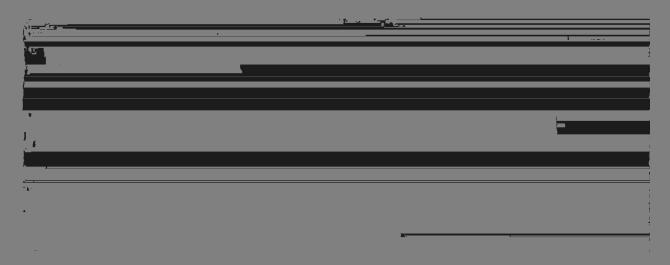# WICHITA STATE UNIVERSITY

Academic unit: Finance.   l Estate. and Decision Sciences

College Busin

Date of last review

Date of last accreditation report (if relevant)

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

Degree: Bachelor - Finance

CIP* code: 52.0801

Degree: Bachelor - MIS

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?y=55

Faculty of the academic unit (add lines as necessary)

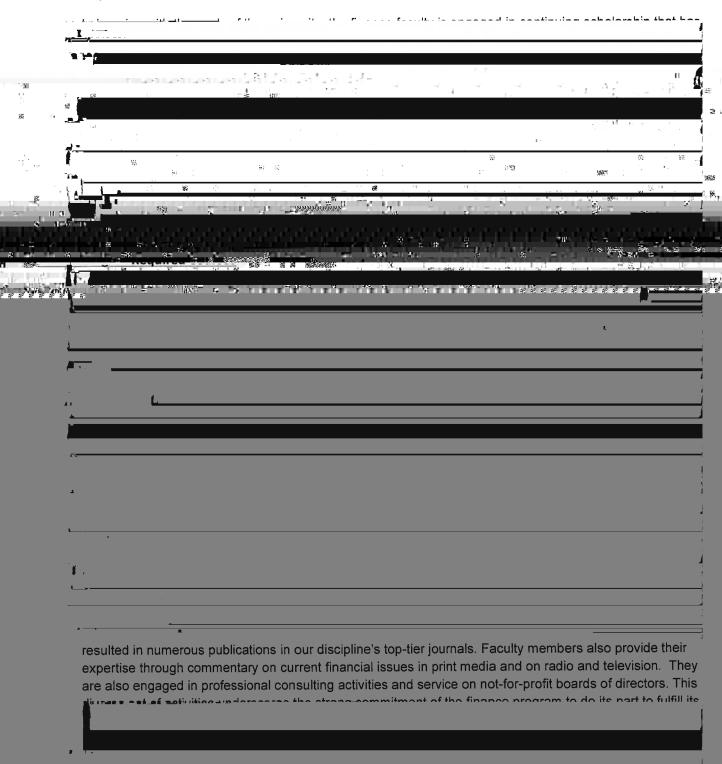| Name	Signature
Sue Abdinnour	On Sab
Mehmet Barut	

Timothy Craft

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

the larger community with the educational and cultural tools they need to thrive in a complex world, and

Due to the interdependent nature of the different business disciplines, managers in the areas of marketing, accounting, production, engineering and many others benefit greatly from the understanding of finance and how to apply financial concepts that they learn in our core finance course required of all business majors.

resulted in numerous publications in our discipline's top-tier journals. Faculty members also provide their expertise through commentary on current financial issues in print media and on radio and television. They are also engaged in professional consulting activities and service on not-for-profit boards of directors. This
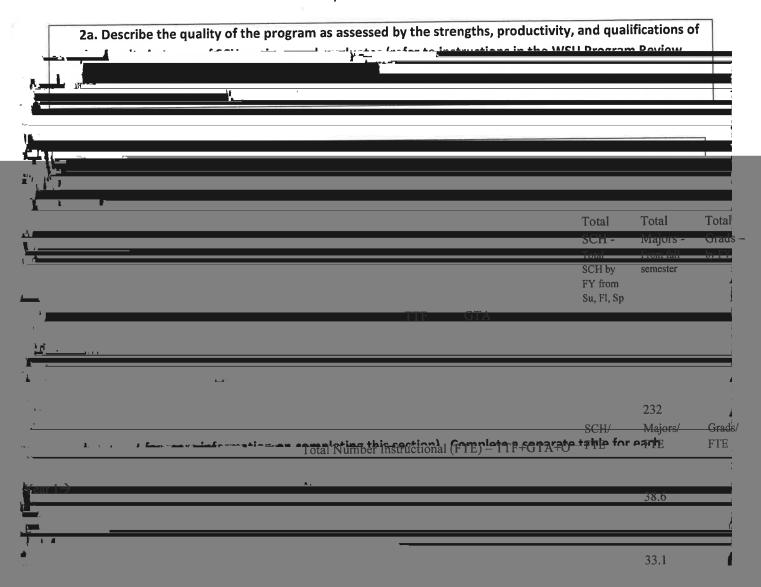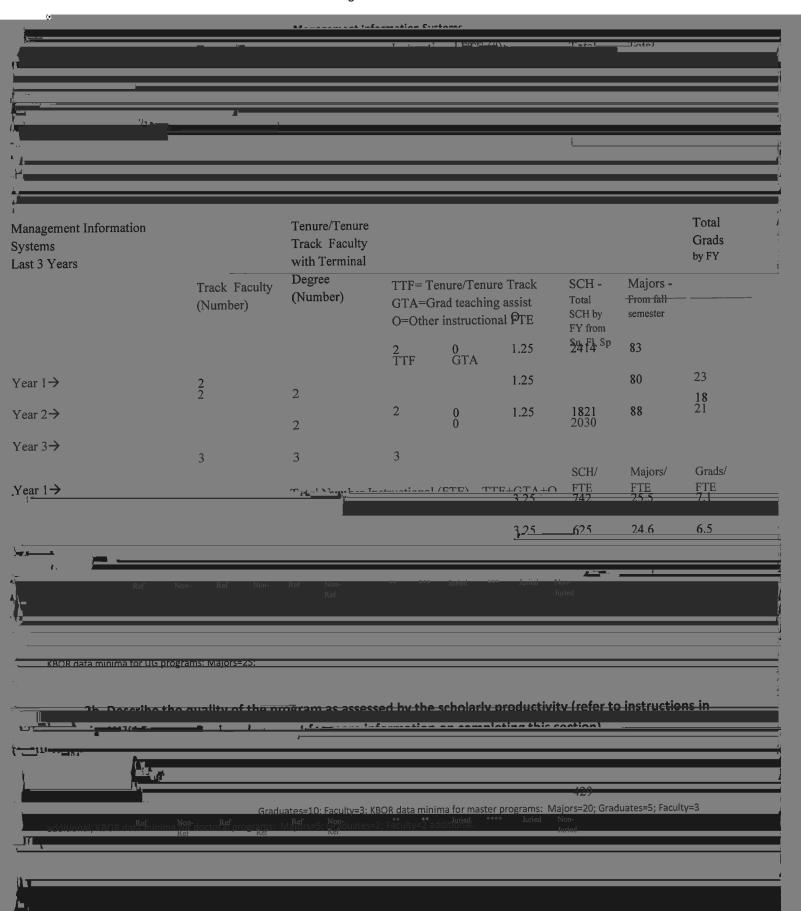
Finance Degree Elective Courses:

Choose 5 electives from the following list:

FIN 450 – Applied Financial Analysis
FIN 610 – Insurance and Risk Management
FIN 611 – Real Estate Finance

FIN 622 – Futures and Options Markets
FIN 625 – International Financial Management
FIN 631 – Fixed Income and Securities Markets
FIN 632 – Bank and Financial Institution Management

- Start or join a computer computing company specializing in providing business systems to small business or organization units in large companies.
- Join the MIS or IT department of organizations serving any of the following roles: System Analyst, Telecommunication Analyst, Information Center Consultant, Database Administrator, Departmental MIS

Manager, Application Programmer, Maintenance Programmer, Functional Area MIS Liaison, Network Administrator, Web Database Developer Database Designer, etc.
- Continue graduate studies in MIS or other related fields.

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

2a. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of

	Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY
TTF GTA			
		232	
	SCH/FTE	Majors/FTE	Grads/FTE

Total Number Instructional (FTE) = TTF+GTA+O

		38.6	
		33.1	

Management Information Systems

Management Information Systems Last 3 Years	Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	TTF= Tenure/Tenure Track GTA=Grad teaching assist O=Other instructional FTE		Instructional FTE (#)	SCH - Total SCH by FY from Su, Fl, Sp	Majors - From fall semester	Total Grads by FY
			2 TTF	0 GTA	1.25	2414	83	
Year 1 →	2 2	2			1.25		80	23
Year 2 →			2	0 0	1.25	1821 2030	88	18 21
Year 3 →	3	3 2	3					

	Total Number Instructional (FTE)	TTF+GTA+O	SCH/ FTE	Majors/ FTE	Grads/ FTE
Year 1 →		3.25	742	25.5	7.1
		3.25	625	24.6	6.5

KBOR data minima for UG programs: Majors=25;

2b. Describe the quality of the program as assessed by the scholarly productivity (refer to instructions in

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.

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.

Finance

...ment to the local community. Our MIS students engage in this program

Last 3 Years

MIS   MIS

241   83   23.1

234

22.3
will trigger program.

with a good number actually finding their first post-graduation employment in this manner. In terms of research, despite its small size, the MIS faculty has been extremely productive in terms of scholarly contributions, especially in terms of high quality journal publication, which is our department's research focus. All of our MIS tenure-track faculty members have had their research published in the top journals in their field. MIS faculty members have received both Barton Fellowships and the Barton

...Mention of the Year Awards over the past few years. And in the time frame

GPA

N/A

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

Six objectives are assessed in Finance 660, our capstone course for finance majors. These six objectives are:
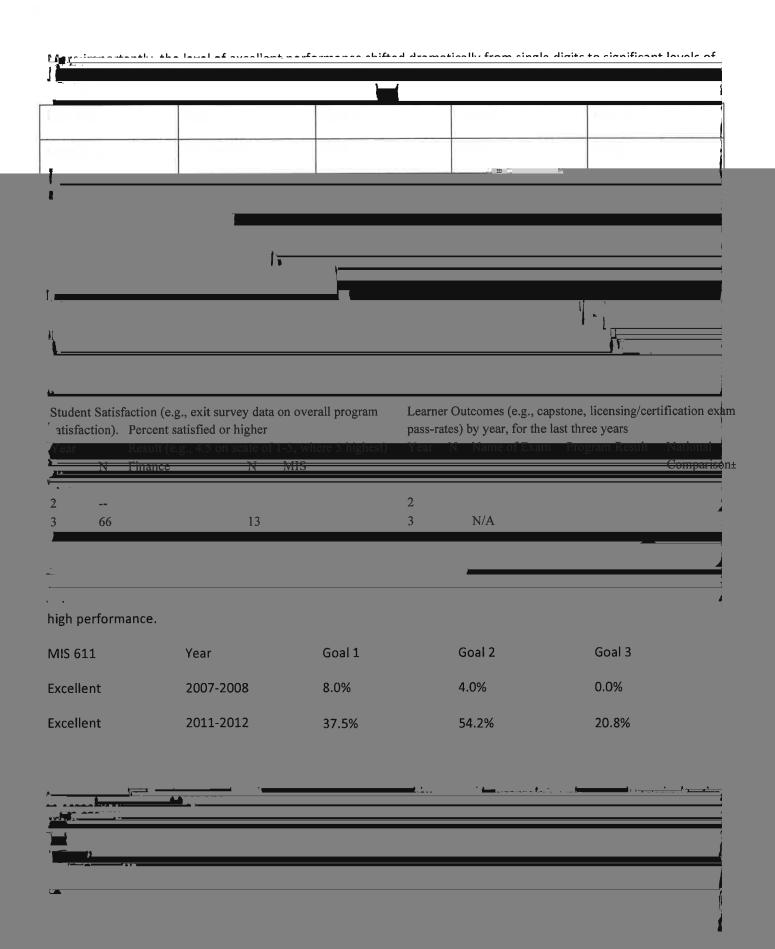
1. A firm's sources and the cost of capital for these sources, as well as the weighted average cost of capital (WACC)
2. Firm valuation (Intrinsic Value) using the Free Cash Flow (FCF) method
3. Capital budgeting
4. Mergers and acquisitions
5. Capital structure
6. Dividend (payout) policy

MIS 395 Assessment Analysis

Core Business Course

MIS 605 Assessment Analysis

Results by Year – Please see Appendix IV

The table in Appendix IV shows the percent of students that fell into the categories of excellent, acceptable, and

unacceptable for each goal.

Changes made due to assessment included

In 2009, a new edition of the textbook was adopted. Also, for the first time, some of the chapters were

More importantly, the level of excellent performance shifted dramatically from single digits to significant levels of

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 Finance	N MIS					
2	--		2				
3	66	13	3	N/A			

high performance.

MIS 611	Year	Goal 1	Goal 2	Goal 3
Excellent	2007-2008	8.0%	4.0%	0.0%
Excellent	2011-2012	37.5%	54.2%	20.8%

e courses assessed. Some areas of improvement are needed in the assessment metrics which can be affected

by better assessment tools and improved instruction, although t

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).

FINANCE Skills Measurements	Results	
Oral/written communication, Numerical literacy, research skills, Critical thinking and problem solving, Collaboration and teamwork, Library Diversity and globalization	Majors	Non-Majors
evaluated by Barton School of Business at the level		

MIS

MIS Skills Measurements of:	Results	
Oral/written communication, literacy Critical problem Collaboration and teamwork, Library Diversity globalization	Majors	Non-Majors

d. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the

Provide the process the department uses to assure assignment of credit hours (per WSU policy
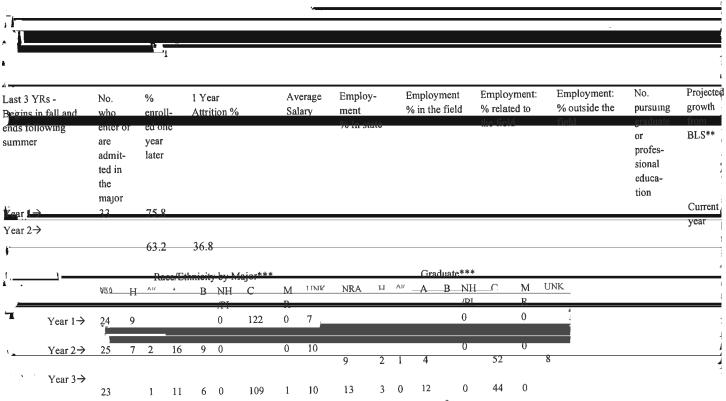
...last three years. Attach a few examples of course

syllabi that communicates this policy to students (provide as an appendix).
Provide information here:

FINANCE:

in high assessment ratios. Assessment metrics indicate

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).

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	Employ-ment % in state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or profes-sional educa-tion	Projected growth from BLS**
Year 1 →	33	75.8								Current year
Year 2 →		63.2	36.8							

	Race/Ethnicity by Major***									Graduate***							
	NRA	H	AI/	A	B	NH/PI	C	M	UNK	NRA	H	AI/	A	B	NH/PI	C	M	UNK
Year 1 →	24	9			0		122	0	7				0		0		
Year 2 →	25	7	2	16	9	0		0	10				0		0		
							9	2	1	4			52	8		
Year 3 →	23	1	11	6	0	109	1	10	13	3	0	12	0	44	0		

a. Utilize the table below to provide data that demonstrates student need[3] and demand for the program.

Finance

Majors[3]

Last 3 YRs -	No.	%	1 Year Attrition %	Average Salary	Employ-ment	Employment of Majors* Employment % in the field	Employment: % related to	Employment: % outside the	No. pursuing	Projected growth
	21	61.9	38.1							
Year 3 →	19			$39,474						

| | | 1 | 11 | 7 | | | | | 44 | |

118

...using the data from the table above. Include...

Fall Semester

a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH

programs, faculty service to the institution, and beyond.

The table above is aggregated for both MIS and Finance programs. Disaggregated data for the individual

programs were not available. So, this analysis is based upon the Finance, Real Estate and Decision Science
Department, where both of these majors are housed. Given that both programs provide one required core

High Quality Research

MIS: No specific goals from last review.

T...1.3.EX.	Goal (s)	Assessment Data Analyzed	Outcome
	High Quality Research		

High Quality Teaching

The Finance faculty continues to produce a good quantity of high-quality refereed journal publications. The teaching outcomes are very good to excellent and we enjoy a high degree of student satisfaction with our faculty performance as indicated by student surveys.

Student surveys found that in Finance: 97% of students indicated that the Finance faculty are both accessible and well informed regarding program requirements. 87.9% of finance students were satisfied to very satisfied with the program and 88% were satisfied with the quality of instruction. 86% of our students are satisfied with faculty feedback on coursework. 77% felt that classes were offered at

and community service is excellent. Graduates are very satisfied with the education that they

receive and rate faculty performance very highly. They are placed at competitive salaries in Kansas and beyond. The department delivers a high level of SCH per FTE at a cost near the mean for the Barton School. The amount of publications in peer reviewed elite journals is well above

Appendix I – FIN 340 Assessment Results for Objectives 1, 2 and 3

	Objective 1 (Time Value of Money)		
			%
Spring 2007			
Fall 2007	42.8%	38.7%	18.5%
Spring 2008	45.5%	37.9%	16.7%
Summer 2008	28.6%	51.2%	20.2%
Fall 2008	60.1%	26.0%	13.9%
Spring 2009	59.4%	30.1%	10.5%
Fall 2009	60.3%	27.6%	12.2%
Spring 2010	58.2%	23.4%	18.4%
Fall 2010	35.6%	43.9%	20.6%
Spring 2011	30.2%	39.7%	30.2%
Fall 2011	55.7%	24.6%	19.7%
Spring 2012	68.0%	22.7%	9.3%

			%
Spring 2007			
Fall 2007	56.4%	28.5%	15.1%
Spring 2008	38.3%	33.7%	28.1%

	59.0%	25.0%	15.1%
Spring 2009	56.5%	29.3%	14.3%
Fall 2009	59.6%	23.8%	16.6%

Appendix II: FIN 660 Assessment Results, Objectives 1 through 6

FALL 2009

	WACC	Int. Value	Cap. Budget.	Mergers	Cap. Struct.	Div. Policy	
							Average % of
Exemplary	48.28%	48.28%	62.07%	31.03%	51.72%	31.03%	unacceptable
Acceptable	41.38%	48.28%	17.24%	13.79%	10.34%	6.90%	31.61%
	10.34%	3.45%	20.69%	55.17%	37.93%	62.07%	

| | | 52.63% | 63.16% | 21.05% | 47.37% | 25.08% | |
| | | | 18.42% | 65.79% | 34.21% | 71.05% | |

	71.43%	35.71%	71.43%		64.29%		
		42.86%					
	21.43%		7.14%			42.86%	

						26.67%	
			20.00%	13.33%	33.33%		
				26.67%	33.33%		

| | | | 50.00% | | | 32.50% | |
| | | | 35.00% | | | 25.00% | |

| | | | 12.50% | 25.00% | | | |

Appendix III - MIS 395 Assessment Results – Goals 1, 3 and 4

The table shows the percent of students that fell into the categories of excellent, acceptable, and

unacceptable for each goal. Each row in the table represents the results for a school year. Combining

Appendix IV – MIS 605 – Assessment Results – Goals 1, 2 and 3

Appendix V – MIS 611 – Assessment Results Goals 1, 2 and 3

The following table shows the percent of students that fell into the categories of excellent, acceptable,