS COURSES**

For the basic skills classes taught by the Barton School, we have developed Learning Goals that have been used in developing the Advanced Standing Exams. The questions on the ASEs will be similar to those given on final exams in these classes.

### **Learning Goals: Financial Accounting (ACCT 210)**

1. Students will be able to identify and conceptualize the financial statement effect(s) of typical accounting events and transactions.
2. Students will be knowledgeable of the underlying goals and objectives of the four financial statements (balance sheet, income statement, statement of cash flows, and statement of retained earnings).
3. Students will be able to utilize basic financial statement analysis techniques.

### **Learning Goals: Managerial Accounting (ACCT 220)**

1. Students will understand the differences between the traditional method of allocating manufacturing overhead and the activity-based costing method of allocating manufacturing overhead.
2. Students will understand how to use managerial accounting information for making business decisions.
3. Students will understand how managerial accounting information is used in the planning and control aspects of a business.

**Learning Goals: Business Software (BADM 160)**

1. Students will improve their communicative skill through knowledge and understanding of word processing software such as Microsoft Word.
2. Students will develop the ability to prepare spreadsheets and workbooks using formulas and macros using Microsoft Excel.
3. Students will develop the ability to build databases and then perform queries to extract meaningful information from those databases and also work with various forms and reports using Microsoft Access.
4. Students will acquire the skill to prepare presentations using tools and data from the other three software programs and use these in Microsoft PowerPoint.

**Learning Goals: Macroeconomics (ECON 201)**

Students will demonstrate an understanding of the following topics:

1. Scarcity
2. Supply and demand analysis
3. GDP: definition, calculation, shifters
4. Money, banking, and the Federal Reserve System
5. Business cycles
6. International trade

**Learning Goals: Microeconomics (ECON 202)**

Students will demonstrate an understanding of the following topics:

1. Supply and demand analysis
2. Elasticity
3. Short-run and long-run costs
4. Behavior of firms in competitive and monopoly markets
5. Labor and resource markets, including capital markets

**Learning Goals: Business Statistics (ECON 231)**

Students will demonstrate an understanding of the following topics:

1. Descriptive statistics
2. Graphical displays: histograms, bar charts, pie charts, scatter plots
3. Measure of linear relationships: covariance and correlation coefficients
4. Discrete probability distributions
5. Continuous probability distributions: normal and t distributions
6. Sampling distributions, confidence intervals and hypothesis testing: mean and proportion
7. Linear regression and hypothesis testing

**Learning Goals: Excel-based Statistics (ECON 232)**

Students will demonstrate an understanding of how to accomplish the following topics using the Data Analysis tools in Excel:

1. Summarizing and describing a numerical data set and preparing an appropriate histogram for the data set
2. Using linear and multiple regression to develop and test for statistical significance in equations relating one or more dependent variables to a dependent variable
3. Using t-tests to determine whether there is a statistically significant difference between the means of two data samples
4. Preparing random samples

5. Preparing appropriate tables and charts to summarize categorical data

The Advanced Standing Exams were developed by faculty in the area being tested. The difficulty of the exams varies somewhat, partly due to the difficulty of the subject matter and partly due to the choices of the test makers. A score of 50% correct was the standard defined as Acceptable on all the exams, with a score of 75% defined as Exemplary. Copies of the exams are available upon request.

Beginning in 2014, the ASEs were moved online. Among other benefits, this change allowed collection of detailed information on students' answers to specific questions. During Summer 2015, a comprehensive item analysis on all ten exams was conducted, and results shared with Barton School faculty, the Department of Mathematics, and the Elliott School of Communication. Revisions were made to the exams to eliminate obsolete and poorly-worded questions; the ECON 202 exam was completely rewritten to allow for changes in the course content. Results after Spring 2016 are not necessarily consistent with previous results.

**ADVANCED STANDING EXAMS: RESULTS**

Below are the results of the Advanced Standing Exams from Fall 2012 through Spring 2017, organized by area and semester:

<b>Writing Mechanics</b>	<b>N</b>	<b>Mean score</b>	<b>Percent Unacceptable</b>	<b>Percent Acceptable</b>	<b>Percent Exemplary</b>
Fall 2012	137	73%	3%	50%	47%
Spring 2013	110	72%	3%	51%	45%
Fall 2013	163	72%	5%	49%	45%
Spring 2014	133	75%	2%	47%	52%
Fall 2014	166	74%	2%	48%	50%
Spring 2015	86	76%	1%	42%	57%
Fall 2015	95	75%	5%	33%	61%
Spring 2016	127	76%	2%	44%	54%
Fall 2016	138	75%	4%	40%	56%
Spring 2017	117	74%	4%	41%	55%

<b>Public Speaking</b>	<b>N</b>	<b>Mean score</b>	<b>Percent Unacceptable</b>	<b>Percent Acceptable</b>	<b>Percent Exemplary</b>
Fall 2012	139	59%	18%	69%	12%
Spring 2013	112	60%	17%	60%	22%
Fall 2013	163	59%	13%	60%	19%
Spring 2014	130	59%	17%	67%	16%
Fall 2014	162	62%	15%	59%	27%
Spring 2015	82	65%	16%	46%	38%
Fall 2015	95	68%	11%	46%	43%
Spring 2016	125	68%	9%	50%	41%
Fall 2016	138	71%	9%	43%	48%
Spring 2017	118	66%	18%	42%	40%

<b>Mathematics</b>	<b>N</b>	<b>Mean score</b>	<b>Percent Unacceptable</b>	<b>Percent Acceptable</b>	<b>Percent Exemplary</b>
Fall 2012	127	56%	31%	53%	16%
Spring 2013	108	56%	28%	58%	14%
Fall 2013	153	58%	16%	57%	16%
Spring 2014	128	59%	27%	56%	16%
Fall 2014	163	68%	20%	47%	33%
Spring 2015	83	63%	19%	48%	33%
Fall 2015	94	67%	18%	38%	44%
Spring 2016	128	67%	15%	42%	43%
Fall 2016	138	70%	12%	37%	51%
Spring 2017	117	66%	22%	32%	46%

<b>Business Software</b>	<b>N</b>	<b>Mean score</b>	<b>Percent Unacceptable</b>	<b>Percent Acceptable</b>	<b>Percent Exemplary</b>
Fall 2012	137	54%	37%	55%	7%
Spring 2013	112	50%	48%	49%	3%
Fall 2013	163	68%	3%	61%	33%
Spring 2014	129	67%	7%	56%	37%
Fall 2014	160	68%	2%	61%	37%
Spring 2015	84	69%	7%	46%	46%
Fall 2015	96	69%	6%	42%	52%
Spring 2016	124	73%	6%	45%	49%
Fall 2016	139	78%	3%	25%	72%
Spring 2017	117	76%	3%	32%	66%

Test updated FL13 and SP16; scores not comparable

<b>Financial Accounting</b>	<b>N</b>	<b>Mean score</b>	<b>Percent Unacceptable</b>	<b>Percent Acceptable</b>	<b>Percent Exemplary</b>
Fall 2012	139	56%	28%	63%	8%
Spring 2013	115	55%	29%	66%	4%
Fall 2013	161	52%	31%	63%	5%
Spring 2014	135	57%	31%	59%	10%
Fall 2014	159	59%	24%	55%	21%
Spring 2015	85	62%	22%	56%	21%
Fall 2015	95	64%	22%	40%	38%
Spring 2016	126	62%	27%	43%	30%
Fall 2016	139	64%	19%	53%	29%
Spring 2017	117	59%	28%	50%	21%



<b>Managerial Accounting</b>	<b>N</b>	<b>Mean score</b>	<b>Percent Unacceptable</b>	<b>Percent Acceptable</b>	<b>Percent Exemplary</b>
Fall 2012	117	65%	11%	56%	32%
Spring 2013	111	65%	9%	65%	24%
Fall 2013	147	64%	12%	57%	29%
Spring 2014	132	69%	10%	45%	45%
Fall 2014	163	68%	10%	45%	44%
Spring 2015	85	73%	14%	29%	56%
Fall 2015	94	72%	9%	32%	60%
Spring 2016	126	73%	10%	31%	59%
Fall 2016	139	75%	9%	29%	61%
Spring 2017	70%	15%	32%	53%	70%

<b>Macroeconomics</b>	<b>N</b>	<b>Mean score</b>	<b>Percent Unacceptable</b>	<b>Percent Acceptable</b>	<b>Percent Exemplary</b>
Fall 2012	139	66%	9%	65%	25%
Spring 2013	114	65%	8%	68%	22%
Fall 2013	164	67%	7%	62%	30%
Spring 2014	133	56%	12%	62%	26%
Fall 2014	162	67%	10%	56%	34%
Spring 2015	86	68%	10%	55%	34%
Fall 2015	93	68%	12%	55%	33%
Spring 2016	119	69%	13%	60%	27%
Fall 2016	135	74%	10%	56%	35%
Spring 2017	116	70%	13%	64%	23%

Test updated SP16; scores not comparable

<b>Microeconomics</b>	<b>N</b>	<b>Mean score</b>	<b>Percent Unacceptable</b>	<b>Percent Acceptable</b>	<b>Percent Exemplary</b>
Fall 2012	137	50%	45%	53%	2%
Spring 2013	112	50%	45%	53%	3%
Fall 2013	161	49%	53%	42%	4%
Spring 2014	129	48%	48%	50%	2%
Fall 2014	160	48%	53%	44%	3%
Spring 2015	83	47%	63%	34%	4%
Fall 2015	93	48%	54%	43%	3%
Spring 2016	127	46%	55%	43%	2%
Fall 2016	137	49%	51%	47%	2%
Spring 2017	117	49%	43%	56%	2%

Test updated SP16; scores not comparable

Statistics	N	Mean score	Percent Unacceptable	Percent Acceptable	Percent Exemplary
Fall 2012	138	47%	57%	41%	3%
Spring 2013	110	49%	44%	53%	3%
Fall 2013	160	50%	42%	53%	5%
Spring 2014	132	48%	45%	50%	5%
Fall 2014	159	48%	47%	46%	7%
Spring 2015	85	49%	51%	41%	8%
Fall 2015	95	46%	56%	42%	2%
Spring 2016	127	39%	53%	38%	9%
Fall 2016	138	48%	32%	39%	29%
Spring 2017	115	48%	28%	46%	26%

Test updated SP16; scores not comparable

Excel-based Statistics	N	Mean score	Percent Unacceptable	Percent Acceptable	Percent Exemplary
Fall 2012	140	46%	51%	44%	4%
Spring 2013	115	49%	44%	49%	7%
Fall 2013	160	51%	41%	42%	15%
Spring 2014	131	49%	47%	41%	12%
Fall 2014	164	52%	38%	50%	12%
Spring 2015	85	54%	34%	48%	18%
Fall 2015	93	60%	29%	43%	28%
Spring 2016	128	49%	38%	45%	17%
Fall 2016	139	51%	29%	46%	25%
Spring 2017	116	50%	34%	41%	24%

Test updated SP16; scores not comparable

Examples of curriculum changes for these courses are in the main report section on Assurance of Learning.

### **Goal 1: Learning Goals and Assessment Information for Core Knowledge Classes: Basic Skills**

Assessments of management-specific knowledge are conducted in each of the eight business core classes through embedded assessments. Details on the assessments and results are below for each class. Examples of closing the loop are in the Assurance of Learning section of the main report.

#### **Legal Environment of Business (BLAW 431)**

BLAW 431 has one lead instructor, a full-time Lecturer, plus several adjuncts every semester. The purpose of the Business Law course is to provide students with general knowledge of legal principles for practical application in their business careers.

#### **Learning Goals**

Upon completion of the Business Law course, the student is expected to have a basic understanding of:

1. The American legal system, including federal and state court structure and jurisdiction.
2. The principles of contracts and property law
3. The fundamentals of torts and product liability
4. Laws of particular importance to contemporary business such as employment law, debtor/creditor issues, antitrust, and intellectual property
5. Laws relating to business entities, including formation and operation, and legal and fiduciary duties of business owners and managers.

### Assessment Process

The assessment process involves embedding three test questions for each learning goal. The questions are slightly modified about once a year, in large part because of the risk of students becoming too familiar with the questions. The rubric used is that if a student answers all three test questions for a learning goal correctly the student receives an “Exemplary” score. Answering two out of three questions correctly is deemed an “Acceptable” score. If two or more questions are answered incorrectly the student receives an “Unacceptable” score. A copy of the assessment instrument is available upon request.

### Assessment Review Process: Closing the Loop

Annually, the lead instructor prepares an assessment report summarizing the collective results and providing overall analysis. The target is at least 30% of the students receiving an Exemplary score for each learning goal, and no more than 15% of the students receiving an Unacceptable score for each learning goal. The report is distributed to all instructors, along with comments.

Cases where individual instructors are failing to cover the appropriate content have been identified, and changes made to those instructors' classes. The assessment process also ensures that when new adjunct instructors are hired, they understand the content that needs to be taught, and that they are responsible for covering that content.

### Selected Assessment Data

	Goal #1 (%)	Goal #2 (%)	Goal #3 (%)	Goal #4 (%)	Goal #5 (%)
<b>Fall 2014</b>					
Exemplary	27.4	27.4	36.1	76.6	34.4
Acceptable	37.2	47.4	34.7	18.7	43.7
Unacceptable	35.4	25.2	29.2	4.7	21.9
<b>Spring 2015</b>					
Exemplary	30.0	35.0	64.0	67.0	43.0
Acceptable	49.0	47.0	28.0	29.0	42.0
Unacceptable	21.0	18.0	8.0	4.0	15.0
<b>Fall 2015</b>					
Exemplary	19.5	29.3	41.5	78.1	34.2
Acceptable	48.8	39.0	43.9	17.1	63.4
Unacceptable	31.7	31.7	14.6	4.8	24.4

<b>Spring 2016</b>					
Exemplary	54.9	39.0	79.8	68.1	42.5
Acceptable	34.3	40.8	12.5	26.2	40.8
Unacceptable	10.8	20.2	77.3	55.7	16.7
<b>Fall 2016</b>					
Exemplary	48.4	37.1	60.2	36.5	36.5
Acceptable	35.1	37.5	24.1	30.4	45.1
Unacceptable	16.4	25.4	15.7	11.1	18.4
<b>Spring 2017</b>					
Exemplary	68.3	30.0	55.0	35.0	66.6
Acceptable	25.0	40.0	36.7	31.7	26.7
Unacceptable	6.7	30.0	8.3	33.3	6.7

### **Introduction to Production and Operations Management (DS 350)**

DS 350 has two full-time SA faculty, plus usually two adjunct instructors currently employed in senior production/operations positions. The faculty sections are usually taught online, with the adjunct instructors usually teaching face-to-face.

#### **Learning Goals**

- 1.: To understand the terminology, concepts, and decision making tools used in operations management.
- 2: To understand how operations interfaces with other major functions in business.
- 3: To appreciate the strategic importance of operations in a global environment.

#### **Assessment Process**

The assessment process in operations management is conducted in every semester. The instrument, a 9-question multiple choice exam, is used for assessment of the three objectives listed above, with three questions for each goal. For each learning goal, the following definitions were adopted:

Exemplary (E): all three questions are answered correctly; Acceptable (A): two questions are answered correctly; Unacceptable (U): no question or one question is answered correctly. Depending on the instructor, the assessment is given either as a stand-alone quiz or embedded in a comprehensive exam. This process has been revisited and new assessment has been deployed starting in Fall 2016.

#### **Assessment Review Process: Closing the Loop**

At the end of each semester, the lead instructor collects the assessment data from instructors and records it into one spreadsheet. Discussions via email and/or meetings at the beginning of each Fall semester take place to discuss any needed improvements.

#### **Selected Assessment Data**

Starting Spring 2016 one instructor has started providing data on how each student is doing in each course objective. Out of 57 students in Spring 2016, 16 students achieved Exemplary level in all three course objectives. A total of 44 students achieved a combination of Exemplary and/or Acceptable level of success in all objectives. Five students only failed to achieve all three objectives. In the Fall of 2016,

eight students out of 57 students failed to achieve all three objectives. As data collection continues, a better understanding on how this can be interpreted and any needed changes will be determined.

#### Online Students

	# of Students	Percent of students								
		Objective # 1			Objective # 2			Objective # 3		
Semester		E	A	U	E	A	U	E	A	U
Summer 2015	42	26.2	45.2	28.6	23.8	40.5	35.7	33.3	40.5	26.2
Fall 2015	104	48.1	36.5	15.4	49.0	32.7	18.3	46.2	45.2	8.7
Spring 2016	102	58.8	28.4	12.7	52.9	37.3	9.8	45.1	42.2	12.7
Summer 2016	62	51.6	37.1	11.3	64.5	19.4	16.1	30.6	62.9	6.5
Fall 2016	105	52.4	33.3	14.3	64.8	27.6	7.6	36.2	45.7	18.1
Spring 2017	92	17.4	43.5	39.1	33.7	51.1	16.3	21.7	41.3	37.0

E = Exemplary, A = Acceptable, U = Unacceptable

#### Face-to-face Students

	# of Students	Percent of students								
		Objective # 1			Objective # 2			Objective # 3		
Semester		E	A	U	E	A	U	E	A	U
Fall 2015	20	10.0	35.0	55.0	5.0	25.0	70.0	15.0	50.0	35.0
Spring 2016	24	12.5	45.8	41.7	4.2	41.7	54.1	50	33.3	16.7
Fall 2016	22	13.6	31.8	54.6	13.6	36.4	50.0	31.8	54.5	13.7

No summer face-to-face sections. E = Exemplary, A = Acceptable, U = Unacceptable

#### **The Entrepreneurial Experience (ENTR 310)**

ENTR 310 is taught by two tenured faculty members, plus several adjuncts with experience as entrepreneurs or working with entrepreneurs.

#### **Learning Goals (2012-2016)**

1. Students should understand basic entrepreneurial processes including entrepreneurial motivation, creativity, innovation and competencies.
2. Students should understand adding value for customers, target markets and pricing strategies.
3. Students should understand how to plan and implement entrepreneurial undertakings, including feasibility analysis, business planning and due diligence.
4. Students should understand strategic thinking, the business environment including the risk/reward scenario presented by entrepreneurial opportunities, and understand their responsibilities to employees, investors, and other stakeholders such as franchisors and franchisees.
5. Students should understand basic financial statements, cash flow management, and sources of venture financing.

- Students should understand the forces that influence entrepreneurship, the global nature of business, including international markets, and technologies required to compete in such markets.

Based on feedback from assessments and other sources, a new textbook was adopted for Fall 2016 including content on crafting business models for startups, where student weakness had been observed.

New learning goals and assessments were adopted:

- Students should understand basic entrepreneurial processes including entrepreneurial motivation, creativity, innovation, and competencies
- Students should understand the basic components of a business model and how to design and validate a business model for a new venture
- Students should understand how to plan and implement entrepreneurial undertakings, including feasibility analysis and business planning. These include planning for the legal, organizational (team), and marketing aspects of a new venture.
- Students should understand the strategic thinking necessary to grow a new venture, the business environment including the risk/reward scenario presented by entrepreneurial opportunities, and understand their responsibilities to employees, investors, and other stakeholders such as franchisors and franchisees.
- Students should understand basic financial statements, cash flow management, and sources of venture financing.

The new objectives will be assessed starting in Fall 2017, with data split for online and face-to-face sections.

### Assessment Process

The 35 assessment questions are embedded into the course final exam.

### Assessment Review Process: Closing the Loop

The ENR 310 instructors meet annually to review the assessment results. Results are broken down by instructor, to help the adjunct instructors determine areas where their teaching needs attention.

### Selected Assessment Data

2012-2016 Goals	2013	2014	2016
1. Students should understand basic entrepreneurial processes including entrepreneurial motivation, creativity, innovation and competencies	86.83%	86.67%	77.08%
2. Students should understand adding value for customers, target markets and pricing strategies	82.53%	81.07%	70.57%
3. Students should understand how to plan and implement entrepreneurial undertakings, including feasibility analysis, business planning and due diligence	73.72%	75.16%	81.02%
4. Students should understand strategic thinking, the business environment including the risk/reward scenario presented by entrepreneurial opportunities, and understand their responsibilities to employees, investors, and other stakeholders such as franchisors and franchisees	77.02%	80.42%	80.99%

5. Students should understand basic financial statements, cash flow management, and sources of venture financing	66.13%	70.77%	77.86%
6. Students should understand the forces that influence entrepreneurship, the global nature of business, including international markets, and technologies required to compete in such markets	79.57%	80.64%	83.56%
ALL SECTIONS - Number of students assessed	93	136	48

The assessment was not given in 2014 or Spring 2017. All data are for face-to-face sections; collection of data from online students begins Fall 2017.

### **Financial Management I (FIN 340)**

FIN 340 is taught by an IP instructor who also works as a CFO; occasional sections are taught by tenured SA faculty.

### **Learning Goals**

Students shall understand:

1. Time value of money
2. Cost of capital and equity valuation
3. Capital budgeting decision tools

### **Assessment Process**

The assessment questions are embedded into course exams.

### **Assessment Review Process: Closing the Loop**

The instructor reviews the results annually, and makes any needed changes. For example, quizzes were added, with no impact. A new text with on-line support for instructor collaboration and additional homework assignments were added for Fall 2017.

### **Selected Assessment Data**

Face-to-face classes:

<b>Objective 1 (Time Value of Money)</b>			
	<b>Exemplary</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Fall 2012	78.5%	16.0%	5.5%
Spring 2013	70.9%	21.7%	7.4%
Fall 2013	68.0%	15.7%	16.2%
Spring 2014	74.4%	16.1%	9.4%
Fall 2014	84.0%	10.2%	5.8%
Spring 2015	79.1%	18.1%	2.7%
Summer 2015	79.1%	20.9%	0.0%
Fall 2015	73.7%	21.6%	4.7%
Spring 2016	81.8%	12.4%	5.8%
Summer 2016	64.6%	22.9%	12.5%
Fall 2016	77.1%	19.7%	3.2%
Spring 2017	79.3%	17.2%	3.4%
Summer 2017	65.4%	34.6%	0.0%

<b>Objective 2 (Cost of capital and equity valuation)</b>			
	Exemplary	Acceptable	Unacceptable
Fall 2012	64.8%	20.7%	14.5%
Spring 2013	62.2%	22.1%	15.7%
Fall 2013	76.6%	17.8%	5.6%
Spring 2014	71.7%	22.2%	6.1%
Fall 2014	74.9%	18.2%	6.9%
Spring 2015	71.9%	19.7%	8.4%
Summer 2015	72.1%	20.9%	7.0%
Fall 2015	74.6%	17.8%	7.5%
Spring 2016	68.1%	22.7%	9.2%
Summer 2016	61.7%	29.8%	8.5%
Fall 2016	59.9%	27.4%	12.7%
Spring 2017	71.8%	24.8%	3.4%
Summer 2017	59.6%	28.8%	11.5%

<b>Objective 3 (Capital Budgeting decision tools)</b>			
	Exemplary	Acceptable	Unacceptable
Fall 2012	65.9%	24.0%	10.1%
Spring 2013	56.9%	28.1%	15.0%
Fall 2013	69.6%	18.3%	12.0%
Spring 2014	63.1%	33.5%	3.4%
Fall 2014	71.3%	24.8%	4.0%
Spring 2015	59.1%	30.1%	10.8%
Summer 2015	65.1%	18.6%	16.3%
Fall 2015	62.6%	27.0%	10.4%
Spring 2016	68.9%	21.0%	10.1%
Summer 2016	70.2%	17.0%	12.8%
Fall 2016	57.4%	25.2%	17.4%
Spring 2017	53.0%	35.0%	12.0%
Summer 2017	38.5%	48.1%	13.5%

Online classes (started Spring 2016)

<b>Objective 1 (Time Value of Money)</b>			
	Exemplary	Acceptable	Unacceptable
Spring 2016	77.3%	21.2%	1.5%
Fall 2016	65.8%	29.1%	5.1%
Spring 2017	66.1%	30.4%	3.6%



<b>Objective 2 (Cost of capital and equity valuation)</b>			
	Exemplary	Acceptable	Unacceptable
Spring 2016	67.7%	20.0%	12.3%
Fall 2016	53.2%	30.4%	16.5%
Spring 2017	58.2%	29.1%	12.7%

<b>Objective 3 (Capital Budgeting decision tools)</b>			
	Exemplary	Acceptable	Unacceptable
Spring 2016	50.0%	32.3%	17.7%
Fall 2016	33.3%	29.3%	37.3%
Spring 2017	30.9%	45.5%	23.6%

### **International Business (IB 333)**

IB 333 has been taught by one or two SA faculty and two full-time instructors, one SP and one IP, both instructors have substantial industry experience.

### **Learning Goals**

1. Demonstrate knowledge of the dynamics of globalization and resulting issues for international business
2. Understand basic elements of culture, political economy, and ethical issues as they impact international business
3. Demonstrate knowledge of international trade theories and practices
4. Demonstrate knowledge of international monetary systems and foreign exchange processes
5. Demonstrate knowledge of the modes of entry into foreign markets

### **Assessment Process**

The 20 assessment questions are given at the end of the semester as a separate section of the final exam in all sections. Results of the assessment are sent to the Management Department assessment coordinator to be organized, and are returned to the IB 333 faculty for consideration. Exemplary performance is defined as 17-20 correct, Acceptable performance is 8-20 correct, and Unacceptable performance is 0-7 correct.

### **Assessment Review Process: Closing the Loop**

The results of the assessments are discussed every semester by the instructors among themselves, and helps focus their efforts in the course to where the students show a need for improvement. It also enables us to examine the questions in the light of poor responses and/or revise the questions to meet the learning objectives.

## Recent Assessment Data

### Face to Face Sections

Semester	N	Exemplary	Acceptable	Unacceptable
Spring 2015	48	13.64%	77.27%	9.09%
Fall 2015	75	5.33%	94.67%	0.00%
Fall 2016	137	5.11%	72.26%	3.65%
Spring 2017	82	2.44%	92.68%	4.88%

### Online Sections

Semester	N	Exemplary	Acceptable	Unacceptable
Spring 2015	48	0.00%	97.92%	2.08%
Fall 2015	191	13.09%	83.77%	3.14%
Fall 2016	193	12.95%	83.94%	3.11%
Spring 2017	128	22.66%	75.00%	2.34%

## **Principles of Management (MGMT 360)**

MGMT 360 is taught by a full-time instructor, currently teaching primarily online, plus an adjunct teaching face-to-face. Recently, the adjunct has been replaced by a large face-to-face section taught by an SA faculty member.

### **Learning Goals**

1. Demonstrate an understanding of the skills and functions required of a manager such as leadership, motivational technique, and individual behavior
2. Recognize the implication today's business environment (globalization, workplace diversity, and ethical issues) creates for managers
3. Understand and explain group dynamics and team issues and be able to apply those to effective management policies
4. Understand the communication process to effectively communicate in a variety of modes in the organization
5. Understand basic human resource principles that affect management positions

### **Assessment Process**

The 20-question assessment administered for Management 360 is unchanged from the original five learning objectives and assessment initiated in 2006. The assessment is administered near the end of the semester and a small incentive is awarded to students for correct responses.

### **Assessment Review Process: Closing the Loop**

In Spring 2015, the MGMT 360 instructors met to review assessment information. The instructors modified the assessment metrics to facilitate the process. The target for each learning objective was modified to the following – “at least 70% of students will achieve an acceptable score (at least 2/4 questions correct).” The MGMT 360 assessment coordinator reviews results annually to determine if convening faculty for a full review is necessary. The increasing trend of scores reflects changes in teaching approaches based on assessment data. Spring 2017 was the first time an SA faculty taught

MGMT 360 in person; most teaching has been online. The latest online evaluations are comparable to the face to face section.

**Selected Assessment Data**

Online Sections

<b>MGMT 360 Learning Objective: Percent of students with an acceptable or exemplary score</b>	<b>2012</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
1. Demonstrate an understanding of the skills and functions required of a manager such as leadership, motivational technique, and individual behavior	77.79%	91.48%	89.75%	89.82%
2. Recognize the implication today's business environment (globalization, workplace diversity, and ethical issues) creates for managers	63.24%	88.64%	88.08%	90.00%
3. Understand and explain group dynamics and team issues and be able to apply those to effective management policies	58.69%	89.20%	90.38%	89.30%
4. Understand the communication process to effectively communicate in a variety of modes in the organization	67.38%	90.34%	90.17%	85.44%
5. Understand basic human resource principles that affect management positions	60.17%	86.93%	87.24%	83.51%

Assessment not given in 2013

Face to Face Section (Spring 2017)

<b>MGMT 360 Learning Objective: Percent of students with an acceptable or exemplary score</b>	<b>2017</b>
1. Demonstrate an understanding of the skills and functions required of a manager such as leadership, motivational technique, and individual behavior	87.93%
2. Recognize the implication today's business environment (globalization, workplace diversity, and ethical issues) creates for managers	82.76%
3. Understand and explain group dynamics and team issues and be able to apply those to effective management policies	82.76%
4. Understand the communication process to effectively communicate in a variety of modes in the organization	86.21%
5. Understand basic human resource principles that affect management positions	79.31%

## **Management Information Systems (MIS 395)**

MIS 395 is taught online by a full-time instructor with industry experience, plus a face-to-face section taught by an adjunct who serves as the CIO for the City of Wichita.

### **Learning Goals**

1. To demonstrate knowledge of basic and advanced MIS concepts and terminology.
2. To be able to apply selected technologies to different business functions.
3. To be able to discuss knowledgably the management of information.

### **Assessment Process**

Assessment questions are embedded in the course final.

### **Assessment Review Process: Closing the Loop**

The result shows a continuous improvement over the years in goal #1 and #3. At least for the past 5 years, we met the objective of having at least 80% of combined scores from the group of exemplary and acceptable. It is worth noting that we are close to 90% for goal #3 and over 90% for goal #1 and #2. We observed a marked increase in the exemplary group for goal #2 in 2014. Although the result showed a decline in 2014, the result for goal #3 is still considered in the upward trend. Despite this overall improvement, the MIS faculty are paying close attention to the downward trend shown in the acceptable group for goals #1 and #3 (especially the increase of the unacceptable group found in goal #3 of the 2016 academic year).

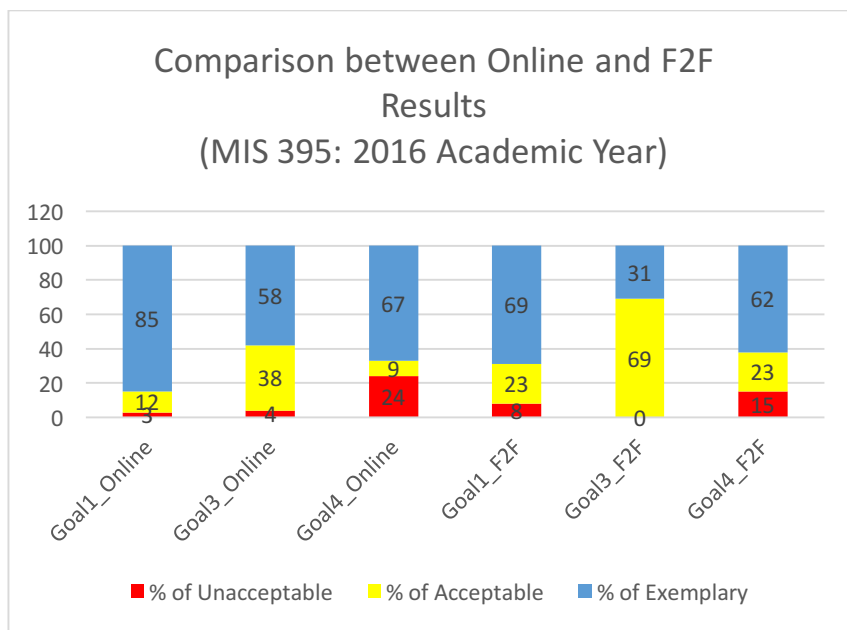
In the 2016 academic year, we started to analyze the data received from the online and traditional (face-to-face, F2F) classes separately to have a better understanding in the difference of the impact of delivery methods on the students' learning experience (chart below). We found some commonalities and discrepancies across the two samples. First, the two samples met the goals of having the combined ratios at 80% with the exception of goal #3 measured from online classes. Second, the F2F class outperformed the online classes in goal #2 where all of the students are in the groups of either exemplary or acceptable while 4% of students from online classes were found the in the unacceptable group. The online classes however outperformed F2F class for goal #1. We plan to monitor and make adjustments to our classes as we received more data in the future.

### **Selected Assessment Data**

Combined online and face-to-face data for Academic Years 2015 and 2016

	<b>Goal #1 (2015)</b>	<b>Goal #2 (2015)</b>	<b>Goal #3 (2015)</b>	<b>Goal #1 (2016)</b>	<b>Goal #2 (2016)</b>	<b>Goal #3 (2016)</b>
<b>Exemplary</b>	<b>265</b>	<b>99</b>	<b>225</b>	<b>207</b>	<b>139</b>	<b>165</b>
Percent	89%	84%	75%	84%	56%	67%
<b>Acceptable</b>	<b>29</b>	<b>199</b>	<b>53</b>	<b>32</b>	<b>99</b>	<b>23</b>
Percent	10%	13%	18%	13%	40%	9%
<b>Unacceptable</b>	<b>5</b>	<b>1</b>	<b>21</b>	<b>8</b>	<b>9</b>	<b>59</b>
Percent	2%	3%	7%	3%	4%	24%
<b>Total</b>	<b>299</b>	<b>299</b>	<b>299</b>	<b>247</b>	<b>247</b>	<b>247</b>

## Comparison on Online and Face-to-Face Results, 2016 Academic Year



### **Marketing (MKT 300)**

MKT 300 has been taught by an SA faculty plus one or two IP instructors. A PA faculty member was added to teach online, and an IP adjunct was later added for more online capacity. With the SA faculty member on phased retirement, a new SA faculty member has been added to teach face-to-face, and start teaching online in Spring 2018.

### **Learning Goals**

1. Develop an understanding of basic marketing theories and processes dealing with consumer decision processes including development, pricing, distribution, and promotion of goods and services.
2. Develop an understanding of the role that marketing plays in the management of global organizations and of the basic marketing processes that take place in organizations both domestically and internationally.
3. Recognize the ethical ramifications of marketing decision making in a global context and understand the responsibilities that marketing decision makers have regarding the best interests of both domestic and global societies.

### **Assessment Process**

The Marketing faculty have developed a fifty-question multiple-choice instrument for evaluating these learning goals. For assessment of MKT 300, the assessment is given at the end of the semester in each section of MKT 300. Exemplary performance is defined as 80% or more correct, Acceptable as 60%-79%. The Marketing Department also uses this assessment instrument to assess the Marketing major, giving the test in MKT 609, the capstone marketing class.

### Assessment Review Process: Closing the Loop

The Marketing faculty monitors results for each trial/class to identify areas of marketing knowledge where students consistently seem to score poorly. By monitoring each item on the instrument, consistent poor scores on an item will emerge across successive trials. Each item is traced back to the marketing knowledge area it addresses, and appropriate changes are made to address areas of weakness. Examples include: 1) weakness in defining positioning successfully addressed by added emphasis during class discussions; 2) weakness in understanding that perishability, not inseparability, challenges services marketers has not been improved by class discussion of the difference. The department is looking at other approaches to improve this weakness.

### Assessment Data: Face-To-Face Sections

Semester	N	Exemplary	Acceptable	Unacceptable
FL12	43	46.5%	46.5%	7.0%
SP13	149	38.9%	52.3%	8.7%
FL13	123	45.5%	46.3%	8.1%
SP14	48	39.6%	54.2%	6.3%
FL14	273	51.3%	44.0%	4.7%
SP15	205	48.3%	48.8%	2.9%
FL15	260	43.1%	52.3%	4.6%
SP16	199	40.7%	53.3%	6.0%
FL16	284	37.3%	53.9%	8.8%
SP17	240	36.7%	55.4%	7.9%

### Assessment Data: Online Sections

Semester	N	Exemplary	Acceptable	Unacceptable
FL12	24	45.8%	45.8%	8.3%
SP13	21	57.1%	33.3%	9.5%
FL13	19	21.1%	73.7%	5.3%
SP15	33	72.7%	27.3%	0.0%
SP17	43	62.8%	34.9%	2.3%

## S-3: Learning Goal 2 – Demonstrate skills in oral and written communication

### Assessment Process

In classes with appropriate writing and presentation assignments, student performance is evaluated using the rubrics above. Starting Spring 2017, assessment are done only in even-numbered years.

### Assessment Review Process: Closing the Loop

The Assurance of Learning Committee periodically reviews the results of the assessments. Over ten years ago, the Barton School faculty recognized the need for a Business Communication, and approved a course to be taught in conjunction with the Elliott School of Communication. FY08 budget cuts eliminated the possibility of offering the course as scheduled. The proposal is on hold pending funding.

## Recent Assessment Data

### Oral Communication Results

Trait	Term	N	Unacceptable	Acceptable	Exemplary
Audience interaction (if appropriate)	FL12	277	8.4%	64.4%	27.2%
	SP14	195	2.8%	76.6%	20.6%
	FL14	104	8.1%	82.0%	9.9%
	SP15	145	19.6%	62.0%	18.4%
	FL15	113	8.8%	72.0%	19.2%
	FL16	140	19.4%	51.7%	28.9%
Nonverbal skills	FL12	320	5.5%	75.2%	19.2%
	SP13	33	6.1%	81.8%	12.1%
	FL13	53	17.0%	73.6%	9.4%
	SP14	246	9.0%	72.5%	18.6%
	FL14	103	9.1%	80.0%	10.9%
	SP15	169	16.3%	65.2%	18.5%
	FL15	169	14.3%	73.1%	12.6%
	FL16	167	9.6%	50.0%	40.3%
Organization (not for group projects)	FL12	193	2.4%	73.4%	24.2%
	SP14	175	3.1%	61.9%	35.1%
	FL14	104	5.4%	78.4%	16.2%
	SP15	73	14.0%	54.4%	31.6%
Organization (not for group projects)	FL15	56	4.8%	61.3%	33.9%
	FL16	101	9.9%	71.8%	17.3%
Preparation	FL12	318	5.6%	57.8%	36.7%
	SP13	34	0.0%	44.1%	55.9%
	FL13	53	11.3%	43.4%	45.3%
	SP14	245	7.1%	51.1%	41.8%
	FL14	104	7.2%	76.6%	16.2%
	SP15	169	16.3%	59.8%	23.9%
	FL15	169	8.2%	65.9%	25.8%
	FL16	167	6.8%	51.7%	41.5%
Use of media (if appropriate)	FL12	318	2.6%	71.5%	25.9%
	SP13	34	0.0%	58.8%	41.2%
	FL13	52	5.8%	55.8%	38.5%
	SP14	244	2.6%	72.3%	25.1%
	FL14	103	2.8%	86.2%	11.0%
	SP15	169	10.4%	71.7%	17.9%
	FL15	169	6.1%	75.7%	18.2%
	FL16	117	7.2%	73.8%	19.0%

Verbal skills	FL12	321	7.3%	67.7%	25.0%
	SP13	34	11.8%	58.8%	29.4%
	FL13	53	11.3%	52.8%	35.8%
	SP14	246	6.7%	68.8%	24.5%
	FL14	104	9.1%	77.3%	13.6%
	SP15	169	17.9%	57.6%	24.5%
	FL15	169	17.6%	65.9%	16.5%
	FL16	167	11.9%	47.7%	40.3%

### Written Communication Results

Trait	Term	N	Unacceptable	Acceptable	Exemplary
Appropriate writing style for assignment	FL12	535	9.0%	62.5%	28.5%
	SP13	34	0.0%	52.9%	47.1%
	FL13	54	3.7%	44.4%	51.9%
	SP14	313	11.5%	59.7%	28.8%
	FL14	291	23.0%	54.3%	22.7%
	SP15	322	14.6%	67.2%	18.2%
	FL15	288	16.4%	55.9%	27.7%
	FL16	299	11.8%	55.9%	32.2%
Logic & Organization	FL12	541	12.7%	60.9%	26.4%
	SP13	34	0.0%	58.8%	41.2%
	FL13	54	1.9%	53.7%	44.4%
	SP14	313	10.6%	54.8%	34.5%
	FL14	290	20.8%	55.4%	23.7%
	SP15	321	15.8%	64.6%	19.5%
	FL15	291	17.2%	52.2%	30.6%
	FL16	300	17.4%	49.5%	33.0%
Spelling and Grammar	FL12	536	7.0%	67.6%	25.4%
	SP13	34	14.7%	44.1%	41.2%
	FL13	54	24.1%	44.4%	31.5%
	SP14	310	7.4%	75.8%	16.8%
	FL14	290	20.2%	57.7%	22.1%
	SP15	322	18.8%	66.6%	14.6%
	FL15	291	14.0%	62.1%	23.9%
	FL16	299	11.6%	62.5%	25.9%
Use of language	FL12	540	9.7%	70.7%	19.5%
	SP13	34	8.8%	52.9%	38.2%
	FL13	54	11.1%	61.1%	27.8%
	SP14	313	8.8%	73.3%	17.9%
	FL14	292	26.1%	54.5%	19.4%
	SP15	322	22.2%	60.8%	17.0%
	FL15	291	16.2%	63.1%	20.7%
	FL16	300	13.7%	59.5%	26.8%



#### **S-4: Learning Goal 3 – Attain clear analytical and reflective thinking abilities**

##### **Assessment Process**

The Watson-Glaser Critical Thinking Appraisal is given during most sections of MGMT 681, the capstone Strategic Management course, beginning in Spring 2007. Beginning in 2015, the assessment was put online instead of using bubble sheets; this has provided information on students' performance on each of the 80 questions. The Assurance of Learning Committee is currently reviewing these results, and has found some questions with obsolete terminology. We will either revised some of the Watson-Glaser questions, or find a different instrument for assessing critical thinking. The AoL Committee is also examining ways to explicitly integrate critical thinking activities into a wide variety of Barton School courses.

##### **Assessment Review Process: Closing the Loop**

We began using the Watson-Glaser in 2009. During the first few semesters, scores were trending upward. After several years, the scores started trending downward. To improve our students' critical thinking, after consultation with the Philosophy Department we began requiring PHIL 125, Introduction to Logic, beginning with students starting in Fall 2011. We also began giving an alternate form of the Watson-Glaser in our freshman student success classes, to allow us to look at improvement in critical thinking while students are in the Barton School.

Between Summer 2012 and Fall 2014 626 students had taken the W-G; of these, 194 students had also taken PHIL 125. A comparison of W-G scores showed students who had taken PHIL 125 did marginally better on the W-G, but the increase was not as large as desired. A comparison of Watson-Glaser scores for students who took the freshman Watson-Glaser and the capstone Watson-Glaser showed less improvement than desired. During Fall 2015, several Barton School faculty meetings were devoted to how performance on the W-G could be improved. Following those discussions, the PHIL department agreed to create a new course, PHIL 105, that concentrated on critical thinking skills, with much less emphasis on formal logic. The new course has been implemented for Fall 2016. As we accumulate data from students who have taken both PHIL 105 and the senior-level Watson-Glaser assessment, we will be able to determine whether the new course is helping students.

##### **Recent Assessment Data**

<b>Semester</b>	<b>Average score (out of 80)</b>	<b>Number of students</b>
Fall 2012	58.2	83
Spring 2014	56.7	134
Summer 2014	53.1	34
Fall 2014	56.2	105
Spring 2015	55.5	100
Summer 2015	52.8	70
Fall 2015	56.0	70
Spring 2016	55.1	61
Summer 2016	54.4	45
Fall 2016	45.4	65
Summer 2017	42.7	68

The Watson-Glaser went online in Fall 2016. The reason why scores dropped so much may be due to lack of effort on the part of the students, when no one is proctoring a timed in-person test. The AoL Committee and the MGMT 681 instructors are exploring ways to encourage students to try harder.

**S-5: Learning Goal 4 – Understand ethical decision-making**

**Assessment Process**

Beginning in 2008, Barton School students in MGMT 681 participated in the Turning Gears simulation of ethical decision-making. Dissatisfaction with student performance, and dissatisfaction with several aspects of the Turning Gears simulation, led the Barton School to cooperate with the Philosophy Department to develop PHIL 306, Business Ethics, which was implemented as a requirement beginning Fall 2013. Following the introduction of PHIL 306, several Barton School faculty worked with the PHIL 306 instructors to develop a multiple-choice ethics assessment that is given every semester in the MGMT 681 capstone Strategic Management class.

**Assessment Review Process: Closing the Loop**

In the last few semesters, enough students have taken both PHIL 306 and MGMT 681 to begin to provide evidence of student performance. The results to date have been disappointing; students who have taken PHIL 306 don't do better than students who hadn't taken PHIL 306. Once the Fall 2017 results have been collated and analyzed, members of the Undergraduate Assurance of Learning committee will meet with PHIL 306 faculty to discuss ways to improve student understanding of ethical decision-making.

**Recent Assessment Data**

Semester	Students Who Have Taken PHIL 306		Students Who Have Not Taken PHIL 306	
	Correct	No. of students	Correct	No. of students
Fall 2016	56.67%	48	59.35%	23
Spring 2017	45.21%	70	51.76%	17
Summer 2017	56.58%	60	53.95%	19

**S-6: Learning Goal 5 – Develop active collaborative skills and the ability to work as part of a team**

**Assessment Process**

Teamwork assessments are given in most classes involving team assignments. Students evaluate their teammates using the teamwork rubric above, with the evaluations collected through a Blackboard 'test.' Because of a reluctance by students to evaluate other students' work as Unacceptable, a fourth category, Needs Improvement, was added to the Rubric. For scoring purposes, Needs Improvement evaluations are combined with Unacceptable in the Unacceptable category.

Starting in Spring 2017, assessments are given only in even-numbered calendar years.

**Assessment Review Process: Closing the Loop**

The Assurance of Learning Committee periodically reviews the assessment results. The results to date have met our standard of no more than 10% Unacceptable on any dimension of the rubric. No interventions are needed.

**Selected Assessment Data**

Trait	Term	N (Classes)	Unacceptable	Acceptable	Exemplary
Organizational Ability	FL12	7	3.8%	25.1%	71.1%
	FL13	2	3.4%	15.9%	80.7%
	SP14	6	3.6%	20.9%	75.5%
	FL14	12	2.3%	16.9%	80.8%
	SP15	10	3.7%	22.1%	74.2%
	FL15	7	3.0%	23.6%	73.4%
	SP16	2	2.2%	25.4%	72.4%
	FL16	7	2.5%	14.1%	83.3%
Cooperativeness	FL12	7	2.6%	18.8%	78.6%
	FL13	2	0.7%	11.0%	88.4%
	SP14	6	3.2%	16.6%	80.3%
	FL14	12	2.2%	11.2%	86.6%
	SP15	10	2.7%	15.7%	81.6%
	FL15	7	2.5%	16.8%	80.7%
	SP16	2	3.0%	16.1%	80.9%
	FL16	7	1.6%	10.1%	88.3%
Originality and Creativity	FL12	7	4.7%	25.4%	69.9%
	FL13	2	1.4%	17.9%	80.7%
	SP14	6	2.0%	24.6%	73.4%
	FL14	12	2.6%	18.5%	79.0%
	SP15	10	3.3%	24.2%	72.5%
	FL15	7	3.2%	26.1%	70.7%
	SP16	2	3.1%	30.6%	66.4%
	FL16	7	2.0%	20.2%	77.8%
Analytical Contribution	FL12	7	3.4%	26.9%	69.7%
	FL13	2	2.1%	13.1%	84.8%
	SP14	6	1.9%	23.5%	74.6%
	FL14	12	3.8%	16.3%	79.8%
	SP15	10	3.8%	23.0%	73.2%
	FL15	7	3.8%	23.7%	72.5%
	SP16	2	5.7%	21.8%	72.5%
	FL16	7	2.4%	14.6%	83.1%

Work Quantity	FL12	7	3.6%	23.7%	72.8%
	FL13	2	0.0%	6.8%	93.2%
	SP14	6	1.6%	21.7%	76.7%
	FL14	12	6.0%	24.0%	69.9%
	SP15	10	5.6%	27.8%	66.7%
	FL15	7	2.7%	21.1%	76.1%
	SP16	2	0.9%	17.2%	82.0%
	FL16	7	5.6%	14.1%	80.3%
Work Quality	FL12	7	7.6%	21.1%	71.3%
	FL13	2	0.7%	9.6%	89.7%
	SP14	6	1.7%	20.5%	77.7%
	FL14	12	7.3%	24.2%	68.6%
	SP15	10	3.0%	19.8%	77.2%
	FL15	7	2.9%	20.6%	76.5%
	SP16	2	0.4%	19.1%	80.4%
	FL16	7	4.9%	13.2%	81.9%

## **Appendix T: WSU Strategic Enrollment Management (SEM) Plan**

The University's Strategic Enrollment Management (SEM) plan is presented in the following pages.

**WSU SEM Goals, Strategies and Tactics (Evaluation of Year One - AY 16-17)**

Action Plan: Timetables, Resources, Accountability

Strategies/Objectives	Tactics/Operationalize	Operational for use by term	Resources	Status	Evaluation
<b>SEM Plan total five-year goal cost of \$12,740,635 (\$5,390,635 budgeted, \$7,350,000 new funding) for \$2,548,127 yearly.</b>					
<b>Goal 1: Develop activities beginning in Fall 2016 that foster a culture of enrollment growth among faculty, staff and</b>					
<b>Goal 1: five-year cost of \$325,000 (\$305,000 budgeted and \$20,000 new funding) for \$65,000 yearly.</b>					
<b>1.1. Create a shared understanding of the need for enrollment growth among many different categories.</b>	1.1.1 Ask faculty senate to consider allowing for an expanded definition of scholarship, teaching and service that incorporates recruitment, retention and enrollment growth as a valued part of faculty responsibilities.	N/A	N/A	●	Faculty approved UNISCOPE model spring 2016 capable of incorporating goal 1.1
	1.1.2. Solicit eligible faculty to be faculty fellows for the Office of Admissions, with the expectations of (1) attendance at recruitment events and programs, (2) visits to high schools and community colleges, (3) outreach and communication to prospective students and parents, (4) serve in an advisory capacity for the admissions staff. Also includes mentoring and developing faculty in the areas of enrollment growth through scholarly activities.	Fall 2016	\$42,500 per year	●	9 recruitment fellows appointed for the 16-17 AY; 8 additional retention fellows appointed to work with the Office of Student Success on retention activities for the 16-17 AY. Reappointments will occur going forward.
	1.1.3. Identify a numeric baseline for existing academic department major enrollment. Then, set and communicate growth expectations for each department - Fall 2017: 177 Business 130 Education 148 Engineering 57 Fine Arts 126 Health Professions 314 Liberal Arts/Science	Fall 2016	N/A	●	49 Business 158 Education 68 Engineering -13 Fine Arts 185 Health Professions 147 Liberal Arts/Science
	1.1.4 Develop service standards necessary to have a student focus among all faculty and staff	Fall 2017	N/A	●	HR in process of developing and implementing
<b>1.2. Solidify the university's unique selling propositions (USP) and develop precise marketing strategies.</b>	1.2.1. Identify the university's current USP's, work with Strategic Communications, Leadership and strategic partners to continue the 'solidification'.	Fall 2016	\$10,000 creative concept direction and testing. \$98,584 Blackboard Enrollment Services consultation	●	Consulted with Blackboard Enrollment Services for: audience segmentation, message mapping, workshop, marketing and strategy plan, and financial model. Completed spring 17.

80 Tactics  
 Green=completed/ongoing (54%)  
 Yellow=in process (35%)  
 Red=not completed/started (11%)

**WSU SEM Goals, Strategies and Tactics (Evaluation of Year One - AY 16-17)**

Action Plan: Timetables, Resources, Accountability					
Strategies/Objectives	Tactics/Operationalize	Operational for use by term	Resources	Status	Evaluation
	1.2.2. Listen, develop and deliver local, regional, and national marketing campaigns to deploy the solidified USP through research proven creative messages.	Spring 2017	\$20,000 creative production; \$5,000 research & message testing; \$300,000 paid/earned multi-media campaign		Implementing Blackboard Enrollment Services plan involving brand awareness and targeted, digital media focusing on expanded regions of contiguous states.
	1.2.3. Build and deliver "tool kits & tips" libraries to empower and support campus communicators / marketers better leveraging messaging / design / elements across the	Fall 2016	\$2,000 for annual WSU Marketing/Communication Summit		In-process
	1.2.4 Hire a relationship marketer to assure student relationships are developed throughout the student lifecycle and post graduation	Fall 2017	TBD		In-process

**Goal 2: Increase enrollment of degree seeking underserved student populations by 8.5% yearly through Fall 2020 (from 6,960 students in Fall 2015 to 10,465 in Fall 2020, an increase of 3,505 students)**

**Goal 2: five-year cost of \$4,185,000 (new funding) for \$837,000 yearly.**

2.1. Offset educational costs for graduate/undergraduate students through need and merit-based scholarships.	2.1.1. As a recruitment strategy, create a renewable, need-based institutional grant for incoming/new students. o Use current freshman merit process through the Office of Financial Aid with the following guidelines: Be Sedgwick County resident, a graduating high school senior, have a minimum 3.0 unweighted GPA on a 4.0 scale and either 21 ACT or top third of graduating class, must file the Free Application for Federal Student Aid (FAFSA) by WSU priority date and be a Pell recipient, enroll in minimum of 15 WSU credit hours per semester.	Fall 2016	\$250,000 per class for an overall ongoing budget of \$2-2.5 million		Ongoing
	2.1.2. As a retention strategy, modify the KBOR Performance Agreement Retention Scholarship. o Through collaborative discussion with the SGA sub-committee on retention strategies, PA Retention Scholarship will change focus to low-income, first-generation students. o Passage to Success participants will be targeted for participation. o Students will be awarded scholarships of \$1,000 - \$5,000 to cover full tuition & fees through a competitive application process. o Students will have to accept and maintain requirements. o Student Success, ODI and Financial Aid will collaborate to provide mentoring and appropriate levels of support.	Fall 2017	\$200,000 over four years		Ongoing

80 Tactics  
 Green=completed/ongoing (54%)  
 Yellow=in process (35%)  
 Red=not completed/started (11%)

**WSU SEM Goals, Strategies and Tactics (Evaluation of Year One - AY 16-17)**

Action Plan: Timetables, Resources, Accountability					
Strategies/Objectives	Tactics/Operationalize	Operational for use by term	Resources	Status	Evaluation
	<p>2.1.3: As retention and degree completion strategy, create a micro-grant for current students due to exhausted federal aid options in their final 24 hours toward first undergraduate degree.</p> <ul style="list-style-type: none"> <li>o Students must be meeting satisfactory academic progress and have exhausted all other forms of federal aid.</li> <li>o Students could apply for consideration providing details regarding need and academic plan.</li> <li>o Budget allocation \$50,000 with award amounts determined by Financial Aid on a case-by-case basis.</li> <li>o Work with WSU Foundation to find matching funds through donors or work with Research to apply for grant opportunities.</li> <li>o Initial impact: 16 – 33 students retained or graduated.</li> </ul>	Fall 2017	\$50,00 allocated from existing financial aid resources for micro-grants; \$50,000 allocated fall 2017 for book fund	<span style="color: green;">●</span>	Book grant put in place by SEM office; both implemented by Financial Aid
<b>2.2. Leverage WSU and non-WSU TRIO/GEAR UP programs - from Kansas and beyond - for undergraduate and graduate recruitment efforts.</b>	<p>2.2.1. Improve Information flow and follow up between the Offices of Admissions, Financial Aid, Housing, the Graduate School and TRIO/GEAR UP units, including but not limited to student lists, admissions programming calendars and financial aid updates. Specific tasks include: Staff designated persons with prioritization of projects (TRIO/GEAR UP, Admissions and Financial Aid), Technology platform for sharing and storing materials, MOU regarding data usage and storage, access to unit Policy and Procedure Manuals for review and possible revision.</p>	Fall 2017	1 FTE \$50,000 per year	<span style="color: orange;">●</span>	In-process
	<p>2.2.2. Facilitate administrative process students (such as McNair Stipends, Housing Deposit Waivers, and Admissions Fee Scholarships for Undergraduate and Graduate) such that TRIO/GEAR UP programs can share benefits to students thus increasing the attractiveness of WSU and further encouraging student matriculation. Specific tasks include: Staff designated persons with prioritization of projects (TRIO/GEAR UP, Admissions and Financial Aid), access to unit Policy and Procedure Manuals for review and possible revision, Budget for Admission fee scholarships</p>	Fall 2017	1 FTE from 2.2.1	<span style="color: orange;">●</span>	In-process
	<p>2.2.3. Enhance campus visits for TRIO programs to create a special campus tour template and provide increased outreach to TRIO/GEAR UP programs who plan campus tours inviting them to visit WSU. Specific tasks include: Staff (designated persons with prioritization of projects), publication of materials and additional invitations</p>	Fall 2017	1 FTE from 2.2.1	<span style="color: orange;">●</span>	In-process

80 Tactics  
 Green=completed/ongoing (54%)  
 Yellow=in process (35%)  
 Red=not completed/started (11%)



**WSU SEM Goals, Strategies and Tactics (Evaluation of Year One - AY 16-17)**

Action Plan: Timetables, Resources, Accountability

Strategies/Objectives	Tactics/Operationalize	Operational for use by term	Resources	Status	Evaluation
	2.2.4. Utilize university-sponsored recruitment and other programs to highlight TRIO programs and to introduce TRIO participants to WSU, includes integrating TRIO services into university marketing. Specific tasks include: Staff (designated persons with prioritization of projects), publication of materials and additional invitations	Fall 2017	1 FTE from 2.2.1		In-process
	2.2.5. Create a bridge summer program for TRIO/GEAR UP students inclusive of the current WSU programs and a select number of TRIO/GEAR UP applicants from other institutions.	Fall 2017	Costs for student and mentor incentives, Housing and Residence Life \$30,000, Transportation and activity costs \$2,000, Program costs \$5,000, Staff time		In-process
	2.2.6. Actively engage the McNair Community to recruit graduate students to Wichita State by offering more scholarships and other benefits.	Fall 2017	Recruitment materials and publications, Attendance at McNair conferences, Advertisement in McNair conference programs. \$5,000		In-process

**Goal 3: Increase retention rates of degree seeking underserved student populations by 2.5% yearly through Fall 2020. (from 65.5% in Fall 2015 to 78.1% in Fall 2020, an increase of 1,053 students)**

**Goal 3: five-year cost of \$2,710,000 (\$300,000 budgeted, \$2,410,000 new funding) for \$542,500 yearly (excludes Foundation sponsored Wellness Center).**

<b>3.1. Expand retention scholarships for underserved students.</b>	See 2.1.2	Fall 2016			
<b>3.2. Modify the academic advising model to be more developmental and intrusive in approach.</b>	3.2.1. Create and implement centralized advising materials that outlines: advisor role, responsibility, process to be provided to all new students at orientation.	Fall 2016	Created by AAC members.		In-process. To be completed for students entering fall 2018.
	3.2.2. Enhance proactive advising to transition students out of undecided status with practices such as assigning advisors to undecided students, targeted SSC campaigns advertising career exploration and other resources with Career Development, and establish a yearlong marketing plan for contact with undecided students.	Fall 2016	Hire 2 additional advisors (\$75,000). Advising leads in each college will work directly with Career Development office.		See 3.28. Working with AAC to develop a plan to incorporate the services of Career Development to assist undecided majors.
	3.2.3. Provide university wide advisor workshop/professional development for faculty/staff advisors	Fall 2016	Funding from VPAA's office		Schedule formalized for 17-18 AY.
	3.2.4. Establish expectation from Deans for commitment by each college to create a student educational plan (SEP) in Degree Works for all new incoming students as applicable.	Spring 2017	RO training with advisors to effectively use SEP		Completed
	3.2.5. Mandatory advising for all students on academic probation	Fall 2016	Advisors to provide		TBD

80 Tactics  
 Green=completed/ongoing (54%)  
 Yellow=in process (35%)  
 Red=not completed/started (11%)

**WSU SEM Goals, Strategies and Tactics (Evaluation of Year One - AY 16-17)**

Action Plan: Timetables, Resources, Accountability

Strategies/Objectives	Tactics/Operationalize	Operational for use by term	Resources	Status	Evaluation
	3.2.6. Develop university wide advising campaign with assistance from Strategic Communications	Spring 2017	N/A		In-process. Materials being developed by Strategic Communications
	3.2.7. Research historical enrollment data and require departments to submit schedule building courses for the academic year to allow for yearlong degree plan advising.	Spring 2017	Academic Chairs to develop		Not completed
	3.2.8. Add one advisor each to the colleges of BA, EN, HP to bring these colleges closer to the university average advisor-to-student ratio.	Spring 2017	3 new positions, \$112,500		2.5 positions added to OneStop for a total of 6 advisers to advise all entering high school seniors.
	3.2.9. Expand the staffing in each college to include a retention specialist to utilize the SSC platform.	Spring 2017	1 new or reallocated position in each college, \$225,000		Request to be made for FY 19
	3.2.10. Utilize EAB Guide to target mobile notifications related to action items customized for students	Fall 2016	\$77,700		Completed
<b>3.3. Create a holistic model of student support and services reflective of wrap around or coaching.</b>	3.3.1 Enhance academic success services in OSS/TRIO and consolidate services where applicable. Includes evaluating tutor needs, communication lines between tutors and faculty, consistency in compensation and training, using Blackboard for study groups, and incorporating supplemental instruction.	Fall 2016	assign .25 fte from OSS		In-process.
	3.3.2 Expand wellness and care services on campus. Encompasses creating staff position for services, governmental agency partners, low cost childcare option, shuttle services, and best structure for Counseling and	Fall 2016	Salary, benefits and space for person (\$50,000 salary/benefits) and \$5,000 for marketing.		
	3.3.3 Increase marketing and awareness of programs and services. Includes increasing exposure of Orientation, OneStop virtual space and on-going marketing campaign to educate students, faculty and staff.	Spring 2017			Ongoing
	3.3.4 Create a Center for Wellness	Fall 2019	New student fee		New flat fee implemented for all students fall 2017 to contract an on-campus YMCA which incorporates wellness initiatives.

**Goal 4: Increase enrollment along the I-35 corridor by 18% yearly through Fall 2020 (from 302 students in Fall 2015 to 691 students in Fall 2020, an increase of 389 students)**

**Goal 4: five-year cost of \$695,000 (new funding) for \$139,000 yearly.**

<b>4.1. Develop recruitment, marketing and articulation efforts for students from along the I-35 corridor.</b>	4.1.1. Add regional admissions representatives for Oklahoma (Oklahoma City & Tulsa) & Texas (Dallas)	Fall 2016- Spring 2017	\$120,000 - plus benefits - for salaries (combined)		Three regional recruiters added, one in each: OKC, DFW, and KCMO.
	4.1.2. Allocate funds to location-based digital marketing efforts for UG/GR and athletics programs	Fall 2016	\$275,000 for digital ad placement		See 1.2

80 Tactics  
 Green=completed/ongoing (54%)  
 Yellow=in process (35%)  
 Red=not completed/started (11%)

**WSU SEM Goals, Strategies and Tactics (Evaluation of Year One - AY 16-17)**

Action Plan: Timetables, Resources, Accountability

Strategies/Objectives	Tactics/Operationalize	Operational for use by term	Resources	Status	Evaluation
	4.1.3. Engage Alumni for new programs & I-35 corridor while fostering alumni representation at regional college fairs	Fall 2016	N/A	●	Implemented partnership with Foundation to leverage their regional donor events, where admissions uses for prospect meetings with donors/alumni to encourage matriculation.
	4.1.4. Develop articulation agreements (including Online) with community colleges in Oklahoma and Texas metro areas	Summer 2016	Time to develop agreements, travel costs to go and sign agreements	●	Admissions and Academic Affairs identifying areas for agreements.

**Goal 5: Increase non-degree for credit enrollment by 14% yearly through Fall 2020 (from 631 students in Fall 2015 to 1,215 students in Fall 2020, an increase of 584 students)**

**Goal 5: five-year cost of \$1,398,135 (budgeted) for \$279,627 yearly.**

<b>5.1. Increase concurrent enrollment offerings to area high schools.</b>	5.1.1. Increase contact and communication with high schools in KBOR geographical jurisdiction area.	Fall 2016	\$85,927 includes salary, fringe, OOE and scholarships	●	Completed
	5.1.2. Increase monitoring teachers' progress toward HLC qualifications.	Fall 2016	See above	●	Updated concurrent enrollment partnership agreement.
	5.1.3. Increase sharing information with high schools about courses that can be offered for concurrent enrollment.	Fall 2016	See above	●	Ongoing
	5.1.4. Work with departments to increase the offerings of concurrent enrollment courses.	Fall 2016	See above	●	Ongoing
<b>5.2. Increase WSU's contract training market share and identify opportunities to utilize market-based tuition.</b>	5.2.1. Develop and launch a nationwide marketing initiative for all workforce related credit programs at WSU.	Fall 2017	WPCE Sales Kit - \$10,000 + Badge Program Marketing Campaign (\$75,000 Digital Media, \$20,000 Print, \$15,000 Physical) Total Estimated Cost: \$120,000	●	Ongoing
	5.2.2. Develop and maintain an online catalog and calendar of University workforce training programs.	Fall 2017	No material cost only staff time.	●	Completed
	5.2.3. Develop and maintain a website that includes information and links to all areas of the University that provide workforce training,	Fall 2016	No material cost only staff time.	●	Completed
	5.2.4. Survey area employers to identify their training needs. Use this information to create new "for credit" initiatives for the workforce.	Fall 2016	No material costs only staff time.	●	Completed

80 Tactics  
 Green=completed/ongoing (54%)  
 Yellow=in process (35%)  
 Red=not completed/started (11%)

**WSU SEM Goals, Strategies and Tactics (Evaluation of Year One - AY 16-17)**

Action Plan: Timetables, Resources, Accountability

Strategies/Objectives	Tactics/Operationalize	Operational for use by term	Resources	Status	Evaluation
	5.2.5. Work with internal and external advisory councils to determine how the University can best meet employers needs for an educated and skilled workforce. The Councils will provide a vital link to business and industry for the sharing of information on innovative approaches, new technologies, training, and workforce and economic development needs locally, regionally, statewide.	Fall 2016	2 quarterly lunches for 30 people + 2 quarterly meetings with snacks. Total Estimated Annual Cost: \$1,500	●	Ongoing
	5.2.6. Provide programming accessible to all area senior citizens by offering educational programs at independent and assisted living residential facilities and senior centers throughout the city and offer incentives to lifelong learning students who apply and register prior to the 20th day of classes. Scholarship application and workshop fees.	Fall 2016	10 classes per year. (\$15,000 for instructors, \$5,000 course fees, \$500 application fees, \$2,400 for Duplicating, \$100 for staff mileage) Total Estimated Annual Cost: \$23,000	●	Ongoing
	5.2.7. Survey annually all University faculty to identify their subject matter expertise.	Fall 2016	No material cost only staff time.	●	Ongoing
	5.2.8. Offer a credit option for professional development conferences when appropriate. Work with the sponsoring college to ensure that the course syllabi addresses specific academic requirements for credit, i.e. learning outcomes, graded assignments, definition and assignment of credit hour. Market this option in all conference advertising.	Summer 2017	No material cost only staff time.	●	Completed
	5.2.9. Identify opportunities to utilize market-based tuition. Define market based tuition for faculty and staff. Educate employers on the benefits of market based tuition. Meet with all WSU units who provide workforce training to ensure there is an understanding of how they can use market based tuition for their programs. Utilize market based tuition to ensure bids are competitively priced.	Fall 2016	No material cost only staff time.	●	Completed
<b>5.3. Develop badges across all colleges.</b>	5.3.1. Request a minimum of 2 new badge proposals per college per year.	Fall 2016	Cost for 12 badges (\$18,000 development costs and \$16,200 in instructional costs). \$34,200 total.	●	47 developed to date
	5.3.2. Work with colleges to develop certificate programs that badges can stack toward completion of.	Fall 2017	No material cost only staff time.	●	In-process
	5.3.3. Develop an annual schedule and catalog of for-credit open enrollment workforce training programs (i.e.. public short courses). These programs do not stack towards degree or certificate completion but meet a specific workforce need.	Fall 2018	Marketing Costs \$15,000.	●	In-process
	5.3.4. Develop interdisciplinary badges and badges with applied learning focus	Fall 2017	No material cost only staff time.	●	In-process

80 Tactics  
 Green=completed/ongoing (54%)  
 Yellow=in process (35%)  
 Red=not completed/started (11%)

**WSU SEM Goals, Strategies and Tactics (Evaluation of Year One - AY 16-17)**

Action Plan: Timetables, Resources, Accountability

Strategies/Objectives	Tactics/Operationalize	Operational for use by term	Resources	Status	Evaluation	
<b>Goal 6: Identify new and emerging academic programming beginning in Fall 2016 that leads to enrollment growth</b>						
<b>Goal 6: five-year cost to be determined.</b>						
	6.1. Recommend faculty senate task Academic Affairs Committee to examine new and emerging academic programs that will fit within the university mission and serve a need in the Kansas community.	Fall 2017	Reallocation or new funds as needed	●	Not completed	
<b>Goal 7: Increase enrollment of new fall students in online programs by 110% by Fall 2020 (from 87 students in Fall 2015 to 183 students in 2020, an increase of 96 students)</b>						
<b>Goal 7: five-year cost of \$3,350,000 (budgeted) for \$670,000 yearly.</b>						
<b>7.1. Develop online recruitment plans for targeted local and national audiences.</b>	7.1.1 Target students in Kansas who have some college (170,000 people by some estimates) to see how Online Learning could meet their needs		\$20,000	●	In-process; pursuing specialized online BGS for non-returning students needing a degree	
	7.1.2 Continue nationally implemented recruiting and marketing activities while monitoring for future enhancements		\$515,500	●	Ongoing	
	7.1.2.1 Market to a national audience	Fall 2016	\$470,000	●	Ongoing	
	7.1.2.2 Allocate 5-10% of marketing budget to experimental marketing (experimental marketing for Aging Studies, Badges, certificates, etc.)	Spring 2017	\$5,000	●	Ongoing	
	7.1.2.3 Improve faculty involvement in recruiting processes	Fall 2016	In kind (actual costs determined during exploration)	●	Ongoing	
	7.1.2.4 Hire full-time recruiter position in Online Learning	Fall 2016	\$38,000	●	Hired full-time enrollment specialist	
	7.1.2.5 Leverage alumni and Career Development Center connections to promote online degrees and help tap into a network of companies who hire WSU grads.	Fall 2016	\$2,500	●	In-process	
	<b>7.2. Explore existing and new programs for online delivery.</b>	7.2.1 Create service catalog for onboarding programs and certificates including how Online Learning can help programs	Summer 2016	In kind (actual costs determined during exploration)	●	In-process
		7.2.2 Run an EAB study for degrees to implement in the I-35 Corridor	Summer 2016	EAB Subscription benefit	●	Completed
7.2.3 Explore which existing and new programs could be done with new partial residential models including international students and weekend a month programs		Fall 2016	In kind (actual costs determined during exploration)	●	Ongoing	
7.2.4 Analytics core program - can be used for a variety of programs		Fall 2016	In kind (actual costs determined during exploration)	●	Not completed	








80 Tactics  
 Green=completed/ongoing (54%)  
 Yellow=in process (35%)  
 Red=not completed/started (11%)

**WSU SEM Goals, Strategies and Tactics (Evaluation of Year One - AY 16-17)**

Action Plan: Timetables, Resources, Accountability					
Strategies/Objectives	Tactics/Operationalize	Operational for use by term	Resources	Status	Evaluation
	7.2.5 Explore new programs (e.g., Market Research, Program Analysis, Course Review)	Fall 2016	In kind (actual costs determined during exploration)		Ongoing. Evaluated art management certificate; BA teacher apprentice program, BS homeland security, MHA health administration
	7.2.6 Explore existing programs for online development	Spring 2017	In kind (actual costs determined during exploration)		Ongoing. Evaluated online MPA; engineering technology; online MBA; more BGS options.
	7.2.7 Target stackable certificates	Fall 2016	In kind (actual costs determined during exploration)		In-process
<b>Goal 8: Increase enrollment of new fall transfer students by 30 students yearly through Fall 2020 (from 1,179 in Fall 2015 to 1,328 transfer students in 2020)</b>					
<b>Goal 8: five-year cost of \$77,500 (\$37,500 budgeted, \$40,000 new funding) for \$15,500 yearly.</b>					
<b>8.1. Develop a transfer report that includes credit gaps, yield, retention and graduation data</b>	8.1.1 Distribute report to WSU faculty and staff in an effort to improve alignment, articulation agreements	Fall 2017	Current OPA resources		Not completed
	<b>8.2. Develop a report demonstrating number of students by major transferring in from Butler, Hutchinson, and Cowley Colleges</b>	8.2.1 Distribute report to WSU faculty and staff in an effort to improve alignment, articulation agreements, and provide focus for admissions' recruitment efforts	Fall 2017	Current OPA resources	
<b>8.3. Increase executive level alignment by developing specific outreach activities of local community colleges</b>	8.3.1 Schedule annual gathering of community college and WSU key administrators to discuss transfer issues	Fall 2017	Current Academic Affairs Resources		Not completed
	8.3.2 Schedule annual transfer fair at local community	Fall 2017	Current Academic Affairs Resources		To be scheduled
<b>8.4 Complete a comprehensive transfer credit review to identify and correct course equivalency gaps among CCs along I-35 corridor</b>	8.4.1 Admissions to determine common programs of study taken by current students at OKC, Tulsa, and KS City, MO Metropolitan CCs	Summer 2017	Current Admissions Resources		Ongoing
	8.4.2 Registrar to determine equivalency gaps among general education courses from OKC, Tulsa, and KS City, MO Metropolitan CCs	Fall 2017	Current Registrar Resources		Ongoing

80 Tactics  
 Green=completed/ongoing (54%)  
 Yellow=in process (35%)  
 Red=not completed/started (11%)

**WSU SEM Goals, Strategies and Tactics (Evaluation of Year One - AY 16-17)**

Action Plan: Timetables, Resources, Accountability					
Strategies/Objectives	Tactics/Operationalize	Operational for use by term	Resources	Status	Evaluation
<b>8.5. Develop recruitment goals by key community college growth areas</b>	8.5.1 Develop recruitment goals for Butler, Hutchinson, Cowley, OKC, Tulsa, and KS City, MO Metropolitan CCs	Fall 2017	Current OPA resources		TBD
<b>8.6 Develop a transfer specific marketing strategy, focusing on reaching prospects early in the admissions process</b>	8.6.1 Partner with Royall for transfer search	Spring 2018	\$25,000		Completed
	8.6.2 Partner with EAB to develop a transfer portal allowing prospective students to seamlessly determine transfer equivalency, costs, and length of time to graduate	Spring 2018	\$12,500		In-process. Launch scheduled for December 2017.
<b>8.7 Increase collaboration opportunities for admissions and strategic communications to ensure strong, consistent communication strategy</b>	8.7.1 Implement transfer marketing strategy developed in cooperation with Bb Enrollment Services	Fall 2017	TBD		See 1.2
<b>8.8 Expand and formalize operations for dual advising program with 2-year prospects at largest feeder school</b>	8.8.1 Partner with community colleges to provide advising support in coordination with the roll-out of the transfer portal	Summer 2017	\$40,000		In-process
<b>8.9 Develop a transfer-specific SEO strategy to align marketing content and messaging with the search habits of community college students</b>	8.9.1 Implement new CMS for the university web page allowing optimal SEO	Fall 2017	TBD		In-process
<b>8.10 Ensure that transfer students have a high quality user experience on WSU webpage</b>	8.10.1 Implement new CMS for the university web page allowing optimal SEO	Fall 2017	TBD		In-process

80 Tactics  
 Green=completed/ongoing (54%)  
 Yellow=in process (35%)  
 Red=not completed/started (11%)

**WSU Goals, Strategies and Tactics (implementation starts August 2016)**

**College: W. Frank Barton School of Business**

Action Plan: Timetables, Resources, Accountability

Strategies/Objectives	Tactics/Operationalize	Operational for use by term	Resources	Accountability	Status
<p>In fall 2016 there are 2081 undergraduate students and 261 graduate students enrolled in the Barton School of Business (Total = 2342). Four years ago (Fall 2012) there were 1814 undergraduate students and 245 graduate students (Total = 2,059). This is a 3.49% average annual growth in undergraduate enrollment, 1.59% average annual growth rate in graduate enrollment and a 3.27% growth rate in total enrollment.</p>					
<p>In at least the last four years, no new tenure-track positions have been added. Consequently, the Barton School is relying heavily on non-tenure track full time and part time faculty. This has adversely affected our SCH/faculty ratios as it related to "Scholarly Academic" (AACSB defines Scholarly Academics (SA) as faculty who have initial academic qualifications (e.g. Ph.D.) and who continue to be academically engaged via scholarship). In fall 2016, the percent of SCH generated by SA faculty was about 38%. This is below the minimum of 40% expected by AACSB. For spring 2017 semester, we are changing class quotas to increase SCH taught by SA faculty. At the graduate level, while there is no specified minimum, it is expected that around 60% of the SCH be generated by SA faculty. In fall 2016, we are at 45% for the MBA program. Overall, the Barton school is below the 40% minimum. Thus, increasing enrollment and retention without addition to the tenure-track/tenured faculty could potentially adversely affect these ratios.</p>					
<b>Goal 1: Develop activities beginning in Fall 2016 that foster a culture of enrollment growth among faculty, staff and students.</b>					
<b>1.1 Get Buy-in from faculty and staff about importance of enrollment growth</b>	Communicate reasons, need, and benefit for active participation in enrollment and retention growth. View the university model as being similar to a not-for-profit private institution.	Fall 2016	None	Dean and Department Chairs	asked for status
<b>1.2 Expand the definition of faculty and staff roles to include active participation in recruitment and retention activities</b>	Barton School to revise annual evaluation, promotion, and tenure policies using the UNISCOPE Model	Fall 2017	None	Faculty Affairs Committee	COMPLETED
<b>1.3 Provide Incentives for Outstanding outcome-based innovation in recruitment and retention activities</b>	Each year, upto 2 awards to faculty members that exhibit outcome-based innovation in new programs, enrollment tactics, or retention activities	Fall 2017	\$5000 per year, 4-year cost of \$20,000	Executive Committee for Selection, Dean for providing funding.	asked for status
<b>Goal 2: Increase enrollment of degree seeking underserved student populations by 8.5% yearly through Fall 2020 (from 6,960 students in Fall 2015 to 10,465 in Fall 2020, an increase of 3,505 students).</b>					
<b>2.1 Increase percent of underserved student population as a percent of total enrollment from 15.20% to 22% (from 351 students to 528 students).</b>	2.1.1 Increase recruitment activities in school districts with significant underserved student populations.	Spring 2017	\$5,000 annually for recruitment materials	Associate Dean for UG programs to coordinate with Department Chairs	asked for status
	2.1.2 Hire Recruitment Coordinator to assist with all recruitment activities	Fall 2017	\$40,000 annual salary, plus benefits		COMPLETED
<b>2.2 Minimize financial burden on underserved population to encourage enrollment</b>	Provide \$15,000 in annual scholarships to underserved population (renewable for three additional years based on performance).	Fall 2017	\$60,000 annually in steady state	Scholarship Committee for awards, Dean and Department Chairs for Funding.	asked for status
<b>Goal 3: Increase retention rates of degree seeking underserved student populations by 2.5% yearly through Fall 2020. (from 65.5% in Fall 2015 to 78.1% in Fall 2020, an increase of 1,053 students).</b>					
<b>3.1 Increase overall retention through personalized attention</b>	3.1.1 Faculty and staff to communicate follow-on course offerings and encourage students to enroll.	Fall 2016	Faculty/staff time	Department Chairs and Associate Dean	asked for status
	3.1.2 Faculty and staff to call from departmental lists of non-returning students.	Fall 2016	Faculty/staff time	Department Chairs and Associate Dean	asked for status
	3.1.3 Hire new advisor focused on retention activities	Summer 2017	\$35,000 per year, plus benefits	Funded from Business Program Fee	asked for status
<b>3.2 Minimize financial burden on students</b>	Provide micro-scholarships for textbooks, encourage and recognize faculty who use open source textbooks or other free alternatives.	Fall 2017	\$5,000 annually	Faculty; Funding to be obtained by Dean	asked for status
<b>Goal 4: Increase enrollment along the I-35 corridor by 18% yearly through Fall 2020 (from 302 students in Fall 2015 to 691 students in Fall 2020, an increase of 389 students).</b>					
<b>4.1 Partner with WSU Admissions Office for recruitment purposes</b>	4.1.1 Create promotion campaign in cooperation with Admissions and Strategic Communication	Summer 2017	Staff Time and see 2.1.1	Advising Office	asked for status
	4.1.2 Participate in recruitment activities along I-35 corridor	Spring 2017	Staff Time and see 2.1.1	Advising Office	asked for status
<b>Goal 5: Increase non-degree for credit enrollment by 14% yearly through Fall 2020 (from 631 students in Fall 2015 to 1,215 students in Fall 2020, an increase of 584 students).</b>					
<b>5.1 Offer for-credit courses through the Center for Management Development</b>	5.1.1 Explore demand for non-degree for credit courses currently offered by CMD, using market-based tuition	Fall 2016	Staff Time	Director, CMD	asked for status



**WSU Goals, Strategies and Tactics (implementation starts August 2016)**

**College: W. Frank Barton School of Business**

Action Plan: Timetables, Resources, Accountability				
Strategies/Objectives	Tactics/Operationalize	Operational for use by term	Resources	Accountability
	5.1.2 Begin offering CMD courses optionally for credit	Spring 2017	Staff time	Director, CMD asked for status
	5.1.3 Use mini-MBA as an elective for the MBA program to drive enrollment	Fall 2017	Faculty time	Associate Dean for Graduate Programs asked for status
<b>5.2 Promote existing graduate certificate</b>	5.2.1 Promote Entrepreneurship & Innovation and Enterprise Systems and Supply Chain Management certificates to non-degree seeking students	Spring 2017	\$3,0000 per year	Associate Dean for Graduate Programs asked for status
<b>Goal 6: Identify new and emerging academic programming beginning in Fall 2016 that leads to enrollment growth.</b>				
<b>6.1 M.S. in Global Operations and Supply Chain Management</b>	6.1.1 Offer new degree program in collaboration with the College of Engineering	Fall 2017	One Decision Science Faculty position (\$125,000 salary, plus benefits annually)	Associate Dean for Graduate Programs asked for status
<b>6.2 Bachelor's Degree in Cyber Security</b>	6.2.1 Develop an undergraduate degree in Cyber security in collaboration with the College of Engineering	Fall 2016	One new MIS faculty position (\$125,000 salary plus benefits annually)	MIS Faculty asked for status
	6.2.2 Offer undergraduate degree in Cyber Security in collaboration with the College of Engineering	Fall 2017	See 6.2.1	MIS Faculty asked for status
<b>6.3 Certificate in Business Analytics</b>	6.3.1 Develop an undergraduate certificate in business analytics	Fall 2018	See 6.2.1	FREDS Chair asked for status
	6.3.2 Develop a graduate certificate in business analytics	Fall 2018	See 6.2.1	FREDS Chair asked for status
<b>6.3 Graduate Certificate in Human Resources</b>	6.3.1 Develop a graduate certificate in Human Resource Management	Spring 2019	One new Human Resource faculty position (\$115,000 salary, plus benefits annually)	Management Chair asked for status
<b>6.4 Expand offering of online major in marketing</b>	6.4.1 Determine resources needed to offer existing courses online	Spring 2017	Faculty time	Marketing Chair asked for status
	6.4.2 Begin development of online courses	Fall 2017	Online Course development costs	Marketing Faculty asked for status
	6.4.3 Begin Offering of online marketing major	Spring 2018 for Development; Begin offering fully online degree in Fall 2018	One, possibly two new faculty positions (\$125,000 each, plus benefits, annually)	Marketing Chair for course development asked for status
<b>Goal 7: Increase enrollment of new fall students in online programs by 110% by Fall 2020 (from 87 students in Fall 2015 to 183 students in 2020, an increase of 96 students).</b>				
<b>7.1 Increase enrollment in current on-line offerings</b>	7.1.1 Enrollment in online degrees in General Business and in Management have increased by more than 110%	Goal met	n/a	n/a COMPLETED