WICHITA STATE UNIVERSITY

Program Review

(HLC Criterion 4.A.1)

Self-Study Template

Revised Fall 2022

Academic unit: FREDS College: Barton School of 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: Bachelor - Finance CIP* code: 52.0801

Degree: Bachelor – Management Information Systems (MIS) CIP* code: 52.1201

Degree: MS in Business Analytics CIP* code: 52.1399

Degree: MS in Management Science and Supply Chain Management CIP* code: 52.0203

*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)

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.
Sue Abdinnour		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Anthony May		☒ Tenure Track ☐ Non-tenure track	☐ Yes ☒ No
Stanley Longhofer		☒ Tenure Track ☐ Non-tenure track	☐ Yes ☒ No
Semih Tartaroglu		☒ Tenure Track ☐ Non-tenure track	☐ Yes ☒ No
Ross Gruetzemacher		☒ Tenure Track ☐ Non-tenure track	☐ Yes ☒ No
Akmal Mirsadikov		☒ Tenure Track ☐ Non-tenure track	☐ Yes ☒ No
Achita Muthitacharoen		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Mehmet Barut		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Murtaza Nasir		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Mohammad Najjar		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Rick LeCompte		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Timothy Craft		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Justin Keeler		☐ Tenure Track ☒ Non-tenure track	☐ Yes ☒ N
Rodney Boehme		☒ Tenure Track ☐ Non-tenure track	☐ Yes ☒ N
Richard Gilstrap		☐ Tenure Track ☒ Non-tenure track	☐ Yes ☒ N
Frederick Eilts		☐ Tenure Track ☒ Non-tenure track	☒ Yes ☐ N

Submitted by: _____ Date 5/10/2023

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

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)

NOTE from the Department Chair:

The OPA report provided for this study included only the MIS and FIN undergraduate majors in the FREDS department. There were no data for the two graduate programs: MSSCM major, which started in 2018 and the MSBA major, which started in 2021. We still included these two majors in the report. Any data on these programs was self-reported by the program director.

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.

FIN: The undergraduate Finance major offers students an understanding of topics in corporate finance, banking, investments, and more to prepare them to one of several careers available in this area. From the last review, the Finance program has made some changes to the curriculum. The total hours for a major were changed to 21 hours beyond the business core of 36 hours to align with the other majors in the business school. A financial modeling class, FIN 450, was required for all finance majors after feedback from local businesses. The finance faculty take seriously the task of keeping the curriculum meaningful and current.

MIS: Management information systems (MIS) is the study of the development, use, and impact of IT and IS in the organization and society. MIS is both a behavioral and technical discipline. MIS graduates combine both business and technical backgrounds to enable them to develop and apply IT and IS in various areas of business for problem solving. MIS professionals may specialize in systems analysis, data analysis, database administration and design, application and web development, programming, networking, project management, electronic commerce, and IT/IS maintenance. From the last review, the IT & MIS program has undergone several major changes such as changes to course prerequisites in MIS 325, MIS 395, and MIS 600. In addition, we updated the description of some courses such as MIS 395, MIS 600, and MIS 874, and renamed some courses to better reflect the course content such as MIS 750. In collaboration with accounting faculty, we also created a minor program called "Information Systems for Accountants".

MSBA: The MS in Business Analytics (MSBA) is a new STEM designated and interdisciplinary degree with courses taught across fields in business, economics, computer science, mathematics, and statistics. The degree is designed to attract a wide range of domestic and international professionals with a variety of prior experience. The curriculum covers descriptive, predictive, and prescriptive analytics and has two tracks: Management and Data Science. The curriculum focuses on developing contemporary competencies via innovative hands-on activities and industry practices**. The** MSBA started officially in Fall 2021.

MSSCM: The MS degree in Management Science and Supply Chain Management (MSSCM) is an interdisciplinary program, targeting a wide range of diverse domestic and international applicants. The MSSCM master's program possesses the right mix of science, technology and mathematics that is essential to improve the design and operation of global supply chains, qualified for STEM designation. With our innovative and dynamic supply chain curriculum, students acquire mastery in managerial and analytics aspects of supply chain operations and develop contemporary competencies via innovative hands-on activities and industry practices. The MSSCM program also aims to enhance the marketability of our graduates in pursuing related post academic education.

B. **Program Purpose Statement:** Provide the program purpose statement (formerly Mission statement) *(If more than one program, list each purpose statement)*:

FIN: In line with the Mission of the Barton School of Business, the Finance Program advances the knowledge and practice of Finance, reaches out to constituents, and prepares our students to compete in careers in a global entrepreneurial marketplace.

MIS: The purpose of the MIS program is to help advance student knowledge in information technology and information systems through applied learning that is based on hands-on activities and real-world examples.

MSBA: The program advances the knowledge and practice of business analytics, reaches out to constituents, and prepares our students to compete in careers in a global marketplace for analytical and data science jobs.

MSSCM: The purpose of the MSSCM master's program is to drive educational, cultural, and economic prosperity locally and globally through impactful applied learning experiences.

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:

FIN: The Finance program supports and contributes to the mission of the University through its teaching, faculty intellectual contributions and a myriad of service activities provided by our faculty and students to the academic, business and university communities. Through a continuously improved curriculum, we strive to deliver an education that will provide the skills necessary for our students to be successful future leaders in companies and organizations and thus be an economic driver for the Kansas economy. The curriculum embraces ways in which new technology and software can be used to innovate and grow local businesses that reach global markets. The applied nature of our research fits well with the University's objectives. Our program also provides positive impact on our discipline and our community through engagement in significant outreach and skill-based service activities, e.g., local and state-wide board memberships on various not-for-profit organizations, government bodies and professional organizations. Faculty also engage in professional training and consulting that serve the University Mission. Our students' interaction with the community through Co-Operative Education and Internship opportunities also contribute to supporting the WSU mission.

MIS: Based on the WSU mission of being an educational, cultural, and economic driver for Kansas and the greater public good, the MIS program supports the WSU mission by providing access to a bachelor's degree for Wichita-area and Kansas residents who want to learn about multiple areas of business and/or need a flexible business program, which will enhance the residents' educational background, cultural exposure, and economic standing.

MSBA: The MSBA program supports and contributes to the mission of the University through its teaching and faculty intellectual contributions. Through a continuously improved curriculum, we strive to deliver an education that will provide the skills necessary for our students to be successful future leaders in companies and organizations in the region and globally. The curriculum embraces ways in which new technology and software can be used to innovate and grow businesses. The applied nature of our research and focusing on doing a project in most classes, fits well with the University's objectives. Our program also provides positive impact on our discipline and our community through engagement in significant outreach and skill-based service activities, e.g., faculty also engage in professional training and consulting that serve the University Mission.

MSSCM: In relation to the University mission, the faculty collaboratively work with supply chain leaders from different industries to prepare learners for success in the global marketplace through an adaptive master's program. WSU's proximity to major global companies in the aerospace, health, food/agribusiness, chemical, oil and gas, retail, and computer/electronic industries provides a unique position to offer learners great opportunities to advance supply chain knowledge and business practices. Through company-specific supply chain certification program(s) and internship opportunities offered by local companies, both faculty and students drive economic prosperity for Kansans. Our students are connected to managers through a local professional organization and student organization for supply chain management.

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

FIN: The Finance program supports the university's strategic plan in many ways. The program is student centered through our efforts to keep our curriculum forward looking. We added a new required class in Financial Modeling after feedback from our local industry partners. The length of the finance major was also changed to 21 hours to match the length of most other majors in the Barton School. We streamlined the courses needed to give the students a better experience. This change also allows our majors to graduate in a timelier manner. In terms of partnerships and engagement with the local business community, the Finance program has a partnership with Koch Industries on the Koch Global Trading Center, as well as a partnership with Koch Minerals and Trading on a class we teach with speakers from KMT on Commodity and Energy Trading. It is the only class on this topic taught in the KBOR system. Partnerships such as this help our students gain internships throughout the local business community. In addition to what we are accomplishing in the Finance program, the Barton School of Business Strategic Plan (Bloom Plan) also lays out many new initiatives that will further align all the programs in in the Barton School with the university's strategic goals.

MIS: The MIS program supports the WSU Student Centeredness, Inclusive Excellence, and Partnerships & Engagement strategic goals. The MIS program supports the Student Centeredness goal by preparing and delivering courses that focus on applied learning and continuous development of the curriculum to reflect the latest topics on technology and innovation. The MIS program supports the Inclusive Excellence goal by providing education to a diverse student body. Finally, 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." The MIS program supports this goal by working with the industry to expose students to the business world, identify market needs, and equip students with knowledge and skills required for the current workforce.

MSBA: The MSBA program supports the university strategic plan in many ways. The curriculum was developed to focus on up-to-date curriculum in analytics and to prepare students to take careers in different areas of business (finance, marketing, HR, etc.) or in organizations (for profit or non-profit) that handle large amounts of data. The MSBA program is diverse as it attracts students and faculty from various parts of the world. By providing relevant applied learning experiences that match the contemporary needs of the industry and community, our students are ready for the workforce when they graduate. The faculty engage and partner with industry to obtain data for projects, receive feedback on the curriculum, and discuss internship opportunities for our students.

MSSCM: The MSSCM program contributes to the university strategic plan by carrying out the mission, vision, and values. By continuously improving the MSSCM program academically, the program supports the strategic plan a) by ensuring a curriculum fit of what student population needs are; and b) by proliferating graduate and research programs the industry is looking for. The program has partnered with Cargill and developed a customized certification specific to Cargill's needs. This program has been successful and served Cargill managers for the last five years, with expected continuation in the future. Responding to the need of professionals in industry, a prep course for CPSM professional certification has been developed and offered in partnership with the ISM -Wichita Chapter. Similar initiatives are planned to expand to other industries in the greater Wichita area.

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)

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 A for the workload policy that existed during the period covered by this self-study (2018-21). Since then, the workload policy has changed.

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***
Per WSU Policy 4.31, faculty members' teaching and service activities are evaluated every year by the FREDS 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 their teaching evaluation (i.e., SPTE results). FREDS has a high standard of teaching and several of our faculty have won awards in the past. Similarly for service, the faculty turned in their service accomplishments yearly. Each faculty provided descriptions of their institutional service (e.g., department, college, and university service), community service (e.g., organizations and Wichita area businesses), and professional service (e.g., reviewing papers and unpaid consulting). Faculty have different roles in the department, so the teaching and service load differs from one faculty member to another.

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 FREDS Department holds a high standard for faculty commitment to research and creative activity. Faculty are evaluated on an annual basis by the department chair and the dean of the Barton School. The evaluations include the determination of the faculty member's accomplishments in research and creative activity. During the period covered by this self-study (2018-2021), the Barton School required each faculty member to provide evidence of the articles, books, and book chapters they published. They also provided evidence of research conference presentations they made, research grants they received, research reports they wrote, and other scholarship items they worked on. The roles of faculty vary, so the research expectations are in accordance with the role. FREDS follows the faculty qualification guidelines the Barton School established to evaluate a faculty member's research contributions every year. A summary of the faculty research contributions is available in Table 1, and details are in Appendix B.

Table 1 Departmental 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				
2018	4	0	8	4	5	0									1	4	$16,000
2019	6	0	10	3	2	0										2	$5,000
2020	8	0	18	1	1	0										2	$9,000
2021	10	0	12	8	0	0										4	$31,000

*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.)

All 4 programs in the FREDS Department strive for excellence in teaching, research, and service. For teaching, FREDS offers 4 courses in the business core (FIN 340, MIS 395, DS 350, BLAW 431) at the undergraduate level, and 4 similar core courses (FIN 850, MIS 874, FIN 850, BLAW 810) in the MBA core at the graduate level. The 8 core courses alone generate a lot of SCHs for our department in addition to the major courses. For Research, in the period of 2018-2022, the faculty in the FREDS department produced the following contributions: 9 funded internal and external grants totaling $114,279; 41 refereed articles in top level journals; 13 refereed proceedings; and 72 international, national, and regional conference presentations. Moreover, faculty have close to 45 working papers at different levels of completion and submission to journals. This is a high research and scholarly productivity rate for a department offering 4 majors and 8 core business courses. As for service, FREDS faculty are engaged fully at all levels from department, to college, to university levels. Overall, FREDS contribution to teaching, research, and service is very high, even with the small number of faculty in each discipline. It is a source of pride for the department chair.

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 N/A

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 C, no hyperlink is available.
3. Current accreditation status: Accredited
4. Next Review Date: 2023
5. Commendations and concerns from the last review that program is addressing for continuous improvement:

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.)

Table 2 Learning Outcome Assessment

Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will have a basic understanding of human anatomy.	***Comprehensive Exam***	***Rubric***	***80% of students will score 80% Or <***	***90% of students scored 80% or better.***	***Proficient knowledge of anatomy has been demonstrated.***
[FIN]Students will have a basic understanding of Time Value of Money	Exam in Introductory Finance class	Grading scale	80% of students will score 80% or higher	Over all the semesters assessed, 93.2% of students met or exceeded expectations	Knowledge of Time Value of Money has been demonstrated.
[FIN]Students will have a basic understanding of Cost of Capital and Equity Valuation	Exam in Introductory Finance class	Grading scale	80% of students will score 80% or higher	Over all the semesters assessed, 87.2% of students met or exceeded expectations	Knowledge of Cost of Capital and Equity Valuation has been demonstrated.
[FIN]Students will have a basic understanding of Capital Budgeting	Exam in Introductory Finance class	Grading scale	80% of students will score 80% or higher	Over all the semesters assessed, 83.1% of students met or exceeded expectations	Knowledge of Capital Budgeting has been demonstrated.
[MIS]Goal #1: To demonstrate knowledge of basic and advanced MIS concepts and terminology.	Assessment exam questions.	Students of each class are required to answer questions on exit quiz at the end of semester.	80% Exemplary and Acceptable	Goals not met.	Improvement plan being executed.
[MIS]Goal #2: To be able to discuss knowledgably and use selected system development	Assessment exam questions.	Students of each class are required to answer	80% Exemplary and Acceptable	Goals met.	On track.

tools, techniques, and methodologies.		questions on exit quiz at the end of semester.			
[MIS]Goal #3: To be able to apply selected technologies to different business functions.	Assessment exam questions.	Students of each class are required to answer questions on exit quiz at the end of semester.	80% Exemplary and Acceptable	Goals met.	On track.
[**MSBA**]Students will understand how to use descriptive statistics effectively for exploratory analysis.	Exam, capstone project	Grading scale, rubrics	75% Exemplary and 60% Acceptable	NA	New program - To be completed at the end of the spring 2023 semester
[**MSBA**]Students will understand how to use visualization for descriptive analytics and data storytelling.	Exam, capstone project	Grading scale, rubrics	75% Exemplary and 60% Acceptable	NA	New program - To be completed at the end of the spring 2023 semester
[**MSBA**]Students will understand how to use predictive analytics techniques for inferential statistics (i.e., multiple linear regression).	Exam, capstone project	Grading scale, rubrics	75% Exemplary and 60% Acceptable	NA	New program - To be completed at the end of the spring 2023 semester
[**MSBA**]Students will understand how to train and evaluate predictive analytics models for both classification and regression.	Exam, capstone project	Grading scale, rubrics	75% Exemplary and 60% Acceptable	NA	New program - To be completed at the end of the spring 2023 semester
[**MSBA**]Students will be familiar with and know how to use a variety of common predictive modeling techniques.	Exam, capstone project	Grading scale, rubrics	75% Exemplary and 60% Acceptable	NA	New program - To be completed at the end of the spring 2023 semester
[**MSBA**]Students will understand how to apply optimization techniques for	Exam, capstone project	Grading scale, rubrics	75% Exemplary and 60% Acceptable	NA	New program - To be completed at the end of the spring 2023 semester

prescriptive analytics in real-world business problems.					
[**MSBA**]Students will understand how to apply machine learning techniques for prescriptive analytics in real-world business problems.	Exam, capstone project	Grading scale, rubrics	75% Exemplary and 60% Acceptable	NA	New program - To be completed at the end of the spring 2023 semester
[MSSCM]Students will articulate supply chain concepts and principles	Exams	Grading scale, rubrics	80%	84%	Competency in concepts and principles is achieved. Planned: to dynamically update the articles and assignments to better distribute comprehension to all students.
[MSSCM]Students will make procurement decisions	Cases	Grading scale, rubrics	80%	81.3%	Minimum target of 80% has been achieved. Planned: To continuously update cases and critically challenge students to make better decisions.
[MSSCM]Students will analyze distribution and logistics needs	Cases	Grading scale, rubrics	80%	100%	All students had demonstrated the knowledge of analyzing distribution and logistics needs. Planned: To keep the current practice.
[MSSCM]Students will produce executive level business writing	Term project: writing	Grading scale, rubrics	80%	86.70%	Students are gaining skills to generate executive level writing. We noted that most assignments are team based. Planned: To provide more guidance and resources; and to design assignments to measure individual writing skills
[MSSCM]Students will solve business and process challenges using technology	SAP Project	Grading scale, rubrics	80%	96%	Students have shown competency in this outcome. We have included more software and simulation games to improve decision making. Planned: To continue adding more technology components into our curriculum.

Definitions:

1. *Learning Outcome: Learning that should result from instruction.*
2. *Assessment Type: Type of assessment used to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).*
3. *Assessment Tool: Instrument used to evaluate the achievement of learning outcomes.*
4. *Criterion/Target: Percentage of students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).*
5. *Result: Actual achievement on each learning outcome measurement (e.g., 95%).*
6. *Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised*

Table 3 Student Learning Outcomes Comparison

Aggregate data supporting student success, by year, for the last four years (e.g., capstone, licensing/certification exam pass-rates)				
Year	**N**	**Name of Exam**	**Program Result**	**National Comparison±**
[**FIN**] 2021	153	ETS Major Field Test in Finance	49% met or exceeded expectations as defined by ETS	WSU students placed at the 58th percentile compared to National
[**MIS**] 2018-2020	~40 per year	Goal 1 (See Table 2)	Approximately 74% of students are considered in the group of acceptable and exemplary.	N/A (We do not offer licensing or certificate exams).
[**MIS**] 2018-2020	~40 per year	Goal 2 (See Table 2)	More than 80% of students are considered in the group of acceptable and exemplary.	N/A (We do not offer licensing or certificate exams).
[**MIS**] 2018-2020	~40 per year	Goal 3 (See Table 2)	More than 80% of students are considered in the group of acceptable and exemplary.	N/A (We do not offer licensing or certificate exams).
[**MIS**] 2020-2021	51	Satisfaction Survey	80.2% of MIS majors reported that they are satisfied with their choice of major.	57.5% of college graduates from 4-year Public University reported that they are satisfied with their college degree. (Data from almost 400K students. See https://files.eric.ed.gov/fulltext/ED618012.pdf)

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.

FIN: In finance, students have been performing at over 80% meet or exceed on our 3 learning objectives in both face-to-face and online classes. In addition, 21 finance majors took the ETS Major Field Test (a national test of finance concepts, a wider range of financial concepts than our 3 goals so the results are not directly comparable). Their average score on the finance questions was 60%. This score was better than 96% of the students throughout the world who recently took the Major Field Test. Results of assessments can be found in Appendix D.

MIS: This report focuses on the findings from after the 2017 academic year but includes the data in graphs since 2013 to demonstrate trends (see Appendix E). To measure each goal, students of each class are required to answer questions on an exit quiz at the end of semester. Depending on their score, they will be classified into a group of exemplary (correctly answering 80% or more of the questions), acceptable (correctly answering 70% -79.99% of the questions), or unacceptable (correctly answering less than 70% of questions correctly). One of our primary objectives is to achieve a combined score of 80% from the group of exemplary and acceptable. Since the last report, we have improved the assessment results in some areas, but there is still room to improve. The three main goals for the IT& MIS major need to have a combined ratio between the group of exemplary and acceptable over 80%. In the academic year of 2017, we had more than 90% of the combined ratio for goal #3 for the first time. This report demonstrates that such a number had declined in the 2018 academic year, but we were able to bring it back in 2019. Upon closer examination, we found a significant improvement on goal #3 in the exemplary category. We reached 73% of the exemplary group for the first time in the 2019 academic year. Our results additionally demonstrated a continuous improvement in goal #2 assessment result. We have consistently a combined ratio of the exemplary and acceptable groups over 80%.
We are now considering how to improve on goal #1 assessment result. For example, we found an increase in the unacceptable group from 15% in 2017 academic year to 27% in 2019 academic year. The MIS faculty group considered different tactics to improve on this goal and we are planning to implement them immediately (i.e., doing short pop quizzes, etc.). With the dynamic changing nature of the MIS discipline, the MIS faculty are constantly engaging our students by adopting a project competition sponsored by a major local employer, changing/updating textbooks, introducing new topics (adding Cloud Computing Course), updating the software used in classes, and working closely with the business community and the co-op office. Although not included in these reports, some of our MIS major courses were consistently ranked close to 90th percentile (in SPTE results) among all WSU courses in the area of course demand.

A summary of the changes that we made to our courses since the 2018 academic year can be found in Appendix E.

MSBA: The program is new. The first assessment is yet to be completed and analyzed.

MSSCM: The last column of Table 2 provides analysis and planned actions.

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.

FIN: Student satisfaction with the Finance program was quite good and stable through the period. The rolling 5-year average satisfaction in 2016-20 was 80.8% and dropped only slightly during COVID to 79.5% in 2017-21.

MIS: According to the OPA report (12/20/22), we observed an upward trajectory of students' self-reported satisfaction from 2018 to 2021. Below is the statistics found in the OPA report for the IT & MIS major.

	2018	2019	2020	2021
IT & MIS Program Satisfaction	68.8%	75.9%	82.1%	78.3%

MSBA: The program is new, and no data are available.

MSSCM: The program is new and no data are available.

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

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).

FIN: in the 2018-2021 time period, the finance major was stable and hovered around the same number of students.

MIS: Enrollment in the IT and MIS program is strong. However, the program may have hit a ceiling since some gateway courses are held in computer labs where we have a fixed number of seats (40). To continue to grow, we need to provide more sections of the gateway courses.

MSBA: The MSBA program is strong, given its strong growth numbers and high demand for BA skills in industry, both in the region and globally. We get a very large number of international applications. The program has grown to 110 students in its 2nd year, even though the projected growth was for 15 students.

MSSCM: The MSSCM program is strong and has grown significantly since it started. Supply Chain Management skills became high in demand after Covid-19. The program is STEM and attracts a large number of international 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).

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**
Finance	$55,446	85%	76.5%	23.5%	0%	3.6% at graduation, 18.2% plan in the future	7% from 2021-31
MIS	$58,369	50%	75%	25%`	0%	4.3% at graduation, 13.0 % plan in the future.	6.2%
MSBA	$76,000	74%	N/A	N/A	N/A	N/A	36%
SCSSM	$88,205	60%	95%	5%	0%	3%	28%

* 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).

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.

FIN: A finance program generally prepares individuals to plan, manage, and analyze the financial and monetary aspects and performance of business enterprises, banking institutions, or other organizations. It includes instruction in principles of accounting, financial instruments, capital planning, funds acquisition, asset and debt management, budgeting, financial analysis, and investments and portfolio management. Financial professionals may work with individuals (personal finance), businesses (corporate finance) and within government agencies (public finance) as well as non-for-profit institutions (foundations, hospitals, churches).

MIS: There are many different types of IT jobs available, ranging from entry-level positions to more specialized and senior roles. Some common examples of IT jobs include:

- Software Developer: Software developers are responsible for designing and coding computer programs and applications.
- Business Analyst (BA): Overall, BAs help organizations improve their business processes, operations, and strategies, and ensure that they stay competitive in today's dynamic business environment through the use of data and information resources.
- Network Administrator: Network administrators are responsible for managing an organization's computer networks. They oversee network security, troubleshoot issues, and maintain network infrastructure.
- Data Scientist: Data scientists use advanced analytics and machine learning techniques to analyze large amounts of data and uncover insights. They work with tools such as data visualization.
- System Analyst (SA). SAs help design information systems for organizations and ensure compatibilities between newly developed systems and existing information systems.

MSBA: The following are examples of common types of analytics jobs.

- Data Analyst/Scientist: A data analyst collects, cleans, organizes and interprets large amounts of data from various sources, then uses machine learning/deep learning models to analze the data and provide insights to decision makers.
- Data science manager: A manager responsible for leading a data science team to mine a firm's data for insights to support data-driven decision making.
- Business analytics manager: A manager responsible for leading a business analytics team.
- Business intelligence analyst: An analyst tasked with developing business intelligence tools for executives and decision makers to use for data-driven decision making.
- Business intelligence manager: A manager in charge of managing a team developing an organization or a division's business intelligence tools.

SCM: Supply chain has a healthy job outlook with solid growth rate much higher the industry averages. Logistics alone is expected to grow 28% in 2021-2031 according to the Bureau of Labor Statistics. Based on an Alumni survey in Fall 2022, we have about 95 percent employment, based on the 43 surveys received. Three graduates has chosen to continue their academic education.

- Supply Chain Analyst: [Average Salary: $74550] Supply chain analyst analyzes data to predict and continuously improve supply chain's delivery of products and services and plays a significant role in ensuring products and services make it to their destinations in a timely, cost efficient manner.
- Demand Planning Manager: [Average Salary: $93,846 plus bonus] Demand planning manager uses analytical, marketing, and sales data to develop effective forecasting models and effectively estimate future demand for products and services. Among the responsibilities are monitoring and reporting on important changes in sales forecasts, budgets, and business strategies, proposing and implementing solutions to improve accuracy in planning, and addressing risk issues in a timely and effective manner and provide mitigation activities.
- Procurement Manager: [Average Salary: $75,896 plus bonus] Procurement manager creates buying strategies taking into account the budget and finds matching vendors. Among the responsibilities are forecasting needs and supplies; determining the supply base; reviewing request for proposals; and reviewing and negotiating with suppliers.
- Logistics Analyst: [Average Salary: $68,453 plus bonus] Logistics Analyst oversees supply chain delivery systems by collecting, interpreting, and analyzing logistics data about product availability; tracking origin-to-end

delivery flow; reviewing and improving logistics processes; using analytic tools to predict and monitor logistics operations; and monitoring warehouse inventory transactions.

- Supply Chain Planner: [Average Salary: $75,276 plus bonus] Supply chain planner forecasts demand; handles capacity planning; develops production plans; and monitors and manages global inventories. Supply chain planner works closely with demand planners; logistics managers; and procurement managers to makes sure the whole supply chain is working smoothly by meeting demand as efficiently as possible.

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:

a. The student need for the CIP degree using the data from the table as appropriate.
b. Employment demand for students. For each program cite placement data including positions secured, starting salaries, proportion of graduates placed at graduation.
c. Provide information on alumni or employer surveys about placement, salary, needs, etc. for the different program levels.
d. Number or percentage of graduates who go on to enroll in graduate degree programs.

FIN: Employment in finance is expected to increase 7% from 2021-31. Some specific areas in finance are growing even faster such as financial analysts (+9%) and personal financial planners (+15%). From alumni surveys, about 85% of finance graduates stay in Kansas. Within the Finance program, the percentage of URM majors increased from 14.1% in 2017 to 20.9% in 2020. The number of degrees awarded to URM majors increased from a 5-year rolling average of 13.9% in 2015-19 to 15.1% in 2017-21.

MIS: Based on the OPA report (12/20/22), the IT & MIS Program attracts a diverse groups of students. On average, approximately 50% of our students are white. The other 50% includes black, hispanic, asian, and foreign students. Acccording to the Kansas department of labor, IT-related jobs experieced significant growth in the past ten years. We believe the growth will continue in the forseeable future. Acccording to the Kansas department of labor, IT-related jobs experienced significant growth in the past ten years. The Kansas Board of Regents website shows that 83.00% of program graduates are employed in the region with an average starting salary of $58,369.00
https://ksdegreestats.org/ProspectusController?app=prospectus&ficeInstId=001950&programNbr=30
Unsolicited emails from our alumni indicate a salary range between $60,000 and $75,000. The percentage of graduates who enroll in graduate degree programs is 4.3% at graduation, 13.0 % plan to enroll in the future.

MSBA: The BA program is new with no available data in the OPA report. According to the F22 OPA report, the program has been one of the fastest growing programs in the Barton School of Business. The growth for the program is mostly coming from international students due to the very high demand for analytics skills globally.There was an increase from 29 students in Fall 2021 to 71 students in Fall 2022, which is a difference of 42 students. The percent change between the two semesters was 144.83%, indicating a significant increase in enrollment.

MSSCM: The MSSCM master's program started in Summer 2018 with one student and has grown to 98 students in Spring of 2023. Since the inception, the demand for the program is solid and expected to contnue to grow. Currently, the international student demand is driving the growth. The program has graduated 50 students since it started, as of Fall 22. Employment: An alumni survey was administered in Fall 22. Out of 50 graduated students, 43 students returned the survey. All students have been employed by major companies. Salary Distribution of Graduates: Among those who indicated their salary, the salary distribution is as follows. The average is $88, 225.
Please see Appendix F for additional information.

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.

For additional details on undergraduate and graduate enrollment information, refer to Appendix G.

FIN: In the Finance program, we updated the curriculum and changed the total hours for a major to 21 hours beyond the business core of 36 hours (57 hours in total). Previously, a finance major required 63 hours in total. This revision to the major will help our students graduate in a timelier manner while not reducing the quality of major. The program teaches classes face-to-face and online to better serve the needs of our students.
MIS: Although the IT & MIS program is predominantly an evening program, we experimented with morning courses in Fall 2020 and Spring 2021 and gained good traction in the AM sections.
The IT & MIS faculty conducted benchmarking research by studying similar programs in neighboring cities and states. The report was submitted to the dean's office. IT & MIS faculty participate in business orientation courses to increase students' awareness 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.

MSBA: The MSBA program was initiated 2 years ago, and since then, the curriculum has been revised every year to improve the student experience and retention rates. The program requirements have been updated, and new courses have been added to improve the background deficiencies of students and attract a broader pool of applicants. One challenge the program experienced is enrollment of domestic students. The majority have been international students.

MSSCM: Among the current recruitment and retention activities are online information sessions, emailing prospective students; actively using social media, engaging students with events by the Sudent Association for Supply Chain Management, bringing professional speakers to campus, involving students with profesisional organizations in town, and encouraging students to participate in national competitions, Other options for marketing the eprogram are being explored.

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)

FIN: In the Finance program, the number of majors fell slightly from 2018 to 2020. However, the number of degrees granted increased slightly from 70 in 2018 to 75 in 2020. Within the Finance program the number of URM majors increased from 14.1% in 2017 to 20.9% in 2020. The number of degrees awarded to URM majors increased from a 5-year rolling average of 13.9% in 2015-19 to 15.1% in 2017-21.

MIS: The statistics in Appendix G show relatively stable enrollment during the period of 2018-2020. Based on additional research, we found that the IT & MIS program experienced consistent enrollment growth in 2021 and 2022. For instance, the IT & MIS program had the highest growth rate among all undergraduate majors at the Barton school in 2022. In fall 2021, we found the IT & MIS headcount increased to 129 (information provided by Dr. John Perry (Associate Dean of Undergraduate Program).

According to the OPA table (table 12), we noted a significant increase in URM students. The number of majores grew from 16.7% to more than 20% among Freshmen and Sophomore. We also almost reached 30% of URM students among juniors and seniors in 2019. In terms of degrees conferred, more than 30% of our graduates are URM graduates.

Since the MSBA and MSSCM programs are relatively new, there are no data for these programs. However, the student enrollment and graduation rates since the start of the programs are listed in Appendix G. The 1st cohort of MSBA students

will graduate in May 23.

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.

FIN: The Finance program provides a substantial service as measured by SCH to non-majors. In 2017, 76.5% of SCH were by non-majors and that increased to 78.8% in 2020.

MIS: The ITMIS program provides significant support to the Barton School of Business as the percentages from OPA table 16 indicate. Non-majors comprise around 90% of ITMIS credit hours. This is due to the fact that all business majors are required to take MIS 395 as part of their undergraduate core curriculum. The IT & MIS program also provides a large number of Co-op learning experiences and internships that benefit local employers and our local economy, as well as acting as a stepping-stone to future careers for our students, who mostly stay in the local area after graduation. Students report satisfaction with the program.

7. Provide a brief assessment of the service the Program/certificate provides to other university programs.

FIN: The Finance program provides substantial service as measured by SCH to non-majors. It teaches FIN 340, which is in the business core. Other higher level courses serve as electives for other business majors and minors. The Finance program also provides a large number of Co-Op and Internship learning experiences. Both of these benefit local employers and our local economy, as well as acting as a stepping-stone to future careers for our students, who mostly stay in the local area after graduation. Students report overwhelming satisfaction with the program.

MIS: Several courses we offered in the IT & MIS program support other programs in and outside the Barton school. In recent years, we have experienced a tremendous growth in the demand of our courses. It is a result of having two new master's degrees at the Barton School (MS in Supply Chain and MS in Business Analytics) and also the incredible growth in enrollment in Engineering and Computer Science programs. Many of our courses are a part of these master's degrees. For example, we offered 4-5 sections of MIS 750 in the last one year as compared to only one section just a few years ago. Some of our popular courses must be offered in a computer lab, which limits the number of students we can take-in. Other MIS courses that support other programs include, but are not limited to, MIS 600, MIS 605, MIS 612, MIS 884.

MSBA: The MSBA Program has seen an increase in both major and non-major SCH since its inception in Fall 2021. This suggests that the MSBA Program is providing a valuable service to both majors and non-majors through its course offerings.

SCM: MSSCM program offers course(s) that can be used by Engineering students to obtain a supply chain certificate; that can be used by MBA students to obtain an emphasis in supply chain management; and that can be used as an alternate by MIS undergraduate students to fulfill one of the requirements to graduate.

8. Provide a brief assessment of the service the Program/Certificate provides to the institution and beyond.

FIN: Our faculty is committed to ongoing university and community service through a number of channels, including chairs and board memberships on charities, financial institutions, retirement planning committees, real estate professional societies and other local and national professional organizations and not-for-profit organizations. They also engage in professional training and paid consultancies.

MIS: Our faculty is committed to ongoing university and community service through a number of channels, including serving on editorial boards at multiple academic journals. They also engage in project competitions in collaboration with major local employers.

MSBA: The program offers an Introduction to Business Analytics course (BSAN 775) that is taken by all majors in the Master of Data Science in Computer Science and the Master of Data Analytics in the Mathematics department.

MSSCM: The MSSCM program offers market based tuition and customizable certification courses. Cargill has benefited from these courses for several years. The program strongly encourages students to do a co-op or obtain an internship that is mutually inclusive for both our students and companies in local industries. Our curriculum is designed to have real life projects in every class, boosting applied learning opportunities. Local companies have benefited from students' analysis and reports. Our program has offered outstanding service to local companies as evident by having majority of our graduates employed by local companies.

9. Provide a brief assessment of SCH workload of the service the Program/Certificate provides through interdisciplinary opportunities (cross list, team teach, etc.)

FIN: The Finance program has cross listed courses with Real Estate, Economics, and Decision Sciences. None of these is team taught.

MIS: Some MIS courses are cross listed with the other programs such as MIS/BSAN 750 and MIS/DS 755.

MSBA: The program uses classes from other disciplines, like MIS, CS and others.

MSSCM: The program has cross listed courses with Business Analytics (DS760/BSAN 760) and with MIS (DS 755/MIS755). The program also uses alternate courses from Industrial Engineering (DS865/IME 783; DS833/IME883); and utilizes cross listed courses from other disciplines (BSAN 710/ECON710; BSAN 734/IME734)

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.

FIN: Currently, no Finance faculty are teaching badge courses.
MIS: N/A
MSBA: NA
SCM: The company specific certification offered by the MSSCM for professionals is based on micro-credential courses and are stackable towards obtaining a master's degree in MSSCM. The program also accepts professional certifications as industry credentials towards one elective course.

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)

Table 5 Results of Goals from Last Review

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
[FIN]	SCH growth of 3% per year.	OPA-0001	From FY 2017 to 2021, growth of 2.2%.	Continue to work on increasing SCH
	Applied Learning experience requirements for each student and process implemented by next review.		Implemented applied learning component to FIN 620 class, required of all majors.	Completed
	Increase Student Study Abroad participation to 15%, especially using the ESC Pau Program.		COVID travel restrictions as well as cost of international travel, limited this goal.	Replace with programs to increase student engagement of all students and not just a small subset who have the financial ability to travel internationally.
	Increase the number of Finance majors by 9% for the next review period.	OPA-0002	Number of majors has fallen from 268 in 2018 to 235 in 2020. However, the number of degrees awarded increased from 70 in 2018 to 75 in 2020.	Continue to work on increasing majors and retaining students.
	Increase the number of underrepresented minorities as majors and graduates by 10% over the next 3 years, with assistance from the office of Diversity and Inclusion.	OPA-0012	URM majors has increased from 14.1% in 2017 to 20.9% in 2020, a 48% increase. URM degrees increased from 13.9% in 2015-19 to 15.1% in 2017-21.	Continue to work on increasing URM majors and retaining students.
[MIS]	SCH growth of 3% per year.	OPA-0001	Achieved. IT & MIS program at WSU has a strong growth in enrollment.	Continue to improve.
	Applied Learning experience requirements for each student and process implemented by next review.		Completed. Included MIS project competition in MIS 610.	Considering whether we should replace it with another applied learning project.
	Increase Student Study Abroad participation to 15%		Due to COVID, we had to put this goal on hold in the past three years. We therefore cannot provide	Replace with programs to increase student engagement of all students and not just a small subset who have the

			assessment on this goal.	financial ability to travel internationally.
	Increase Co-Operative education and Internships by 12%		Being reevaluated. Due to COVID, we had to put this goal on hold in the past three years. We therefore cannot provide assessment on this goal.	Replace with programs to increase student engagement of all students and not just a small subset who have the financial ability to travel internationally.
	Increase the number of ITMIS majors by 12% for the next review period	OPA-0002	Although we experienced positive growth in enrollment, it was not to the level we expected.	Continue to work on increasing majors and retaining students.
	Increase the number of underrepresented minorities as majors by 10% over the next 3 years	OPA-0012	Achieved. Based on part 4, we met the goal of growing URM student body in the IT & MIS program.	Continue to maintain the URM student level in the program.

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?

FIN: The Faculty in Finance are very high quality and quite productive in research, teaching, and service, with extensive service to the community. The program graduates are placed in finance positions in Kansas at competitive salaries. The department delivers a high level of SCH per FTE (270.6 in 2020 compared with 205.3 for the university). This raises a concern about the adequacy of faculty resources. Additional faculty would create flexibility in scheduling that might result in additional SCH growth. We believe our revamped required courses and the opening of the new Woolsey Hall will help turnaround the number of majors.

MIS: Analysis was provided above. Faculty are looking into ways to introduce new elective classes on recent topics in IT, such as Cybersecurity. This could advance the program and increase enrollment.

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. **[source: FIN and MIS current submission]**

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

Recommendation	Activity	Outcome
[**FIN**]For the next review, align recruitment and retention efforts with the university's strategic enrollment plan.	Recruitment activities are being implemented from the Barton School's new Bloom Plan.	New recruiting and retention activities are being implemented at the college and departmental levels.
[**FIN**]Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.	UNISCOPE model was adopted by the Barton School for tenure and promotion.	Completed.
[**MIS**]To grow our major by attracting more high-quality students.	The IT & MIS faculty participated in numerous student recruiting and orientation activities across campus.	We experienced positive growth in enrollment and are confident that the

		growth will bring higher quality students to the program.
[**MIS**]To increase applied learning to the program.	In collaboration with Koch industry, we developed a senior project competition in MIS 610.	Students participating in the competition had exposure to real world projects. Many of them were recruited by Koch Industry at the end of project.
[**MIS**]To add more resources to the program.	We experienced a loss in faculty and so far, we only were able to replenish. No growth in faculty resources at this point.	Our faculty resources are in decline due to recent faculty departure. In Fall 2023, we will be able to bring the number faculty back to where it used to be, but it is not the growth that we expected.

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. **[all sources from program submission]**

Complete the table. (add lines as needed)

Table 7 Forward Facing Goals for Program Review Period

Program/Certificate Goal	Specific	Measurable	Attainable	Realistic	Time-bound
[**FIN**]Increase number of finance majors and SCH by 3% over next 3 years.	Yes	Yes	Yes	Yes-with coordinated effort with Barton School Advising	Yes-Fall 2026
[**FIN**]Create a student managed investment fund.	Yes	Yes	Yes, donation has been secured to begin the fund	Yes-Listed in the Barton School's Strategic Plan	Yes-begin AY24
[MSBA]Increase enrollment for domestic students by 5%	Yes – enrollment numbers	Yes – how many students	Yes – arranging local recruitment activities	Yes – within the scope of responsibility	Yes – by next review time
[MSBA]Increase number of dual-accelerated students by 5%	Yes – enrollment numbers	Yes – how many students	Yes – arranging in-class recruitment activities	Yes – within the scope of responsibility	Yes – by next review time
[**MIS**] Improve the student learning outcomes especially goal #1.	Yes – Exam Score.	Yes	Yes	Yes	2023-2027
[**MIS**]To incorporate more applied learning to the program.	Yes	Yes	Yes	Yes	2023-2027
[**MIS**]To maintain enrollment of IT & MIS major.	Yes	Yes	Yes	Yes	2023-2027
[**SCM**]SCH growth of 3% per year	Yes	Yes	Yes	Yes	Yes
[**SCM**]Increase enrollment for domestic students by 5%	Yes – enrollment numbers	Yes – how many students	Yes – arranging local recruitment activities	Yes – within the scope of responsibility	Yes – by next review time
[**SCM**]Increase number of dual-accelerated students by 5%	Yes – enrollment numbers	Yes – how many students	Yes – arranging in-class recruitment activities	Yes – within the scope of responsibility	Yes – by next review time

Appendix A – Workload Policy

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.*

Appendix B – Research & Creative Activity

ALL Funded Grants Activities, FREDS Faculty
2018-2022

	Summary of All Grants					
	Internal Grants		External Grants		Total Grants	
Department	Grants	Amount	Grants	Amount	Total	Amount
Finance, Real Estate and Decision Sciences [FREDS]	9	$41,000.00	5	$73,279.00	14	$114,279.00

FREDS Funded Internal Grants (ALL)
2018-2022

#	Year	Name	Funding Source	Type	Funded	Title	Attach
1.	2018	Mirsadikov, Akmal	Barton School of Business	Teaching	$0.00	Purchasing Wireless Laptops for MIS Majors	
2.	2018	Muthitacharoen, Achita	Barton School of Business	Teaching	$0.00	Purchasing Wireless Laptops for MIS Majors	
3.	2022	Muthitacharoen, Achita	Barton School of Business	Research	$8,000.00	Summer Research Grant:Barton School of Business	
4.	2021	Mirsadikov, Akmal	Barton School of Business	Research	$8,000.00	Barton School of Business Summer Research Grant	
5.	2021	Muthitacharoen, Achita	Barton School of Business	Research	$8,000.00	Summer Research Grant:Barton School of Business	
6.	2020	Muthitacharoen, Achita	Barton School of Business	Research	$8,000.00	Summer Research Grant:Barton	

						School of Business	
7.	2020	Muthitacharoen, Achita	The Barton School of Business	Teaching	$1,000.00	2020 PTS Huddle Cam	
8.	2019	Abdinnour, Sue	GOV-National Science Foundation (NSF)	Other	$0.00	NSF I-Corps	
9.	2018	May, Anthony	W. Frank Barton School of Business	Research	$8,000.00	Barton School Summer Research Grant	

FREDS Funded External Grants (ALL)

2018-2022

#	Year	Name	Funding Source	Type	Funded	Title	Attach
1.	2022	Gruetzemacher, Ross	The Alfred P. Sloan Foundation	Research	$45,279.00	Enhancing Scientific Research Productivity with Foundation Models	
2.	2021	Abdinnour, Sue	KU Institute for Digital Research	Research	$0.00	Wichita Nonwhite Business Owners Tell Their Stories	
3.	2021 **1/3**	Barut, Mehmet	Institute for Supply Management -Wichita	Teaching	$15,000.00	Course Development Grant	
4.	2019 **1/2**	Longhofer, Stanley	Lincoln Institute of Land Policy	Research	$5,000.00	Estimating Land Values using Single-family Residential Sales Data	
5.	2018	Saeed, Khawaja	EFT Analytics, Meritrust Credit Union, and AgVantis	Teaching	$8,000.00	Mobile App Camp	

All Research Activities: For the period: 2018-2022, FREDS Faculty

Articles - Refereed

Column1	Year	Journal Name	Member	Title	Research	Refereed	Status	Quality
1	2022	The Public Historian	Abdinnour, Sue	Serving a Slice of Entrepreneurship on Campus at The New Pizza Hut Museum	AIS	Yes	Published	
2	2022	ACM Computing Surveys	Gruetzemacher, Ross	Deep Transfer Learning & Beyond: Future Directions for Transformer Language Models in Information Systems Research	AIS	Yes	Published	
3	2022	Futures	Gruetzemacher, Ross	The Transformative Potential of AI	BDS	Yes	Published	
4	2022	Harvard Business Review	Gruetzemacher, Ross	The Power of Natural Language Processing	AIS		Published	
5	2022	Industrial and Organizational Psychology: Perspectives on Science and Practice	Keeler, Justin	Avoiding Harm, Benefits of Interpersonal Listening, and Social Equilibrium Adjustment: An Applied Psychology Approach to Side Effects of Organizational Interventions	BDS	Yes	Published	
6	2022	Industrial and Organizational Psychology: Perspectives on Science and Practice	Keeler, Justin	Practicality of Job Analysis in Today's World of Work	BDS	Yes	Published	
7	2022	Journal Of Housing Economics	Longhofer, Stanley	Estimating Land Values using Residential Sales Data	BDS	Yes	Published	
8	2022	International Journal of Finance and Banking Studies	May, Anthony	Multinational Corporations and SEO Discounts	BDS	Yes	Published	
9	2022	Journal of the Midwest Association for Information Systems	Mirsadikov, Akmal	The Role of Motivation in Assessing Website Credibility: Insights from Eye Tracking	BDS	Yes	Published	
10	2022	Journal of the Midwest Association for Information Systems	Muthitacharoen, Achita	The Role of Motivation in Assessing Website Credibility: Insights from Eye Tracking	BDS	Yes	Published	

Column1	Year	Journal Name	Member	Title	Research	Refereed	Status	Quality
11	2022	International Journal of Information and Learning Technology	Najjar, Mohammad	Online teaching during COVID-19 crisis: the role of technostress and emotional dissonance on online teaching exhaustion and teaching staff productivity	BDS	Yes	Published	
12	2022	Computers & Industrial Engineering	Nasir, Murtaza	An integrated decision support system for multi-target forecasting: A case study of energy load prediction for a solar-powered residential house	AIS	Yes	Published	
13	2022	Journal Of Management Information Systems	Nasir, Murtaza	Improving Imbalanced Machine Learning with Neighborhood-Informed Synthetic Sample Placement	BDS	Yes	Published	
14	2021	Information Technology and People	Abdinnour, Sue	Tablets for Problem Solving through a Flow Theory: The Impact of Navigation and Visual Appearance on Performance and Efficiency	BDS	Yes	Accepted	
15	2021	International Journal of Information and Communication Technology Education	Abdinnour, Sue	Extending the Task-Technology Fit Model to E-Textbook Usage by Students and Instructors.	BDS	Yes	Published	
16	2021	Annals Of Operations Research	Barut, Mehmet	Impact of Commitment, Information Sharing, and Information Usage on Supplier Performance: A Bayesian Belief Network Approach	BDS	Yes	Published	
17	2021	Technological Forecasting And Social Change	Gruetzemacher, Ross	A Research Agenda for Forecasting AI Progress	BDS	Yes	Published	
18	2021	Appraisal Journal	Longhofer, Stanley	Land Values and External Obsolescence	BDS	Yes	Published	
19	2021	European Journal of Information Systems	Najjar, Mohammad	IS incident recovery and service value: a service dominant logic view	BDS	Yes	Published	
20	2021	Journal of Organizational and End User Computing	Najjar, Mohammad	Trust in the Ride Hailing Service of the Sharing Economy: The Roles of	BDS	Yes	Accepted	

				Legitimacy and Process Transparency				
Column1	**Year**	**Journal Name**	**Member**	**Title**	**Research**	**Refereed**	**Status**	**Quality**
21	2021	Online Information Review	Najjar, Mohammad	Users' affect and satisfaction in a privacy calculus context	BDS	Yes	Published	
22	2021	Decision Support Systems	Nasir, Murtaza	Developing a decision support system to detect material weaknesses in internal control	AIS	Yes	Published	
23	2021	Journal of the American Medical Informatics Association	Nasir, Murtaza	Machine learningâ€“based outcome prediction and novel hypotheses generation for substance use disorder treatment	AIS	Yes	Published	
24	2020	International Journal of Finance & Banking Studies	Boehme, Rodney	Seasoned Equity Offerings and Stock Price Crash Risk	BDS	Yes	Accepted	
25	2020	Technological Forecasting And Social Change	Gruetzemacher, Ross	Forecasting Extreme Labor Displacement: A Survey of AI Practitioners	BDS	Yes	Published	
26	2020	Industrial and Organizational Psychology: Perspectives on Science and Practice	Keeler, Justin	Rethinking how to Manage Harassment and Discrimination in the Workplace	BDS	Yes	Published	
27	2020	International Journal of Finance and Banking Studies	May, Anthony	Seasoned Equity Offerings and Stock Price Crash Risk	BDS	Yes	Published	
28	2020	Entertainment Computing	Najjar, Mohammad	When ignorance is bliss: The role of curiosity in online games adoption	BDS	Yes	Accepted	
29	2020	Information Technology and People	Najjar, Mohammad	The effect of risk levels on technology adoption decision: the case of online games	BDS	Yes	Published	
30	2020	Decision Sciences Journal of Innovative Education	Nasir, Murtaza	Determining Optimal Skillsets for Business Managers Based on Local and Global Job Markets: A Text Analytics Approach	TLS	Yes	Published	
31	2020	Service Business	Nasir, Murtaza	A service analytic approach to studying patient no-shows	AIS	Yes	Published	
32	2019	Asia Pacific Journal of Marketing and Logistics	Barut, Mehmet	Experiential marketing, social judgements, and	AIS	Yes	Published	

				customer shopping experience in emerging markets				
Column1	**Year**	**Journal Name**	**Member**	**Title**	**Research**	**Refereed**	**Status**	**Quality**
33	2019	Journal Of Business Research	Barut, Mehmet	The Role of Information Usage in a Retail Supply Chain: A Causal Data Mining and Analytical Modeling Approach	AIS	Yes	Published	
34	2019	Big Data and Cognitive Computing	Gruetzemacher, Ross	A Holistic Framework for Forecasting Transformative AI	BDS	Yes	Published	
35	2019	Journal of Information Technology Management	Muthitacharoen, Achita	I've got you under my skin: The past, present, and future use of RFID technology in people and animals	BDS	Yes	Published	
36	2019	Information Development	Najjar, Mohammad	Share if you care: the impact of information sharing and information quality on humanitarian supply chain performance - a social capital perspective	BDS	Yes	Published	
37	2019	Journal Of International Accounting Research	Tartaroglu, Semih	Transparency Regulation and Stock Price Informativeness: Evidence from the European Union's Transparency Directive	BDS	Yes	Published	
38	2018	Journal of Purchasing and Supply Management	Abdinnour, Sue	How Supply Chain Architecture and Product Architecture Impact Firm Performance: An Empirical Examination	BDS	Yes	Published	
39	2018	Journal of the American Medical Informatics Association	Gruetzemacher, Ross	3D Deep Learning for Detecting Pulmonary Nodules in CT Scans	BDS	Yes	Published	
40	2018	International Journal of Business and Social Science	Keeler, Justin	Work Role Stressors and Bottom-line Mentality	BDS	Yes	Published	
41	2018	Industrial Management & Data Systems	Nasir, Murtaza	A comparative data analytic approach to construct a risk trade-off for cardiac patients' re-admissions	AIS	Yes	Published	

Chapter

	Year	Publisher	Chapter Title	Member	Title	Research	Refereed	Status
1	2018	IGI Global	An empirical investigation of the consequences of technostress: Evidence from China	Muthitacharoen, Achita	In Social Issues in the Workplace: Breakthroughs in Research and Practice	BDS	Yes	Published

Presentations-Refereed

Column1	Year	Conference	Member	Title	Research	Refereed	Status
1	2022	2022 Effective Altruism Global London	Gruetzemacher, Ross	Exploring AI Futures Through Role-Play	AIS		Presented
2	2022	INFORMS	Gruetzemacher, Ross	Generalist Agentive AI and the Power of Multimodal Foundation Models	AIS		Presented
3	2022	International Symposium on Forecasting	Gruetzemacher, Ross	An Interactive Calibration Training App for Improving Probabilistic Judgments	BDS		Presented
4	2022	Southern Management Association	Keeler, Justin	Measuring Moral Intensity: Perspectives on Subjective versus Objective Measurement	BDS	Yes	Presented
5	2022	Southwest Academy of Management	Keeler, Justin	Why Employees' Mindsets about Importance Changes? Organizational Climate and Motivation as Enabling Mechanisms	BDS	Yes	Accepted
6	2022	American Real Estate Society	Longhofer, Stanley	How 'Fixed' are Fixed Effects? Location Premia in Dynamic Urban Areas	BDS	Yes	Accepted
7	2022	AMCIS	Mirsadikov, Akmal	Understanding the Role of Emojis on Deception Detection	BDS	Yes	Presented
8	2022	Hawaii International Conference on System Sciences	Mirsadikov, Akmal	What do Users Actually Look at During Videoconference Calls? Exploratory Research on Attention, Distraction Effects, and Gender	BDS	Yes	Accepted

9	2021	AASLH Annual Conference	Abdinnour, Sue	Non-White Entrepreneurship in Wichita, KS	BDS	Yes	Presented
10	2021	GRASP	Abdinnour, Sue	Visualization Analysis of OSPTE Comments	AIS	Yes	Accepted
11	2021	INFORMS	Abdinnour, Sue	A Sentiment Analysis Dashboard of Covid-19 Tweets	BDS	Yes	Presented
12	2021	Industry Engineering and Management Systems Conference	Abdinnour, Sue	A Comprehensive Cost Model of Additive Manufacturing,	BDS	Yes	Presented
13	2021	Temple University Conference on Artificial Intelligence, Machine Learning, and Business Analytics	Abdinnour, Sue	Deep Transfer Learning for Classification of Social Media Customer Service Opportunities	BDS	Yes	Presented
14	2021	2021 IEMS Conference	Barut, Mehmet	Supply chain operational disruption management: A systematic literature review	AIS		Presented
15	2021	2021 IISE Conference	Barut, Mehmet	Supply chain resilience: An empirical study on post-COVID supply chain	AIS		Presented
16	2021	Decision Sciences Institute National Meeting	Barut, Mehmet	Resilience of supply chains during disruptions: an empirical study	AIS	Yes	Presented
17	2021	POM Annual Meeting	Barut, Mehmet	Drivers of Blockchain Technology Adoption: An Empirical Study	AIS		Presented
18	2021	The Institute for Operations Research and the Management Sciences	Barut, Mehmet	Supply chain operational disruption management towards resiliency: an empirical study on post-COVID supply chain	AIS		Presented
19	2021	Southwest Finance Symposium	Boehme, Rodney	The Impact of Credit Card Lending on the Performance of Credit Unions	BDS		Presented
20	2021	Southwest Finance Symposium	Craft, Timothy	The Impact of Credit Card Lending on the Performance of Credit Unions	AIS	Yes	Accepted
21	2021	Conference on AI, Machine Learning and Business Analytics	Gruetzemacher, Ross	Deep Transfer Learning for Classification of Social Media Customer Service Opportunities	BDS		Presented
22	2021	INFORMS Conference on Business Analytics	Gruetzemacher, Ross	Deep Transfer Learning & Beyond: Applications of	AIS		Presented

				Transformer Language Models in Business Analytics			
23	2021	Southern Management Association	Keeler, Justin	The New World of Remote Work: Resources, Demands, Interferences, Oh My!	BDS	Yes	Presented
24	2021	Southwest Finance Symposium	LeCompte, Richard	The Impact of Credit Card Lending on the Performance of Credit Unions	BDS		Presented
25	2021	Southwestern Finance Association	Longhofer, Stanley	Land Values and External Obsolescence	BDS	Yes	Presented
26	2021	DSI Annual Meeting	Nasir, Murtaza	Simple Interaction Finding Technique (SIFT): A Novel Hypothesis Generation Methodology with Machine Learning	BDS	Yes	Presented
27	2021	INFORMS	Nasir, Murtaza	Simple Interaction Finding Technique (SIFT): A Novel Hypothesis Generation Methodology with Machine Learning	BDS	Yes	Presented
28	2021	Northeast Decision Sciences Institute (NEDSI)	Nasir, Murtaza	Simple Interaction Finding Technique (SIFT): A Novel Hypothesis Generation Methodology with Machine Learning	BDS	Yes	Presented
29	2020	Decision Sciences Institute National Meeting	Abdinnour, Sue	Analytics on a Big Data Set â€“ The Case of Global Entrepreneurship Monitor (GEM)	BDS	Yes	Accepted
30	2020	GRASP	Abdinnour, Sue	Twitter Sentiment Analysis and Visualization	BDS	Yes	Accepted
31	2020	Summer Institute on Distance Learning and Instructional Technology (SIDLIT)	Abdinnour, Sue	Online Teaching During a Pandemic	BDS	Yes	Accepted
32	2020	Conference on AI, Machine Learning and Business Analytics	Gruetzemacher, Ross	Deep Transfer Learning & Beyond: Future Directions for Transformer Language Models in Information Systems Research	AIS		Presented
33	2020	32nd Annual Meeting of the American Psychological Association, Division 8	Keeler, Justin	Worker Ostracism to Emotional Drano: The Fear	BDS	Yes	Presented

				Factor Effect on Self-Regulation Impairment			
34	2020	Association for Small Business & Entreprenuership	Keeler, Justin	Mission Identification and Attitude in a Social Entrepreneurship Organization: The Moderating Effect of Altruism Bias	BDS	Yes	Presented
35	2020	Southwest Academy of Management	Keeler, Justin	Gender Differences of a Fixated Work Climate and Worker Fixation in Decisions of Priorities	BDS	Yes	Presented
36	2020	Southwest Academy of Management	Keeler, Justin	Using the Power of R and Shiny to Perform Moderation Analyses	TLS	Yes	Presented
37	2020	Americas Conference on Information Systems	Mirsadikov, Akmal	Detecting Deception in Computer Mediated Communication: Understanding the Role of Popularity Information and Media	BDS	Yes	Presented
38	2020	Americas Conference on Information Systems	Mirsadikov, Akmal	Impact of Seller Interventions on Hybrid Auction Outcomes	BDS	Yes	Accepted
39	2020	The 26th Americas Conference on Information Systems	Muthitacharoen, Achita	Impacts of Seller Intervention on Hybrid Auction Outcomes	BDS	Yes	Presented
40	2020	DSI Annual Meeting	Nasir, Murtaza	Machine Learning Based Outcome Prediction & Hypothesis Generation for Substance Use Disorder Treatment	AIS	Yes	Presented
41	2020	DSI Annual Meeting	Nasir, Murtaza	Synthetic Average Neighborhood Sampling Algorithm (SANSA): A Neighborhood Informed Synthetic Sample Placement Approach to Improve Learning from Imbalanced Data	BDS	Yes	Presented
42	2020	INFORMS	Nasir, Murtaza	Machine Learning Based Outcome Prediction & Hypothesis Generation for	AIS	Yes	Presented

				Substance Use Disorder Treatment			
43	2020	INFORMS	Nasir, Murtaza	Synthetic Average Neighborhood Sampling Algorithm (SANSA): A Neighborhood Informed Synthetic Sample Placement Approach to Improve Learning from Imbalanced Data	BDS	Yes	Presented
44	2020	Northeast Decision Sciences Institute (NEDSI)	Nasir, Murtaza	Machine Learning Based Outcome Prediction & Hypothesis Generation for Substance Use Disorder Treatment	AIS	Yes	Presented
45	2020	Northeast Decision Sciences Institute (NEDSI)	Nasir, Murtaza	Synthetic Average Neighborhood Sampling Algorithm (SANSA): A Neighborhood Informed Synthetic Sample Placement Approach to Improve Learning from Imbalanced Data	BDS	Yes	Presented
46	2020	Financial Management Association Annual Meeting	Tartaroglu, Semih	Insider Trading and Net Order Flows: The Case of Technology Bubble	BDS	Yes	Accepted
47	2020	Financial Management Association Annual Meeting	Tartaroglu, Semih	Insider Trading and Net Order Flows: The Case of Technology Bubble	BDS	Yes	Presented
48	2019	Academy of Management	Abdinnour, Sue	Innovative Activity of Entrepreneurs across Cultures,	BDS	Yes	Presented
49	2019	Asia Pacific Decision Science Institute	Abdinnour, Sue	Upper Management Defensive Routines towards Enterprise Information Systems Use: Some Global Examples	BDS	Yes	Presented
50	2019	Mountains Plains Museum Association	Abdinnour, Sue	Museum Experience: Engaging and Inclusive Visitor Experience	AIS	Yes	Presented
51	2019	National Association for Interpretation Region 6	Abdinnour, Sue	Accessibility in Practice: The Pizza Hut Museum Story	AIS	Yes	Presented
52	2019	DSI Annual Meeting	Barut, Mehmet	Conceptual Approach to Information Flow Theory	BDS		Presented

53	2019	Effective Altruism Global London	Gruetzemacher, Ross	Defining and Unpacking Transformative AI	BDS		Presented
54	2019	ICIS	Gruetzemacher, Ross	Applications of Deep Transfer Learning & Pre-trained Language Models in Business	AIS		Presented
55	2019	Association for Small Business & Entreprenuership	Keeler, Justin	Life Perspectives of Entrepreneurs in Executive Education Programs: A Qualitative Study	BDS	Yes	Presented
56	2019	Southwestern Society of Economist	Keeler, Justin	The Myopic of an Economic Educator: The Case of a Failed Tenure Candidate	BDS	Yes	Presented
57	2019	Sustainability, Ethics, and Entreprenuership	Keeler, Justin	Person-Organization Fit as an Antecedent of Worker Attachment to Organizational Social Responsibility Initiatives and the Moderating Role of Altruism	BDS	Yes	Presented
58	2019	ICIS	Mirsadikov, Akmal	Assessing Website Credibility through the User's Eyes	BDS	Yes	Presented
59	2019	INFORMS	Nasir, Murtaza	Synthetic Average Neighborhood Sampling Algorithm (SANSA): A Neighborhood Informed Synthetic Sample Placement Approach to Improve Learning from Imbalanced Data	BDS	Yes	Presented
60	2019	Southwest Finance Symposium	Tartaroglu, Semih	Transparency Regulation and Stock Price Informativeness: Evidence from the European Union's Transparency Directive	BDS	Yes	Presented
61	2018	Kansas Association of Historians	Abdinnour, Sue	Hidden in Plain Sight: Exploring Ethnic Entrepreneurship in Kansas.	BDS	Yes	Presented
62	2018	Kansas Museum Association (KMA)	Abdinnour, Sue	Creating a Museum from Scratch: The Story of the Pizza Hut Museum	AIS	Yes	Presented

63	2018	POM Annual Meeting	Abdinnour, Sue	The Process of Converting an Algorithm into a Software: Lessons Learned	AIS	Yes	Presented
64	2018	DSI	Barut, Mehmet	Antecedents for supplier performance in Airline Industry: A Bayesian Approach	BDS		Presented
65	2018	Southwest Finance Symposium	Boehme, Rodney	Crash Risk and Seasoned Equity Offerings	BDS		Presented
66	2018	Engaged Management Scholarship	Keeler, Justin	A Practical Workshop for Executive Students	TLS	Yes	Presented
67	2018	Engaged Management Scholarship	Keeler, Justin	Job Demands and Work Mentalities	BDS	Yes	Presented
68	2018	Homer Hoyt Institute/Weimer School of Advanced Studies Program on Real Estate Market Volatility	Longhofer, Stanley	Extracting Land Prices from Single-Family Residential Sales Data	BDS		Presented
69	2018	Southwest Finance Symposium	May, Anthony	Crash Risk and Seasoned Equity Offerings	BDS		Presented
70	2018	INFORMS	Nasir, Murtaza	Business Analytics in the Managerial Job Market	TLS	Yes	Presented
71	2018	2018 American Accounting Association Annual Meeting	Tartaroglu, Semih	Transparency Regulation and Stock Price Informativeness: Evidence from the European Union's Transparency Directive	AIS	Yes	Presented
72	2018	2018 European Financial Management Annual Meeting	Tartaroglu, Semih	Transparency Regulation and Stock Price Informativeness: Evidence from the European Union's Transparency Directive	AIS	Yes	Presented

Proceedings - Refereed

Column1	Year	Conference	Member	Title	Research	Refereed	Status
1	2022	AMCIS	Gruetzemacher, Ross	Using Deep Learning for Identifying Social Media Customer Service Opportunities	BDS	Yes	Published
2	2022	The 2022 Bayesian Modeling and Application Workshop	Gruetzemacher, Ross	Bayesian Networks vs. Conditional Trees for Creating Questions for Forecasting Tournaments	AIS	Yes	Published

3	2022	AMCIS	Mirsadikov, Akmal	Understanding the Role of Emojis on Deception Detection	BDS	Yes	Published
4	2022	Hawaii International Conference on System Sciences	Mirsadikov, Akmal	What do Users Actually Look at During Videoconference Calls? Exploratory Research on Attention, Distraction Effects, and Gender	BDS	Yes	Published
5	2022	AMCIS	Muthitacharoen, Achita	Understanding the Role of Emojis on Deception Detection	BDS	Yes	Published
6	2020	AAAI/ACM Conference on AI for Ethics and Society	Gruetzemacher, Ross	Exploring AI Futures through Role Play	BDS	Yes	Published
7	2019	Asia Pacific Decision Science Institute	Abdinnour, Sue	Upper Management Defensive Routines Towards Enterprise Information Systems Use: Some Global Examples	AIS	Yes	Published
8	2019	Conference on Artificial General Intelligence	Gruetzemacher, Ross	Mapping the Paths to AGI	BDS	Yes	Published
9	2018	AAAI/ACM Conference on AI for Ethics, and Society	Gruetzemacher, Ross	Rethinking AI Strategy as Entangled Super Wicked Problems	BDS	Yes	Published
10	2018	AMCIS	Mirsadikov, Akmal	Information Systems Research Impact on Informing Policy.	BDS	Yes	Accepted
11	2018	AMCIS	Mirsadikov, Akmal	The Privacy Paradox Through the Lens of Congruent Level Theory	BDS	Yes	Accepted
12	2018	ICIS	Mirsadikov, Akmal	Assessing Website Credibility through the User's Eyes.	BDS	Yes	Published
13	2018	International Conference on Information Systems	Muthitacharoen, Achita	Impacts of Touch and Feel in E-Auctions Bidding Behaviors: A New Form of Information Asymmetry in E-Auctions	BDS	Yes	Published

Reports

Column1	Year	Outlet	Member	Title	Research	Refereed	Status
1	2022	Army Research Institute	Gruetzemacher, Ross	Automatically Generated Situational Judgment Tests	AIS		

Column1	Year	Outlet	Member	Title	Research	Refereed	Status
2	2022	Center for Real Estate	Longhofer, Stanley	2023 Regional Housing Outlook	AIS		
3	2021	Center for Real Estate	Longhofer, Stanley	2022 Regional Housing Outlook	AIS		
4	2020	Center for Real Estate	Longhofer, Stanley	2021 Regional Housing Outlook	AIS		
5	2019	Graduate School	Abdinnour, Sue	Wichita State University GRASP Judging Survey with iPads	AIS		
6	2019	Center for Real Estate	Longhofer, Stanley	2020 Regional Housing Outlook	AIS		
7	2018	Center for Real Estate	Longhofer, Stanley	2019 Regional Housing Outlook	AIS		

Grants

Column1	Year	Funding Source	Member	Title	Research	Refereed	Status
1	2022	Survival and Flourishing Fund	Gruetzemacher, Ross	3 Years of General Research Support for Dr. Ross Gruetzemacher	BDS		Not Funded
2	2022	The Alfred P. Sloan Foundation	Gruetzemacher, Ross	Enhancing Scientific Research Productivity with Foundation Models	BDS		Funded
3	2022	Barton School of Business	Mirsadikov, Akmal	Barton School of Business Summer Research Grant	BDS		Pending
4	2022	Barton School of Business	Muthitacharoen, Achita	Summer Research Grant:Barton School of Business	BDS		Funded
5	2021	KU Institute for Digital Research	Abdinnour, Sue	Wichita Nonwhite Business Owners Tell Their Stories	AIS		Funded
6	2021	Institute for Supply Management -Wichita	Barut, Mehmet	Course Development Grant	TLS		Funded
7	2021	Barton School of Business	Mirsadikov, Akmal	Barton School of Business Summer Research Grant	BDS		Funded
8	2021	Barton School of Business	Muthitacharoen, Achita	Summer Research Grant:Barton School of Business	BDS		Funded
9	2020	Wichita State University	Abdinnour, Sue	Convergence Grant	BDS		Not Funded

10	2020	Barton School of Business	Muthitacharoen, Achita	Summer Research Grant:Barton School of Business	BDS		Funded
11	2020	NSF	Muthitacharoen, Achita	FMSG: DAMAS: Blockchain-empowered Secure and Economically-robust Distributed Additive Manufacturing-as-a-Service	BDS		Pending
12	2020	The Barton School of Business	Muthitacharoen, Achita	2020 PTS Huddle Cam	AIS		Funded
13	2019	GOV-National Science Foundation (NSF)	Abdinnour, Sue	NSF I-Corps	AIS		Funded
14	2019	Lincoln Institute of Land Policy	Longhofer, Stanley	Estimating Land Values using Single-family Residential Sales Data	BDS	Yes	Funded
15	2018	W. Frank Barton School of Business	May, Anthony	Barton School Summer Research Grant	BDS		Funded
16	2018	Barton School of Business	Mirsadikov, Akmal	Purchasing Wireless Laptops for MIS Majors	TLS		Funded
17	2018	Barton School of Business	Muthitacharoen, Achita	Purchasing Wireless Laptops for MIS Majors	TLS		Funded

Working Papers

Column1	Year	Target	Member	Title	Research	Refereed	Status
1	2022	International Journal of Finance & Banking Studies	Boehme, Rodney	Credit Card Lending and the Performance of Credit Unions	AIS		
2	2022	International Journal of Finance & Banking Studies	Craft, Timothy	Credit Card Lending and the Performance of Credit Unions	AIS		
3	2022		LeCompte, Richard	The Impact of Unsecured Lending on Financial Institutions	AIS		
4	2022	International Journal of Finance & Banking Studies	LeCompte, Richard	Credit Card Lending and the Performance of Credit Unions	AIS		
5	2022	Real Estate Economics, Journal Of Amer. Real Estate & Urban Econ.	Longhofer, Stanley	How 'Fixed' are Fixed Effects? A Novel Approach to Measuring the Value of Location	BDS		Initial submission

6	2022		May, Anthony	Annual Report Readability and the Costs of Seasoned Equity Offerings	BDS		
7	2022		Mirsadikov, Akmal	Examining Sellers' Interventions in Social-Driven Live Auctions	BDS		
8	2022	Decision Support Systems	Mirsadikov, Akmal	Detecting Deception in Computer-Mediated Communication: Understanding the Role of Popularity Information across Media Types	BDS	Yes	Initial submission
9	2022	Harvard Business Review	Mirsadikov, Akmal	What do Users Actually Look at During Videoconference Calls? Exploratory Research on Attention, Distraction Effects, and Gender	BDS	Yes	Initial submission
10	2022	IEEE Transactions on Power Systems	Mirsadikov, Akmal	Integrated Electricity Generation & Transmission and Natural Gas Pipeline Planning	BDS	Yes	Initial submission
11	2022	Information Technology and People	Mirsadikov, Akmal	Detecting Deception in Texts: What Your Eyes See	BDS		
12	2022	International Journal of Human-Computer Studies	Mirsadikov, Akmal	Investigating the Role of Deception on Gaze Behavior in Videoconferencing Context	BDS	Yes	Revision under 2nd review
13	2022	Journal Of Management Information Systems	Mirsadikov, Akmal	Investigating the Relationship Between Media Quality and Deception Detection Success through Credibility Assessment: Evidence from Eye-Tracking	BDS	Yes	1st revise and resubmit
14	2022	Journal Of Management Information Systems	Mirsadikov, Akmal	Media Capabilities and Trust in the Sharing Economy: The Moderated Mediation Roles of Media Synchronicity and Anonymity on Trusting Beliefs	BDS	Yes	Revision under 2nd review
15	2022		Muthitacharoen, Achita	Auction Ending Rules and Their Effects on Bidding	BDS		

				Behaviors and Outcomes (The Case of One Seller across two Auction Channels)			
16	2022		Muthitacharoen, Achita	Detecting and Preventing Frauds in Sharing Economy	BDS		
17	2022		Muthitacharoen, Achita	Examining Sellers' Interventions in Social-Driven Live Auctions	BDS		
18	2022		Muthitacharoen, Achita	Exploring Determinants of Dynamic Pricing in E-Marketplace: The Case of Products with Short Life Cycle	BDS		
19	2022		Muthitacharoen, Achita	Seller's Manipulated Price Dispersion in Modern Economy	BDS		
20	2022	Decision Support Systems	Muthitacharoen, Achita	Unequal Qualities of Online Bids and their Relationships with Seller's Strategies	BDS		
21	2022	Journal Of Business Research	Muthitacharoen, Achita	Investigating the Impacts of Seller Price Increase Intervention on Auction Success: A Field Study of Hybrid Live Auctions	BDS	Yes	
22	2022	Journal of Association for Information Systems	Muthitacharoen, Achita	Understanding the Interdependencies between Bidding Strategies in Online Auctions	BDS		
23	2021		Abdinnour, Sue	How to Enhance Supply Chain Agility through Information Systems Artifacts and Process Standardization? An Empirical Assessment	BDS		
24	2021	International Journal of Logistics Systems and Management	Barut, Mehmet	Role of information usage between information sharing and performance	BDS		1st revise and resubmit
25	2021	Journal of Management and Engineering Integration	Barut, Mehmet	Information Flow Theory: Circuit Network Approach	BDS		
26	2021		Boehme, Rodney	The Impact of Credit Card Lending on the Performance of Credit Unions	AIS		

27	2021		Boehme, Rodney	The Impact of Unsecured Lending on Financial Institutions	AIS		
28	2021		Craft, Timothy	The Impact of Credit Card Lending on the Performance of Credit Unions	AIS		
29	2021		Craft, Timothy	The Impact of Unsecured Lending on Financial Institutions	AIS		
30	2021		LeCompte, Richard	The Impact of Credit Card Lending on the Performance of Credit Unions	AIS		
31	2021	European Journal of Information Systems	Mirsadikov, Akmal	From the Weakest Link to Security Allies: Creating the Climate of Information Security Stewardship	BDS	Yes	Revision under 2nd review
32	2021	Information Systems Frontiers	Mirsadikov, Akmal	The Effects of Repeating Purchase Cues and Mixed Review on Product Attribution	BDS		
33	2020	International Journal Of Production Research	Barut, Mehmet	Performance of Capacity Rationing under Mixed Demand Patterns in Make to Order Environment	BDS		
34	2020		Boehme, Rodney	Excess Deposits and Credit Union Performance	AIS		
35	2020		Craft, Timothy	Excess Deposits and Credit Union Performance	AIS		
36	2020		LeCompte, Richard	Excess Deposits and Credit Union Performance	AIS		
37	2020		Mirsadikov, Akmal	Dependence on Online Real Estate Appraisal Systems and Its Effect in Decision Making	BDS		
38	2020		Muthitacharoen, Achita	FMSG: DAMAS: Blockchain-empowered Secure and Economically-robust Distributed Additive Manufacturing-as-a-Service	BDS		
39	2020		Tartaroglu, Semih	Influential Peoples Tweets and Stock Market Volatility: The Case of President Trump Tweets	BDS		

40	2020		Tartaroglu, Semih	Insider Trading and Net Order Flows: The Case of Technology Bubble,	BDS		
41	2020		Tartaroglu, Semih	Relative Option to Stock Volume and Undisclosed Disclosures (8K's)	BDS		
42	2019		Craft, Timothy	Are the Asset Allocations of University Foundations Appropriate for Their Funding Payouts?	AIS		
43	2019		Craft, Timothy	Where you live influences how you should invest: A model of portfolio optimatization with housing constraints	BDS		
44	2019		LeCompte, Richard	Are the Asset Allocations of University Foundations Appropriate for Their Funding Payouts?	AIS		
45	2018		Craft, Timothy	The Creative Class and a New Model of Regional Economic Growth	BDS		

Appendix C – AACSB Accreditation

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

- 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

Appendix D – Finance Program Assessment Results

The Finance program at Wichita State University has implemented a program assessment to indicate opportunity for continuously improving its curriculum and student outcomes. To demonstrate knowledge of basic and advanced Finance concepts and terminology in three different conceptual areas:

Goal #1: Time Value of Money
Goal #2: Cost of Capital and Equity Valuation
Goal #3: Capital Budgeting.

This report summarizes the findings since the 2018 academic year. To measure each goal, students of each class are required to answer questions taken from exams during the semester. Depending upon their score, they will be classified into a group of exemplary, acceptable, or unacceptable. One of our primary objectives is to have 80% of students in the exemplary and acceptable groups.

Assessment Results for Introductory Finance Class (FIN 340):

Objective 1 (Time Value of Money)								
	Face-to-face classes:				Online classes:			
	Did not meet	Met	Exemplary	Total % Met	Did not meet	Met	Exemplary	Total % Met
Spring 2018	11.1%	19.4%	69.4%	88.9%	6.9%	13.8%	79.3%	93.1%
Summer 2018	5.4%	19.6%	75.0%	94.6%	2.2%	10.2%	87.6%	97.8%
Fall 2018	12.5%	20.5%	67.0%	87.5%	2.2%	10.2%	87.6%	97.8%
Spring 2019	2.3%	10.3%	87.4%	97.7%	0.0%	1.5%	98.5%	100%
Summer 2019	N/A	N/A	N/A	--	4.6%	9.2%	86.2%	95.4%
Fall 2019	6.1%	15.9%	78.0%	93.9%	1.2%	8.2%	90.6%	98.8%
Spring 2020	11.3%	47.0%	41.7%	88.7%	6.9%	13.8%	79.3%	93.1%
Summer 2020	N/A	N/A	N/A	--	19.6%	32.1%	48.2%	80.3%

Objective 2 (Cost of capital and equity valuation)								
	Face-to-face classes:				Online classes:			
	Did not meet	Met	Exemplary	Total % Met	Did not meet	Met	Exemplary	Total % Met
Spring 2018	2.9%	28.6%	68.6%	97.1%	15.5%	12.1%	72.4%	84.5%
Summer 2018	14.3%	16.1%	69.6%	85.7%	8.4%	27.5%	64.1%	91.6%
Fall 2018	8.2%	18.8%	72.9%	91.8%	8.4%	27.5%	64.1%	91.6%
Spring 2019	14.0%	22.1%	64.0%	86.0%	9.2%	30.8%	60.0%	90.8%
Summer 2019	N/A	N/A	N/A	--	15.4%	27.7%	56.9%	84.6%
Fall 2019	13.8%	23.8%	62.5%	86.2%	18.8%	23.5%	57.6%	81.2%
Spring 2020	20.2%	35.1%	44.7%	79.8%	3.5%	28.1%	68.4%	96.5%
Summer 2020	N/A	N/A	N/A	--	28.6%	37.5%	33.9%	71.4%

Appendix D (cont.)

Objective 3 (Capital Budgeting decision tools)								
	Face-to-face classes:				Online classes:			
	Did not meet	Met	Exemplary	Total % Met	Did not meet	Met	Exemplary	Total % Met
Spring 2018	12.7%	28.2%	59.2%	87.3%	13.2%	11.3%	75.5%	86.8%
Summer 2018	25.5%	20.0%	54.5%	74.5%	13.1%	20.0%	66.9%	86.9%
Fall 2018	27.7%	25.3%	47.0%	72.3%	13.1%	20.0%	66.9%	86.9%
Spring 2019	18.8%	28.2%	52.9%	81.20%	16.4%	14.9%	68.7%	83.6%
Summer 2019	N/A	N/A	N/A	--	7.8%	21.9%	70.3%	92.2%
Fall 2019	21.0%	28.4%	50.6%	79.0%	8.5%	18.3%	73.2%	91.5%
Spring 2020	14.9%	41.2%	85.1%	79.8%	9.6%	28.7%	61.7%	90.4%
Summer 2020	N/A	N/A	N/A	--	21.4%	21.4%	57.1%	78.6%

Appendix D (cont.)

Report Date: 1/24/2022

Major Field Tests

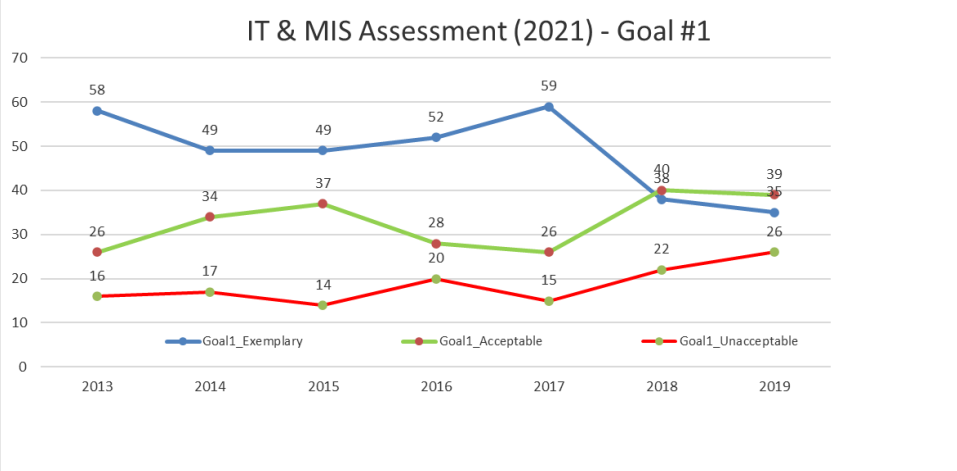
About the ETS® Major Field Test *Item Information Report*

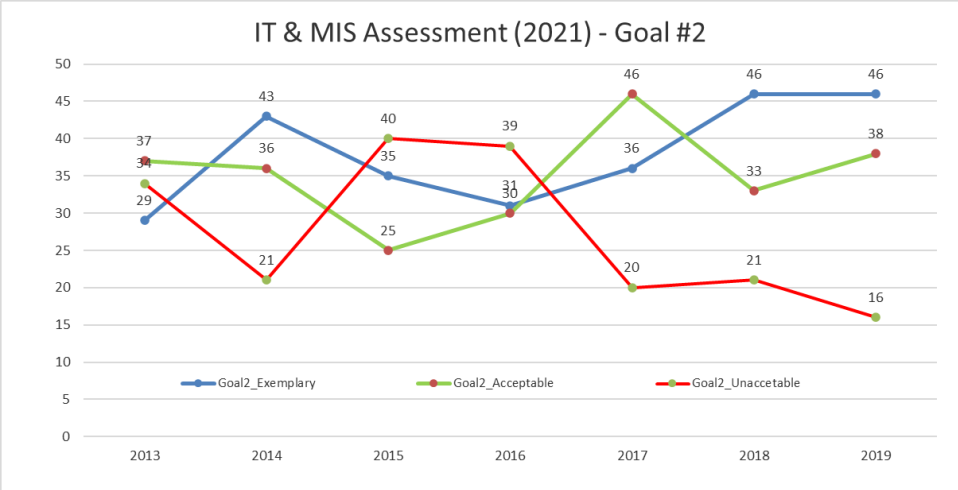
For the Major Fields test, scores of 80% are considered Exemplary and scores of 60% are considered meets expectations.

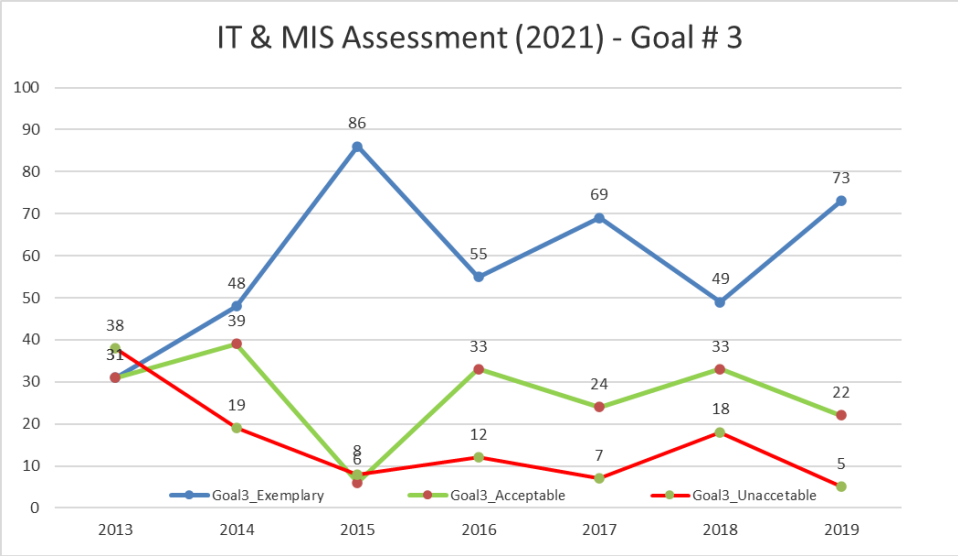
The following table shows the Major Field Test scores of Finance and MIS majors by type of question.

		ETS Exam Results - Ave % Correct									ETS Exam Results - Ave Percentile versus other students who took exam								
Major	# Majors	ACCT	ECON	MGMT	STAT	MIS	FIN	MKT	BLAW	IB	ACCT	ECON	MGMT	STAT	MIS	FIN	MKT	BLAW	IB
ACCT	23	51.65217	48.21739	66.52174	36.34783	46.08696	54.3913	52.6087	53.17391	46.43478	97	92	77	63	71	65	92	61	94
BADM	20	41.7	34.35	60.4	36.45	38	51.65	47.2	46.6	41.5	30	11	36	63	12	50	42	11	63
ECON	5	44.8	65.4	62.6	60	52.6	56	54.8	60	47.6	58	99	51	99	96	80	96	97	98
ENTR	7	40.28571	37.14286	72.71429	39.57143	37.57143	62	54.85714	58.28571	41.57143	20	23	96	85	12	98	96	94	63
FIN	21	52.19048	46.38095	71.2381	40.95238	58.38095	60.04762	49	59.95238	54.47619	97	84	91	88	98	96	65	97	99
HRM	19	43	40.68421	69.31579	37.10526	41.57895	48.05263	47.31579	53.52632	43	40	49	84	70	35	27	42	71	72
IB	9	45.66667	42.88889	76	48.88889	42.44444	66	46.55556	56.44444	52.88889	68	66	99	99	35	99	42	86	99
MGMT	30	44.43333	44.9	65.8	37	41.73333	50.93333	48.76667	51.63333	40.66667	48	78	70	70	35	44	65	49	53
MIS	6	42	45.66667	63.66667	43.66667	45.83333	49	48.33333	72.16667	39.83333	30	84	58	96	71	33	51	99	43
MKT	26	43.30769	40.46154	63.84615	40.19231	40.42308	60.23077	45.46154	54.19231	42.19231	40	42	58	85	19	96	27	71	63

Appendix E – MIS Program Assessment and Analysis




IT & MIS Assessment (2021) - Goal #2
50
45
40
35
30
25
20
15
10
5
0
2013
2014
2015
2016
2017
2018
2019
Goal2_Exemplary
Goal2_Acceptable
Goal2_Unaccetable


IT & MIS Assessment (2021) - Goal # 3
100
90
80
70
60
50
40
30
20
10
0
2013
2014
2015
2016
2017
2018
2019
Goal3_Exemplary
Goal3_Acceptable
Goal3_Unaccetable

Year	Improvements/Changes Made to the Course
2018	• Worked with NetApp to modify the material provided during the NetApp visits. Also, NetApp and High Touch Technologies employees told students about employment, learning opportunities, and general information regarding their companies. (MIS 325) • Adopted a new edition of the textbook (MIS 600) • Updated software used in MIS 600 • Adopted new textbook in MIS 310
2019	• Updated course material (e.g., quantum computing). Worked with NetApp to modify the material provided during the NetApp visits. Also, NetApp and High Touch Technologies employees told students about employment, learning opportunities, and general information regarding their companies. (MIS 325) • Switch to 8-week format to allow student to focus on this topic (MIS 310) • Adopted new textbook (MIS 615)
2020	• Updated courseware material (e.g., artificial intelligence). Also, moved second part of class online. (MIS 325) • Adopted Huddle Cam to provide an online synchronous learning environment. • Implemented AWS in the Dynamic Web Programming course (MIS 610) • Adopted a new textbook edition (MIS 310 and MIS 600) • Developed new video content and revised teaching format in respond to COVID-19
2021	• Performed program benchmarking • Removed BADM 161, 162, and 163 from prerequisite of MIS 325 (Data Communications and Networks), MIS 395 (Management Information Systems), and MIS 600 (Database Management Systems) • Renamed the course title of MIS 750 (Business Intelligence and Analytics) to “Data Visualization” • Cross listed MIS 750 with BSAN 750 • Cross listed DS 755 with MIS 755

Appendix F– Employment Outcomes for MSSCM

Company	# of students employed
Cargill	11
Johnson Control	3
Spirit Aerosystems	2
Textron	1
Invista	2
Deloitte	1
Moderna	1
Others: Amazon, Amgen, Curia, Veridic Solution, Jacobs, Trirock, Calix, Taronis Fuel, Merlin Solar Tech, Landmark Ceramic, Doskocil Manufacturing, Clorofila SRL, Aosom, Ryder Systems, Inc, Kaizen Analytics, ORBIS, ADM, Fidelity Bank, Brinks, Rebublic of Korea Army, WSU	22

Annual Salary Range	Frequency
$50,000-60000	4
$60,000 -70,000	6
$70,000 -$80,000	5
$80,000-$90,000	0
$90,000-$100,000	5
$100,000-$110,000	0
$110,000-$120,000	9
More than $120,000	2

Appendix G– Recruitment and Retention

Finance

	2018	2019	2020	2015-19	2016-20
Majors	268	259	235	269	263
Degrees	70	73	75	72	74

MIS

	2018	2019	2020	2021
Enrollment (Headcount)	120	112	114	Not available from OPA report
Degree Production	29	33	29	Not available from OPA report
URM Freshmen & Sophomores	16.7%	25.7%	22.2%	Not available from OPA report
URM Juniors & Seniors	23.6%	29.9%	27.0%	Not available from OPA report

MSBA

	Fall 21	*Spring 22*	*Fall 22*	*Spring 23*
Enrollment	*38*	*64*	*86*	*110*
Graduation	-	-	-	*N/A*

MSSCM

	Fall 18	*Spring 19*	*Fall 19*	*Spring 20*	*Fall 20*	*Spring 21*	*Fall 21*	*Spring 22*	*Fall 22*	*Spring 23*
Enrollment	*11*	*21*	*28*	*35*	*32*	*28*	*42*	*51*	*86*	*98*
Graduation	*1*	*9*		*11*	*6*	*9*	*7*	*9*	*7*	*N/A*