WICHITA STATE UNIVERSITY

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 – Management _____   CIP code: 49.0104 _____

*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
Steven Farmer		
Gerald Graham		
Donald Hackett		
Bobbie Knoblauch		
Kate Kung-McIntyre		
Gergana Markova		
John Perry		
Tim Pett		
Brian Rawson		
Kirk Ring		
Jim Wolff		

Submitted by: Steven Farmer, Chairperson, Dept. of Management _   Date 4/1/2013 _____
                      (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 objective of the Management Major is to provide students with the skills and knowledge necessary to become successful managers in organizations.

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

The Management program supports the mission of the University through its teaching, the intellectual activities of the faculty, and the service activities of the faculty to the academic, business, and university communities. Thus, the Management major contributes directly to the University mission of "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." The focus of the intellectual activities of the faculty is designed to contribute to the body of knowledge in management and to disseminate research findings to the practitioner community. These purposes are accomplished in several ways. Faculty are expected to publish their research results in academic outlets at the national and regional level. Faculty are also expected to share their work with the management community by publishing their findings in widely disseminated practitioner journals.

.culty are expected to present their findings to the appropriate academic and professional associations. By focusing our research efforts on theoretical and applied academic outlets at the national and regional level, we further the University's goals of providing high quality teaching by having faculty on the cutting edge of research and transmitting this knowledge to students and making original contributions to knowledge and human understanding that help equip students and the larger community with the "educational tools" they need. The service objectives of the program are focused primarily on local and regional organizations. The intent is to offer technical support and current management thinking to private, public, and nonprofit organizations so that they can improve their effectiveness and productivity. Faculty are encouraged to blend the expertise they provide to these organizations with their teaching and research activities. Additionally, faculty are encouraged to provide support services (e.g., chair committees, review papers, etc.) to local, regional, and national chapters of both academic and professional organizations.

    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?

Mission has not changed, and no current need to change is foreseen.

    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.

The Management Department offers a BA in Management. The curriculum is listed below. The programmatic goals are to (a) offer the required courses with appropriate frequency at convenient times for the students, (b) maintain high quality instruction in the required courses, and (c) regularly update the Management curriculum content to be consistent in best practices in management.

MANAGEMENT MAJOR:
REQUIRED COURSES:
MGMT 460 – Designing Effective Organizations

MGMT 462 – Leading and Motivating
GMT 463 – Building Effective Work Teams
HRM 466 – Fundamentals of Human Resource Management

ELECTIVE COURSES:
Three courses taken from the following list. Up to 3 hours may be substituted from upper-level courses in business administration with adviser's consent. A maximum of 3 credit hours of co-op may be used in the major.

MGMT 430	Business, Government, & Society
MGMT 464	Communicating Effectively in Organizations
MGMT 661	Coaching, Developing, and Mentoring
MGMT 662	Managing Workplace Diversity
MGMT 680	Making Effective Decisions
HRM 664	Labor Relations
HRM 666	Human Resource Staffing
IB 600	International Management
IB 601	International Marketing
IF 625	International Financial Management
IB 561	International Economics and Business
Entre 440	New Venture Feasibility Analysis
Entre 620	Growing and Managing an Entrepreneurial Firm

Learning goals are:
1. Demonstrate skill in effective oral and written communication
2. Attain clear analytical and reflective thinking abilities
3. Understand ethical decision making
4. Develop active collaborative skills and the ability to work as part of a team
5. Understand how leadership affects goals and workplace motivation

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.

3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#): TTF= Tenure/Tenure Track GTA=Grad teaching assist O=Other instructional FTE			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY
			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.

NOTE: 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)	5214	4988	4991	5051			

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 Management major have terminal degrees from very good universities including:

1. Georgia Institute of Technology
2. Louisiana State University
3. Mississippi State University
4. Pennsylvania State University
5. University of Central Florida
6. University of Memphis
7. University of Oklahoma
8. Washington State University

Our two full-time Instructor level faculty have extensive high-level business experience along with graduate degrees in business from AACSB accredited universities. The Management faculty oversee the content and teaching of Management 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 are able to utilize management professionals to enrich the classroom experiences of our students. Guest lecturers, panel discussions, and debates on current management topics 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 Management major is demonstrated by the number of awards received by Management Department faculty: Two faculty have 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. Six Management Department faculty who teach in the Management major have won teaching awards from the Barton School, and one has received the WSU Fairmount Chapter of Mortar Board Educator Appreciation Award. One has received the Student Association for Masters in Business Administration Professor of the Year 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
2010-2012	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Faculty teaching in MMT major	42		26	2	17											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 the Management major are highly research-productive. Of the faculty currently teaching in this program, one is a four-time recipient of the W. Frank Barton School of Business Researcher/Writer of the Year Award, and three other faculty have won the award as well. Two have received the Wichita State University Young Faculty Scholar Award. Other awards received by Management faculty in the last three years include two best papers for journal articles (Family Business Review, Journal of Small Business Management) and three best papers at conferences (Best Paper in Family Business at the USASBE conference, Best Empirical Paper at the Small Business Institute, and Best Paper in Entrepreneurship/Innovation Track at the Southern Management Association). The subjects covered include: entrepreneurship, innovation, small and family businesses, employee motivation, volunteer management, communication in organizations, technology management, power and politics, leadership, and many others.

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

Entrepreneurship Theory and Practice
International Journal of Business Research & Management
International Journal of Entrepreneurial Venturing
International Journal of Information Technology and Management

International Journal of Productivity and Performance Management
Journal of Applied Psychology
Journal of Applied Social Psychology
Journal of Behavioral and Applied Management
Journal of Applied Management & Entrepreneurship
Journal of Developmental Entrepreneurship

Journal of Entrepreneurship & Public Policy	Journal of Social Psychology
Journal of Management Education	Management Research
Journal of Marketing Development and Competitiveness	Managerial and Decision Economics
	New England Journal of Entrepreneurship
Journal of Small Business Management	Nonprofit Management and Leadership

One faculty member teaching in the Management major is an associate editor at a premier management journal (Organizational Behavior and Human Decision Processes). Other faculty members are on editorial boards (Academy of Management Journal, Family Business Review, and the Journal of Management Studies). Additionally, Management faculty are active reviewers for the Academy of Management Journal, Journal of Applied Psychology, Entrepreneurship Research Journal, Entrepreneurship Theory and Practice, International Journal of Productivity and Performance Management, Journal of Social Psychology, British Journal of Management, International Journal of Human Resource Management, Journal of Creative Behavior, and Journal of Occupational and Organizational Psychology, as well as reviewers for regional, national, and international conferences (e.g., the Academy of Management national meetings, Strategic Management Society national meetings, and for regional Academy of Management meetings).

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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
Graduates will demonstrate effective oral and written communication skills	An oral presentation evaluated by a rubric; a writing assignment evaluated by a rubric. The rubrics ask instructors to evaluate six oral and four written communication skills. Each skill is evaluated as "unacceptable and needs improvement," "acceptable," or "exemplary"	75% of students will be rated as acceptable or exemplary in each of the six oral and four written skills	TBA	TBA
Graduates will demonstrate clear analytical and reflective thinking abilities	The Watson-Glaser Critical Thinking Appraisal – a nationally normed critical thinking exam	75% of students will score in the top 75% of the normed sample (more than 51 of 80 correct answers)	TBA	TBA
Graduates will demonstrate a knowledge of ethical decision making	A 20-item multiple choice quiz that asks students to identify elements of ethical decision making in four different scenarios	75% of students will answer 10 or more of the 20 questions correctly	TBA	TBA
Graduates will demonstrate active collaboration skills and the ability to work as part of a team	A common peer evaluation form wherein team members rate each other in seven teamwork areas as "unacceptable and needs improvement," "acceptable," or "exemplary"	75% of students will be rated as acceptable or exemplary in each of the seven rated areas	TBA	TBA
Graduates will demonstrate an understanding of how leadership affects goals and workplace motivation	A 30-item multiple choice quiz that asks students to identify how leadership affects goals and workplace motivation	75% of students will answer 15 or more of the 20 questions correctly	TBA	TBA

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	MG					
1							--	--	1				
2							--	--	2				
2012							51	90.2	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 Management major satisfaction high at over 90%. This ranks the major 13th 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:	Results	
Oral/written communication, Numerical literacy, Critical thinking and problem solving, Collaboration and teamwork, Library research skills, Diversity and globalization	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.

No concurrent enrollment courses exist for the Management major.

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

The Management 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.

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 management program at Wichita State is designed to provide students with the knowledge and skills needed to effectively manage human and nonhuman resources in all types of organizations. Accordingly, the Management curriculum is largely skills-based and designed to train successful managers. The skills that are a typical part of the curriculum (see course titles above) include leadership, written and verbal communication, teamwork, critical thinking, quantitative analysis skills, decision making skills, and problem solving skills. These are skills for which area employers report a high level of need, as indicated in our interactions with them over time. Other evidence comes from the large number of students in Management co-op. From Fall 2009 to Summer 2012, a total of 204 students took part in co-op work experiences supervised by Management faculty.

The skills noted above are also considered a critical part of a business education by the major business accrediting body, AACSB International. The program is bracketed in the accreditation provided by AACSB International (Association to Advance Collegiate Schools of Business). This accreditation is under review in the spring of 2013. AACSB accreditation requirements specifically include written and oral communication, ethical issues, and demographic diversity, which are explicitly addressed in multiple aspects of the Management curriculum above. AACSB requirements also include human behavior (such as leadership, teamwork, etc.) in organizations as a key part of the undergraduate core curriculum. As judged by these outside stakeholder criteria, quality of the Management program per its curricular content is high.

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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.

MGT

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	18	38.9	61.1							Current year only
Fall 10	21	28.6	71.4							
Fall 11	18	44.4	55.6	41944	100.00	80.00	10.00	10.00		▼

		Race/Ethnicity by Major***								Race/Ethnicity by Graduate***								
		NRA	H	AI/An	A	B	NH/PI	C	MR	UNK	NRA	H	AI/An	A	B	NH/PI	C	MR	UNK
	Fall 09	7	7	0	5	4	0	71	0	10	5	4	0	2	1	0	23	0	5
	Fall 10	7	1	0	5	3	0	62	0	6	4	2	0	2	0	0	33	0	3
	Fall 11	6	6	1	10	9	0	61	0	7	3	2	0	5	4	0	29	0	3

* 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.

Additionally, WSU exit surveys indicate that 100.00% of graduating Management majors hold a full time job that is either directly or indirectly related to their degree program; 19.6% 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 moving into management level positions in organizations. Positions areas for recent Management major graduates (per WSU Career Services Salary Report) include Research Technician, Land and Legal, Accounting Administration, Production/Assembly, IT Specialist, CMR Database Management, Store Manager, and Shift Leader, at average pay of $41,944 (per 2011-2012 WSU exit survey).

> 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 faculty in the management program teach a number of required business courses: MGMT 360, IB 333, ENTR 310, and the capstone course – MMGMT 681 – Strategic Management. Approximately 75% of the credit hours generated by the department faculty are taken by students earning other degrees.

Service to the discipline: The Management program provides service to the discipline by creating new managers who disseminate the latest management knowledge. Program faculty provide service to the management discipline by active participation in numerous professional organizations, such as the Academy of Management, the Academy of International Business, the Strategic Management Society, and the Southern Management Association. Management faculty have regularly providing reviewing services for these organizations, both on editorial boards and on an ad hoc basis, as well as acting as session chairs and discussants during the annual meetings.

Service to other programs at the university: The Management program provides support to all other programs within the Barton School. First, many students get double majors in Management and Accounting, Economics, or Marketing. Students with other majors also choose the Management minor more than any other minor. Second, several of its courses are a required part of the curriculum for all undergraduate business students. These courses include Management 360, Principles of Management, and the undergraduate business capstone Management 681. Additionally, faculty teaching in the Management major program offer several required MBA courses (Management 803 Business Decision Making and Analysis, Management 862 Organizational Behavior, and Management 885 Advanced Strategic Management). Additionally, all sections of the business capstone class, Management 681 Strategic Management, must be taught by Management faculty holding a doctorate in the strategy area, as are sections of the MBA capstone course,

Service to the community: Our faculty have provided service to numerous organizations locally, regionally, and nationally. A partial list of organizations which have been assisted includes:

For-Profit:
~ank Earnings International
ɔeing Company
Coleman Company
Cox Commercial
Crossland Construction
CyberCrop.com
Koch Industries
PPB Manor Care Facilities
Professional Engineering
Consultants
Ritchie Construction
Sasnak Corporation
Southwest Manufacturing
Star Express LLC
W.H. Smith Wholesale

Walters Morgan Construction
Company
Wichita Eagle

Non-Profit:
Association for Volunteer
Administration
Boy Scouts of America
Galachia Heart Hospital
Goodwill/Easter Seals
Humane Society of Wichita
Kansas Contractors Association
Larksfield Place
Mosley Street Melodrama
Sedgwick County Big Brothers Big
Sisters

The March of Dimes
United Way of the Plains
WYCA

Government:
Federal Home Loan Bank of
Topeka
Kansas Turnpike Authority
Missouri Department of
Transportation
Oklahoma Department of
Transportation
Texas Department of
Transportation
U.S. Army Corps of Engineers

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 ~enerated. Therefore, the most productive and efficient faculty will generate more student credit hours per faculty ember. 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).

6. 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.

Strengths of the Management major include a very highly qualified faculty who regularly score very highly on SPTE teaching evaluations, are high-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 (90%+). Weaknesses include a lack of assessment data for the last three years due to administrative oversights, limiting our ability to improve at this point via learning goals. As noted elsewhere, however, that oversight is currently being addressed. The last review conducted (2008) did not ask for program goals.

The programmatic goals are to (a) offer the required courses with appropriate frequency at convenient times for the students, (b) maintain high quality instruction in the required courses, and (c) regularly update the Management curriculum content to be consistent in best practices in management. Exit survey data on overall program satisfaction (90.2%, reported earlier) provide information about program goals overall. In terms of the first specific goal, multiple sections of all but MGMT 463 are offered every semester in day/night time frames to maximize student convenience. In terms of the second goal, student feedback via the SPTEs and accompanying qualitative feedback are used to increase Management course quality; and in terms of the third goal, the Management major was revised three years ago based on a review of Management programs at other schools and a desire to keep curriculum content current with best management practices.

ɜr that goal, employment data reported earlier shows that 90% of Management majors are working in an area related to their degree, but relatively few are seeking or getting new jobs. Thus, a new three year goal is to increase the percentage of students obtaining new and better paying jobs related to their Management major from the current 19.6% to 25%.

As noted earlier, deployment of learning goal assessment was delayed due to administrative error. Learning goals, assessment tools, and target criteria were reported earlier. Results and analysis/changes in response to results will be reported in the next program review.

MGMT 681

Strategic Management

Semester:	Spring 2013	Professor:	John Perry
Classroom:	204 Clinton Hall	Email:	john.perry@wichita.edu
		Telephone:	316-978-5316
Class Times			
Sec. 22762:	MW 11:00am - 12:15pm	Office:	310 Clinton
		Office Hours:	Mon & Thu 5:30pm-7:00pm

Overview: Strategic Management is the *capstone* course for all WSU business students. The purpose of the course is to integrate students' learning from all previous business courses. As such, students will focus on firm-level business issues and take the perspective of top managers. During the course, we will utilize readings, class discussions, and assignments that focus on the formulation and implementation of strategic management.

Objectives: The primary objectives of the course are:
>to identify and understand key strategic issues confronting managers
>to acquire the necessary tools to analyze those issues
>to discuss how business strategies are formulated and implemented
>to comprehend the dynamic nature of business enterprises

Text: Gamble, J.E. & Thompson, A.A. Jr., 2011. *Essentials of Strategic Management: The Quest for Competitive Advantage*. Third Edition. McGraw Hill Irwin: New York.

Software: The Business Strategy Game. 2012. GLO-BUS Software. (http://www.bsg-online.com/)

Method of Instruction: Seminar (discussion format) and online presentation of material. In addition, self-reflection of the material presented and discussed in class will be critical to learning.

Assessment: Course evaluation will be based on class engagement, exams, and a team simulation project..

Course Scoring Scheme

Class Engagement (20 points)		Team Simulation (50 points)	
Preparation	10.00 points	Simulation Quiz #1	1.00 points
Attendance	5.00 points	Simulation Quiz #2	1.00 points
Case Presentation	5.00 points	Investor Expect. score	20.00 points
		Best-In-Industry score	20.00 points
Exams (30 points)		Final Presentation	8.00 points
Exam #1	12.00 points		
Exam #2	18.00 points		

The following scores correspond to the to the following grades

		A	> 92.999 points		A-	90.000-92.999 points	
B+	87.000-89.999 points	B	83.000-86.999 points		B-	80.000-82.999 points	
C+	77.000-79.999 points	C	73.000-76.999 points		C-	70.000-72.999 points	
D+	67.000-69.999 points	D	60.000-66.999 points		D-	60.000-62.999 points	
		F	< 60.000 points				

Two extra credit opportunities will be available. Requests for additional extra credit will be ignored.

GRADING POLICY COMPONENTS
(For more information about each component, see Blackboard)

Class Engagement

    Attendance – I expect that you will attend every MGMT 681 class during the semester. I will take attendance at the beginning of each class section in which a chapter or case is presented. Because we will cover ten chapters and ten cases, there will be 20 class sections during which I will take attendance. To receive attendance credit, you have to be present at the beginning of class and you have to remain in class for the entire class period. You will not receive attendance credit if you arrive late to class or if you leave class early. Moreover the only excuses for being absent are a death in the family, the birth of a family member, and an illness. In all cases you must present documentation (e.g., a funeral announcement, a birth announcement. or a doctor's note) to me within a week after the absence to avoid being counted absent. No other excuses (e.g., job interviews, having to work, a broken car) will be considered and no credit for partial class attendance will be given. You will receive full credit, no credit, or an excused absence for each class section. Your attendance will be recorded weekly on blackboard by the course teaching assistant.

    Preparation – You will be quizzed on your reading and understanding of each of the class's chapters and cases. The quizzes, conducted at the beginning of each chapter and case class section, will be basic and will test your understanding of the material in the chapter/case that will be covered that in that class section. The quizzes will typically include 3-5 multiple choice questions. Your score for each quiz will be determined by the percentage of questions that you answer correctly. Your quiz scores will be recorded weekly on Blackboard. Note that in order to take a quiz, you have to be present at the beginning of the class sections, and have a piece of paper and pen or pencil to write the quiz. For more information on how your final Preparation score will be determined, see the document titled "Preparation" on Blackboard.

        Note – Because your quizzes will be scored and recorded every week, you will be able to view your scores on Blackboard. <u>For quizzes, your scores will be recorded as a percentage of the number of questions that you answer correctly (0-100) or 9 (excused).</u> Because the course teaching assistant or I may mistakenly record a score incorrectly, you may appeal a recorded score. It is your responsibility to regularly keep track of the scores that are recorded for you. If you disagree with a score I have recorded for you, you will have one week to appeal to me to change the score. After a score has been recorded for one week, if I have not received an appeal, the score will become permanent and unchangeable.

        Case Presentation – Along with your fellow team members, you will present one case during the semester. Your presentation should follow the format outlined in the Case Presentation document. For more information, see the Case Presentation document in the Class Participation section of the class blackboard.

Exams

Two exams will be given during regularly scheduled class time. Due to the nature of the strategic management topic, these exams will be cumulative. To do well on the second exam, therefore, you must be proficient with the material covered on the first exam. The exams will consist of multiple choice questions. All class materials, class notes and assigned readings will be important for scoring well on the exams. Your exam scores will be recorded on Blackboard within a week after each exam. Also, we will not review exams in-class. If you wish to review your exam, you may make arrangements with me to review your exam in my office.

    Exam #1 – The first exam will cover chapters 1-4 and the accompanying four cases. There will be 40 multiple choice questions on Exam #1 (five questions from each chapter).

    Exam #2 - The second exam will cover chapters 5-10 and the accompanying six cases. There will be 60 multiple choice questions on Exam #2 (five questions from each chapter).

Team Simulation

The team simulation project is an internet-based business strategy game based on the athletic footwear industry. During the simulation you will act as a member of an executive team (2 students per team) that is managing an athletic footwear company. The simulation is designed to challenge students to manage a company during the course of a semester. To perform well in the simulation you will have to devote a great amount of time to learning the simulation rules, analyzing data, making decisions, and implementing those decisions. Moreover because the team simulation represents the largest percentage of your final grade and because you will receive a team score (rather than an individual score) on the simulation, it is vital that you select your team carefully and be able to work well with your fellow team members. For more information about the simulation, see the multiple simulation related documents on Blackboard.

Simulation Quizzes – Open-book quizzes will be given online, within the simulation. It is to be completed by each student individually. Each quiz will consist of twenty questions. The quizzes will examine your knowledge of the material covered in the Player's Guide and the simulation.

Company Performance – Two performance measures are used to track your team's performance throughout the simulation, an Investor Expectations (IE) measure and a Best-In-Industry (BII) measure. These measures are based on your company's earnings per share, return on equity, credit rating, image rating, and stock price. The IE and BII scores you receive will depend on your team's IE and BII measures at the end of the simulation. For more information about company performance scoring, see the document titled "Company Performance Scoring" in Blackboard.

In-Class Learning Format

The primary in-class learning format will be a discussion seminar format. There will be few lectures and slide presentations. Occasionally there may be in-class exercises. Class time will be comprised mostly of chapter class sections. During chapter class sections, I will lead a discussion of the content of a textbook chapter. Our discussion will center mostly on chapter concepts discussed in the context of the *Concepts & Connections* examples and cases included in our textbook. Because there are few "right" and "wrong" answers in strategic management, the nature of the topics covered in class will be more ambiguous than in other classes. A discussion seminar format therefore is appropriate for our class because you will not be learning right and wrong strategic management practices. Instead our learning objective will be to develop a greater understanding of the complexity of strategic management concepts and issues. This means that the in-class learning format of this course will be much different than the format of other courses that you have taken at WSU.

Class Communications

Outside of class, I will communicate with you via Blackboard announcements and email. All emails will be sent to your wichita.edu email account. Therefore to receive communications from me, you must:
- be able to use Blackboard
  be registered for MGMT 681 – if you are not registered, you will not have access to the class Blackboard
- regularly check the class Blackboard
- regularly check your wichita.edu email account or forward email from that account to another account
- It will be your responsibility to ensure that you receive class communications

Classroom Policies

I expect you to behave in a courteous, professional manner during class. Failure to behave in a courteous, professional manner will result in your removal from class or a reduction in your class grade. In order to behave in a courteous, professional manner, I request that you abide by the following classroom rules.
- No foul language
- No computers are permitted in class
- Cell phone ringers must be turned off and cell phones should not be visible during class – no text messaging
- No texting is permitted in class
- If someone else is speaking in class, wait to speak
- Do not engage in conversations with others when someone is speaking
- Act respectfully toward others in class

Course Workload

The workload for MGMT 681 is higher than the workload of most other WSU courses. I expect that you will have to spend nine hours per week on class-related work to perform well enough to pass MGMT 681. If you cannot devote at least nine hours per week to MGMT 681 work over the course of the semester, I encourage you to postpone taking this course until such time as you can devote sufficient time to the course work.

POLICIES

mericans with Disabilities Act
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.

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.

Email Policy
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.

Academic Integrity Statement:
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 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/

WEEKLY SCHEDULE

Week	Date	Topic	Assignment(s) due
Week 1	21-Jan	NO CLASS	
	23-Jan	Class Introduction and Overview	Team Selections
Week 2	28-Jan	**NO CLASS**	
	30-Jan	Simulation Overview	Sim Prac Decision #1
Week 3	4-Feb	Chap 1: What is Strategy and Why is it Important? + "Are you sure you have a strategy?" (on BB)	
	6-Feb	Case: Google's Strategy in 2011	Sim Prac Decision #2
Week 4	11-Feb	Chap 2: Charting a Company's Direction	
	13-Feb	Case: Netflix's Business Model and Strategy	Sim Decision #1, Sim Quiz #1
Week 5	18-Feb	Chap 3: Evaluating a Company's External Envir.	
	20-Feb	Case: Competition in Energy Drinks	Sim, Decision #2
Week 6	25-Feb	**CLASS CANCELLED**	
	27-Feb	Chap 4: Evaluating a Company's Resources	Sim, Decision #3
Week 7	4-Mar	Case: Competition among the NA Warehouse Clubs	
	6-Mar	**EXAM #1**	Sim Decision #4, Sim Quiz #2
Week 8	11-Mar	Chap 5: The Five Generic Competitive Strategies	
	13-Mar	Case: Blue Nile Inc.in 2011	Sim, Decision #5
Week 9	18-Mar	**NO CLASS**	**Note: Simulation decisions**
	20-Mar	**NO CLASS**	**switch from Wed to Mon**
Week 10	25-Mar	Chap 6: Supplementing the Chosen Competitive Strat.	Sim, Decision #6
	27-Mar	Case: Apple Inc. in 2011 …	
Week 11	1-Apr	Chap 7: Strategies for Competing in Int'l Markets	Sim, Decision #7
	3-Apr	Case: Starbucks' Strategy and Internal Initiatives	
Week 12	8-Apr	Chap 8: Corporate Strategy: Diversification and	Sim, Decision #8
	10-Apr	Case: Sara Lee Corporation in 2011	
Week 13	15-Apr	**Extra Credit**	Sim, Decision #9
	17-Apr	Chap 9: Strategy, Ethics, and Corporate Social Resp.	
Week 14	22-Apr	Case: Cash Connection: Are Its Payday Lender Strat.	Sim, Decision #10
	24-Apr	Chap 10: Superior Strategy Execution – Another Path	
Week 15	29-Apr	Case: Southwest Airlines in 2010	
	1-May	**EXAM #2**	
Week 16	6-May	Final Presentations	
	8-May	Final Presentations	
Week 17	13-May	Final Presentations	
	15-May	**NO CLASS**	

All assignments are due by 11:59pm
The instructor reserves the right to modify this syllabus at any time

Principles of Management   Spring 2013

instructor: Bobbie Knoblauch   Office hours: 8 – 9:30 am Tuesday/Thursday and by appointment;   Phone: 978-7112;   e-mail: bobbie.knoblauch@wichita.edu

Required Materials: Management, A Practical Introduction, 5th ed., Kinicki and Williams, McGraw-Hill Irwin, 2011

Revised Course Schedule

Date Due	Reading, Chapter Quizzes, and other Assignments
Jan 22	Introduction and Course Requirements
24	Ch. 1
31	Ch. 2
Feb 5	Ch. 3 **Online**
7	Ch. 4 **Online**
12	Test #1
14	Article and thesis statement due – must be posted to Blackboard
19	Ch. 5
21	~~Ch. 6~~ WSU closed due to weather
28	Ch. 6 in class Ch. 7 **Online**
Mar 5	Business Week session
7	Ch. 8 **Online**
12	Test #2
14	Group outline due – must be posted to Blackboard
26	Ch. 9
28	Ch. 10
Apr 2	Ch. 11 **Online**
4	Ch. 12 **Online**
9	Test #3
11	group meeting time
16	Ch. 13
18	Ch. 14
23	Ch. 15 **Online**
25	Ch. 16 **Online and** Group paper due – must be posted to Blackboard
30	Test #4
May 2, 7, & 9	Group Presentations

Graded Item	Points Possible
Test #1	75
Test #2	75
Test #3	75
Test #4	75
Chapter quizzes	75
Participation	75
Group Project	<u>100</u>
Total	550

Grading Scale: A = 90 - 100%;   B+ = 88 – 89%, B = 82 - 87%, B- = 80 – 81%;
C+ = 78-79%, C = 72 - 77%, C- = 70 – 71%;   D+ = 68 – 69%, D = 62 - 67%, D- = 60 – 61%,   F = below 60%

Chapter quizzes/Participation (Be prepared and involved opportunity) – **Students are expected to read the chapters indicated on the course schedule before the class period. Chapter quizzes are due BEFORE we discuss the chapter in class.** All chapter quizzes will be completed and posted through blackboard. Content for the quizzes will be vocabulary and basic concepts from the reading assignments.   The quizzes will be worth up to 5 points for each chapter and will accumulate to a total of a maximum of 75 points by the end of the course.
Students will also be given an opportunity to earn participation points during class periods or online. A variety of class activities is scheduled and will be explained during class AND a variety of online activities is scheduled for chapters not discussed in class. Participation points for class and online activities will be accumulated throughout the course to total 75 by the end of the semester. **No make up** for missed quizzes or participation points will be allowed.

Group Project (Develop interpersonal skills opportunity) - You will form groups of 4 class members to complete a group outline, ˙per, and presentation about a management topic. The project will be based on a current article (less than 3 months). First, each ˌˌdent will find a current article about a management topic and develop a problem/opportunity thesis statement. Your group will select one of these to expand fully into an outline, a written paper and presentation. The due dates for these requirements are listed on the course schedule. Your group will need to do additional research on the company, industry, and/or topic described in the article – at least 5 resources are required, one of which must be the textbook required for this course. In general, the paper should describe the management topic using terminology and concepts from our textbook. The paper should also describe how an organization can benefit through thorough understanding of the management topic. The paper will also list examples of actual management situations related to the topic.

Details of the requirements for the group paper and presentation will be discussed more fully in class. See "Project Grading Sheet" for specific items to be evaluated. The paper should be about 10 pages in typed, double spaced format. The presentation should be about 10 minutes, never more than 15 minutes. The presentation should follow this format:

Describe and explain topic research – BE CREATIVE

Explain how an organization can be more effective and/or efficient as related to this topic – in other words, how can an organization benefit from your research of this topic.

Provide time for the audience to ask questions.

Not many people enjoy presentations; however, it is true that the more you practice the easier they become. It is also true that creative presentations are easier to listen to. Therefore, this is your opportunity to take a risk, be creative, and structure an "interesting to listen to" presentation. If you aspire to business – you will do many presentations, even if they are informal discussions of your area of expertise.

Each group member will be asked to provide feedback on **YOUR participation** in the group project/presentation. **This can affect your grade on this project**. I will not be a part of team meetings, decisions, discussions, etc. Therefore, I will have no choice but to consider feedback information from team members as accurate. An explanation of how information from your group members can affect your individual score will be explained in class.

Class Rule – Do your part to enhance a learning environment for all students. My experience in business is that you must ALWAYS display professional and mature behavior – this will be the expectation of you in the classroom. As long as everyone holds themselves accountable to professional behavior, I will not develop disciplinary actions for tardiness, texting in class, utilizing laptops ˌ r anything other than class activities, leaving/returning during class discussions/lecture, chit/chat, or any other behavior that affects ˌˌe learning environment for all students.

Evaluation through Testing (Reflect your cognitive ability opportunity)- Test will be multiple choice, true/false, or short answer. Make up test (which will not be the same test as given on the scheduled test day and will be essay format) will need to be prearranged. "I have another test that day" is NOT a reason to schedule a makeup test. Very often in professional positions, you will be required to complete several tasks simultaneously. However, if a makeup test is necessary – an essay test will be placed at the Counseling and Testing Center (Grace Wilkie Hall) for you. The testing center will charge you $8.00 and require you to have your student ID with you in order to take the test.

Integrity (Develop your reputation opportunity) – I expect students to be familiar with Wichita State University policies and procedures as described in the Undergraduate Catalog.

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Academic Integrity Statement
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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:

˙   Cheating in any form, whether in formal examinations or elsewhere.
.   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.
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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.

~etting up email forwarding: Log in to myWSU.
6. On the **Student Resources** tab, click **Log into Student Webmail** and log in.
7. Click **Options** near the top center in the border area.
8. Select **Settings** along the left column.
9. 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.