



Carson College of Business

WASHINGTON STATE UNIVERSITY

Performance Metrics Report 2018 - 2019





The Carson College will be the model school of business for tomorrow's land-grant university.

MISSION

We create insight and opportunity through the study of business and the power of our community, for Washington state and the world.



We are a globally engaged community, creating an amazing educational experience, developing outstanding business leaders and scholars, and producing impactful research.

STRATEGIC GOALS

- 1 UNDERGRADUATE PROGRAMS**
Our face-to-face undergraduate programs are *the* first choice for students seeking a business education from a Pacific Northwest university.
Target: **2026**
- 2 DISCIPLINARY RESEARCH**
We are recognized by our aspirational peers as a regular contributor of rigorous and influential research to academic disciplines. Our top doctoral students earn placements at peer universities and go on to successful research careers.
Target: **2026**
- 3 RESEARCH INSIGHTS**
We are recognized by the business and policy communities of the Pacific Northwest as *the* leading source of research-based insights and critical thinking about business.
Target: **2026**
- 4 BUSINESS EDUCATION ACROSS THE UNIVERSITY**
We work in partnership with other WSU colleges to provide premier business education to all WSU students who seek and would benefit from such education as a complement to their primary focus.
Target: **2021**
- 5 ONLINE PROGRAMS**
Our online business programs are *the* first choice for working students seeking an affordable, quality online business education from a Pacific Northwest university.
Target: **2021**

Table of Contents

| | |
|--|----|
| Introduction | 5 |
| Undergraduate Programs | 6 |
| METRIC 1: Market Recognition | |
| METRIC 2: Placement Rate of Undergraduates | |
| METRIC 3: Willingness to Recommend the Undergraduate Program | |
| METRIC 4: Percentage of Undergraduates Involved in Research, Scholarship, and Creative Discovery (forthcoming) | |
| METRIC 5: Six-Year Graduation Rate of Intended Business Majors | |
| Executive MBA and Online MBA Programs | 14 |
| METRIC 6: Online MBA Degrees Awarded | |
| METRIC 7: Willingness to Recommend the MBA Program | |
| Research | 16 |
| METRIC 8: Publications: The UTD Top 100 Business School Research Rankings | |
| METRIC 9: Citations (forthcoming) | |
| Ph.D. Program | 17 |
| METRIC 10: Doctorates Awarded | |
| METRIC 11: Placement Rate of Doctorates | |
| METRIC 12: Willingness to Recommend the Doctoral Program | |
| Public Recognition | 19 |
| METRIC 13: Media Mentions | |
| External Support | 20 |
| METRIC 14: Annual Gifts Received (cash and equivalents) | |
| METRIC 15: Annual Gifts Received (total commitments) | |
| Diversity and Inclusion | 22 |
| METRIC 16: Demographic Diversity (forthcoming) | |
| METRIC 17: Inclusive Culture and Climate (forthcoming) | |
| Students Served | 23 |
| METRIC 18: Total Students Taught | |
| METRIC 19: WSU Non-Business Majors Taught | |
| METRIC 20: WSU Non-Business Minor | |
| METRIC 21: WSU Non-Business Majors Served by Carson College Programs | |
| Alignment with the WSU Drive to 25 | 27 |
| Appendix: Carson College Data Profile | 28 |

Carson College of Business

Performance Metrics

Introduction

This report summarizes key performance outcomes for the Carson College of Business for 2018-19. College leaders have identified the metrics detailed here as a top-level list of measurable indicators of success in achieving our major strategic goals for the college. Reporting on these metrics is one way of assessing our progress toward those goals. We recognize some indicators of progress are not easily measurable, and there are many possible measurable indicators of success. It is also true, however, that progress toward our shared aspiration of becoming “the model school of business for tomorrow’s land grant university” can be measured and assessed. That is the aim of this report.

This is the second annual report on our performance outcomes. Where possible, we have provided a time series going back several years to provide context for a given metric. We occasionally have sacrificed consistency from year to year in favor of an improved metric. Several key measures remain under development as we continue to seek alignment between our metrics and the WSU Drive to 25.

Some of our measures correspond directly to one of our five major strategic goals. Others are composite indicators consistent with progress toward multiple goals. This report features college-level outcomes. Campuses, academic departments, and centers may have their own performance metrics.

Thank you for taking the time to review our performance outcomes. Nathan Roberts, business data analyst, is responsible for designing the Business Metrics Report and gathering much of the data for these performance metrics. Please direct comments and questions to Stephanie Rink, assistant to the dean (stephanie.rink@wsu.edu), who will manage these for the college and ensure that we respond to all input, ideas, and questions.

Undergraduate Programs

We have made significant progress toward what has become known to many in our community as “Goal Number One”: establishing our face-to-face undergraduate program as the first choice for students seeking a business education in the Pacific Northwest.

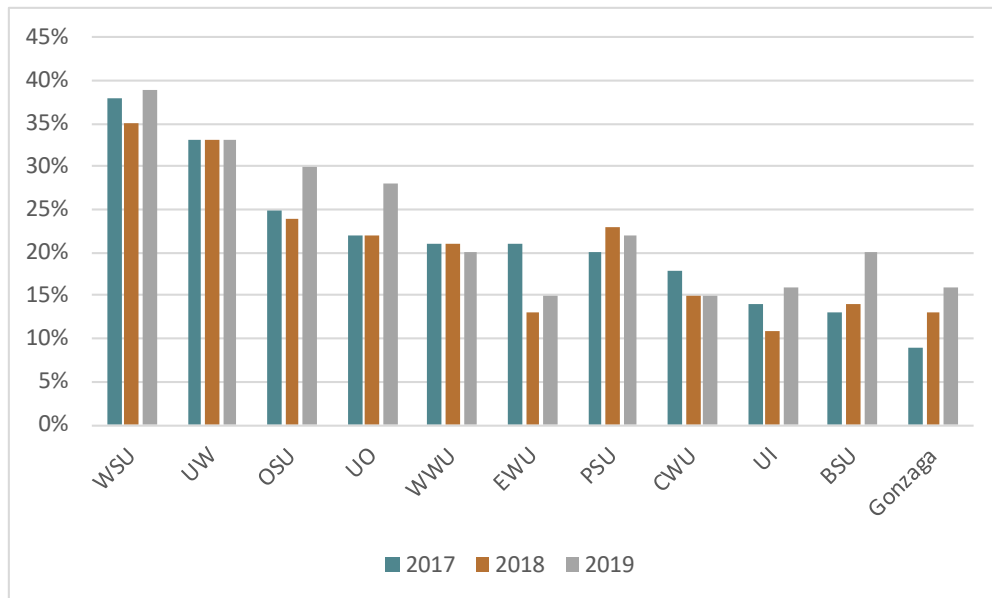
METRIC 1: Market Recognition

Perception in the market is one measure of our progress toward establishing ourselves as the first-choice program in the Pacific Northwest. For the last three years, we have surveyed approximately 600 prospective students and their families from Washington, Oregon, and Idaho: 200 high school students, 200 parents of high school students, and 200 community college students looking to transfer.¹ All respondents were considering applying to universities in the Pacific Northwest and majoring in business. The survey considered three dimensions of market recognition: program applications, interest in attending, and perception of quality.

Q1: To which of the following schools have you (has your child) applied?

The Carson College continues to rank first among Pacific Northwest universities in applications from students interested in studying business. In 2019, 39% of respondents applied to WSU. By this metric, we are the first-choice program in the Pacific Northwest. This represents growth over prior years; we also note that both Oregon schools are gaining ground.

Table 1: Application to Undergraduate Business Programs



Percentage of sample who applied to the named Pacific Northwest university, intending to major in business.

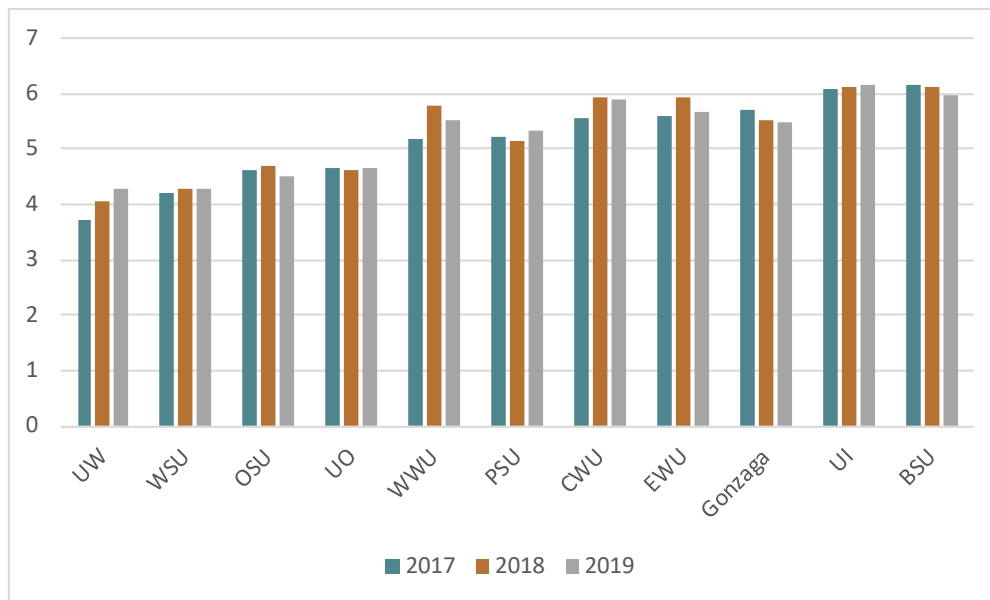
1. For 2019, n = 588, for 2018 n = 590, and in 2017 n = 591. In 2019, we adjusted the survey so that the 200 high school students comprised entirely juniors and seniors.

Q2: Please rank school in order of interest in attending.

The Carson College now ranks first among Pacific Northwest universities with respect to prospective students' interest in attending. The most recent survey results show that WSU has narrowly overtaken the University of Washington and maintained its lead over other schools. In 2019, WSU posted an average rank of 4.28; UW Seattle dropped to 4.30.

Together, these measures indicate prospective business undergraduates most commonly apply to the Carson College as their first choice among business programs in the Pacific Northwest.

Table 2: Rank by Interest in Attending

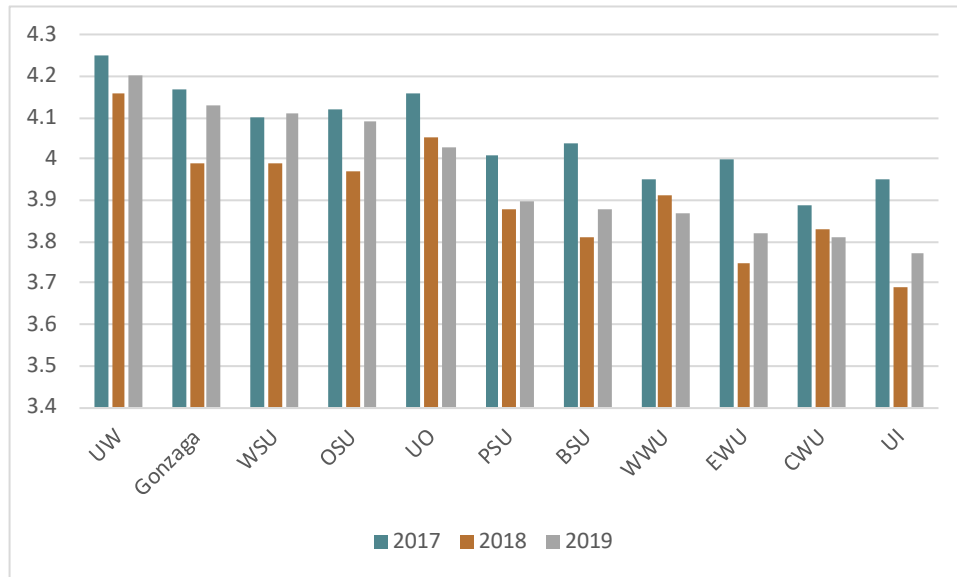


Average rank order among these 11 Pacific Northwest universities (lower number is higher rank)

Q3: How would you rate the overall quality of the undergraduate business program? (1-5 scale)

In 2019, the Carson College ranked second only to the University of Washington among business schools in the Pacific Northwest with respect to the perceived quality of the program, continuing to rise from its fifth place ranking in 2017. Over three-quarters of respondents (78%) rate the quality of WSU’s undergraduate business program as excellent or good, surpassed only by Gonzaga (79%) and the University of Washington (80%). There was a general drop in perceived quality of all business programs between 2017 and 2018; some of the programs, including the Carson College, rebounded strongly from this drop in 2019.

Table 3: Overall Quality Ranking



Average rating of perceived quality on a 1-5 scale

| | Q1 Applications | | | Q2 Interest | | | Q3 Quality | | |
|---------|-----------------|------|------|-------------|------|------|------------|------|------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| WSU | 38% | 35% | 39% | 4.21 | 4.27 | 4.28 | 4.1 | 3.99 | 4.11 |
| UW | 33% | 33% | 33% | 3.72 | 4.05 | 4.3 | 4.25 | 4.16 | 4.20 |
| OSU | 25% | 24% | 30% | 4.62 | 4.7 | 4.5 | 4.12 | 3.97 | 4.09 |
| UO | 22% | 22% | 28% | 4.67 | 4.63 | 4.67 | 4.16 | 4.05 | 4.03 |
| WWU | 21% | 21% | 20% | 5.17 | 5.77 | 5.51 | 3.95 | 3.91 | 3.87 |
| EWU | 21% | 13% | 15% | 5.59 | 5.92 | 5.66 | 4 | 3.75 | 3.82 |
| PSU | 20% | 23% | 22% | 5.21 | 5.13 | 5.34 | 4.01 | 3.88 | 3.9 |
| CWU | 18% | 15% | 15% | 5.56 | 5.95 | 5.89 | 3.89 | 3.83 | 3.81 |
| UI | 14% | 11% | 16% | 6.08 | 6.13 | 6.18 | 3.95 | 3.69 | 3.77 |
| BSU | 13% | 14% | 20% | 6.18 | 6.12 | 5.97 | 4.04 | 3.81 | 3.88 |
| Gonzaga | 9% | 13% | 16% | 5.71 | 5.53 | 5.49 | 4.17 | 3.99 | 4.13 |

METRIC 2: Placement Rate of Undergraduates

Job placement of undergraduates is a substantive indicator of our progress toward becoming the first choice business program in the Pacific Northwest. Today's students and their families weigh career preparation heavily in their college decisions.

To measure job placement, we focus on two key points in students' placement efforts. First, we consider placement at time of graduation. Second, following best practices from the National Association of Colleges and Employers (NACE), we consider students' placement rates as of December 31, following their academic year of graduation. This rate is commonly known as the "six-month" rate, although it actually represents a period of a bit more than a year from graduation for December graduates, over seven months out for May graduates, and about five months out for summer graduates.

We use a range of methods to build our measure. We survey students during their last semester capstone course, at graduation events, through email outreach, and after they graduate. In addition, we conduct research on placements from social media, online, through faculty leads, and direct outreach, with the overall objective of gathering a complete census.

Reported statistics follow NACE best practices: placed students are those who self-declare they will be employed in either part-time or full-time positions at time of graduation. Students who report they are not seeking employment (because of continuing education, military service, or for other reasons) are not included in the rate.

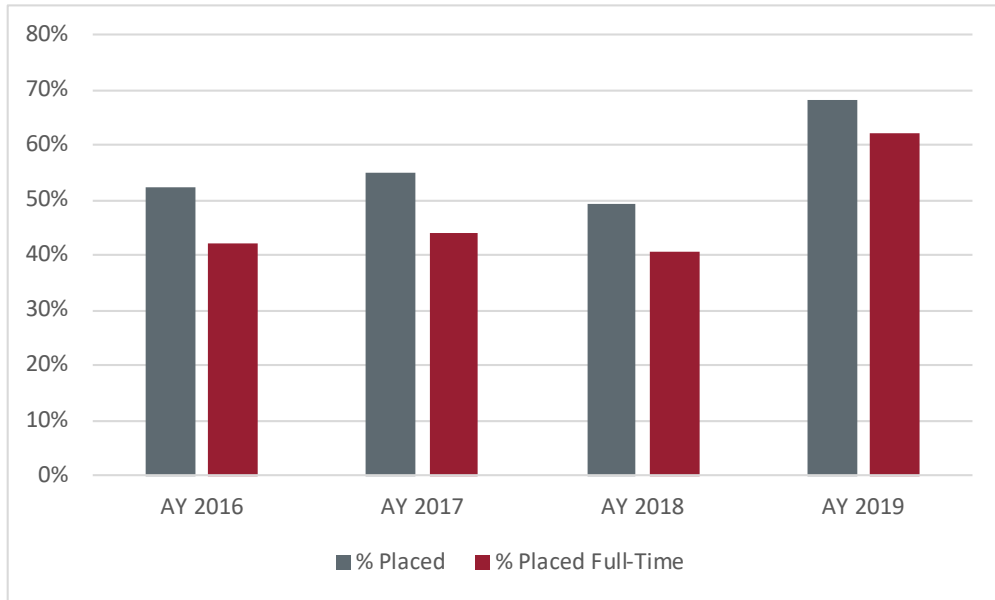
The increase in number of survey participants across terms demonstrates continued improvement in placement data collection. We have accompanied this greater volume of responses with the construction of an interactive "placement dashboard" available at business.wsu.edu/placement. Our dashboard allows review of rates, job titles, companies, and, where possible, salary information for a large share of our recent graduates. The information can be filtered by major, campus, and term to explore placement results for our two most recent academic years.

Our first measurement efforts focused on placement only at time of graduation. We therefore are able to report results for time-of-graduation rates from fall 2015 through to spring 2019. Spring 2019 marked a high point for the college, with 70% of students who were seeking jobs reporting a placement.

The 2018 academic year marked our first successful year in collecting post-graduation data consistent with best practice. The results indicated over 80% of graduates who are seeking have jobs by the end of the calendar year following their graduation. We look forward to seeing improvement when final numbers are determined for the 2019 academic year.

Some caution is advisable in interpretation of this improvement, given the changes we have made in measurement and the steep increase in our "knowledge rate" (the share of graduates for whom we have data) over the past four years. We do not compare our rates against reported rates for other colleges of business because it is generally not possible to determine how they are measuring their rates or the extent to which they are following NACE standards in reporting (See Table 4 on page 10 for associated data).

Table 4: Undergraduate Placement Rate



| Academic Year | 6-Month Placement Rate | 6-Month Placement Full-Time | Final Knowledge Rate | % Placed at Graduation | % Placed Full-Time at Graduation | Semester |
|---------------|---|-----------------------------|----------------------|------------------------|----------------------------------|-------------|
| AY 2016 | . | . | 43.4% | 47.8% | 33.9% | Fall 2015 |
| | . | . | 32% | 56% | 48.9% | Spring 2016 |
| AY 2017 | . | . | 25.3% | 44.8% | 38.8% | Fall 2016 |
| | . | . | 23% | 61% | 47% | Spring 2017 |
| AY 2018 | 86.0% | 83.9% | 65.4% | . | . | Summer 2017 |
| | 84.2% | 81.0% | 70.8% | 37% | 30.4% | Fall 2017 |
| | 82.7% | 78.6% | 87.6% | 53% | 44.3% | Spring 2018 |
| AY 2019 | <i>Available December 31, 2019, please see the placement dashboard for current results.</i> | | | . | . | Summer 2018 |
| | | | | 69.3% | 62.8% | Fall 2018 |
| | | | | 70.25% | 64.0% | Spring 2019 |

The “6-month placement” rate refers to the placement status on December 31st, the “at graduation” represents student status upon graduation.

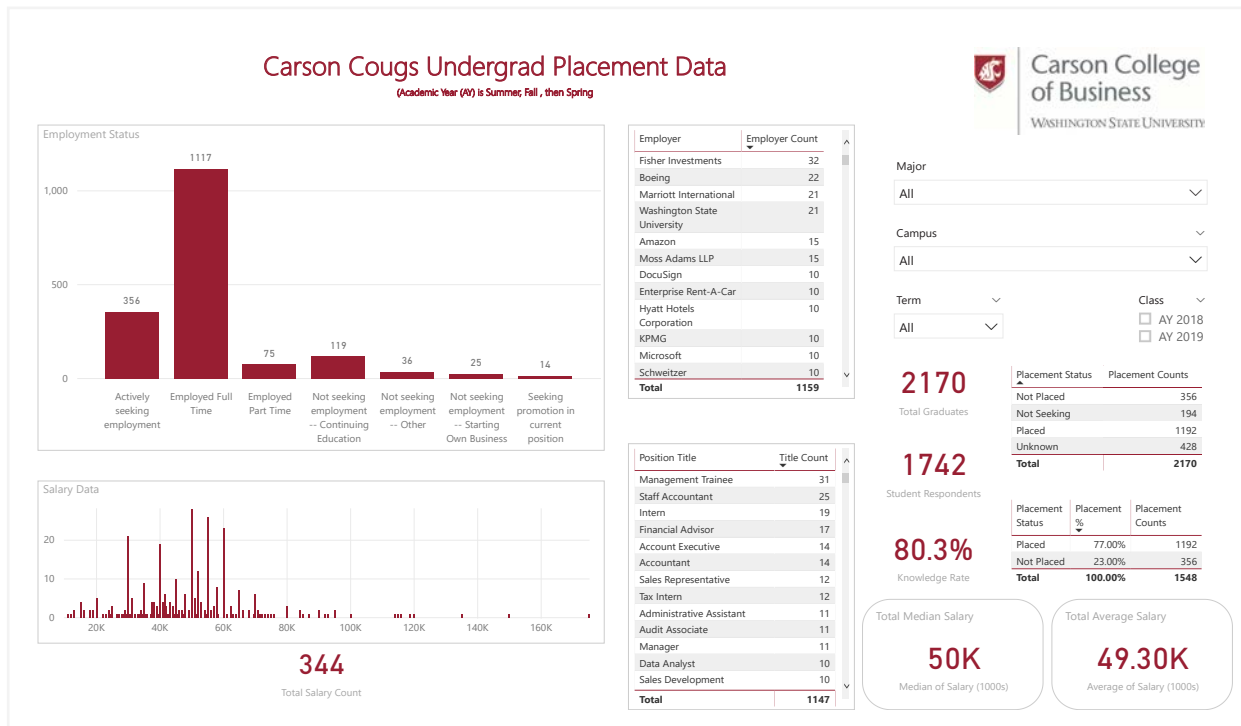
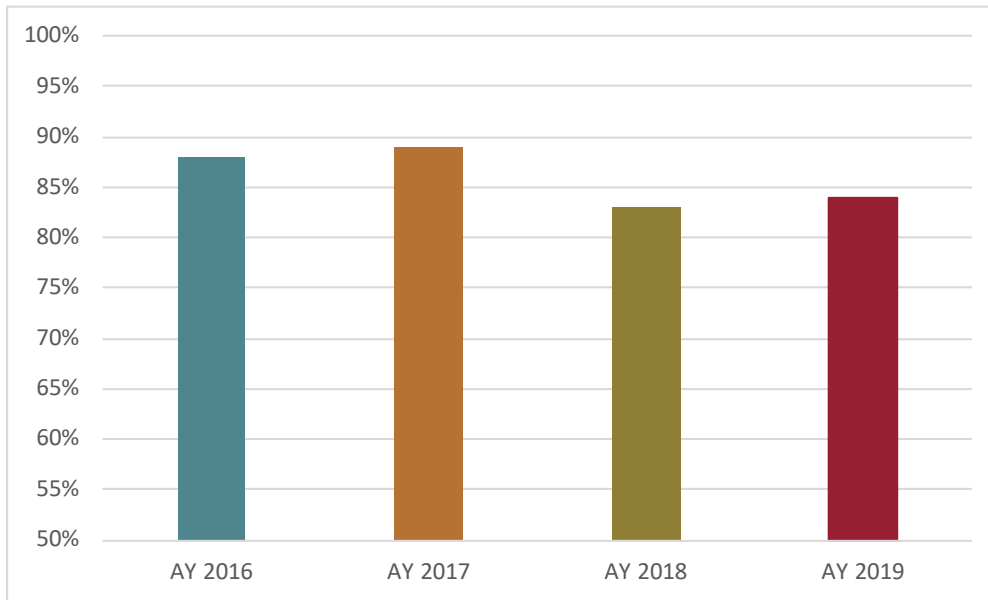


Figure 1: Snapshot of placement dashboard available at business.wsu.edu/placement

METRIC 3: Willingness to Recommend the Undergraduate Program

Our students' willingness to recommend our program to their successors is another internal indicator of our progress toward becoming the school of choice in the Pacific Northwest. In 2016 and 2017, we asked this question on a six-month-post-graduation survey, which attracted relatively few responses. In fall 2018, we began to measure "willingness to recommend" in the Capstone survey detailed above, and we continue to do this in term of graduation. We use a five-point scale from strongly disagree to strongly agree with the statement "I would recommend the Carson College of Business to a new WSU student." Scores of 4 or 5 indicate the student would recommend the college. A large majority of our students continue to recommend the program, but we have not shown improvement in these rates over time (See Table 5 on page 12 for associated data).

Table 5: Willingness to Recommend the Undergraduate Program



| Academic Year | Percent Recommended | Total Surveyed | Total Recommended |
|---------------|---------------------|----------------|-------------------|
| AY 2016 | 88% | 58 | 51 |
| AY 2017 | 89% | 54 | 48 |
| AY 2018 | 83% | 590 | 487 |
| AY 2019 | 84% | 688 | 580 |

METRIC 4: Percentage of Undergraduates Involved in Research, Scholarship, and Creative Discovery (forthcoming)

This measure is one of the 11 metrics featured in the WSU Drive to 25. It is an important measure of the extent to which WSU, as a public research university, is providing undergraduate students with a transformative research experience. In the Carson College we also see undergraduate participation in research, scholarship, and creative discovery as attributes of a first-choice school in the Pacific Northwest. We will work with others at WSU to establish a standard measure of this participation and adopt the standardized measure chosen by the University.

METRIC 5: Six-Year Graduation Rate of Intended Business Majors

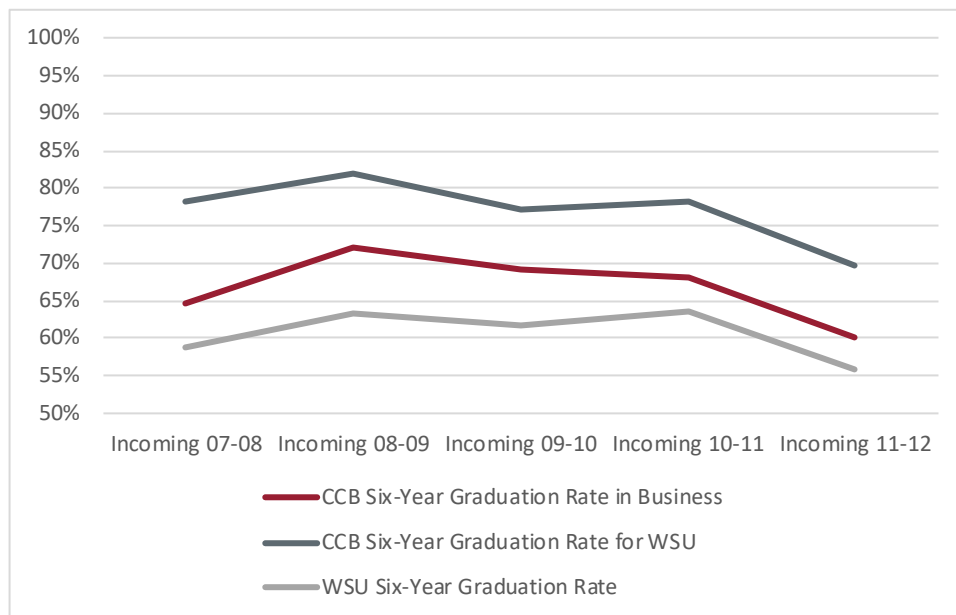
One of the 11 major metrics in WSU’s Drive to 25 is the six-year graduation rate. This is a nationally standardized measure reported through the Integrated Postsecondary Education Data System (IPEDS). It is an important measure of university and college effectiveness in student retention and progress.

The official six-year rate focuses only on entering first-year students, excluding transfer students, defined as those who enrolled in another academic institution after graduating high school and before enrolling in WSU, as well as “transient” students who enter taking fewer than four credits.

The concentration on first-year, full-time students leads to a heavy focus on Pullman undergraduates and includes some students at WSU Tri-Cities and WSU Vancouver. We will be exploring other measures of retention and progress of transfer and part-time students across all campuses, including our Global Campus.

For the Carson College six-year rate, we begin with all students who enter WSU as first-year students intending to major in business. We track both the share of these students who graduate in business within six years, the “CCB Six-Year Graduation Rate in Business,” and the share of these students who graduate from WSU in any major within six years, the “CCB Six-Year Graduation Rate for WSU.” For the latter group, graduation indicates a successful transition from an intended business major to another program of study. Finally, for comparison purposes, we also report the “WSU Six-Year Graduation Rate,” the overall rate of graduation for all first-year students regardless of intended major.

Table 6: Six-Year Graduation Rate



| Year | Institutional Graduation Rate | Graduation Rate from WSU | Graduation Rate in Business | Total Graduated in Business | Total Number of Intended Business Majors in Incoming Class |
|----------------|-------------------------------|--------------------------|-----------------------------|-----------------------------|--|
| Incoming 07-08 | 58.8% | 78.2% | 64.6% | 314 | 486 |
| Incoming 08-09 | 63.2% | 81.9% | 72.2% | 386 | 536 |
| Incoming 09-10 | 61.7% | 77.1% | 69.2% | 357 | 516 |
| Incoming 10-11 | 63.7% | 78.1% | 68.0% | 397 | 584 |
| Incoming 11-12 | 55.9% | 69.8% | 60.1% | 494 | 822 |

The overall WSU six-year rate has been declining for the past several years, likely a function of the larger classes that were admitted in the period from 2008 to 2011. The Carson College rate clearly exceeds the rate for WSU as a whole but is no exception to this trend. We are hopeful that continued investment in the Carson Center for Student Success, as well as our more recent innovations in undergraduate education, will lead to improvements in the rate.

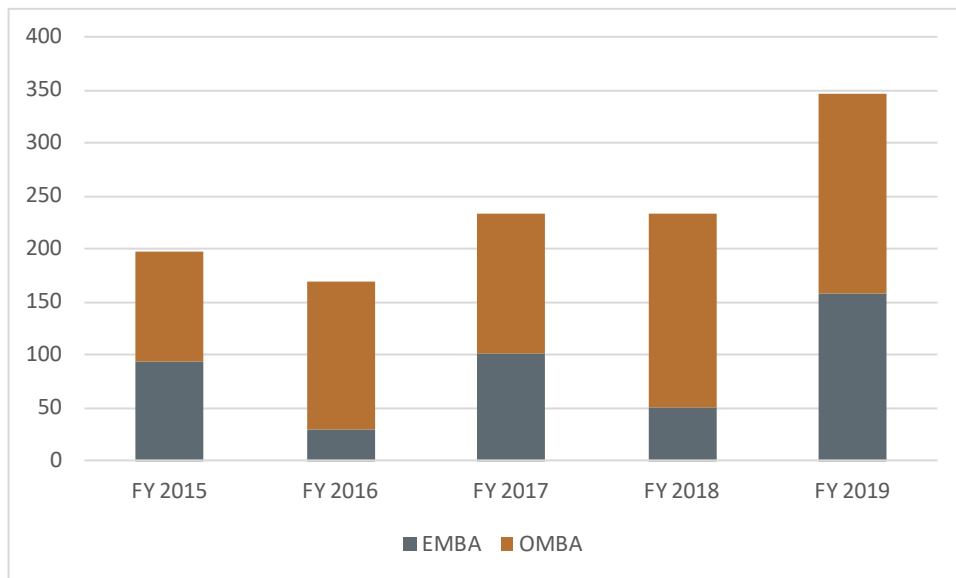
Executive MBA and Online MBA Programs

The Carson College MBA is offered exclusively online, consistent with our decision to focus strategically on programs that best meet the changing market for graduate business education. We deliver on our land-grant mission by offering online MBA programs that provide students with the opportunity to earn high-quality degrees without disrupting their careers.

METRIC 6: Online MBA Degrees Awarded

The number of students who graduate with a WSU MBA is one measure of success in establishing the Carson College as the school of choice for students who pursue online business degrees in the Pacific Northwest. The rapid growth in our MBA programs, which we have achieved while maintaining rigorous admissions standards, is an indicator of the success of these programs in a competitive marketplace for graduate education. Note the fluctuations in number of graduates in the EMBA program from year to year reflect more the timing of admissions cycles in the program than any dramatic changes in numbers of graduates. The overall trend in both programs is one of growth.

Table 7: Online MBA Graduates



| Program | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
|---------|---------|---------|---------|---------|---------|
| EMBA | 93 | 29 | 101 | 51 | 157 |
| OMBA | 104 | 140 | 132 | 183 | 190 |

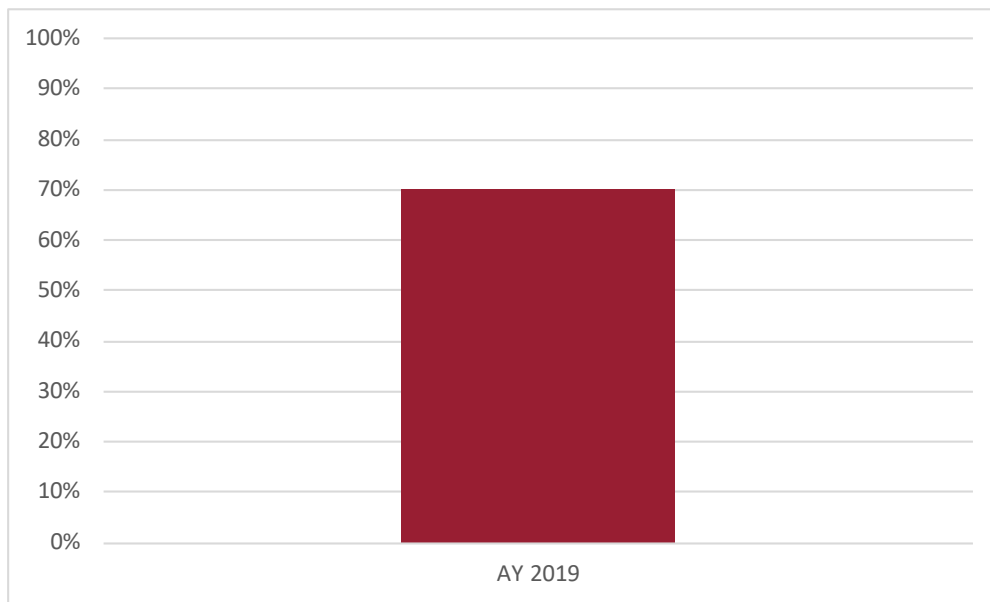
METRIC 7: Willingness to Recommend the MBA Program

In AY 2019 we piloted approaches for measuring student willingness to recommend the MBA degree program. We have worked to standardize a process to develop a consistent measurement that is beginning to show results.

To identify opportunities for real-time improvement, we have been measuring students’ willingness to recommend the program after their first semester as well as at time of leaving. Going forward, a survey will be sent after students complete their first course, again at the halfway point of the program, and again in their last course as part of an exit survey.

This report includes only results from the exit surveys administered in AY 2019. Response rates from earlier surveys were too low to provide reliable results. For AY 2019, we surveyed 246 students in their last course and received 136 completed exit surveys for a total response rate of 55%. On a 5-point scale, 70% of students were willing to recommend the program as indicated by a response of either a 4 “Very Likely” or 5 “Extremely Likely.” Only 4% of students reported a 1 or a 2.

Table 8: Willingness to Recommend the MBA Program



| Academic Year | Extremely Likely | Very Likely | Somewhat Likely | Neither | Very Unlikely |
|---------------|------------------|-------------|-----------------|---------|---------------|
| AY 2019 | 4% | 66% | 26% | 2% | 2% |

Research

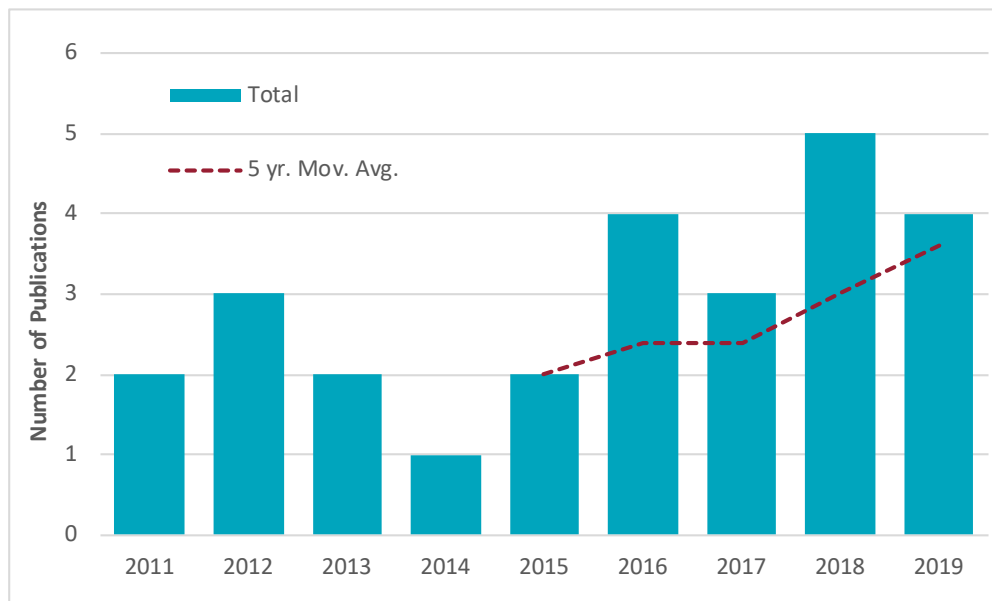
Recognition of the quality and impact of our research by our “aspirational peers,” (colleagues at the public research universities WSU is seeking to join in its Drive to 25) is our strategic goal for our faculty research in business disciplines. Several metrics relate to this goal: publications, citations, and measures of success in our doctoral program.

METRIC 8: Publications: The UTD Top 100 Business School Research Rankings™

The UTD ranking, produced by the Jindal School of Management at the University of Texas-Dallas, is based on a five-year publication record by college faculty in 24 leading business journals (jindal.utdallas.edu/som/the-utd-top-100-business-school-research-rankings/). Schools are ranked by the total number of articles (not adjusted for faculty size) published in these journals.

In 2014, the Carson College dropped out of the Top 100 and currently remains unranked on this list. Our number of publications in these journals has been increasing since 2014, so we are making progress towards this goal. We estimate that we will need to have about 30 publications in these journals in a five-year window to reach the goal. We have gone from 10th (2011 - 2015) to 15th (2014 - 2018). Our activity in 2019 is still not complete but continues the needed trajectory. However, we still need to improve our yearly output to achieve the goal.

Table 9: UT Dallas Research Publications



METRIC 9: Citations (forthcoming)

One measure of the impact of faculty research is the number of times that a given publication is cited by other researchers. Citations will also be one of the 11 metrics highlighted in the WSU Drive to 25. Once WSU has a measure established, we will adopt it and report results.

Ph.D. Program

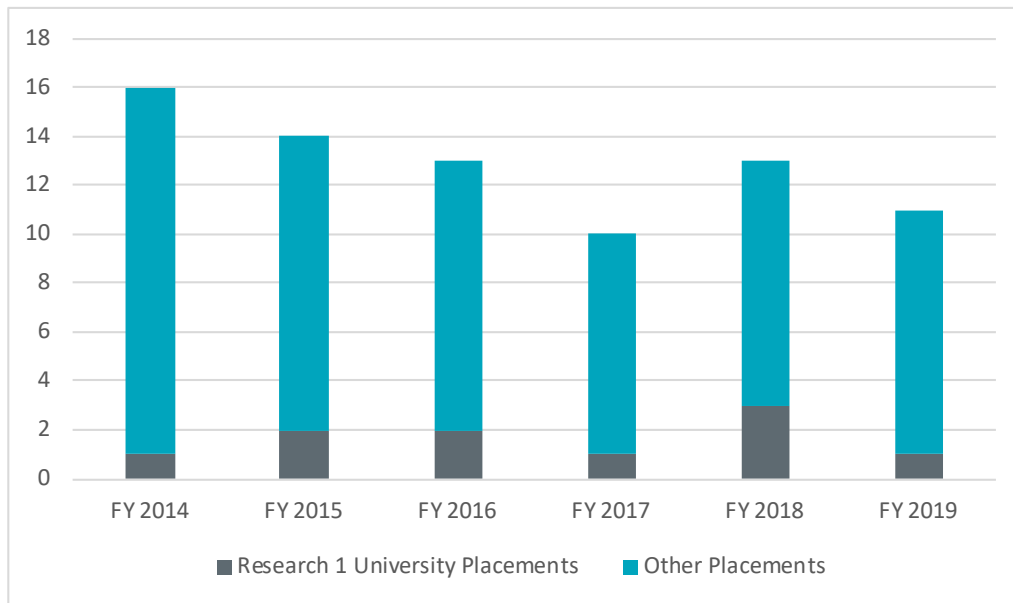
The Carson College doctoral program is a key component of college research productivity and reputation. One important metric for this aspect of our research is also one of the 11 top metrics in the WSU Drive to 25: the number of doctorates awarded. The quality of our research program is also reflected in the placement of our top doctoral graduates, with placements at major research universities being one indicator of our research reputation.

METRICS 10 & 11: Doctorates Awarded and Placed

The graph below displays the number of doctorates awarded over the past five years, as well as the number of placements at “Research 1 universities”—those universities categorized by the Carnegie Classification of Institutions of Higher Education as engaging in extensive research activity. We also include international equivalents.

In the last six years all Ph.D. students who earned doctorates obtained jobs, for an overall placement rate of 100%. Ten students in the past five years have earned placements at Research 1 universities.

Table 10: Carson College Ph.D. Awarded and Placed

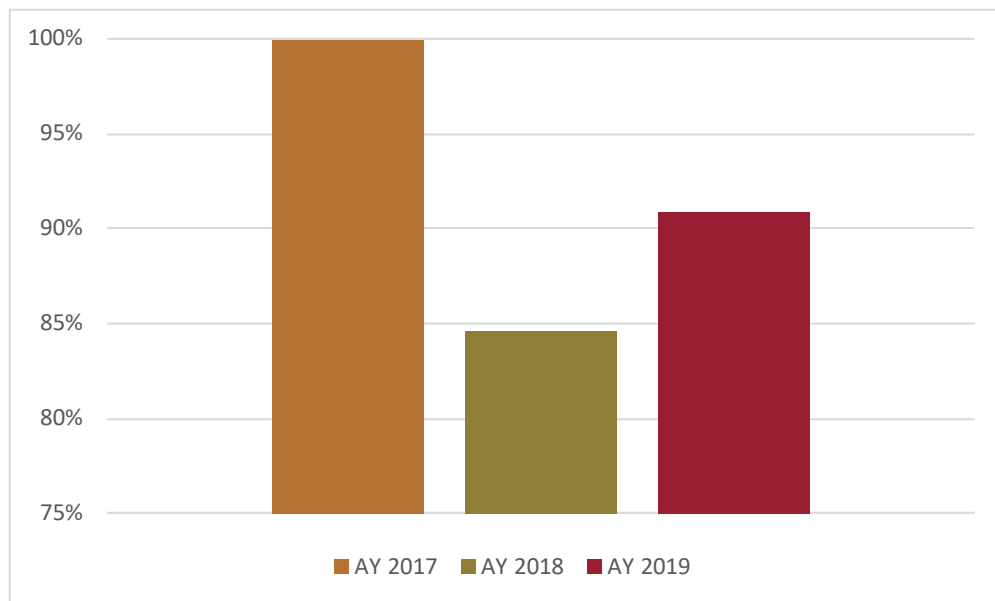


| Academic Year | Research 1 University Placements | Ph.D.s. Awarded |
|---------------|--|-----------------|
| FY 2014 | Oregon State University | 16 |
| FY 2015 | West Virginia University George Mason University | 14 |
| FY 2016 | Temple University Washington State University | 13 |
| FY 2017 | University of New Mexico | 10 |
| FY 2018 | University of Missouri University of Western Ontario (2 placements) | 13 |
| FY 2019 | University of British Columbia University of New Hampshire | 11 |

METRIC 12: Willingness to Recommend the Doctoral Program

Students' willingness to recommend the program to others is an additional measure of Ph.D. program quality. We began surveying Ph.D. graduates with respect to this question for 2017 class members earning a Ph.D. In an anonymous online survey, graduating students are asked if they would recommend the WSU Carson College of Business Ph.D. program. In 2018, two graduates were not willing to recommend the program, and one graduate in 2019 was not willing to recommend the program.

Table 11: Willingness to Recommend the Doctoral Program



Public Recognition

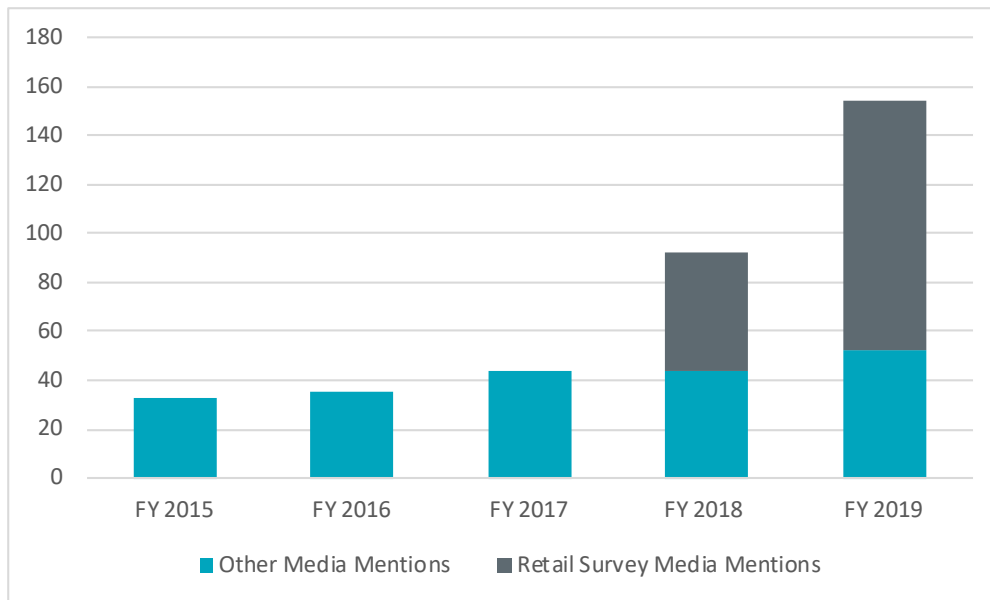
Recognition by the business and policy communities of the Pacific Northwest as the leading source of research insights and critical thinking about business is one of our five strategic goals. Media attention toward the outstanding work in the college is one measure of our progress in this area.

METRIC 13: Media Mentions

This metric is a composite measure of our effectiveness in achieving recognition in the broader media. Media mentions of the Carson College continue to increase. The 154 media mentions in FY 2019 represent a 67% increase from FY 2018 and more than triple the number of mentions (44) the college received in FY 2017.

Media mentions are determined as the number of times the press mentions the Carson College, either in print or digitally, during the fiscal year (July 1 - June 30). The mention may come as a result of a journalist writing about a topic within the business industry who quotes one of our faculty as an expert, or a contributor to an online publication who references our faculty's research or expertise to illustrate a point. Media mentions include reference to college programs and research, faculty, alumni, and students. Media mentions are only counted as unique mentions, meaning if the Carson College is mentioned in the print and the digital version of a publication, it is only counted once.

Table 12: Media Mentions



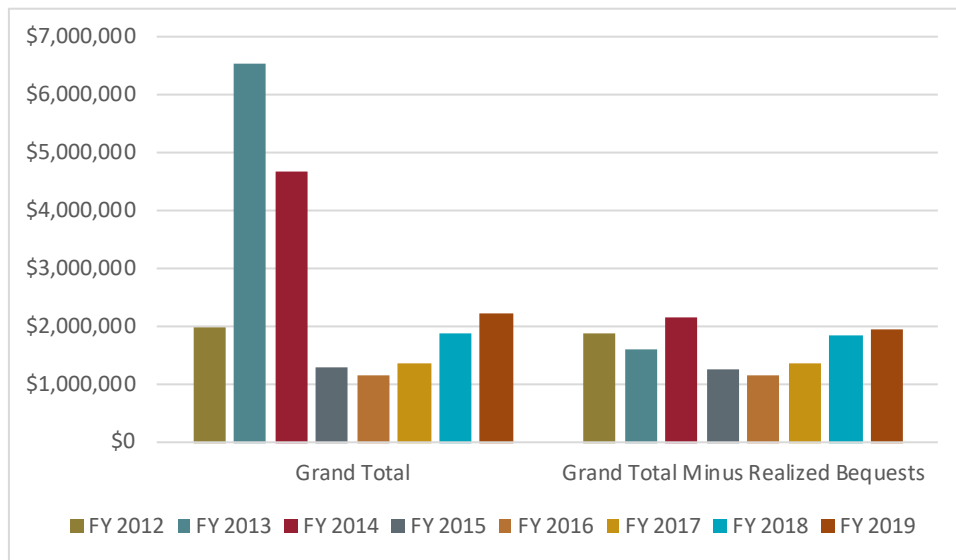
External Support

A key indicator of college progress is philanthropic support by alumni, corporate partners, and other friends of the college. Annual giving to WSU is also one of the 11 metrics chosen for focus in the Drive to 25.

METRIC 14: Annual Gifts Received (cash and cash equivalents)

The chart below represents totals for cash and cash-equivalent gifts (stocks, insurance policies, etc.) to the college for each of the last seven years (for fiscal years July 1 - June 30). The total on the left includes all cash, including bequests previously committed to the college and realized in the given year. The totals on the right include all realized gifts except those bequests. Cash fund-raising for the college continues to increase on a year-over-year basis since the completion of the most recent campaign for WSU in 2015. With the launch of a new campaign, more ambitious goals for fund-raising will be established going forward.

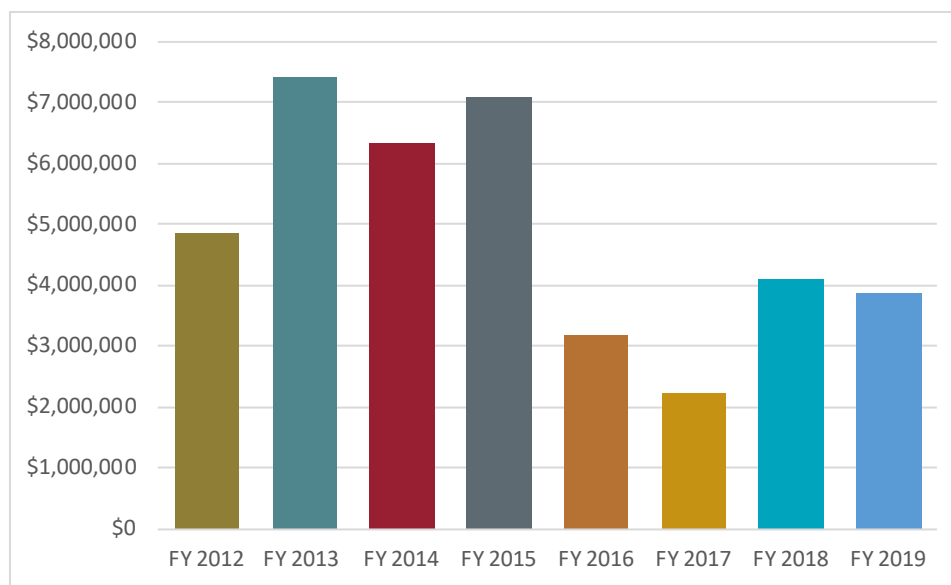
Table 13: Annual Gifts Received: Cash and Cash Equivalents



METRIC 15: Annual Gifts Received (total commitments)

Total commitments reflect a more comprehensive reporting of gifts, which include not only cash and cash-equivalent gifts, but also bequests and pledges. This measure has traditionally been reported by WSU and was used to track progress toward goals in the most recent comprehensive fund-raising campaign that concluded in 2015.

Table 14: Annual Gifts Received: Total Commitments



| Fiscal year | Cash gifts and pledge payments | Gifts-in-kind, donations of securities and real estate, and irrevocable commitments | Realized bequests from estate gifts | Total cash and cash equivalent gifts | Pledges, revocable commitments, and other contributions | Total commitments |
|-------------|--------------------------------|---|-------------------------------------|--------------------------------------|---|-------------------|
| FY 2012 | \$1,752,395 | \$137,243 | \$102,459 | \$1,992,098 | \$2,875,649 | \$4,867,747 |
| FY 2013 | \$1,539,957 | \$53,450 | \$4,929,952 | \$6,523,359 | \$884,266 | \$7,407,625 |
| FY 2014 | \$2,093,895 | \$67,502 | \$2,505,530 | \$4,666,927 | \$1,684,846 | \$6,351,773 |
| FY 2015 | \$1,219,827 | \$50,514 | \$20,858 | \$1,291,199 | \$5,807,644 | \$7,098,843 |
| FY 2016 | \$1,113,093 | \$40,479 | \$0 | \$1,153,572 | \$2,043,052 | \$3,196,624 |
| FY 2017 | \$1,159,913 | \$216,853 | \$1,051 | \$1,377,817 | \$853,147 | \$2,230,964 |
| FY 2018 | \$1,766,771 | \$93,870 | \$6,050 | \$1,866,692 | \$2,243,599 | \$4,110,291 |
| FY 2019 | \$1,965,312 | 275,458 | \$3,238 | 1,965,312 | \$1,905,274 | \$3,870,856 |

Diversity and Inclusion

One of the seven core values of WSU is “Diversity and Global Citizenship.” In addition to the core values of WSU, the Carson College has identified community, respect, and inclusiveness as the values we will emphasize in the college. Further reinforcing the importance of diversity and inclusion at WSU, the Drive to 25 emphasizes diversity, culture, and climate as top-level metrics as expressed in its Metric 11. Success in reaching all of our strategic goals for programs and research depends heavily on our ability to build an inclusive community. To offer first-choice programs, produce top-level research, and reach students across the University, the college’s culture must welcome all regardless of background, and the climate must be one in which students, staff, and faculty can do their best work.

Appropriate data and measures assessing our progress in this area are the subject of continued work across WSU. Carson College faculty, staff, and students are joining many others across the University to establish standards for progress in this area. The Carson College, with the rest of WSU, will identify appropriate outcome measures in areas such as recruiting and retention of students, faculty, and staff, and measures of inclusiveness in campus culture and climate.

Data on the demographic composition of our student body is available and included in the appendix to this report.

METRIC 16: Demographic Diversity (forthcoming)

METRIC 17: Inclusive Culture and Climate (forthcoming)

Students Served

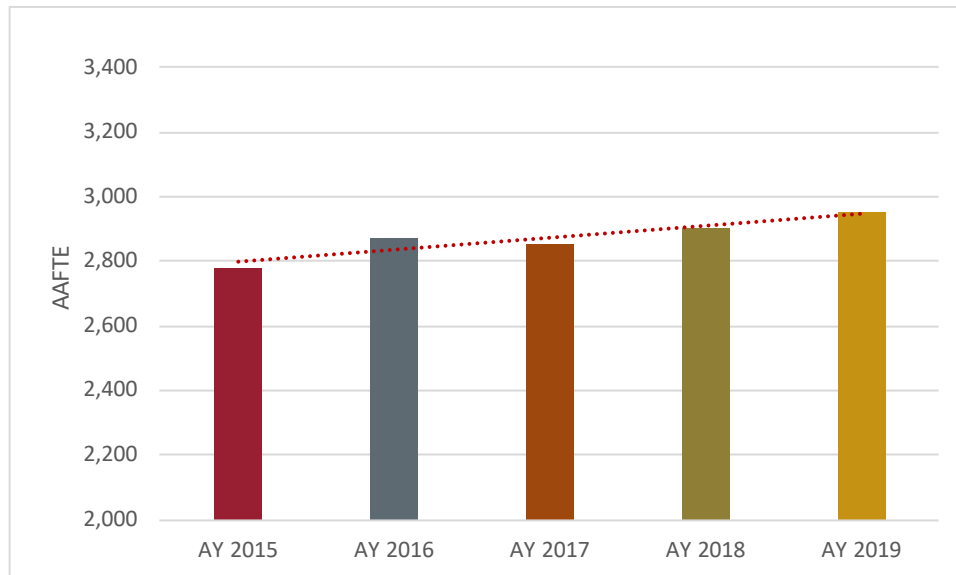
The Carson College seeks to reach all students who are willing and able to do the expected work for a degree. Thus, measures of students served are important indicators of the fulfillment of our mission.

METRIC 18: Total Students Taught

We use a standardized WSU measure, the Annual Average Credit Hours and Full-Time Equivalent (AAFTE) calculation, to measure students taught in business courses for academic credit across campuses. Undergraduate (100 to 400 levels) course Student Credit Hours (SCH) are summed by academic year (AY) over the fall and spring semesters and divided by 30 to yield one AAFTE, while graduate and professional (500 to 800 levels) SCH are summed and divided by 20. The resulting AAFTE total is a standardized count allowing for comparisons and is the basis for funding allocation.

As Table 15 indicates, the overall number of students taught remains relatively stable in recent years. The AY 2019 total of 2,952 AAFTE across all campuses is an all-time high for the college. Increases in total students taught are driven especially by the online MBA programs, included in the “Global Campus” numbers in Table 15.

Table 15: Total Students Taught

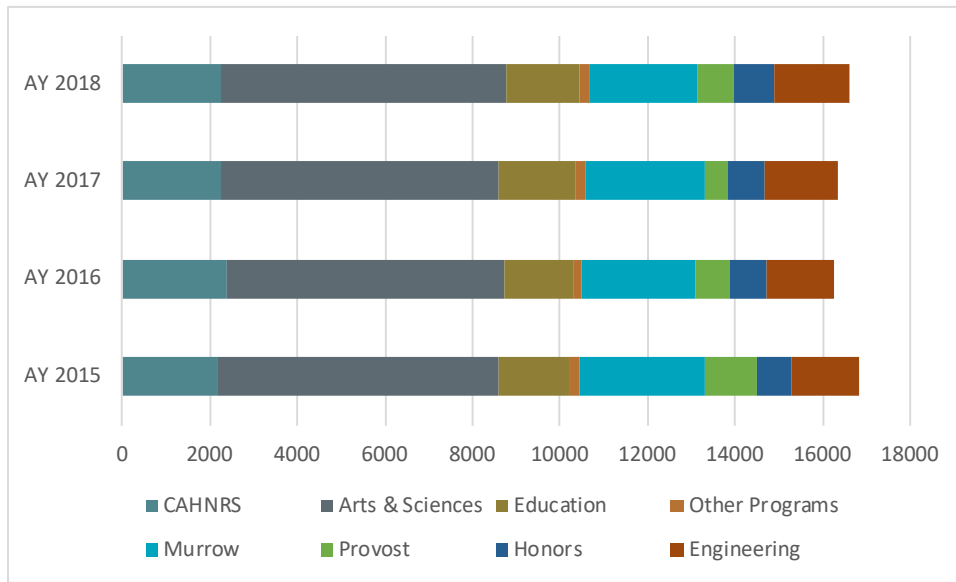


| Academic Year | Total AAFTE | Pullman | Vancouver | Tri-Cities | Everett | Global | Spokane |
|---------------|-------------|---------|-----------|------------|---------|--------|---------|
| AY 2015 | 2,778.57 | 1748.5 | 319.5 | 84.5 | 0 | 623.6 | 2.5 |
| AY 2016 | 2,873.37 | 1718.1 | 316.4 | 82.3 | 11.6 | 742.8 | 2.2 |
| AY 2017 | 2,854.97 | 1721.3 | 325.3 | 77.8 | 16.0 | 712.3 | 2.2 |
| AY 2018 | 2906.37 | 1744.8 | 343.5 | 96.7 | 17.5 | 701.6 | 2.4 |
| AY 2019 | 2952.42 | 1743.50 | 350.57 | 86.68 | 20.97 | 750.60 | .1 |

METRIC 19: Total Non-Business Majors Taught

The college also has a strategic goal of providing business education to non-business majors across WSU in partnership with those students’ major programs. From WSU’s EAB Analytics dashboard, we were able to determine total attempted credit hours (ACH) by students outside the college by academic year going back to 2014. The number of credit hours taught to non-business students, including both graduate and undergraduate courses, has consistently fallen between 18 and 20% of the total. Table 16 shows the ACH from each WSU college. Accurate measures for AY 2019 were not available from EAB Analytics when we published this report.

Table 16: Total Non-Business Majors Taught

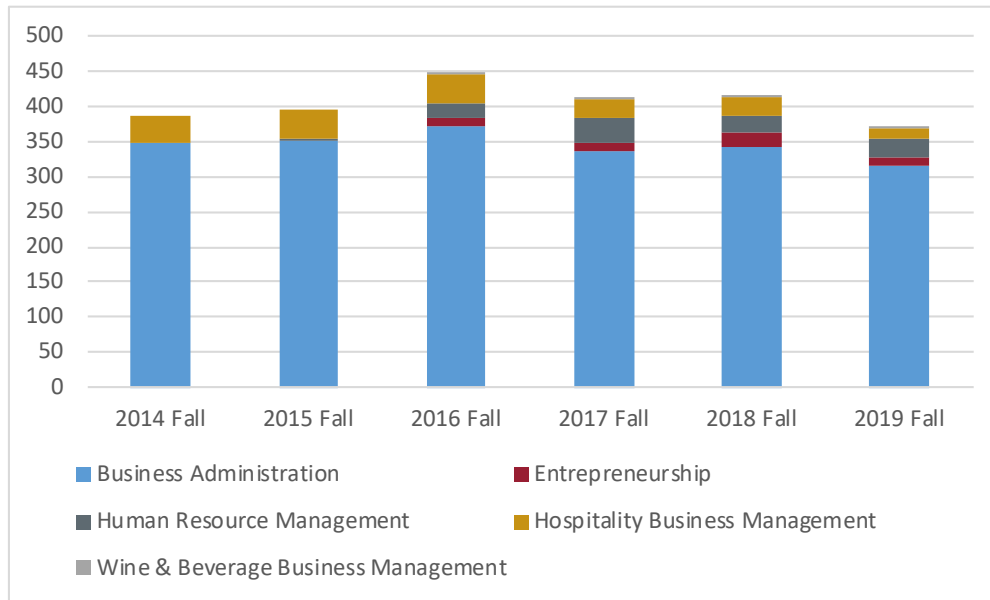


| Total ACH | AY 2015 | AY 2016 | AY 2017 | AY 2018 |
|-----------------|---------|---------|---------|---------|
| Carson | 69,972 | 72,607 | 73,140 | 74,845 |
| CAHNRS | 2,186 | 2,374 | 2,234 | 2,242 |
| Arts & Sciences | 6,392 | 6,364 | 6,356 | 6,527 |
| Education | 1,656 | 1,568 | 1,777 | 1,665 |
| Nursing | 56 | 25 | 51 | 61 |
| Pharmacy | 0 | 3 | 30 | 49 |
| Vet Medicine | 37 | 47 | 41 | 27 |
| Medicine | 97 | 80 | 72 | 78 |
| Other Programs | 18 | 9 | 9 | 0 |
| Murrow | 2,888 | 2,628 | 2,719 | 2,483 |
| Provost | 1,181 | 776 | 544 | 832 |
| Honors | 773 | 831 | 821 | 944 |
| Engineering | 1,568 | 1,575 | 1,671 | 1,683 |
| Grand Total | 86,824 | 88,887 | 89,465 | 91,436 |
| % Non-Business | 19.41% | 18.32% | 18.25% | 18.14% |

METRIC 20: Total Non-Business Minors

One key indicator of our provision of business education to non-business majors at WSU is the number of students outside the Carson College who pursue business minors. Table 17 shows the number of students pursuing general Business Administration minors has dropped substantially in the last few years, and that this decline has not been compensated for by pursuit of more specialized minors.

Table 17: Total Business Minors



| | 2014 Fall | 2015 Fall | 2016 Fall | 2017 Fall | 2018 Fall | 2019 Fall |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Business Administration | 347 | 350 | 371 | 337 | 341 | 314 |
| Entrepreneurship | 0 | 0 | 13 | 11 | 21 | 13 |
| Human Resource Management | 0 | 3 | 19 | 35 | 25 | 26 |
| Hospitality Business Management | 40 | 42 | 42 | 27 | 27 | 16 |
| Wine & Beverage Business Management | 0 | 0 | 1 | 4 | 2 | 4 |

METRIC 21: Program Participation by Non-Business Students

Measuring our impact on non-business students by looking at credit hours is only one way to indicate progress toward our strategic goal of providing business education to providing business education to WSU non-business majors. In fact, a major part of our work with these students takes place in a range of co- and extra-curricular activities. We began tracking attendance at these kinds of activities in AY 2019 and have some initial data available. We are now working on richer measures for subsequent years.

| Event | Total Student Attendees AY 2019 | Non-Business Students AY 2019 |
|---|---------------------------------|-------------------------------|
| Burtenshaw Hospitality Career Night | 185 | 47 |
| Burtenshaw Distinguished Lecture | 198 | 46 |
| Business Plan Competition | 110 | 70 |
| Resource Night Series (6) | | |
| Total Student Attendees | 232 | 92 |
| Unique Student Attendees | 65 | 35 |
| Global Entrepreneurship Week | 45 | 19 |
| Boeing E-Connections | 9 | 4 |
| Jones Milestone Accelerator | 3 | 3 |
| Finding Your North Star with Dan Castles | 30 | 7 |
| WSU Entrepreneurship Skills & Knowledge Accelerator (WESKA) | 40 | 40 |

Alignment with the WSU Drive to 25

The Carson College will continue to focus on aligning with the Drive to 25's 11 metrics where possible. Currently, three of the college's metrics align:

- Doctorates Awarded
- Annual Giving
- Six-year Graduation Rate

We expect a fourth metric to be aligned with the measure eventually implemented at WSU, with Carson College faculty and staff closely involved with its design:

- Placement of Graduates (specifically, the NACE-consistent 6-month graduation rate.)

In addition, we seek alignment with three other metrics specified in the Drive to 25:

- Citations
- Undergraduate Participation in Research, Scholarship, and Creative Discovery
- Diverse Faculty, Staff, and Students

There are four other major metrics specified in the Drive to 25 plan:

- Federal Research and Development Expenditures
- Faculty Awards
- National Academy Membership
- Total Research and Development Funded Expenditures

We focus our strategic efforts on improving performance as reflected in our own strategic plan and as measured in our set of 20 college metrics. Our most significant contributions to WSU and the Drive to 25 will come from focusing on our strategic goals, the strength of our programs, and on the disciplinary success and public reputation of our faculty.

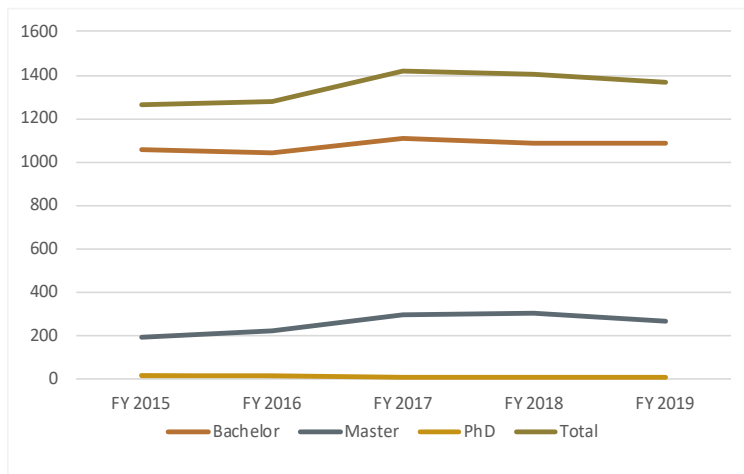
We will also support continued involvement in activities aimed at improving WSU performance on the four remaining metrics where we have opportunities to do so efficiently. For example, we will encourage our faculty, staff, and students to work in partnership across WSU to strengthen proposals for funded research.

Appendix: 2019 Carson College Profile

This profile represents a set of statistics for the Carson College compiled from census data by the college and by the Office of Institutional Research. These figures are effective as of June 30th, 2019. The numbers may vary when compared to current real time data but match official University census reports. Each FY refers to the fiscal year that runs July 1 to June 30th.

Discrepancies in student counts may exist because some figures represent unique head counts and others represent the total number of plans, i.e. certificates, Academic Interests (AI), Majors (MAJ), Post-Baccalaureate (PBM), etc. These discrepancies are explained in the notes. There is also a time discrepancy as we derive graduation data from the fiscal year snapshot, while all other data stems from the fall census data.

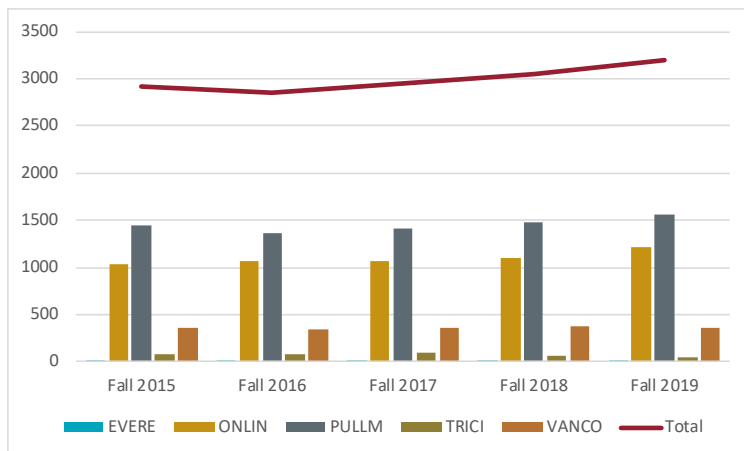
Total Degrees Conferred



| Degree Level | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
|--------------|-------------|-------------|-------------|-------------|-------------|
| Bachelor | 1056 | 1040 | 1109 | 1089 | 1090 |
| Master | 196 | 225 | 299 | 303 | 266 |
| PhD | 13 | 16 | 9 | 12 | 10 |
| Total | 1265 | 1281 | 1417 | 1404 | 1366 |

Totals reflect fiscal year unique head counts (fall, spring, summer) taken from the end of the fiscal year snapshot.

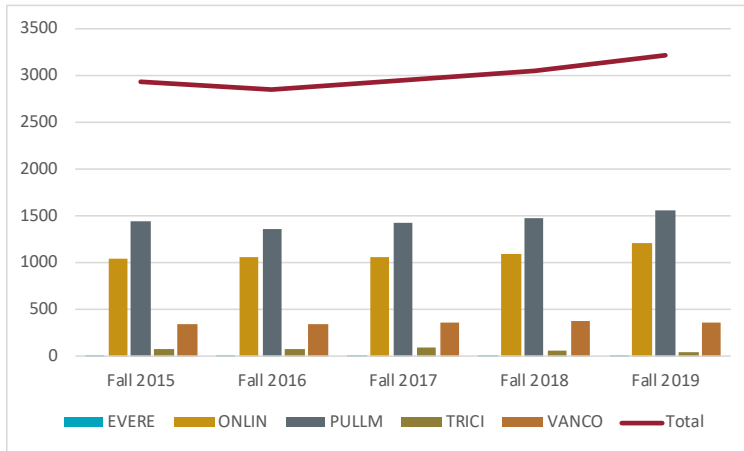
Total Certified Population



| Campus | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|--------------|-------------|-------------|-------------|-------------|-------------|
| EVERE | 9 | 12 | 15 | 16 | 10 |
| ONLIN | 1041 | 1062 | 1062 | 1097 | 1213 |
| PULLM | 1446 | 1359 | 1419 | 1483 | 1566 |
| TRICI | 74 | 73 | 91 | 71 | 55 |
| VANCO | 353 | 345 | 360 | 378 | 359 |
| Total | 2923 | 2851 | 2947 | 3045 | 3203 |

Includes a plan count of all certified undergraduate majors, master's students and Ph.D. students as of the census snapshot for the designated fall semester.

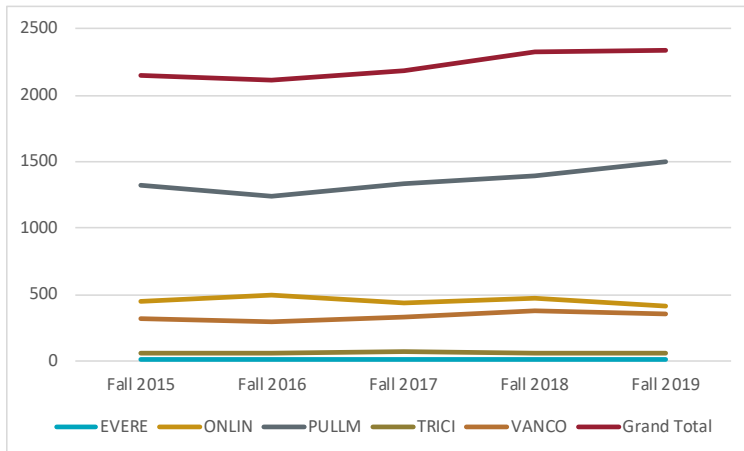
Graduate and MBA Programs Total



| Status | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|------------------------|-----------|-----------|-----------|-----------|-----------|
| Doctorate | 70 | 73 | 70 | 73 | 64 |
| Master | 591 | 535 | 514 | 518 | 683 |
| Executive MBA | 86 | 113 | 112 | 117 | 114 |
| MA Accounting | 26 | 18 | 17 | 13 | 1 |
| Unique Headcount Total | 772 | 738 | 715 | 721 | 862 |

Includes a unique headcount of all graduate students across the Carson College and a plan count, which do not match because one student can be enrolled in two programs simultaneously. Totals reflect census data values as of the designated fall semester.

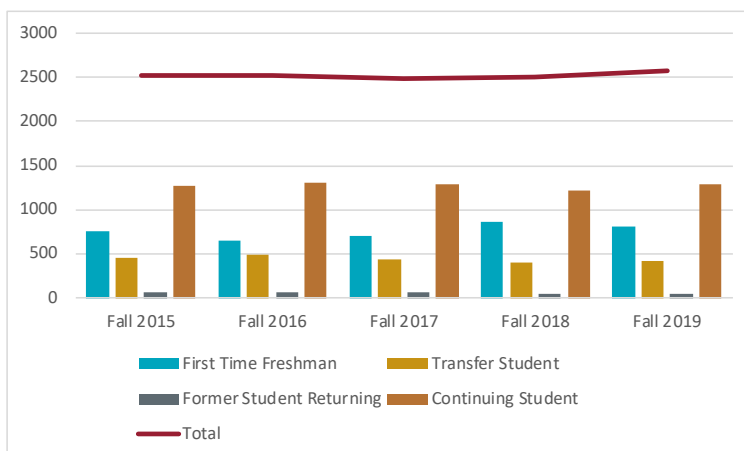
Undergraduate Majors by Campus



| Campus | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| Everett | 9 | 12 | 15 | 16 | 10 |
| Global | 449 | 493 | 435 | 470 | 416 |
| Pullman | 1317 | 1245 | 1332 | 1397 | 1501 |
| Tri-Cities | 56 | 60 | 75 | 63 | 55 |
| Vancouver | 319 | 301 | 327 | 378 | 359 |
| Grand Total | 2150 | 2111 | 2184 | 2324 | 2341 |

Includes a plan count of all undergraduate certified majors. Totals reflect census data values as of the designated fall semester. Discrepancies in student counts exist because one figure represents unique head counts and the other the total number of plans, e.g. certificates, Majors (MAJ), Post-Baccalaureate (PBM), etc.

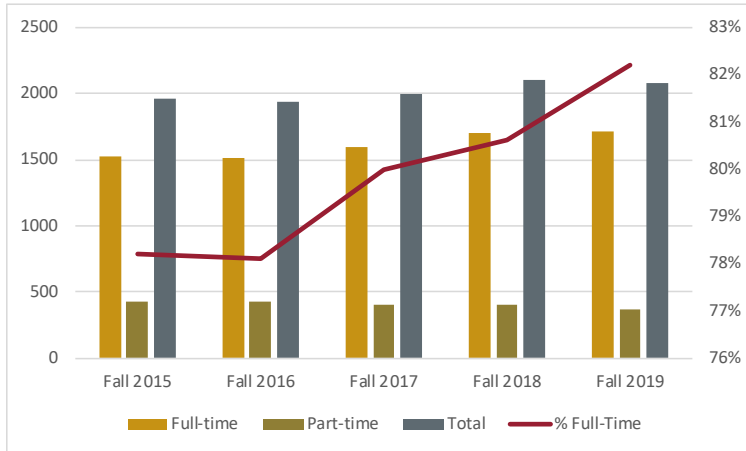
Undergraduate Academic Interests



| Status | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| First Time Freshman | 762 | 657 | 704 | 858 | 806 |
| Transfer Student | 448 | 486 | 439 | 393 | 424 |
| Former Student Returning | 57 | 59 | 62 | 37 | 49 |
| Continuing Student | 1263 | 1315 | 1286 | 1224 | 1289 |
| Total | 2530 | 2517 | 2491 | 2512 | 2568 |

Students designate Academic Interests during the admissions process. Totals reflect a unique headcount of census data values as of the designated fall semester.

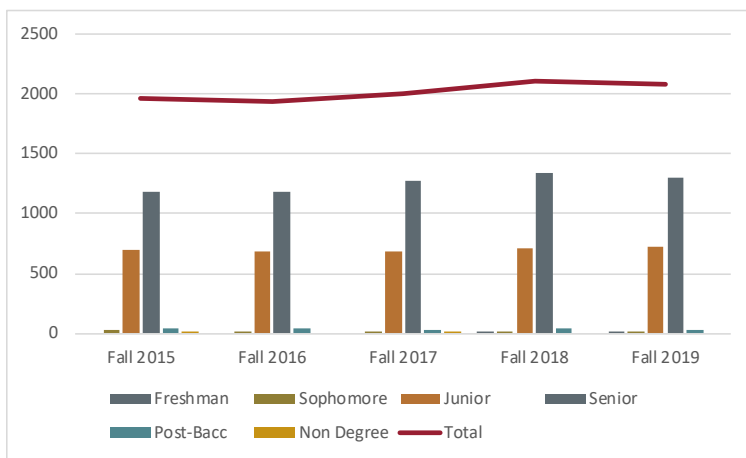
Undergraduate Full-Time vs Part Time



| Full-time/ Part-time | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|
| Full-time | 1529 | 1508 | 1595 | 1699 | 1709 |
| Part-time | 427 | 424 | 399 | 408 | 369 |
| Total | 1956 | 1932 | 1994 | 2107 | 2078 |
| % Full-Time | 78.2% | 78.1% | 80.0% | 80.6% | 82.2% |

A unique headcount that includes all undergraduate certified majors. Totals reflect census data values as of the designated fall semester.

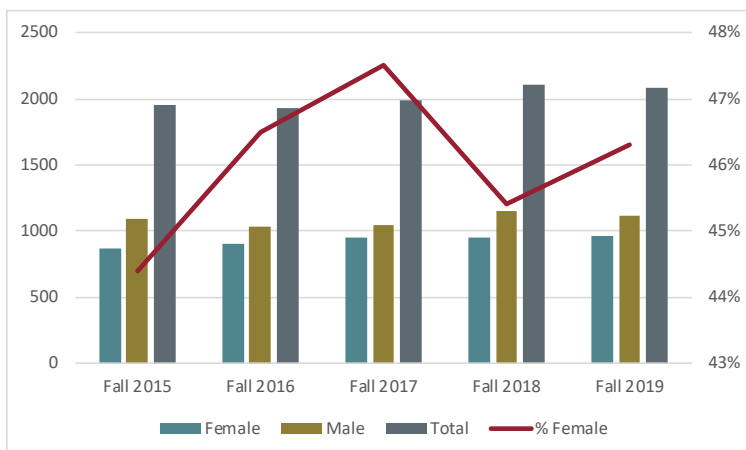
Undergraduate Academic Level



| Academic Level | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|----------------|--------------|--------------|--------------|--------------|--------------|
| Freshman | . | . | . | 6 | 1 |
| Sophomore | 31 | 9 | 7 | 17 | 24 |
| Junior | 696 | 691 | 679 | 706 | 725 |
| Senior | 1182 | 1189 | 1270 | 1338 | 1299 |
| Post-Bacc | 44 | 43 | 37 | 40 | 29 |
| Non Degree | 3 | - | 1 | - | - |
| Total | 1956 | 1932 | 1994 | 2107 | 2078 |

A unique headcount that includes all undergraduate certified majors. Totals reflect census data values as of the designated fall semester.

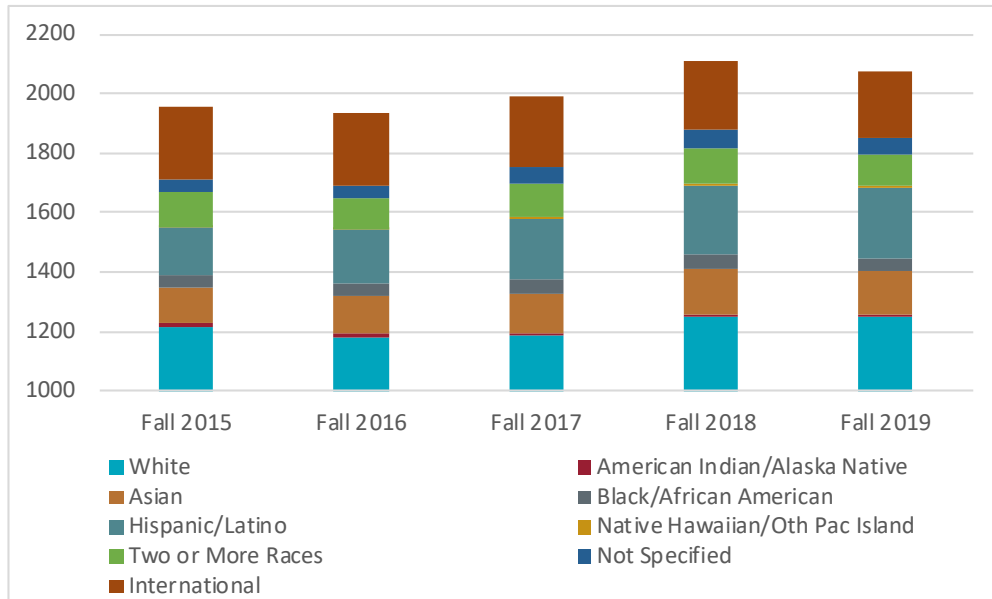
Undergraduate Gender Makeup



| Sex | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|----------|--------------|--------------|--------------|--------------|--------------|
| Female | 869 | 898 | 948 | 956 | 962 |
| Male | 1087 | 1034 | 1046 | 1151 | 1116 |
| Total | 1956 | 1932 | 1994 | 2107 | 2078 |
| % Female | 44.4% | 46.5% | 47.5% | 45.4% | 46.3% |

Calculations differ from major totals because this calculation represents a unique headcount. Totals reflect census data values as the designated fall semester.

Undergraduate Ethnic Diversity

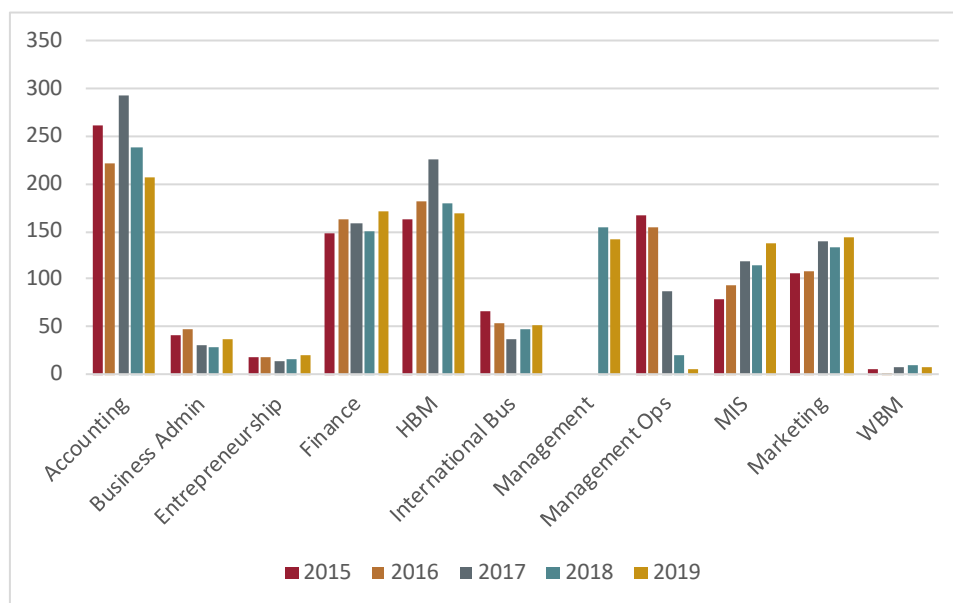


Calculations may differ from major totals because these figures represent a unique headcount. Minority and %Minority based on all other reported ethnicities but White and Not Specified. International counts reflect declared country of origin. Totals reflect final census data values as of the designated fall semester.

| Ethnicity | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|
| American Indian/ Alaska Native | 11 | 13 | 5 | 8 | 7 |
| Asian | 123 | 125 | 136 | 150 | 142 |
| Black/African American | 39 | 42 | 47 | 50 | 44 |
| Hispanic/Latino | 163 | 180 | 206 | 234 | 234 |
| Native Hawaiian/ Oth Pac Island | 2 | 3 | 3 | 7 | 7 |
| Two or More Races | 116 | 102 | 116 | 114 | 107 |
| White | 1215 | 1183 | 1186 | 1250 | 1253 |
| Not Specified | 39 | 43 | 57 | 67 | 60 |
| International | 248 | 241 | 238 | 227 | 224 |
| Total | 1956 | 1932 | 1994 | 2107 | 2078 |
| Minority | 454 | 465 | 513 | 563 | 541 |
| % Minority | 23.2% | 24.1% | 25.7% | 26.7% | 26.0% |

Department Snapshot

Total Undergraduate Degrees Conferred by Major



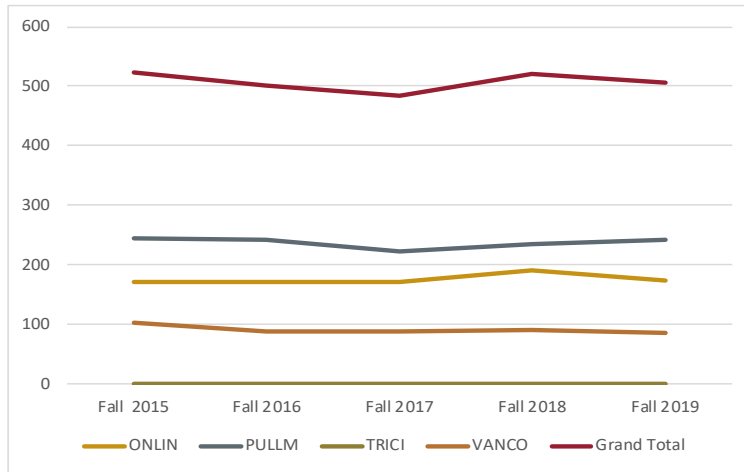
Includes all undergraduate certified majors. Graduation totals reflect fiscal year counts, (summer, fall, spring) taken from the end of the fiscal year snapshot.

| Academic Plan | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
|---------------------------------|---------|---------|---------|---------|---------|
| Accounting | 261 | 221 | 292 | 238 | 207 |
| Business Administration | 42 | 47 | 30 | 28 | 36 |
| Entrepreneurship | 18 | 18 | 14 | 16 | 21 |
| Finance | 148 | 162 | 158 | 150 | 172 |
| Hospitality Business Management | 162 | 182 | 226 | 179 | 168 |
| International Business | 66 | 53 | 36 | 47 | 51 |
| Management | - | - | - | 154 | 141 |
| Management and Operations | 167 | 154 | 87 | 20 | 5 |
| Management Information Systems | 79 | 94 | 119 | 114 | 138 |
| Marketing | 107 | 108 | 140 | 133 | 144 |
| Wine Business Management | 6 | 1 | 7 | 10 | 7 |
| Totals | 1056 | 1040 | 1109 | 1089 | 1090 |

Accounting

| Department | College Academic Interest | Fall 2019 Count | College Majors | Fall 2019 Count | College Graduates | FY 2019 Count |
|------------|---------------------------|-----------------|-------------------|-----------------|-------------------|---------------|
| Accounting | Total Interests | 194 | Total Majors | 505 | Total Graduates | 207 |
| ACCTG | Online | 102 | Majors | 476 | Online | 83 |
| | Pullman | 62 | Additional Majors | 4 | Pullman | 89 |
| | Tri-Cities | 3 | Post Bac Majors | 25 | Vancouver | 35 |
| | Vancouver | 27 | | | | |

Undergraduate Majors



| Campus | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| ONLIN | 173 | 172 | 171 | 192 | 175 |
| PULLM | 246 | 242 | 224 | 236 | 243 |
| TRICI | 1 | - | - | - | 0 |
| VANCO | 103 | 88 | 90 | 92 | 87 |
| Grand Total | 523 | 502 | 485 | 520 | 505 |

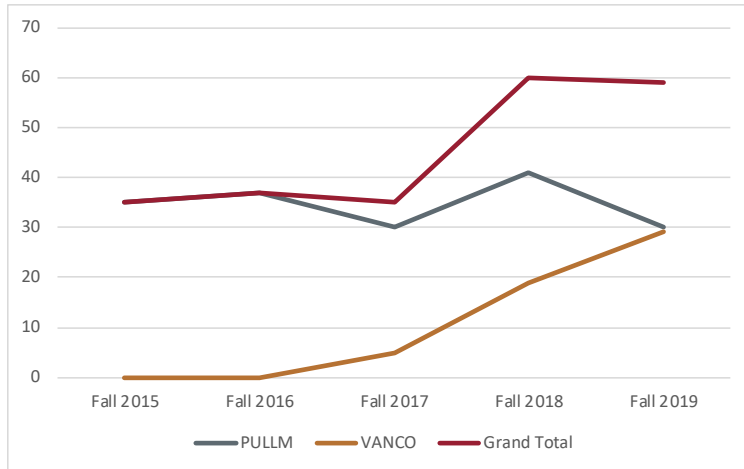
General Business Administration

| Department | College Academic Interest | Fall 2019 Count | College Majors | Fall 2019 Count | College Graduates | FY 2019 Count |
|-------------------------|---------------------------|-----------------|----------------|-----------------|-------------------|---------------|
| Business Administration | Total Interests | 1677 | Total Majors | 168 | Total Graduates | 36 |
| B_A | Pullman | 1307 | Majors | 34 | Tri-Cities | 21 |
| | Tri-Cities | 60 | Pre-Business | 134 | Vancouver | 15 |
| | Vancouver | 176 | | | | |
| | Pre-Business Pullman | 134 | | | | |

Entrepreneurship

| Department | College Academic Interest | Fall 2019 Count | College Majors | Fall 2019 Count | College Graduates | FY 2019 Count |
|------------------|---------------------------|-----------------|-------------------|-----------------|-------------------|---------------|
| Entrepreneurship | Total Interests | 27 | Total Majors | 59 | Total Graduates | 21 |
| ENTRP | Pullman | 22 | Majors | 53 | Pullman | 16 |
| | Vancouver | 5 | Additional Majors | 6 | Vancouver | 5 |

Undergraduate Majors

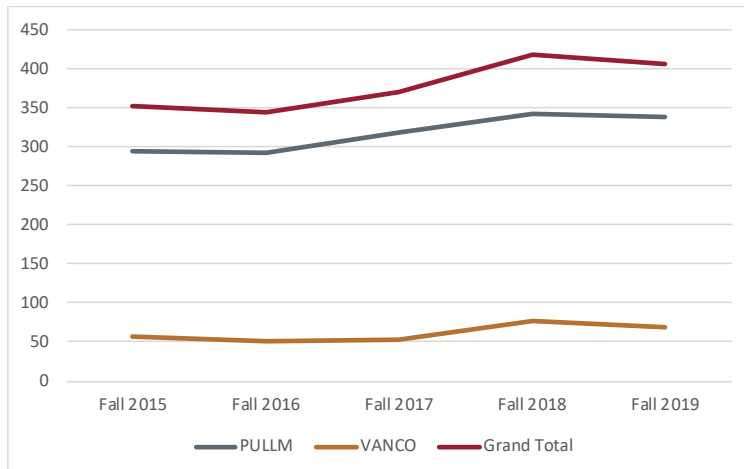


| Campus | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| PULLM | 35 | 37 | 30 | 41 | 30 |
| VANCO | - | - | 5 | 19 | 29 |
| Grand Total | 35 | 37 | 35 | 60 | 59 |

Finance

| Department | College Academic Interest | Fall 2019 Count | College Majors | Fall 2019 Count | College Graduates | FY 2019 Count |
|------------|---------------------------|-----------------|-------------------|-----------------|-------------------|---------------|
| Finance | Total Interests | 96 | Total Majors | 407 | Total Graduates | 172 |
| FIN | Pullman | 80 | Majors | 329 | Pullman | 148 |
| | Vancouver | 16 | Additional Majors | 77 | Vancouver | 24 |
| | | | Post Bac Major | 1 | | |

Undergraduate Majors

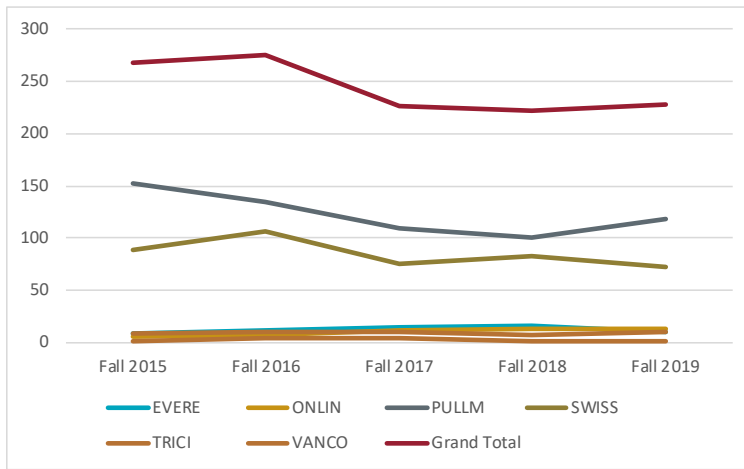


| Campus | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| PULLM | 295 | 293 | 318 | 342 | 338 |
| VANCO | 57 | 51 | 53 | 77 | 69 |
| Grand Total | 352 | 344 | 371 | 419 | 407 |

Hospitality Business Management

| Department | College Academic Interest | Fall 2019 Count | College Majors | Fall 2019 Count | College Graduates | FY 2019 Count |
|-------------------------------------|---------------------------|-----------------|--------------------|-----------------|--------------------|---------------|
| Hospitality and Business Management | Total Interests | 158 | Total Majors | 228 | Total Graduates | 168 |
| HBM | Everett/Tri-Cities | 3 | Majors | 154 | Everett | 10 |
| | Online | 25 | Additional Major | 1 | Online | 10 |
| | Pullman | 66 | Swiss - César Ritz | 73 | Pullman | 47 |
| | Swiss - César Ritz | 49 | | | Tri-Cities | 1 |
| | Tri-Cities | 5 | | | Vancouver | 5 |
| | Vancouver | 10 | | | Swiss - César Ritz | 95 |

Undergraduate Majors

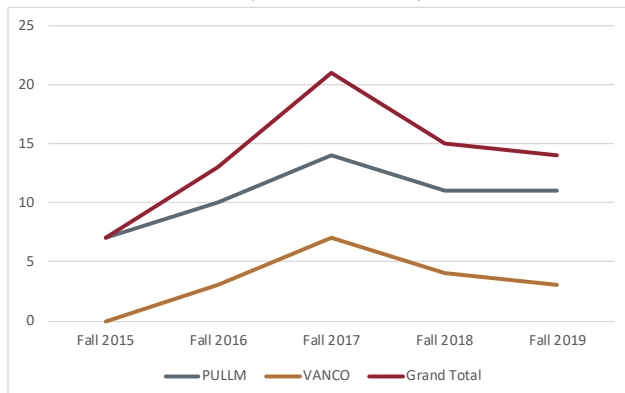


| Campus | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| EVERE | 9 | 12 | 15 | 16 | 10 |
| ONLIN | 6 | 8 | 12 | 14 | 14 |
| PULLM | 153 | 134 | 110 | 100 | 119 |
| SWISS | 89 | 107 | 75 | 83 | 73 |
| TRICI | 1 | 4 | 4 | 2 | 2 |
| VANCO | 9 | 10 | 11 | 7 | 10 |
| Grand Total | 267 | 275 | 227 | 222 | 228 |

Wine and Beverage Business Management

| Department | College Academic Interest | Fall 2019 Count | College Majors | Fall 2019 Count | College Graduates | FY 2019 Count |
|---------------------------------------|---------------------------|-----------------|----------------|-----------------|-------------------|---------------|
| Wine and Beverage Business Management | Total Interests | 6 | Total Majors | 14 | Total Graduates | 7 |
| HBM | Tri-Cities | 2 | Majors | 14 | Pullman | 4 |
| | Pullman | 4 | | | Tri-Cities | 3 |

Undergraduate Majors

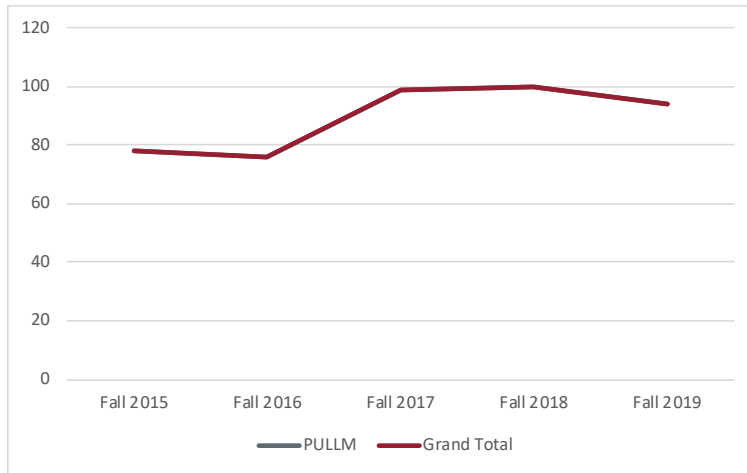


| Campus | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| PULLM | 7 | 10 | 14 | 11 | 11 |
| VANCO | - | 3 | 7 | 4 | 3 |
| Grand Total | 7 | 13 | 21 | 15 | 14 |

International Business

| Department | College Academic Interest | Fall 2019 Count | College Majors | Fall 2019 Count | College Graduates | FY 2019 Count |
|------------------------|---------------------------|-----------------|-------------------|-----------------|-------------------|---------------|
| International Business | Total Interests | 55 | Total Majors | 94 | Total Graduates | 51 |
| I_BUS | Pullman | 55 | Majors | 88 | Pullman | 51 |
| | | | Additional Majors | 6 | | |

Undergraduate Majors

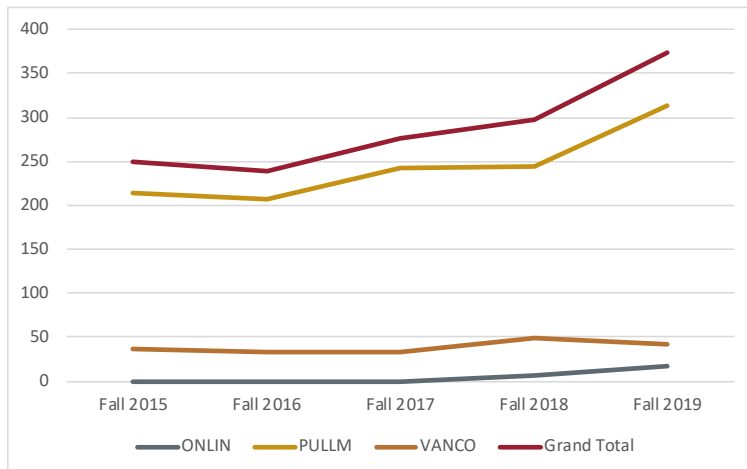


| Campus | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| PULLM | 78 | 76 | 99 | 100 | 94 |
| Grand Total | 78 | 76 | 99 | 100 | 94 |

Marketing

| Department | College Academic Interest | Fall 2019 Count | College Majors | Fall 2019 Count | College Graduates | FY 2019 Count |
|------------|---------------------------|-----------------|-------------------|-----------------|-------------------|---------------|
| Marketing | Total Interests | 135 | Total Majors | 373 | Total Graduates | 144 |
| MKTG | Online | 35 | Majors | 329 | Pullman | 125 |
| | Pullman | 87 | Additional Majors | 44 | Vancouver | 19 |
| | Vancouver | 13 | | | | |

Undergraduate Majors

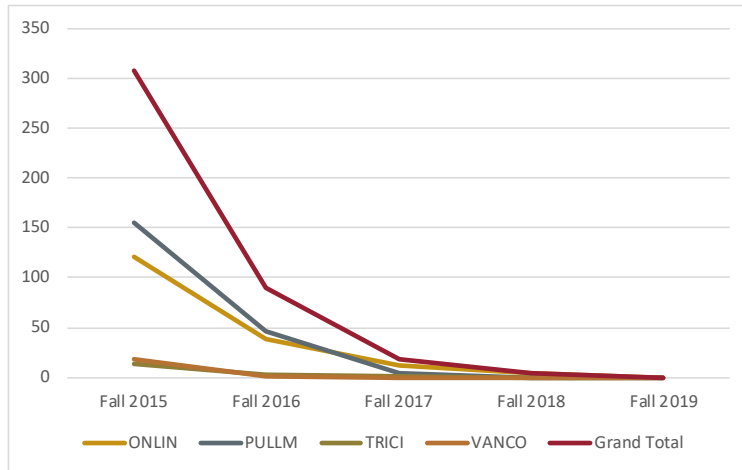


| Campus | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| ONLIN | - | - | - | 6 | 17 |
| PULLM | 214 | 206 | 243 | 244 | 314 |
| VANCO | 36 | 32 | 33 | 48 | 42 |
| Grand Total | 250 | 238 | 276 | 298 | 373 |

Management Operations

| Department | College Academic Interest | Fall 2019 Count | College Majors | Fall 2019 Count | College Graduates | FY 2019 Count |
|-------------------------------|---------------------------|-----------------|----------------|-----------------|-------------------|---------------|
| OLD Management and Operations | Total Interests | 0 | Total Majors | 0 | Total Graduates | 5 |
| MGTOP | Pullman | 0 | Majors | 0 | Online | 5 |
| | Vancouver | 0 | | | | |

Undergraduate Majors

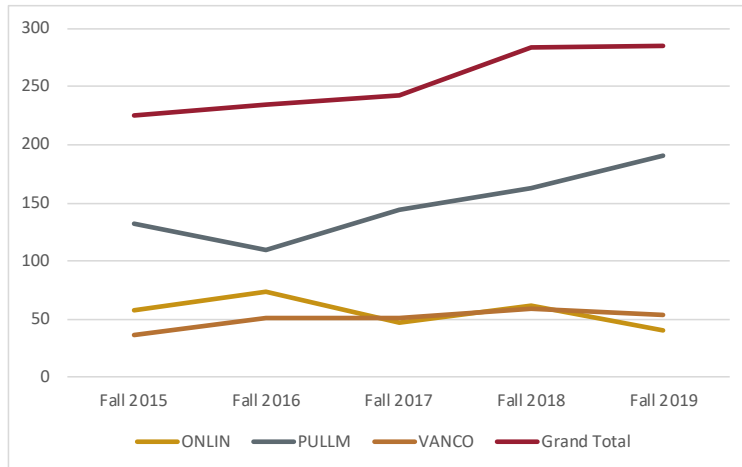


| Campus | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| ONLIN | 121 | 39 | 12 | 5 | 0 |
| PULLM | 155 | 47 | 5 | 0 | 0 |
| TRICI | 13 | 3 | 1 | 0 | 0 |
| VANCO | 18 | 1 | - | - | 0 |
| Grand Total | 307 | 90 | 18 | 5 | 0 |

Information Systems

| Department | College Academic Interest | Fall 2019 Count | College Majors | Fall 2019 Count | College Graduates | FY 2019 Count |
|--------------------------------|---------------------------|-----------------|-------------------|-----------------|-------------------|---------------|
| Management Information Systems | Total Interests | 67 | Total Major | 285 | Total Graduates | 138 |
| MIS | Online | 34 | Majors | 221 | Online | 38 |
| | Pullman | 28 | Additional Majors | 61 | Pullman | 69 |
| | Vancouver | 5 | Post Bac Majors | 3 | Vancouver | 31 |

Undergraduate Majors

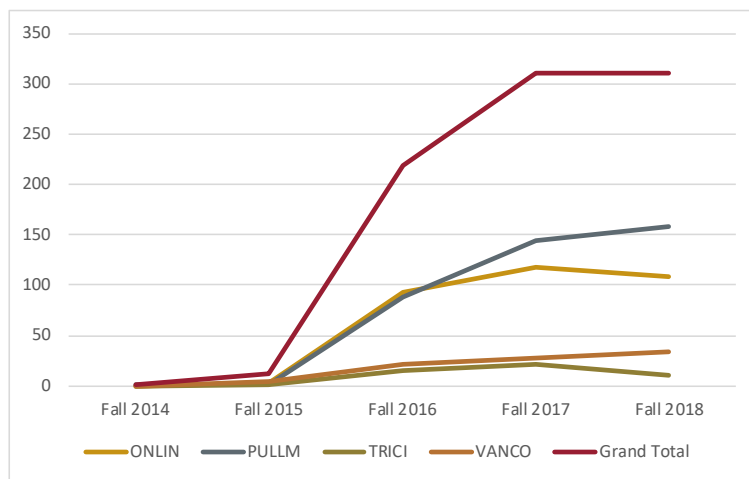


| Campus | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| ONLIN | 57 | 74 | 47 | 62 | 40 |
| PULLM | 132 | 110 | 144 | 163 | 191 |
| VANCO | 36 | 51 | 51 | 59 | 54 |
| Grand Total | 225 | 235 | 242 | 284 | 285 |

Management

| Department | College Academic Interest | Fall 2019 Count | College Majors | Fall 2019 Count | College Graduates | FY 2019 Count |
|------------|---------------------------|-----------------|--|-----------------|-------------------|---------------|
| Management | Total Interests | 153 | Total Majors | 308 | Total Graduates | 141 |
| MGMT | Online | 96 | Innovation and Change Majors | 274 | Online | 42 |
| | Tri-Cities | 1 | Human Resources Management Additional Majors | 34 | Pullman | 75 |
| | Pullman | 54 | | | Tri-Cities | 4 |
| | Vancouver | 2 | | | Vancouver | 20 |

Undergraduate Majors



| Campus | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| ONLIN | 3 | 93 | 118 | 108 | 97 |
| PULLM | 2 | 89 | 144 | 158 | 159 |
| TRICI | 2 | 15 | 21 | 11 | 17 |
| VANCO | 5 | 22 | 28 | 34 | 35 |
| Grand Total | 12 | 219 | 311 | 311 | 308 |

Department Data Totals

| | College Academic Interest | Fall 2019 Count | College Majors | Fall 2019 Count | College Graduates | FY 2018 Count |
|--------|---------------------------|-----------------|----------------|-----------------|-------------------|---------------|
| TOTALS | TOTAL Undergrad AI | 2568 | TOTAL Majors | 2078 | TOTAL Graduates | 1090 |



Carson College
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