



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: Stephen Porter, Chair, Department of Marketing

RE: Bachelor of Business Administration (Marketing) Program Review

The marketing major's mission is development and dissemination of knowledge in the discipline, and the provision of professional leadership and application in the field of marketing. The department has emphasized applied learning for a number of years, and requires all its graduates to engage in this activity through the marketing research class.

The department's faculty during the review period did not produce sufficient intellectual contributions. This was primarily due to pending retirements. One notable exception is the annual Airline Quality Report published annually by Dr. Headley (now retired). This report receives significant press coverage nationally and internationally.

The department lost three faculty members due to retirement, and one non-tenure-track will be in phased retirement during 2019-2020. However, the department has recruited high potential junior faculty and the overall intellectual contributions of the department's faculty is expected to increase significantly during the next review cycle.

The total number of majors has remained relatively stable over the review period, as has the ACT scores of incoming students. The department uses a pre-and-post test method to assess the student learning goals. The results show good increase in average scores that assess student learning. Student satisfaction from exit surveys are better than university averages. Employment data are not available in the report and therefore it is not possible to judge employer demand for graduates with a marketing major.

From the previous self-study report recommendation, the department has identified a succession plan, learning goals are clearly identified and assessment outcomes are discussed in this report. The department's faculty support the college's SEM plan in terms of both

recruitment (meeting prospective students) and retention (engagement in major specific student club).

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: Marketing _____ College: Barton School of Business

Date of last review 2012-2013 Date of last accreditation report (if relevant) 2017 AACSB

Triggered Programs NONE (2018)

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

Degree: Bachelor - Marketing _____ CIP* code: 52.1401 _____

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
Dr. Charles Martin – Full Professor		Tenured
Dr. Dean Headley – Associate Professor	retired – spring 2018	Tenured
Dr. Roberta McKee - Instructor		Non-tenured
Dr. Robert Ross – Associate Professor	retired – spring 2018	Tenured
Dorothy Harpool - .5, Instructor	4/20/19	Non-tenured
Esther Headley - .5, Instructor	retired – spring 2018	Non-tenured
Dr. Stephen Porter – Associate Professor	4/22/19	Tenured
Dr. Duane Nagel – Assistant Professor	4/20/19	Tenure-track
Dr. Seth Cockrell 4/23/19	hired after the assessment period	Tenure-track
Dr. Lynn Matthews 4/22	hired after the assessment period	Tenure-track

Submitted by: Dr. Stephen Porter
(Name and title)

Date 4/22/19
(Date)

In yellow highlighted areas, data will be provided

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
Review of faculty/student teaching ratio and formalize "succession" document for faculty/program structure necessary to sustain program in the future.	We finalized the retirement dates for Ross, Headley and Headley. Our first hire focused on replacing Dr. Cindy Claycomb who shifted to administrative status in AY 12.	Hired Dr. Duane Nagel – starting AY 2016. We will be attending the AMA summer meetings in AY 2017 and AY 2018; hired two new faculty members for the fall, 2018 and two new faculty member for the fall, 2019. (we also started the Marketing concentration for the online MBA program).
Address more descriptively aspect of program review for further communication of responses (program description, learning objectives, program quality)	The department discussed the program review and the results; the major challenge that was discussed was the succession plan for the retiring faculty. Secondly, the department felt like the macro learning objective(s) for the major was sound.	However, it was recognized that as we proceed with the revitalization of the department through the hiring process that an in-depth review of the program will need to start in the AY 2018 & 2019 (3 new faculty are tentatively scheduled for hiring) and be completed by the fall, 2020 (all new faculty should be in place and can provide valuable insights into the marketing major and classes that need to be changed/deleted or customized to the current trends in the business environment).
Address assessment outcomes (need to be measurable) to support program goals. Identify number of students assessed and target outcomes	Our assessment instrument has from the beginning been designed to demonstrate that we are helping our students to grow in their understanding of the marketing discipline and the department has consistently been complimented on its structure by the AACSB accreditation teams.	Please see explanation in Part 4.
Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.	Faculty senate approved the UNISCOPE model in November, 2017 – at the very end of this evaluation process. It was briefly discussed in our last department meeting of the year in December, 2017.	The adoption of the UNISCOPE model for the 2018 faculty activity reports. Faculty Affairs committee in the Barton school adopted the UNISCOPE model for T&P in December, 2018.
For the next review, align recruitment and retention efforts with the university's strategic enrollment plan.	The Barton School has aligned its recruitment, and retention efforts with the University's strategic plan (e.g., see Barton School strategic plan).	The faculty in the department take an active role in participating in University sponsored events e.g., Meet the Juniors night. We have multiple faculty that are "on-call" to visit with high school students that are on campus. Our AMA chapter provides support for current students and aids in the retention process of our majors.

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)

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

- a. Marketing is one of the functional academic fields within business administration; the Department of Marketing, through its teaching (e.g., conceptual, applied learning – both face-to-face and online), research, and service efforts – both internally and externally in the business community – supports the University, the Barton school and the other departmental faculties in providing counsel, guidance and leadership to the business, not-for-profit, and related community in South Central Kansas. Specifically, the mission of the Department of Marketing is to meet the needs of its various constituencies (undergraduate majors and non-majors, graduate students, and the greater University community, local marketing professional, and the national and international academic community) for the dissemination and development of knowledge, and the provision of professional leadership and application in the field of marketing.

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

The program falls under the mission of the Barton School of Business which is aligned with the University's mission. Through the marketing department's major and our applied learning projects we attempt to have a positive influence on the various publics that we are in contact with e.g., our students, the business/non-profit community.

- 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

No
 If yes, describe the changes in a concise manner.

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.

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.

The Department does not have collective numerical standards. The Barton School sets standards for categorizing individual faculty for accreditation and teaching-load purposes. Marketing Department faculty fall into two categories:

- 1) Scholarly Academic: In part, “over the previous five years, Scholarly Academics must publish a minimum of two (2) peer-reviewed journal articles in widely recognized academic journals relevant to the mission of the Barton School of Business.” (For full standards of Scholarly Academic see Appendix A).
- 2) Instructional Practitioners: Are not required to publish in refereed journals. (For full standards of Scholarly academic see Appendix A).

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	NA	S	A	P	NA	S	A	P	NA	S	A	P	NA	S	A	P	NA
2013-2014		1																2		
2014-2015																		2		

2015-2016										1									2		
2016-2017		3								1									1		

S=Submitted, A=Accepted, P=Published, NA= Not Accepted Note: we do not track NA not accepted articles

2013-2015 – entries in “Books” represent published book chapters; 2016 represents a completed book

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										

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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:

The Department of Marketing in AY 2016 consisted of five faculty members with professorial rank: one full, three associate, and one untenured assistant professor. The department also has three lectures: one full-time and two half-time lectures.

The composition of the faculty going forward after AY 2016 was expected to change significantly in the next two years and in the next six years. Starting in AY 2017 (June 2018), two faculty members will retire (Headley and Ross) and one lecturer (Esther Headley). Within a six year period our full time lecturer will retire (Dr. Roberta McKee, June 2019) and at least one full time faculty member (Dr. Stephen Porter, projected – June 2023). These reductions, in part, have been offset by the hiring of two faculty for the fall, 2018 and two faculty for the fall, 2019. However the retirement of the instructors will not be able to be recovered due to financial constraints on the Barton School’s budget.

Due to the career life-cycle of the majority of the department members during the assessment period and their focus on service related activities and the transfer of Dr. Cindy Claycomb to an administrative position, the department’s academic research productivity was severely limited. However, the research for the annual Airline Quality Report, developed in part by Dr. Dean Headley, continued its broad reaching success.

Airline Quality Report:
Impact Results

Year	AQR website	Page views	Report down loads	National and Local Viewership	Publicity Value	Print and Electronic Media: Articles	Total Ad Value
2013	6623	14494	99	8,427,249	\$581,748	1,110	\$432,494
2014	12,065	22,993	62	6,260,298	\$417,660	876	\$228,935
2015	20,990	17,656	36	13,656,213	\$135,327	1,275	\$553,441
2016	20,000	20,580	69	4,300,000	\$116,220	980	\$116,220

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:

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		Majors	All University Students - FT
2013	154	23.2	23.0
2014	158	22.6	23.1
2015	161	22.2	23.0
2016	158	22.6	23.1

The data indicate a fairly stable number of students declaring marketing as a major as well as ACT scores. The department's student ACT scores appear to be comparable to the University's ACT scores.

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: NA

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

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 overall goal of the marketing major is to provide students with knowledge of the role that marketing plays in our society and societies around the world. Specific learning objectives include:

1. Developing an understanding of basic marketing theories and processes dealing with consumer decision processes including, development, pricing, distribution, and promotion of goods and services.
2. Developing 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.

Using the aforementioned three goals, the marketing department developed a measurement instrument designed to assess the learning growth of our students. The research was gathered in a two-step process; the exam is administered to our Marketing 300 students to develop a base-line for their understanding of the marketing discipline. The second step involves re-administering the assessment exam in our capstone, Marketing 609, class to determine if we have indeed – through the exposure of our students to multiple marketing classes – created a learning environment capable of helping our students to gain a richer understanding of the marketing discipline. The following table summarizes the results from 2013-2016.

MARKETING ASSESSMENT RESULTS				
	MARKETING 300		MARKETING 609	
YEAR	N	MEANS SCORE	N	MEAN SCORE
2013	190	76.40	66	84.00
2014	511	78.18	84	80.6
2015	459	75.93	65	81.65
2016	567	75.46	43	81.3

The difference for the two measures are all statistically significant at the <.01 level. This provides statistical support that the students in MKT 609 had a significantly higher understanding of the marketing concepts, theories and topic areas than the students in the MKT 300 classes. In addition, the Department expects: 30% of the business students to be in the Exemplary range (80+% score); 60% to be in the Acceptable range (60+% score); No more than 10% to be in the Unacceptable range (less than 60% score). For the assessment period AY 2013 -AY 2016 44.6% demonstrated Exemplary performance; 51.4% (or 96% total) demonstrated Acceptable performance; and 4% fall into the Unacceptable range. The Department is currently reaching all of our performance goals.

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				
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 (e.g., exit survey data on overall program satisfaction). Percent satisfied or higher		
Year		Result (e.g., 4.5 on scale of 1-5, where 5 highest)
	N	Undergraduate
2013	56	Department = 83.9 University = 82.9
2014	58	Department = 91.4 University = 81.4
2015	62	Department = 79.0 University = 80.9
2016	49	Department = 83.7 University = 80.7

The data demonstrate that the satisfaction level of our graduating marketing majors is comparable to the University's satisfaction levels.

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

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: NA

Concurrent Enrollment - Does the program offer concurrent enrollment courses? Yes 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 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.

The Marketing department falls under the Barton School's accreditation awarded by the AACSB. This specialized accrediting body requires degree-level assessment of all business programs.

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

Narrative: The Marketing department follows the guidelines set forth by the Kansas Board of Regents.

Provide assessment here:

In assigning credit hours to a course the expectations for workload associated with the course are taken into account. The faculty will discuss the learning outcomes for the course and provide information necessary to adequately address the topic area to meet the aforementioned learning goals/outcomes/expectations of the course and its contribution to the Marketing major.

Success in a 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for class) for instruction and preparation/studying or course related activities for a total of 135 hours.

Additional requirements for a hybrid (reduced meeting time) class:

The syllabus must communicate an expectation to students that they will spend time (define hours) attending class, working online, participating in synchronous and asynchronous activities, and other out-of-class work. The total expected time should be a minimum of 45 hours per semester for each unit of credit.

Additional requirements for an online class:

The syllabus must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time that students will need to devote to each of these (working online, participating in synchronous and asynchronous activities, and other out-of-class work). The total expected time should be a minimum of 45 hours per semester for each unit of credit.

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

Currently, the Marketing department believes that we are providing a quality educational experience for our majors. As a Department, we have embraced the notion of the importance of applied learning experiences for over 25 years. We regularly incorporate the business and not-for profit organizations into our classroom experiences. While we believe that we are providing our students with the necessary exposure to Marketing theories, concepts and best business practices – there is always room for improvement; thus, the importance of conducting self-assessment research.

Provide assessment here:

The marketing department is committed to the delivery of a quality program for our students. Indicators of this quality focus are the nearly department-wide “very good and high” ratings the faculty are receiving from our students on the Student Performance and Teaching Effectiveness (SPTE) measure that is administered each semester to all of our classes. Feedback from the students on our teaching pedagogy and delivery channels and styles is also very positive. In addition, our marketing assessment exam’s (see above) results indicate that we are making a difference in the depth and understanding that our students are learning about the field of marketing. Finally, our relatively consistent number of students who are majoring in marketing (even in down turns in the economy) is a solid indicator that our students feel that there is real value in taking marketing classes and pursuing a marketing minor or major.

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](#)).

The salary figures for the field of marketing are extremely diverse. The *Bureau of Labor Statistics* provides salary ranges for multiple job areas/titles in the field. Some examples of salaries are: Advertising sales (\$63,360; 2.6% growth rate); Advertising/Public Relations (\$70,170; 2.0% growth rate); Sales Representatives – Wholesaling, Manufacturing, and Technical Services ranges between \$39,960 and \$156,630 with a 2.2% growth rate. Marketing Manager’s salaries range from \$69,840 and \$181,780 with approximately a 1% growth rate (note most marketing managers will have been in their job area for 8 years + to command the higher end of the salary range). The field of marketing is extremely diverse and provides students with potentially financially rewarding career paths.

Jun/S r	8	9	1	11	5	0	111	6	3									
2014										3	3	0		2	0	44	4	1
Fr./So .	3	8	0	5	2	0	53	3	0									
Jun/S r.	8	14	1	10	8		113	2	2									
2015										2	3	0	6	2	0	46	2	2
Fr./So .	1	11	0	5	6	0	41	4	1									
Jun/S r.	7	20	1	16	8	0	106	2	1									
2016										6	6		5	2	0	35	0	1
Fr./So .	2	9	2	9	8	0	39	3										
Jun/S r.	5	19	2	11	7	0	105	7	2									

The table above indicates that the marketing major has a diverse student population that is interested in the major. The table's data indicate potential problems with the graduation rates of two categories of URM – Black, Non-Hispanic and Native American students. This warrants further study in the future.

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:

Student credit hour production for the Department of Marketing: 2013 = 3619; 2014 = 3156; 2015 = 3616; 2016 = 3573, has remained fairly constant over the assessment period. The Department experienced the loss of Dr. Cindy Claycomb

for two years (co-leader of the University's strategic planning effort + interim Dean) and the a reduced teaching load for Dr. Robert Ross (President of Faculty Senate) and the sabbatical leave of Dr. Dean Headley for a semester.

The MKT 300 class is a core requirement for all undergraduate majors in the Barton School of Business – thus one reason for the high numbers of non-majors taking our classes. In addition, two of the more popular minors offered in the College of Business are the marketing and personal selling minor. Finally, the Marketing department's class offerings provide support for majors offered in the Elliott School of Communication (Integrated Marketing Communication) and the Sports Marketing program.

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: NA

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:

The Marketing department participates in the SEM plan for the Barton School of Business. In addition, the departmental faculty take an active role in participating in University sponsored events e.g., Meet the juniors night. In addition, we have multiple faculty that are "on-call" to visit with high school students that are visiting the campus. Our

AMA chapter provides support for current students and aids in the retention process of our majors. The departmental faculty have regular office hours and regularly meets with students to discuss issues dealing with class, co-ops and internships, and potential job opportunities. (See Attachment – Barton School SEM for more specific detail).

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
	Department Succession Plan		One hire

The major goal that was developed from the last self-assessment report was to develop a succession plan for the department. With the help from the Dean’s office this was accomplished and the first steps in the plan were achieved: the hiring of Dr. Duane Nagel for the AY 2016 plus the hiring of Dr. Seth Cockrell and Dr. Lynn Matthews in AY18. The remaining steps in the succession plan are contingent on the ability to fund and attract viable candidates. The development of new classes, minors, and/or certificates have been the focus of multiple departmental discussion; however, the retiring faculty felt like the new hires (over the next three years) should have the opportunity to help shape the direction of the department.

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:

The Marketing department entered its “late maturity” stage during the AY 2013 – AY 2016 evaluation period. During this time frame we lost a tenure track faculty –high research productivity-member to re-assignment to administrative duties (Dr. Cindy Claycomb, AY2013); we hired a new tenure track faculty member to replace Dr. Claycomb in AY 2016 (the position went unfilled for 3 years). For two years Dr. Robert Ross was on a reduced teaching load due to being President of Faculty Senate; and Dr. Dean Headley was granted a sabbatical for a semester. Despite these staffing challenges the department maintained an average of 158 majors a year and produced an average of 3491 credit hours per year. During the current assessment time frame the department was not able to add any new classes due to staffing and budget constraints. The major strategic accomplishment during this time frame was the recognition by the administration – both the Barton School’s Dean and the University Provost – that an

aggressive succession plan for the department needed to be developed and implemented. With their help and guidance this goal was accomplished. In AY 2017, the department had three retirements – Dr. Robert Ross (Associate Professor), Dr. Dean Headley (Associate Professor) and Esther Headley (experience instructor). In the fall of 2018 we had two new, tenure track faculty join the department; Dr. Seth Cockrell and Dr. Lynn Matthews. During the fall semester, 2018 the department started the marketing concentration for the online MBA program – this requires staffing responsibilities for four additional graduate level classes. In the fall of 2019 two additional tenure track faculty will join the department – Dr. Alex Ziegler and Dr. Sina Aghaie. In June, 2019 Dr. Robbie McKee (experienced instructor) will retire and this represents 30 years of teaching experience leaving the department. In sum, the aggressive support for the succession plan will be needed during the second half of the assessment period of AY 2017-AY 2020 to maintain the department’s ability to deliver a quality undergraduate major/minor in marketing, a minor in personal selling, our class offerings in the traditional MBA program and the marketing concentration in the online MBA.

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:

- Continue to aggressively follow the department’s succession plan and hire tenure track faculty for each tenure track faculty member that retires.
- Continue to aggressively follow the department’s succession plan and hire qualified instructors for each qualified instructor that retires.
- Monitor the graduation rates of URM categories; Black, non-Hispanic and Native American student. Start a dialogue with the Barton School’s success coach to monitor the graduation progress/rates of the aforementioned students and see if additional strategy needs to be developed and implemented to increase the graduation rates.
- As we hire new faculty members re-assess the class offerings for the marketing major and correct any identified weaknesses in our course offerings. This process should be completed by SP 2020 – changes and modifications should start the implementation process in AY 2020.
- Begin a dialogue to develop marketing “touch-point” strategy(s) to reach out to students that have applied and been accepted to Wichita State that have expressed an interest in becoming a marketing major. Develop and implement the strategy for a two year period and then assess the strategy’s success.

APPENDIX A
Barton School of Business
Faculty Qualifications and Engagement Criteria
Approved May 2015

I. Faculty Categories. Barton School of Business faculty members are categorized according to their initial academic preparation and professional experience, and, to their sustained academic and professional engagement activities. As detailed in AACSB Standard 15, the following four categories are used to classify faculty, inclusive of those holding administrative appointments (e.g., chairs, directors, and deans), deployed by the college:

Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities.

SA status is granted to faculty members who earned their terminal doctorate degree in a field consistent and appropriate to their teaching assignment.

Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. PA status is applied to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, and other forms of professional engagement.

Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. SP status is applied to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.

Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience.

Faculty members who do not meet the definitions for these four categories, as outlined below, will be classified as **Other Qualified (OQ)** faculty.

II. Scholarly Academics (SA). To be classified as a Scholarly Academic, faculty members must satisfy *both* the initial academic preparation criteria and the sustained engagement criteria over the previous five years.

A. Initial Academic Preparation. The following criteria are used as the basis of judgment for determining if a faculty member meets the initial academic preparation criteria for the Scholarly Academic classification:

Faculty members holding a research-based doctorate in their primary teaching field, or a Juris Doctorate for faculty members who teach business law, shall be considered to have satisfied the initial academic preparation criteria for SA status.

Faculty members holding a research-based business doctorate that is outside of their primary teaching field shall be considered to have met the initial academic preparation criteria for SA status provided they exhibit evidence of active involvement in the teaching area through

activities such as authorship, participation in professional meetings, or related activities devoted to the teaching area.

Faculty members who hold a doctoral degree outside of business (business is interpreted to include the field of economics), but whose primary teaching responsibilities fall within their area of academic preparation will be considered to have met the initial academic preparation criteria for SA status if they demonstrate evidence of active involvement in the area of teaching responsibility through activities such as authorship, participation in professional meetings, or related activities. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation in the form of professional development linked to the teaching area.

Faculty members who hold a doctoral degree outside of business, but whose primary teaching responsibilities do not fall within their area of academic preparation will be considered to have met the initial academic preparation criteria for SA status if they have completed additional graduate coursework or professional development sufficient enough to provide a basis for participation in the mix of teaching, intellectual contribution, and service required by the college. Recognized professional certifications or licenses may be used to demonstrate training and expertise in a primary teaching field.

Faculty members who possess a specialized graduate degree in taxation or a combination of graduate degrees in law and accounting will be considered to have met the SA initial academic preparation criteria to teach taxation courses.

Faculty members who are graduate students in a research-based, business (including economics) doctoral field who had attained "ABD" status when hired by the Barton School of Business will be considered to have met the SA initial academic preparation criteria for no more than three academic years beyond the date of hire.

Faculty members completing a doctoral degree in their primary area of teaching will be considered to have met the initial academic preparation criteria for SA for five years from the date the degree is received.

B. Sustained Academic Engagement Activities. The following criteria are used as the basis of judgment for determining if a faculty member meets the sustained engagement activities criteria for the Scholarly Academic classification:

Research Proficiency. Over the previous five years, Scholarly Academics must publish a minimum of two (2) peer-reviewed journal articles in widely recognized academic journals relevant to the mission of the Barton School of Business. (Acceptable academic journals include those indexed by leading bibliographic sources, are frequently cited, and are readily available to researchers through major academic libraries and the internet. Normally, conference proceedings, non-peer-reviewed journals, and vanity press titles are not acceptable for this criterion.) One book, published by a leading academic press with significant national or international distribution, may substitute for one peer-reviewed journal article.

Academic Engagement Proficiency. Over the previous five years, Scholarly Academics must maintain active academic engagement as evidenced by the production of a minimum of two (2) intellectual contributions such as:

1. Peer-reviewed or invited conference presentation*
2. Publication of a conference proceedings paper or abstract*

3. Publication of an original article in a non-peer-reviewed journal or periodical
4. Publication of an original article in an edited volume published by an academic press
5. Publication or revision of a book directly related to the mission of the Barton School of Business
6. Publication of an authored or edited volume published by an academic press
7. Publication of original research in an open source, non-peer-reviewed, electronic journal
8. Publication of a business case study by an academic press
9. Service as an editor, associate editor, guest editor, editorial board member, or reviewer of an established academic journal or periodical
10. Publication of a book review in an academic or practitioners' journal
11. Receipt of a peer-reviewed funded grant that supports the Barton School of Business
12. Receipt or renewal of a professional certification that enhances the classroom and research
13. Service as a major officer for an academic association or scholarly organization
14. Production of other scholastic or creative works and/or other activities that further the mission of the college and are approved by the Barton School Executive Committee

*The same research paper cannot be counted in more than one category.

III. Practice Academics (PA). To be classified as a Practice Academic, faculty members must satisfy *both* the initial academic preparation criteria and the sustained engagement criteria over the previous five years.

A. Initial Academic Preparation. Normally, the doctoral degree requirements for Practice Academics are the same as those outlined in Section II. A. for Scholarly Academics. Exceptions to these criteria may be made on a case-by-case basis as evaluated by the Barton School Executive Committee relative to the college mission and overall university needs.

B. Sustained Professional Engagement Activities. Evidence of sustained professional engagement for Practice Academics should include *significant* activities in a minimum of *two (2) different* engagement categories during the most recent five year period. Acceptable categories of activities include:

1. Consulting projects and activities
2. Faculty internships
3. Development and presentation of executive education programs
4. Sustained professional work
5. Participation in business professional associations and societies
6. Practice-oriented intellectual contributions as discussed in Standard 2
7. Active service on corporate, government, or non-profit boards
8. Production and delivery of professional development activities
9. Consultation or research for economic development agencies
10. Regular maintenance or acquisition of professional certifications and/or licenses
11. Invited professional public speaking
12. Participation in other activities that place faculty in direct contact with business and/or other organizational leaders

Engagement activities must be documented and readily verifiable by the Barton School Executive Committee. To be considered as part of a Practice Academic portfolio, engagement activities must be reported on the faculty members' annual performance documents and included within the Sedona information system.

To be considered *significant*, a faculty member must demonstrate either (1) the sum of all professional engagement activities conducted by the faculty member comprise no less than 10 percent of that faculty member's workload or (2) the faculty member's professional engagement activities result in a substantial and lasting impact on the client, the public, or the faculty member.

IV. Scholarly Practitioners (SP). To be classified as a Scholarly Practitioner, faculty members must satisfy *both* the initial academic and professional preparation criteria and the sustained engagement criteria over the previous five years.

A. Initial Academic and Professional Preparation. Faculty members classified as Scholarly Practitioners must meet minimum standards in both academic and professional preparation prior to employment.

Academic Preparation. Faculty members holding Scholarly Practitioner status will have obtained a terminal or non-terminal graduate degree in business or their primary field of teaching. This advanced academic preparation is defined as an earned MBA, appropriate master's degree or another appropriate professional graduate degree relevant to the mission of the Barton School of Business. In limited cases, faculty members without an earned master's degree may serve as Scholarly Practitioners if the depth, duration, sophistication, and complexity of their professional experience at the time of hire outweigh their lack of a graduate degree. Such cases must further the mission of the college and be validated by the Barton School Executive Committee.

Professional Preparation. Scholarly Practitioners will demonstrate significant professional achievements relevant to their primary teaching area prior to their date of hire. Significant professional achievements are defined as professional full-time employment at a level of responsibility and duration appropriate for the course(s) that the faculty members are assigned to teach. This employment may include working in industry, business, government or education for a period of three years for introductory undergraduate courses, four years for upper level undergraduate courses, and five years for master's courses. Normally, Scholarly Practitioners will have managerial and executive level experiences that enhance their teaching and other contributions to the college.

B. Sustained Academic Engagement Activities. Over the previous five years, Scholarly Practitioners must maintain active academic engagement as evidenced by the production of a minimum of two (2) academic contributions such as:

1. Publication of an article in a peer-reviewed academic journal
2. Peer-reviewed or invited conference presentation*
3. Publication of a conference proceedings paper or abstract*
4. Publication of an original article in a non-peer-reviewed journal or periodical
5. Publication of an original article in an edited volume published by an academic press
6. Publication or revision of a book directly related to the mission of the Barton School of Business
7. Publication of an authored or edited volume published by an academic press
8. Publication of original research in an open source, non-peer-reviewed, electronic journal
9. Publication of a business case study by an academic press
10. Service as an editor, associate editor, guest editor, editorial board member, or reviewer of an established academic journal or periodical
11. Publication of a book review in an academic or practitioners' journal

12. Receipt of a peer-reviewed funded grant that supports the Barton School of Business
13. Receipt or renewal of a professional certification that enhances the classroom and research
14. Service as a major officer for an academic association or scholarly organization
15. Production of other scholastic or creative works and/or other activities that further the mission of the college and are approved by the Barton School Executive Committee

*The same research paper cannot be counted in more than one category.

V. Instructional Practitioners (IP). To be classified as an Instructional Practitioner, faculty members must satisfy *both* the initial academic and professional preparation criteria and the sustained engagement criteria over the previous five years.

A. Initial Academic and Professional Preparation. Faculty members classified as Instructional Practitioners must meet minimum standards in both academic and professional preparation prior to employment.

Academic Preparation. Faculty members holding Instructional Practitioner status will have obtained a terminal or non-terminal graduate degree in business or their primary field of teaching. This advanced academic preparation is defined as an earned MBA, appropriate master's degree or another appropriate professional graduate degree relevant to the mission of the Barton School of Business. In limited cases, faculty members without an earned master's degree may serve as Instructional Practitioners if the depth, duration, sophistication, and complexity of their professional experience at the time of hire outweigh their lack of a graduate degree. Such cases must further the mission of the college and be validated by the Barton School Executive Committee.

Professional Preparation. Instructional Practitioners will demonstrate significant professional achievements *and/or* publicly recognized professional expertise relevant to their primary teaching area prior to their date of hire.

Significant professional achievements are defined as professional full-time employment at a level of responsibility and duration appropriate for the course(s) that the faculty members are assigned to teach. This employment may include working in industry, business, government or education for a period of three years for introductory undergraduate courses, four years for upper level undergraduate courses, and five years for master's courses.

Publicly recognized professional expertise is defined as the attainment of significant professional certifications and/or licenses awarded by industry-specific organizations or governmental agencies.

Acceptable credentials must include demonstration of acquired knowledge and skills and continuing education. Faculty members with professionally recognized expertise but without significant professional achievements as defined above are limited to teaching undergraduate courses in their area of expertise.

B. Sustained Professional Engagement Activities. Evidence of sustained professional engagement for Instructional Practitioners should include *significant* activities in a minimum of *two (2) different* engagement categories during the most recent five year period. Acceptable categories of activities include:

1. Consulting projects and activities

2. Faculty internships
3. Development and presentation of executive education programs
4. Sustained professional work
5. Participation in business professional associations and societies
6. Practice-oriented intellectual contributions as discussed in Standard 2
7. Active service on corporate, government, or other non-profit boards
8. Production and delivery of professional development activities
9. Consultation or research for economic development agencies
10. Regular maintenance or acquisition of professional certifications and/or licenses
11. Invited professional public speaking
12. Participation in other activities that place faculty in direct contact with business and/or other organizational leaders

Engagement activities must be documented and readily verifiable by the Barton School Executive Committee. To be considered as part of an Instructional Practitioner portfolio, engagement activities must be reported on the faculty members' annual performance documents and included within the Sedona information system.

To be considered *significant*, a faculty member must demonstrate either (1) the sum of all professional engagement activities conducted by the faculty member comprise no less than 10 percent of that faculty member's workload or (2) the faculty member's professional engagement activities result in a substantial and lasting impact on the client, the public, or the faculty member.

VI. Other Qualifications (OQ). Faculty members who do not meet the criteria for Scholarly Academic,

Practice Academic, Scholarly Practitioner, or Instructional Practitioner are categorized as holding Other Qualifications. To further the college mission, OQ faculty members are encouraged to acquire additional academic preparation and/or conduct additional professional engagement activity in order to be reclassified.

VII. Implementation. The appropriate qualification and engagement category for all Barton School of Business faculty members will be determined each spring semester. Faculty members will convey to their department chair the category they wish to be assigned. Final determination of the appropriate category will be made by the department chair in consultation with the dean and validated by the Barton School Executive Committee. Annual performance reviews, information contained within the Sedona information system, current curriculum vitae, and other appropriate documentation provided by faculty members may be used in making a classification determination. Newly hired faculty members will be classified at the time of employment. Faculty qualification status will be valid for the forthcoming academic year or until such time as a new qualification status is determined.

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
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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.

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.

Goal 1: Develop activities beginning in Fall 2016 that foster a culture of enrollment growth among faculty, staff and students.

1.1 Get Buy-in from faculty and staff about importance of enrollment growth	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
1.2 Expand the definition of faculty and staff roles to include active participation in recruitment and retention activities	Barton School to revise annual evaluation, promotion, and tenure policies using the UNISCOPE Model	Fall 2017	None	Faculty Affairs Committee
1.3 Provide Incentives for Outstanding outcome-based innovation in recruitment and retention activities	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.

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).

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).	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
	2.1.2 Hire Recruitment Coordinator to assist with all recruitment activities	Fall 2017	\$40,000 annual salary, plus benefits	
2.2 Minimize financial burden on underserved population to encourage enrollment	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.

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
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).				
3.1 Increase overall retention through personalized attention	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
	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
	3.1.3 Hire new advisor focused on retention activities	Summer 2017	\$35,000 per year, plus benefits	Funded from Business Program Fee
3.2 Minimize financial burden on students	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
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).				
4.1 Partner with WSU Admissions Office for recruitment purposes	4.1.1 Create promotion campaign in cooperation with Admissions and Strategic Communication	Summer 2017	Staff Time and see 2.1.1	Advising Office
	4.1.2 Participate in recruitment activities along I-35 corridor	Spring 2017	Staff Time and see 2.1.1	Advising Office
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).				
5.1 Offer for-credit courses through the Center for Management Development	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
	5.1.2 Begin offering CMD courses optionally for credit	Spring 2017	Staff time	Director, CMD
	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
5.2 Promote existing graduate certificate	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
Goal 6: Identify new and emerging academic programming beginning in Fall 2016 that leads to enrollment growth.				
6.1 M.S. in Global Operations and Supply Chain Management	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	Associate Dean for Graduate Programs

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
6.2 Bachelor's Degree in Cyber Security	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
	6.2.2 Offer undergraduate degree in Cyber Security in collaboration with the College of Engineering	Fall 2017	See 6.2.1	MIS Faculty
6.3 Certificate in Business Analytics	6.3.1 Develop an undergraduate certificate in business analytics	Fall 2018	See 6.2.1	FREDS Chair
	6.3.2 Develop a graduate certificate in business analytics	Fall 2018	See 6.2.1	FREDS Chair
6.3 Graduate Certificate in Human Resources	6.3.1 Develop a graduate certificate in Human Resource Management	Spring 2019	One new Human Resource faculty position (\$115,000 salary, plus benefits)	Management Chair
6.4 Expand offering of online major in marketing	6.4.1 Determine resources needed to offer existing courses online	Spring 2017	Faculty time	Marketing Chair
	6.4.2 Begin development of online courses	Fall 2017	Online Course development costs	Marketing Faculty
	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
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).				
7.1 Increase enrollment in current on-line offerings	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