WICHITA STATE UNIVERSITY

Academic unit: Department of Management and Entrepreneurship _____ College: Business

Date of last university/KBOR review 2019

Date of last accreditation report (if relevant) 2019

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

Degree: BBA-Management   CIP* code: 49.0104_____

Degree: _BBA – International Business_   CIP* code: 52.1101_____

Degree: _BBA-Entreprenuership_____ CIP* code: 52.0701_____

Degree: _BBA-HRM_____   CIP* code: 52.1001_____

Degree: __Master in Human Resourse Management_____ CIP* code: 52.1001_____

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

Certificate (s): _____

Summary Statement (optional):

Signature Page

Faculty of the academic unit review (add lines as necessary)

(If interdisciplinary, please list the core teaching faculty and department name if external to the academic unit)

Please note that the signatures indicate that each faculty has read the self-study template and agreed (by consensus) to its contents.

Name of Faculty Member (List department –if external to unit)	Signature of Faculty Member	Tenure or Non-Tenure Track	Faculty Contribution to Review — I had the opportunity to contribute to this PR document.
Gerald Graham		☒ Tenure Track ☐ Non-tenure track	☐ Yes ☐ No
Steven Farmer		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Gaylen Chandler		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Usha Haley		☒ Tenure Track ☐ Non-tenure track	☐ Yes ☐ No
John Perry		☒ Tenure Track ☐ Non-tenure track	☐ Yes ☐ No
Gery Markova		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Masud Chand		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Chris Broberg		☒ Tenure Track ☐ Non-tenure track	☐ Yes ☐ No
Christopher Stone		☐ Tenure Track ☒ Non-tenure track	☐ Yes ☐ No
Rana Rutti		☐ Tenure Track ☒ Non-tenure track	☐ Yes ☐ No
Brian Rawson		☐ Tenure Track ☒ Non-tenure track	☐ Yes ☐ No
Kate Kung-McIntyre		☐ Tenure Track ☒ Non-tenure track	☐ Yes ☐ No

Submitted by: <u>Gery Markova</u> _____ Date <u>5/15/2023</u>

                      (Name and title)   (Date)

KBOR Review: Based on KBOR approval in September 2022, the 8-year review cycle has been suspended for Spring 2023 and Spring 2024 until new criteria are established. Kansas Board of Regents Systemwide Program Review will resume with new criteria with the 2023-2024 Review Cycle Year and the Program Review Report will be reported to BAASC and the Board in Spring 2025. In the meantime, Wichita State will continue with the University Program review for the 2023 and 2024 academic years. Revised Nov. 2022

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Signature Page

Academic Dean Review:

Check all that apply:

- ☐ I have reviewed this document.
- ☐ I have had the opportunity to discuss this review with the program and/or department chair.
- ☐ Attached letter of review (required)

Submitted by: _____ Date_____
　　　　　　　　　　　　　(Name and title)　　　　　　　　　　　　　　　　　　　　　(Date)

Graduate Dean Review:

Check all that apply:

- ☐ I have reviewed this document.
- ☐ I have had the opportunity to discuss this review with the academic college dean.
- ☐ Optional, letter attached to provide additional comment/information needed

Submitted by: _____ Date_____
　　　　　　　　　　　　　(Name and title)　　　　　　　　　　　　　　　　　　　　　(Date)

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Part 1: Departmental Purpose, Relationship to the University Mission and Strategic Plan (HLC Criterion 1)

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

A. **Overall Program Description:** Provide an overall description of the program(s) offered. Include any significant changes made since the last review.

BBA-HRM: A program that generally prepares individuals to manage the development of human capital in organizations, and to provide related services to individuals and groups. Includes instruction in personnel and organization policy, human resource dynamics and flows, labor relations, sex roles, civil rights, human resources law and regulations, motivation and compensation systems, work systems, career management, employee testing and assessment, recruitment and selection, managing employee and job training programs, and the management of human resources programs and operations.

Changes: Updated the names of the core HRM courses as follows: HRM 666. Talent Acquisition; HRM 669. Learning in Organizations; HRM 668 Performance Management and Incentives; and also offered a new elective course HRM 690. Current Issues in HRM. Created an Undergraduate Certificate in HRM

BBA-Management:

Required Courses	Electives (choose three)
HRM 466 – Fundamentals of Human Resource Management MGMT 460 – Designing Successful Organizations MGMT 462 – High Performance Leadership MGMT 463 – Building Remarkable Teams	MGMT 430 – Business, Government and Society MGMT 450 – Successful Negotiation MGMT 464 – Communicating Effectively in Organizations MGMT 662 – Managing in Diverse Organizations MGMT 680 – Making Effective Decisions DS/IB 400 - Principles of Global Supply Chain Management ENTR 440 – New Venture Feasibility Analysis HRM 666 – Talent Acquisition HRM 669 – Learning in Organizations IB 561 – International Economics and Business IB 600 – International Management IB 601 – International Marketing IB 625 – International Financial Management

Changes: Updated the names and descriptions of courses.

BBA – Entrepreneurship: The Entrepreneurship program focuses on the creation of a new business and the management of growing a small business, including family-owned businesses. Students will learn to recognize new opportunities and determine feasibility as well as small business financing and writing successful business plans. The program generally prepares individuals to perform development, marketing and management functions associated with owning and operating a business. Entrepreneurship relies on creativity, new ideas, and challenging existing products or services. Entrepreneurs may start a new business or revitalize current businesses through corporate ventures and new innovations.

Required Courses	Electives (choose three)

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ENTR 440 – New Venture Feasibility Analysis ENTR 453 - Digital Entrepreneurship ENTR 455 – Entrepreneurial Finance ENTR 460 - Corporate Entrepreneurship ENTR 668 – New Venture Development	ENTR 327 - Ethnic Entrepreneurship ENTR 403 - Marketing Research ENTR 481 – Cooperative Education (1-3 hrs.) ENTR 491 – Independent Study/Project (1-3 hrs.) ENTR 608 – Selling & Sales Force Mgmt. MKT 405 - Consumer Behavior MKT 601 – International Marketing

Changes: Introduced two new courses - ENTR 453 - Digital Entrepreneurship and ENTR 460 - Corporate Entrepreneurship.

BBA – International Business: The International Business program is a multidisciplinary program. Students take classes from various departments in the Barton School of Business as well as courses in political science, language, and culture. Part of the culture study requires students to participate in a study abroad experience in one of the three areas: Asia Pacific, Europe, or Latin America. Students also complete a minor in another business discipline.

Required Courses	Electives (choose four)
IB 561 – International Economics & Business IB 600 – International Management IB 601 – International Marketing	IB 400 – Principles of Global Supply Chain Management & Logistics IB 450 – Negotiating Across Cultures IB 481/ 491 – Cooperative Education; Independent Study/Project IB 625 – International Financial Management IB 690 – Special Topics in International Business POLS 220 – Introduction to International Relations POLS 226 – Comparative Politics POLS 336 – International Organizations POLS 395 –U.S. Foreign Policy POLS 570 –International Political Economy Or ECON 570 – International Political Economy MKT 403 –Marketing Research or MKT 405 –Consumer Behavior Language courses: 200-level and above; credit hours of international experience toward their directed electives

Changes: Offered all of the major courses online to expand the accessibility of the program

Master in HRM (MHRM). The Online Master of Human Resource Management program offers skill development rooted in current theories and best practices of the field. The program welcomes practicing HR professionals and managers with HR responsibilities who wish to advance their careers.

Required Courses	Electives (choose three)
MGMT 862 Organizational Behavior	MGMT 662 Managing in Diverse Organizations
HRM 866 Selection	HRM 690. Current Issues in HRM
HRM 868 Rewards	MKT 803 Marketing Analysis / BLAW 810 Business Law
HRM 803 HR Analytics	MGMT 885 Strategic Management/ IB 836 International Business
HRM 869 Talent Development	DS 850 Operations Management
HRM 665 Employment Law	HRM 891 Research Project
HRM 885 Strategic HRM	MIS 874 Management Information Systems

Changes: This program was launched in the spring semester of 2019. Some changes have been made since the launch - HRM 690I. Special Issues in HRM was added as an elective.

B. **Program Purpose Statement:** Provide the program purpose statement (formerly Mission statement)

(If more than one program, list each purpose statement):

The **Management program** supports the mission of the University through its teaching, the intellectual activities of the faculty, and the service activities of the faculty to the academic, business, and university communities. The Management program contributes directly to the University mission "to be an essential educational, cultural, and economic driver for Kansas and the greater public good" by providing knowledge and skills to students who will lead future companies.

The **Human Resource Management (HRM) major** seeks to equip students with the necessary knowledge and skill base to enable them to become successful human resource specialists or generalists.

The mission of the **International Business program** is to prepare students with the knowledge and skills to be managers who can comprehend international influences on the American economy, business and society, and to compete and lead domestic and global business in the 21st century.

The **Entrepreneurship program**, through its teaching, research and service efforts, supports the University, the Barton School and the other departmental faculties in providing counsel, guidance and leadership to the businesses, not-for-profits, and community of South-Central Kansas.

C. **Relationship to University Mission:** What is the role of the Program(s) and its relationship to the University mission – specifically looking at how the program is an educational driver, cultural driver, ***and/or*** economic driver:

In support of the university's mission to serve as an educational and economic driver for Kansas, all programs in the Management department aim to equip students with tools that will enable them to work for companies or create their own enterprises that will serve as economic drivers for Kansas and the greater public good.

D. **University Strategic Plan:** How does the Program support the university strategic plan?
(https://www.wichita.edu/about/strategic_plan/index.php)

The programs in the Management Department support the WSU Student Centeredness, Inclusive Excellence, and Partnerships & Engagement strategic goals. The Student Centeredness goal is "Promote holistic student success through a supportive learning environment in which all of our students — past, present and future — continually thrive and grow." All programs in the Management Department program support this goal by providing students with course options that allow them to balance their classes with their work, family, and extracurricular obligations. The Inclusive Excellence goal is "Be a campus that reflects and promotes — in all community members – the evolving diversity of society." Our programs support this goal by providing students from diverse backgrounds with the opportunity to obtain a specialized business degrees. The Partnerships & Engagement goal is "Advance industry and community partnerships to provide quality educational opportunities and collaborations to satisfy rapidly evolving community and workforce needs." Our programs support this goal by providing applied learning experiences in courses, including experiences that involve working on class projects for Wichita-area companies.

Part 2: Faculty Quality and Productivity as a Factor of Program Quality

The quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of teaching, scholarly/creative activity, and service. (Refer to instructions in the WSU Program Review Instructions for more information on completing this section. Tables 4 (Instructional FTE), 6 (Program Majors) and 7 (Degree Production) from OPA can be used to help with this section.) **(HLC Assurance B.2.c; HLC Criterion 3.B item 4 and HLC Criterion 3.C)**

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A. **Workload policy:** What is the workload policy for this program? Provide the policy as a PDF in the appendices of this program review with a direct hyperlink to the document. Departments can provide a workload distribution table (in the appendices) or additional narrative, as appropriate.

Please see Appendix 1 for the workload policy that existed during the period covered by this self-study (2018-21). Since then, the workload policy is in the process of changing.

B. **Teaching and Service:** Briefly explain the standards in place in the college/department for the evaluation of the faculty for teaching and service activity. ***Provide narrative to represent the teaching and service for the faculty within the program. Please add a table/visual as appropriate in the appendices.***

The faculty members who teach in the programs listed above are members of the Management Department. Faculty from all other departments of the Barton School support the program through the classes required for the business core. Following WSU Policy 4.31 - Faculty Evaluation, these faculty members' teaching and service activities are evaluated every year by the department chair and by the Barton School dean. During the period covered by this self-study (2018-21), the Barton School required each faculty member to submit the results of a teaching evaluation (i.e., SPTE results) for each class they taught. These results, and evidence of teaching innovation and activities, were used to evaluate teaching. For service, each year faculty members provided descriptions of their institutional service (e.g., college and university service), community service (e.g., support for non-profit organizations and Wichita area businesses), and professional service (e.g., professional conference work and unpaid consulting). Because faculty members differed in their roles, the expectations for the amount of time they dedicated to teaching and service varied. For example, faculty members who served as center directors, department chairs, or associate deans were expected to spend more time engaged in administrative and outreach activities than other faculty members. Each faculty member's annual teaching and service evaluations, therefore, were based on their role.

C. **Research and Creative Activity:** Briefly explain the standards in place in the college/department for the evaluation of the faculty research/scholarship/creative activity. ***If an interdisciplinary program, please report on the program where faculty research has been recorded and provide narrative related to productivity.***

The faculty members of the Management department have the same research, teaching, and service requirements as all faculty members of the Barton School of Business. Following WSU Policy 4.31 - Faculty Evaluation, the faculty members' research and creative activities are evaluated every year within their department and by the Barton School dean. During the period covered by this self-study (2018-21), the Barton School required each faculty member to provide evidence of the articles, books, and book chapters they published. They could also provide evidence of research conference presentations they made, research grants they received, research reports they wrote, patents and trademarks they received, research software they developed, and other research they created. In accordance with the faculty qualifications guidelines the Barton School established as part of its accreditation by the Association to Advance Collegiate Schools of Business (AACSB), faculty members' research was evaluated each year and faculty members were classified into one of five research-based categories. Because faculty members differed in their research category, the expectations for the amount of time they dedicated to research varied. For example, faculty members who did not have a research-based doctoral degree were generally not expected to publish research. Each faculty member's annual research evaluation, therefore, was based on their role. Please see Appendix 3 for the Barton School's Faculty Qualification document.

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Complete the table below for the faculty who support the program (all faculty who signed or should have signed the coversheet). Edit the table as needed to meet the departmental needs to represent Research & Creative Activity.

Research & Creative Activity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Details are outlined in the AACSB report and below.																	

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

D. **Assessment of Faculty/Staff Productivity**: Provide a brief assessment of the quality of the faculty/staff using the data from the **narrative and table(s)** above. Include details related to productivity of the faculty including teaching, scholarship/research and creative activity, and services. (i.e., some departments may have a few faculty producing the majority of the scholarship, service, efforts to recruit/retain faculty, departmental succession plans, etc.)

A recent analysis of the Barton School's 2018-22 research activity was listed in the School's 2023 AACSB Continuing Improvement Review report. The report showed an increase in research productivity among the Barton School's faculty from the previous review period (2013-17). The Management faculty produced 165 intellectual contributions (ICs).

Discipline	Faculty	Citations	i-10 index	Citations	i-10 index
Management	Chris Broberg	894	8	1,420	8
	Masud Chand	707	13	1,168	14
	Gaylen Chandler	6,895	29	18,045	36
	Steven Farmer	5,995	21	11,883	27
	Usha Haley	878	13	2,285	21
	Gery Markova	892	9	1,297	10
	Michael McLeod	340	4	363	4
	John Perry	671	6	1,074	8
	Raina Rutti	293	6	330	7
	Smita Srivastava	43	2	43	2
	Chris Stone	262	4	281	4
	Pooja Thakur-Wernz	319	12	364	12
	David Yoon	170	4	286	4
	Management Total	**18,359**	**131**	**38,839**	**157**

Another measure of research impact is being recognized by peers and external parties for producing quality research and knowledge. Below are several of these awards and invitations received by our faculty during the 2018-2022 evaluation period.

- Usha Haley's paper, "Practices of Creative Leadership: A Qualitative Meta-Analysis in Haute Cuisine" won the Tudor Richards & Susan Moger Award for Best Paper by the Creativity and Innovation Management division of the Academy of Management.

- Usha Haley was a featured panel expert on *The Chronicle of Higher Education's* virtual forum on "The Future of Field Research".
- Usha Haley was invited as a distinguished civilian participant at the National Security Forum in Montgomery, AL.
- Usha Haley was invited to present "The Business School as a Catalyst for Change, Measuring Impact Why and How" at the British Academy of Management Annual meeting.
- Usha Haley was a featured speaker at the Information Technology and Innovation Foundation webinar "How China's Subsidies Threaten High-Tech Industries."

Part 3: Academic Program(s) and Emphasis

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

A. **Undergraduate programs:**
   1. Please review Table 8 provided by the Office of Planning and Analysis. Is the program ACT at admission below 20 (triggered by KBOR defined Minima)? ☐ Yes ☒ No

B. **Graduate programs:**
   1. Please review Table 9 provided by the Office of Planning and Analysis. Is the program GPA below the university average at admission? ☐ Yes ☒ No

C. **Accreditation status:** *(HLC Assurance A.7 item a-c; HLC Criterion 4.A. item 5)*
   If accreditation is previously noted, please add:
   1. Name of accrediting body: Association to Advance Collegiate Schools of Business (AACSB)
   2. Add in appendix, latest review from accrediting body (letter of confirmation) and hyperlink to this letter
      Please see Appendix 2 – no hyperlink is available
   3. Current accreditation status: Accredited
   4. Next Review Date: 2023, recently completed
   5. Commendations and concerns from the last review that program is addressing for continuous improvement:

      The following "consultative feedback" was provided to the Barton School as a whole. The feedback was not targeted at one program.
      - The Barton School should strive to make its Vision statement distinctive.
      - Input from external constituents and students in creating the Strategic Plan should be more explicitly acknowledged.
      - Diversity initiative would benefit from efforts to create an inclusive culture.
      - Given the University's research profile and the School's mission, 40% SA coverage target seems very modest.

D. **Assessment of Learning Outcomes** (HLC Criterion 4.B. items 1-3)
   1. Complete the table below with program-level data. Identify the principal learning outcomes (i.e., with what skills does the Program expect students to graduate) and provide aggregate data on how students are meeting those outcomes

Add an appendix to provide more explanation/details as needed. (If specialty accreditation has been conferred within 18 months of this process, programs can append the information from the accreditation document to this self-study and cite, with page number, the appropriate information. If specialty accreditation has not been affirmed within 18 months, please complete the table or submit an updated version of the accreditation information. If not accredited, please complete the table below.)

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Goal #1. Offer a Master's degree in Human Resource Management. Achievement of this goal will be measured by (1) receiving approval of curriculum change from the UPC, GPC, and the Barton School faculty, by (2) receiving approval by KBOR, and by (3) determining whether or not classes were offered by the end of next review in 2022.

The Master in HRM (MHRM) was approved by KBOR on December 12, 2018 and launched in the following semester (Spring 2019). In Fall 2022, there were 73 students enrolled in the program.

Goal #2. Offer a stackable dual graduate certificate program consisting of an HRM skills graduate certificate and an HRM decision making graduate certificate. Achievement of this goal will be measured by (1) receiving approval of curriculum change from the UPC, GPC, and the Barton School faculty, by (2) receiving approval by KBOR, and by (3) determining whether classes were offered by the end of next review in 2022.

Two stackable graduate certificates were approved by KBOR on December 12, 2018 and launched in the following semester (Spring 2019).

Goal #3. Offer a dual graduate certificate program consisting of HRM skills graduate certificate and HRM decision making graduate certificate. Achievement of this goal will be measured by (1) receiving approval of curriculum change from the UPC, GPC, and the Barton School faculty, by (2) receiving approval by KBOR, and by (3) determining whether classes were offered by the end of next review in 2022.

Two stackable graduate certificates were approved by KBOR on December 12, 2018 and launched in the following semester (Spring 2019).

Goal #4. Offer a dual/accelerated bachelor to Master of Human Resource Management to allow high-achieving undergraduate HRM majors who wish to obtain a graduate HRM degree to accelerate their path to a Master in HRM degree. Achievement of this goal will be measured by (1) receiving approval of curriculum change from the UPC, GPC, and the Barton School faculty, by (2) receiving approval by KBOR, and by (3) determining whether this program was offered by the end of next review in 2022.

An accelerated bachelor to master of HRM was approved by KBOR on December 12, 2018. The program has been offered ever since.

Goal #5. Hire a new faculty member for the HRM program to better accommodate for the growing enrollment in HRM. Achievement of this goal will be measured by determining whether the HRM program hired a new faculty member to teach undergraduate and graduate HRM classes by the end of next review in 2022.

The Barton School of Business hired a new faculty in January 2019. He was deployed to teach both graduate and undergraduate courses in HRM.

Goal #6. (NEW) Revise the assessment method for HRM classes. Achievement of this goal will be measured by determining whether HRM 466 (Fundamentals of Human Resource Management) introduced a multiple-choice assessment method that is 20-items long and is administered in all sections of HRM 466 by the end of next review in 2022.

After extensive review of the current instrument used in HRM 466, the faculty of HRM agreed that changes were needed. The faculty are in the process of determining the best instrument for this

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purpose. The instrument is also used for HLC accreditation of the HRM program and the Management program. Discussion will continue in order to reach a better assessment practice.

Goal #7 (NEW). Improve students' basic understanding of the HRM functions and evaluate how HRM is performed in organizations. Achievement of this goal will be measured by determining whether students across all sections of HRM 466 achieved 80% or above on the new 20-item HRM 466 assessment by the end of next review in 2022.
Because a new instrument was not introduced, this goal was assessed using the old instrument.

2. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in the section D tables above. Data should relate to the goals and objectives of the program as listed above.

This information is included under the assessment data of each program. See below.

E. **Assessment of Student Satisfaction** (HLC Criterion 4.B item 1-3)

3. Use OPA Table 10 to provide analysis and evaluation using student majors' satisfaction (e.g., exit surveys from the Office of Planning and Analysis), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in section D tables above) to illustrate student satisfaction with the program and perceptions of program value.

Management:
This is the percentage of students who reported being satisfied or very satisfied with their current major in BBA - Management.
• 84.0% in 2015 (versus 80.8% WSU undergraduates and 81.6% business undergraduates)
• 87.5% in 2016 (versus 80.7% WSU undergraduates and 84.9% business undergraduates)
• 86.2% in 2017 (versus 82.3% WSU undergraduates and 83.7% business undergraduates)
• 86.7% in 2018 (versus 80.0% WSU undergraduates and 82.3% business undergraduates)
• 89.3% in 2019 (versus 81.9% WSU undergraduates and 83.5% business undergraduates)
• 82.5% in 2020 (versus 81.7% WSU undergraduates and 80.9% business undergraduates)
• 89.0% in 2021 (versus 83.6% WSU undergraduates and 84.1% business undergraduates)
Between 2017 -2021, 86.7% of undergraduate major students were satisfied or very satisfied with their Management program. This is higher than the university undergraduate level of 81.9% during the same five-year period.

International Business: **This is the percentage of students who reported being satisfied or very satisfied with their current major in BBA - International Business.**
• 86.7% in 2015 (versus 80.8% WSU undergraduates and 81.6% business undergraduates)
• 77.3% in 2016 (versus 80.7% WSU undergraduates and 84.9% business undergraduates)
• 86.4% in 2017 (versus 82.3% WSU undergraduates and 83.7% business undergraduates)
• 87.5% in 2018 (versus 80.0% WSU undergraduates and 82.3% business undergraduates)
• 72.2% in 2019 (versus 81.9% WSU undergraduates and 83.5% business undergraduates)
• 76.5% in 2020 (versus 81.7% WSU undergraduates and 80.9% business undergraduates)
• 91.3% in 2021 (versus 83.6% WSU undergraduates and 84.1% business undergraduates)
Between 2017 -2021, 82.8% of undergraduate major students were satisfied or very satisfied with their Management program. This is higher than the university undergraduate level of 81.9% during the same five-year period.

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Human Resource Management: **This is the percentage of students who reported being satisfied or very satisfied with their current major in BBA- HRM.**
• 82.6% in 2015 (versus 80.8% WSU undergraduates and 81.6% business undergraduates)
• 90.9% in 2016 (versus 80.7% WSU undergraduates and 84.9% business undergraduates)
• 83.3% in 2017 (versus 82.3% WSU undergraduates and 83.7% business undergraduates)
• 90.5% in 2018 (versus 80.0% WSU undergraduates and 82.3% business undergraduates)
• 90.3% in 2019 (versus 81.9% WSU undergraduates and 83.5% business undergraduates)
• 92.1% in 2020 (versus 81.7% WSU undergraduates and 80.9% business undergraduates)
• 84.8% in 2021 (versus 83.6% WSU undergraduates and 84.1% business undergraduates)
Between 2017 -2021, 88.2% of undergraduate major students were satisfied or very satisfied with their HRM program. This is higher than the university undergraduate level of 81.9% during the same five-year period.

According to 2021 compensation data from the Kansas Department of Revenue, BBA-HRM graduates earned $37,977 in compensation in the year they graduated and $49,374 after five years. There is no comparison available for students who graduated from the University of Kansas and Kansas State University because we are offer the only BBA-HRM degree in the KBOR system.

Graduate Human Resource Management: **In 2021 over 90.5% of HRM graduate students reported they were very satisfied with their program. This is higher than the University average of 84.6% for all graduate programs.** 90.5% in 2021 (versus 84.2% WSU graduates and 82.6% business graduates)

Entrepreneurship: **This is the percentage of students who reported being satisfied or very satisfied with their current major in BBA- Entrepreneurship.**
• 77.3% in 2015 (versus 80.8% WSU undergraduates and 81.6% business undergraduates)
• 93.3% in 2016 (versus 80.7% WSU undergraduates and 84.9% business undergraduates)
• 88.2% in 2017 (versus 82.3% WSU undergraduates and 83.7% business undergraduates)
• 94.4% in 2018 (versus 80.0% WSU undergraduates and 82.3% business undergraduates)
• 100% in 2019 (versus 81.9% WSU undergraduates and 83.5% business undergraduates)
• 57.1% in 2020 (versus 81.7% WSU undergraduates and 80.9% business undergraduates)
• 90.9% in 2021 (versus 83.6% WSU undergraduates and 84.1% business undergraduates)
Between 2017 -2021, 86.1% of undergraduate major students were satisfied or very satisfied with their Entrepreneurship program. This is higher than the university undergraduate level of 81.9% during the same five-year period.

F. General Education (HLC Criterion 3.B items 1-3)

General Education Course Requirements: https://www.wichita.edu/academics/generaleducation/

Assessing General Education: https://www.wichita.edu/academics/generaleducation/genedassessment.php

4. Does the program support the university's General Education program? ☐ Yes ☒ No
5. Does the program support one of the foundation courses as outlined within the General Education Course Requirements (link above)? ☐ Yes ☒ No
6. Does the program support one of the general education courses outside of the 12 hours of foundation courses as outlined within the General Education Course Requirements (link above)? ☐ Yes ☒ No
   Note: The department offers several classes that satisfy general education requirements in social studies (i.e., IB 333), but the programs as a whole are specialized, professional programs that are not created to support Gen Ed. Since the last review the department has also proposed two new First Year seminars to satisfy gen ed requirements – FYMG 102C. Global Business, Culture, and Etiquette and FYMG102D. Introverts in Society.

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G. **Concurrent Enrollment** (HLC Criterion 3.A item 3; and 4.A item 4)

7. Does the program offer concurrent enrollment courses? ☐ **Yes** ☒**No**

If yes, provide the assessment of such courses over the last four years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

If no, skip to the next question.

H. **Credit Hours Definition** (HLC Assumed Practice B)

8. Does the Program assign credit hours to courses according to Wichita State University Policy 2.18? ☒ Yes ☐No

If no, provide an explanation.

I. **Overall Assessment of Program** (HLC Criterion 3.A, 3.B, 4.A, 4.B)

9. Define the overall quality of the academic program based on the above information and other information collected by the program, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

The purpose of the programs housed in the Management Department is to equip students with the necessary skills for careers as business professionals, managers, and entrepreneurs while offering flexibility during their college years. Most of our students are transfer students and returning adults, and they tend to be older, on average, than other WSU and business students, and more likely to be first-generation students. The assessment results show our programs are meeting the learning outcomes; and compensation data show receive compensation at similar levels to graduates of the similar programs at the University of Kansas and Kansas State University. We will continue to monitor student satisfaction with the programs to assure positive experiences for all of our students.

Part 4: Enrollment Management (HLC Criterion 4.C. items 1-4)

Refer to student need and demand using the data from OPA Tables 11-15 from the Office of Planning and Analysis to complete this section.

List any triggered programs with reason (majors/faculty/graduates). - None

A. **Student Need and Employer Demand** (HLC Criterion 4.A)

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

Complete the table below.

Table 4 Employment of Majors						
Program Name	Avg. Salary	Employment In state (%)	Employment in the field (%)	Employment related to the field (%)	Employment outside the field (%)	Pursuing graduate or professional education (N)	Projected growth from BLS**
BBA-Management	$36,330	81%	63.4%	28.2%	8.5%	18 (from 2019-21 graduates)	11% (management analysts)
BBA-HRM	$40,448	82%	82.8%	17.2%	0.0%	6 (from 2019-21 graduates)	8% (HR specialists)
BBA- Entre	$33,151	79%	71.4%	28.6%	0.0%	3 (from 2019-21 graduates)	9% (financial analysts)
BBA-IB	$43,046	63%	62.5%	25.0%	12.5%	6 (from 2019-21 graduates)	28% (logisticians)

* https://ksdegreestats.org/program_search.jsp and U.S. Bureau of Labor Statistics Website: http://www.bls.gov/oco/ are good resources to view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data).

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1. Provide an explanation of the most common types of positions, in terms of employment graduates can expect to find. Programs that are triggered for graduates or majors should get particular attention.

> Management graduates might become employed as a management analyst. HRM graduates might become employed as a HR specialist. Entrepreneurship graduates might become employed as a financial analyst. International Business graduates might become employed as a logistician.

2. Summarize the available data within the table. Race/ethnicity data will be provided for the majors in each level program. Use the narrative to reflect on the data and address:
   i. The student need for the CIP degree using the data from the table as appropriate.
   ii. Employment demand for students. For each program cite placement data including positions secured, starting salaries, proportion of graduates placed at graduation.
   iii. Provide information on alumni or employer surveys about placement, salary, needs, etc. for the different program levels.
   iv. Number or percentage of graduates who go on to enroll in graduate degree programs.

> According to ksdegreestats.org:
> - Management graduates started with a compensation of $36,330 upon graduation and 81% of them found employment in the area.
> - Human Resource Management graduates started with a compensation of $40,448 upon graduation, reached $53,080 after 5 years, and 82% of them found employment in the area.
> - International Business graduates started with a compensation of $43,046 upon graduation, reached $59,447 after 5 years, and 63% of them found employment in the area.
> - Entrepreneurship graduates started with a compensation of $33,151 upon graduation, reached $49,231 after 5 years, and 79% of them found employment in the area.

B. Recruitment and Retention (HLC Criterion 4.C)

3. Briefly describe how the department and faculty have engaged in undergraduate strategic enrollment management to support the Strategic Enrollment goals of the university including recruitment and retention activities and provide an assessment of successes, challenges, and deficiencies with those activities.

> During the assessment period, three of the majors housed in the department (Management, HRM, International Business) were offered fully online and additional faculty were hired to support this change. This intentional transformation was particularly beneficial during the pandemic closures in 2020-2021 and facilitated retention of our students.

> One of the largest growth areas in the department, in terms of the number of students and credit hours, resulted from the new HRM graduate programs. During the evaluation period, the Director of the Program engaged in outreach activities, including attending the National SHRM conference in 2019 and 2022, and state SRHM conferences in Kansas (2018), Oklahoma (2019), and Missouri (2022). Other recruitment activities were filtered through the university website. Local engagements with SHRM Wichita and business entities were targeted at enhancing the positioning of the program.

4. Briefly describe how the department and faculty have engaged in graduate strategic enrollment management (G-PIPER Graduate Program Investment Plan for Enrollment and Research) including recruitment and retention activities and provide an assessment of successes, challenges, and deficiencies with those activities.

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The MHRM faculty contributed to the creation of the program's PIPER plan. Some of the outreach for the program is outlined above. Further, we implemented welcome meetings each semester to assure that students were connected felt feel supported during their studies.

5. a.) What is the current number of majors within the program for each of the academic years since the last review? b.) What is the number of graduates for each of the academic years since the last review? c.) Also address student enrollment, degree production, and employment outcomes for URM students.

> Discussion items to consider:
> - Average time from admission to graduation. (NISS Recommendation)
> - Retention and completion rates. (NISS Recommendation)
> - Enrollment, retention, and completion rates by race/ethnicity. (NISS Recommendation)
> - Addressing DFW courses in program/department as identified in WSU Reporting (OPA-0008 At Risk Report)

Program Majors (including double majors) excluding Graduate enrollment.

YEAR	MGMT	IB	HRM	ENTRE
2017	282	108	92	102
2018	290	87	125	89
2019	280	78	141	78
2020	254	79	131	86

Enrollment for Undergraduates in the following programs

YEAR	MGMT	IB	HRM	ENTRE
2017	75	37	25	32
2018	58	24	23	25
2019	50	15	31	24
2020	40	21	25	29
2021	31	21	24	26

Percent Under-Represented Minorites (URM) in the following programs degree conferred.

YEAR	MGMT	IB	HRM	ENTRE
2017	10.3%	6.3%	7.7%	6.7%
2018	17.3%	34.8%	10.0%	5.6%
2019	14.3%	0.0%	20.0%	29.4%
2020	8.9%	10.5%	9.8%	10.0%
2021	24.7%	31.8%	20.8%	15.0%

The **Masters in HRM** program had 27 students enrolled in 2020 and 57 students in 2021. In 2019, 15.4 percent of those enrolled, identified themselves as URMs. In 2020, this number was at 13.8% that could be attributed to a larger class size.

C. Program and Faculty Service (HLC Criterion 3.C)

*Analyze the service the Program/certificate provides to the **discipline, other programs at the University, and beyond**. Complete for each program if appropriate.* ==**Data tables 1, 2, 3 and 5a, b and c provided by the Office of Planning Analysis**== *(covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production) can be used to partially address this section.* *(Refer to instructions in the WSU Program Review document for more information on completing this section).* Brief assessment can be provided quantitative and/or qualitative.

6. Provide a brief assessment of the service the Program provides using SCH by majors and non-majors.

CREDIT HOURS

YEAR	SEMESTER	MGMT	IB	HRM	ENTRE
2018	FALL	2,990	1,621	751	1,233
	SPRING	-	-	-	-
	SUMMER	497	342	117	207
2019	FALL	2,940	1,344	963	1,299
	SPRING	2,733	1,155	798	1,230
	SUMMER	550	234	298	207
2020	FALL	2,943	1,264	1,236	1,101
	SPRING	2,640	1,263	1,211	999
	SUMMER	613	225	369	177
2021	FALL	2,617	1,266	1,312	1,036
	SPRING	2,684	1,348	1,467	1,014
	SUMMER	689	258	303	160
2022	FALL	3,189	1,097	1,281	1,279
	SPRING	2,818	1,350	1,138	1,014
	SUMMER	592	375	327	190

Between 2017 & 2021, 14,145 student credit hours were produced. The highest number of student credit hours were for 300-499 level classes at 9,687 hours, followed by 500-699 level classes at 3,311 hours. Graduate classes accounted for 1,087 hours at the 800-899 level and 61 hours at 700-799 level at a University level. By fall census day, 2016-2020 total number of SCH were 6,489 for Management, International Business, HRM, and Entrepreneurship.
300-499 level SCH = 4,669 SCH
500-699 level SCH = 1,323 SCH
700-799 level SCH = 28 SCH
800-899 level SCH = 470 SCH

7. Provide a brief assessment of the service the Program/certificate provides to other university programs.
The management department has created 3 undergraduate and 2 graduate certificates in the last 4 years. Data were not available to demonstrate the impact of these certificates.

8. Provide a brief assessment of the service the Program/Certificate provides to the institution and beyond.
The Barton School has developed 2+2 articulation agreements with community colleges and technical schools in Kansas and other states. These agreements generally allow students from community colleges and technical schools to transfer to WSU and pursue a bachelor's degree in any business major. For many transfer students, the path to any of the majors in our undergraduate programs (BBA-HRM, BBA-Management, BBA-International Business, BBA-entrepreneurship) degree may be shorter (i.e., fewer additional credit hours) than their path to other business majors.

9. Provide a brief assessment of SCH workload of the service the Program/Certificate provides through interdisciplinary opportunities (cross list, team teach, etc.)
Faculty in the Management Department are involved in many multidisciplinary research activities and outreach.

10. Provide a brief assessment of SCH workload of the service the Program/Certificate (e.g. badges, microcredentials, industry credentials) provides to the institution and beyond.

The Department faculty offer three undergraduate certificates, one graduate certificate, five badges in HRM, six badges in Diversity, and three badges in International Business. All badges are .5 credit hours and are offered through the Office of Workforce, Professional, and Community Education.

Part 5 Summary and Recommendations: (HLC Criterion 4.A.1)

Program Goals from Last Review: During the program review, four years ago, the program developed a set of goals. Please list the goals and the progress made towards achievement, including the data used to analyze progress and the outcomes. *List the goal(s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section)* Complete the table. (add lines as needed)

BBA-Management

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
	To increase the number of Management majors by 10% by the next review	Data provided by OPA for program self-study (Table 6): Number of Management majors from 2018-2020	2018: 290 majors 2020: 254 majors, decrease of 12.4%	As part of overall Barton enrollment plan, new goal is to increase to 265 majors by 2025-2026
	To increase Management major ACT scores from last reported (2016) baseline of 22.3 to 22.8 by the next review	Data provided by OPA for program self-study (Table 8): ACT scores from 2018-2020	ACT score in 2016 was 22.3; score in 2020 (last reported) was 22.4; goal was not met	The ACT is not required to apply so this goal will be dropped in the subsequent review
	To achieve and maintain parity (+/- .1) in Management major GPA between online and face-to-face programs by the next review	Data from OPA: B12F Management and B12X Management online	Management, n=129, GPA = 2.98 Management online, n=40, GPA = 2.83 Difference = .15	

Narrative:
- The Management major program goals listed above were updated by the Management faculty in 2019, after the last review. The goals listed, respectively, reflect enrollment, recruitment, and program quality goals. Actions taken and pending based on these results are below. Future progress will be evaluated based on enrollment and parity between online and in-person programs.
- Completed:
  a. Reduced friction by removing unnecessary prerequisites and updating course names, descriptions, and content.
- Pending:
  a. Identify scholarships that could be targeted toward community college transfers.
  b. Management faculty will consider how to assess quality of majors in the absence of a universal ACT requirement.
  c. Consideration is being given to contacting community college instructors teaching relevant management courses to make presentations to them and/or their students.

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BBA-Entreprenurship

Learning Objective	Target	Goal Accomplishment	Implications
1. Students will be able to clearly communicate a value proposition	80% of students achieve at least 8 on a 10 point scale	2021=93% 2022=83%	In both years our students met the objective of being able to clearly describe a value proposition. We will continue our current instruction.
2. Students will be able to present a viable business model. Do complete competitive analysis. Understand and communicate financial requirements and outcomes.	80% of students achieve at least 35 on a 45 point scale	2021=80% 2022=91%	In both years our students met the objective of presenting a viable business model, with competitive analysis and financial analysis. We will continue our current instruction.
3. Students will be able to adapt business model as they learn from customer interviews.	80% of students achieve at least 10 on a 15 point scale	2021=73% 2022=33%	In both years students failed to meet the objective of integrating and applying learning from customer interviews. Achievement was quite low in 2022. We will modify our instruction in ENTR 440 and ENTR 668 to better achieve this objective.
4. Students will provide a professional and believable written presentation of their business model.	80% of students achieve at least a 19 on 25 point scale	2021=73% 2022=75%	In both years less than 80% of the students were able to meet the objective of providing a professional and believable presentation. We will place additional focus on these points in ENTR 668.

BBA-International Business.

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
	Create an individual based assessment tool and implement it by Fall 2020, so that every IB undergraduate student is evaluated using it. (This will be done in the IB 600 class that every IB student is required to take).	The program review committee recommended that we change our team based market entry project that was used to assess the program to an individual based assignment. We did this successfully in fall 2019. We continue to gather data on this every semester and analyze it to inform future decisions*	Done in Fall 2019	Complete
	Introduce an online pathway for the IB major by Fall 2021(This will enable students to complete the IB degree online if they choose, side by side with the face-to-face option that we currently have, and help increase enrollment and completion rates).	This was based on enrollment trends that indicated higher enrollment in online classes. Students now have the option of taking IB classes either online or in person.	Done in Fall 2021	Complete
	Deliver a first-year seminar related to a global business-related topic by Fall 2021(This will help reach freshmen and expose them to international business	This was based on university data showing that student retention was higher when students attended first year seminars. It also gave	Done in Spring 2022	Complete

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	that we currently do not have an opportunity to do)	us an opportunity to expose them to IB at the freshmen level,		

1. Describe where the Program (s) have been and where they are going. What are the plans to advance the program (s), how will future progress be evaluated?

BBA – Entrepreneurship Program Objectives: Objective 1: For the entrepreneurship program one objective is to seek to attract students from outside the Barton School to enroll in Entrepreneurship Courses. ENTR 440 has been designated a General Education Depth course to help achieve that end. In the 2015-2016 academic year there were 0 students outside the Barton School in ENTR 440. In 2018-2019 academic year 11% of the students in ENTR 440 were from outside the Barton School. In the 2022-2023 academic year 18% of the students were from outside the Barton School of Business.

Assessments: Prior to our 2019 program review, we assessed the entrepreneurship program using external judges as our students participated in the Shocker New Venture Competition. There were some issues associated with that approach, In our 2019 program review, we proposed moving to a different assessment process. We are now assessing the program based on the final project in ENTR 668, which is the development of a business model and business plan. The criteria and performance for the first two years are displayed in the attached table.

The **BBA -IB program** continues to provide graduates with the knowledge and skills necessary to meet the growing demand for managers who can function globally. In line with WSU's emphasis on applied learning, there is a focus on applied learning and research through various activities such as programs of and scholarships for study abroad provided by the World Trade Council of Wichita (WTCouncil) and involvement of students through the International Business Students Association (IBSA). After a fall in numbers during the pandemic, enrollment numbers have stabilized and seen an uptick recently. The linkages created by the WTCouncil and Center for International Business Advancement (CIBA), including institutional partnerships with Responsible Research in Business and Management (RRBM) and the World Free Zones Organization (WFZO), continue to provide excellent opportunities for practical training and global exposure for students. Periodic assessments of the curriculum by faculty combined with the dynamic nature of the international business environment has led to regular program updates. In 2022, faculty introduced a first-year seminar in global business as well as senior level course on Doing Business in Asia. IB faculty are planning to introduce two new topical courses in 2024: a Global Business Strategy course and Current Topics International Business course.

Going forward, the IB program expects to be a cutting edge, interdisciplinary program, with strong ties to global businesses and organizations, and that addresses problems important to business and society to help students prepare to be global leaders in the 21st century.

We decided to integrate the IB review process with the newly developed Barton School Comprehensive Assurance of Learning (AOL) Process. This will help align our recruitment and retention efforts better with the Barton School and WSU. The AOL process will have 2 major components that we will collect data on and analyze.

1) **Students will identify components of international business** (This is objective 6 of Barton School's first goal - Graduates of the program will have business specific knowledge of their discipline – in this case IB). This will be assessed every 2 years through an in-house comprehensive exam that faculty will develop to assess to assess knowledge of business basics beginning in Spring 2023. In addition,

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every 5-6 years, the ETS major field test will be used to compare student performance against a national average and/or average of peer institutions.

2) **Students will recognize and describe cultural differences (**This is objective 1 of Barton School's goal 4 - Graduates will have an awareness of the global environment). This goal is assessed using a cross culture scenario example which students analyze.

Both goals will be assessed in the IB 333 class.

Impact of Previous Self-Study Recommendations: At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note the progress to date on implementation.
Complete the table. (add lines as needed)

Table 6 Changes made based on Previous Recommendations by University Program Review Committee

Recommendation	Activity	Outcome
Modify learning outcomes to be measurable, e.g., define, differentiate, evaluate, etc.	The faculty of the program revised and submitted new learning outcomes.	The new set of outcomes are used to report in this self-study.
Expand more on scholarly productivity and provide grant amounts awarded	Report more details about the scholarly activities of faculty.	Have a more comprehensive report.
Elaborate more on next 3-year goals	The faculty of the program will develop detailed goals for the program.	Provided a follow-up on the program goal in the current report.
Examine decline in student satisfaction from the Exit Surveys (2012=95.2%, 2013=86.7%, 2014=66.7%)	Discuss with department faculty and outline actions.	Improved student satisfaction measured by the exit survey.
For the next review, align recruitment and retention efforts with the university's strategic enrollment management plan.	The recruitment and retention efforts have been aligned by following the SEM plans developed for each program.	The BBA-HRM program focused on the SEM plan elements that were consistent with the program's mission
Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.	Discuss the UNISCOPE to the faculty in the college and the department. Incorporate elements of UNISCOPE in the new strategic plan of the Barton School of Business.	Use the UNISCOPE form in the annual evaluations (optional for faculty). It is also reflected in the new Strategic plan of the Barton School of Business.

Additional narrative, as appropriate:

Forward-Facing Goals: Identify goal(s) (aspirational and measurable) for the program to accomplish in time for the next review. Consider use of SMART goals (**Specific, Measurable, Attainable, Realistic, and Time-bound)** when appropriate and should be tied to the university and college strategic plans.
Complete the table. (add lines as needed)

BBA – International Business.
Needs Going Forward (this was from feedback provided by provost's office):
• For the next review, align recruitment and retention efforts with the university's strategic enrollment plan. We have now introduced several changes that help with aligning recruitment and retention efforts with the university. These include the following:

1) We have introduced a new freshman seminar in international business. The seminar is capped at 25. It is part of the University's retention effort to build connections with students at an early stage. This has

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been shown to increase student retention. It also introduces students to international business earlier in their university studies and has the potential to boost IB recruitment.

2) Students can choose to have a virtual international consulting experience through the newly introduced course IB 603 Virtual International Consulting Experience. This gives students flexibility to pursue an IB degree even if they are unable to spend a semester abroad due to financial, work, or family constraints.

3) The language requirement is now optional. This had previously been identified by the university as a roadblock to on time graduation.

4) We are working with the university International Education Office to increase international student recruitment.

5) We are working with the business school advising center to increase mentoring and retention efforts.

• For student learning outcomes, more description of how individual students are evaluated is needed, and a description of the evaluation tool. - We now use the previously described Barton School AOL process.

• Consideration of using more than one assessment is warranted. - As part of the previously described Barton School AOL process, we now use two separate tools to assess student learning.

• The committee cannot tell if the assessment is actually demonstrating student learning. - We believe this issue will be addressed through the previously described Barton School AOL process that we are now implementing.

• Realistic program objectives are needed. (I have added some specifics, feel free to edit or change)
- The objective of the IB program is to provide students with the skills and knowledge needed to become successful global managers in the 21st century. This will include ensuring that we have a strong cohort of students in the program (>50), have successful student placement in IB or related fields (>80%), and high student satisfaction with students completing the program (>70%).

• Evidence is needed in closing the loop in terms of overall program evaluation, as well as student learning.
- We believe this issue will be addressed through the previously described Barton School AOL process that we are now implementing.

• Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship. - The UNISCOPE model has been adopted throughout the department. The expanded definition of scholarship is now considered during faculty assessment of teaching, research, and service. Faculty now receive equal weight for publishing in practitioner-oriented journals as well as due consideration for competitive grants.

Provide any additional narrative covering areas not yet addressed.

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Barton School of Business
Faculty Teaching Load Categories

The purpose of this document is to provide general guidelines pertaining to Barton School of Business faculty teaching loads based on research productivity. Faculty should refer to department-specific documents for lists pertaining to what constitutes "elite" and "high quality" journals.

Faculty not explicitly meeting the High Intensity Research or Intensive Research requirements can provide additional evidence of the equivalency of their scholarly activity to these guidelines. In applying these guidelines, equivalencies will be determined by the Barton School Executive Committee. The award of High Intensity Research or Intensive Research status based on additional evidence is at the discretion of the Dean in consultation with the Barton School Executive Committee.

High Intensity Research Faculty (6/6 load) – publish at least three *high quality* refereed journal articles (or their equivalent) every *three* years. Special consideration will be given for publications in *elite* journals when determining equivalents.

Intensive Research Faculty (6/9 load) – publish at least two refereed journal articles (or their equivalent) every *three* years.

Regular Research Faculty (9/9 load) – publish at least two refereed journal articles (or their equivalent) every *five* years or otherwise be *academically qualified* for AACSB purposes under our Barton School policy.

New Tenure Track Faculty - receive a 6/6 load for three years. After the three-year review, the 6/6 load will be extended for the remainder of the probationary period if the faculty member is making substantial progress toward promotion and tenure. Absent substantial progress, the faculty member may be given a terminal contract through normal review procedures or, if retained, will receive an increase in teaching load commensurate to the productivity shown.

Teaching Faculty (12/12 load) – non-research faculty.

Disclaimer: See Barton School of Business Tenure and Promotion policies for the research requirements to achieve tenure and promotion. The above guidelines are solely for the purpose of determining teaching loads of faculty based on research productivity.

KBOR Review: Based on KBOR approval in September 2022, the 8-year review cycle has been suspended for Spring 2023 and Spring 2024 until new criteria are established. Kansas Board of Regents Systemwide Program Review will resume with new criteria with the 2023-2024 Review Cycle Year and the Program Review Report will be reported to BAASC and the Board in Spring 2025. In the meantime, Wichita State will continue with the University Program review for the 2023 and 2024 academic years. Revised Nov. 2022

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CONTINUOUS IMPROVEMENT REVIEW 2 (CIR2)
BUSINESS PEER REVIEW TEAM REPORT

WICHITA STATE UNIVERSITY
Barton School of Business

Section I: Peer Review Team Recommendation

The peer review team recommends ***Extension of Accreditation*** of the degree programs included in the scope of accreditation offered by Barton School of Business, Wichita State University (WSU). This recommendation reflects the opinion of the peer review team only and will be reviewed by the Continuous Improvement Review Committee (CIRC) during the next scheduled meeting on March 22, 2019. The primary role of the CIRC is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.

Concurrence by the CIRC and ratification by the Board of Directors are required prior to the confirmation of the accreditation extension. Following ratification by the Board of Directors, the Official Representative of the school will be notified initially via email and subsequently by letter from AACSB. The applicant must wait until the Board of Directors ratifies the recommendation before making any public announcement.

II. Identification of Areas That Must Be Addressed during a Continuous Improvement Review 2 (see "2" below and cite the specific business accreditation standard(s) relevant to the issues to be addressed)

- Standard 1: Mission, Impact, and Innovation: The Strategic Plan needs some more clarity. The time horizon needs to be clearly defined and clear, measurable goals need to be identified. They need to close the loop to determine whether they are accomplishing what they sought to accomplish. We expect the school, at the end of the CIR2, to have a strategic plan that differentiates Barton, has clearly identifiable goals with associated costs and a monitoring mechanism to evaluate progress.
- Standard 15: Faculty Qualifications and Engagement: The School should show that criteria to classify faculty are more clearly specified and applied. We recommend that criteria to classify faculty as SA, SP or IP be clearly specified. We also recommend a faculty classification model that clearly identified expectations for administrators (dean, associate dean, and department chairs). In addition, Wichita State University is designated as one of the three research universities in the Kansas Board of Regents system. The Barton School's CIR states that "the Barton School puts a high priority on significant and substantial intellectual contributions by a majority of its faculty, with primary emphasis on basic/discovery scholarship. This is a high standard to set and as we reviewed publications across the faculty we feel that there are no clear criteria to determine if a publication is in the basic/discovery category or whether it is applied or pedagogical. Mere publication in a journal, even a prestigious one, is not indicative of the type of scholarship. Faculty qualification criteria should specify how a publication can be categorized as basic, applied, or pedagogical. We feel the school's objective of seeking to make "significant and substantial intellectual contributions by a majority of its faculty" are difficult to meet given current faculty constraints and growth. We expect the school to have a document that clearly identifies the faculty qualification criteria. We also expect the school will have a more realistic definition of its scholarship goals based on an expansive definition of scholarship.

III. Result of CIR2 peer review team's review

KBOR Review: Based on KBOR approval in September 2022, the 8-year review cycle has been suspended for Spring 2023 and Spring 2024 until new criteria are established. Kansas Board of Regents Systemwide Program Review will resume with new criteria with the 2023-2024 Review Cycle Year and the Program Review Report will be reported to BAASC and the Board in Spring 2025. In the meantime, Wichita State will continue with the University Program review for the 2023 and 2024 academic years.   Revised Nov. 2022

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- **Standard 1: Mission, Impact, and Innovation:** Since the peer-review team site visit, the Barton School of Business, has adopted a strategic plan (2019-2024) with revised mission, vision, core value statements, and a set of four strategic priorities. The plan was developed in Fall 2018 by a committee appointed by the dean and each member of the committee sought feedback from their constituents. The dean and associate dean provided cost estimates for the various goals identified in the plan. A survey was conducted to seek input from all constituents. Multiple drafts of the plan were circulated among all Barton School faculty and staff and were discussed in college meetings. The revised plan was adopted by majority vote in December 2018. The CIR2 is satisfied that the school has been responsive to the issue identified by the prior PRT.

- **Standard 15: Faculty Qualifications and Engagement:** The Barton School Faculty Affairs Committee recommended revisions to the faculty qualifications based on comments of the previous PRT. After extensive discussion among the faculty and after receiving and incorporating suggestions, the revised document was approved by the Barton School faculty in December 2018. The CIR2 team is satisfied that the school has addressed the issues raised in this regard by the previous PRT.

Section II: Consultative Feedback

- **Standard 1: Mission, Impact, and Innovation**
  - The Barton School should strive to make its Vision statement distinctive.
  - Input from external constituents and students in creating the Strategic Plan should be more explicitly acknowledged.
  - Diversity initiative would benefit from efforts to create an inclusive culture.

- **Standard 15: Faculty Qualifications and Engagement**
  - Given the University's research profile and the School's mission, 40% SA coverage target seems very modest.

CIR2 Peer Review Team roster

Raghu Tadepalli (Chair)
Dean
Elon University
Martha and Spencer Love School of Business

Donald R. Deis, Jr. (Accounting Chair)
Joslin Endowed Chair of Accounting
Texas A&M University-Corpus Christi
College of Business

Parveen P. Gupta (Accounting Member)
Professor of Accounting
Lehigh University
College of Business and Economics

Scott A. Dawson (Business Member)
Dean
California Polytechnic State University, San Luis Obispo
Orfalea College of Business

KBOR Review: Based on KBOR approval in September 2022, the 8-year review cycle has been suspended for Spring 2023 and Spring 2024 until new criteria are established. Kansas Board of Regents Systemwide Program Review will resume with new criteria with the 2023-2024 Review Cycle Year and the Program Review Report will be reported to BAASC and the Board in Spring 2025. In the meantime, Wichita State will continue with the University Program review for the 2023 and 2024 academic years.   Revised Nov. 2022

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APPENDIX 3 – Assessment Plan

2022-27 Assessment Plan														
Assessment or Improvement	Year	Term	Objective 1 Accounting	Objective 2 Economics	Objective 3 Statistics	Objective 4 Marketing	Objective 5 Entrepren.	Objective 6 Intl Biz	Objective 7 Finance	Objective 8 Ops Mgmt	Objective 9 Mgmt	Objective 10 MIS	Objective 11 Legal
Assessment Year	2022-23	Fall 2022	IMPLEMENT - Faculty in each discipline implement curriculum changes (if needed)										
		Spring 2023	ASSESS - Administer Comprehensive Exam in MGMT 681 (Capstone)										
Improvement Year	2023-24	Fall 2023	ANALYZE - Faculty in each discipline review assessment results and suggest curriculum changes (if needed)										
		Spring 2024	MAKE CHANGES - Faculty in each discipline develop curriculum changes (if needed)										
Assessment Year	2024-25	Fall 2024	IMPLEMENT - Faculty in each discipline implement curriculum changes (if needed)										
		Spring 2025	ASSESSS - Administer Comprehensive Exam in MGMT 681 (Capstone)										
Improvement Year	2025-26	Fall 2025	ANALYZE - Faculty in each discipline review assessment results and suggest curriculum changes (if needed)										
		Spring 2026	MAKE CHANGES - Faculty in each discipline develop curriculum changes (if needed)										
Assessment Year	2026-27	Fall 2026	IMPLEMENT - Faculty in each discipline implement curriculum changes (if needed) EXTERNAL ASSESSMENT - Administer the ETS BBA Major Field Test in MGMT 681 (Capstone)										
		Spring 2027	ASSESSS - Administer Comprehensive Exam in MGMT 681 (Capstone)										