



Program Review Self-Study Template

Academic unit: Management

College: Business

Date of last review _____

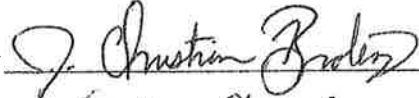

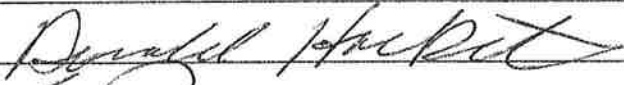

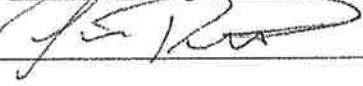
Date of last accreditation report (if relevant) _____

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

Degree: Bachelor – Entrepreneurship CIP code: 52.1801

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

Faculty of the academic unit (add lines as necessary)

Name	Signature
Chris Broberg	
Gaylen Chandler	
Ron Christy	_____
Donald Hackett	
John Perry	
Tim Pett	
Jim Wolff	_____

Submitted by: Steven Farmer, Chairperson, Dept. of Management Date 4/1/13
(name and title)



1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

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

The Entrepreneurship program within the Department of Management, through its teaching, research and service efforts, supports the University, the Barton School and the other departmental faculties in providing counsel, guidance and leadership to the businesses, not-for-profits, and community of South Central Kansas.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

In support of both the Barton School and the University's mission statements to provide quality undergraduate and graduate programs, WSU is the only Regents' institution to offer an undergraduate program in Entrepreneurship and an MBA with a concentration in entrepreneurship. The Center for Entrepreneurship enhances the University's attempt to foster the economic development of a diverse metropolitan community in the state of Kansas by providing education which encourages corporate entrepreneurship as well as the establishment of new businesses and opportunities for self-employment.

The Barton School of Business advances the knowledge and practice of business, reaches out to constituents, and prepares students to successfully compete in the global entrepreneurial marketplace (Barton School Mission Statement). The Entrepreneurship major directly supports the entrepreneurial focus of the Barton School mission.

Additionally, the Center for Entrepreneurship, as part of its larger educational and service mission, is actively involved in a number of community outreach programs that are tied to, yet separate from the academic program. Designed to promote awareness and knowledge among students and the business community regarding the opportunities of entrepreneurship, the programs also communicate the role of the entrepreneur in society and his/her contributions to the economy as well as techniques for the creation and perpetuation of business enterprises. The programs include: the Shocker Business Plan Competition, a statewide competition for students focused on creating new businesses; the Coleman fellows program, which recruits faculty members from across campus and helps them to integrate entrepreneurship into their curriculum; the Entrepreneurship Forum, which brings experienced entrepreneurs in to speak to students and the broader community about a wide range of entrepreneurship issues; the Kansas Family Business Forum, which deals with issues related to the family firm; Practical Entrepreneurship Training, which provides a series of seminars both spring and fall semesters targeted at business owners in the community; The Rural Entrepreneurship Initiative which provides seminars to business owners in Rural Kansas.

d. 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?

The overall mission has not changed, but we have had several program changes. We believe the overall mission is still viable, and the changes we have made are congruent with that mission. We have created an Entrepreneurship Minor for non-business undergraduate students, a certificate program for Graduate students, and have added Practical Entrepreneurship and Rural Entrepreneurship outreach training programs.

- e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review?
 Yes No

If yes, describe the changes in a concise manner.

Within the past three years new venture feasibility analysis and entrepreneurial finance have become required courses and we have also decreased the number of electives. The core courses in the curriculum are closely aligned with the learning objectives of the program. At the program level we have added a minor for non-business undergraduate students and a certificate program for Graduate students. The overall objective is to spread entrepreneurship education across campus by increasing the number of students involved in entrepreneurship, but not necessarily to increase the number of majors.

The Entrepreneurship major curriculum is listed below.

Entrepreneurship Major

Department of Management

Required courses.....12 hrs.

ENTR 440 New Venture Feasibility Analy....	3
ENTR 455 Entrepreneurial Finance.....	3
ENTR 620 Growing and Managing an Entrepreneurial Firm.....	3
ENTR 668 Developing a Successful Business Plan.....	3

Electives9 hrs.

ENTR 481 Cooperative Education.....	1-3
ENTR 491 Independent Study/Project.....	1-3
ENTR 604 Franchise Management.....	3
ENTR 605 Technology Entrepreneurship.....	3
ENTR 606 Product Dev. & Innovation.....	3
ENTR 608 Selling & Sales Force Mgmt.....	3
ENTR 690 Special Topics in Entrepreneurship.....	3
HRM 466 Fundamentals of Human Resource Management.....	3
MKT 404 Retail Management.....	3
MKT 601 International Marketing.....	3
RE 310 Principles of Real Estate.....	3

Entrepreneurship Emphasis in Real Estate

Entrepreneurship core.....12 hrs.

ENTR 440 New Venture Feasibility Analy....	3
ENTR 455 Entrepreneurial Finance.....	3
ENTR 620 Growing and Managing an Entrepreneurial Firm.....	3
ENTR 668 Developing a Successful Business Plan.....	3

Real estate core.....9 hrs.

RE 310 Principles of Real Estate.....	3
RE 619 Urban Land Development.....	3

One upper-division real estate course chosen from:

RE 438 Real Estate Law.....	3
RE 611 Real Estate Finance.....	3
RE 614 Real Estate Appraisal.....	3
RE 618 Real Estate Investment Analy.....	3

Learning goals are:

Objective 1: Identify and effectively communicate viable opportunities. Opportunities solve specific customer problems in a way that is better than what is available in their industry. Students need to clearly describe the specific problem solved by their proposed business idea and describe how it changes and improves the industry. (ENTR 440, 668)

Objective 2: Clearly describe proposed products and/or services and clearly articulate the value proposition for customers and other stakeholders. (ENTR 440, 668)

Objective 3: Develop viable business models including the resource infrastructure, target customers, cost structure, and revenue sources. (ENTR 440, 620, 668)

Objective 4: Understand and be able to compose a viable management team that has the required competencies to deliver the value proposition to customers. (ENTR 620, 668)

Objective 5: Be able to do complete and thorough industry analysis and display understanding of the context of the business including competitors, substitutes, threat of new entrants. (ENTR 620,668)

Objective 6: Understand the financial requirements for a business including projected financial statements that detail start-up costs, operating expenses, and revenue generation. (ENTR 455, 668)

2a. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, and graduates (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

MANAGEMENT DEPARTMENT

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads - by FY
			TTF= Tenure/Tenure Track	GTA=Grad teaching assist	O=Other instructional FTE			
			TTF	GTA	O			
Fall 08	13	11	13	0	5.5	11532	87	35
Fall 09	12	10	12	0	5.9	11246	79	30
Fall 10	12	12	12	0	5.5	10203	88	23
Fall 11	13	13	13	0	5.3	10566	76	21
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE
↓								
Fall 08					18.5	62.3	4.7	1.9
Fall 09					17.9	628	4.4	1.7
Fall 10					17.5	583	5.0	1.3
Fall 11					18.3	577	4.2	1.1

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional;

KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

JTE: NUMBERS IN TABLE ABOVE ARE FOR MANAGEMENT DEPARTMENT AS A WHOLE

Faculty Strengths

Data from Table 2a show a relatively large number of majors and degrees conferred. The table below shows SCH for the major for the time period covered.

Data below from Office of Planning and Analysis							
	AY2008	AY2009	AY2010	AY2011			
SCH (fall + spring + summer)	2649	2430	2262	2294			

The Management Department encompasses faculty who teach in the areas of Management, Human Resource Management, International Business and Entrepreneurship. Many faculty teach in multiple areas. The faculty teaching in the Entrepreneurship major have terminal degrees from very good universities including:

1. Pennsylvania State University
2. Texas Tech University
3. University of Memphis
4. University of Oklahoma
5. University of Utah
6. Washington State University

Entrepreneurship has one full-time Instructor level faculty who has extensive entrepreneurial experience along with a graduate degree in business from an AACSB accredited school. The Entrepreneurship faculty oversee the content and teaching of Entrepreneurship courses offered by instructors and adjuncts to ensure the highest level of coordination and program quality. Faculty areas of expertise correspond closely to the mission of the school in preparing students for successful business careers.

As members of an urban institution, the faculty is able to utilize local entrepreneurs to enrich the classroom experiences of our students. Guest lecturers, panel discussions, and debates on current topics in entrepreneurship are used as appropriate as an enhancement to normal classroom activities. Also because of our urban setting, our students have numerous opportunities to gain practical experience through cooperative education placements and internships.

The quality of teaching in the Entrepreneurship major is demonstrated by the awards received. One faculty member has won the Regents Award for Excellence in Teaching. The Barton School also rewards outstanding teaching in its own faculty through the annual teaching awards process. Four Management Department faculty who teach in the Entrepreneurship major have won teaching awards from the Barton School, and one has received the WSU Fairmount Chapter of Mortar Board Educator Appreciation Award.

2b. Describe the quality of the program as assessed by the scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section).

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
2010-2012																	
Scholarly Productivity in ENTR major	26		22	1	6										4		

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

- a. Provide a brief assessment of the quality of the faculty/staff using the data from the tables in section 2 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.

As evidenced by the table above, faculty teaching Entrepreneurship major courses are highly research-productive. Of the faculty currently teaching in this program, one has received the W. Frank Barton School of Business Researcher/Writer of the Year Award.

The intellectual activities of the faculty are two-fold. The primary focus is applied and theoretical research published in academic outlets at the national and regional level. A secondary focus is on the dissemination of research results to the practitioner community through publication in widely disseminated outlets and through participation in relevant professional organizations. Faculty are expected to contribute to both aspects of this mission by communicating their findings to appropriate academic and professional associations. The faculty are frequently able to bring their research into the classroom to enhance the learning experience of the students.

The faculty have areas of research specialization and / or interest in: strategic management and planning, business competitiveness, new product creation, commercialization, entrepreneurial orientation, innovation, creativity, opportunity identification, entrepreneurial teams, strategic leadership, family business, franchising, customer relations, growing the firm, small business performance and growth, corporate entrepreneurship, international entrepreneurship, financial analysis, and business valuation.

The faculty have published in many of the influential journals in their respective areas of expertise. During the last three years, faculty have published in

- Business Ethics Quarterly
- Entrepreneurship Theory and Practice
- Family Business Review
- Group and Organization Management
- International Journal of Entrepreneurship and Small Business
- International Journal of Entrepreneurial Venturing
- International Journal of Information Technology and Management
- Journal of Business Research
- Journal of Business Venturing
- Journal of Developmental Entrepreneurship
- Journal of Marketing Development and Competitiveness
- Journal of Small Business Management
- Journal of Social Psychology
- Managerial and Decision Economics
- New England Journal of Entrepreneurship
- Organizational Research Methods

- One faculty member teaching in the Entrepreneurship major is an associate editor at a premier entrepreneurship journal (Entrepreneurship Theory and Practice). Faculty members are on editorial boards for the Family Business Review, The Journal of Managerial Studies, Journal of Small Business Management). Additionally, Entrepreneurship faculty are active reviewers for the Entrepreneurship Theory and Practice, the Journal of Business Venturing, and the Journal of Management, as well as reviewers for several conferences, including the Entrepreneurship and Strategy Divisions of the Academy of Management, the Family Enterprise Research conference, the International Family Enterprise Research Academy conference, the Sustainability, Ethics, and Entrepreneurship conference, and the United States Association of Small Business and Entrepreneurship conference.

3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students. Complete this section 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).

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester				ACT – Fall Semester (mean for those reporting)				
	EN	HR	IB	MGT	EN	HR	IB	MGT	All University Students - FT
Fall 09	152	69	97	145	23	20.4	23.2	21.8	22.96
Fall 10	158	68	96	119	22.5	19.8	22.9	23.0	23.06
Fall 11	156	70	94	136	23.5	20.5	22.7	21.9	23.11

KBOR data minima for UG programs: ACT ≤ 20 will trigger program.

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.*

The Management Department has no graduate programs..

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. 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.

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

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

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.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Objective 1: Identify and effectively communicate viable opportunities. Opportunities solve specific customer problems in a way that is better than what is available in their industry. Students need to clearly describe the specific problem solved by their	Elevator pitches in ENTR 440. Participation in the Shocker Business Plan competition.	On average we desire that entrepreneurship majors to score ¼ standard deviation higher than other students who participate in the competition.	Scores from external raters TBA	TBA

proposed business idea and describe how it changes and improves the industry. (ENTR 440, 668)				
Objective 2: Clearly describe proposed products and/or services and clearly articulate the value proposition for customers and other stakeholders. (ENTR 440, 668)	In class exercises in ENTR 440 and ENTR 668. Participation in Shocker Business Plan Competition	On average we desire that entrepreneurship majors to score ¼ standard deviation higher than other students who participate in the competition.	Scores from external raters TBA	TBA
Objective 3: Develop viable business models including the resource infrastructure, target customers, cost structure, and revenue sources. (ENTR 440, 620, 668)	Tests and cases in class. Participation in Shocker Business Plan Competition	On average we desire that entrepreneurship majors to score ¼ standard deviation higher than other students who participate in the competition.	Scores from external raters TBA	TBA
Objective 4: Understand and be able to compose a viable management team that has the required competencies to deliver the value proposition to customers. (ENTR 620, 668)	Tests and cases in class. Participation in Shocker Business Plan Competition.	On average we desire that entrepreneurship majors to score ¼ standard deviation higher than other students who participate in the competition.	Scores from external raters TBA	TBA
Objective 5: Be able to do complete and thorough industry analysis and display understanding of the context of the business including competitors, substitutes, threat of new entrants. (ENTR 620,668)	Business plan exercise in ENTR 668. Participation in Shocker Business Plan Competition.	On average we desire that entrepreneurship majors to score ¼ standard deviation higher than other students who participate in the competition.	Scores from external raters TBA	TBA
Objective 6: Understand the financial requirements for a business including projected financial statements that detail	Tests and Projects in ENTR 455. Business plan development ENTR 668. Participation in the Shocker	On average we desire that entrepreneurship majors to score ¼	Scores from external raters TBA	TBA

start-up costs, operating penses, and revenue generation. (ENTR 455, 668)	Business Plan Competition.	standard deviation higher than other students who participate in the competition.		
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- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, 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 goals and objectives of the program as listed in 1e).

Student Satisfaction (e.g., exit survey data on overall program satisfaction). Percent satisfied or higher								Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years					
Year	Result (e.g., 4.5 on scale of 1-5, where 5 highest)							Year	N	Name of Exam	Program Result	National Comparison±	
	N	ENT					N						MG
1								--	--	1			
2								--	--	2			
3	28	89.3								3			

*only 2012 year results available per OPA

Students are required when submitting a degree to complete an exit survey that asks questions connected to their degree program. WSU 2012 exit survey results show Entrepreneurship major satisfaction high at nearly 90%. This ranks the major 14th out of 55 total WSU majors in satisfaction for 2012. From both absolute and relative perspectives, this is a high satisfaction level.

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).

Goals/Skills Measurements of: Oral/written communication, Numerical literacy, Critical thinking and problem solving, Collaboration and teamwork, Library research skills, Diversity and globalization	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/>

KBOR goals are not assessed at the major level. However, these goals are assessed at the degree level in the Barton School for AACSB International (Association to Advance Collegiate Schools of Business) accreditation.

- e. 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.

Concurrent Enrollment Assessment Report

Entrepreneurship 160

The Entrepreneurship major within the Department of Management at Wichita State University offers concurrent enrollment credit for ENTR 160 (Entrepreneurship), which is a General Education Introductory course. In this course students are introduced to the world of small business with considerable attention to elementary concepts of planning, financing, starting and managing a new business. The course objectives for 160 classes offered on campus as well as in local high schools are as follows:

- Analysis of personal strengths and weaknesses as they relate to launching an entrepreneurial career
- Overview: entrepreneur profile (traits and behaviors), planning the business, legal requirements
- Business Research: researching the market, industry analysis, competitive analysis, location/facilities
- Marketing: customer pricing, promotional activities
- Managing/Financing: human resource management, financial plan, capitalization and financial projections, management control tools

In order to assess whether these objectives have been met, the Center for Entrepreneurship with the department faculty, designed an Assessment Plan in the spring of 2011 centered The assessments for this class centered around each individual student's selection of a hypothetical business which they named, researched and "created". The assessments for this class included:

- 19 Class work/Homework assignments
- 7 Tests and Quizzes
- 7 Projects
- 2 Record Keeping exercises
- Final Exam which consisted of a shortened business plan and a PowerPoint presentation.

Each of the above categories was worth 20% of the student's overall grade.

The decision points are as follows: A = 100-93; A- = 92.9-90; B+ = 89.9-87; B = 86.9-83; B- = 82.9-80; C+ = 79.9-77; C = 76.9-73; C- = 72.9-70; D+ = 69.9-67; D = 66.9-63; D- = 62.9-60; F = Below 60

Spring 2011 Grades (8 total students):

	Concurrent Students:	Non-Concurrent Students:	WSU Class
Credit Grades:	A (3), A-(3),B+(1)	B+	A (3), A- (1), B+(2), B(1), B-(1),D+(2), F(7), W(8)
Credit Average	A-	B+	1.8
Overall Class Average:	A-		

Fall 2012 Grades (9 total students):

	Concurrent Students:	Non-Concurrent Students:	WSU Class
Credit Grades:	A (3), A-(2),B+(1), B (2)	N/A	A(4), A-(2), B(2), B-(3), C(2), C-(1), F(6), W(8)
Credit Average	A-	N/A	2.12 (C)
Overall Class Average:	A-		2.12 (C)

We conclude from this assessment that the concurrent enrollment students are receiving solid instruction in entrepreneurship from our partner high school, Trinity Academy.

- f. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

The Entrepreneurship major has no specialty accrediting body.

- g. 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. Attach a few examples of course syllabi that communicates this policy to students (provide as an appendix).

This information is assessed by a review of faculty syllabi and discussed during the annual performance review process. Sample syllabi are attached at the end of this report.

Success in this 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. That means two hours out of class doing reading and homework for each hour in class.

- h. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3f and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here:

The Entrepreneurship curriculum is described below. The major builds upon the broad business background required of students majoring in business. The Entrepreneurship major offers students challenging courses in the formal study of entrepreneurship and requires completion of the University's general education courses, courses in the business core, and specified classes in entrepreneurship. Students are required to identify and effectively communicate viable opportunities, clearly describe proposed products and/or services and clearly articulate the value proposition for customers and other stakeholders, develop viable business models including the resource infrastructure, target customers, cost structure, and revenue sources, compose a viable management team that has the required competencies to deliver the value proposition to customers, complete a thorough industry analysis and display understanding the context of the business including competitors, substitutes, threat of new entrants, understand the financial requirements for a business including projected financial statements that detail start-up costs, operating expenses, and revenue generation, and ultimately to research and write a business plan. Outside of the classroom environment, students have the opportunity to gain hands on experience through internships and the cooperative education program. Students may opt to study at another institution through the National Student Exchange Program or at a number of foreign universities which have exchange programs with the Barton School of Business. We have developed a specific exchange program with Pau, France in which students have the opportunity to have a foreign experience while studying entrepreneurship.

Award for Exceptional Activities in Entrepreneurship Across Disciplines

The Center for Entrepreneurship in the W. Frank Barton School of Business at Wichita State University was the 2011 recipient for the Global Consortium of Entrepreneurship Centers (GCEC) Award for Exceptional Activities in Entrepreneurship Across Disciplines at the annual GCEC Conference. The recipient of this award was judged on creating, advancing, and enabling entrepreneurship education opportunities to broad or multiple audiences across the campus, which may include academic programs, partnerships, collaborations, research, and outreach. The winner was selected based on eight different categories: leadership, availability of learning experiences for interested learners, engagement of non-business faculty teaching entrepreneurship, leadership in curriculum development, interdisciplinary programs and initiatives, innovative or model programs, and key partnerships and collaborations. Other award recipients were CUNY-Baruch College, University of Arizona, University of North Carolina and Wake Forest University.

The GCEC is an organization with over 200 members that fosters the growth of university-based entrepreneurship centers by working together to address specific issues and challenges. GCEC conference is held for members to network in workshops and discussion sessions focused on the current issues and concerns of members.

The center for Entrepreneurship will host the 2013 GCEC conference with an expected attendance of approximately 500 center directors.

Annual Business Plan Competition

A very exciting aspect of the program is the annual Business Plan Competition. Many steps are involved in translating great ideas into great businesses. A key step is the creation of a business plan. A business plan attempts to reduce the uncertainties surrounding the decisions needed to launch a business. It can be thought of as a blueprint or a roadmap. A business plan helps you determine if the business has a market, can make a profit and can produce to money you need.

The Wichita State University Center for Entrepreneurship Business Plan Competition is a state-wide student business plan competition, hosted by the Center for Entrepreneurship, W. Frank Barton School of Business. This is the marquee event for the Center for Entrepreneurship (CFE). The competition is designed to encourage student innovation and venture creation by providing a forum in which students can present new business ideas to local business community leaders, including entrepreneurs and investors.

Student teams consisting of 1 to 5 members from any 4 year college or university from Kansas are encouraged to enter. The only requirements are that all the team members must be currently enrolled as students and that the submissions are the teams' own original work and ideas. The competition consists of three rounds. After entering the competition, each business plan will first go through the Screening Round in which a group of judges read and evaluate the plans. The top 16 teams will proceed to the Trade Show. This round takes on a trade show format where each team sets up its own booth to attract visitors, among whom will be the judges for this round. All visitors are free to walk around the trade show room and talk to different teams. Each judge is to decide how much of a fictitious \$10,000 investment fund will go to each team by the end of the round. There will be eight teams that rise from the Trade Show and will be eligible to compete in the Semi-Final and Final Round. There are two stages on the final day of competition. During the Semi-Final round, the eight teams will be divided into two panels and each will give a 15-minute presentation to their panel of judges and answer any questions judges have. From the Semi-Final round there will be four teams, two from each bracket, which will proceed to the Final Round of the competition. The remaining four teams will be eligible to compete in the Elevator Pitch round. Out of the four teams, judges will the top three teams to receive prizes. The results will be announced in the evening at the Center of Entrepreneurship Annual Banquet.

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

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

EN																			
Majors				Employment of Majors* ****															
Last 3 YRs - Begins in fall and ends following summer	No. who enter or are admitted in the major	% enrolled one year later	1 Year Attrition %	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**									
Fall 09	56	42.9	57.1																
Fall 10	35	57.1	42.9																
Fall 11	36	36.1	63.9	43036	90.9	72.7	27.30	0.00											Current year only
Race/Ethnicity by Major***										Race/Ethnicity by Graduate***									
	NRA	H	AI/An	A	B	NH/PI	C	M	UNK	NRA	H	AI/An	A	B	NH/PI	C	M	UNK	
FY 10	1	4	0	1	3	0	62	1	7	1	2	0	0	0	0	24	0	3	
FY 11	1	6	0	4	4	1	65	2	5	0	1	0	1	1	0	17	0	3	
FY 12	2	3	0	4	4	0	59	0	5	1	1	0	1	1	0	23	2	2	

* 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)

*** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

****Employment data from 2011-2012 WSU Degree Candidate Exit Survey; FIGURES ARE UNRELIABLE TO POOR RESPONSE RATE

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Data from Table 2a show a relatively large number of majors and degrees conferred. These numbers reflect the need that students perceive for the major. Minors in the discipline are listed below.

Minors in the Discipline, by Academic Year (Fall, Spring)						
Data from Office of Planning and Analysis						
	2008	2009	2010	2011		
MINORS*	12, 15	24, 35	20, 21	20, 22		

While number of majors has declined, it is still high relative to its 10 year trend (not listed here). Additionally, an entrepreneurship minor for non-business students has been created, and it is our intention to grow the number of minors in our courses. That number has increased over the last five years.

^ Additionally, WSU exit surveys indicate that 100% of graduating Entrepreneurship majors hold a full time job that is either directly or indirectly related to their degree program; 39.3% report that they have recently applied for or accepted a position. The major tends to be one that is chosen by students who aspire to be entrepreneurs, or to move into entrepreneurial positions in organizations. Positions areas for recent Entrepreneurship major graduates (per WSU Career Services Salary Report) include Program Director, Projects and Special Events Coordinator, International Business

Associate, Purchasing Agent, Area Manager, Manager, and Financial Representative, at an average pay of \$43,036 for Entrepreneurship, and \$55,000 for Entrepreneurship with a Real-Estate Emphasis.

- 5. Analyze the cost of the program and service the Program 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).**

Percentage of SCH Taken By (last 3 years)

Fall Semester	Year 1 - 2009	Year 2 - 2010	Year 3 - 2011
UG Majors	23.9	27.5	32.8
Gr Majors	0	0	0
Non-Majors	76.1	72.5	67.2

- a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

The Barton School's Entrepreneurship program in the Management Department strives to provide a continuously high level of service to all its constituents. In addition to providing four required courses (MGMT 360, IB 333, ENTRE 310, and MGMT 681) for all business undergraduates, the department also offers ENTRE 160Q as part of the general education curriculum of the University. The relevancy of our classes and the subject matter applicability to the many different majors and professions also make them appealing to many non-business students across the WSU campus. Additional connections with students are made through our faculty involvement with the Association of Collegiate Entrepreneurs (ACE).

Our faculty expertise enables them to act as consultants, speakers, and trainers on campus, in the Wichita area, and throughout the world. Our faculty serves as a frequently demanded consulting pool for local nonprofit organizations and the WSU community.

The Department faculty also provide significant service to the discipline. Our faculty have served as external reviewers for several faculty seeking promotion and tenure at other universities. The faculty have also made numerous presentations at national and regional conferences. The Center for Entrepreneurship is recognized as one of the leaders in the field of entrepreneurship. The Center continues to host visitors from other institutions who see the Center as a model in the field. The Pau student/faculty exchange program is the result of such visits.

The program provides course work for other academic programs in the University. Because entrepreneurship is an all-encompassing discipline, it is beneficial to the program and the community to offer students from all disciplines at both the undergraduate and graduate levels the opportunity to learn about business startups, growth, and other entrepreneurial activities. The faculty in the Entrepreneurship program teach ENTR 310, which is a required course for all business students. Approximately 70% of the credit hours generated by the Entrepreneurship faculty are taken by students earning other degrees. Recently a minor in Entrepreneurship for non-business majors was approved which only requires students to be juniors in good standing in their majors. This will greatly facilitate the entry of non-business students into the courses.

The Fine Arts faculty now teaches a course entitled "Entrepreneurship in the Fine Arts". ENTRE 160: An Introduction to Entrepreneurship is designed specifically for the non-business major. Students majoring in engineering, health care, education, and psychology, to name a few, benefit from their exposure to the world of small business.

The Center contributes credit hour production to the University and by virtue of its outreach programming is considered to be one of the University's institutional builders. The Center contributes to the community by bringing students who are interested in pursuing an entrepreneurship major to Wichita. Upon completion of their studies, many students choose to remain in Wichita because of its entrepreneurial climate.

The service provided by the Entrepreneurship program is primarily funneled through the activities of the Center for Entrepreneurship. Activities include the Kansas Family Business Forum. The KFBF sponsors educational seminars which bring owners, families and managers together to address issues of ownership and management succession, strategic planning, estate planning, family dynamics and family governance. Forum programming features a mix of national and local experts on family business issues. In addition to the educational seminars, the KFBF incorporates opportunities for smaller peer-to-peer group meetings. These include Personal Advisory Groups, which are designed to address the specific family business needs of the president, CEO or founder of the family business and Executive Breakfasts, which enable in-depth roundtable discussions of issues pertinent to the membership. The Entrepreneurship Forum Series offers a line-up of panel members that are a talented group of world class entrepreneurs and specialists. The panel will share their "lessons learned" and unique experiences. The Rural Entrepreneurship initiative provides instruction in small business topics to small-business owners in rural communities across the state. The Practical Entrepreneurship Training series provides Friday seminars to the small business community and students each Friday afternoon during spring and fall semesters.

The program's cost effectiveness. The faculty in the department of Management collectively teach four required courses for the Barton School of Business and provide the instruction for four majors within the college (Management, Entrepreneurship, International Business, and Human Resource Management). In addition, the courses offered by the department are electives in a number of majors in the college and in other majors across the university.

Cost per credit hour data is no longer provided by the university for program review so cost efficiency cannot be directly addressed.

Faculty Productivity: Student Credit Hours per Full Time Equivalent Faculty (SCH per FTE). SCH per FTE is one of the most widely used measures of faculty teaching productivity, since the university is funded on the basis of credit hours generated. Therefore, the most productive and efficient faculty will generate more student credit hours per faculty member. The average SCH per FTE of the Management Department over the last five years was 281.6. (These data are not easily disaggregated to the major program level given shared overhead of faculty and other resources).

5. Report on the Program'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

The last review conducted (2008) did not ask for program goals.

7. Summary and Recommendations

- 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). Identify three year goal (s) for the Program to be accomplished in time for the next review.

The Entrepreneurship major is a highly visible major which provides a rather unique educational experience for students. It is closely integrated into the local entrepreneurial community and its faculty are engaged in the community both locally and globally.

Strengths of the Entrepreneurship major include a very highly qualified faculty who regularly score very highly on SPTE teaching evaluations, are highly research productive, and provide strong levels of service to the university, profession, and community. Another strength is offering a curriculum and student service that satisfies students at a high level (nearly 90%).

The learning objectives of the entrepreneurship program are aligned with the scoring rubric for the Shocker Business Plan Competition. We have collected scores for all participants in the competition over the past two years. We will collect data from all participants this year as well. Moving forward all undergraduate majors will be required to submit to the Shocker Business Plan Competition and will be assessed by panels of business people from the community. Our objective is continuous improvement of scores.

The main programmatic objective/goal of the Entrepreneurship program is to increase the number of non-business students participating in the entrepreneurship curriculum. The core courses in the curriculum are closely aligned with the learning objectives of the program, and also aligned with the scoring rubric for the Shocker Business Plan Competition. At the program level we have added a minor for non-business undergraduate students and a certificate program for Graduate students. The overall objective is to spread entrepreneurship education across campus by increasing the number of students involved in entrepreneurship, but not necessarily to increase the number of majors.

Per that goal, employment data reported earlier shows that 72.7% of Entrepreneurship majors are working in an area related to their degree, but fewer are seeking self-employment (as entrepreneurs). Hard data is currently not available to assess actual percentages of graduates that are self-employed.

Learning goals, assessment tools, target criteria, and results and analysis/changes in response to results were also reported, and will be followed up on in the next program review.

**WICHITA STATE UNIVERSITY
W. FRANK BARTON SCHOOL OF BUSINESS**

Course Syllabus

ENTR 440 New Venture Feasibility Analysis

Fall 2012

Class meets in room 010 in Devlin Hall

9:30 – 10:45 p.m. Tuesday and Thursday

Professor: Dr. Gaylen N. Chandler
Office: 207 Devlin Hall
Office Phone: 316-978-5253
E-mail: gaylen.chandler@wichita.edu
Office Hours: Tuesday and Thursday 10:45 AM to noon

TEXT AND READINGS: This course is intended to help you develop your ability to identify and evaluate business opportunities. In a very real sense I am asking you to improve your creative thinking abilities and your critical thinking abilities in the same course, and for some of you this may not be entirely comfortable. In most courses you accumulate a body of knowledge. To be successful in this course you must change the way you think. Traditional textbooks do not do that for you. I have spent a lot of time over the past few years developing materials for this course. It has resulted in a unique text and body of readings. We have signed a contract with a publisher, but since the material is not yet published, I will make it available to you through blackboard--FREE.

OBJECTIVE: A small number of people seem to have a knack for coming up with good business ideas. For the rest of us it is not very easy to come up with great ideas and turn those ideas into functioning businesses. This course is for students who want to learn how to identify and evaluate entrepreneurial opportunities in order to pursue those ideas that have the greatest chance of success. Starting any kind of business requires a lot of work. Why not invest that work into projects that have greater potential than just barely getting by?

This course has two major components. The first is ideation. This requires you to think outside the box and become a creative problem solver. The best new business ideas represent solutions to problems encountered by a large enough number of people to constitute a market. Thus, initially we will focus on identifying problems and solutions. Then we will shift our emphasis and start developing critical thinking skills. A key part of this course will be the systematic

evaluation of each component of a business idea and the crafting of specific strategies and tactics to turn that idea into a functioning, profitable business. We will pay careful attention to the types of analysis necessary to develop a solid business model for a profitable new venture. In addition, we will also address the specific skills necessary to make successful presentations to future stake-holders in the business.

Students who complete ENTR 440 will:

- Acquire tools to creatively solve problems and generate venture ideas.
- Develop a stronger ability to recognize and develop opportunities.
- Strengthen verbal communication through multiple presentation opportunities.
- Acquire the tools to assess the value of a new venture idea.
- Understand how to develop and implement a viable business model

Opportunity identification and analysis is not just a matter of market research, financial analysis and other technical skills. It is also about connecting with real humans, whether they are other entrepreneurs, customers, suppliers, partners, or employees. Some of you may think that starting a company is a dream come true—and it can be. But the reality is that entrepreneurship demands that you live with ambiguity in an insecure world, and is not for everyone.

In spite of the obstacles, in my opinion, entrepreneurship is one of the most exciting and rewarding of life's occupations. Most of the job growth in the U.S. over the past two decades has come from small and emerging businesses. In addition, many WSU Barton School graduates believe they will find themselves either starting or working in small business. Because 1/3 of new ventures fail by the fifth year, 1/3 endure, but aren't profitable, and only 1/3 are profitable during that time period, it is my responsibility to help you develop your critical thinking skills and increase your chance of ending up on the high end of the top third.

Course Assessment

Each of the above objectives will be assessed through course embedded assessment mechanisms.

- Acquire tools to creatively solve problems and generate venture ideas.
 - Assessed through my evaluation of your idea register
- Develop a stronger ability to recognize and develop opportunities.
 - Assessed through your idea register, the business concept statement, and the opportunity assessment and presentation.
- Strengthen verbal communication through multiple presentation opportunities.
 - My assessment of your business concept statement, elevator pitch, and opportunity assessment presentation.
- Acquire the tools to assess the value of a new venture idea.
 - Assessed through opportunity assessment and presentation and exams.
- Understand how do develop a viable business model.
 - Assessed through participation and exams.

Class Preparation/Homework/ Participation/Quizzes	120 points
Two written case analyses (40 points each)	80 points
Exams (2-100 points each)	200 points
Idea Register	100 points
Business Concept Statement	50 points
Elevator Pitch	50 points
Problem Identification Interview	50 points
Opportunity Assessment Written Exercise	150 points
Opportunity Assessment Presentation	50 points
TOTAL	850 points

A	793 and above
A-	765 to 792
B+	737 to 764
B	708 to 736
B-	680 to 707
C+	652 to 679
C	623 to 651
C-	595 to 622
D	510 to 594
F	Less than 510

Homework, Participation and Quizzes (120 pts)

There will be several homework assignments valued at 10-20 points each. I will also randomly give four or five short quizzes on the reading. Participation grades will be based primarily upon the following three areas: attendance, active participation in learning exercises, and quality of the comments and issues you discuss in class.

Written Case Analyses (80 pts)

There will be two written case analyses (40 points each) in which you will apply some models we have discussed in class to a case.

Two Exams (100 points each--200 pts)

There will be two exams scheduled during the term. They are application oriented. You will be given a case and asked to apply the tools we have learned in an essay format.

Idea Register (100 pts)

In order to identify opportunities for entrepreneurial ventures, you must begin to “think entrepreneurially” and watch for opportunities in your daily life. One way to do this is to maintain an idea register. We will begin making entries in the registers as scheduled in the course schedule in this syllabus. They will be collected nine weeks later. I want you to come with five ideas a week, so you should have 45 clearly articulated ideas. Each idea should *clearly describe what the product or service is, specifically describe the problem or unmet need the business would fill, have a clear description of the value proposition for potential customers, and include a clear statement of what/who the target market is.* Bring the registers to class each class period as we will be sharing ideas with others. The objective is to get you to develop a

habit of seeing potential business ideas all around you—do this regularly. I may do a few spot checks of idea registers. If you wait until the due date, and then try to write all 45 you will have missed the point of this exercise.

Problem Identification Interview and Presentation 50 pts).

Interview someone who is working in a full-time position in an industry that you are interested in. Select an industry that is favorable to new firms. Find out the greatest unresolved work problems they face.

Ask the following questions:

What are the greatest changes in your industry?

Are there products or services that you wish you could obtain, but don't know where?

Do some of the products you use lack features that you wish they had?

Are there some things you do that you wish you could outsource?

What is the largest complaint you have about the work flow in your organization?

Are there products or services that your customers request, but that you don't provide?

Is there some way that technology might be applied to improve your work processes?

Is there some change in the regulations that will make you do business differently?

Based on the interview identify three or more potential business ideas that would meet unmet needs in this industry.

Turn in a 2 to 3 page document on the day you present your problem-identification interview to the class. The document should address the answers to each of the above questions, and identify three ideas that come from the answers to the questions. You will have a chance to do a two minute presentation in class. This will be informal without PowerPoint slides, but I will expect you to present in front of the class.

Business Concept Statement and Elevator Pitch (50 points each--100 pts total)

Drawing upon one of the ideas created in your idea register, students will write an analysis (max 2 pages double-spaced) of a business idea you think is credible. Students will then present their business idea to the rest of the class in an "elevator-pitch" format (3 minutes or less). The class will act as investors and will "choose" the projects they would be willing to fund. Your grade on the verbal part of this assignment will be based upon the amount of "funding" you acquire for your idea.

Opportunity Assessment and Presentation (150 and 50 pts--200 pts total)

Use the opportunity assessment model we discuss in class to compare and contrast your three favorite opportunities. Include a clear description of each business model. The details of the opportunity assessment assignment will be presented in class. The presentation will also be discussed in detail in class.

Class Schedule (Note that there are two time blocks scheduled for each 3 hour class period)

Day	Preparation	In Class
Jan 22	Attend-Read Preface (Blackboard)	Review Syllabus/Introductions
Jan 24	Chapter 1 (Blackboard)	In Class/ Magazine/Newspaper exercise: What did you read about that might suggest a business opportunity for you.
Jan 29	Chapter 2 (Blackboard)	In class exercise. Creating a product. Start Idea Register (5 ideas a week until April 4th)
Jan 31		<p>Prepare a 2 page Homework Document. (20 points)</p> <p>First Page</p> <p>Who are you? Complete the three exercises described in Chapter 2 and posted on blackboard:</p> <ol style="list-style-type: none"> 1. http://www.personaldna.com/tests.php 2. Career Orientations Inventory (posted on blackboard) 3. Should You Be An Entrepreneur? At the end of the chapter. <p>Write a one page document describing what you learned from these three exercises.</p> <p>Second Page.</p> <p>What kinds of things do you like to do? What things do you do well? Who do you know? What kind of access do you have to tools and equipment? What access do you have to contacts? What access do you have to financing?</p> <p>Be prepared to discuss what you learn from the exercise in class.</p>

Feb. 5	Chapter 3 (Blackboard) Drucker (Blackboard)	Prepare 1 page homework assignment (10 points). Based on the issues identified in the readings, identify an industry that contains enough of those characteristics that it should be accepting of new ventures. Describe the characteristics of the industry and why it should be favorable for new ventures
Feb 7		In class case: Logoworks.
Feb 12	Chapter 4 (Blackboard)	Prepare 1 page homework document: (10 points) After reading the chapter, Read at least two articles about things outside of your area of expertise. Talk to someone who is different than you in some way. After doing these activities, write a one page document about some of the things that you learned that could be indicative of business opportunities that you have never thought about before. Be prepared to discuss these in class.
Feb 14		In class video: We will watch a documentary video that deals with emerging technologies.
Feb 19	Chapter 5 (Blackboard)	Prepare 1 page homework document (20 points): Clearly describe a problem you have dealt with in the past few months that you wish you could find a solution for. Write it down in less than 1 page. In class: brainstorming solutions to your problems. In class: discussion of ideas in your idea log.
Feb 21		Turn in write-up of your problem identification interview as described in the syllabus (This is the 50 point assignment described earlier in the syllabus) Prepare to describe what you learned verbally in class (about 2 minutes). This will be an informal presentation, but I will ask you to stand at the front of the classroom.
Feb 26		Essay Exam 1 (100 points: Take Home Exam)
Feb 28	Chapter 6	Five Dimensions of Demand: In class: Applying demand dimensions to some of your ideas.

Mar 5	Chapter 7 (Blackboard)	Integrating Supply and Demand In class: Discussion of ideas in your registers
Mar 7		How to develop a concept statement and elevator pitch
Mar 12		Hand in concept statements (50 points) Elevator pitches (2 minutes) (50 points)
Mar 14	Chapter 8 (Blackboard)	Industry Favorability
Mar 26	Chapter 9 (Blackboard)	Protecting the Opportunity
Mar 28	PCI Case (Blackboard)	2 page write up and discussion of PCI. 40 points (apply the dimensions of demand, supply issues, and protecting market space issues to the PCI case)
Apr 2	Chapter 10 (Blackboard)	Play to Your Strengths.
Apr 4		Idea registers due (45 business ideas over the past 9 weeks 100 points). (Discussion of your favorite ideas---be prepared to share what you consider to be your two best...spend about 1 minute per idea, 10 points)
Apr 9	Chapter 11 (Blackboard)	The business model
Apr 11		Opportunity Assessment and Presentation
Apr 16	Case Study 2	2 page write up of a case study in which you apply the concepts of the business model analysis (40 points)
Apr 18	Chapter 12	Business development processes
Apr 23	Chapter 13	From Business Model to Business Plan
Apr 25		Opportunity Assessment Due (150 points)

		Presentations
Apr 30		Presentations
May 2		Essay Exam 2 (100 points)
May 7		Presentations
May 9		Presentations

Course Policies

Electronic Communication: I will use e-mail and blackboard communication during the class. Check for blackboard announcements each day we have class. Most of my communication will be through Blackboard. If you have questions for me, I spend quite a bit of time in my office, so feel free to drop by or call. However, e-mail usually works best for simple questions.

Professionalism:

Just as will be expected of you in the business world, you are expected to behave professionally in this class. As part of helping you prepare for future business success, you should behave the same as you would in interacting with other business people on a professional level. **Following are guidelines of professional conduct that is expected of you in this class:**

1. Much of what you learn in this class is experiential, and will occur during class. This is not the kind of class that you can read the book, review the presentation slides, and get an A in the class. Success in the course requires that you change the way you think, and that usually doesn't happen in isolation. Being absent from class means that you miss valuable interactions that might spur your thinking, and cannot be replicated outside of class. I do understand that occasionally something comes up, so if you are unable to attend a class meeting please send me an e-mail **prior to the class meeting**. Given the nature of the course and the grading you are not likely to fare well in the course if you are not a regular attendee.
2. Be attentive during our meeting and focus on what we are doing. Turn off your cell phones at the beginning of class and don't spend time texting or playing games.
3. The format is usually discussion oriented. I try to learn names early in the semester and I tend to do a lot of "cold-calling". If you are not listening, you won't be able to respond appropriately when I call on you. That wastes everyone's time.
4. Feel free to ask questions related to the class meeting's topic, and be willing to discuss, exchange, and defend ideas and concepts in an open-class environment, as this helps everyone learn.

NOTE: New section below on definition of work required for an hour of credit MUST be included (U.S. Dept. Education mandate). Additional information is at

<http://webs.wichita.edu/r.asp?u=academicaffairs&p=/DefinitionAndAssignmentOfCreditHours/>

Course Workload Statement

Success in this 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. That means two hours out of class doing reading and homework for each hour in class.

Academic Integrity Statement

The following statement on Academic Honesty is taken from the WSU Policies and Procedures Manual. The complete statement may be found at the following URL:

http://webs.wichita.edu/inaudit/ch2_17.htm

“2. A standard of academic honesty, fairly applied to all students, is essential to a learning environment. Students who compromise the integrity of the classroom are subject to disciplinary action by their instructor, their department, their college and/or the University. Violations of classroom standards of academic honesty include, but are not limited to:

- a. Cheating in any form, whether in formal examinations or elsewhere.
- b. Using or submitting the work of others as one's own original work without assigning proper credit to the source.
- c. Misrepresentation of any work done in or out of the classroom or in preparation for class.
- d. Falsification, forgery or alteration of any documents pertaining to academic records.
- e. Colluding with others in an effort to obtain a grade or credit not truly reflective of what the student knows or has learned.

Students violating such standards must accept the consequences and appropriately assessed penalties, which may include a reprimand, a failing grade, or suspension or dismissal from an academic program or the University. Students accused of abridging a standard of academic honesty will be provided with mechanisms for review and appeal of decisions regarding allegations of academic misconduct.”

In addition, students should be familiar with the Student Code of Conduct found at the following URL:

http://webs.wichita.edu/inaudit/ch8_05.htm

At a minimum, a student caught behaving in a dishonest manner on an examination will be given an F in the course.

If you believe you have been wrongly accused of academic dishonesty, there is an established appeal process. You can get information from the Dean's Office, room 100 Clinton Hall.

I take instances of **plagiarism** very seriously. Please be sure you understand what plagiarism is and how to avoid it. One useful resource is <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Another useful resource can be found below:

<http://library.wichita.edu/empower/>

DA Notice:

If you have a physical, psychiatric/emotional, medical, or learning disability that may impact on your ability to carry out assigned course work, you are encouraged to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex Room 173 (phone # is 978-3309). DS will review your concerns and

determine, with you, what accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Email Expectations:

The Barton School, and WSU in general, use email for most communications with students. These emails automatically go to your **@wichita.edu** email address.

You need to make sure you:

- Check your email every day.
- If you normally use a different email address than your @wichita.edu address, set up your WSU email account to automatically forward emails to your other address - details are below. **WARNING:** Hotmail, Gmail, etc. sometimes decide WSU emails are spam. **MAKE SURE** you tell your email account that email from @wichita.edu is not spam.
- If you use email forwarding, keep your forwarding address up to date.

Setting up email forwarding:

1. Log in to myWSU.
2. On the **Student Resources** tab, click **Log into Student Webmail** and log in.
3. Click **Options** near the top center in the border area.
4. Select **Settings** along the left column.
5. Near the bottom of the page that opens click **Enable forwarding**. Type the email address you wish to forward to in the rectangle that is provided.

Finally, click **Save Changes**. Please call the Help Desk at 978-3655 if you need further assistance.

ENTREPRENEURSHIP/MARKETING 606 NEW PRODUCT DEVELOPMENT & INNOVATION

Spring 2013

Tuesday, Thursday 11:00 AM.– 12:15 PM.

Devlin Hall 106

Professor: Chris Broberg, Ph.D.
 Office Hours: Devlin Hall 206 Wednesday 2 -3 pm, or by appointment
 Telephone: 978-5175 (Office)
 E-mail: chris.broberg@wichita.edu

COURSE MATERIALS

Cooper, Robert G. 2001. *Winning at New products: Accelerating the Process from Idea to Launch*. Fourth edition. ISBN 13: 978-0465025787

Heath, C. & Heath, D. “*Made to Stick: Why some ideas survive and others die*” ISBN 13:978-1400064281

Harvard Business School (HBS) cases: Instructions will be given in class how to access and purchase HBS cases.

COURSE DESCRIPTION

This course will use textbook readings, class discussion, project work and cases to familiarize students with the processes, tools, and best practices used in developing new products. New products are the engine whereby firms achieve a sustainable competitive advantage and growth and as such represent an important topic area for future entrepreneurs and business leaders. Topics will include reasons for new product failure, the use of stage gates in planning new products, idea generation techniques, ways to stimulate idea generation and innovation within teams, conducting market research, lean start-up techniques, concept testing, new product strategies, and launching new products effectively such that the new product idea “sticks” in the mind of potential consumers. This course mixes theory with practice, and challenges students to apply principles and concepts to real world situations. The goal of the course is to develop the conceptual, analytical, and decision making skills expected of entrepreneurs and managers working in new product development.

EARNING OBJECTIVES

- Develop skill in the new product development process.
- Understand the opportunities and challenges typically encountered by new product development teams.
- Demonstrate competency in capturing customer needs and translating them into new product concepts.

- Cultivate the ability to validate new product assumptions
Learn how to recognize, evaluate, and exploit an opportunity.
- Develop your conceptual, analytical, and decision making skills.
- Experience how to develop a new product working within a cross disciplinary team.
- Apply knowledge to a new product development project

ATTENDENCE

My expectation for attendance is that you are: (1) present, (2) on time, (3) prepared, and (4) participating.

I will “take attendance” during class for a grade (participation points). If you are absent and unexcused, you earn a zero for any daily grade or activity which may be assessed during that class. If you are unexcused, this grade cannot be “made up.”

In addition, if you know that you need to be absent for some other legitimate reason (i.e., a job interview, your brother’s wedding, a family member’s funeral, etc.) please see me *in advance* and we can make arrangements for you to obtain materials and assignments given in class.

PREPARATION FOR CLASS;

It is impossible to discuss an assignment actively without being prepared in advance. I expect you to have read the assignments, formed comments and questions, taken notes in response to the text, etc. – *prior* to class. Bring your textbook to class; we will routinely “use the book” in class.

COURSE WORKLOAD STATEMENT

Success in this 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.

GROUPS:

For the class project you will work in groups of three or four students. In order for you to benefit from the group project you need to be actively involved in its completion. Make sure you do more than your fair share of the work. It is your responsibility to contribute actively to your group. No one should have to chase you down to contribute; the burden is on you to make sure you are doing more than your share. At the end of the course, each of you will evaluate your own and your group partners' contribution to the development of your new product development project. If it is evident that a group member has not contributed to group project, I reserve the right to reduce the grade received by the group for that individual.

CHANGES TO SYLLABUS:

This syllabus is subject to change. Announcements in class take precedence over any other communication. "You must have mentioned that on the day I was absent," will *not* be acceptable as an excuse for missed assignments, not knowing about changes in test dates, etc. I will also update blackboard with any changes so you should check this periodically.

ADA STATEMENT:

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, 978-3309 (voice/tty). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

QUALITY OF WORK:

All written work should be proofread to avoid mistakes and grade penalties. I expect upper-division college students to be proficient in writing and speaking in the English language. Oral presentations and written work, especially, will be downgraded when not produced in standard English. If you have concerns about your written and oral presentation abilities or if you are "a bit rusty" on written work, I recommend you get help from the Writing Center in 601 Lindquist Hall.

ACADEMIC INTEGRITY:

A standard of honesty, fairly applied to all students, is essential to a learning environment. Students violating such standards must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal.

Dismissal from a college for academic dishonesty constitutes dismissal from the University." This is an excerpt from the Student Code of Conduct. The complete Code may be found on-line at the WSU Policies and Procedures Manual at: http://webs.wichita.edu/inaudit/ch8_05.htm

Students are responsible for learning the content of the course of study as outlined by the instructor and for demonstrating their attainment in an honest manner. Students who compromise the integrity of the classroom are subject to disciplinary action on the part of the instructor and the University, including receiving a grade of F for the class.

Violations of classroom integrity include:

1. Cheating in any form, whether in formal examinations or elsewhere.
2. Plagiarism
3. Misrepresentation of any work done in class or in preparation for class. This includes putting your name on homework or a team project where you haven't done the work.
4. Falsification, forgery, or alteration of any documents.
5. Disruptive behavior or abusiveness toward faculty or fellow students.

At a minimum, a student caught behaving in a dishonest manner on an examination will be given an F in the course. I take instances of plagiarism very seriously. Please be sure you understand what plagiarism is and how avoid it. One useful resource is <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

CIVILITY IN THE CLASSROOM:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have an opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from using mobile/smart phones, texting, eating or drinking in class, making offensive remarks, reading newspapers, sleeping, or engaging in any other form of distraction. In particular, I consider late arrival to class, early departure from class, ringing cell phones and talking with your neighbor out of turn as classroom incivilities. Inappropriate behavior in the classroom shall result in, minimally, a request to leave class. The use of laptop computers or other such devices in the classroom is a privilege. The *first* time I see a student checking emails, playing games, instant messaging, etc., that student will lose this privilege for the rest of the semester.

STUDENT PERFORMANCE EVALUATION

Your grade will be determined by your performance on the following assignments, totaling 500 possible points.

ENTR/MKT 606 Requirements

1. Participation	55
2. Case write ups and analysis	60
3. Exams (2) (75 points each)	150
4. Initial Product Description	10
5. Preliminary Market Assessment	40
6. Two Concept Tests (25 points each)	50
7. New Product Final Project	100
8. Final Presentation	35

TOTAL 500

GRADING SCALE

465 – 500 A

450 – 463 A-

435 – 449 B+

415 – 434 B

400 – 414 B-

385 – 399 C+

365 – 384 C

350 – 364 C-

335 – 349 D+

315 – 334 D

300 – 314 D-

Below 299 F

PERFORMANCE COMPONENTS

PARTICIPATION (55 Points)

Participation in class will involve the following:

- Attendance & participation in daily class discussion – 40 points
- Activities that demonstrate collaboration with engineering team – 10 points
- Entrepreneurship Forum Series – 5 points

Attendance & class participation (40 points): Active participation is vital to get the most out of this course. Your participation grade will be based upon your attendance in class, your participation in class, and your contribution to team assignments. Much of our class time will be dedicated to class discussion. Therefore it is vital that you come prepared to discuss the chapter or case assigned. I will give full points to those students who demonstrate their preparedness by not only participating frequently but also through advancing the class discussion in meaningful ways. In other words, both quantity and quality matter with respect to class participation. Accordingly, I will track the quantity and quality of your participation during the class. We have 17 class periods that are either a case discussion or a discussion over chapters in the textbooks. After each of these classes I will review participation and award 2 points for each student that contributed quality comments. 20 points of the participation points will be dedicated to your class participation. So you need to provide quality comments in at least 10 class discussions to get full participation points

Twenty points will also be dedicated to attendance to class. While attendance is expected, I understand that there are times due to unforeseen circumstances that you will not be able to attend class. Accordingly, I will allow 2 unexcused absences without penalty on your participation points. After two absences, however, you will have 4 points deducted from your total participation points for each absence.

Collaboration with Engineering Team (10 points): You will be assigned to work with a student engineering team from the electrical & computer engineering senior design class as part of your new product development project this semester. To make this project a success there needs to be good communication between you and your engineering team partners. Accordingly, 10 points of your participation will be demonstrating that you are doing all you can to make yourself available to meet and communicate with your engineering team partners. These activities can include participating in the initial brainstorming product session at the Cerebral Palsy Research Foundation (CPRF) with the engineering class as well as attending multiple meetings with your engineering team to share information and ideas. Please keep track of all activities that you do with and for your engineering teammates. Then at the end of the semester as part of the peer evaluation I will ask you to list these activities. Your points for this aspect of class participation will be evaluated based upon the collaborating activities that you list on your peer evaluation.

Forum Series (5 points): Further as a part of your participation grade, I request that you attend 1 out of the 3 entrepreneurship forum series events this semester. The forum series is a series of lectures by successful entrepreneurs discussing their experiences in starting a new business. This information will be valuable to you as you consider the actions needed to successfully develop new products and will likely provide insights helpful to your writing of your new product development plan. Attendance and a one page summary (1.5 spaced) of what you learned from the event will give you up to 5 participation points. Forum series lectures will be held Thursday February 7th, Thursday March 7th, and Thursday April 4th at 3:30 P.M. in Devlin Hall room #107. I will announce further information about these events in class. If your schedule prevents you from attending these events, I will provide an alternative assignment for you. For extra credit, you can attend more than one forum series along with turning in a one page summary. I will award 5 extra credit points for each forum series summary that you turn in beyond the first required one. **Please turn in your summary write up two weeks after attending the event. Forum series write ups that are turned in after two weeks will be subject to a late penalty**

Peer Evaluation: Further, part of your participation will be to complete a peer evaluation at the end of the course. The peer evaluation will ask you to evaluate your own contribution to your team's work and your assessment of each team member's contribution. Peer evaluations will be due on the last day of class, May 9th. Please either turn in your peer evaluation in class or email me the form. **If you fail to turn in a peer evaluation form by May 9th I will deduct 10 points from your participation points.**

CASE ANALYSIS WRITE-UPS (60 Points – 10 points per case paper)

To examine how new product concepts are applied in actual companies we will read, analyze, and discuss six Harvard business cases. Each class member should first read the case thoroughly and then prepare a case write up. Specific individual questions will be provided to you for each case but for each case you should prepare answers to the following questions.

1. What is the central issue of the case? Pay particular attention to the problems/issues concerning the company's new product development process.
2. What are the key facts from the case?
3. What do you recommend that the entrepreneur/company do going forward? What solutions do you suggest will solve the identified issues/problems? Be prepared to presents logical arguments in defense of both the problem definition and the recommended solutions.

Case write ups will be graded according to the how thorough and complete you respond to the questions. Thorough and complete responses include well-developed arguments that make specific recommendations and points and that draw upon content in the case.

EXAMS (150 points)

There will be **two** exams in the course worth 75 points each. The first exam will cover content from chapters 1-5 in the "Winning at New Products" book as well as content discussed in lecture. The second exam will cover content from chapters 6-10 in the "Winning at New Product" book, lecture, as well as the "Made to Stick" book. Both exams will consist of short answer and essay questions.

NEW PRODUCT DEVELOPMENT (NPD) PROJECT (100 Points)

A large portion of the course centers on a group new product development project. The project this semester will be working on developing a new product that serves the needs of individuals affiliated with the Cerebral Palsy Research Foundation (CPRF). The CPRF is an organization that serves and develops product for persons with disabilities. The new product will be developed in association with an engineering team from the electrical and computer engineering senior design class. The engineers will actually develop a working prototype of the product while you will work on developing the business case for the product. The business case will involve both secondary and primary research that aims to assess market and potential market acceptance of the product. To complete this project you will work in groups of 3-4 individuals not including your engineering team partners. More details will be provided in class but your report should tentatively include the following sections.

New Product Development Project Outline

- **Initial Product Description (Due Feb. 19)**
- **Preliminary Market Assessment for New Product Idea (Due March 7)**
 - Market and Technical Assessment
 - Industry Analysis
 - Competitor Analysis
 - Target Market – Customer Profile
 - Assessment of technical feasibility for product
 - Intellectual Property and Regulatory Issues
 - Initial Market Research Results

- **Voice of the Customer (Due March 26 & April 30)**
 - **Concept Test(s)**
 - Concept Test questions
 - Summary of Results
 - Raw Data
 - What to do better next time
- **Into the Market (Due with final plan May 9)**
 - Marketing Launch Strategic Plan
 - Marketing Message –
 - Describe how the message will “stick” in the minds of consumers
 - Product Positioning Strategy
 - Pricing Strategy
 - Promotion/ Advertising Strategy
 - Distribution Strategy
 - Manufacturing/ Sourcing Strategy
- **Updated Market Assessment (Due with final plan May 9)**
 - Final Product Description
 - Highlight changes from first product description
 - Update preliminary market assessment findings
 - Industry, Competitor, Customer information
 - Final Financial Projections
 - Sales and Cost Projections
 - Include assumptions and logic behind projections
- **Gate Recommendation (Due with final plan May 9)**
 - Using evidence from analysis argue why or why not product should proceed to full product development.
 - References
 - Appendix

Final project reports should include 1 inch margins, be double spaced, have 12 point font, and be approximately -35 pages in length. I expect this to be a team project which means that the work should be fairly distributed across all team members. If I discover that a group member is not doing his/her share of the work on this project through team member comments or the peer evaluation turned in at the end of the semester, I reserve the right to reduce the score received by the team for that individual. I will grade this project based upon the quality of research, the professionalism of

the report, and the quality of support you provide for your recommendations. I will also be looking for thoroughness and consistency across the various sections of the new product development report.

PRESENTATION (35 Points)

On the last two days of class each team will present their proposed new product and supporting analysis to the class. Presentations shall be no more than 15 minutes in length. Details of expected presentation content will be discussed in class.

COURSE SCHEDULE - DAY-BY-DAY TOPICS, READINGS, ASSIGNMENTS

Things might be changed as we progress – "Carpe Diem"

We will adapt our schedule as opportunities become available

Date	Topic(s) Covered and Assignments Due
Tues Jan 22	Introduction and review syllabus
Thur Jan 24	<i>WNP Chapter 1 – The Innovation Challenge</i>
Tues Jan 29	<i>WNP Chapter 2 – Why New Products Win</i>
Thur Jan 31	<i>WNP Chapter 3 – Drivers of Success – Why the Best Innovators Excel</i>
Tues Feb 5	Effectively Leading and Managing the new product development process
Thur Feb 7	<i>WNP Chapter 4 – The Stage-Gate® Idea-to Launch System</i>
Tues Feb 12	<i>WNP Chapter 5 – Next-generation Stage-Gate® How Companies Evolved and Accelerated the System</i>
Thur Feb 14	EXAM #1 Chapters 1-5
Tues Feb 19	<i>WNP Chapter 6 Discover-The Quest for Breakthrough Ideas</i> Initial Product Description Statement Due
Thur Feb 21	Case #1 Sweetwater - Case Write-up Due
Tues Feb 26	Lean Start up
Thur Feb 28	Case #2 Dropbox – Case Write-up Due
Tues Mar 5	<i>WNP Chapter 7 The Front-End Work – From Discovery to Development</i>
Thur Mar 7	Marketing Research Preliminary Market and Technical Assessment Due
Tues Mar 12	Concept Test Preparation
Thur Mar 14	Concept Test #1 at CPRF
Tues Mar 19	Spring Break
Thur Mar 21	Spring Break
Tues Mar 26	<i>WNP Chapter 8 Picking the Winners – Investing in the Right Projects</i> <i>WNP Chapter 9 Making the Gates Work – Gates with Teeth</i> Concept Test #1 Summary Due

Date	Topics(s) Covered and Assignments Due
Thur Mar 28	Case #3 Four Products -- Predicting Diffusion – Case write-up due
Tues Apr 2	<i>WNP Chapter 10 Development, Testing, and Launch</i>
Thur Apr 4	Case #4 Nestle Refrigerated Foods – Case write-up due
Tues Apr 9	<i>Made to Stick Intro and Chapters 1-3</i>
Thur Apr 11	Case #5 Microsoft's Tablet PC (Product positioning) – Case write-up due
Tues Apr 16	<i>Made to Stick Chapters 4-6</i>
Thur Apr 18	Case #6 Metabical (Pricing & sales forecasting) – Case write-up due
Tues Apr 23	Exam #2 Chapters 6-10 and Made to Stick Chapters
Thur Apr 25	<i>Concept Test #2 CPRF</i>
Tues Apr 30	Team project consulting sessions & project working day Concept Test #2 Summary Due
Thur May 2	Team project consulting sessions & project working day
Tues May 7	Presentations
Thur May 9	Presentations – Final projects due