



Program Review Self-Study Template

Academic unit: Management

College: Business

Date of last review

Date of last accreditation report (if relevant)

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

Degree: Bachelor – Entrepreneurship

CIP code: 52.1801

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

Name

Signature

Faculty of the academic unit (add lines as necessary)

[Handwritten signature]

Gaylen Chandler

Ron Christy

Donald Hackett

John Perry

Tim Pett

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU

~~for more information on~~

a. University Mission:

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

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

~~The Entrepreneurship program within the Department of Management, through its teaching, research and service efforts~~

[REDACTED]

1. Provide overall description of your program(s) including a list of the measurable goals and objectives

[Redacted]

[Redacted]

[Redacted]

.....
.....

[Redacted]

[Redacted]

2. List the questions or issues that have been raised. Have they changed since the last review?

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Learning goals are:

Objective 1: Identify and effectively communicate viable opportunities. Opportunities solve specific customer problems

Identify viable opportunities to solve problems in their industry. Students need to clearly describe the specific problem

Category	Instructional - FTE (#)	Total	Total	Total
	13			
	0	5.9	79	30
	12	TTF= Tenure/Tenure Track	SCH -	Majors -
	13	GTA - Grad teaching assist	from	by sem
		O - Other instructional FTE	SCH by	semester
			FY from	
			Su, Fl, Sp	
		TTF		
	12			
	10	12	11246	
		12	10203	88

Faculty Signature

[REDACTED]

Journal Articles		Presentations		Conference Proceedings		Performances	Number of Exhibits		Creative Work		No. Books	No. Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	**	Juried	Juried	Non-Juried	Books	Chaps.	Submitted		
26		22		6							4			

aching in
ENTR major

[REDACTED]

- a Provide a brief assessment of the quality of the faculty/staff using the data from the tables in section 2. (This is not additional relevant data. Programs should comment on details in regard to productivity of

[Redacted]

the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

As evidenced by the table above, faculty teaching Entrepreneurship major courses are highly research productive. Of the

7—Academic Programs: Analyze the quality of the program as assessed by its curriculum and impact on students

Last 3 Years

ACT – Fall Semester

(mean for those reporting)

EN			MGT			All University Students - FT		
152	69	97	145	23	20.4	23.2	21.8	22.96
158	68	96	119	22.5	19.8	22.9	23.0	23.06
156	70	94	136	23.5	20.5	22.7	21.9	23.11

Complete this section for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSH Program Review document for more information)

Learning Outcomes (most programs) Assessment Tool (e.g. Target/Criteria

proposed business idea and describe how it changes and improves the industry. (ENTR 440, 668)

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

In class exercises in ENTR 440 and ENTR 668. Participation in Shocker Business Plan Competition

On average we desire that entrepreneurship majors to score 1/4 standard deviation higher than other students who participate in the competition.

Scores from external raters TBA

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

Tests and cases in class. Participation in Shocker Business Plan Competition

On average we desire that entrepreneurship majors to score 1/4 standard deviation higher than other students who participate in the competition.

Scores from external raters TBA

Objective 4: Understand and be able to compose a viable business plan that has the

Tests and cases in class

On average we

Scores TBA

able to compose a viable business plan that has the

Participation in Shocker Business Plan Competition

desire that entrepreneurship

from external

start-up costs, operating
penses, and revenue
generation. (ENTR 455, 668)

Business Plan Competition

standard deviation
higher than other
students who

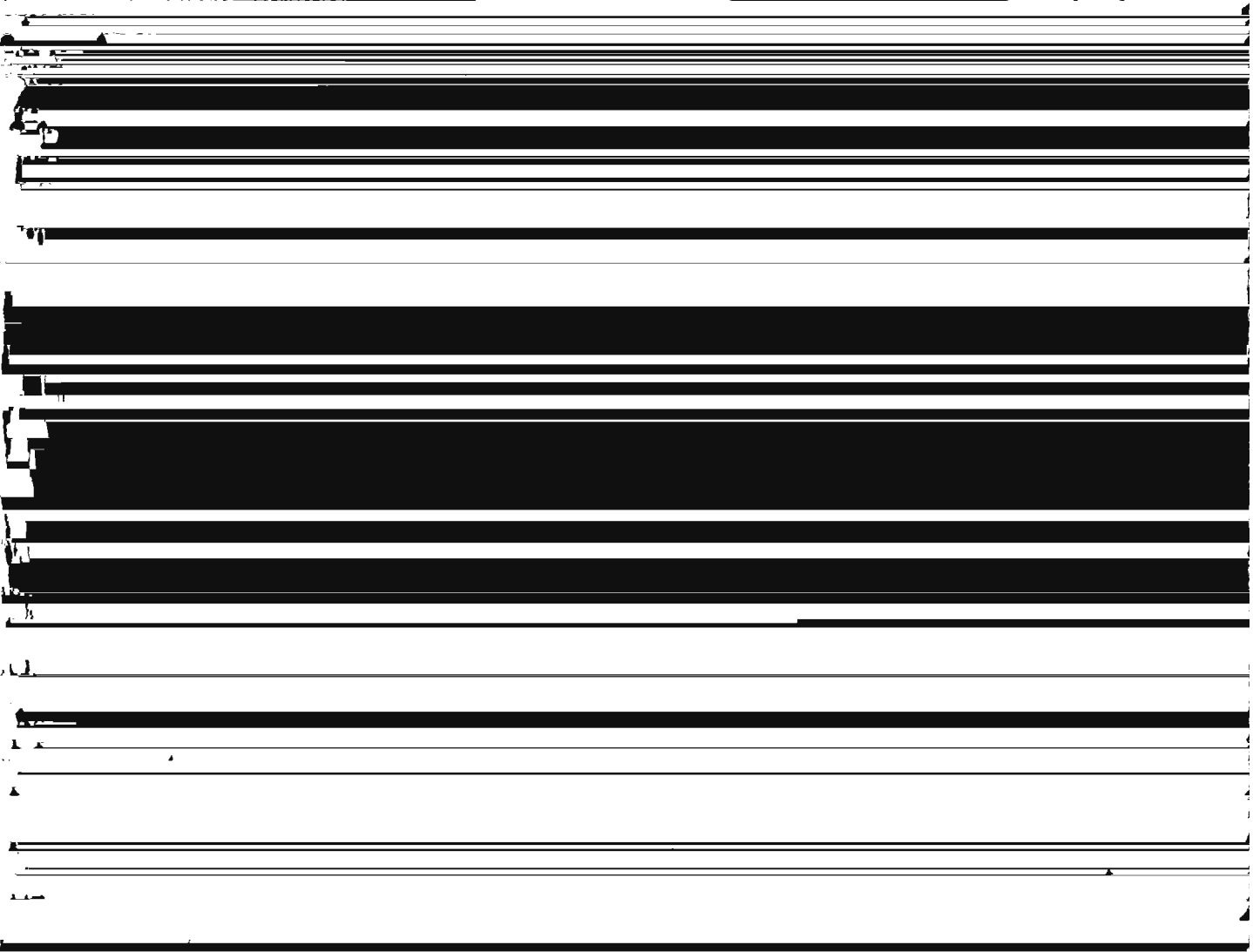
participate in the

competition.

d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or

28 89.3

- e For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading



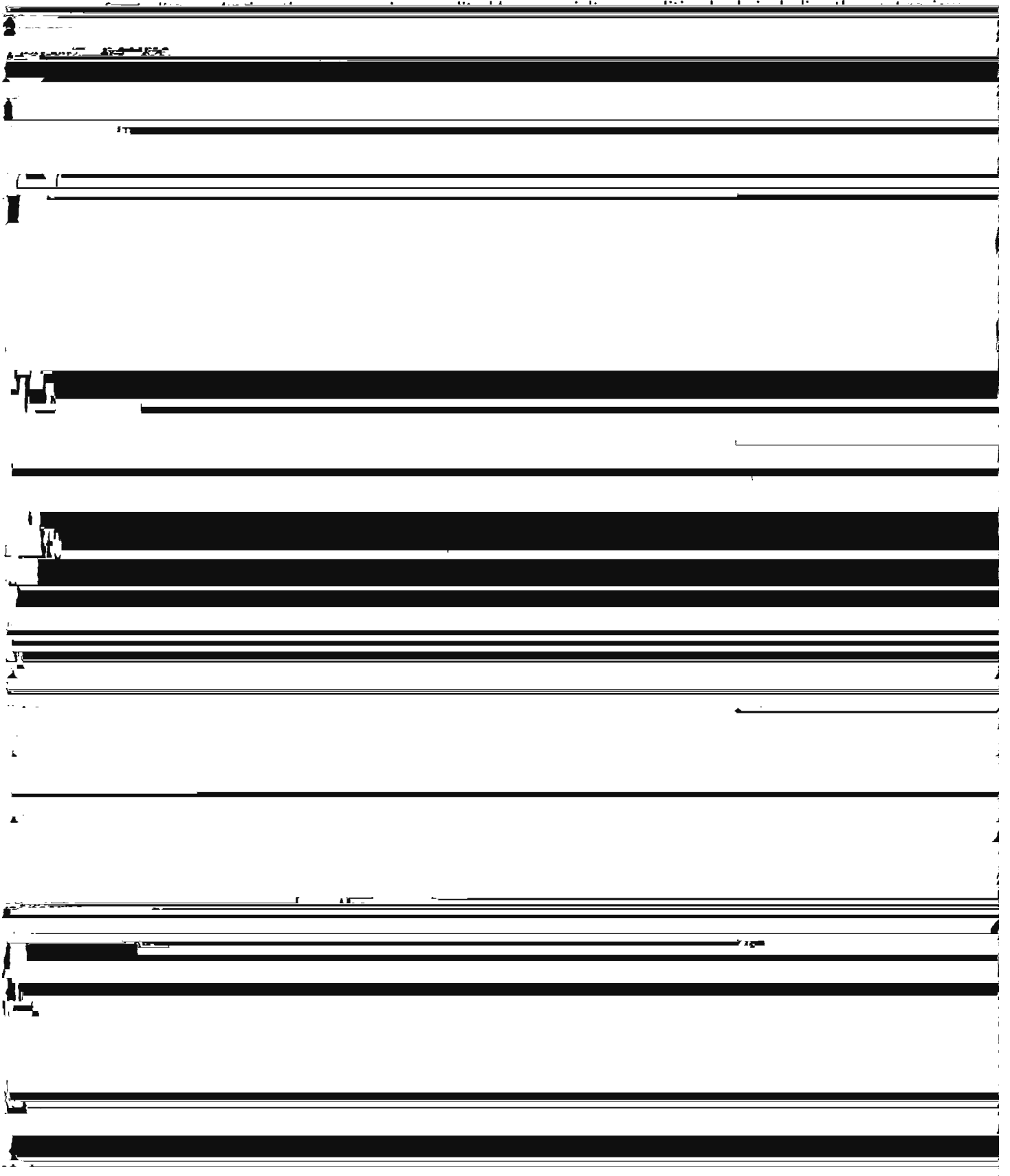
content meet or exceed those in regular on-campus sections.

Concurrent Enrollment Assessment Report

Entrepreneurship 160

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

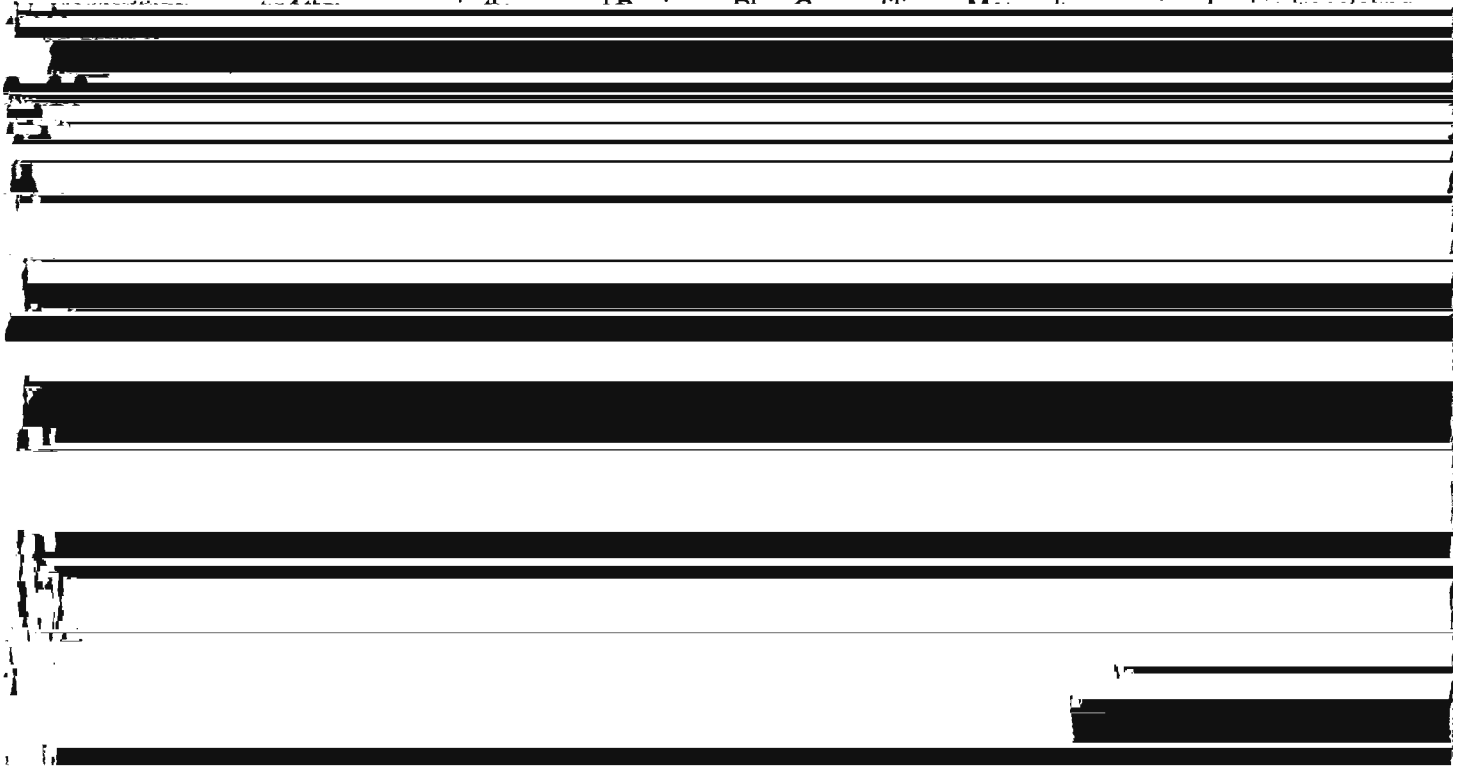




The Entrepreneurship major has no specialty accrediting body.

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

Annual Business Plan Competition



EN

36 38.1 43036 90.9 72.7 27.30 0.00

NBA AV C
Alt

0 3 62 12 0 24 3
4 1 2 0 0 1 0 17 0 3

3 0 4 4 0 59 0 23 2

(refer to instructions in the WSU Program Review document for more information on completing this section).

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

Majors

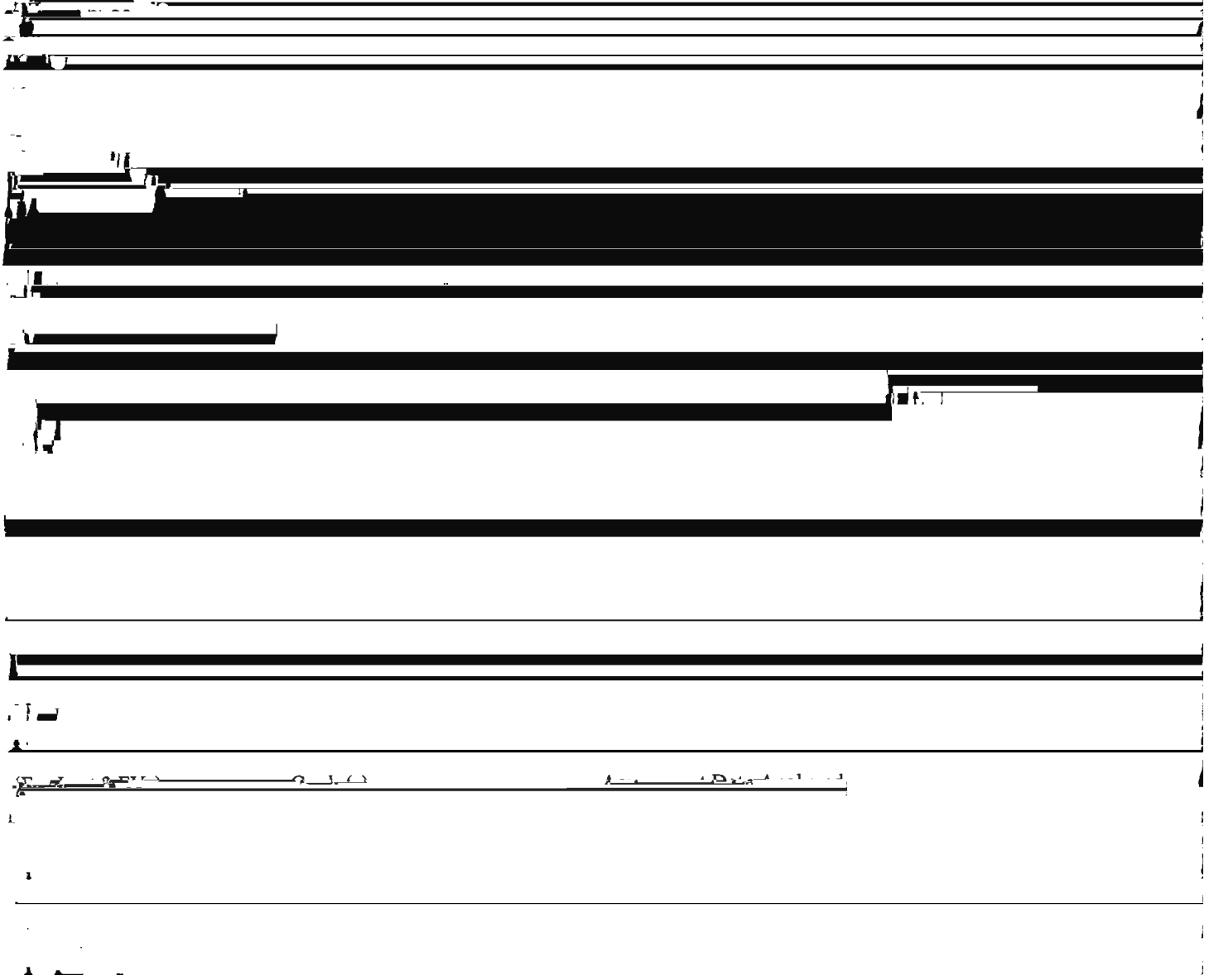
Associate, Purchasing Agent, Area Manager, Manager, and Financial Representative, at an average pay of \$43,036 for

[REDACTED]

- 5 Analyze the cost of the program and service the Program provides to the discipline, other programs at the University and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program

[REDACTED]

The service provided by the Entrepreneurship program is primarily funneled through the activities of the Center for Entrepreneurship. Activities include the Kansas Family Business Forum. The KFBF sponsors educational seminars which bring owners, families and managers together to address issues of ownership and management succession, strategic planning, estate planning, and family governance. Forum programming features a mix of national and



7 Summary and Recommendations

- a Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that

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

Course Syllabus

ENTR 440 New Venture Feasibility Analysis

Fall 2012

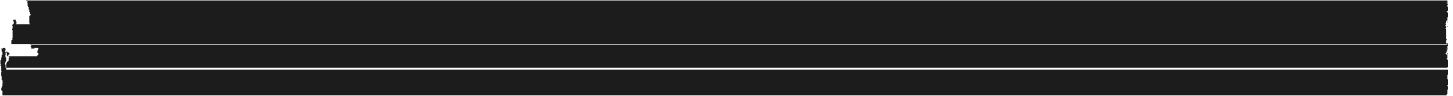
Class meets in room 010 in Devlin Hall

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

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

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

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



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

[REDACTED]

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

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

Homework, Participation and Quizzes (120 pts)

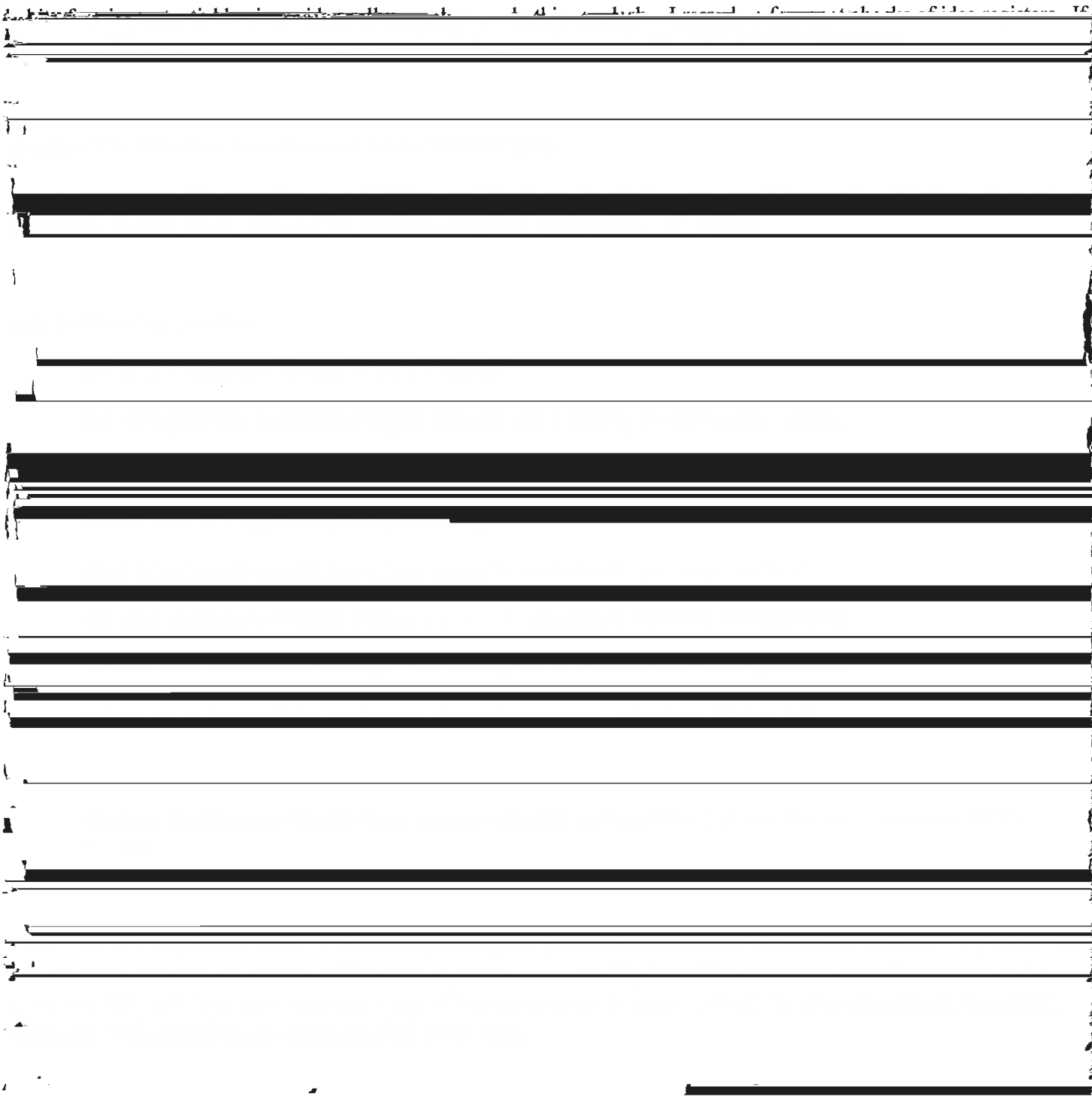
There will be several homework assignments valued at 10-20 points each. I will also randomly give four or five short quizzes on the reading. Participation grades will be based primarily upon the following three areas: attendance, active participation in learning exercises, and quality of the comments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

Written Case Analyses (80 pts)

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

Two Exams (100 points each--200 pts)





... you wait until the due date, and then try to write all 45 you will have missed the point of this exercise.

Problem Identification Interview and Presentation 50 pts).

Interview someone who is working in a full-time position in an industry that you are interested in. Select an industry that

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

[Redacted text block]

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[Redacted text block]

Feb. 5 Chapter 3
(Blackboard)
Drucker
(Blackboard)

Prepare 1 page homework assignment (10 points). Based on the issues identified in the readings, identify an industry that contains enough of those characteristics that it should be accepting of new ventures. Describe the characteristics of the industry and why it should be favorable for new ventures

Feb 7

In class case: Logoworks.

Feb 12 Chapter 4 (Blackboard)

Prepare 1 page homework document: (10 points) After reading the chapter, Read at least two articles about things outside of your area of expertise. Talk to someone who is different than you in some way. After doing these activities, write a one page document about some of the things that you learned that could be indicative of business opportunities that you have never thought about before. Be prepared to discuss these in class.

Feb 28

Mar 5 Chapter 7 Integrating Supply and Demand
(Blackboard) In class: Discussion of ideas in your registers

Industry develop a concept statement and elevator pitch
[Redacted content]

Mar 12 **Hand in concept statements (50 points)**
Elevator pitches (2 minutes) (50 points)

Mar 14 Chapter 8 Industry Favorability
(Blackboard)

Mar 26 Chapter 9 Protecting the Opportunity
(Blackboard)

Mar 28 PCI Case **2 page write up and discussion of PCI. 40 points**
(Blackboard) **(apply the dimensions of demand, supply issues, and protecting market space issues to the PCI case)**

[Redacted content]

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

Course Policies

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

Professionalism:

Just as will be expected of you in the business world, you are expected to behave professionally in this class. As part of helping you prepare for future business success, you should behave the same as you would in interacting with other business people on a



Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for class) for instruction and preparation/studying or course related activities for a total of 135 hours. That means two hours out of class

[REDACTED]

doing reading and homework for each hour in class.

Academic Integrity Statement

The following statement on Academic Honesty is taken from the WSIJ Policies and Procedures Manual. The complete <http://library.wichita.edu/empower/>

1.3. [REDACTED] what accommodations are necessary and appropriate for you. All information and documentation of

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

ENTREPRENEURSHIP/MARKETING 606
NEW PRODUCT DEVELOPMENT & INNOVATION

Spring 2013

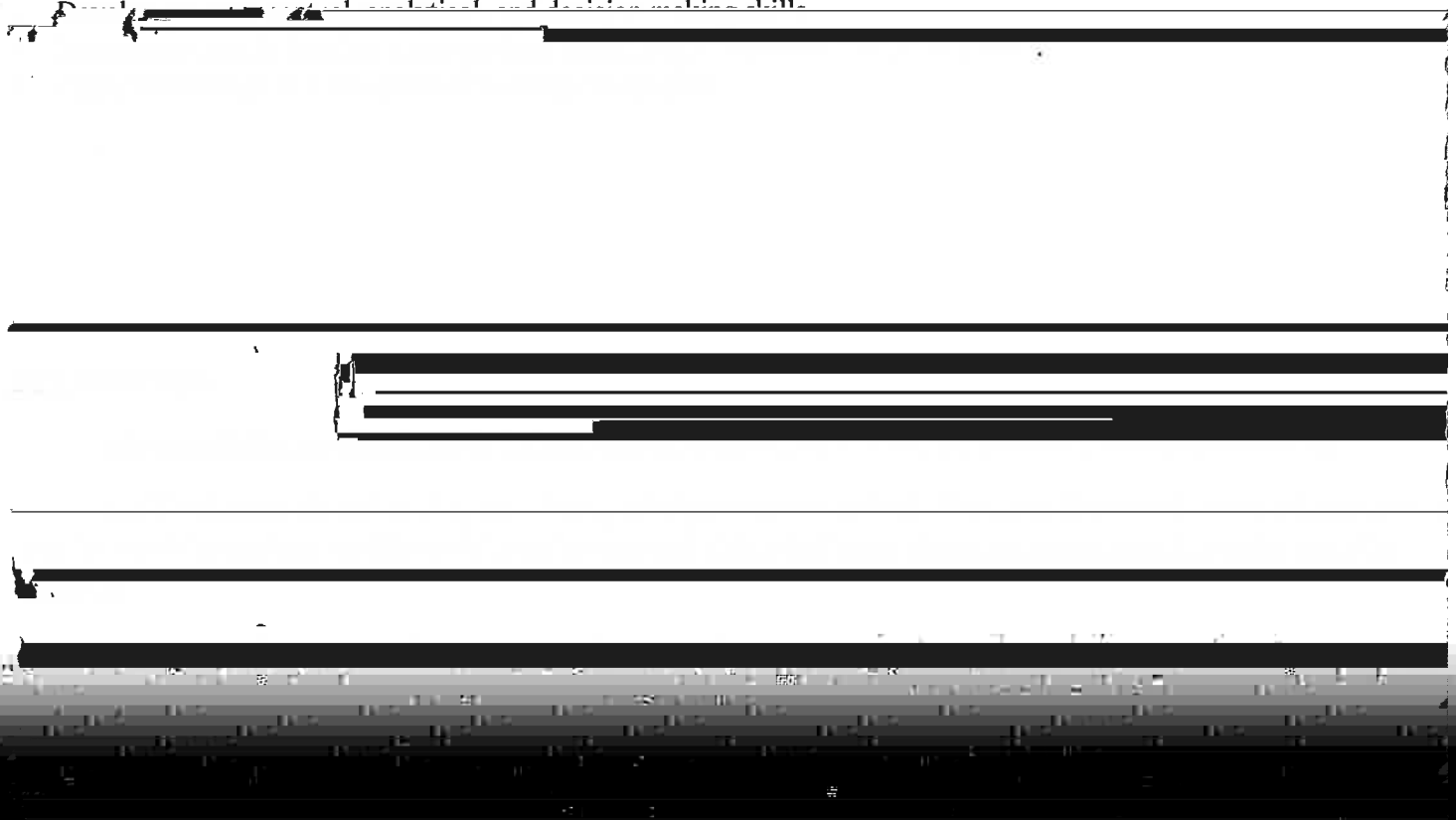
Time: Thursday 11:00 AM - 12:30 PM

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

COURSE MATERIALS

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

- Cultivate the ability to validate new product assumptions
Learn how to recognize, evaluate, and exploit an opportunity.



- Experience how to develop a new product working within a cross disciplinary team

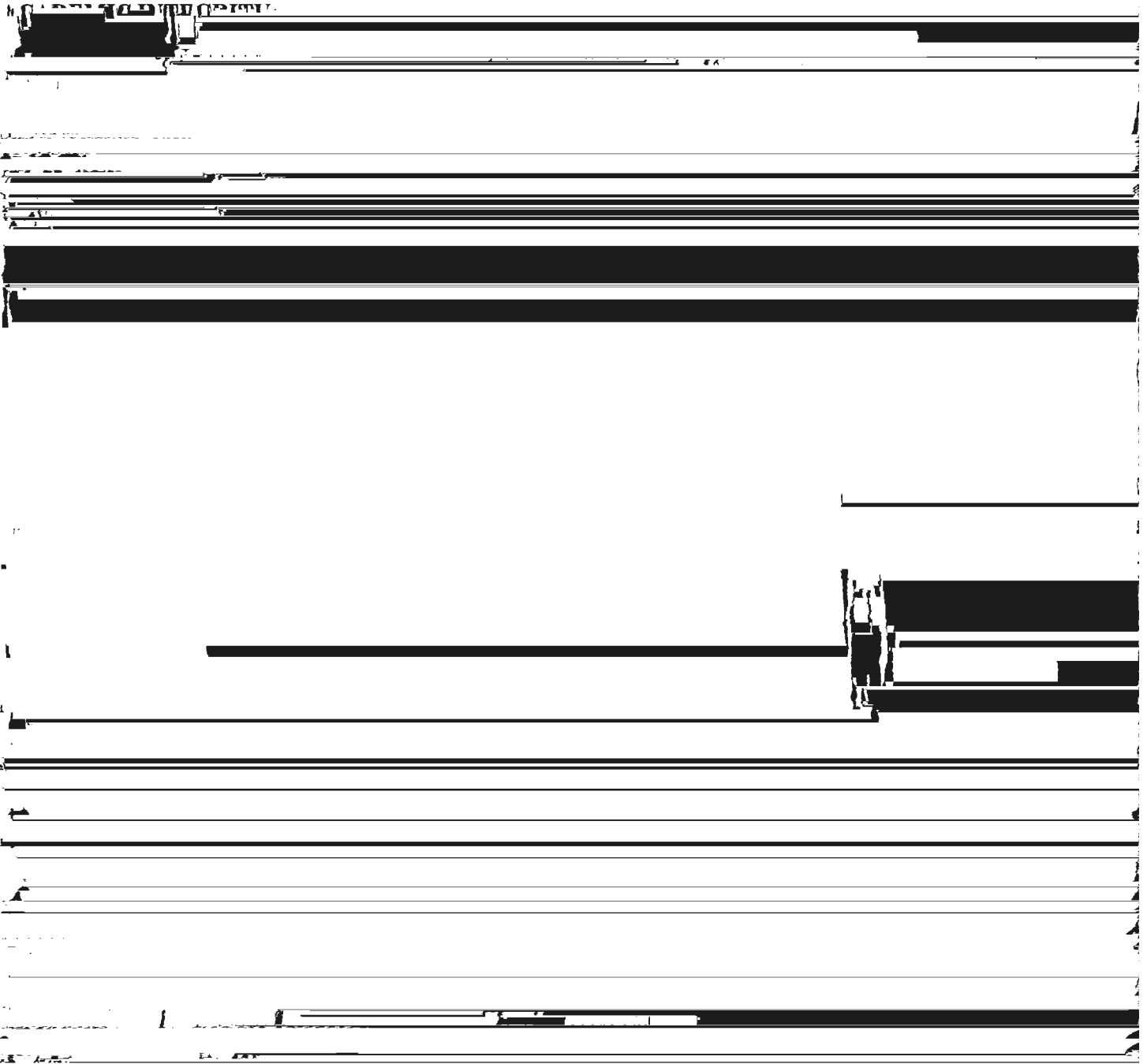


CHANGES TO SYLLABUS:

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

ADA STATEMENT:

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to
I encourage you to contact the Office of Disability Services (ODS). The office is



STUDENT PERFORMANCE EVALUATION

[REDACTED]

PERFORMANCE COMPONENTS

ENTR/MKT 606 Requirements

- 1. Participation 55
- 2. Case write ups and analysis 60

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

Attendance & class participation (40 points): Active participation is vital to get the most out of this course. Your participation grade will be based upon your attendance in class, your participation in class, and your contribution to team assignments. Much of our class time will be dedicated to class discussion. Therefore it is vital that you come prepared to discuss the chapter or case assigned. I will give full points to those students who demonstrate their preparedness by not only participating frequently but also through advancing the class discussion in meaningful ways. In

other words, both quantity and quality matter with respect to class participation. Accordingly, I will track the quantity and quality of your participation during the class. We have 17 class periods that are either a case discussion or a discussion over chapters in the textbooks. After each of these classes I will review participation and award 2 points for each student that contributed quality comments. 20 points of the participation points will be dedicated to your class participation. So you need to provide quality comments in at least 10 class discussions to get full participation points

Twenty points will also be dedicated to attendance to class. While attendance is expected, I understand that there are times due to unforeseen circumstances that you will not be able to attend class. Accordingly, I will allow 2 unexcused absences

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

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

[This section contains multiple horizontal lines for writing, with several lines obscured by thick black redaction bars.]

New Product Development Project Outline

- **Initial Product Description (Due Feb. 19)**
- **Preliminary Market Assessment for New Product Idea (Due March 7)**
 - Market and Technical Assessment
 - Industry Analysis
 - Competitive Analysis

- Target Market – Customer Profile
- Assessment of technical feasibility for product
- Intellectual Property and Regulatory Issues
- Initial Market Research Results

- **Voice of the Customer (Due March 26 & April 30)**
 - **Concept Test(s)**
 - Concept Test questions
 - Summary of Results
 - Raw Data
 - What to do better next time
- **Into the Market (Due with final plan May 9)**
 - Marketing Launch Strategic Plan
 - Marketing Message –
 - Describe how the message will “stick” in the minds of consumers
 - Product Positioning Strategy
 - Pricing Strategy

- Promotion/ Advertising Strategy
- Distribution Strategy
- Manufacturing/ Sourcing Strategy

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

PRESENTATION (35 Points)

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

Date	Topics(s) Covered and Assignments Due
Thur Mar 28	Case #3 Four Products -- Predicting Diffusion – Case write-up due

Tues Apr 2	<i>WNP Chapter 10 Development, Testing, and Launch</i>
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Fri Apr 4	Case #4 New Product Development – Case write-up due
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Fri Apr 4	Case #4 New Product Development – Case write-up due
Sat Apr 5	
Sun Apr 6	
Mon Apr 7	
Tue Apr 8	
Wed Apr 9	
Thu Apr 10	
Fri Apr 11	
Sat Apr 12	
Sun Apr 13	
Mon Apr 14	
Tue Apr 15	
Wed Apr 16	
Thu Apr 17	
Fri Apr 18	
Sat Apr 19	
Sun Apr 20	
Mon Apr 21	
Tue Apr 22	
Wed Apr 23	
Thu Apr 24	
Fri Apr 25	
Sat Apr 26	
Sun Apr 27	
Mon Apr 28	