

## **Accounting and Finance Table of Contents**

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## Accounting and Finance Annual Report

### Department Annual Report (outline)

- I. Unit Goals/Progress/Accomplishments: focus on department/program accomplishments.
- II. Program Viability and Enrollment Management: includes viability metrics, departmental enrollment management plan and departmental performance toward meeting enrollment management goals (supported by enrollment management report provided by Institutional Research).
- III. Faculty, Student, and Staff Accomplishments: focus on individual accomplishments that provide evidence of advancing or enhancing program quality
- IV. Alumni Accomplishments
- V. Resource allocation recommendations

### Department Annual Report (template)

#### Section 1: Unit Goals/Progress/Accomplishments<sup>1</sup>

In Table 1 list Unit Goals from the Five Year Plan and additional goals established for the current year, describe actions implemented to help achieve goals, and provide evidence of how the actions taken contribute to goal achievement.

*Table 1: Progress in Accomplishing 5 Year Goals*

Unit Goal <sup>2</sup>	Action Items	Evidence of Progress to Goal (performance relative to action item)
Engaging the community to enhance the program and provide a network for graduates	Developing a signature program which responds to regional needs.	National ranking on first time CPA exam pass rates in 2016.
Promote majors and programs with strong job placement opportunities in the region and beyond.	Promotion of the PBA Certificate in Accounting and the Bank Management Certificate in order to specifically meet the needs of Northeast Indiana's public accounting and private firms, as well as the banking industry.	Increased growth specifically in the Bank Management Certificate Program. PBA has remained fairly steady in spite of enrollment declines.
Increase opportunities for engaged and experiential	Internship and Co-Op Opportunities have been	Although the number of internships has remained

<sup>1</sup> This section does not include enrollment goals. Enrollment goals are reported in Section 2.

<sup>2</sup> In transition prior to development of 5 year strategic plan, use USAP Yr. 1 and 2 Reports

learning including service learning and internship programs.	pursued and promoted in area counties beyond Allen County.	steady, we have expanded the geographical area beyond Allen County.
Improve retention of accounting and PBA students by reducing the number of students who retake upper level accounting courses.	Intrusive Advising has been adopted by multiple faculty members in the department. Also, several faculty videotape their classes live in order to provide.	Number of retakes has declined. Also, videotaping adds flexibility for students who may miss class.
Give graduating accounting majors an exit exam that covers basic topics from required coursework.	Difficult to implement as some students had taken Audit but not Tax, and vice-a-versa.	Dean's office used ETS exams for the reaccreditation. Faculty assesses their own courses through comprehensive exams or comprehensive questions on the final.

## Section 2: Evaluation and Planning Program Viability

### Accounting BSB

Using Tables 2a through 2d, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

*Table 2a – Fall Program Demand*

<b>Fall Semester</b>	<b>Demand (New to Major)</b>	<b>Majors (New plus Continuing)</b>	<b>Graduates</b>
2017	38	86	
2016	41	94	36
2015	56	113	47
2014	53	126	50
2013	78	127	41
2012	54	111	43
<b>Averages</b>	<b>56</b>	<b>114</b>	<b>43</b>

Table 2b: Fall Viability Metric Ratios

<b>Fall Semester</b>	<b>Graduation Efficiency</b>	<b>Student Attrition</b>	<b>Growth Trend</b>
2016	36.17%	05.32%	0.932

2015	35.40%	07.08%	0.966
2014	37.30%	07.14%	0.803
2013	29.13%	04.72%	1.529
2012	31.53%	07.21%	0.964
<b>Ratios</b>	<b>33.80%</b>	<b>06.30%</b>	<b>1.025</b>

Accounting BSB (continued)

Table 2c: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					In Major	Out of Major	
2017	38	86					
2016	41	94	48	5	34	2	5
2015	56	113	48	10	40	7	8
2014	53	126	57	10	47	3	9
2013	78	127	72	8	37	4	6
2012	54	111	47	13	35	8	8
<b>Summary</b>	<b>282</b>	<b>571</b>	<b>272</b>	<b>46</b>	<b>193</b>	<b>24</b>	<b>36</b>

Table 2d: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)					
			2012	2013	2014	2015	2016	2017
New Majors	Enrollments have declined with transitioning from an IU to Purdue program. Goal is to change perception by claiming "New Name, Same Game" Goal is to reverse the trend. This implies maintenance of majors.	-Invite freshmen and sophomores to Firm Night which is sponsored in the Fall semester -Invite freshmen and sophomores to Accounting Society events during the academic year exposing them to career paths in accounting; also the end-of-the-year banquet. -Approximately 65 sophomore students participated in these events this year (number represents students in all majors of business).	54	78	53	56	41	38
Retained in Major	Retention in major has leveled off in past two years. Goal is to	-Intrusive advising by accounting faculty to streamline student course load during the	47	72	57	48	48	

	increase co-op/internship opportunities thus increasing probability of students retained in the major. 5% increase would be a valid goal.	semester to enhance student success -Provide student employment opportunities through the co-op/internship program. Accounting currently has the highest number of students participating in the co-op/internship program on campus.						
Retained at IPFW	Goal is to reverse the downward trend and maintain number of students retained at IPFW.	Faculty will counsel students who may not stay in the major and direct them to other majors, in the DSB, primarily. Infrequently, students are advised to pursue a major outside the DSB.	60	80	67	58	53	
Total majors	Goal is to reverse the downward trend and maintain students.	Advertisement of national ranking of CPA exam first time pass rates does provide an attraction to students to enter the major and persist.	111	127	126	113	94	86
Graduated in Major	Goal is to reverse the downward trend and maintain numbers of graduates in the major.	Co-op/Internship experiences whether in public or private accounting not only leads to ultimate graduation but 75% of those in the Co-op/Internship program are hired by their respective employers	35	37	47	40	34	
Stopped Out	Goal is zero stop outs, but this is truly an ideal number.	Inevitably, students may take a year or semester off due to personal issues. Goal is for them to return and offer them career counseling upon their return.	8	6	9	8	5	

## Accounting BSB (continued)

*Table 2e: Discussion - Use the data from Tables 2a-2c to synthesize and analyze your program's enrollment and retention performance relative to the established goals. Discuss future plans to improve program viability. Finally, describe any changes in your action plan you are making to improve performance.*

First time pass rates on CPA exam ranks IPFW as 38<sup>th</sup> nationally amongst mid-size schools achieving a top 13<sup>th</sup> percentile. This is the first time our students have achieved a national ranking. We have been proactive in establishing uniform assessment outcomes for all principles level classes in accounting (A201 and A202). Flexibility of delivery has continued through offering of principles classes on-line (video) and through hybrid offerings. Creating flexibility seeks to allow the student more choices in related to multiple delivery formats. In the past two years, we see an Increase in the number of employment opportunities through co-op/internship program experiences. With the downturn in the economy during the great recession, opportunities declined. We are now seeing a reversal of this trend. Currently, 18 – 25 students in accounting participate in co-op/internships in the Fall/Spring semesters (more opportunities are available in the Fall due to seasonal work involving tax preparation). Increase number of students participating in the VITA program. This is a volunteer opportunity for our students as they are trained and mentored by professionals in taxation. IPFW students are exemplary in their performance in terms of preparation, thoroughness, and professionalism. See the following quote from the Executive Director received on November 7, 2017:

Thank you so much for really investing in your students. You send us some of the best VITA tax preparers! Many thanks, Jean Joley

Student placements for the co-op/internship program has steadily risen for accounting majors:

2013	2014	2015	2016	2017
44	40	42	53	59

Increase in sponsorships of the Accounting Society by approximately 10%. We now have firm sponsorships from two firms in Indianapolis and one firm from Ohio. Seek to increase dollar amounts of accounting scholarships as the cost of attending college continue to rise. Currently, scholarships range from \$500 to \$1,500 annually. Students are actively sought out upon their graduation by firms in Northeast Indiana and beyond, including Indianapolis and Ohio. We currently do not graduate a sufficient number of qualified students to meet the needs in accounting for Northeast Indiana. Faculty in the accounting department are marginally resourced. The faculty is aging, and succession plans are in discussion. Current discussions revolve around a restructuring of the administrative functions within the DSB. The goal is to provide a more centralized leadership structure to alleviate administrative obligations, thus enhancing opportunities for senior faculty to be more involved in the classroom.

**Accounting ND**

Using Tables 2a through 2d, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

*Table 2a – Fall Program Demand*

<b>Fall Semester</b>	<b>Demand (New to Major)</b>	<b>Majors (New plus Continuing)</b>	<b>Graduates</b>
2017	107	107	
2016			
2015			
2014			
2013			
2012			
<b>Averages</b>	<b>NaN</b>	<b>NaN</b>	<b>NaN</b>

Table 2b: Fall Viability Metric Ratios

<b>Fall Semester</b>	<b>Graduation Efficiency</b>	<b>Student Attrition</b>	<b>Growth Trend</b>
2016			
2015			
2014			
2013			
2012			
<b>Ratios</b>	<b>NaN</b>	<b>NaN</b>	<b>NaN</b>



Accounting ND (continued)

Table 2c: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					In Major	Out of Major	
2017	107	107					
2016							
2015							
2014							
2013							
2012							
<b>Summary</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Table 2d: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)					
			2012	2013	2014	2015	2016	2017
New Majors	Goal is to maintain this number as we transition to a Purdue program from an IU program.	Recruit at local high schools through visits. Total high schools visited in 2016 was 3 (an average of 20 students per class). Difficult to measure if any of these students were inclined to attend IPFW and major in business. -Participate in on-campus high school day -Present to J100 students -Many of these students are invited to Firm Night in the Fall, Accounting Society events (average of 4 events per semester) and end-of-the-year banquet. Approximately 65 freshmen and sophomores attended events this past year,						107

		representing all majors in the business program.						
Retained in Major								
Retained at IPFW								
Total majors	Goal is to maintain this number and reverse the downward trend.							107
Graduated in Major								
Stopped Out								

Accounting ND (continued)

*Table 2e: Discussion - Use the data from Tables 2a-2c to synthesize and analyze your program's enrollment and retention performance relative to the established goals. Discuss future plans to improve program viability. Finally, describe any changes in your action plan you are making to improve performance.*

In the J100 class, the instructor invites accounting faculty along with former alumni to describe their journey through the accounting program that eventually led to their graduation and placement. At the Fall 2017 freshmen orientation, the DSB Student Success Center invited the Chair of ACFN to speak with students, sharing knowledge of the program and its curriculum.

**Post-Baccalaureate Certificate in Accounting PBA**

Using Tables 2a through 2d, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

*Table 2a – Fall Program Demand*

<b>Fall Semester</b>	<b>Demand (New to Major)</b>	<b>Majors (New plus Continuing)</b>	<b>Graduates</b>
2017	11	21	
2016	10	20	6
2015	13	24	2
2014	11	24	6
2013	18	28	6
2012	16	29	9
<b>Averages</b>	<b>14</b>	<b>25</b>	<b>6</b>

Table 2b: Fall Viability Metric Ratios

<b>Fall Semester</b>	<b>Graduation Efficiency</b>	<b>Student Attrition</b>	<b>Growth Trend</b>
2016	30.00%	15.00%	1.000
2015	08.33%	50.00%	0.929
2014	25.00%	29.17%	0.846
2013	21.43%	32.14%	1.200
2012	31.03%	31.03%	0.842
<b>Ratios</b>	<b>23.20%</b>	<b>32.00%</b>	<b>0.958</b>

Post-Baccalaureate Certificate in Accounting PBA (continued)

Table 2c: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					In Major	Out of Major	
2017	11	21					
2016	10	20	10	1	6	0	3
2015	13	24	10	0	2	0	12
2014	11	24	11	0	6	0	7
2013	18	28	13	0	6	0	9
2012	16	29	10	1	9	0	9
<b>Summary</b>	<b>68</b>	<b>125</b>	<b>54</b>	<b>2</b>	<b>29</b>	<b>0</b>	<b>40</b>

Table 2d: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)					
			2012	2013	2014	2015	2016	2017
New Majors	Goal is to increase these majors by 10%.	Often meet with these new majors on an individual basis to streamline schedules. In the past, we have had undergrad majors in: Math, Psychology, Continuing Studies, Music, OLS, Foreign Languages.	16	18	11	13	10	11
Retained in Major			10	13	11	10	10	
Retained at IPFW			11	13	11	10	11	
Total majors			29	28	24	24	20	21
Graduated in Major	Attempt to increase by 10% the	This is a very challenging program. Many are transitioning from a non-business background to	9	6	6	2	6	

	number of graduates	Accounting. Proper advising for these types of students is critical.						
Stopped Out	Number of stop outs should be a single digit.	Be proactive in academic as well as career advising.	9	9	7	12	3	

## Post-Baccalaureate Certificate in Accounting PBA (continued)

*Table 2e: Discussion - Use the data from Tables 2a-2c to synthesize and analyze your program's enrollment and retention performance relative to the established goals. Discuss future plans to improve program viability. Finally, describe any changes in your action plan you are making to improve performance.*

Demand for the PBA has remained steady, but strong. We seek to work with these individuals one-on-one because of the uniqueness of the program as well as the diversity of students who pursue the certificate. The majority of the students who pursue this program majored in something other than business as an undergrad. For these students, the classes required to complete the certificate include not only 24 credit hours of accounting, but also 24 credit hours of non-accounting business classes. Additionally, for those students preparing to take the CPA exam, we often recommend a couple of advanced accounting courses beyond those required for the PBA. By taking some of these additional classes, the chances for passing the various sections of the CPA exam are greatly enhanced. Many of these individuals are returning adults seeking to pursue a certificate in a major that will provide job stability and mobility.

CPA exam ready candidates are highly sought after not only by firms in Northeast Indiana, but also by companies in Indianapolis and Ohio.

Student placements for the co-op/internship program has slowly but steadily risen for PBAs:

2013	2014	2015	2016	2017
0	0	4	3	3

Many of these students are working full time jobs upon entering and while attending the PBA program. However, we do have some that leave their job because it is not in a field in which they intend to stay. The co-op/internship program provides for them some real world experience while getting paid and receiving college credit.

**Bank Management Certificate CERT**

Using Tables 2a through 2d, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

*Table 2a – Fall Program Demand*

<b>Fall Semester</b>	<b>Demand (New to Major)</b>	<b>Majors (New plus Continuing)</b>	<b>Graduates</b>
2017	9	19	
2016	19	20	6
2015	4	7	5
2014	11	11	7
2013	4	4	3
2012	7	7	6
<b>Averages</b>	<b>9</b>	<b>10</b>	<b>5</b>

Table 2b: Fall Viability Metric Ratios

<b>Fall Semester</b>	<b>Graduation Efficiency</b>	<b>Student Attrition</b>	<b>Growth Trend</b>
2016	30.00%	10.00%	1.900
2015	42.86%	00.00%	1.000
2014	45.45%	09.09%	1.833
2013	75.00%	25.00%	1.000
2012	85.71%	00.00%	1.000
<b>Ratios</b>	<b>46.94%</b>	<b>08.16%</b>	<b>1.452</b>



Bank Management Certificate CERT (continued)

Table 2c: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					<i>In Major</i>	<i>Out of Major</i>	
2017	9	19					
2016	19	20	10	2	6	0	2
2015	4	7	1	1	3	2	0
2014	11	11	3	0	5	2	1
2013	4	4	0	0	3	0	1
2012	7	7	0	1	6	0	0
<b>Summary</b>	<b>45</b>	<b>49</b>	<b>14</b>	<b>4</b>	<b>23</b>	<b>4</b>	<b>4</b>

Table 2d: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)					
			2012	2013	2014	2015	2016	2017
New Majors	Increase by 10%	Banks are on the verge of an upswing in resources in terms of qualified personnel,.	7	4	11	4	19	9
Retained in Major	Increase by 10%		0	0	3	1	10	
Retained at IPFW	Increase by 10%		1	0	3	2	12	
Total majors	Increase by 10%		7	4	11	7	20	19
Graduated in Major	Increase by 10%		6	3	5	3	6	
Stopped Out	Maintain at a minimum number		0	1	1	0	2	

## Bank Management Certificate CERT (continued)

*Table 2e: Discussion - Use the data from Tables 2a-2c to synthesize and analyze your program's enrollment and retention performance relative to the established goals. Discuss future plans to improve program viability. Finally, describe any changes in your action plan you are making to improve performance.*

Increased enrollment of students pursuing the BMC from 2015-2016 directly mirrors the increase in number of finance majors over the same period. From 2015-16, sixteen students were added to the major while thirteen of those students also enrolled in the BMC program. This is a remarkable increase and should be duly noted. The director of this certificate program, Mike Reffeitt, is responsible for the courses offered in this program, while the finance faculty together prepares these students through a rigorous academic foundation. The banking community supports the program through presentations in the Current Topics in Banking class, and ultimately hiring of our students. Because Fort Wayne is known as an “over-banked” community, there is a high demand for students who complete the BMC program requirements. Many of these students will launch their careers through the banking environment. Once experience is gained from banking, many will pursue career opportunities in companies using their finance-related skills. Then, many will actually circle back to the banks.

Unlike the PBA Certificate, an individual can actually enroll in this program as an undergraduate or a post-graduate student. This permits much more flexibility in the types of students that we seek to recruit for this certificate program.

The Banking Simulation course that is offered in the Spring semester is one of the only classes of its kind offered on the undergraduate level in universities in the United States.

**Finance BSB**

Using Tables 2a through 2d, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

*Table 2a – Fall Program Demand*

<b>Fall Semester</b>	<b>Demand (New to Major)</b>	<b>Majors (New plus Continuing)</b>	<b>Graduates</b>
2017	35	61	
2016	45	61	22
2015	30	45	19
2014	23	37	19
2013	22	33	17
2012	16	36	24
<b>Averages</b>	<b>27</b>	<b>42</b>	<b>20</b>

Table 2b: Fall Viability Metric Ratios

<b>Fall Semester</b>	<b>Graduation Efficiency</b>	<b>Student Attrition</b>	<b>Growth Trend</b>
2016	31.15%	06.56%	1.406
2015	40.00%	06.67%	1.034
2014	43.24%	05.41%	1.150
2013	39.39%	00.00%	1.375
2012	63.89%	00.00%	0.667
<b>Ratios</b>	<b>41.98%</b>	<b>04.25%</b>	<b>1.124</b>

Finance BSB (continued)

Table 2c: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					In Major	Out of Major	
2017	35	61					
2016	45	61	26	9	19	3	4
2015	30	45	15	8	18	1	3
2014	23	37	14	2	16	3	2
2013	22	33	13	3	13	4	0
2012	16	36	11	1	23	1	0
<b>Summary</b>	<b>136</b>	<b>212</b>	<b>79</b>	<b>23</b>	<b>89</b>	<b>12</b>	<b>9</b>

Table 2d: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)					
			2012	2013	2014	2015	2016	2017
New Majors	Goal is to reverse the downward trend, maintain the numbers that we have.	Counsel students regarding opportunities in banking, especially in the Northeast Indiana corridor.	16	22	23	30	45	35
Retained in Major	Goal is to maintain these numbers. With such a significant increase in the past two years, it is unrealistic to expect continued dramatic increases.		11	13	14	15	26	
Retained at IPFW	Goal is to maintain these numbers. With such a significant		12	16	16	23	35	

	increase in the past two years, it is unrealistic to expect continued dramatic increases.							
Total majors	Goal is to maintain these numbers. With such a significant increase in the past two years, it is unrealistic to expect continued dramatic increases.		36	33	37	45	61	61
Graduated in Major	Increase the Percentage of students graduating by 5%		23	13	16	18	19	
Stopped Out	Keep to a minimum.		0	0	2	3	4	

## Finance BSB (continued)

*Table 2e: Discussion - Use the data from Tables 2a-2c to synthesize and analyze your program's enrollment and retention performance relative to the established goals. Discuss future plans to improve program viability. Finally, describe any changes in your action plan you are making to improve performance.*

The trend for increased growth in the finance major is mirrored to that of the Bank Management Certificate. Although enrollments have declined university-wide, the number of majors in the past two years has increased by over 33%. Jobs in the field of finance have been growing as the economy has emerged out of recession. It is apparent that banking is a significant driver of the of these enrollment increases.

Student placements for the co-op/internship program has risen and then fallen a bit for the finance majors:

2013	2014	2015	2016	2017
6	9	15	11	8

Placements vary by availability of positions and the strength of the class that is progressing through the degree program.

**Finance ND**

Using Tables 2a through 2d, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

*Table 2a – Fall Program Demand*

<b>Fall Semester</b>	<b>Demand (New to Major)</b>	<b>Majors (New plus Continuing)</b>	<b>Graduates</b>
2017	70	70	
2016			
2015			
2014			
2013			
2012			
<b>Averages</b>	<b>NaN</b>	<b>NaN</b>	<b>NaN</b>

Table 2b: Fall Viability Metric Ratios

<b>Fall Semester</b>	<b>Graduation Efficiency</b>	<b>Student Attrition</b>	<b>Growth Trend</b>
2016			
2015			
2014			
2013			
2012			
<b>Ratios</b>	<b>NaN</b>	<b>NaN</b>	<b>NaN</b>

Finance ND (continued)

Table 2c: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					In Major	Out of Major	
2017	70	70					
2016							
2015							
2014							
2013							
2012							
<b>Summary</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Table 2d: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)					
			2012	2013	2014	2015	2016	2017
New Majors		Recruit at local high schools through visits. Total high schools visited in 2016 was 3 (an average of 20 students per class). Difficult to measure if any of these students were inclined to attend IPFW and major in business. -Participate in on-campus high school day -Present to J100 students -Many of these students are invited to Firm Night in the Fall, Accounting Society events (average of 4 events per semester) and end-of-the-year banquet. Approximately 65 freshmen and sophomores attended events this past year,						70



		representing all majors in the business program.						
Retained in Major								
Retained at IPFW								
Total majors								70
Graduated in Major								
Stopped Out								

Finance ND (continued)

*Table 2e: Discussion - Use the data from Tables 2a-2c to synthesize and analyze your program's enrollment and retention performance relative to the established goals. Discuss future plans to improve program viability. Finally, describe any changes in your action plan you are making to improve performance.*

In the J100 class, the instructor invites finance faculty along with former alumni to describe their journey through the accounting program that eventually led to their graduation and placement. At the Fall 2017 freshmen orientation, the DSB Student Success Center invited the Chair of ACFN to speak with students, sharing knowledge of the program and its curriculum.

### Section 3: Department Undergraduate Non-Dual Credit Hour Production

Discussion: Describe changes in total non-dual credit hour production for your program and the relationship of non-dual credit hour production to overall program viability. You may include a discussion of the contribution of service hours to program viability.

<b>Fall</b>	<b>In-Major</b>	<b>Service</b>	<b>Total Credit Hours</b>
Fall 2017	1167	948	2115
Fall 2016	900	1791	2691
Fall 2015	999	2022	3021
Fall 2014	990	2097	3087
Fall 2013	1077	2214	3291
Fall 2012	969	2331	3300

#### **Section 4: Faculty/Staff/Student Accomplishments**

1. Scholarship and Creative Endeavor
2. Teaching and Learning
3. Service

#### **Hui (Ada) Di:**

“A Practical Guide to Deferring Taxes When Replacing Business Property” with S. Hanke. *Review of Business*, forthcoming.

“Earnings Smoothing around Open-Market Share Repurchases” with D. Marciukaityte. *Review of Accounting and Finance*, 2015, 14(1): 64-80.

\*Selected as selected by the journal’s editorial team as a **Highly Commended Paper** in the **2016 Emerald Literati Network Awards for Excellence**.

“The Impact of Double Taxation on Small Firms’ Cash Holdings” with S. Hanke. *Applied Financial Economics*, 2013, 23(16): 1349-1359.

“EPS Dilution after SEOs and Earnings Management” with E. Goodwin and D. Marciukaityte. *Managerial Finance*, 2012, 38(5): 485-507.

“A Censored Quantile Regression Analysis of Employee Stock Options Substitution for Debt and the Impact of SFAS 123R” with S. Hanke and W.C. Chiang. *Managerial Finance*, 2012, 38 (2): 165-187.

“Why Do Small Businesses Take on High Levels of External Loans? A Censored Quantile Regression Analysis” with S. Hanke. *Academy of Accounting and Financial Studies Journal (AAFSJ)*, 2012, 16(SI): 17-34.

“An Analysis of Tax Court Cases Relevant to Financial Planners” with S. Hanke and G. Miller. *Journal of Academy of Business and Economics (JABE)*, 2012, 12(4): 75-83.

“A Two-State Analysis of Estate Taxes and Charitable Bequests from the Most Generous Decedents” with S. Hanke, T. Englebrecht, T. Bisping. *Advances in Accounting*, June 2012, 28 (1): 38-48.

#### **Otto Chang:**

Chang, O.H., “Economic Outlook for the Year of 2012,” Minority and Small Business Review, Vol. 10, January 2012, pp. 37-41.

Chang, O.H., “The Prospect of Economic Recovery in America and Its Impact on the Global Economy,” Hebei Academic Journal, Sep. 2013, Vol.33, No. 5, pp. 115-117.

Chang, O.H., “The Role of Market and Government in Sustainable Economic Development, Economic Forum Monthly, October 2014,  
Vol. 44, No.10, pp.171-176.

Chang, O.H., “Economic Outlook for the Year of 2015,” Minority and Small Business Review,  
March 2015, Vol. 13, pp 26-30.

Chang, O.H., “The Role of Think Tanks in the US Conservative Movement, Economic Forum Monthly, Vol. 544, No. 11, November 2015, pp. 120-124. Five year journal impact factor 0.580.

Chang, O.H., “Economic Outlook for the Year of 2016,” Minority and Small Business Review,  
Vol 14, (Spring 2016), pp.10-14.

Chang, O.H., “Economic Outlook for the Year of 2017,” Minority and Small Business Review,  
Vol 15, (Spring 2017), pp. 5-10

Chang, Otto and Michael Slaubaugh, “Sustainable Business Practices in the United States: A Survey on Implementation”, *Journal of Management and Sustainability*, Vol. 7, No. 3 September 2017, pp. 1-11.

Chang, Otto and Michael Slaubaugh, "Business Professionals' Attitudes Toward Sustainable Business Practices", *Journal of Management and Sustainability*, September 2016.

### **Steven Hanke:**

A Practical Guide to Deferring Taxes When Replacing Business Property. Co-author: Dr. Hui Di.

*\*Review of Business*, forthcoming

The Impact of Double Taxation on Small Firms' Cash Holdings. Co-author: Dr. Hui Di.

*\*Applied Financial Economics*, 2013, 23 (16): 1349-1359.

A Two-State Analysis of Estate Taxes and Charitable Bequests from the Most Generous Decedents. Co-authors: Dr. Ted D. Englebrecht, Dr. Hui Di and Dr. Timothy O. Bisping.

*\*Advances in Accounting*, June 2012, 28 (1): 38-48.

A Censored Quantile Regression Analysis of Employee Stock Options Substitution for Debt and the Impact of SFAS 123R. Co-authors: Dr. Hui Di and Dr. Wei-Chih Chiang.

*\*Managerial Finance*, February 2012, 38 (2): 165-187.

Why Do Small Businesses Take On High Levels of External Loans? A Censored Quantile Regression Analysis. Co-author: Dr. Hui Di.

*\*Academy of Accounting and Financial Studies Journal (AAFSJ)*, 2012, 16 (SI): 17-34.

An Analysis of Tax Court Cases Relevant to Financial Planners. Co-authors: Dr. Hui Di and Dr. Geralyn Miller.

*\*Journal of Academy of Business and Economics (JABE)*, April 2012, 12 (4): 75-83.

### **Haowen “Logan” Luo:**

“The Control and Performance of Joint Venture”, with Tomas Mantecon and Kyojik Song, *Financial Management*, 2016, 45, 431-465.

### **Janet Papiernik:**

Kathy S. Pollock and Janet C. Papiernik, “Faithful Father: The Case of the Traveling Priest”, (case and teaching note), *Journal of Leadership, Accountability and Ethics*, Vol 14(3), 2017.

Kathy S. Pollock and Janet C. Papiernik, “The Case of the Wayward College Dean: An Examination of Alleged Fraud”, (case and teaching note), *Journal of Critical Incidents*, Vol 9, Fall 2016, pp. 47-49. (Teaching note is not included in the publication, but is available upon request).

Cynthia B. Lloyd and Janet C. Papiernik, “Facing Strategic Growth and Financing Options: Moore Unique Skin Care, Houston, Texas”, (case and teaching note), *Journal of Case Studies*, Vol. 31, No. 1, June 2013, pp. 35-44. (Teaching note is not included in the publication, but is available upon request).

### **Kathy Pollock:**

Kathy S. Pollock and Janet C. Papiernik, “Faithful Father: The Case of the Traveling Priest”, (case and teaching note), *Journal of Leadership, Accountability and Ethics*, Vol 14(3), 2017.

Kathy S. Pollock and Janet C. Papiernik, “The Case of the Wayward College Dean: An Examination of Alleged Fraud”, (case and teaching note), *Journal of Critical Incidents*, Vol 9, Fall 2016, pp. 47-49. (Teaching note is not included in the publication, but is available upon request).

### **Michael Slaubaugh:**

“Sustainable Business Practices in the United States: A Survey on Implementation”, with Otto Chang, IPFW, *Journal of Management and Sustainability*, Vol. 7, No. 3 September 2017, pp. 1-11.

"Business Professionals' Attitudes Toward Sustainable Business Practices", with Otto Chang, IPFW, *Journal of Management and Sustainability*, September 2016.

### ***Student Mentorship***

**Sue Minke** is the faculty advisor in 2015-2017 for three honors students who are Doerner Scholars or Chapman Scholars. These are two-year projects which entail a student project that engages the community. Many of these projects are in association with the high schools or special education programs. Topics include financial literacy curriculums for high school teachers, small business through Junior Achievement's Lemonade Day, and setting up an accounting system for at-risk students in a specialized training program.

**Sue Minke** was featured as mentor of students in the 2016 Don Difference video series highlighting our internship and co-op students. Video was recorded at several public accounting firms. Video was posted on IPFW's home page as well as the Doerner School of Business webpage.

**Sue Minke** accompanied two accounting students to Indianapolis to attend the Institute of Management Accountants' Student Leadership conference in 2014.

### ***Student Participation in VITA Program***

**Steven Hanke** is the contact person for VITA (Voluntary Income Tax Assistance). Steven connects DSB students with the VITA program. The following is an excerpt of a letter received on February 2, 2016, written by Jean Joley, Executive Director of the Volunteer Center, and RSVP affiliate of Allen County:

“IPFW DSB students have been a mainstay in this program. A number of students serve during their college years and continue their service post-graduation. The students come to the VITA program exceptionally well prepared, with a professional attitude and an understanding of the requirements, commitment to the process, and the skills necessary to learn the difficult system.

We know that a student from IPFW Business will be an exceptional tax preparer, show-up at their assigned time, and have the ability to problem-solve, and treat the tax payers with dignity and respect. They are the fastest learners and soon are capable of preparing multiple tax preparations at each session.

The Department of Accounting & Finance has yearly increased their efforts to encourage student involvement in the VITA program. This year two IPFW alumni-VITA tax preparers represented the VITA program at a number of Accounting Club events. They shared with under-graduates the importance of VITA on a resume and were the best and most successful recruiters for the program. Needless to say, great IPFW Business students responded and are actively serving in VITA.”

### ***Student Co-op/Internships***

Over the last five years, our business students had participated in 436 credited co-ops and internships at 85 different organizations. Business students' co-ops/internships make up over half of the total co-ops/internships for the whole university.

**Sue Minke** served as the faculty coordinators of the internship/co-op program for the Departments of Accounting and Finance over the past 5 years. Accounting currently represents the highest number of majors that participate in the co-op/internship program on campus.

Faculty coordinators make company visits to review student performance on the job and to speak with the student's supervisor. All job descriptions are reviewed and approved by the internship coordinator, and each student's semester-end paper and employer evaluation are reviewed as well. Per the U.S. Department of Labor, all of our students who participate in this program are paid. The most recent data suggests that the rate of intern pay ranged from \$9.00 to \$25.00 per hour, with an average hourly wage of \$14.36.

### ***Student In-Class and Student Organization Activities***

**Mike Reffeitt** is the faculty advisor for the Finance Society. Speakers brought in to campus to present topics on finance and banking represented the following firms: WestPoint Financial, Edward Jones, and Physician's Health Plan (PHP).

**Mike Reffeitt** is the coordinator and program designer of the Bank Management Certificate Program. The Current Topics in Banking (F454) senior level class taught in the Fall semesters brings in approximately 15 speakers in the banking and finance industry including the following companies located in NE Indiana: ONB Bank, Centier Bank, Integrity Tax & Consulting, Community State Bank, Lake City Bank, Star Financial Bank, PHP, Profed, Star Financial Bank, and IAB Bank.

**Mike Reffeitt's** F497 Bank Simulation class includes an annual student presentation at Star Bank (formerly Tower Bank) for their corporate executives every Spring semester



**Sue Minke** worked with an accounting professional from MedPro on an Excel project for her Accounting Information Systems course in 2016. He then visited the class and instructed the students on additional Excel procedures.

**Otto Chang** engaged students in a student research project in A325 Cost Accounting with publicly traded companies in NE IN on research regarding Sustainability Accounting Standards:

- Field research by students on sustainable business practices A325 Cost Accounting and D542 MBA Managerial Accounting in Fall 2016.
- Leepoxy-strategic planning and marketing research in A325 in Summer 2016.

**Steven Hanke** is the Faculty Advisor for the Accounting Society. This organization is very active throughout the Fall and Spring semesters.

- Every Fall semester, the Accounting Society advisor and officers organize firm night for student recruitment of full time positions or internship/coops; in Fall 2016, twenty-five firms attended along with seven agencies representing accrediting bodies in accounting, non-profit organizations, and two CPA Exam Review Services. The DSB Advisors Office and IPFW Co-Op/Internship student service organizations were also in attendance. (Total of 34 firms, agencies, and organizations were represented.)
- The following is a list of firms that have become Accounting Society sponsors (\$250/year) since 2012, representing an 83.33% increase:
  - Bashore Reineck Stroller & Waterman (BRSW)
  - Blue & Co. in Indianapolis and throughout the Midwest
  - Dauby O'Connor & Zaleski (DOZ) in Indianapolis
  - Haines, Isenbarger & Skiba in Fort Wayne
  - Kirkman CPA in Fort Wayne
- Holds monthly meetings including panel discussions with professionals, CPA review professional organizations, and speakers from various companies and fields of expertise in accounting;
- Connects with the Accounting Society corporate sponsors for recruiting and funding;
- Annual bus trip every Fall semester to firms in Indianapolis (2011-current):
  - DOZ, Nyhart Actuary & Employee Benefits, BKD, Eli Lilly, Blue & Co., Remy International, Crowe Horwath, PNC Bank, NextGear Capital, RSM, and Lids Sports Group.

**Sue Minke** visited three local high schools to recruit for programs in accounting or finance or other DSB majors in Fall 2016.

**Sue Minke** is in charge of the High School Dual Credit Program for the Department of Accounting and Finance. The course taught is F260 Personal Finance. She ensures the high school teacher and the course curriculum are in line with HLC requirements and IPFW standards. Sue supervises one high school teacher from one high school in Northeast Indiana.

### ***Editorial Review Boards***

**Otto Chang** serves on the following Editorial Review Boards:

- Journal of Innovation & Management 2010-current
- International Journal of Management Theory and Practice, 2002-current
- International Journal of Sustainability Policy & Practice, 2013-current

**Steven Hanke** served on the Editorial Review Board of the Journal of Financial Issues, 2013-16.

**Janet Papiernik** serves on the Editorial Review Board for the following journals:

Business Case Journal, 2001-current.

Journal of Case Studies, 2006-current.

Journal of Theoretical Accounting Research, 2007-current

### ***Academic and Professional Officer/Board Memberships***

**Hui (Ada) Di** was on the Board of Directors of the Academy of Finance, 2013-16.

**Hui (Ada) Di** is an ad hoc reviewer for the following two journals: Financial Review and Managerial Finance.

**Steven Hanke** is on the Board of Directors of the North American Accounting Society, 2012 – Present

**Otto Chang** is the President of the Association for Chinese Management Educators, 2016-17

**Otto Chang** was the Treasurer and on the Board of Directors of the Consumer Credit Consulting Service of Fort Wayne, 2010-2013.

**Otto Chang** was on the Board of Directors of the Northeast Indiana Innovation Center, 2013-14

**Otto Chang** was on the board of Directors of the Fort Wayne Association for Chinese Family and Friends, 2013-14.

**Otto Change** was a member of the Special Event Committee for the Northeast Indiana Innovation Center in 2016-17. Charge of the committee was to plan an annual event to raise funds to support NIIC.

Sue Minke was an Institute of Management Accountants Board Member of the National Committee on Academic Relations, 2014-15.

**Sue Minke** is a member of the Board of Directors of the Fort Wayne Chapter of the Institute of Internal Auditors, 2015-Current.

**Sue Minke** is a member of the Board of Directors of the North American Accounting Society 2012-Current.

**Sue Minke** reviewed papers for the NAAS in 2015 and 2016 for presentation at the MBAA International Annual Meeting. She also presented a paper at the 2016 annual meeting.

**Kathy Pollock** served on the Board of Directors and Treasurer of IPSN, Inc., the publisher of the campus' student newspaper, "The Communicator".

**Steven Hanke** is an ad hoc reviewer for Managerial Finance.

**Haowen (Logan) Luo** is an ad hoc reviewer of the Journal of Business & Economics.

**Haowen (Logan) Luo** reviewed five papers for the Financial Management Association in 2016.

**Sue Minke** is the treasurer for Grace Point Church sponsored Kiddie Prep School. (since 2009).

**Sue Minke** serves on the Finance Committee of Grace Point Church, 2013 – Current.

**Sue Minke** served on the Finance Committee of the Ft, Wayne Community Harvest Food Bank in 2012.

**Janet Papiernik**, Secretary for the Society for Case Research, 2006-2015.

**Kathy Pollock** served on the Board of Directors of the North American Accounting Society, 2009-2015.

**Kathy Pollock** served as a reviewer for the Society for Case Research, 2016.

### ***Faculty Consulting***

**Otto Chang** consulted in 2016 with Larry Lee, CEO Leepoxy Plastics Inc. and Tony Starkey, CEO Fox Products Corp-white paper for Community Resource Planning System.

**Sue Minke** is currently serving as a financial consultant for Plastics Composites Corporation and JAM Impressions, Inc.

**Haowen (Logan) Luo** is a Certified Financial Analyst Level III candidate as of June 2017.

**Mike Reffeitt** is President of Integrated Capital Management Company, Inc.. 1998-current, consulting and investment broker. He holds Series 7, 63, and 65 professional licenses in finance.

### ***Best Research Paper Awards***

**Hui (Ada) Di** was recognized for a Highly Commended Paper in the 2016 Emerald Literati Awards of Excellence, “Earnings smoothing around open-market share repurchases” published in Review of Accounting & Finance. Selected by journal’s editorial team.

### ***Intrusive Advising in Accounting Department***

Beginning in Fall 2015, the Center for Student Success & Transitions (SST) instituted changes in procedures of course withdrawal. This was done in an effort to improve student persistence and progression to graduation, as well as address larger financial aid concerns on Return of Title IV Funds and institutional changes in probation and dismissal standards.

Noting the high number of retakes in Intermediate Accounting I (A311) in Spring 2014, Fall 2014, and Spring 2015 semesters, **Janet Papiernik** initiated Intrusive Advising for students registered for the A311 class offered in Fall 2015. This retention initiative begins by evaluating a student’s academic background prior to taking the Intermediate Accounting I course. The following items were considered:

- courses taken thus far
- grades earned in prerequisite courses (Principles of Financial Accounting, Principles of Managerial Accounting, and Accounting Information Systems) as well as grades earned in math courses and statistics offered through the Department of Economics
- student’s course load for the upcoming semester

to assess the likelihood of student success in the class. Based on this evaluation, if it is determined that the student may struggle in the class, the student is contacted by email to alert them of any concerns. The email will often recommend the manner in which their schedule may be changed so they can either still take the class and be on course with

other classes or drop the class and wait to take it. The email will often read, "...I want you to succeed not only in my class, but all the classes that you take at IPFW."

The assessment of this initiative is presented in the following table. Although results are not definitive, it appears that the intrusive advising initiative had improved retention by lowering the number of students who retook the class up through Fall 2016. The pass rate for students also seemed to increase for all semesters, except for Fall 2016. Spring 2017 was highly successful. For full disclosure, **Janet Papiernik** also initiated recording of lectures in Fall 2016 so students could view videos if class was missed. **Steven Hanke** has also initiated Intrusive Advising in his A328 class, Introduction to Taxation. He has been recording his lectures in tax since Fall 2015.

## Section 5: Alumni Information

In this section discuss how your program is contributing to the ongoing success of its graduates. Include information such as survey information (e.g. First Destinations Survey), alumni career accomplishments, employment information, and professional and graduate school enrollment

**Steven Hanke provided the following information on alumni through his LinkedIn account:**

Assessment of Student Success from LinkedIn:

- I have had 465 students complete a required tax course since I began teaching at IPFW in the Fall 2008 semester. In the Fall 2016 semester I began trying to find these students on LinkedIn and send them a Connection request if I found them. Below is an analysis of those efforts:

465	# of students who passed a required tax course
(164)	# of students I was unable to find on LinkedIn
(114)	Sent request but haven't heard back from yet
(25)	Haven't yet graduated
(2)	I chose not to contact
(1)	Student transferred to another university
(1)	Couldn't contact since email required
158	# of IPFW Alumni from my tax courses

- In regards to certifications, of the 158 IPFW alumni in my LinkedIn network who took one of my tax courses:
  - 40 have passed the CPA
  - 2 have a CGMA
  - 1 has a CMA and
  - 1 is a CIA and CFE.
  - Please note that these are conservative numbers since not all list their certifications on their LinkedIn account. Moreover, some of the recent graduates may have passed the CPA exam but will not list it until they have completed the work experience requirement.
  - Many hold high-level financial positions including: Financial Analyst, Cost Analyst, Controller, Finance Manager, Senior Accountant, etc.
- There are also other IPFW alumni who did not take my courses due to graduating before 2008. These include partners/directors of CPA firms, CFOs, VP of Finance, etc. This is a further indicator that our program has maintained a high level of quality for a very long time.

Jenkins, Jessica	Account Management & Support Specialist	3Rivers Federal Credit Union
Dettmer, Aubrey	Retail Operations Coordinator	3Rivers Federal Credit Union

Egolf, Brock	Accounting Assistant	80/20 Inc.
Shi, Ting Yu (Tommy)	Benefit Consultant	Aflac
Miller, Justin	Accounting Analyst	Agri Stats, Inc
Tidjani, Hassane	Human Resources Manager	Airtel Chad
Yoder, David	Financial Analyst	American Axle & Manufacturing
Atwood, Adrian	Accounting Assistant	Apartment Management Consultants (AMC) LLC
Ramsey, Ryan	FP&A Manager	Appirio
Zee-Cheng, Paul	Tax Associate	Aronson, LLC (Maryland)
(Mohr) Behrendsen, Kelli	Informal Analyst	Ash Brokerage
Main, Bo	Staff Accountant	Ash Brokerage
Knuth, Veronica J.	Staff Accountant	ATM & Company
Johnson, Dylan	Staff Accountant	Auburn Gears
Ousley,Tasha	Accounting Clerk	Auctions America
	Accounts Receivable	
Harman, Jeff	Associate	Avalign Cutting Instruments
Schenkel, Ben	Auditor	Baden, Gage & Schroeder
	Senior Staff	
(Feichter) Estep, Jordan	Accountant	Baden, Gage & Schroeder
Lindsey, Lucas	Cost Analyst	BAE Systems
Acosta, Allison	Product Analyst II	BAE Systems
Manz, Andy	Staff Accountant	Bashore Reineck Stroller & Waterman
	Planner-Signature	
Kelley, Patrick	Collection	Bath & Body Works & White Barn (Columbus)
	Payroll Tax	
Dinh, Mai	Accountant	Benchmark Human Services
McKee, Lucas	Accountant	Best One Tire
Harpenau, Christopher	Audit	BKD
Brown, Brady L.	Audit Associate	BKD
Sipe, Tyler	Audit Associate	BKD
Yoder, Marion	Audit Associate	BKD
	Health Care	
Duff, Jonathon	Consultant	BKD
Bishop, Gary	Manager	BKD
Boese, Anne	Senior Associate	BKD
Denton, Lauren	Senior Associate	BKD
Nguyen, Chi T.	Tax Associate	BKD
Myers, Jordyn	Senior Associate	BKD (Colorado Springs)

Rorick, Diane	Enrolled Agent	Block Advisors
Rondot, Peter	Accountant	Bojrab Kaufman & Company
Wiederman, Brent	Senior Accountant	Bollenbacher & Associates
Friddle, Holly	Tax Accountant	Borjab Kaufman & Co
	Financial Analyst/System	
Peters, Scott	Analyst	Bosch
Hoff, Nathaniel	Owner	Both Records, LLC
	Financial Analyst II	Brunswick Boat Group
Jiang, Ting	Financial Analyst	Bunn (Springfield, IL)
Kesterson, Lucas	Cost Accountant	C&A Tool Engineering, Inc.
Krause, Scott	External Financial Reporting Analyst	Calumet Specialty Products Partners, L.P.
Styborski, Amber		
Likens, Cara	Staff Accountant	Campbell and Fetter Bank
Eisenmann, Danielle	Cost Accountant	Carrier Corporation
	Global Production/Planning Analyst	
Platz, Gregory	Accountant	CFS/Vera Bradley
Fahl, Lauren	Assurance Associate Assistant	City of Fort Wayne
Kimball, Kevin	Controller	Clifton Larson Allen (Denver CO)
Martin, Diana	Cost Estimator	CME Corporation
Kammerer, Bryan	Accounting Coordinator	Colwell
Melvin, Holly	Fund Accountant	Cooper Standard
Manwaring, Jessie	Fund Accountant Analyst	Cortland Capital Market Services LLC (Indy)
Stuck, Christopher	Fund Accounting Analyst	Cortland Capital Market Services LLC (Indy)
Hofmeister, Malissa	Site Finance Lead	Cortland Capital Market Services LLC (Indy)
Gruber, Ryan	Audit Manager	Covance (Indianapolis)
Stalter, Brian	Audit Staff	Crowe Horwath
(Curtis) Lockwood, Allison	Audit Staff	Crowe Horwath
Rutherford, Kolby	Audit Staff	Crowe Horwath
Waddell, Keirstyn	Audit Staff	Crowe Horwath
Rumschlag, Kyle	Senior Staff Auditor	Crowe Horwath
McLeish, Patrick	Senior Tax Accountant	Crowe Horwath
Grass, Dean		



(Khwanwong) Passwater, Patchawan	Staff Accountant (not updated on LinkedIn)	Crowe Horwath
Clements, Bobby	Staff Auditor	Crowe Horwath
Janssen, Hannah	Staff Auditor	Crowe Horwath
	Staff Tax	
Sherwood, Brenna E.	Accountant	Crowe Horwath
Bercot, Samantha	Tax Staff	Crowe Horwath
	Accounts Payable	
Trujillo, Erika	Associate	Custom Engineered Wheels
	Research	
Arachchige, Yasas Pelendagama	Specialist	Daren (Orlando, FL)
Gross, Joshua	Accounting Senior	Dauby O'Connor & Zaleski (Indy)
(Love) Casey, Myndi	Internal Auditor	Dayton Freight Lines (Dayton, OH)
Queen, Joshua	Auditor	Defense Contract Audit Agency
Turner, Chris	Senior Auditor	Defense Contract Audit Agency
Bates, Brian	Accountant	Defense Finance and Accounting Services (Indy)
Mann, Stephen	Audit Associate	Deloitte (Philadelphia, PA)
Campbell, Malorie	Leasing Assistant	DFHI Corporation
	Accounting	
Hernandez, Misty	Specialist	Do It Best
	Merchandise	
Kartholl, Nancy	Coordinator	Do It Best
(White) Loshe, Courtney A.	Senior Accountant	Douglas W. Perkins
Onion, Jill	Controller	Dulin, Ward & Dewald (DWD)
Richardville, Steve	Staff Accountant	Dulin, Ward & Dewald (DWD)
Kaluza, Amanda	Staff Accountant	Dulin, Ward & Dewald (DWD)
Colone, Joey	Supervisor	Dulin, Ward & Dewald (DWD)
	MIP Fund	
	Accounting	
Westgerdes, Adam	Consultant	DWD Technologoy Group
	Accounting	
Robertson, Mike	Speicalist	Eagles wings air
Mayberry, Tara	CFO	Electric Motors & Specialties
	Accounting	
Craft, Fletcher	Supervisor	Enterprise Holdings (Cincinnati)
Bohnke, Terri	Pricing Analyst	Essex Brownell
	Associate	
Payonk, Emily	Accountant	Exelis
	Manager-	
	Performance	
Schmalzried, Megan	Improvement	EY (Hong Kong)

Subedee, Sneha	Accounting II,	
Gilliland, Austin	Treasury	
Yarian, Spencer R.	Accounting	Fannie Mae (Washington DC)
Davis, Nikki	Staff Accountant	Farmers State Bank
Smith, Rachel	Staff Accountant	Fennermore Craig (Phoenix, AZ)
	Staff Accountant	Fort Wayne-Allen County Airport Authority
	Account Executive	Found Search Marketing (Indy, IN)
	Accounts Payable	
Holcomb, Carly G.	Processor	Franklin Electric
Christen, Kelly	Internal Auditor	Franklin Electric
	Senior Internal	
Brege, R. Ethan	Auditor	Franklin Electric
	Supervisor-	
	External Reporting	
	and Equity	
	Compensation	
Swihart, Shelly	Administration	Franklin Electric
Michael, Lee	Tax Accountant	Franklin Electric
Reed, Gregory	Asset Management	Frontier
Tran, Vinh	Staff Accountant	Gannett
Barnhart, Jacob	Loan Officer	Garrett State Bank
	SAP Implementation	
Baumgartner, Dane	Specialist	GE Power (South Carolina)
(Gorham) Borchers, Valerie	CFO	Genius Phone Repair
	Financial	
Ogbe, Mountala	Controller	GKN Aerospace (St Louis)
	Construction	
	Accounting	
Brenneke, Alexander	Assistant	Granite Ridge Builders
Suciu, Andrew	Audit Staff	Haines, Isenbarger & Skiba
Amstutz, Zachary	Staff Accountant	Hamil, Lehman & England, P.C.
	Regional	
Gillespie, Jacob	Controller	Harris Rebar (division of NYSE company Nucor)
Cole, Daniel H.	Accountant	Heritage Food Services Group
Stover, Tara	Accountant	Highwater Marine
Budd, Susan	Controller	Hobart Glossan Food Equipment & Service
Cano, Michelle	Financial Analyst	Hollywood Casino
	Life and Health	
Khan, Maryam	Analyst	Indiana Department of Insurance
	Auditor/Field	
Schmitt, Joshua	Examiner	Indiana State Board of Accounts
(Titzer) Stroup, Victoria	Field Examiner	Indiana State Board of Accounts
	Technical Support	
Murphy, Joy	Specialist	INFODYNAMCIS

(Yeiter) White, Kacy	Accounting Specialist Director of IPFW Japanese Saturday School @ IPFW	Instrumedical Technologies
Mylrea, Sachie	Senior Accounting Manager	IPFW
Myers, Jeff	Owner	IWG High Performance Conductors (Greenville, SC)
Jackson, Jermaine	Business Analyst	Jackson Insurance Company
Garton, Chelsea	Corporate Controller	JPMorgan Chase
Horn, Tom	Audit-in Charge	KASH Subsidiaries
McSweeney, Corey	Staff Accountant	Katz, Sapper & Miller (KSM)
Tomlinson, Curtis	Owner of CPA Firm	Katz, Sapper & Miller (KSM)
Kirkman, Della	Assistant Controller	Kirkman CPA Group
McDougall, Brittany	Staff Accountant	KPC Media Group
Gates, Corinne	Auditor	Krugger Lawton CPAs
Blocker, Jessica	Supervising Agent	Lassus Brothers Oil
Wood, David	Payroll Manager	Liberty Life Insurance
Pussehl, Craig	Accountant	LIDS Sports Group (Indianapolis)
Yarian, Elliot	Actuary, ERP/Corporate Actuarial	Lincoln Financial Group
Fiechter, Nick	Financial Analyst	Lincoln Financial Group
Hoang, Trang	Investment Accountant	Lincoln Financial Group
Sinn, Joseph	Securities Data Research Analyst	Lincoln Financial Group
Franzen, Taylor S.	Senior Accountant	Lincoln Financial Group
Reimschisel, Heather	Sr. Financial Analyst	Lincoln Financial Group
Przyborski, Michael	Staff Accountant	Lincoln Financial Group
Hargrove, Chelsea	Investment Accountant	Lincoln Financial Group
Flaugh, Carrie	Assistant Controller	Lincoln Financial Group (Leesburg, IN)
McClellan, Quartz	Senior Accountant	Lindal North America
Trgovich, Denise	Accountant	Liqui-Box (Richmond, VA)
Emenhiser, Seth	Paraplanner/Wealth Planning Specialist	LSC Communications, INC.
Timbrook, Logan	Accountant	Mahara Wealth Planners
(McGehee) Hauer, Brandy		Management and Tax Services

Earnest, Matt (Johnson) Gallogly, Kathryn	Director of Accounting & Analysis Staff Accountant Team Leader- Client Finance Associate	Marquee Dental Partners (Nashville) Matilda Jane Clothing
Porter, Ligia	Underwriter Accountant/Financ ial Analyst	McKinsey & Company (Tampa, FL) Medical Protective
Haughan, Thomas	Financial Analyst Lead	MedPro Group Medtronic Spine & Biologics
Lash, Mark Myers, Mitchell	Financial/Cost Accountant	Memorial Hospital
Sprunger, Kyle	Morning Stocker	Menards
Pape, Daniel	Inventory Clerk	Micropulse
Bassett, Devin	Staff Accountant Former Senior Accountant	Miller CPA Group Miller's Health
Lewis, Angela	Staff Accountant Tax Analyst	Modineer Company MTS Consulting
Reynolds, Erica	Realtor	Muffley & Associates Real Estate (Atlanta)
Kiogima, Rebecca	Accounting Clerk Accounting Manager	Multiple Sclerosis Foundation (Fort Lauderdale, FL) Mutton Rental Center
Chuckwukelu, Cynthia	Accounting Supervisor	National Recreation Systems
Lee, Marisa	Accounts Payble Clerk	National Recreation Systems
Bennett, Kaylea	Internal Auidtor	Navient (Indianapolis)
Simmons, Ellen	Senior Accountant Accounts & Purchasing Manager	Navistar (Naperville, IL) Oak Farm Montessori School
Knepper, Diane	Cost Planning Supervisor	Omron Automotive Electronics (Huntley, IL)
Schuhler, Allan	Accounting Specialist / BSA Analyst	Ossian State Bank (Sydney, Australia)
Bondarenko, Vyacheslav	Investment Mangement	
Traylor, Rennington	Professional	Oxford Financial Group, Ltd
Elias, Kelly		
Kill, Eric		
Isch, Kevin		
Teders, Annette		

(Overman) Archie, Sandra	Office Manager/HR Coordinator	Paragon Tube Corporation
James, Jessica	Epic Creditialed Trainer	Parkview Health
Bottoms, Dwayne A.	Finance Manager	Parkview Health
Baxter, Jennifer	Internal Auidtor	Parkview Health
Oesch, Kristin	Junior Accountant	Parkview Health
Butcher, Tyler	Sr. Financial Analyst	Parkview Health
Kleber, Andrew	Financial Analyst	Parkview Physicians Group
Witte, Eric	Staff Auditor Senior Staff	Parms + Company (Columbus, OH)
Milligan, Michael Alan	Accountant	Patrick Industries (Nasdaq company)
Ottenweller, Stacey	Controller	Physicians Health Plan of Northeast Indiana
Michelsen, Lisa	Staff Accountant	Platinum Restaurant Group, Inc.
Land, Zach	Controller	Pranger Enterprises, Inc.
Aschliman, Taylor	Senior Accountant	Pretzels, Inc.
Afandiyev, Emin	Assurance Associate	PricewaterCoopers Azerbaijan
Makridakis, Khristina	Mortgage Underwriting Assistant	ProFed Credit Union
Alexander, Bennet	Manager of Finance	PSA Airlines, Inc
Smith, Nicholas	Assurance Associate	PWC
Shuler, Brittany	Supply Chain Financial Analyst	Regal Beloit
Rafayat, Omar	Business Unit Controller	Republic Services (Pittsburgh)
Killpatrick, Rachel	Branch Manager	Robert Half
Kiproff, George	Controller	Ruoff Home Mortgage
Fredrick, Gerri	Treasurer	Saint Joseph Central Elementary School PTA
Roberson, Tanner	Staff Accountant	SBS CPA Group
Harris, Dan	Accountant	Shambaugh & Son LP
Wrasman, Tricia	Staff Accountant	Shultz Huber & Associates
Deter, Zachary	Credit Analyst	SIRVA Worldwide Relocating & Moving
Snyder, Mark W.	Fund Accountant	SS&C GlobOp (Columbus, OH)
Romelfanger, Julie	Finance Coordinator	St. Joseph Community Health Foundation
Schnelker, Stuart	Internal Auidtor	Steel Dynamics
McKeighen, Michael	Senior Accountant	Streetman, Jones & Powers (Charleston, SC)

(Landis) Duras, Allison	Accountant	Summit CPA Group
Selig, Tracey	Accountant	Summit CPA Group
Nelson, Ian	Accountant	Summit CPA Group
(Rutherford) Muehl, Laikyn	Accountant	Summit CPA Group
Renkenberger (Cain), Ashley	Staff Accountant	Summit CPA Group (Tampa, FL)
Wappes, Austin M.	Accounting Clerk	Superior Auto, Inc
Glassley, Timothy	Senior Accountant	Sweetwater Sound
Faurote, Kyia	Staff Accountant	Swiss Re
	Senior Financial	
Slagle, Lauren	Analyst	Tecomet, Inc
Hackett, Ann	Senior Accountant	The Carlyle Group (Washington DC)
	Senior Information	
	Technology	
(Lyons) Deeds, Bethany	Auditor	The Mako Group
	Senior Security &	
(Fraustein) Strack, Stacey	Controls Advisor	The Mako Group
Hurd, Carrie	Bookkeeper	The Papers Incorporated
Smith, Melissa	Staff Accountant	The Seigel Group
Harpenau, Ryan	Senior Accountant	Therma Tru
	Strategic Pricing	
	Manager	Therma Tru
Scott, Chris	VP-Finance	TinCaps
Schackow, Brian	Staff Accountant	Transformations Furniture
Griffith, Casey	Staff Accountant	Transformations Furniture
Shuman, Travis	Associate Project	
	Manager	Transworks
	Business Finance	
	Manager	UF Health Jacksonville
Schwab, Adam	Staff Accountant	United Greater Fort Wayne
Collins, Lisa	Staff Accountant	United Tactical Systems
Creigh, Joe	Accounting	
	Manager	United Technologies Electronic Controls
Vance, Traci	Staff Accountant	United Way of Allen County
Moore, Tyson	Freelance	
	Accountant	Upwork
Spaw, Caitlin	Finance Manager	US ARMY
Keil, Jordan	Corporate	
	Accountant	Vera Bradley
	Sr. Financial	
Stutzman, Brad	Analyst	Vera Bradley
	Accountant/HR	
Spieth, Josh	Clerk	Verizon Wireless Premium Retailer

Tucker, Jayna	Owner/CEO	Vsira Professional Services
Agarwall, Shalini	Financial Analyst	Vuclip Inc. (California)
Miller, Sally	Staff Accountant	Wagner-Meinert, LLC
	Assistant Store	
Metzger, Jason	Manager	Wal-Mart
	Customer Service	
Wall, Cynthia	Manager	Wal-Mart
Dick, Nathanael	Staff Accountant	Ward Corporation
Shirey, Christopher D.	Staff Accountant	Ward Corporation
	Accounting	
Wigner, Andrew	Manager	Wayne Metals LLC
Pawlowski, Alex	Accountant	Wayne Pike & Supply
Albright, Nick	Account Manager	Weaver Popcorn
	Senior Accounting	
Bauer, Amber	Consultant	Whittle Consulting
Amstutz, Reid	Finance Manager	Zimmer
	Commision	
Long, Richard	Coordinator	Zimmer Biomet
Blair, Lauren	Tax Analyst	Zimmer Biomet
	Tax Associate	
Cater, Matthew	Analyst	Zimmer Biomet

**Section 6: Resource Allocation Request**

Please use the section below to discuss resources needed to help meet departmental and enrollment management goals. Describe the specific projected uses of those funds and your plan for evaluating the effectiveness of the requested resources in helping reach departmental and enrollment management goals.

Faculty Development monies are critical for the continuation of quality delivery of education as well as the pursuit of intellectual contributions and academic engagement activities.

The DSB seeks a minimum of two peer reviewed quality publications within a five-year period as well as a minimum of three academic engagement activities. It is necessary for faculty to be engaged either academically or professionally. Evidence is seen through participation in conferences, maintaining credential through continuing education credits, and a host of additional activities (see above for the many types of activities associated with the ACFN faculty).



### **Supporting Documents**

1. 5 Year Strategic Plan for Unit (produced at last program review). For programs transitioning to the new Program Review Process, the two USAP reports (or, a unit strategic plan developed for the period) should be included.
2. Enrollment Management Plan: The enrollment management plan should include targets for:
  - a. total students enrolled in program,
  - b. new students in the program defined as an annual cohort (i.e. defines cohort as students accepted into program in current academic year),
  - c. retention within cohort,
  - d. aggregate retention for majors,
  - e. progress toward degree, and
3. First Destinations Survey (Career Services)
4. Alumni Survey (5 Year) – recommended as future requirement for all programs

## Annual Program Review Data Definitions

The Annual Program Review document uses two data sources. The New Majors, Total Majors, Retained In and Out of Major, Stop-out, and Student Attrition measures are derived from the Office of Institutional Research Census data files. The Graduated measure is derived from Banner's degree awarded tables. The viability metric ratios, Graduation Efficiency and Growth Trend, use a combination of the two data sources.

Table 2a – Fall Program Demand

Program demand data is defined by the number of new students to a major or concentration, the total number of majors or concentrations, and number of graduates per academic year.

1. Demand
  - a. The number of students who are new to the major in a given fall semester either as first year students or as returning students who have changed their major. The number of students where identified by their first or second declared major.
2. Majors
  - a. The total number of students who declared a major in a given fall semester. This is the sum of new and continuing students. The number of students where identified by their first or second declared major.
3. Graduates
  - a. The number of students who graduate in a given major or concentration in a given academic year. The number of students where identified by the first or second major on their degree.

Table 2b: Fall Viability Metric Ratios

1. Graduation Efficiency
  - a. The number of students who graduated in major divided by the number of majors. Since graduation efficiency measure is calculated using values in Table 2a and Table 2c, the graduation efficiency measure accounts for students first and/or second major.
2. Student Attrition
  - a. The number of students who stop out (are not retained at PFW) divided by the number of majors or concentration.
3. Growth Trend
  - a. The sum of the number of students entering major or concentration divided by the number of students graduating, changing a new major, or stopping-out. In the situation where the denominator is zero, the simply the number of majors is reported.

Table 2c: Fall Retention Totals

1. New Majors
  - a. The number of students who are new to the major in a given fall semester either as first year students or as returning students who changed their major.
2. Total Majors
  - a. The total number of students who declared a major in a given fall semester. This is the sum of new and continuing students.
3. Retained in Major
  - a. The number of students who were retained at the University in a given fall semester to the next academic year's Fall semester. For example, the Fall 2015 retained in major number shows the number of majors who returned in Fall 2016 in the same major.
4. Retained in Different Major
  - a. The number of students who were retained at the University in a given fall semester to the next academic year's Fall semester. For example, Fall 2015 retained in different major number shows the number of majors who returned in Fall 2016 in a different major.
5. Graduated
  - a. In Major
    - i. The number of students who earned a degree in an academic year. Determining whether someone graduated in major is based on the comparison of a student's fall major against major(s) on their degree awarded.
  - b. Out of Major
    - i. The number of students who earned a degree in an academic year. Determining whether someone graduated out of major is based on the comparison of a student's fall major against major(s) on their degree awarded.
6. Stop Out
  - a. The number of students who did not return to the University in the next academic year's Fall semester. For example, the Fall 2015 stop-out number shows the number of majors who did not return to the University in Fall 2016.



RICHARD T. DOERMER SCHOOL OF BUSINESS  
DEPARTMENT OF ECONOMICS

## **Economics Departmental Annual Report**

### **November 10, 2017**

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# **Economics Annual Report**

## **Department Annual Report (outline)**

- I. Unit Goals/Progress/Accomplishments: focus on department/program accomplishments.
- II. Program Viability and Enrollment Management: includes viability metrics, departmental enrollment management plan and departmental performance toward meeting enrollment management goals (supported by enrollment management report provided by Institutional Research).
- III. Faculty, Student, and Staff Accomplishments: focus on individual accomplishments that provide evidence of advancing or enhancing program quality
- IV. Alumni Accomplishments
- V. Resource allocation recommendations

## Section 1: Unit Goals/Progress/Accomplishments<sup>1</sup>

In Table 1 list Unit Goals from the Five Year Plan and additional goals established for the current year, describe actions implemented to help achieve goals, and provide evidence of how the actions taken contribute to goal achievement.

*Table 1: Progress in Accomplishing 5 Year Goals*

<i>Unit Goal</i>	<i>Action Items</i>	<i>Evidence of Progress to Goal (performance relative to action item)</i>
<i>Deliver high quality undergraduate level economics courses that foster student success</i>	<ol style="list-style-type: none"><li><i>IDEA diagnostic system</i></li><li><i>Assessment of learning from Test of Understanding of College Economics (TUCE) questions</i></li></ol>	<ol style="list-style-type: none"><li><i>Scoring on “overall progress on relevant objectives” similar or better than national average for similar courses. 22.2% of courses scored at similar category and 75% of courses scored above national average levels using Fall 2016 and Spring 2017 data. This exceeded the benchmark goal of 75% of course scores at or above national average levels.</i></li><li><i>Assessment questions from TUCE questions used in principles courses (Econ E201 and E202), resulting student performance was higher than the national average levels based on Spring 2017 assessment data. (The goal was to perform at or above the national average levels.)</i></li></ol>
<i>Produce high-quality and high-impact scholarship in theoretical and applied economics</i>	<ol style="list-style-type: none"><li><i>Articles published in high quality journals</i></li><li><i>Faculty members’ work have citations showing high impact</i></li></ol> <p><i>(Note: Per AACSB business accreditation standards, a five-year rolling period was used to measure the quality and quantity of faculty research.)</i></p>	<ol style="list-style-type: none"><li><i>Each faculty member with research course release published the results of original research in multiple articles, in a range of journals, mostly high impact journals. The average number of journal articles per faculty member was 6.5.<sup>2</sup></i></li><li><i>Each faculty member’s research results were cited on average 71 times since 2012 using the Google Scholar citations metric.<sup>3</sup></i></li></ol>

<sup>1</sup> This section does not include enrollment goals. Enrollment goals are reported in Section 2.

<sup>2</sup> The benchmark for the Departmental faculty average was 2 refereed journal publications.

<sup>3</sup> The benchmark for the average number of citations per faculty was 30.

<i>Provide high quality International Study opportunities for our domestic students</i>	<ol style="list-style-type: none"> <li>1. Korea program</li> <li>2. D490 program</li> <li>3. Work on developing other new international programs</li> </ol>	<ol style="list-style-type: none"> <li>1. Student assessment of Korea program shows high quality, intense learning opportunity (Last offering in Spring 2017)</li> <li>2. Students participated in D490, faculty involvement and economics students participated (Last offering in Spring 2016)<sup>4</sup></li> <li>3. Currently exploring programs opportunities in Europe and other Asian countries</li> </ol>
<i>Support high quality MBA program</i>	<ol style="list-style-type: none"> <li>1. Economics and Business Law offerings in MBA</li> <li>2. MBA Director from Economics faculty</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment of learning shows high level of student performance</li> <li>2. IDEAs shows learning goals being accomplished at high level for national data</li> <li>3. MBA program being stabilized under new director</li> </ol>

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<sup>4</sup> International Study courses are subject to funding availability. D490 course offering is rotated among the departments in the School of Business.

## Section 2: Evaluation and Planning Program Viability

### Bus Econ Public Policy BSB

Using Tables 2a.i through 2d.i, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

*Table 2a.i – Fall Program Demand*

<b>Fall Semester</b>	<b>Demand (New to Major)</b>	<b>Majors (New plus Continuing)</b>	<b>Graduates</b>
2017	11	25	
2016	19	28	9
2015	10	17	8
2014	15	24	13
2013	13	17	8
2012	13	22	13
<b>Averages</b>	<b>14</b>	<b>22</b>	<b>10</b>

Table 2b.i: Fall Viability Metric Ratios

<b>Fall Semester</b>	<b>Graduation Efficiency</b>	<b>Student Attrition</b>	<b>Growth Trend</b>
2016	28.57%	07.14%	1.462
2015	41.18%	00.00%	1.250
2014	41.67%	08.33%	1.071
2013	35.29%	00.00%	2.167
2012	50.00%	04.55%	0.813
<b>Ratios</b>	<b>38.89%</b>	<b>04.63%</b>	<b>1.228</b>



Bus Econ Public Policy BSB (continued)

Table 2c.i: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					<i>In Major</i>	<i>Out of Major</i>	
2017	11	25					
2016	19	28	14	3	8	1	2
2015	10	17	8	1	7	1	0
2014	15	24	7	2	10	3	2
2013	13	17	9	0	6	2	0
2012	13	22	4	4	11	2	1
<b>Summary</b>	<b>70</b>	<b>108</b>	<b>42</b>	<b>10</b>	<b>42</b>	<b>9</b>	<b>5</b>

Table 2d.i: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)					
			2012	2013	2014	2015	2016	2017
New Majors	12	See discussion on the next page.	13	13	15	10	19	11
Retained in Major	8	See discussion on the next page.	4	9	7	8	14	
Retained at IPFW	9	See discussion on the next page.	8	9	9	9	17	
Total majors	25	See discussion on the next page.	22	17	24	17	28	25
Graduated in Major	7	See discussion on the next page.	11	6	10	7	8	
Stopped Out	2 or below	See discussion on the next page.	1	0	2	0	2	

Bus Econ Public Policy BSB (continued)

*Table 2e.i: Discussion - Use the data from Tables 2a-2c to synthesize and analyze your program's enrollment and retention performance relative to the established goals. Discuss future plans to improve program viability. Finally, describe any changes in your action plan you are making to improve performance.*

*Within the constraints of a small number of faculty members and a large service obligation, the Department offers a major (BA) through the COAS and a concentration within the BSB in the Doermer School. The School of Business offers only one major – business – with concentrations in several areas including economics. The administrative structure for the BA is less than optimal, with advising being done in COAS prior to without direct involvement with economics faculty. This was a constraint on increasing and retaining majors in the BA. As of October 2017, advising moved to the Economics Department.*

*The BSB concentration had been increasing over the period until 2016, and in 2017 there was a small reversal of this trend. In examining the table it is clear that the decline in student enrollments in general impacted our BSB concentration. Albeit, that decline was relatively small and is consistent with the historic variations in students in this concentration.*

*The Department is considering potential changes in the concentration to create more specialization. For example, health care economics, data analytics, international economics, and financial economics may provide for greater attractiveness of the economics concentration. The limitation is the large service course obligation, and the small number of faculty members. We have people in the Department capable of delivering each of the specialties under consideration.*

*Retention is a different problem and limited contact with faculty in an advisory role may be a serious constraint. With the BA coming to the Department, there is an advising function necessary to serve those students. It may be advisable to include the BSB students in that advising activity. However, student attrition rates for the Economics BSB concentration are small, with the average attrition rate around 5%.*

*The Department continues to support the Economics Club and hopes to increase the activities of that organization so as to create a stronger student affiliation with the Department. The Department continues to offer students the opportunity to compete in the Fed Challenge which also is well received by the students and strengthens student ties to the Department.*

*The Department continues to monitor and discuss issues concerning student retention and the attractiveness of the concentration under the BSB with an eye towards recruiting and retaining students. This has become part of the Department's ongoing strategic planning activities and will produce positive changes over the next period.*

**Bus Econ Public Policy ND**

Using Tables 2a.ii through 2d.ii, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

*Table 2a.ii: Fall Program Demand*

<b>Fall Semester</b>	<b>Demand (New to Major)</b>	<b>Majors (New plus Continuing)</b>	<b>Graduates</b>
2017	13	13	
2016			
2015			
2014			
2013			
2012			
<b>Averages</b>	<b>NaN</b>	<b>NaN</b>	<b>NaN</b>

*Table 2b.ii: Fall Viability Metric Ratios*

<b>Fall Semester</b>	<b>Graduation Efficiency</b>	<b>Student Attrition</b>	<b>Growth Trend</b>
2016			
2015			
2014			
2013			
2012			
<b>Ratios</b>	<b>NaN</b>	<b>NaN</b>	<b>NaN</b>

Bus Econ Public Policy ND (continued)

Table 2c.ii: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					<i>In Major</i>	<i>Out of Major</i>	
2017	13	13					
2016							
2015							
2014							
2013							
2012							
<b>Summary</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Table 2d.ii: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)					
			2012	2013	2014	2015	2016	2017
New Majors	13	See discussion on the next page.						13
Retained in Major		Not enough historic data to set a specific goal.						
Retained at IPFW		Not enough historic data to set a specific goal.						
Total majors	13	See discussion on the next page.						13
Graduated in Major		Not enough historic data to set a specific goal.						
Stopped Out		Not enough historic data to set a specific goal.						

Bus Econ Public Policy ND (continued)

*Table 2e.ii: Discussion - Use the data from Tables 2a-2c to synthesize and analyze your program's enrollment and retention performance relative to the established goals. Discuss future plans to improve program viability. Finally, describe any changes in your action plan you are making to improve performance.*

*In Fall 2017 we began tracking students who are planning to select Economics BSB concentration but have not yet completed pre-business requirements. As depicted in the tables, 13 pre-business students indicated interest in Economics concentration. These students are expected to complete their pre-business requirements and to formally get admitted into the BSB program within one to two years.*

*Realistically the macro-enrollment environment impacts our enrollments and overall level of enrollment in the BSB concentrations is beyond our control. The constraints faced by the Department also limits what can be done to make our concentration more attractive. At present, the service course requirements are the binding constraint that prevents the reallocation of faculty from these courses to upper division courses necessary to staff additional concentrations.*

*Even so, the contemplated multiple concentrations may be within our ability to offer in the near future, if scheduling efficiency can be maintained and qualified adjuncts and limited term lecturers (LTLs) can be located. Such LTLs and adjuncts, however, must be professionally or academically qualified so as to maintain faculty deployment consistent with AACSB standards. At this point, with the Law courses using our LTLs, this limits us to academically qualified persons, which are thus far not available in this community. This requires further planning and investigation which is an ongoing activity. Frankly, it may only be possible to revise our concentrations by employing addition full-time tenure track faculty.*

*With two faculty members working in health economics, two in international economics and three in applied econometrics, it appears we could establish these concentrations if replacements can be found for these faculty members in the current service course commitments.*

*Retention and recruitment within the BSB is in the hands of the Student Advising Center, and outside our control. It is possible that there are things within the Student Advising Center that explains these data, but it is more likely that this is simply consistent with overall enrollment in the BSB. Going forward, these data will be examined more closely and discussions with the Advising Center will occur to determine if there are things that can be cooperatively done to improve these numbers.*

## Economics BA

Using Tables 2a.iii through 2d.iii, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

*Table 2a.iii: Fall Program Demand*

<b>Fall Semester</b>	<b>Demand (New to Major)</b>	<b>Majors (New plus Continuing)</b>	<b>Graduates</b>
2017	10	13	
2016	10	17	5
2015	8	17	6
2014	4	18	4
2013	9	25	7
2012	16	29	3
<b>Averages</b>	<b>9</b>	<b>21</b>	<b>5</b>

*Table 2b.iii: Fall Viability Metric Ratios*

<b>Fall Semester</b>	<b>Graduation Efficiency</b>	<b>Student Attrition</b>	<b>Growth Trend</b>
2016	29.41%	52.94%	0.714
2015	23.53%	11.76%	1.000
2014	22.22%	16.67%	0.444
2013	28.00%	12.00%	0.818
2012	06.90%	24.14%	1.231
<b>Ratios</b>	<b>20.75%</b>	<b>22.64%</b>	<b>0.855</b>

Economics BA (continued)

Table 2c.iii: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					<i>In Major</i>	<i>Out of Major</i>	
2017	10	13					
2016	10	17	3	0	5	0	9
2015	8	17	7	2	4	2	2
2014	4	18	9	2	4	0	3
2013	9	25	14	1	7	0	3
2012	16	29	15	4	2	1	7
<b>Summary</b>	<b>47</b>	<b>106</b>	<b>48</b>	<b>9</b>	<b>22</b>	<b>3</b>	<b>24</b>

Table 2d.iii: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)					
			2012	2013	2014	2015	2016	2017
New Majors	10	See discussion on the next page.	16	9	4	8	10	10
Retained in Major	5	See discussion on the next page.	15	14	9	7	3	
Retained at IPFW	5	See discussion on the next page.	19	15	11	9	3	
Total majors	13	See discussion on the next page.	29	25	18	17	17	13
Graduated in Major	5	See discussion on the next page.	2	7	4	4	5	
Stopped Out			7	3	3	2	9	

Economics BA (continued)

*Table 2e.iii: Discussion - Use the data from Tables 2a-2c to synthesize and analyze your program's enrollment and retention performance relative to the established goals. Discuss future plans to improve program viability. Finally, describe any changes in your action plan you are making to improve performance.*

*The data show a steady decline in new BA majors and the retention of these students. When the degree program was approved, it was located in COAS and has remained there since the 1980s. Prior to October 2017, advising has been done through the Department of Political Science without significant input from the economics faculty. Over the past decade, the Department of Economics has several times attempted to move the BA to the Department of Economics for several reasons; not the least of which is the decline in the BA as shown in the data. In Fall 2017, the School of Business and the College of Arts and Sciences signed a memorandum of understanding that moved the advising function to the Department of Economics. We expect to see the effects of this change within three years. Incorporating these students in the activities in the Economics Department, Fed Challenge; Economics Club; Advising; etc. should serve to make the experience more attractive to students.*



### Section 3: Department Undergraduate Non-Dual Credit Hour Production

Discussion: Describe changes in total non-dual credit hour production for your program and the relationship of non-dual credit hour production to overall program viability. You may include a discussion of the contribution of service hours to program viability.

Fall	In-Major	Service	Total Credit Hours
Fall 2017	90	2124	2214
Fall 2016	87	1770	1857
Fall 2015	45	1914	1959
Fall 2014	75	2202	2277
Fall 2013	63	2163	2226
Fall 2012	57	2076	2133

*The data show that the number of credit hours generated by the Economics Department has increased. As compared to Fall 2012, the number of credit hours taught to non-dual degree students in Fall 2017 has increased by 3.8% from 2133 to 2214. This is a positive development when the University as a whole experienced a decrease in credit hours in recent years. While in-major data reported here does not capture BA economics students, the data illustrates the Department's large service obligation.*

*Investigation of enrollment levels also revealed that E200, E201, and E202 courses are charged differential tuition. Because these courses are transfer library courses, charging higher tuition for these courses hurts enrollments in these courses without generating much of cost savings to the University. In our assessment, some students simply take these courses in other Indiana universities and transfer the courses to IPFW. For example, E202 enrollment dropped by 25% in Fall of 2017. This is a required course for business majors and the School did not experience such a drastic decline in the number of business students. This indicates that business students are transferring this course to IPFW instead of taking it here. The recommendation of the Department is to exclude E200, E201 and E202 from the list of business courses with differential tuition fee.*

## Section 4: Faculty/Staff/Student Accomplishments

### 1. Scholarship and Creative Endeavor

*Each faculty member with research course release published the results of original research in multiple articles, in a range of journals, mostly high impact journals. Some of the top rated journals where faculty published include Economic Inquiry, Economics Letters, American Journal of Public Health and International Journal of Industrial Organization. Overall, faculty published 53 refereed journal publications and 3 textbooks using a five-year rolling period. The average number of journal articles per faculty member was 6.5. Consistent with the mission of the School, 80.5% of Department's research is applied, 13.8% is pedagogical and 5.6% is theoretical and discovery scholarship.<sup>5</sup> The faculty also made 115 presentations in academic conferences and professional meetings. On average, each faculty member's research results were cited 71 times since 2012 using the Google Scholar citations metric. One faculty member's research paper was downloaded over 6,300 times through the OPUS system. In addition, Hedayeh Samavati, Myeong Kim, and Kent Kauffman received best paper awards at international conferences and June Kim received two \$30,000 grants from the U.S. Department of Agriculture Economic Research Service. All these are the indications of high quality and quantity of scholarship in the Department.*

### 2. Teaching and Learning

*The Department uses IDEA Center student evaluation instrument to measure teaching performance of its faculty. Comparing the scores on "overall progress on relevant objectives" category to the national averages, 22.2% of courses scored in the top 10%, 52.8% of courses scored in the top 10-30%, 22.2% of courses scored at the national average level and only 2.8% of courses scored below the national average. This is an indication of high quality instruction done in the Department.*

*Latest assessment results in the principles of economics courses using TUCE questions show that IPFW students scored much higher than the national levels. The average score in E201 was 75.9 as compared to the national average score of 40.3, and the average score in E202 was 61.7 as compared to the national average score of 42.3. In L203 Business Law course, over 90% of students met or exceeded performance benchmarks using the School's assessment rubric.*

*Economics students presented research papers in the scholarly events hosted at IPFW and other institutions. Economics students also annually participate in the College Fed Challenge competition supervised through the Department of Economics. The competition is held at the Federal Reserve Bank in Chicago. In preparation for the competition, faculty work with participating students and those students frequently make presentations at local banks in order to obtain feedback from banking professionals.*

*Faculty from the Economics Department led research-based learning projects through the D490 class comprised of DSB students who were selected from DSB undergraduate*

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<sup>5</sup> The percentages are calculated using intellectual contributions information presented in the 2017 AACSB Reaccreditation Report submitted by the School of Business. Percentages do not sum up to 100 due to rounding.

*students based on grade point average and an interview. The students selected to participate in the BUS D490 International Experiences class spent Spring 2016 studying the Cuban economy and spent a week in Cuba. The students developed business plans (for local firms) to fill needs they discovered while in Cuba. The general findings from their semester were presented to the community on April 26, 2016. In addition, a group of ten students (undergraduate and graduate) visited Namseoul University in South Korea to learn the Korean economy and culture (Econ E477 course) in the Summer semesters since 2012. Student expenses related to these trips were covered by the host university.*

*Economics faculty frequently write teaching observation letters for other instructors. Hedayeh Samavati and Kent Kauffman are members of the FACET, Carolyn Stumph serves on the CELT advisory board, and Kent Kauffman received a highly-regarded teaching award (MidAmerican Business Deans Association Innovation in Business Education Award).*

### 3. Service

*Economics faculty mentored students, wrote reference letters for graduate schools and job applications, and served as faculty advisors for the Economics Club. The faculty also served in numerous University and School committees. Some faculty served as editors or in the editorial boards of academic journals. The faculty also served the profession by reviewing academic papers, chairing sessions or discussing papers at academic conferences, and by organizing economics tracks in the MBAA International conference.*

*Five faculty members frequently provide media interviews to local media. In addition, Hedayeh Samavati presented and provided an economic forecast for the local region at the 2016 Economic Outlook Panel and Zafar Nazarov, in collaboration with the Community Research Institute at IPFW and Indiana Communities Institute at Ball State University, completed a consulting project on the impact of orthopedics industry on the local and state economies in 2016.*

*John Kessler, the director of the Center for Economic Education, is in charge of the High School Dual Credit Program for the Department. He ensures the high school teacher and the course curriculum are in line with HLC requirements and IPFW standards. The course taught is E200. John supervises eight high school teachers from eight different high schools in Northeast Indiana and beyond. He also hosted over 150 high school students on campus for the World of Economics Collegiate Connection Dual Enrollment program. John is also Mentor Teacher for the Foundation for Teaching Economics. The Foundation for Teaching Economics offers a program called Economics for Leaders for high school students and high school teachers around the country. As a Mentor Teacher, John was in charge of coordinating all activities for teachers in the program. He demonstrated lessons that teachers could incorporate into their classroom and presented on a variety of economics topics in programs throughout the United States.*

## Section 5: Alumni Information

In this section discuss how your program is contributing to the ongoing success of its graduates. Include information such as survey information (e.g. First Destinations Survey), alumni career accomplishments, employment information, and professional and graduate school enrollment

*Based on the recent data (2016 First Destinations Survey)<sup>6</sup>, 50% of economics graduates were continuing their education (graduate school), 20% were employed and 30% were seeking employment after completion of their degree. All students still seeking employment worked part time while completing their education at IPFW. 30% of graduates were highly satisfied, 60% were satisfied and 10% were dissatisfied with their initial first destination activity following graduation. These statistics tell us that the Departmental efforts are yielding some positive results and making a positive impact on students. At the same time, the Department is planning to investigate the reasons for some students' difficulties to secure full-time employment in their field of study by graduation and to be more involved with career advising during the students' last two years of study at IPFW.*

*The School of Business also collected alumni survey in 2016. The sample size of economics students, however, was too small to make a meaningful analysis of the survey. The Department plans to conduct a separate alumni survey in the future.*

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<sup>6</sup> Ten students responded to the survey. Abbreviated survey data table is attached to this document.

## Section 6: Resource Allocation Request

Please use the section below to discuss resources needed to help meet departmental and enrollment management goals. Describe the specific projected uses of those funds and your plan for evaluating the effectiveness of the requested resources in helping reach departmental and enrollment management goals.

*The Department heavily relies on overloads, LTL support and continuing lecturers to meet its teaching obligations in lower division courses. Discontinuation of the Division of Continuing Studies (DCS) incentives will have a negative effect on the Department's budgets and its ability to staff these courses. Currently, online overload courses are paid by the DCS. For example, in Fall 2017 the Department had five such overloads. Thus, an increase in LTL/overload budget is needed in order to meet the Department's teaching obligations. The Department's current annual LTL budget is not sufficient to cover even one semester of teaching in the absence of the DCS support.*

*Furthermore, the use of LTLs is limited because Fort Wayne is a community without a PhD granting institution in close proximity and an industrial mix that does not attract PhD Economists. Without the ability to have academically or professionally qualified adjuncts, the Department is constrained by AACSB standards to use overloads. While the Department will hire LTLs to cover some of its courses, its course coverage level by academically or professionally qualified faculty per AACSB standards in Fall 2017 has already fallen slightly below 90% benchmark set by the AACSB standards.*

*At present, the Department's continuing lecturer has been assigned as the MBA Director. The Department understood and supported her movement to the MBA Director because of the needs of that program. However, that move left the remaining faculty with a heavier burden of principles courses, which was resolved by reallocation of resources from our upper division courses. The Department is in rather substantial need of a full-time; tenure track faculty member in the Department to pick up principles sections and perhaps help with upper division courses. Without this additional faculty member, the Department will continue to be unable to serve its majors and its concentration students unless the Department relies on overloads.*

*While the Department has been stretched for faculty resources, it supports other departments in the School. One faculty member regularly teaches courses on an overload basis for the Accounting and Finance Department. Another faculty member will be covering some sections in the Management and Marketing Department starting Spring 2018.*

*In addition to a faculty position, S&E resources will need to be increased to compensate for the loss of DCS incentives in order to adequately support faculty development.*

## Annual Program Review Data Definitions

The Annual Program Review document uses two data sources. The New Majors, Total Majors, Retained In and Out of Major, Stop-out, and Student Attrition measures are derived from the Office of Institutional Research Census data files. The Graduated measure is derived from Banner's degree awarded tables. The viability metric ratios, Graduation Efficiency and Growth Trend, use a combination of the two data sources.

### Table 2a – Fall Program Demand

Program demand data is defined by the number of new students to a major or concentration, the total number of majors or concentrations, and number of graduates per academic year.

1. Demand
  - a. The number of students who are new to the major in a given fall semester either as first year students or as returning students who have changed their major. The number of students where identified by their first or second declared major.
2. Majors
  - a. The total number of students who declared a major in a given fall semester. This is the sum of new and continuing students. The number of students where identified by their first or second declared major.
3. Graduates
  - a. The number of students who graduate in a given major or concentration in a given academic year. The number of students where identified by the first or second major on their degree.

### Table 2b: Fall Viability Metric Ratios

1. Graduation Efficiency
  - a. The number of students who graduated in major divided by the number of majors. Since graduation efficiency measure is calculated using values in Table 2a and Table 2c, the graduation efficiency measure accounts for students first and/or second major.
2. Student Attrition
  - a. The number of students who stop out (are not retained at PFW) divided by the number of majors or concentration.
3. Growth Trend
  - a. The sum of the number of students entering major or concentration divided by the number of students graduating, changing a new major, or stopping-out. In the situation where the denominator is zero, the simply the number of majors is reported.

### Table 2c: Fall Retention Totals

1. New Majors
  - a. The number of students who are new to the major in a given fall semester either as first year students or as returning students who changed their major.
2. Total Majors
  - a. The total number of students who declared a major in a given fall semester. This is the sum of new and continuing students.
3. Retained in Major
  - a. The number of students who were retained at the University in a given fall semester to the next academic year's Fall semester. For example, the Fall 2015 retained in major number shows the number of majors who returned in Fall 2016 in the same major.
4. Retained in Different Major
  - a. The number of students who were retained at the University in a given fall semester to the next academic year's Fall semester. For example, Fall 2015 retained in different major number shows the number of majors who returned in Fall 2016 in a different major.

5. Graduated
  - a. In Major
    - i. The number of students who earned a degree in an academic year. Determining whether someone graduated in major is based on the comparison of a student's fall major against major(s) on their degree awarded.
  - b. Out of Major
    - i. The number of students who earned a degree in an academic year. Determining whether someone graduated out of major is based on the comparison of a student's fall major against major(s) on their degree awarded.
6. Stop Out
  - a. The number of students who did not return to the University in the next academic year's Fall semester. For example, the Fall 2015 stop-out number shows the number of majors who did not return to the University in Fall 2016.

## Supporting Documents

1. *The most recent USAP report is attached to this document (See Attachment B).*
2. *Enrollment Management Plan targets are listed in tables 2d.i, 2d.ii and 2d.iii in Section II.*
3. *First Destinations Survey abbreviated data table appears in Attachment A.*
4. *Scholarly accomplishments and output data are summarized using the information from 2017 AACSB Accreditation report prepared by the Doermer School Business. A copy of the report is available upon request.*



## Attachment A: Abbreviated Data from 2016 First Destinations Survey

Questions	Student									
	1	2	3	4	5	6	7	8	9	10
Q27 - Which of the following best describes your primary status after graduation? Please select only one of the following categories:	Continuing Education	Continuing Education	Continuing Education	Employed Full-Time	Continuing Education	Seeking Employment	Seeking Employment	Employed Full-Time	Seeking Employment	Continuing Education
Q28_1 - Rate the following: - How related is your first destination activity (your job, graduate program, etc.) to your degree program?	Related	Directly Related	Directly Related	Directly Related	Directly Related	Not Related	Related	Related	Directly Related	Directly Related
Q28_2 - Rate the following: - How related is your first destination activity (your job, graduate program, etc.) to your future career goals?	Directly Related	Directly Related	Related	Directly Related	Directly Related	Directly Related	Related	Related	Directly Related	Directly Related
Q30_1 - Rate the following: - What is your level of satisfaction with your initial first destination activity following graduation?	Satisfied	Satisfied	Highly Satisfied	Highly Satisfied	Highly Satisfied	Dissatisfied	Satisfied	Satisfied	Satisfied	Satisfied
Q37 - Annual Base Salary Range:				\$30,001 - \$40,000						
Q38 - Annual Hourly Rate:								\$10.01 - \$14.00		
Q50 - In what industry are you employed?				Marketing/Sales				Finance & Insurance		
Q52 - Did you participate in any on campus research projects? - Selected Choice	No	No	Yes	Yes	No	No	No	No	No	Yes
Q56 - While pursuing my degree, I did the following:	Worked Part-Time	Worked Part-Time	Worked Part-Time	Worked Full-Time	Worked Part-Time	Worked Part-Time	Worked Part-Time	Worked Part-Time	Worked Part-Time	Did not work
Q57 - What was your motivation for finishing your degree?	Employment Opportunities	Employment Opportunities	Employment Opportunities	Job Satisfaction	Impact on Society	Personal Enrichment	Income Potential	Employment Opportunities	Income Potential	Employment Opportunities
Q58_1 - Rate the following: - What is your level of satisfaction with your time at IPFW?	Highly Satisfied	Satisfied	Highly Satisfied	Satisfied	Satisfied	Satisfied	Satisfied	Dissatisfied	Highly Satisfied	Satisfied
Q59 - Would you choose IPFW again?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
Q60 - Did you utilize any of the resources or services (Resume Critiques, Mock Interviews, Job Search Appointment, Etc.) from the Office of Career Services or attend Career Events (Job Fair, Networking Events, Career Webinars, Employer Panels, Etc.) on campus?	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes

**Attachment B: Recent USAP Report**

# 2015

## **University Strategic Alignment Process Report**

Indiana University – Purdue University Fort Wayne

Economics



# Part I

1. What does your unit do and how does it support the mission of the university?

The Department of Economics supports the mission of the university by offering undergraduate degrees in Economics both through the School of Business (BS in Economics degree) and through the College of Arts and Sciences (BA in Economics degree). The Department also offers courses for other degree programs at IPFW. In addition, the Department advances economics knowledge through academic and pedagogical research and promotes teaching of economics in grades K through 12 in the Fort Wayne area.

RUBRIC			
To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University?	The unit did not provide evidence of their support of the mission statement.	The unit provided some indicator of how it supports the mission statement.	The unit specifically explained how it supports the mission statement and provided examples.
TASK FORCE COMMENTS AND/OR QUESTIONS:			

2. Please list significant accomplishments from the last fiscal year not included in your goals.

During the 2014-15 academic year, the Department taught 5,112 credit hours and graduated twelve BS Economics majors and six BA Economics majors. Economics Faculty published 13 articles in academic peer-reviewed and one in a practitioner journal, gave 10 media interviews and made 10 conference presentations. The Center for Economic Education, hosted in the Department of Economics, organized an event with Wall Street Journal economics correspondent Joshua Zumbrun where approximately 150 members of IPFW and Fort Wayne community attended. In addition, nine students received international experience and spent two weeks in South Korea as a requirement of Korean Economy and Culture course. The Department contributed to the economic well-being of the University by generating \$1,766,272 in tuition revenues during 2014-15 academic year (the Department's expenses were \$658,255).

RUBRIC			
To what extent did the unit provide evidence that accomplishments align with the mission of the University? (Only include accomplishments that are not included with goals)	The unit did not provide evidence that accomplishments align with the mission of the University.	The unit provided evidence that accomplishments somewhat align with the mission of the University.	The unit provided evidence that accomplishments align closely with the mission of the University.
TASK FORCE COMMENTS AND/OR QUESTIONS:			

### 3. What program-specific accreditations or federal & state laws impact what you do?

The Department of Economics is in the Doerner School of Business and falls under the AACSB business school accreditation standards. AACSB accreditation emphasizes quality and continuous improvement. These values align with the mission of the Department and provide positive reinforcement of teaching, research, and service expectations in the Department. On the other hand, the accreditation requirements restrict the Department's ability to staff its courses because it is harder to find academically or professionally qualified limited term lecturers. The School and Department differentiate themselves from other area academic institutions because of their AACSB accreditation.

RUBRIC			
To what extent did the unit evaluate the impact of accreditation constraints and/or benefits?	The program has (or is working toward) accreditation but did not provide any information regarding constraints and/or benefits.	The program has (or is working toward) accreditation and provided a basic list of constraints and/or benefits but did not analyze their impact.	The program has (or is working toward) accreditation and analyzed the impact of their constraints and/or benefits.
TASK FORCE COMMENTS AND/OR QUESTIONS:			
To what extent did the unit identify and analyze how Federal/State laws and/or mandates impact the unit?	The unit did not address this question.	The unit listed Federal/State laws/and/or mandates that affect their unit but did not analyze the impact.	The unit listed Federal/State laws/and/or mandates that affect their unit and analyzed the impact.
TASK FORCE COMMENTS AND/OR QUESTIONS:			

4. Upon review of your department data, are there any data you wish to comment on or contextualize? (Note: Populated metrics will be distributed to departments in January.)

During the 2014-15 academic year, the Department taught 5,112 credit hours and graduated 12 BS Economics majors and 6 BA Economics majors. The Department generated \$1,766,272 in tuition revenues, while corresponding expenses were \$658,255.

Note: Departmental Profile data is missing information on Economics minors and BA Economics students appear in Political Science Departmental Profile.

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5. Who provides advising to your students? (Please check as many as apply)

☒ Faculty      ☐ Peer      ☒ Professional      ☐ N/A

6. Are your students required to meet with an advisor each semester?

Yes

Comments: Advising concerning the meeting of curricular requirements is done by the Doermer School of Business Advising Center. Professional advising such as where to attend graduate school, what employment opportunities to pursue, etc. is done by the Economics faculty.

7. Does your department have formal advising policies that are to be followed?

Curricular advising requirements are established at the School level, and the Department does not require students to meet with faculty advisors.

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8. Do you collect employment data for your graduates?

No. The Department does not collect separate employment data for its graduates.

9. If you answered “Yes” to Question #8, what % of your graduates from the last academic year (2014-2015) are employed in their field of study or enrolled in another educational program? **NOTE: If you do not collect this data by department, we will refer to Destination Survey: <http://www.ipfw.edu/microsites/usap/destination-survey/index.html>.**

63%

10. If you reported data in question #9, how was this data collected?

Destination Survey

11. Upon review of your department data as reflected in the Destination Survey, are there any data you wish to comment on or contextualize? To view this report, visit:  
<http://www.ipfw.edu/microsites/usap/destination-survey/index.html>.

Destination survey has only partial data for Economics majors. For example, data for BA students with economics are not reported as Economics data. The Department plans to develop a separate survey in order to reflect unique characteristics of the Department.

12. Upon review of your department data as reflected in the Employment Demand Report, are there any data you wish to comment on or contextualize? To view this report, visit:  
<http://www.ipfw.edu/microsites/usap/employment-outlook/index.html>.

Economics majors are employed in many industries. Thus, overall employment demand is a good indication of the demand for economics majors. Based on the data presented, NAICS codes 52 (finance and insurance), 55 (management of companies and enterprises), 90 (government), 51 (information), 53 (real estate) and 48 (transportation and warehousing) could be possible industries where economists are needed. Employment in these occupations are expected to grow 5.3% regionally, 6.0% statewide and 6.9% nationally from 2015 to 2025. Latest earnings reports show that the average annual salary and wages for these jobs was \$41,510 and total annual earnings was \$55,286.

- 
13. Do you wish to provide any response to last year's task force comments?

The Department revised its goals and metrics in order to address the task force's comments.

14. Please list the names of the authors of this USAP report.

Nodir Adilov and Hedayeh Samavati.

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## Part II

**Instructions:** Report the status of goals created last year and add any new goals in order to have a minimum of three and no more than five “currently active” goals that you are working on. Currently active goals include goals from last year that you are still working on plus any new goals you are adding this year. Part 2 is pre-populated with last year’s goals along with space to report on up to five new goals. For example, if your unit had 8 goals last year, your report will come with space to report on up to 13 goals total (8 from last year + 5 potentially new goals). In the event that you have completed or eliminated last year’s goals you will add 3-5 entirely new goals, hence the space for five additional goals.

The task force determined that in the interest of aligning resources to strategic priorities, it is best to focus on 3-5 goals for each unit and that those goals should include a mix of maintenance and aspirational goals. Goals that were reported last year and are now completed or eliminated do not count in this number (although you will be asked to provide an update). We recognize that you may be required to eliminate goals from last year’s report simply to fit within the limit and it is up to units to decide which 3-5 they wish to focus and report on. Highly strategic units may very well have more than 5 goals they are working towards but the task force requests that you identify which of those are “active” for USAP-purposes. **Leave any unused goals blank.**

*Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal [I.A.1](#) or [I.A.2](#). For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric [I.M.1](#) and associated [outcomes](#), focused on improving retention and graduation rates.*

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# Goal 1

1. Enter a unit goal:

The Department of Economics will deliver quality undergraduate level economics courses that foster student success. See metrics on how the goal is measured.

2. Status of goal:

☐ Completed    ☐ Eliminated    ☒ Modified    ☐ In Process    ☐ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

N/A

**If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:

- ☐ No funding for supplies and expenses    ☐ Priorities shifted  
☐ No funding for salary & wages    ☐ Loss of staffing  
☐ No funding for equipment / maintenance of equipment  
☒ Other: The goal was modified in response to USAP Committee comments.

**If this goal was eliminated, skip to the next goal.**

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5. Type of goal:

- ☐ Create/Develop    ☐ Eliminate/Discontinue    ☐ Improve/Enhance  
☐ Increase Efficiency    ☒ Maintain    ☐ Stretch  
☒ Other: Deliver

6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the [Plan 2020 Coding document](#), identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. ***Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.***

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn't really have an applicable lower-level goal, choose I – Student Success.)

*Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal [I.A.1](#) or [I.A.2](#). For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric [I.M.1](#) and associated [outcomes](#), focused on improving retention and graduation rates.*

**Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.**

	Area I Goals	Area II Goals	Area III Goals	Area IV Goals
<b>1<sup>st</sup> Plan 2020 Goal</b>	I.A.2	Choose an item.	Choose an item.	Choose an item.
<b>2<sup>nd</sup> Plan 2020 Goal</b>	Choose an item.	Choose an item.	Choose an item.	Choose an item.
<b>3<sup>rd</sup> Plan 2020 Goal</b>	Choose an item.	Choose an item.	Choose an item.	Choose an item.

7. Is the unit goal a high, medium or low priority?

High

8. Why is this goal important to your unit, the university or both?

I.A.2: The Department offers undergraduate programs (a major in BBS, a BA, and a minor in Economics) this is the centerpiece of the Department's mission. Without these programs, the Department would be nothing more than a service Department for other university programs. It is incumbent upon the Department to continue the improvement of the quality of our students' learning experiences, resulting in higher quality in our undergraduate programs. However, with this improvement other university programs (which require one or more economics courses) will also have that aspect of their programs improve.

9. If continuing your goal, what progress have you made or which action steps have been completed?

I.A.2: We continue to use the IDEAs system to evaluate progress on relevant learning objectives for each of our courses. These data are reported on the IDEA diagnostic form and, for the majority of courses these data show progress in majority of courses taught in the Department. In the few cases where such progress was not in evidence, the faculty member is making changes in delivery or testing which was indicated on the diagnostic. The result has been, overall, increased quality, year over year, in progress towards accomplishing the course learning objectives.

10. What action(s) does your unit plan to take to support this unit goal?

I.A.2: We plan to continue the use of the IDEA diagnostic system. The department is also exploring the use of the Test of Understanding of College Economics (TUCE) published by the Joint Council for Economic Education to measure learning outcomes in the principles of economics courses and potentially intermediate microeconomics and intermediate macroeconomics.

RUBRIC			
Do the unit goals align with the University's goals?	Goal does not align with the University's goals.	The goal is somewhat aligned with the University's goals.	The goal is clearly aligned with the University's goals.
TASK FORCE COMMENTS AND/OR QUESTIONS:			

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

The department will use the following metrics to assess progress toward the goals.

**I.A.2:** The Department is to use the IDEA category “overall progress on relevant objectives” for each course. This measures the student perception on whether they learned what was advertised that they should learn in the course. The Department’s goal is for all of its courses to be ranked at least “similar or better” relative to similar courses offered nationally.

RUBRIC			
<b>Are clearly stated performance measures provided for each goal?</b> (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).	The unit provided performance measures but they are not clearly stated.	Some of the stated performance measures are clearly stated.	All performance goals are clearly stated.
<b>TASK FORCE COMMENTS AND/OR QUESTIONS:</b>			

- 12.** Are you able to accomplish this unit goal with your current monetary and staffing resources?

Partial

- 13.** If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

N/A

- 14.** If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

The Department reassigned teaching responsibilities to cover the graduate program without diminishing progress in the undergraduate program.

- 15.** If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

We are staffing the Department’s needs at the undergraduate level. The Department has difficulty staffing the MBA economics course with current resources.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

CUL - # of positions needed    One Tenure track faculty member \$90,000

Benefited    Yes

S & W — Recurring    Yes    \$\$: 90,000

Non Recurring    No    \$\$: [Click here to enter amount.](#)

S & E — Recurring    Yes    \$\$: 3000

Non Recurring    No    \$\$: [Click here to enter amount.](#)

Equipment — Recurring    No    \$:

Non Recurring    Yes    \$: 2000

Other: Describe:    [Click here to enter text.](#)

Other — Recurring    Select Yes/No    \$\$: [Click here to enter amount.](#)

Non Recurring    Select Yes/No    \$\$: [Click here to enter amount.](#)

17. If you were to receive the additional resources outlined in question #16, how will they be used?

To hire a tenure track faculty member and support her.

RUBRIC			
Are clearly stated budget plans included for each goal? (A budget plan is considered ‘clearly stated’ if it includes an amount <i>and</i> the funding source.	No budget information is provided.	Budget plan is included but is not clearly stated.	Goal has a clearly stated budget plan.
TASK FORCE COMMENTS AND/OR QUESTIONS:			

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

N/A

RUBRIC			
<b>Are clearly stated challenges identified for each goal?</b> (A challenge is 'clearly stated' if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.	Challenges are not included in the unit's report.	Challenges are listed but they are not clearly stated.	Clearly stated challenges are included for this goal.
TASK FORCE COMMENTS AND/OR QUESTIONS:			

19. What is your timeline for accomplishing this goal?

Less than 1 year

Dates: March 2016 to August 2016

RUBRIC			
<b>Are time frames included for each performance measure (metric)?</b>	No time frames are included with the performance measures.	Some of the performance measures include time frames.	All performance measures include time frames.
TASK FORCE COMMENTS AND/OR QUESTIONS:			

---

## Goal 2

1. Enter a unit goal:

Produce high-quality and high-impact scholarship in theoretical and applied economics.

2. Status of goal:

☐ Completed    ☐ Eliminated    ☒ Modified    ☐ In Process    ☐ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

N/A

**If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:

- ☐ No funding for supplies and expenses    ☐ Priorities shifted  
☐ No funding for salary & wages    ☐ Loss of staffing  
☐ No funding for equipment / maintenance of equipment  
☒ Other: The goal was modified in response to the comments from the USAP Committee.

**If this goal was eliminated, skip to the next goal.**

---

5. Type of goal:

- ☒ Create/Develop    ☐ Eliminate/Discontinue    ☐ Improve/Enhance  
☐ Increase Efficiency    ☐ Maintain    ☐ Stretch  
☐ Other: **If 'Other', click here to explain.**

6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the [Plan 2020 Coding document](#), identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. ***Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.***

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn't really have an applicable lower-level goal, choose I – Student Success.)

*Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal [I.A.1](#) or [I.A.2](#). For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric [I.M.1](#) and associated [outcomes](#), focused on improving retention and graduation rates.*

**Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.**

	Area I Goals	Area II Goals	Area III Goals	Area IV Goals
<b>1<sup>st</sup> Plan 2020 Goal</b>	Choose an item.	II.A - Research and collaboration	Choose an item.	Choose an item.
<b>2<sup>nd</sup> Plan 2020 Goal</b>	Choose an item.	Choose an item.	Choose an item.	Choose an item.
<b>3<sup>rd</sup> Plan 2020 Goal</b>	Choose an item.	Choose an item.	Choose an item.	Choose an item.

7. Is the unit goal a high, medium or low priority?

High

8. Why is this goal important to your unit, the university or both?



Faculty need to maintain currency in their discipline through scholarship in order to be effective instructors in the classroom. In addition, high-quality and high-impact scholarship increases the reputation of the school and the university and attracts more students. AACSB accreditation is maintained in the School. The accreditation standards require academically and professionally qualified faculty to deliver the curriculum. Those standards have substantial research expectations to demonstrate faculty qualifications.

9. If continuing your goal, what progress have you made or which action steps have been completed?

Each five year period, AACSB requires faculty research output demonstrates that each member of the faculty has maintained their academic qualifications. To date, 100% of the Economics faculty have been academically qualified. Continued research productivity is prerequisite to continued AACSB accreditation.

10. What action(s) does your unit plan to take to support this unit goal?

Continued allocation of the resources needed to support faculty's research.

RUBRIC			
Do the unit goals align with the University's goals?	Goal does not align with the University's goals.	The goal is somewhat aligned with the University's goals.	The goal is clearly aligned with the University's goals.
TASK FORCE COMMENTS AND/OR QUESTIONS:			

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

The Department will use the number of peer-reviewed and other scholarly publications by each faculty to measure the progress toward the goal. Similar to IPFW 2020 Outcome II.O.1a, the goal of the Department is that 100% of faculty members with research assignment meet School of Business AACSB faculty qualification requirements.

RUBRIC			
<b>Are clearly stated performance measures provided for each goal?</b> (Performance measures are considered 'clearly stated' if a benchmark and quantitative measurement is included).	The unit provided performance measures but they are not clearly stated.	Some of the stated performance measures are clearly stated.	All performance goals are clearly stated.
<b>TASK FORCE COMMENTS AND/OR QUESTIONS:</b>			

- 12.** Are you able to accomplish this unit goal with your current monetary and staffing resources?

Partial

- 13.** If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

N/A

- 14.** If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

[Click here to enter text.](#)

- 15.** If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

With the current faculty resources, and current research requirements, the Department is left without appropriate coverage of the MBA course assignments, and is making do with overloads, and second best alternatives in the MBA classes.

- 16.** If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

CUL - # of positions needed    One position for a person to teach the MBA courses

Benefited    Yes

S & W — Recurring      Yes      \$\$: 90000  
                                  Non Recurring    [Select Yes/No](#)    \$\$: [Click here to enter amount.](#)

S & E — Recurring      Yes      \$\$: 3000  
                                  Non Recurring    [Select Yes/No](#)    \$\$: [Click here to enter amount.](#)

Equipment — Recurring      Yes      \$\$: 2000  
                                  Non Recurring    [Select Yes/No](#)    \$\$: [Click here to enter amount.](#)

Other: Describe:    [Click here to enter text.](#)

Other — Recurring      [Select Yes/No](#)    \$\$: [Click here to enter amount.](#)  
                                  Non Recurring    [Select Yes/No](#)    \$\$: [Click here to enter amount.](#)

17. If you were to receive the additional resources outlined in question #16, how will they be used?

To hire an assistant professor with the experience and training to cover our MBA courses.

RUBRIC			
<b>Are clearly stated budget plans included for each goal?</b> (A budget plan is considered 'clearly stated' if it includes an amount <i>and</i> the funding source.	No budget information is provided.	Budget plan is included but is not clearly stated.	Goal has a clearly stated budget plan.
TASK FORCE COMMENTS AND/OR QUESTIONS:			

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

At present, we know of no challenges or constraints.

RUBRIC			
<b>Are clearly stated challenges identified for each goal?</b> (A challenge is 'clearly stated' if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.	Challenges are not included in the unit's report.	Challenges are listed but they are not clearly stated.	Clearly stated challenges are included for this goal.
TASK FORCE COMMENTS AND/OR QUESTIONS:			

**19. What is your timeline for accomplishing this goal?**

5+ years

Dates: From present to future AACSB visitations, each five years.

RUBRIC			
<b>Are time frames included for each performance measure (metric)?</b>	No time frames are included with the performance measures.	Some of the performance measures include time frames.	All performance measures include time frames.
TASK FORCE COMMENTS AND/OR QUESTIONS:			

## Goal 3

1. Enter a unit goal:

I.C.6: Increase support for international study for domestic students.

2. Status of goal:

☐ Completed    ☐ Eliminated    ☐ Modified    ☐ In Process    ☒ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

[Click here to enter text.](#)

**If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:

☐ No funding for supplies and expenses    ☒ Priorities shifted  
☐ No funding for salary & wages    ☐ Loss of staffing  
☐ No funding for equipment / maintenance of equipment  
☐ Other: **If 'Other', click here to explain.**

**If this goal was eliminated, skip to the next goal.**

---

5. Type of goal:

☐ Create/Develop    ☐ Eliminate/Discontinue    ☒ Improve/Enhance  
☐ Increase Efficiency    ☐ Maintain    ☐ Stretch  
☐ Other: **If 'Other', click here to explain.**

6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the [Plan 2020 Coding document](#), identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. ***Please make only one selection for each row,***

*using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.*

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn't really have an applicable lower-level goal, choose I – Student Success.)

*Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal [I.A.1](#) or [I.A.2](#). For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric [1.M.1](#) and associated [outcomes](#), focused on improving retention and graduation rates.*

**Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.**

	Area I Goals	Area II Goals	Area III Goals	Area IV Goals
<b>1<sup>st</sup> Plan 2020 Goal</b>	Choose an item.	Choose an item.	Choose an item.	Choose an item.
<b>2<sup>nd</sup> Plan 2020 Goal</b>	Choose an item.	Choose an item.	Choose an item.	Choose an item.
<b>3<sup>rd</sup> Plan 2020 Goal</b>	I.C.6	Choose an item.	Choose an item.	Choose an item.

7. Is the unit goal a high, medium or low priority?

High

8. Why is this goal important to your unit, the university or both?

With the increased globalization of the U.S. and Indiana economies, our students need preparation in international economics, culture, and travel to be more successful.

9. If continuing your goal, what progress have you made or which action steps have been completed?

The Economics Department has established a sister relation with a Korean University (Namseoul University) where our students travel to South Korea and are immersed in their culture and economy.

**10. What action(s) does your unit plan to take to support this unit goal?**

The international trip to Korea is part of the requirement of an economics course (Korean Economy and Culture- ECON E477) offered usually in the first summer session with the maximum of 10 students. Even though the course is under-budget (not “profitable” from the revenue and cost standpoint), the Department subsidizes the course using the surplus generated by other courses offered in the summer sessions.

RUBRIC			
<b>Do the unit goals align with the University's goals?</b>	Goal does not align with the University's goals.	The goal is somewhat aligned with the University's goals.	The goal is clearly aligned with the University's goals.
TASK FORCE COMMENTS AND/OR QUESTIONS:			

**11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?**

By the assessment of student feedback and learning in the course, by the level of demand annually for the course (# of applicants), and by the “quality” of the applications submitted by students to get accepted in the course (student GPA, quality of essay, # of credit hours taken & ratings assigned by the faculty during the face-to-face interviews with student candidates. In addition, every effort is made to assure that the maximum number of students can take advantage of this program.

RUBRIC			
<b>Are clearly stated performance measures provided for each goal?</b> (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).	The unit provided performance measures but they are not clearly stated.	Some of the stated performance measures are clearly stated.	All performance goals are clearly stated.
TASK FORCE COMMENTS AND/OR QUESTIONS:			

- 12.** Are you able to accomplish this unit goal with your current monetary and staffing resources?

Partially. The current program is being operated on minimal budget because the cost of student travel is almost entirely paid for by the host Korean University. More resources would allow these programs to be offered to more of our students and creation of different programs in Korea and other countries -- Germany. Furthermore, some of staffing is done as overload assignment.

- 13.** If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

Currently, this is done on overload and will be continued on that basis.

- 14.** If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

N/A

- 15.** If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

The Department had initiated creation of a second program with international exchange and travel component with a different Korean university. However, lack of funding forced us to abandon our plans. Should some funds become available, we can pursue that opportunity.

- 16.** If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

CUL - # of positions needed    New program will require overload pay for two faculty members.

Benefited    No

S & W — Recurring    Yes    \$\$: 10,000

Non Recurring    No    \$\$: [Click here to enter amount.](#)



S & E — Recurring      Yes      \$\$: 2,000

Non Recurring      No      \$\$: Click here to enter amount.

Equipment — Recurring      No      \$\$: Click here to enter amount.

Non Recurring      No      \$\$: Click here to enter amount.

Other: Describe:    Travel to Korea, or to Europe

Other — Recurring      No      \$\$: Click here to enter amount.

Non Recurring      Yes      \$\$: 6,000 to \$7,000

17. If you were to receive the additional resources outlined in question #16, how will they be used?

Cost of travel to negotiate sister relation with a Korean and or German university and cost of faculty resources.

RUBRIC			
Are clearly stated budget plans included for each goal? (A budget plan is considered 'clearly stated' if it includes an amount <i>and</i> the funding source.	No budget information is provided.	Budget plan is included but is not clearly stated.	Goal has a clearly stated budget plan.
TASK FORCE COMMENTS AND/OR QUESTIONS:			

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

None

RUBRIC			
<b>Are clearly stated challenges identified for each goal?</b> (A challenge is 'clearly stated' if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.	Challenges are not included in the unit's report.	Challenges are listed but they are not clearly stated.	Clearly stated challenges are included for this goal.
TASK FORCE COMMENTS AND/OR QUESTIONS:			

**19. What is your timeline for accomplishing this goal?**

1-2 years

Dates: Spring 2017 – Spring 2019

RUBRIC			
<b>Are time frames included for each performance measure (metric)?</b>	No time frames are included with the performance measures.	Some of the performance measures include time frames.	All performance measures include time frames.
TASK FORCE COMMENTS AND/OR QUESTIONS:			

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## Management and Marketing Annual Report

### Department Annual Report (outline)

- I. Unit Goals/Progress/Accomplishments: focus on department/program accomplishments.
- II. Program Viability and Enrollment Management: includes viability metrics, departmental enrollment management plan and departmental performance toward meeting enrollment management goals (supported by enrollment management report provided by Institutional Research).
- III. Faculty, Student, and Staff Accomplishments: focus on individual accomplishments that provide evidence of advancing or enhancing program quality
- IV. Alumni Accomplishments
- V. Resource allocation recommendations

### Department Annual Report (template)

#### Section 1: Unit Goals/Progress/Accomplishments<sup>1</sup>

In Table 1 list Unit Goals from the Five Year Plan and additional goals established for the current year, describe actions implemented to help achieve goals, and provide evidence of how the actions taken contribute to goal achievement.

*Table 1: Progress in Accomplishing 5 Year Goals*

Unit Goal <sup>2</sup>	Action Items	Evidence of Progress to Goal (performance relative to action item)
To enhance student learning and enrollment through flexible course offering that addresses the regional needs and beyond.	1. Offer new courses 2. Increase online and hybrid course offerings	1. Offered new courses such as BUS X204 (business communication), BUFW M408 (Quantitative Methods for Marketing Management), Business Analytics courses (B602 and B603) in MBA program, and Sales Certificate courses 2. Offering W100 (Principles of Business Administration) in hybrid, online and face to face formats

<sup>1</sup> This section does not include enrollment goals. Enrollment goals are reported in Section 2.

<sup>2</sup> In transition prior to development of 5 year strategic plan, use USAP Yr. 1 and 2 Reports

		<ol style="list-style-type: none"> <li>3. Offering elective courses cross-listed through OLS</li> <li>4. Planning to offer more courses in the Management program online</li> <li>5. Planning to offer more courses in the Marketing program online</li> </ol>
Increase student engagement in regional and global business environment with real-life problem-solving.	<ol style="list-style-type: none"> <li>1. Offer specialized course to engage students with international markets</li> <li>2. Develop new courses involving global aspects of management and marketing</li> <li>3. Increase student engagement through projects, internships, co-ops, competitions, etc. that offer real-life problem-solving opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1. D490 course engages students with projects involving international markets. It is offered in spring/summer semesters.</li> <li>2. Exploring possibilities to offer graduate and undergraduate courses in international marketing and international business management</li> <li>3. Students participate in regional and national-level business competitions</li> <li>4. Students engage with local businesses to solve their management and marketing issues through class projects</li> <li>5. Students participate in co-op, internships, and externships at local businesses</li> <li>6. Students engage in simulation games at national level</li> </ol>
Increase teaching effectiveness via faculty development, interdisciplinary intellectual collaborations among faculty members and between faculty members and students.	<ol style="list-style-type: none"> <li>1. Honors projects and Honors option courses</li> <li>2. Mentoring student research</li> <li>3. Presentation at regional, national and international conferences</li> <li>4. Host visiting scholars from different countries</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty involve in honors projects and teach honors option courses</li> <li>2. A number of faculty members have presented at regional, national and international conferences</li> <li>3. A number of faculty members in the department engage in</li> </ol>

		interdisciplinary research projects 4. A number of faculty members engage in mentoring students with their research projects 5. Hosted 7 visiting scholars between 2012-17
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## Section 2: Evaluation and Planning Program Viability

### Business Administration ASB

Using Tables 2a through 2d, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

*Table 2a – Fall Program Demand*

<b>Fall Semester</b>	<b>Demand (New to Major)</b>	<b>Majors (New plus Continuing)</b>	<b>Graduates</b>
2017	1	1	
2016			
2015	14	80	42
2014	98	178	46
2013	122	171	46
2012	85	128	31
<b>Averages</b>	<b>80</b>	<b>139</b>	<b>41</b>

Table 2b: Fall Viability Metric Ratios

<b>Fall Semester</b>	<b>Graduation Efficiency</b>	<b>Student Attrition</b>	<b>Growth Trend</b>
2016			
2015	48.75%	18.75%	0.182
2014	22.47%	20.79%	0.925
2013	22.22%	22.22%	1.402
2012	22.66%	26.56%	1.076
<b>Ratios</b>	<b>26.21%</b>	<b>22.26%</b>	<b>0.914</b>

Business Administration ASB (continued)

Table 2c: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					<i>In Major</i>	<i>Out of Major</i>	
2017	1	1					
2016							
2015	14	80	0	23	39	3	15
2014	98	178	66	29	40	6	37
2013	122	171	76	11	38	8	38
2012	85	128	47	16	29	2	34
<b>Summary</b>	<b>319</b>	<b>557</b>	<b>189</b>	<b>79</b>	<b>146</b>	<b>19</b>	<b>124</b>

Table 2d: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)					
			2012	2013	2014	2015	2016	2017
New Majors	0		85	122	98	14		1
Retained in Major			47	76	66	0		
Retained at IPFW			63	87	95	23		
Total majors	0		128	171	178	80		1
Graduated in Major			29	38	40	39		
Stopped Out			34	38	37	15		

Business Administration ASB (continued)

*Table 2e: Discussion - Use the data from Tables 2a-2c to synthesize and analyze your program's enrollment and retention performance relative to the established goals. Discuss future plans to improve program viability. Finally, describe any changes in your action plan you are making to improve performance.*

This program is being discontinued.



## Management BSB

Using Tables 2a through 2d, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

*Table 2a – Fall Program Demand*

<b>Fall Semester</b>	<b>Demand (New to Major)</b>	<b>Majors (New plus Continuing)</b>	<b>Graduates</b>
2017	76	116	
2016	73	113	66
2015	58	98	53
2014	69	110	59
2013	68	102	52
2012	51	82	40
<b>Averages</b>	<b>64</b>	<b>101</b>	<b>54</b>

Table 2b: Fall Viability Metric Ratios

<b>Fall Semester</b>	<b>Graduation Efficiency</b>	<b>Student Attrition</b>	<b>Growth Trend</b>
2016	53.10%	04.42%	1.090
2015	52.04%	05.10%	1.018
2014	51.82%	08.18%	1.000
2013	49.02%	04.90%	1.133
2012	48.78%	04.88%	1.063
<b>Ratios</b>	<b>51.09%</b>	<b>05.54%</b>	<b>1.060</b>

Management BSB (continued)

Table 2c: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					<i>In Major</i>	<i>Out of Major</i>	
2017	76	116					
2016	73	113	40	2	60	6	5
2015	58	98	39	1	51	2	5
2014	69	110	39	3	57	2	9
2013	68	102	40	5	50	2	5
2012	51	82	34	4	40	0	4
<b>Summary</b>	<b>319</b>	<b>505</b>	<b>192</b>	<b>15</b>	<b>258</b>	<b>12</b>	<b>28</b>

Table 2d: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)					
			2012	2013	2014	2015	2016	2017
New Majors	76		51	68	69	58	73	76
Retained in Major			34	40	39	39	40	
Retained at IPFW			38	45	42	40	42	
Total majors	116		82	102	110	98	113	116
Graduated in Major			40	50	57	51	60	
Stopped Out			4	5	9	5	5	

## Management BSB (continued)

*Table 2e: Discussion - Use the data from Tables 2a-2c to synthesize and analyze your program's enrollment and retention performance relative to the established goals. Discuss future plans to improve program viability. Finally, describe any changes in your action plan you are making to improve performance.*

The data shows a steady increase in the demand for Management majors, consistent graduation efficiency, and a reduction in student attrition rate over the years. Management major is one of the popular choices among the business majors. We expect to see a consistent positive trend in the demand for management majors through many years.

**Management ND**

Using Tables 2a through 2d, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

*Table 2a – Fall Program Demand*

<b>Fall Semester</b>	<b>Demand (New to Major)</b>	<b>Majors (New plus Continuing)</b>	<b>Graduates</b>
2017	186	186	
2016			
2015			
2014			
2013			
2012			
<b>Averages</b>	<b>NaN</b>	<b>NaN</b>	<b>NaN</b>

Table 2b: Fall Viability Metric Ratios

<b>Fall Semester</b>	<b>Graduation Efficiency</b>	<b>Student Attrition</b>	<b>Growth Trend</b>
2016			
2015			
2014			
2013			
2012			
<b>Ratios</b>	<b>NaN</b>	<b>NaN</b>	<b>NaN</b>

Management ND (continued)

Table 2c: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					<i>In Major</i>	<i>Out of Major</i>	
2017	186	186					
2016							
2015							
2014							
2013							
2012							
<b>Summary</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Table 2d: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)					
			2012	2013	2014	2015	2016	2017
New Majors	186							186
Retained in Major								
Retained at IPFW								
Total majors	186							186
Graduated in Major								
Stopped Out								

## Management ND (continued)

*Table 2e: Discussion - Use the data from Tables 2a-2c to synthesize and analyze your program's enrollment and retention performance relative to the established goals. Discuss future plans to improve program viability. Finally, describe any changes in your action plan you are making to improve performance.*

It is evident from the data that the number of students showing interest to major in Management is high. We expect that this trend will continue as we offer more hybrid and online courses. We expect to offer the entire Management program online in the near future. Both online and on-ground offerings with hybrid options will have a significant impact on our enrollment.

## Marketing BSB

Using Tables 2a through 2d, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

*Table 2a – Fall Program Demand*

<b>Fall Semester</b>	<b>Demand (New to Major)</b>	<b>Majors (New plus Continuing)</b>	<b>Graduates</b>
2017	53	75	
2016	51	62	33
2015	25	47	32
2014	36	48	25
2013	17	26	13
2012	21	38	26
<b>Averages</b>	<b>30</b>	<b>44</b>	<b>26</b>

Table 2b: Fall Viability Metric Ratios

<b>Fall Semester</b>	<b>Graduation Efficiency</b>	<b>Student Attrition</b>	<b>Growth Trend</b>
2016	29.03%	04.84%	2.040
2015	65.96%	08.51%	0.694
2014	47.92%	02.08%	1.500
2013	50.00%	07.69%	1.133
2012	68.42%	02.63%	0.724
<b>Ratios</b>	<b>50.23%</b>	<b>04.98%</b>	<b>1.163</b>

Marketing BSB (continued)

Table 2c: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					<i>In Major</i>	<i>Out of Major</i>	
2017	53	75					
2016	51	62	22	4	18	15	3
2015	25	47	10	1	31	1	4
2014	36	48	22	0	23	2	1
2013	17	26	11	0	13	0	2
2012	21	38	9	2	26	0	1
<b>Summary</b>	<b>150</b>	<b>221</b>	<b>74</b>	<b>7</b>	<b>111</b>	<b>18</b>	<b>11</b>

Table 2d: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)					
			2012	2013	2014	2015	2016	2017
New Majors	53		21	17	36	25	51	53
Retained in Major			9	11	22	10	22	
Retained at IPFW			11	11	22	11	26	
Total majors	75		38	26	48	47	62	75
Graduated in Major			26	13	23	31	18	
Stopped Out			1	2	1	4	3	



## Marketing BSB (continued)

*Table 2e: Discussion - Use the data from Tables 2a-2c to synthesize and analyze your program's enrollment and retention performance relative to the established goals. Discuss future plans to improve program viability. Finally, describe any changes in your action plan you are making to improve performance.*

The data shows a steady growth in demand for Marketing majors. The student attrition rate is less than 5%, similar to our Management program. We expect that this trend will continue as we offer more hybrid and online courses. Also, we expect to offer the entire Marketing program online in the near future and this will have a significant impact on our enrollment.

**Marketing ND**

Using Tables 2a through 2d, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

*Table 2a – Fall Program Demand*

<b>Fall Semester</b>	<b>Demand (New to Major)</b>	<b>Majors (New plus Continuing)</b>	<b>Graduates</b>
2017	111	111	
2016			
2015			
2014			
2013			
2012			
<b>Averages</b>	<b>NaN</b>	<b>NaN</b>	<b>NaN</b>

Table 2b: Fall Viability Metric Ratios

<b>Fall Semester</b>	<b>Graduation Efficiency</b>	<b>Student Attrition</b>	<b>Growth Trend</b>
2016			
2015			
2014			
2013			
2012			
<b>Ratios</b>	<b>NaN</b>	<b>NaN</b>	<b>NaN</b>

Marketing ND (continued)

Table 2c: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					<i>In Major</i>	<i>Out of Major</i>	
2017	111	111					
2016							
2015							
2014							
2013							
2012							
<b>Summary</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Table 2d: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)					
			2012	2013	2014	2015	2016	2017
New Majors	111							111
Retained in Major								
Retained at IPFW								
Total majors	111							111
Graduated in Major								
Stopped Out								

## Marketing ND (continued)

*Table 2e: Discussion - Use the data from Tables 2a-2c to synthesize and analyze your program's enrollment and retention performance relative to the established goals. Discuss future plans to improve program viability. Finally, describe any changes in your action plan you are making to improve performance.*

It is evident from the data that the number of students showing interest to major in Marketing is high. We expect that this trend will continue as we offer more hybrid and online courses. We expect to offer the entire marketing program online in the near future. Both online and on-ground offerings with hybrid options will have a significant impact on our enrollment.

**Professional Sales Certificate CERT**

Using Tables 2a through 2d, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

*Table 2a – Fall Program Demand*

<b>Fall Semester</b>	<b>Demand (New to Major)</b>	<b>Majors (New plus Continuing)</b>	<b>Graduates</b>
2017	1	1	
2016			
2015			
2014			
2013			
2012			
<b>Averages</b>	<b>NaN</b>	<b>NaN</b>	<b>NaN</b>

Table 2b: Fall Viability Metric Ratios

<b>Fall Semester</b>	<b>Graduation Efficiency</b>	<b>Student Attrition</b>	<b>Growth Trend</b>
2016			
2015			
2014			
2013			
2012			
<b>Ratios</b>	<b>NaN</b>	<b>NaN</b>	<b>NaN</b>

Professional Sales Certificate CERT (continued)

Table 2c: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					<i>In Major</i>	<i>Out of Major</i>	
2017	1	1					
2016							
2015							
2014							
2013							
2012							
<b>Summary</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Table 2d: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)					
			2012	2013	2014	2015	2016	2017
New Majors	3							1
Retained in Major								
Retained at IPFW								
Total majors	3							1
Graduated in Major								
Stopped Out								

Professional Sales Certificate CERT (continued)

*Table 2e: Discussion - Use the data from Tables 2a-2c to synthesize and analyze your program's enrollment and retention performance relative to the established goals. Discuss future plans to improve program viability. Finally, describe any changes in your action plan you are making to improve performance.*

This is relatively a new certificate added to the department offerings. With good publicity, it has a great potential for growth.

**Small Business Mgmt Certif CERT**

Using Tables 2a through 2d, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

*Table 2a – Fall Program Demand*

<b>Fall Semester</b>	<b>Demand (New to Major)</b>	<b>Majors (New plus Continuing)</b>	<b>Graduates</b>
2017	6	9	
2016	5	11	8
2015	10	23	12
2014	14	21	6
2013	11	12	1
2012	1	1	0
<b>Averages</b>	<b>8</b>	<b>14</b>	<b>5</b>

Table 2b: Fall Viability Metric Ratios

<b>Fall Semester</b>	<b>Graduation Efficiency</b>	<b>Student Attrition</b>	<b>Growth Trend</b>
2016	18.18%	00.00%	1.667
2015	21.74%	08.70%	1.000
2014	23.81%	09.52%	2.000
2013	00.00%	25.00%	2.750
2012	00.00%	00.00%	1.000
<b>Ratios</b>	<b>17.65%</b>	<b>10.29%</b>	<b>1.708</b>



Small Business Mgmt Certif CERT (continued)

Table 2c: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					<i>In Major</i>	<i>Out of Major</i>	
2017	6	9					
2016	5	11	2	1	2	6	0
2015	10	23	6	3	5	7	2
2014	14	21	13	0	5	1	2
2013	11	12	7	1	0	1	3
2012	1	1	1	0	0	0	0
<b>Summary</b>	<b>41</b>	<b>68</b>	<b>29</b>	<b>5</b>	<b>12</b>	<b>15</b>	<b>7</b>

Table 2d: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)					
			2012	2013	2014	2015	2016	2017
New Majors	6		1	11	14	10	5	6
Retained in Major			1	7	13	6	2	
Retained at IPFW			1	8	13	9	3	
Total majors	9		1	12	21	23	11	9
Graduated in Major			0	0	5	5	2	
Stopped Out			0	3	2	2	0	

Small Business Mgmt Certif CERT (continued)

*Table 2e: Discussion - Use the data from Tables 2a-2c to synthesize and analyze your program's enrollment and retention performance relative to the established goals. Discuss future plans to improve program viability. Finally, describe any changes in your action plan you are making to improve performance.*

We have not marketed this certificate aggressively enough. We need to increase our efforts to publicize the sales certificate in the university and in the community. This has a great potential for growth.

### Section 3: Department Undergraduate Non-Dual Credit Hour Production

Discussion: Describe changes in total non-dual credit hour production for your program and the relationship of non-dual credit hour production to overall program viability. You may include a discussion of the contribution of service hours to program viability.

<b>Fall</b>	<b>In-Major</b>	<b>Service</b>	<b>Total Credit Hours</b>
Fall 2017	2305	1931	4236
Fall 2016	1149	2868	4017
Fall 2015	1327	2391	3718
Fall 2014	1557	2146	3703
Fall 2013	1255	1967	3222
Fall 2012	1193	1997	3190

The data shows a steady increase in the total credit hours generated by the department. The total credit hours have increased from 4017 in 2016 to 4236 in 2017, an increase of 5.45%, which is good news given that the overall declining trends in enrollment at the university.

## **Section 4: Faculty/Staff/Student Accomplishments**

### **1. Scholarship and Creative Endeavor**

Management and Marketing (M&M) department faculty actively engage in a wide range of scholarship and creative endeavors. Over the last five-year period (2012-17), the department faculty have produced 65 peer-reviewed refereed journals publications, 24 non-peer-reviewed journal publications (practitioner-oriented outlets), and 10 textbooks, presented at 70 conferences, and were awarded 7 competitive research grants.

In alignment with the School's mission, these intellectual contributions fall in either applied or pedagogical scholarship. In addition, Google Scholar citation indices were collected to measure the impact of intellectual contributions of the faculty. Over the last five-year period, cumulatively, the M&M faculty has accumulated an impressive 2497 citations, with average h-index of 5.8 and i10-index of 4.7. Melissa Gruys' and Prasad Bingi's research was cited 909 and 675 times in the last five-year period. Five other faculty research was cited between 100 to 255 times in the same five-year window. Melissa Gruys receives 10-12 requests per year for a set of 10 human resource exercises cited in: Gruys, M. L. & Stewart, S. M. (2007). Teaching human resource management concepts with experiential exercises. *Journal of Human Resources Education*, 1(1), 38-57.

The following are note worthy recognitions of our faculty research and creative endeavors:

- Kim, M., Choi, S., Samavati, H., & Dilts, D. (2016, October). The Effect of Video Games on Education. International Conference on Business, Finance, and Accounting. Las Vegas, USA. Won the Best Paper Award.
- Jim Hess received Best Presenter award at RMP Conference in Vietnam, 2017.
- James Hess received Rami Sagie New-Scholar Award for the paper "Toward Balancing Team Autonomy and Team-External Leadership" presented at the International Society for the Study of Workplace and Organizational Values (ISSWOV), 30 June 2014, Riga, Latvia.
- Jun Ma gave Distinguished Keynote Lecture at BuzinesNova Conference, NoviSad, Serbia, 2014.
- Jun Ma received Honorable Mention for Achievement Award for "Examining the Impact of Survey Methodology on Consumer Willingness to Provide Feedback," at the Annual Conference on Global Economy, Business, and Finance (GEBF 2012), Beijing, China, 2012
- Zelimir Todorovic received Honorable Mention for Achievement Award for "Examining the Impact of Survey Methodology on Consumer Willingness to Provide Feedback," at the Annual Conference on Global Economy, Business, and Finance (GEBF 2012), Beijing, China, 2012
- Cigdem Gurgur received 2011 Doerner School of Business Research Award from the Department of Management and Marketing, Indiana University-Purdue University Fort Wayne, Fort Wayne, IN, (awarded in 2012).
- Rob Palevich's book, "The Lean Sustainable Supply Chain: How to Create a Green Infrastructure with Lean Technologies," FT Press, 2012 was used by Ramon Sanchez, a

professor at Harvard University. The textbook, “Business Basics and Perspectives” and accompanying “Business Plan Project Guide” by Ahmed Rachdi with co-authors Gail Rathbun and Joseph Khamalah has gone through three revisions (2012, 2014 and 2016) in the last five years and nearly 1,200 copies have been sold.

- Bridget Leonard received the Faculty Community Engagement Grant from the IPFW Institute for Research, Scholarship, and Creative Endeavors (IRSCE) in 2016 for a research project that she is currently working on in collaboration with McMillen Health. The project examines the effectiveness of their print and video materials that are used in a Healthier Moms and Babies Program to reduce the infant mortality rate in higher risk populations.

## 2. Teaching and Learning

M&M department continuously seeks to offer flexible and innovative courses. M&M is first in DSB to offer many hybrid and online courses. The department’s goal is to offer both the Management and Marketing majors completely online in the near future.

The faculty’s dedication to high-quality teaching is recognized by the following teaching awards during the last five years (2012-17).

- Ahmed Rachdi, continuing lecturer in the department received the IPFW Lifetime Achievement Award Higher Education in 2017 (Source: [http://www.fwbusiness.com/site/2017\\_fort\\_wayne\\_education\\_awards.html](http://www.fwbusiness.com/site/2017_fort_wayne_education_awards.html)).
- Cynthia Wilson, continuing lecturer in the department received the ICCE (Indiana Council for Continuing Education) Faculty Member of the Year award in 2017. she was recognized for her use of technology, passion for teaching and student-center approach.
- Prasad Bingi received 2014 Excellence in MBA Teaching Award (Accelerated MBA Program), MBA Advisory Council, Doermer School of Business, Indiana-Purdue University Fort Wayne.
- Prasad Bingi received 2011 Doermer School of Business Teaching Award from the Department of Management and Marketing, Indiana University-Purdue University Fort Wayne, Fort Wayne, IN, (awarded in 2012).
- Cigdem Gurgur received Excellence in the Professional MBA Program (June 2015)
- Cigdem Gurgur received Teaching Excellence in the MBA PLUS Program (May 2015)
- Nichaya Suntornpithug received 2011 Doermer School of Business Teaching Award from the Department of Management and Marketing, Indiana University-Purdue University Fort Wayne, Fort Wayne, IN, (awarded in 2012).

M&M faculty presentations and publications involving students:

- Hao, Andy, Irina Naoumova, and Jun Ma (November 2016), “Antecedents and Dimensions of Consumer Animosity: An Empirical Test in Russia,” at the 2016 AIBSE conference, Cozumel, Mexico.
- Nichaya Suntornpithug and Susan King (2017), “Empirical Insights into What Attracts the Millennials to the Environmentally Friendly Consumer Packaged Goods (CPG),” 2017 International Conference on Literature, History, Humanities and Interdisciplinary Studies (LHHISS-17), Abstract in Proceeding and Conference Presentation, July 11-12, 2017.
- Nichaya Suntornpithug and Susan King (2017), “Green Marketing: Millennials’ Perceptions of Environmentally Friendly Consumer Packaged Goods Products,” IASTEM-206th International Conference on Economics and Business Management (ICBEM), Proceeding and Conference Presentation, July 5-6, 2016.
- Nichaya Suntornpithug, Nicholas Lawrence, and Pasu Suntornpithug (2013), “An Empirical Study: Frontline Employees’ Empowerment, Organization Structure, And Customer Service In Department Stores,” 2013 International Academy of Business and Economics, Abstract in Proceedings and Conference Presentation, June 15-17, 2013
- Ross Peterman and Nichaya Suntornpithug (2013), “Investigating the Impact of Economic Uncertainties on Attendance of Premier League Soccer in the United Kingdom and Major League Soccer in the United States,” *Journal of Applied Business and Economics*, 14(3), 16-23.

Several instructors are engaging students with real-life class projects involving local businesses. These projects increase the community engagement and employment opportunities for our students. The following highlight a few of those engagements:

Nichaya (Nan) Suntornpithug engaged students in her BUS D300-01– International Business Administration in 2016 in community engagement projects. Five teams explored potential business, cultural, and educational collaboration between Fort Wayne and five Fort Wayne Sister Cities: Gera, Germany; Takaoka, Japan; Taizhou, Chin; Plock, Poland; and Mawlamyine, Myanmar. The clients were very satisfied with the performance of the students. Some students were invited to join the Board of Fort Wayne

Nichaya (Nan) Suntornpithug engaged her students in BUS M450-01 (Marketing Strategy and Policy) in 2014 in community engagement projects. Two groups worked with Neighbor Link, Andrew Hoffman, Executive Director, to create a marketing plan for the Crowdfunding Software Project and the Tool and Rental & Community Workshop. Two other groups worked with Mustard Seed, Suzie Jordan, President, and created a marketing plan targeting donors and identified measurable outcomes for the services that the Mustard Seed provides to their clients.

Bridget Leonard engaged her students in BUS M415, an advertising class, in developing IMC plans for fifteen local businesses and the Department of Management & Marketing in 2016. Local companies included in the project: Roadway Bioseal, Legends Running Shop, Niche Market Furniture, Inspired Nutrition by Kelley, and Wine Down Tastings and Tapas, Annie Oakley Perfumerie, Crossroads Courier, Mistry Motors/Kelsey Automotive, Hoosier Sports and Chiropractic, Kelly Benton Photography, Becky's Die Cutting, Tilted Kilt, Bruce Ewing Landscaping, Creative Women of the World (CWOW), and Sigma Systems Development.

Robert Palevich engaged his marketing research class (BUS M303) with Jackson Hole Ski Resort (The Number 1 ski resort in the U.S.) in 2014. Students gave Jackson Hole a master plan to increase their revenue and market share. The majority of the analysis was performed using predictive analytics and big data. The students presented their plan to Jackson Hole owners and executive staffs.

Jun Todorovic provided guidance for her students in BUS M450 in developing a marketing plan for nine companies/organizations. These companies included: Pocket Grill, Sweet Aviation, Fort Wayne BMX, Jungle George, Sweet Aviation, Three Birds Causal, Cynthia Barnes, Lang Marketing, and JH Special Pitaya.

Ahmed Rachdi led research-based learning projects through the D490 class as teams comprised of DSB students were selected from DSB undergraduate students based on grade point average and an interview. The students selected to participate in the BUS D490 International Experiences class completed projects for four companies in Northeast Indiana (Spring 2013 and Spring 2017). The four projects involved a total of 26 students in conducting international marketing research while traveling in Morocco to determine the feasibility of the companies' entry into the North African marketplace, aligning with the DSB's mission to focus on global development. Students conducted professional quality focus groups and surveys, prepared detailed studies of the cultural, economic, and market settings, and publicly presented their recommendations to the client companies and the DSB leadership team. Company participants included: Annie Oakley Perfumery, OFABZ Swimwear, DeBrand Fine Chocolates, and Hoosier Hill Farm. Hoosier Hill Farms was so impressed with the students and their report that they donated \$1,000 to the program for future funding.

M&M students have participated in several business competitions. The following highlights a few of those engagements:

- In 2013, our students won the Enactus Regional Competition in Chicago and advanced to compete in the National Exposition in Kansas City
- In the 2017 Techapalooza Conference at the Do It Best Corporate campus, Jordan Nicodemus won a \$1,000 scholarship

- Our BUS J401 students competed in the Business Strategy Game and were simulation world-wide winners: tied for first place or won first place (out of 50+ countries and 50,000+ students) in 2012, 2015, 2016, and 2017.

### 3. Service

M&M faculty engage in a multitude of service activities – participation in the self-governance of the university, service to students, community engagement, and service to the profession. Faculty actively participate in the department, school and university committees. Service to students includes but not limited to writing reference letters for jobs/higher education, provide career advice, academic mentoring, preparing for competitions, independent studies, honors courses, and provide advise for job or technical issues. With regards to community engagement, our faculty take up class projects that involve local businesses, serve on company boards, and provide consulting services. D490 is a special course that involves semester-long research-based projects involving international markets. Students conduct feasibility studies and provide recommendations to client companies based in Northeast Indiana. Faculty also serve as resource to media (TV, paper etc.). Faculty engage in sponsored research projects through centers like Center for Excellence in Business Analytics. Faculty also serve as coordinators of dual-credit courses and ensure consistent learning outcomes of courses offered through local high schools. Service to the profession involves serving on the editorial boards of journals, reviewing manuscripts for journals and conferences, discussing papers, chairing sessions, and participating on the panel discussions at conferences.

Faculty engage in student competitions as mentioned in section 2 (Teaching and Learning) above.

The following are a sample of community engagement activities by our faculty:

- Nichaya Suntornpithug regularly appears on Shop Talk of WANE TV, serves as a Moderator at Business Career Day for regional high school students, appeared on Guests of Tonkla TV show, featuring Thai Professor in the US (2013), and appeared on Guests of PBS39 show featuring Students in Free Enterprise (SIFE) (2012).
- Jun Ma, Nichaya Suntornpithug, Bridget Leonard, and Ahmed Rachdi involve class projects that involve marketing issues of local companies.
- Cigdem Gurgur, Director of CEBA (Center for Excellence in Business Analytics), involved in sponsored research with local companies such as Fort Wayne Metals.
- Jun Ma, Nichaya Suntornpithug, Ahmed Rachdi and Prasad Bingi led D490 international trips.
- Rob Palevich gave presentations to management of local businesses (Do It Best, GM, Schneider Electric)
- Rob Palevich provides consulting services to local businesses on a constant basis.
- Prasad Bingi serves as board member of Jyothi Corp, a local non-profit organization
- Cynthia Wilson serves as Board Member and Chair of Social Media of Indiana Council for Continuing Education (ICCE), June 2017.
- Cynthia Wilson serves as Board Member for the B.O.A.T. Advisory Committee for Ivy Tech Community College, 2015-2016.
- Dena Davis serves on the Board of Directors of Habitat for Humanity



The following faculty serve on Editorial Boards of academic journals:

Melissa Gruys:

- Journal of Human Resources Education

Xia Pan:

- Management Studies
- Chinese Business Review

John Martin:

- Management Communication Quarterly

Sheena Choi:

- International Journal of Korean Historical Studies
- Multicultural Education Review (MER)
- Diaspora, Indigenous, and Minority Education: An International Journal (DIME)

Prasad Bingi

- Scientific Journals International
- Journal of Electronic Commerce Research
- Information Systems Management Research
- Journal of Information, Information Technology, and Organizations

Zelimir Todorovic:

- Special issue editor of the International Journal of Entrepreneurship and Small Business (2012).

Following faculty serve as faculty advisors of student clubs:

- Nichaya Suntornpithug: Enactus
- Prasad Bingi: Beta Gamma Sigma Honors Society

## Section 5: Alumni Information

In this section discuss how your program is contributing to the ongoing success of its graduates. Include information such as survey information (e.g. First Destinations Survey), alumni career accomplishments, employment information, and professional and graduate school enrollment

The following table presents the information from 2015 First Destinations Survey.

College/Department	% Continuing education	%Full-time	%Part-time	%Seeking Employment	% Other*	Employed or Cont. Ed.
<b>School of Business (n=137)</b>	9%	60%	13%	14%	4%	82%
Accounting (n=53)	6%	70%	6%	15%	4%	81%
Economics (n=8)	13%	13%	38%	38%	0%	63%
Management & Marketing (n=63)	14%	56%	19%	6%	5%	89%
MBA (n=13)	0%	69%	0%	31%	0%	69%

Based on the above results, 75% of M&M students have jobs (full-time and part-time), 14% of graduates are continuing their education and only 6% of graduates are seeking employment. It is clearly evident from the data that M&M education is impacting students in a positive way.

## Section 6: Resource Allocation Request

Please use the section below to discuss resources needed to help meet departmental and enrollment management goals. Describe the specific projected uses of those funds and your plan for evaluating the effectiveness of the requested resources in helping reach departmental and enrollment management goals.

M&M department is the largest department in DSB and graduates the most business students and carries a bulk of courses in the MBA program. The department faces challenges in terms of having a sufficient number of full-time tenure/tenure-track faculty with PhD degrees to cover the courses. Unfortunately, we could not get replacements for the faculty lines that were lost due to recent retirements and resignations. Also, the administrative release time of both associate dean and chair of the department, and administrative sanctions on a tenured faculty member that prevents him/her to teach graduate courses add strain to the current resources. The department has to rely heavily on visiting professors and LTLs to cover many courses. Fortunately, a newly approved CL position and broader skill sets in both management and marketing disciplines of some CLs came to rescue so that we could redeploy faculty to cover the upper division elective courses in marketing area. Literally, the department faculty resources are bare bones that any additional losses of any scholarly academic (SA) faculty would put the AACSB faculty ratios for the department in jeopardy. AACSB requires that we maintain certain faculty ratios by each discipline and the faculty shortage will raise concerns from the future visiting teams. The department needs at least one full-time tenure-track faculty line for each of the management and marketing disciplines (two positions in total) to offer needed electives and core courses in management and marketing disciplines. This need is in addition to the visiting positions that are currently approved. If the enrollment takes off due to increased online offerings, new certificates, and second cohort in MBA program etc., we would need more faculty lines to support the programs.

The current S&E allocation for the department is barely sufficient and the department heavily depends on the incentives from DCS to support the professional development needs of the faculty. If the newly created S&E budget is not adequate, it would be a great challenge to support the faculty development.

Other resource constraints are limited available office space and lack of dedicated secretarial support. Andrea Burkhart, our department secretary retired recently and no replacement was approved. The faculty have been assigned between Accounting & Finance and Economics department secretaries. M&M is a big department and having no dedicated secretarial support is a major issue for the faculty and students.

### **Supporting Documents**

1. 5 Year Strategic Plan for Unit (produced at last program review). For programs transitioning to the new Program Review Process, the two USAP reports (or, a unit strategic plan developed for the period) should be included.
2. Enrollment Management Plan: The enrollment management plan should include targets for:
  - a. total students enrolled in program,
  - b. new students in the program defined as an annual cohort (i.e. defines cohort as students accepted into program in current academic year),
  - c. retention within cohort,
  - d. aggregate retention for majors,
  - e. progress toward degree, and
3. First Destinations Survey (Career Services)
4. Alumni Survey (5 Year) – recommended as future requirement for all programs

## Annual Program Review Data Definitions

The Annual Program Review document uses two data sources. The New Majors, Total Majors, Retained In and Out of Major, Stop-out, and Student Attrition measures are derived from the Office of Institutional Research Census data files. The Graduated measure is derived from Banner's degree awarded tables. The viability metric ratios, Graduation Efficiency and Growth Trend, use a combination of the two data sources.

Table 2a – Fall Program Demand

Program demand data is defined by the number of new students to a major or concentration, the total number of majors or concentrations, and number of graduates per academic year.

1. Demand
  - a. The number of students who are new to the major in a given fall semester either as first year students or as returning students who have changed their major. The number of students where identified by their first or second declared major.
2. Majors
  - a. The total number of students who declared a major in a given fall semester. This is the sum of new and continuing students. The number of students where identified by their first or second declared major.
3. Graduates
  - a. The number of students who graduate in a given major or concentration in a given academic year. The number of students where identified by the first or second major on their degree.

Table 2b: Fall Viability Metric Ratios

1. Graduation Efficiency
  - a. The number of students who graduated in major divided by the number of majors. Since graduation efficiency measure is calculated using values in Table 2a and Table 2c, the graduation efficiency measure accounts for students first and/or second major.
2. Student Attrition
  - a. The number of students who stop out (are not retained at PFW) divided by the number of majors or concentration.
3. Growth Trend
  - a. The sum of the number of students entering major or concentration divided by the number of students graduating, changing a new major, or stopping-out. In the situation where the denominator is zero, the simply the number of majors is reported.

Table 2c: Fall Retention Totals

1. New Majors
  - a. The number of students who are new to the major in a given fall semester either as first year students or as returning students who changed their major.
2. Total Majors
  - a. The total number of students who declared a major in a given fall semester. This is the sum of new and continuing students.
3. Retained in Major
  - a. The number of students who were retained at the University in a given fall semester to the next academic year's Fall semester. For example, the Fall 2015 retained in major number shows the number of majors who returned in Fall 2016 in the same major.
4. Retained in Different Major
  - a. The number of students who were retained at the University in a given fall semester to the next academic year's Fall semester. For example, Fall 2015 retained in different major number shows the number of majors who returned in Fall 2016 in a different major.
5. Graduated
  - a. In Major
    - i. The number of students who earned a degree in an academic year. Determining whether someone graduated in major is based on the comparison of a student's fall major against major(s) on their degree awarded.
  - b. Out of Major
    - i. The number of students who earned a degree in an academic year. Determining whether someone graduated out of major is based on the comparison of a student's fall major against major(s) on their degree awarded.
6. Stop Out
  - a. The number of students who did not return to the University in the next academic year's Fall semester. For example, the Fall 2015 stop-out number shows the number of majors who did not return to the University in Fall 2016.