



April 28, 2019

TO: Rick Muma, Provost
Kay Monk-Morgan, Assistant Vice-President for Academic Affairs

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

Cc: Rick LeCompte, Chair, FREDS Department

RE: **Bachelor of Business Administration (Finance)** Program Review
Bachelor of Business Administration (ITMIS) Program Review

The Finance program advances the knowledge and practice of finance, reaches out to constituents, and prepares its students to compete in careers in a global entrepreneurial marketplace. Mission of the Information Technology and Management Information Systems (ITMIS) major are similar.

The goals of both programs are clearly stated, attainable, and measurable. Further, they are aligned with the University's enrollment growth plans and the applied learning focus.

An example of an innovative, applied learning curriculum development is the development and offering of FIN 635 (Commodity and Energy Trading) as an elective in the major. The course leverages the Barton School's and the department's relationships with area employers and the facilities available in the Koch Global Trading Center housed in the Barton School.

Faculty in the FREDS department are highly productive in their scholarship. During the review period, they collectively produced 25 refereed journal articles, which is an increase of 39% over the previous review period with roughly the same number of faculty in each period. The quality of the outlets is also very impressive. Faculty are also engaged in conference presentations.

Student demand for Finance and ITMIS majors remains high. The number of finance majors increased by 13% to 268 majors in FY2017. The increase in the number of ITMIS majors is even more impressive: 34% increase to 138 in FY2017. The average ACT scores of incoming students is essentially the same as that of the University averages.

Assessment of student learning goals is a mature process for both finance and ITMIS. The department's faculty are monitoring some goals where the data so warrant. They also compare

the attainment of student goals in face-to-face classes and the online counterparts and have done an exemplary job in analyzing the results. The review also clearly demonstrates 'closing-the-loop' based on assessment results.

Student placement of its graduates in both Finance and ITMIS is strong and well documented. Average salaries reported are robust and amongst the highest of (undergraduate) business majors.

The department has satisfactorily addressed the recommendations from the last review cycle and continue to make good progress on the goals. The goals for the next review-cycle are clearly stated and follow the SMART guidelines.

Recently (2018), the Barton School, in collaboration with the College of Engineering, launched a Master's degree program in supply chain management. However, there is only one tenure stream faculty with expertise in this area and there is an urgent need to hire at least one other tenure-track faculty member with this specialization. Similarly, in the next 2-3 years, business accreditation standards require that data analytics be a required course for all business majors at the undergraduate level. Faculty resources to be able to meet these standards are also urgently needed.

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



Academic unit: FREDs College: Barton School of Business

Date of last review 2016-2017 Date of last accreditation report (if relevant) 2019

Triggered Programs NONE (2018)

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

Degree: Bachelor - Finance CIP* code: 52.0801

Degree: Bachelor - Information Technology and MIS (ITMIS) CIP code: 52.1201

Degree: CIP code:

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

Certificate (s):

Faculty of the academic unit (add lines as necessary)

Table with 3 columns: NAME, SIGNATURE, TENURE OR NON-TENURE TRACK. Rows include Sue Abdinnour, Mehmet Barut, Rodney Boehme, Gregory Bordelon, Timothy Craft, Steven Helm, Rick LeCompte, Stanley Longhofer, Anthony May, Akmal Mirsadikov, Achita Muthitacharoen, Khawaja Saeed, Semih Tartaroglu, and Peggy Ward.

Submitted by: Rick LeCompte, Chair (Name and title)

Date: 4/21/19 (Date)

Part 1: Impact of Previous Self-Study Recommendations

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

Recommendation	Activity	Outcome
Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.	Uniscope Model was utilized in creating Faculty Activity Reports for the 2018 Calendar year. Moreover, it was used in the evaluation process.	Good results, but work will be needed to fine tune the use of Uniscope. Effective communication to faculty is crucial as we incorporate it into our promotion and tenure documents and processes.
For the next review, align recruitment and retention efforts with the university's strategic enrollment plan.	This is an ongoing effort as we seek to fully embrace the University's SEM plan. Faculty recruitment and retention fellows have been designated. Department Faculty are tasked to thoroughly embrace SEAS as a retention tool and method to enhance student involvement and faculty engagement.	We are in early phases of deployment and seek to aid enrollment growth primarily through retention efforts and faculty engagement in recruiting efforts and student initiatives.

Part 2: Departmental Purpose and Relationship to the University Mission

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

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

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

Finance: In line with the Mission of the Barton School of Business, the Finance (ITMIS) Program advances the knowledge and practice of Finance, reaches out to constituents, and prepares our students to compete in careers in a global entrepreneurial marketplace.

ITMIS: In line with the Mission of the Barton School of Business, the ITMIS) Program advances the knowledge and practice of Information Technology and Management Information Systems, reaches out to constituents, and prepares our students to compete in careers in a global entrepreneurial marketplace.

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

The Finance program supports and contributes to the mission of the University through its teaching, faculty intellectual contributions and the myriad of service activities provided by our faculty and students to the academic, business and university communities. Through a continuously improved curriculum, we strive to deliver an education that will provide the skills

necessary for our students to be successful future leaders in companies and organizations. The curriculum embraces ways in which new technology and software can be used to innovate and grow local businesses that reach global markets. The applied nature of our research fits well with the University's objectives. Our program also provides positive impact on our discipline and our community through engagement in significant outreach and skill-based service activities, e.g. local and state-wide board memberships on various not-for-profit organizations, government bodies and professional organizations. Faculty also engage in professional training and consulting that also serve the University Mission. Our students' interaction with the community through Co-Operative Education and Internship opportunities also contribute to supporting the WSU mission.

The ITMIS program supports and contributes to the mission of the University through its teaching, faculty intellectual contributions and the myriad of service activities provided by our faculty and students to the academic, business and university communities. Through a continuously improved curriculum, we strive to deliver an education that will provide the skills necessary for our students to be successful future leaders in companies and organizations. The curriculum embraces ways in which new technology and software can be used to innovate and grow local businesses that reach global markets. The applied nature of our research fits well with the University's objectives. Our program also provides positive impact on our discipline and our community through engagement in significant outreach and skill-based service activities, e.g. local and state-wide board memberships on various not-for-profit organizations, professional organizations, and summer camps for local high school students. Faculty also engage in professional training and consulting that also serve the University Mission. Our students' interaction with the community through Co-Operative Education and Internship opportunities also contribute to supporting the WSU mission.

Faculty in the ITMIS area are engaged with the Data and IT cluster of the Blueprint for Regional Economic Growth, a public-private partnership focused on developing a strategy for economic development leading to job growth and a better quality of life for South Central Kansas.

- c. Has the mission of the Program (s) changed since last review? Yes No
 i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

No, and we do not see a need for change at this time for Finance or the ITMIS programs. Although, we will be incorporating an applied learning component for each student in to the department programs. Many currently receive such an experience through Co-Operative education and some course projects, but not all.

- d. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review? Yes No. If yes, describe the changes in a concise manner.

For both programs, Finance and ITMIS:

1. Each program will seek to add the opportunity for an applied learning experience for each graduate.
2. Growth targets are added for SCH, Study Abroad, Internships/Co-Op, Conferred Degrees and URM.

For Finance only:

1. we no longer offer a capstone course, so the goals and assessments for that have been removed in this cycle.

Finance degree requirements are provided below:

FIN 340 must be completed with a grade of C+ (2.30) or better;

In addition to FIN 340, the finance degree has four required courses and the student must complete five electives from the list of eleven elective courses. All courses are 3 credit hours.

Required Courses

ACCT 310 – Financial Accounting and Reporting: Assets

ECON 340 – Money and Banking

FIN 440 – Financial Management II

FIN 620 – Investments

Elective Courses:

Choose 5 electives from the following list:

FIN 450 – Applied Financial Analysis

FIN 610 – Insurance and Risk Management

FIN 611 – Real Estate Finance

FIN 618 – Real Estate Investment Analysis

FIN 622 – Futures and Options Markets

FIN 625 – International Financial Management

FIN 631 – Fixed Income and Securities Markets

FIN 632 – Bank and Financial Institution Management

*FIN 635-Commodity and Energy Trading

FIN 675 – Spreadsheet Modeling for Decision Making

* In the last review, FIN 635, was an experimental course and it has now been added as a regular elective course. For this course, the finance faculty partnered with two major businesses (Koch Industries and Allegro Development) to create a commodity and energy trading curriculum, where students use commercial software (donated by Allegro Development) to study the entire trade life cycle. Representatives from these two key partners routinely come to the classes to offer their expertise in the commodity trading area. This program provides valuable experiential learning opportunities to our students, and engages our external stakeholders in preparing our students for successful careers. This course is offered in the new Koch Global Trading Center, online in August 2014. This is an exciting development for our program in that it provides another educational and career avenue for our students to pursue. Additional courses in this area are possible and could lead to the creation of an emphasis in commodity and energy trading. One of the main objectives of the trading curriculum is to provide an experiential learning for the students, matching the vision for Wichita State University. Evidence of the early success of this innovation is that a good number of students from this course have been hired full-time or taken Co-Op positions in this exciting market. The impact of the KGTC has the ability to dramatically transform what we do and the quality of the student that we graduate. It is a unique curriculum that gives our program the opportunity to be a model of applied learning. These changes will result in reformulation of our mission by adding a new dimension; one where we will more fully prepare our students for roles in financial trading and investment operations of local and national firms.

Goals and objectives (Finance):

1. Maintain high quality instruction in our courses. In our introductory course, FIN 340, we assess general student performance across the three student learning goals, and in our capstone class. Our goal is to produce Exemplary or Acceptable performance for 90% of students in three areas of performance.
 - a. The results from these assessments during the previous program review process led to substantial changes in our curriculum and a change in our introductory textbook and eventually to the elimination of FIN 660 as a required course.
2. Increase the number of Degrees Conferred per year by 12% over the next review cycle.
3. We also seek to increase the quality of our internships and the number of Co-Op placements by 12% over the next review cycle.
4. Increase the percentage of Finance majors participating in Study Abroad Programs to 15%, currently around 10%.
5. Increase the number of underrepresented minorities in the major to 15%, currently average around 11%.
6. Provide an applied learning experience for each of our majors.

As noted previously, the finance program is designed to create and enhance the knowledge of financial management and the operations of financial markets. Our goals include the following: (1) Faculty members are expected to engage in scholarly activities that generate publications in high quality refereed journals. (2) They are also expected to engage in significant outreach and skill-based service activities, and (3) Students are expected to demonstrate the knowledge and capabilities necessary for successful employment in entry-level finance positions.

The finance major requires twenty-seven credit hours in addition to completion of Barton School and WSU degree requirements. It was revised during the 2013 program review period based upon outcomes from the assessment process and the new elective, Commodity and Energy Trading was added in 2015.

ITMIS degree requirements are provided below:

The major requires twenty-one credit hours in courses from the following, in addition to completion of Barton School and WSU degree requirements.

Required Courses for MIS majors (12 credit hours):

- MIS 310 - Fundamentals of Bus. Application Dev. (min. grade C+) (3)
- MIS 325 - Database Communications and Computer Networks (min. grade C+) (3)
- MIS 600 - Database Management Systems (min. grade C+) (3)
- MIS 605 - Systems Analysis and Design (3)

Choose one course (3 credit hours) from the following:

- MIS 610 - Dynamic Web Programming (3)
- MIS 615 - Advanced Business Application Development (3)

Choose one course (3 credit hours) from the following:

- MIS 696 - Management of the Information Systems Function
- *DS 755 - Project Management

Major Electives - choose 2 courses (6 credit hours) from the following:

- MIS 610 - Dynamic Web Programming (3)
- MIS 611 - Topics in Computer Networking (3)
- MIS 615 - Advanced Business Application Development (3)
- MIS 690 - Seminar in Selected Topics (3)
- MIS 750 - Business Intelligence and Analytics (3)
- DS 660 - Enterprise Systems (3)
- DS 665 - Supply Chain Management (3)
- DS 675 - Spreadsheet Modeling for Decision Making (3)

*DS 755 was previously DS 655, but numbering was changed to enhance enrollment by facilitating graduate student enrollment. And, we removed DS 350 as prerequisite in fall 2015.

Goals and objectives (ITMIS):

The ITMIS faculty developed a plan to continuously improve our students' learning outcomes through course assessments. The goal has four general objectives built around:

1. Maintaining high quality instruction in our courses. Students will be able to:
 - a. Demonstrate knowledge of basic and advanced MIS concepts and terminologies.
 - b. Intelligently discuss and use selected system development tools, techniques and methodologies
 - c. Apply selected technologies to different business functions.
 - d. Intelligently discuss the management of information technology and systems in an organization.

This process has led us to make changes to the program accordingly, e.g., changing textbooks, realigning lecture materials and adding or adjusting content in each course. We also assess the learning outcomes in MIS 395, the required MIS course for the undergraduate business major.

Other ITMIS goals include:

2. Increase the number of Degrees Conferred per year by 12% over the next review cycle.
3. We also seek to increase the quality of our internships and Co-Op placements and the number by 12% over the next review cycle.
4. Increase the percentage of ITMIS majors participating in Study Abroad Programs to 15%, currently around 10%.
5. Provide an applied learning experience for each of our majors.

Our goals also include the following: (1) Faculty members are expected to engage in scholarly activities that generate publications in high quality refereed journals. (2) They are also expected to engage in significant outreach and skill-based service activities, and (3) Students are expected to demonstrate the knowledge and capabilities necessary for successful employment in entry-level finance positions.

Part 3: Faculty Quality

Describe the quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity

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

The Department does not have established numerical standards independent of the Barton School. The Barton School sets standards for individual faculty for AACSB accreditation standards and for teaching-load purposes. The categories for Finance are (MIS only uses SP and IP):

Scholarly Academics (SA): "over previous five years, must publish a minimum of two peer-reviewed journal articles in widely recognized academic journals relevant to the mission of the Barton School of Business.

Practice Academics (PA): sustain currency and relevance through professional engagement, interaction and relevant activities with linkages to practice consulting and other forms of professional engagement.

Instructional Practitioners (IP): Are not required to publish in refereed journals, but must have significant and substantive professional experience.

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

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

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

Narrative:

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

Please fill in t

TABLE 1 (1/1/18)

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

Table 1

Departmental Outputs																				
College/ Dpt.	Ref Journal Articles				Non Ref Journal Articles				Conference Proceedings				Presentations				Books			
	S	A	P	NA	S	A	P	NA	S	A	P	NA	S	A	P	NA	S	A	P	NA
2014-2015	9	5	8	2					2	2	2		13	11	12	1				
2015-2016	9	6	6	3					1	1	2	1	11	9	10	1				
2016-2017	15	6	10	6					1	1	2		6	5	7					
2017-2018	12	5	1						1	1	1		10	7	7	2				

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

Table 2 Please fill in the blanks in this table for the final 3 columns for each year

Departmental Outputs										
College/ Dpt.	Performances			Number of Exhibits		Creative Work		No. Grants Submitted	No. Grants Awarded	\$ Grant Value
	*	**	** *	Juried	*** *	Juried	Non-Juried			
2014-2015										
2015-2016										
2016-2017										
2017-2018								1		\$5,000

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

****Commissioned or included in a collection.

Narrative:

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

Provide assessment here:

The FREDS department has fourteen full-time faculty members at the time of this report. There are five full professors, five associate professors, one assistant professor and three full time educators. One of the full-time full professors is half-time allocated to Associate Dean for Graduate Studies. Two of the

full-time educators were recently promoted to Senior Educator status, the other full-time educator is in his first year with us, but notably he has research publications and continued motivation to publish. All tenured and tenure-track professors are from well-recognized Ph.D. programs.

Faculty Scholarly Activity

The FREDS Department, both the Finance and ITMIS faculty are committed to excellence in research. In general, our faculty target their research for the top journals and it is paying off. In the period of evaluation, our faculty have produced twenty-five refereed publications, and increase of 39% over the previous review period with roughly the same number of faculty in each period. The quality of the outlets is very impressive with both Finance and ITMIS faculty publishing articles in the top three journals in their disciplines. During the evaluation period, one of our MIS faculty was ranked as the sixth most productive MIS scholar in the world for his publications in the top eight MIS journals from 2011-2016. During the review period, the faculty have also published seven refereed conference proceedings. Of the eleven full-time tenured/tenure track faculty, nine had refereed publications. Stan Longhofer who is the Director of our Center for Real Estate annually publishes the *Kansas Housing Markets Forecast* as well as forecasts for various counties and cities in Kansas. This is an ongoing service since 2003.

Finance	2014	2015	2016	2017	Average over period	% Change over review period
Fiscal Year Student Credit Hours*	10,394	10,617	11,299	11,520	10,958	+10.8%
SCH per FTE*	298.4	309.7	330.4	353.3	312.9	+18.4%
Program Majors	237	261	267	268	258	+13%
Degree Production per year	70	65	85	65	69	-1.4%%

The Department, both Finance and ITMIS, has produced steady growth in SCH over the last 4 years, 10.8% for the period, and SCH per FTE has increased by 18.4%, with essentially the same faculty component. The department's average SCH per FTE is slightly higher for the four-year period than the Barton school and considerably higher than SCH per FTE for the University, 312.9 vs 219.8. Average SCH per FTE increased by 7.4% over the previous period of analysis and by 18.4% during the current four-year review period.

For Finance, the number of program majors is increasing at over 4% per year, although the number of degrees conferred remains fairly constant. The increased number of majors should result in a higher number of degrees in the coming years. These numbers indicate a high level of faculty productivity and when combined with the excellent research and community service, it is commendable.

ITMIS	2014	2015	2016	2017	Average over period	% Change over review period
Fiscal Year Student Credit Hours*	10,394	10,617	11,299	11,520	10,958	+10.8%
SCH per FTE*	298.4	309.7	330.4	353.3	312.9	+18.4%
Program Majors	103	100	111	138	113	+34%
Degree Production per year	31	28	26	36	30.2	16%

For ITMIS, the number of majors and degree production up considerably from last review period, up 34% and 16%, respectively. Program majors are increasing at an average rate of 8% and the degree production is growing at 4% per year, both exceeding University growth rates and indicative of the demand for the major and career potential. Strategic addition of faculty resources and computer lab seats to this area would be beneficial to the department and WSU.

Our faculty members are research-active and focused on continuous improvement in their research and instruction. In addition to the good number of publications, the ITMIS faculty is extremely successful in publishing in the top journals in their field and the applied nature of their research fits well with the WSU mission.

Research Awards:

Two of our faculty members have received the WSU Young Faculty Scholar Award, several faculty members have received the Barton school Excellence in Research Award and the Barton Fellowship which is awarded for both research, teaching and service. Several faculty members serve on Editorial Boards and as Associate Journal and Conference proceedings editors. This is a group of extremely productive research faculty.

Teaching Awards:

Two of our Faculty members have received the WSU Excellence in Teaching Award, two have received the WSU Leadership in the Advancement of Teaching, and several have received the Barton School Instructor of the year awards. Notably, two of our faculty members received the University Faculty Risk-Taker Award for their creation and delivery of a Mobile App Camp for high school students.

Part 4: Academic Program(s) and Emphases

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

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

Provide assessment here:

Finance	Total Majors from Fall Semester	ACT – Fall Semester (mean for those reporting)	
Period	Finance	Finance	All WSU Students
2014	191	23.5	23.1
2015	206	23.2	23.0
2016	197	23.5	23.1
2012-2016 Rolling Average	187	23.4	23.1

Finance majors ACT during the evaluation period were slightly above the University level, Finance Major ACTs averaged 23.4 while the University Average was at 23.1. ACT scores were fairly constant for both the Finance Major and all University students.

ITMIS	Total Majors from Fall Semester	ACT – Fall Semester (mean for those reporting)	
Period	ITMIS	ITMIS	All WSU Students
2014	36	23.4	23.1
2015	44	23.8	23.0
2016	60	23.0	23.1
2012-2016 Rolling Average	47	22.7	23.1

The ACT scores for ITMIS majors during the evaluation period were slightly above the University level in 2014 and 2015, but trailed slightly in 2016 and for the rolling 5-year period. The major experienced significant growth in the period from 77 to 112 (45% growth), with maintenance of ACT performance of students entering the programs. The program lost ½ FTE during that time period as well.

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

Provide assessment here: N/A

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

Definitions:

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

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

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

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

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

Provide assessment here:

FINANCE: (Please See Appendix A for details).				
Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will demonstrate knowledge and capabilities necessary for successful employment in entry level finance positions.	Introductory Finance performance based upon test questions in three crucial areas.	90% Exemplary and Acceptable	On average, the target was met for objectives 1 (94.2%) & 2 (92.1%), but the 90% goal was missed by 1.1% for objective 3 for the time period.	Targets met for 1 & 2, but variability could be reduced. The results for item 3 show the need for more work on the capital budgeting portion of this course.

ITMIS				
Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Please see following narrative.	Students of each class are required to answer questions on exit quiz at the end of semester.	80% Exemplary and Acceptable	Goals met with notable metric improvements. Please see following narrative and graphs.	On Track, please see following discussion.

Major and Minor

Since 2007, the IT & MIS program at Wichita State University has implemented a program assessment to indicate opportunity for continuously improving its curriculum. The assessment was designed to evaluate one or more goals presented below.

Goal #1: To demonstrate knowledge of basic and advanced MIS concepts and terminology.

Goal #2: To be able to discuss knowledgeably and use selected system development tools, techniques, and methodologies.

Goal #3: To be able to apply selected technologies to different business functions.

Goal #4: To be able to discuss knowledgeably the management of information.

This report summarized the finding since the 2013 academic year. To measure each goal, students of each class are required to answer questions on exit quiz at the end of semester. Depending upon their score, they will be classified into a group of exemplary, acceptable, or unacceptable. One of our primary objectives is to achieve a combined score of 80% from the group of exemplary and acceptable.

Since the last report of (fall 2016 semester), we are able continue our success. The three main goals for the IT& MIS major have a combined ratio between the group of exemplary and acceptable over 80%. The findings also showed that 2017 was when we have more than 90% of the combined ratio for goal #3 for the first time. Most notably, goal #2 (a goal that we used to struggle to improve over several years) begins to show a sign of improvement. Please see the results and more discussions below.

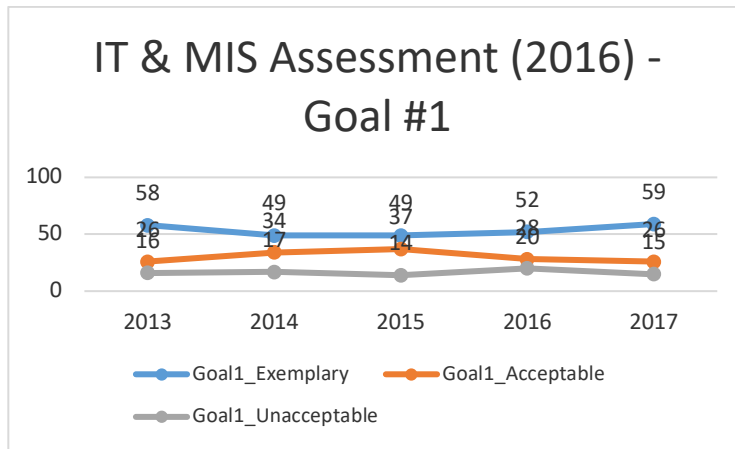


Figure 1: Goal 1 Results (% of students)

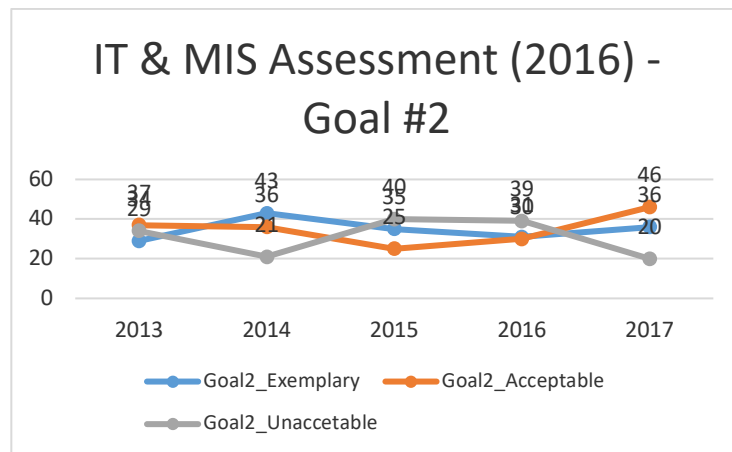


Figure 2: Goal 2 Results (% of students)

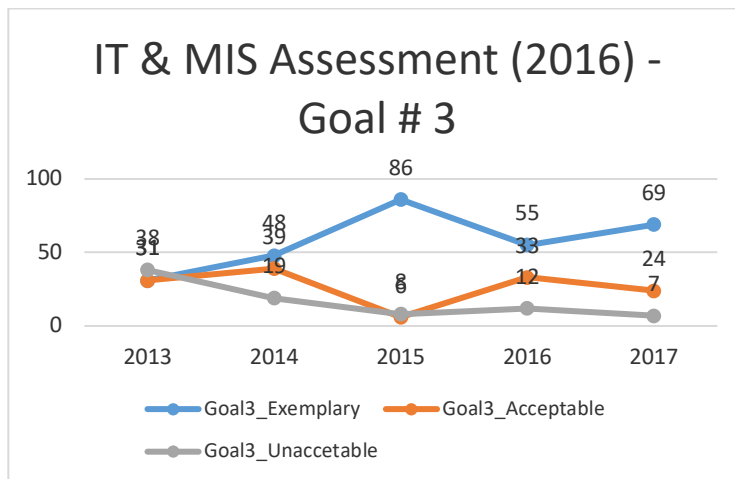


Figure 3: Goal 3 Results (% of students)

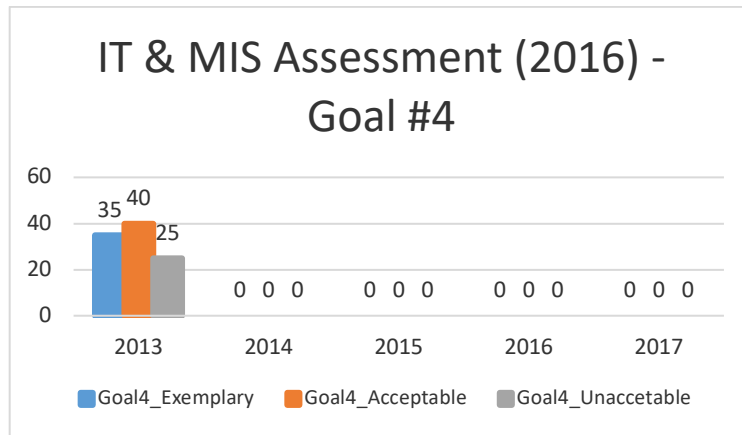


Figure 4: Goal 4 Results (% of students)

Note: No class for MIS major (from 2014 and 2017) academic year included this goal. Goal #4 are measured mostly for MIS 395, a class for non-MIS major.

	Goal #1	Goal #2	Goal#3	Goal#4
Exemplary	84	60	30	n/a
Percent	49%	35%	86%	
Acceptable	63	44	2	n/a
Percent	37%	25%	6%	
Unacceptable	25	68	3	n/a
Percent	14%	40%	8%	
Total	172	172	172	n/a

Table 1: 2015 Academic Year Assessment Results (IT & MIS Major)

	Goal #1	Goal #2	Goal#3	Goal#4
Exemplary	108	64	45	n/a
Percent	52%	31%	55%	
Acceptable	57	62	27	n/a
Percent	28%	30%	33%	
Unacceptable	41	80	10	n/a
Percent	20%	39%	12%	
Total	206	206	82	n/a

Table 2: 2016 Academic Year Assessment Results (IT & MIS Major)

Major Summary	Goal #1	Goal #2	Goal#3	Goal#4
Exceeds	90	52	49	n/a
Percent	59%	34%	69%	
Acceptable	40	70	17	n/a
Percent	26%	46%	24%	
Unacceptable	23	31	5	n/a
Percent	15%	20%	7%	
Total	153	153	71	n/a

Table 3: 2017 Academic Year Assessment Results (IT &MIS Major)

With the dynamic changing nature of the MIS discipline, the MIS faculty constantly engaging our students with the applied projects, changing/updating textbooks, introducing new topics, updating the software used in classes, and working closely with the business community and the co-op office. Although not included in these reports, some of our MIS major courses were consistently ranked above 90th percentile among all WSU courses in the area of course demand.

Non-IT & MIS Major (MIS 395)

Non-MIS majors at the Barton School of Business are required to perform an exit quiz similar to those for the MIS majors. The questions were however developed from a more business perspective to measure goal #1, #3, and \$4. Below are the assessment results from 2013 academic year to 2017 academic year.

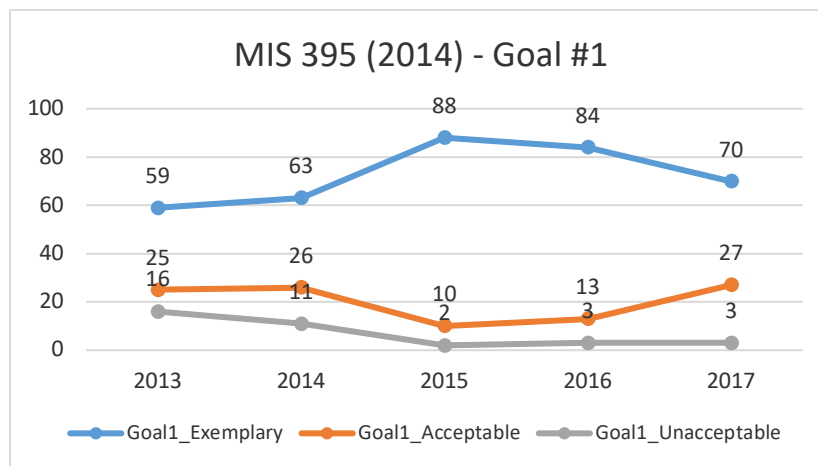


Figure 5: Non IT & MIS major assesment results (Goal #1)

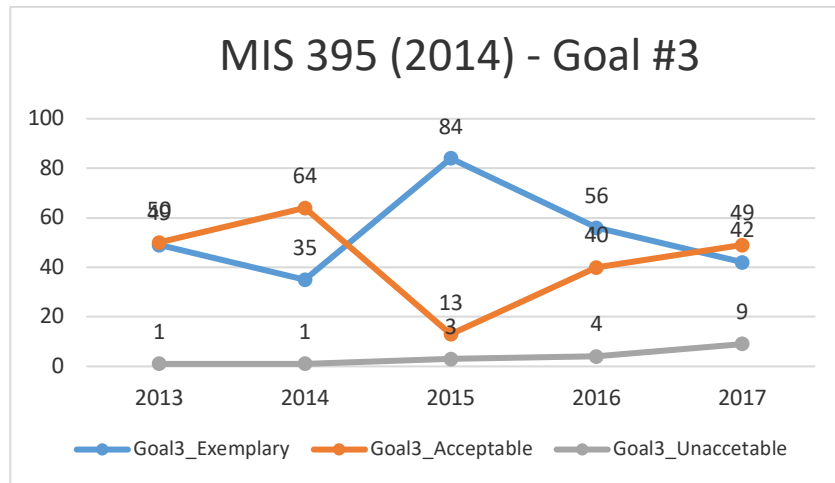


Figure 6: Non IT & MIS major assesment results (Goal #3)

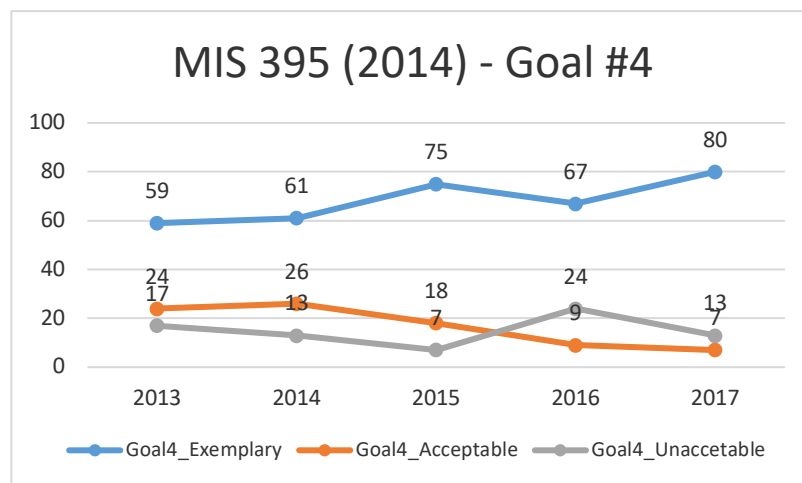


Figure 7: Non IT & MIS major assesment results (Goal #4)

A similar argument can be made for the result of MIS 395 (Non-IT & MIS major). At least for the past 5 years, we met the objective of having at least 80% of combined scores from the group of exemplary and acceptable. There is also a slight increase of the unacceptable group found in goal #3 in the 2017 academic year. We observed a marked increase in the exemplary group of goal #4 in 2017 (from 67% to 80%). Although we are encouraged by our results, we are closely monitoring the upward trend of the unacceptable group of goal #3 and will revise our teaching plan accordingly. Data of 2015, 2016, and 2017 academic years are provided below.

Goal #1 (2015) Goal #3 (2015) Goal #4 (2015) Goal #1 (2016) Goal #3 (2016) Goal #4 (2016) Goal #1 (2017) Goal #3 (2017) Goal #4 (2017)

Exemplary	265	99	225	207	139	165	238	142	272
Percent	89%	84%	75%	84%	56%	67%	70%	42%	80%
Acceptable	29	199	53	32	99	23	91	166	24
Percent	10%	13%	18%	13%	40%	9%	27%	49%	7%
Unacceptable	5	1	21	8	9	59	10	31	43
Percent	2%	3%	7%	3%	4%	24%	3%	9%	13%
Total	299	299	299	247	247	247	247	247	247

Table 3: 2015, 2016, 2017 Assessment Results (Non-IT & MIS Majors)

In the 2016 academic year, we compared the results from the online and traditional (face-to-face, F2F) for the first time. In this report, you may find a similar comparison for the 2017 academic year (Figure 7). It is worth noting that the sample of F2F section is generally much smaller and may not be used to make any concrete conclusion. Despite the smaller sample, we made some observation herein. 1) The most obvious finding in the 2017 academic year is 100% of F2F students were classified into the exemplary group for goal #1. 2) The discrepancies in goal #3 found in 2016 has been reduced. 3) Both student groups reported equal ratio in the acceptable group of goal #3. 4) As to goal #4, online students appear to perform slightly better in both years.

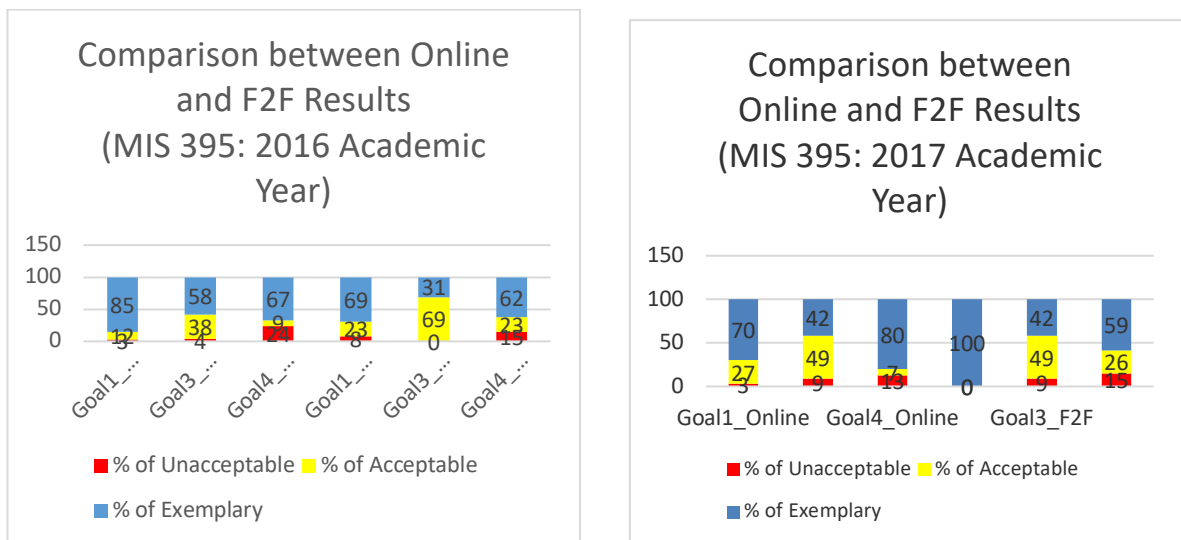


Figure 7: Comparison between Online and F2F Results (MIS 395: 2016, 2017 Academic Year)

Table 2: Summary of Improvements/ Changes Made to MIS 395

Year	Improvements/Changes Made to the Course
2007	<ul style="list-style-type: none"> • Textbook was replaced by a less-technical, more-strategic textbook. This is consistent with the current trend in general MIS classes.
2008	<ul style="list-style-type: none"> • A new, semester-long case was integrated into MIS 495. It required students to study the role that information systems played in the development of planes at Boeing and Airbus. • MIS 495 was renumbered MIS 395. MIS 495 is no longer considered the capstone of the general business classes. It is now thought of as a core business class that emphasizes the role of information systems and information technology in the business environment. • New homework assignments were given. They required students to provide detailed analyses of the role that information systems have played in the current financial crisis.
2009	<ul style="list-style-type: none"> • Adopting new edition of the textbook was adopted for fall semester. • A new project was assigned. This homework required students to design a detailed IT/IS solution for a fictional company to help students develop a better working understanding of MIS.
2010	<ul style="list-style-type: none"> • A new homework assignment was given. Students are required to develop a data-flow diagram. This will assist students in assessing whether the IT department understands information they have provided. • The IT/IS Design project was modified to allow students to design a solution for any type of company.
2011	<ul style="list-style-type: none"> • Adopting a new book. • A new homework assignment was given. Students are required to develop an activity diagram. This will assist students in assessing whether the IT department understands information they have provided.
2012	<ul style="list-style-type: none"> • Adding online sections • Adding a topic on gamification • Adding two new homework assignments. For the first assignment, students were required to develop a use case diagram so that they can assess whether the IT department understands project information that they have provided. For the second assignment, students used gamification techniques to develop a gamification plan for a company.
2013	<ul style="list-style-type: none"> • Adopting a new book. • Adding a homework that required students to develop a disaster recovery plan. • Including the topic of how to use a new tool for website development
2014	<ul style="list-style-type: none"> • Dropping one homework assignment, and lengthened another, more important homework assignment.

2015	•
2016	• Updated course material and homework assignments.
2017	<ul style="list-style-type: none"> • Updated and added to course material (e.g., Big Data, etc.) • Updated a current MIS events homework assignments. • Updated a Google Trends/Google Correlate homework assignments.
	<ul style="list-style-type: none"> • Started the 1st Annual Senior MIS Project Competition (with Koch Industry) • Trying C# in MIS310

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
1		There is no exam for either of our programs (Finance or ITMIS)		
2				
3				

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

Provide assessment here:

Finance	2014	2015	2016	Average over period	% Change over review period
Satisfaction with Program	76.5%	82.9%	80%	81%	+3.5%
Satisfaction with Quality of Instruction	83.8%	86.8%	87.7%	86.1%	+18.4%
Program faculty were accessible	100%	98.7%	98.5%	99.1%	-1.5%

Student satisfaction with the Finance program was quite good and increasing through the period, with an average value of 81%, slightly higher than in the previous review. The satisfaction scores were approximately equal to those for the University as a whole, another improvement over the previous review period. Exit surveys indicate that students found their academic background in Finance useful or very useful in their career; the average over 3 years was 87.4%, an increase over the previous review period. Over the period of analysis, the number of majors and degrees conferred grew markedly, up 23% and 16% respectively. This implies a higher level of student satisfaction and improved retention, relative to the growth experienced at the university.

ITMIS	2014	2015	2016	Average over period	% Change over review period
Satisfaction with Program	76.9%	77.3%	74.4%	76.2%	-2.5%
Satisfaction with Quality of Instruction	92.3%	77.3%	82.1%	83.9%	-10.2%
Program faculty were accessible	96.2%	95.5%	97.4%	96.8%	+1.2%

Student satisfaction with the MIS program is quite good. The satisfaction scores averaged 76.2% which was lower than the overall University and Barton School averages, 84.1% and 81%, respectively, over this period of analysis. As noted elsewhere in this document, exit surveys indicate that ITMIS students find their academic background very useful in their career; the average for the last three years was 90.4%.

Does your program support the university General Education program?

Yes No

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

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

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: <http://www.aacu.org/value/rubrics/>

Narrative:

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

Provide assessment here:

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

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

If no, skip to next question.

Narrative:

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

Provide assessment here: N/A

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

Narrative:

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

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

Provide assessment here

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

Narrative:

Provide assessment here:

The FREDS department (Finance and ITMIS Programs) follow WSU Policy 2.18 which describes the process for assigning credit hours to our classes. The department adheres to the Department of Education rules regarding the definition of a credit hour. The FREDS department requires that for each SCH, a student will expend a minimum of 45 hours over the length of the course for instruction, preparation, studying and course related activities. Process assured through syllabus evaluation and annual faculty review process.

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

The Finance program is strong, providing the second largest number of business degrees conferred, 2013-2017, with accounting being number one on this measure. And, the program shows slow growth above. ITMIS had a respectable number of degrees during the period at 134, and it shows strong potential for growth, especially if the conversion of admitted students to enrollees improves as shown in the table above. With the economy improving, both should see upward push in enrollees and degrees.

Part 5: Student Need and Employer Demand

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

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

Employment of Majors* FINANCE							
	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only.
2013-14	31,079	90%	55%	45%	0	3.2%	↓
2014-15	39,194	89.5%	57.9%	21.1%	21.1%	2.9%	
2015-16	53,115	85%	70%	30%	0	2.6%	
2016-17	42,308	86.7%	66.7%	26.7%	6.7%	10.8%	
							11% over 10 years (faster than average occupation)

* 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)

Employment of Majors* ITMIS							
	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only.
2013-14	46,023	85.7%	85.7%	14.3%	0	6.7%	↓
2014-15	57,333	100%	66.7%	33.3%	0	3.8%	
2015-16	50,063	100%	87.5%	12.5%	0	4.5%	
2016-17	51,486	71.4%	78.6%	14.3	7.1%	0%	
							14% over 10 years (faster than average occupation)

Narrative:

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

FREDS Majors	2013	2015	2015	% Change over review period
Student Credit Hours*	9,591	10,394	10,617	+11%
Applicants	73	72	82	+15%
Admitted	69	67	78	+16%
Enrolled (census day)	18	18	25	+2.5%

Finance Majors	2015	2016	2017	Average over period	% Change over review period
# Applicants	82	62	81	75	-1.2%
# Admitted	78	60	72	70	-7.7%
# on Census Day	40	32	42	38	+5%

ITMIS Majors	2015	2016	2017	Average over period	% Change over review period
# Applicants	50	62	70	60.7	+40%
# Admitted	45	51	61	52.3	+36%
# on Census Day	25	24	20	23	-20%

From the Tables above, Finance enrollments and Majors are clearly increasing as a good pace while department SCH are growing strongly. Closure on applicants appears to be an area for enrollment growth in both Finance and ITMIS.

% Under-represented Minorities on Census Day					% Under-represented Minorities at Graduation	
	Finance		WSU		Finance	WSU
Year	Freshmen & Sophomores	Juniors & Seniors	Freshmen & Sophomores	Juniors & Seniors	Bachelor's degree	Bachelor's degree
2014	18.6	11.0	19.3	15.7	11.4	13.6
2015	19.7	15.0	19.2	15.9	10.8	14.4
2016	19.7	18.3	20.0	16.6	10.6	15.1
2017	NA	NA	NA	NA	17.4	14.1

% Under-represented Minorities on Census Day					% Under-represented Minorities at Graduation	
	ITMIS		WSU		ITMIS	WSU
Year	Freshmen & Sophomores	Juniors & Seniors	Freshmen & Sophomores	Juniors & Seniors	Bachelor's degree	Bachelor's degree
2014	8.7	20.8	19.3	15.7	9.7	13.6
2015	8.0	19.8	19.2	15.9	21.4	14.4
2016	3.8	17.9	20.0	16.6	15.4	15.1
2017	NA	NA	NA	NA	11.1	14.1

Both the Finance and ITMIS programs have attracted a growing number of URM, over the period covered in the above tables. Data indicates that the growth is coming from the foreign student in ITMIS, but the growth in URM in Finance is coming from Black Non-Hispanic and Hispanic students.

Graduates of the finance program should be able to successfully pursue employment as financial analyst, financial planner, financial advisor, credit analyst, credit counselor, financial examiner, loan officer, or appraiser.

Graduates of the ITMIS program should be able to successfully pursue employment as System Analyst, Telecommunication Analyst, Information Center Consultant, Database Administrator, Departmental MIS Manager, Application Programmer, Maintenance Programmer, Functional Area MIS Liaison, Network Administrator, Mobile App designer, or Web Database Developer Database Designer.

Part 6: Program and Faculty Service

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

Narrative:

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

FREDS Department SCH by Student Department Affiliation on Fall Census Day - Finance				
Fall Semester	2014	2015	2016	%Growth
Total SCH – FREDS Department	4,865	5,026	5,256	4,805
Finance SCH	1,123	1,270	1,124	1,114
% Finance UG Majors	23.1%	25.3%	21.4%	23.2%
% FIN GR Majors	n/a	n/a	n/a	n/a
% non- FIN Majors	76.9%	74.7%	78.6%	76.8%
% Finance Majors in Co-Op Experience	36.8%	36.8%	35.4%	36.3%
% Finance Majors with Internships	27.9%	31.6%	40.0%	33.2%

FREDS Department SCH by Student Department Affiliation on Fall Census Day - ITMIS				
Fall Semester	2014	2015	2016	2012-2016
Total SCH – FREDS Department	4,865	5,026	5,256	4,805
ITMIS SCH	410	489	652	498
% ITMIS UG Majors	8.4%	9.7%	12.4%	10.4%
% FIN GR Majors	n/a	n/a	n/a	n/a
% non- ITMIS Majors	91.6%	90.3%	87.6%	89.6%
% ITMIS Majors in Co-Op Experience	42.3%	45.5%	30.8%	39.5%
% ITMIS Majors with Internships	34.6%	40.9%	25.6%	33.7%

Provide assessment here:

The Finance program provides significant support to the Barton School of Business as the percentages from OPA table 16 indicate. Non-majors comprise around 77% of Finance credit hours. This is due to the fact that all business majors are required to take FIN 340 as part of their undergraduate core curriculum. The Finance program also provides a large number of Co-Op and Internship learning experiences. Over 36% of all finance majors engage in a Co-Op and one third of our students have had internships. Both of these benefit local employers and our local economy, as well as acting as a stepping-stone to future careers for our students, who mostly stay in the local area after graduation. Students report overwhelming satisfaction with both programs.

The ITMIS program provides significant support to the Barton School of Business as the percentages from OPA table 16 indicate. Non-majors comprise around 90% of ITMIS credit hours. This is due to the fact that all business majors are required to take MIS 395 as part of their undergraduate core curriculum. The MIS program also provides a large number of Co-op learning experiences and internships that benefit local employers and our local economy, as well as acting as a stepping-stone to future careers for our students, who mostly stay in the local area after graduation. Students report satisfaction with both programs

Our faculty is committed to ongoing university and community service through a number of channels, including chairs and board memberships on charities, financial institutions, retirement planning committees, real estate professional societies and other local and national professional organizations and not-for-profit organizations. They also engage in professional training and paid consultancies.

Academically, our faculty are very active in national and regional conferences as editors, paper presenters, track chairs, reviewers and officers of the organizations.

Part 7: Graduate Enrollment Management (GEM)

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

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

Provide assessment here: N/A

Part 8: Undergraduate Enrollment Management

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

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

Provide assessment here:

During the period of the self-study (2013-2017)

-Finance and MIS faculty created online options for their courses and helped enable the creation of a totally online business degree, where we have seen growth versus our face-to-face classes.

-FREDS faculty have initiated badge courses in Finance and Business Law

-Department meetings were utilized to stress the importance of SEM (recruitment and retention) to all faculty and to address their role in it through programs such as SEAS.

-Department, in line with Barton School and WSU, revised the annual evaluation, promotion and tenure policies using the Uniscope model, which should provide avenues to reward those faculty assisting with recruitment and retention.

Part 9: Program Goals from Last Review

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

FINANCE			
(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
Overall objective was to maintain high quality of the Finance Program	Attract students/majors and facilitate graduation through course offerings and advising.	Enrollment data, SPTE comments, exit surveys and graduation data	Number of majors is increasing, but degree growth is flat.
	Maintain and/or increase quality of instruction	Satisfaction data, Assessment Data	Perceived Quality on SPTEs was very strong with high degree of rigor in most finance classes.
	Continuous Improvement in curriculum	Student assessments, Advisory board input, benchmarking other programs	Finance Major has changed required courses and also added new electives in line with our local firms' expertise in commodities and trading.

ITMIS			
(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
Overall objective was to maintain high quality of the Finance Program	Attract students/majors and facilitate graduation through course offerings and advising.	Enrollment data, SPTE comments, exit surveys and graduation data	Number of majors increasing rapidly, 36 to 60 and degrees conferred grew from 31 to 36 annually.
	Maintain and/or increase quality of instruction	Satisfaction data, Assessment Data	Perceived Quality on SPTEs was very strong with high degree of rigor in most ITMIS classes.
	Continuous Improvement in curriculum	Student assessments, Advisory board input, benchmarking other programs	<ul style="list-style-type: none"> • Updated and added to course material (e.g., Big Data, etc.) • Updated a current MIS events homework assignments. • Updated a Google Trends/Google and Correlated homework assignments. • Started the 1st Annual Senior MIS Project Competition (with Koch Industry) • Trying C# in MIS310

Part 10: Summary

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

Provide assessment here:

Finance: The Faculty in Finance are very high quality and quite productive in research, teaching and service. The department produces very high-quality research and extensive service to the community. It provides a large and growing, number of graduates that are placed in finance positions in Kansas at competitive salaries. The department delivers a high level of SCH per FTE and significant growth in this metric raises a concern about adequacy of faculty resources. Additional faculty would create flexibility in scheduling that might result in additional SCH growth.

Our graduates are very satisfied with their education and they rate faculty performance as very high. Sufficient growth may not be achieved by traditional means and the department needs to address and analyze this to achieve the growth targets from the University and Barton school. Online is one alternative, but other curricular avenues and timing of course sequences/prerequisites should also be explored. We would like to grow our major by attracting more high-quality students. One step in this direction has been our development is the early success of the Koch Global Trading Center and additional curriculum tied to this asset may help.

Although our assessment process is mature, we need to develop a process to assess the Finance major, after the loss of our capstone course, FIN 660. In that process, we will also integrate assessment of our advisory boards and our applied learning experiences. An applied learning component needs to be added to a course and the logical choices are the FIN 620 course or the FIN 635 course. This will require a curriculum change soon.

ITMIS: The Faculty in ITMIS are very high quality. The ITMIS program is very strong in teaching, research and service. It provides a good, and rapidly growing, number of graduates that will be placed in the MIS field in Kansas at very competitive salaries. Growth, formerly a concern, has returned to the program. Graduates are very satisfied with their education and they rate faculty performance as very high. The department delivers a very high level of SCH per FTE, but is constrained in its offerings due to loss of faculty resources and the need for more lab space for classes. Additional faculty would also create flexibility in scheduling that might result in SCH growth. This group of faculty is very innovative in their research and class design/delivery. They are adopting various online delivery methods is being addressed for the first time in this assessment cycle. We would like to grow our major by attracting more high quality students to fulfill the promise of the "Silicon Prairie" in Wichita. One step in this direction has been our development of a Mobile App Summer Camp for high school students. More efforts of this type should be pursued given necessary resources for success.

The department produces the highest quality research in the Barton School as measured by independent quality rankings, i.e., multiple publications in journals ranked as best in MIS with others appearing in the top 5 ranked journals in the field. They are also active in their national meetings as track chairs, presenters and reviewers. More resources to reward this productivity would be helpful to keep the current faculty in place. A loss of one faculty member would be devastating to the major, whereas the addition of one would be a huge benefit to the department, the Barton School and WSU. An applied learning component needs to be added to a course and the logical choices are the ITMIS 325 as well as the MIS 610 Course where Dr. Mi is already conducting a Senior MIS course competition. This will require a curriculum change soon.

Part 11: Forward-facing goals

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

List goals here:

1. SCH growth of 3% per year.
2. Applied Learning experience requirements for each student and process implemented by next review for both Finance and ITMIS Major.
3. Increased Student Study Abroad participation to 15%, especially using the ESC Pau Program, for both Finance and ITMIS.
4. Increased Co-Operative education and Internships by 12% by the next review period.
5. Increase the number of Finance majors by 9% for the next review period.
6. Increase the number of ITMIS majors by 12% for the next review period.
7. Increase the number of underrepresented minorities as majors and graduates by 10% over the next 3 years, with assistance from the office of Diversity and Inclusion.

Appendix A – Finance Assessment Results

The Finance program at Wichita State University has implemented a program assessment to indicate opportunity for continuously improving its curriculum and student outcomes. The assessment was designed to evaluate one or more goals presented below.

Goal #1: To demonstrate knowledge of basic and advanced Finance concepts and terminology in three different conceptual areas, Time Value of Money, Cost of Capital and Equity Valuation, and Capital Budgeting.

This report summarizes the findings since the 2013 academic year. To measure each goal, students of each class are required to answer questions on taken from exams during the semester. Depending upon their score, they will be classified into a group of exemplary, acceptable, or unacceptable. One of our primary objectives is to achieve a combined score of 80% from the group of exemplary and acceptable.

Assessment Results for Introductory Finance Class:

Objective 1 (Time Value of Money)

	<u>Exemplary</u>	<u>Acceptable</u>	<u>Unacceptable</u>
Fall 2012	78.5%	16.0%	5.5%
Spring 2013	70.9%	21.7%	7.4%
Fall 2013	68.0%	15.7%	16.2%
Spring 2014	74.4%	16.1%	9.4%
Fall 2014	84.0%	10.2%	5.8%
Spring 2015	79.1%	18.1%	2.8%
Fall 2015	73.7%	21.6%	4.7%
Spring 2016	81.8%	12.4%	5.8%
Summer 2016	64.6%	22.9%	12.5%
Fall 2016	77.1%	19.7%	3.2%
Spring 2017	79.3%	17.2%	3.4%
Summer 2017	65.4%	34.6%	0.0%
Fall 2017	55.2%	22.1%	22.7%

Spring 2018	69.4%	19.4%	11.1%
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Objective 2 (Cost of capital and equity valuation)

	<u>Exemplary</u>	<u>Acceptable</u>	<u>Unacceptable</u>
Fall 2012	64.8%	20.7%	14.5%
Spring 2013	62.2%	22.1%	15.7%
Fall 2013	76.6%	17.8%	5.6%
Spring 2014	71.7%	22.2%	6.1%
Fall 2014	74.9%	18.2%	6.9%
Spring 2015	71.9%	19.7%	8.4%
Summer 2015	72.1%	20.9%	7.0%
Fall 2015	74.6%	17.8%	7.5%
Spring 2016	68.1%	22.7%	9.2%
Summer 2016	61.7%	29.8%	8.5%
Fall 2016	59.9%	27.4%	12.7%
Spring 2017	71.8%	24.8%	3.4%
Summer 2017	59.6%	28.8%	11.5%
Fall 2017	73.2%	18.3%	8.5%
Spring 2018	68.6%	28.6%	2.9%

Objective 3 (Capital Budgeting decision tools)

	<u>Exemplary</u>	<u>Acceptable</u>	<u>Unacceptable</u>
Fall 2012	65.9%	24.0%	10.1%
Spring 2013	56.9%	28.1%	15.0%
Fall 2013	69.6%	18.3%	12.0%
Spring 2014	63.1%	33.5%	3.4%
Fall 2014	71.3%	24.8%	4.0%
Spring 2015	79.1%	8.4%	12.5%
Fall 2013	76.6%	17.8%	5.6%
Spring 2014	71.7%	22.2%	6.1%
Fall 2014	74.9%	18.2%	6.9%
Spring 2015	59.1%	30.1%	10.8%
Summer 2015	65.1%	18.6%	16.3%
Fall 2015	62.6%	27.0%	10.4%
Spring 2016	68.9%	21.0%	10.1%
Summer 2016	70.2%	17.0%	12.8%
Fall 2016	57.4%	25.2%	17.4%
Spring 2017	53.0%	35.0%	12.0%
Summer 2017	38.5%	48.1%	13.5%
Fall 2017	65.4%	23.5%	11.1%
Spring 2018	59.2%	28.2%	12.7%

Appendix B – IT & MIS Program Assessment Results, Interpretations, and Future Directions

Barton School of Business, Wichita State University.