

**Kansas Board of Regents Program Review
Departmental Review**

Of

**Department of Marketing
Wichita State University
W. Frank Barton School of Business**

**Prepared by the Department Faculty and Staff
And
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November 10, 2008

**Wichita State University
Department of Marketing
W. Frank Barton School of Business**

Kansas Board of Regents Program Review 2002 – 2007

Throughout this document, the focus of the presentation is on the degree majors of Marketing. As a result of department re-alignment in July 1, 2008 the Entrepreneurship major (housed in this Department) was moved to the Management department prompting little need to reexamine the program in this document. Data sheets for the various majors within the Department follow.

a) Centrality of the program to fulfilling the mission and role of WSU

The mission of the University focuses on providing comprehensive educational opportunities in an urban setting, through high quality teaching, research and public service. As representative of one of the integral fields within business administration, the Department of Marketing, through its teaching, research and service efforts, supports the University, the Barton School and the other departmental faculties in providing counsel, guidance and leadership to the business, not-for-profit, and related community of South Central Kansas. Specifically, the mission of the Department of Marketing is to meet the needs of its various constituencies (undergraduate majors and non-majors, graduate students, local marketing professionals, the national and international academic community, and the greater University community) for the dissemination and development of knowledge, and the provision of professional leadership and application in the fields of marketing.

In support of both the Barton School and the University's mission statements to provide quality undergraduate and graduate programs, the Marketing department has delivered a core course in both the MBA and EMBA programs. In addition, the Marketing department has partnered with the Center for Real Estate to develop a Marketing-Real Estate major.

Marketing Major:

The Marketing major is configured to build upon the overall core requirements of the Barton School of Business. As such, the major requires the completion of the core level introductory Marketing course before any further work can be attempted. Beyond the core level course, there are three required courses in the major:

Marketing Research: This course represents an in-depth study of marketing research, which introduces the student to the scientific method, statistical tools, and applies these to marketing decision making.

Consumer Behavior: This course is required since the focus of most marketing effort is to satisfy the needs of a consumer. Hence, knowledge of these needs and how they are configured is basic to being considered literate in the field of marketing.

Marketing Programs: Taken at the conclusion of the student's studies in the

marketing discipline, this course is a capstone course, analogous to the strategic management course in the business core.

Beyond these required courses is a system of electives. These electives are to be selected from the following list:

Directed Electives: This list contains courses from the Department of Marketing which are relevant to the development of the elements in the marketing mix of price, promotion, distribution, and product/service. Six hours must be selected from this list of twenty-one hours of "directed electives."

Approved Electives: These are courses that are not offered by the Department; but are relevant because of the relationship of their subject matter to the skills that a marketing graduate should possess. Courses from the journalism department, from the management department, from economics, from the real estate center and other liberal arts related disciplines, and from most departments within the Barton School are included in this elective list. Six hours must be selected from this list.

Students select these directed and approved elective courses in concert with a Barton School undergraduate advisor. They also receive guidance from Faculty in the development of a logical sequence of course competition.

Accreditation:

Although the Barton School is AACSB accredited, there is no national association which specifically accredits academic marketing.

Demand for the Programs:

Demand for the degrees offered remains strong. There are approximately 187 marketing majors and 26 marketing-real estate majors at the present time. The Department continues a recruitment program focused on the introductory classes (MKT 300) to bolster this number. Furthermore, based on national business trends, the demand for the degrees in these areas should remain strong through the foreseeable future. With the growing importance of marketing in service industries and business start-ups, students will continue to see a positive correlation between completion of a specific major in the Department and the capability to attain a job.

Cost Effectiveness:

Beyond the data which is reflected on the Program Review Information System, the cost effectiveness rating of the department is favorable. The introductory marketing course has traditionally been taught with several large sections of between 60 and 150 students. Upper level marketing electives frequently range between 40 and 60 students, while required courses are held closer to a limit of 40. Graduate (800 level) courses range between 20 and 40 depending on the semester and the specific course.

b) The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.

The Department provides a Marketing curriculum which is both sound pedagogically, and complete from a theoretical standpoint. The definition of a curriculum which is

sound in these respects has been evolved through comparisons with peer institutions as well as through discussions with respected academicians within the fields of focus. Based on these discussions and comparisons, the Department's current curriculum has evolved. As it stands, the curriculum is designed to challenge students, and allow them to develop knowledge of the discipline of marketing at both a conceptual and applied level and to develop skills that enable them to function effectively within the career fields of marketing as well as in a general business environment.

The Department seeks to play an active role in expanding and refining the field of knowledge within the discipline of marketing. In accomplishing this, the Department has, as a part of its workload policy for faculty, set goals for publication of refereed articles, cases, papers and other output from scholarly research.

By providing service, individual faculty members are involved in committee work, student advisement, leadership in the discipline, the School, and the University. The faculty also provides leadership and direction to the Wichita regional business community through service on local and regional committees and boards, through class projects in research and promotional campaigns, and through provision of both paid and non-paid consultative assistance by departmental members.

Service also is rendered in the form of faculty involvement with service on editorial boards of related journals, service as officers in discipline based organizations such as the American Marketing Association, service as a reviewer for journals and conferences, and service as an organizer of meetings and conferences on the regional and national level.

The key strengths of this Department include:

1. Curriculum that, while sound from a theoretical and pedagogical standpoint, is customized to meet the needs of businesses within the region and competitive business environment. The Department has always maintained close contact with its constituency within the business and professional community, to assure that this match exists.
2. A faculty that is recognized for superior teaching. Within the Department the faculty members have been recognized with four Regents Teaching Awards and nine Barton School Teaching Awards.
3. A faculty that is committed to their disciplines. Without exception, members of the faculty are active in the business community of South Central Kansas and the broader region. Many members of the faculty have had work experience within the marketing and business ownership fields prior to entering academe. Others keep their applied skills current through project related work within the community.
4. A faculty that is genuinely concerned with their students. This is reflected in the involvement of faculty members with student and cooperative education projects, as well as, in the number of teaching awards won by faculty members.

5. A department which is actively involved in the development of marketing related projects within the region. Within the past five years, significant pro bono projects have been completed for organizations such as the Heart-Spring, Music Theatre of Wichita, KMUW Radio, The Alumni Association of Wichita State University, and Wichita River Festival.

6. A faculty which is committed to intellectual activity. Without exception, all members of the Department have an active research agenda. Members of the Department had 33 refereed journal articles accepted during the 2002-07 academic years. They also had three refereed cases accepted during this period. In addition, during the 2002-07 academic years, members of the Department made numerous academic program appearances.

7. The Department had three individuals awarded Barton Fellows by the Barton School in the 2002-07 time period.

8. Three members of the faculty have successful Center for Management Development Training Programs, which are repeated several times a year for the regional training constituency.

9. There have been two teaching fellowships awarded to marketing faculty in 2002-07. One member of the department was awarded the Barton School's Outstanding Research Writer of the Year.

10. One member of the faculty has maintained his national recognition in the area of quality of service measurement in the airline industry. Another member is nationally known in the area of research into recreational marketing.

11. Members of the Department serve on the University Faculty Senate, and on several significant University wide committees and Boards. As examples of this, members of the Department serve on the University Enrollment Management Committee, the Graduate Council, The Intercollegiate Athletic Association Board, the University Marketing Council, and the WSU Alumni Association Executive Committee and Board of Directors.

Faculty Performance Relative to National Norms:

From the familiarity that the authors of this review have with the norms for Marketing faculties in non-doctoral granting institutions, it appears that this faculty is performing at an excellent level. Research productivity has been good, teaching is excellent, and service is also excellent. Without exception, members of the faculty are solid, productive, academicians.

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c) The quality of the program as assessed by the curriculum and the impact of the curriculum on the students.

The Department routinely evaluates its curriculum in terms of peer institutions, perceived needs of students, perceived needs of employers, and assessments of marketing student skill requirements. In Fall, 2002, the Department appointed a sub-committee to study our marketing curriculum. The committee compared the current marketing curriculum with 10 schools across the United States. The committee

started with 5 regional schools (i.e., Oklahoma State, Oklahoma University, University of Nebraska, University of Kansas, and the University of Missouri) and expanded the scope of the study to include 5 nationally known institutions with well respected marketing programs (i.e., Florida State University, University of Central Florida, University of Michigan, Stanford, and University of California at Los Angeles). The committee concluded that the current marketing program was comparable with the 10 previously identified schools. However, the committee recommended that one area of emphasis needed to be address: a business-to-business marketing class. The recommendation of the committee has resulted in adding a section to the Sales Management course that focuses specifically on developing an understanding of some of the fundamentals of Business to Business marketing. As it currently stands, the Marketing curriculum is designed to challenge students, and allow them to develop knowledge of the discipline of marketing at both a conceptual and applied level and to develop skills that enable them to function effectively within the career fields of marketing as well as in a general business environment.

learning outcomes assessed?

All classroom performance of faculty is evaluated, using a standardized evaluation format. This format allows for the comparison of instructional content and quality across the School and The University. The results of these evaluations are reviewed by the Chair, as well as senior faculty and the Dean.

An additional indicator of curriculum quality is the AACSB assessment exam that was administered to the Mkt. 609 (capstone marketing class) in the spring of 2007. The test includes 50 questions designed to assess the students' understanding of the core concepts of marketing. The exam is designed to assess the Marketing faculty's teaching effectiveness of what we believe Marketing majors should understand. The average score on the assessment test was 83.6%.

Feedback from Graduates:

The Barton School of Business (BSB) regularly solicits feedback from our graduates and employers every 5 years - a requirement of our AACSB accreditation. One area of specific emphasis of the student survey is to gather information concerning the graduates= perceptions and attitudes toward the BSB, the quality of the faculty (e.g., the marketing faculty) and the value of their specific academic degree (e.g., marketing degree). Students that were surveyed had 1 to 4 years of work experience. The graduates consistently gave the BSB and their degree high marks. More specifically, the students believe that their marketing instructors, the marketing curriculum, and their marketing degree have added a high degree of value to their career.

Relative to individual majors, Marketing had a five year average of 190 majors, graduating an average of 59 students per year with a Marketing major and 37 students graduating with a Marketing minor.

d) Demonstrated student need and employer demands for the program

The Marketing Department constantly seeks to provide high quality business education for graduate and undergraduate students. The Department is charged with preparing students to meet their goals, based on their own needs as well as employer demands. The Barton School of Business has surveyed Barton School graduates

(Spring 2000) and Wichita area employers (Spring 2001). Not surprisingly, the surveys provide evidence that students and employers value some of the same skills in students who graduate from our programs. These skills include development of the following abilities:

- a. Interpersonal communication skills
- b. Oral communication skills
- c. Teamwork skills
- d. Written communication skills
- e. Problem solving and decision making skills
- f. Computer operation and software skills

The survey of business employers mentioned above is designed to provide feedback concerning the employer's perceptions and attitudes toward the graduates of the BSB. The survey asks the employers to compare the BSB graduates to other local and regional schools. The employers consistently give the BSB graduates high marks on the quality of their academic degree and the graduate=s ability to add value to their company.

The Department took the list of proficiency elements and analyzed each of our courses in the curriculum to determine which course(s) should emphasize the various proficiency elements. The previously identified proficiency category(s) were incorporated into the design and pedagogy of our curriculum. Through this process, we specifically tried to address the proficiency/skill elements developed by our local and regional employers. The survey of business employers validates the success of this endeavor, in that it consistently rates the BSB graduates highly on the previously identified proficiency elements.

Methods for Meeting Students Goals:

- The first method for preparing students to meet their goals is through the provision of a sound curriculum. These curriculums have been discussed in an earlier section of this report.
- The second method for preparing students to meet their goals is through assuring that the instruction that is provided within the curriculum is of high quality. The high number of Regents Teaching Award winners and Barton School Teaching Award winners on the Departmental faculty is reflective of this commitment to quality instruction. To assure this, Departmental faculty avail themselves of continuing opportunities to enhance their theoretical, pedagogical, and presentational skills (e.g., participation in Marketing Department workshops; organizing, attending, and presenting at national Marketing and Sales Management conferences).
- The third method for preparing students to meet their goals is through providing opportunities for students to interact in formal as well as informal settings with marketing professionals from both within and without the academic setting. This includes, for example, bringing in guests from the business community to speak to classes, taking students to local businesses as part of class, and encouraging students to participate in the Barton School of

Business annual Business Week activities.

- The fourth method for preparing students to meet their goals is through assuring that those students who are majors within the Department receive a repertoire of skills that will enable them to function effectively within their chosen career fields as well as general business. One of the methods for addressing this goal is the Department's participation with the Co-operative Education Program. Between ten and fifteen students are involved each semester. The interaction with this Department and specifically the Barton School liaison has been very positive and cooperative.

e) The service the program provides to the discipline, the university, and beyond

The Barton School's Marketing Department strives to provide a continuously high level of service to all its constituents. The Department does so through a dynamic curriculum planning process, its faculty's involvement in numerous local, regional, national and international marketing organizations, faculty and student consulting efforts, and its students and faculty's service to the greater WSU community.

The Marketing department provides one required course (MKT 300) for all business undergraduates, and one (MKT 801) for all MBA students, and one (EMBA 802) for all EMBA students. The relevancy of our classes and the subject matter's applicability to the many different majors and professions also make them appealing to many non-business students across the WSU campus.

The Department reviews its curricular offerings periodically. As the business landscape changes, courses are considered for creation or deletion as needed. As noted earlier, two new courses were pioneered during the review period.

Our faculty's expertise enables them to act as consultants, speakers, and trainers on campus, in the Wichita area, and throughout the world. Our faculty serves as a frequently demanded consulting pool for local nonprofit organizations and the WSU community. Several serve on campus committees to coordinate marketing related activities of the university (e.g., University Marketing Council). Several faculty members also serve on the board of directors for local nonprofit organizations providing assistance with marketing strategy and initiatives.

Our faculty also frequently serves as a resource pool for news organizations. Rarely does a week pass during which at least one member of the marketing faculty is not interviewed either by a local, national, or international news organization. Media coverage has included write-ups or interviews in numerous local media outlets, as well as in several well recognized national outlets such as *The Wall Street Journal*, *USA Today*, *The New York Times*, *The Washington Post*, *Industry Week*, *CNN*, *Good Morning America*, *Today Show*, *ABC Nightly News*, *ABC's 20/20* and several others. The faculty also offers their expertise in the training arena, providing numerous training seminars through the Barton School's Center for Management Development. A CMD Marketing Certificate program is taught primarily by Department faculty.

Departmental students are providing services to the Wichita community through cooperative education placements and various class projects. These students offer marketing and business expertise to all types of organizations within the region

The Department's faculty also provides significant service to the discipline. Our faculty has served as external reviewers for several faculty seeking promotion and tenure at other universities. The faculty have also made numerous presentations and conducted workshops for faculty at several other universities, including universities in the United Kingdom and Australia. The faculty is also well represented as Editorial Board members or reviewers for several notable publications, such as *The Journal of Personal Selling and Sales Management*, *the Journal of Business Research*, and *the Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior*, and *the Journal of Marketing Theory and Practice*-- among others. In addition, the editorship of *The Journal of Services Marketing* (the 14th highest rated journal in marketing by *The Journal of Marketing Education*), has been housed in the Department since 1990.

For a small department (5 tenure track FTE and 1.50 Other FTE) the department has played a significant role in University related service. This is reflected in the following:

- A member of the Department has served as the Chairperson of the University Tenure and Promotion Committee during the past two years.
- A member of the Department has served as chair of University level search committees for Executive Director of University Marketing/ Communications and for Director of Athletics.
- Members of the Department have won the Exceptional Research in a Refereed Journal Award from within the Barton School of Business twice in the eight years that the Award has been offered.
- Members of the Department have been awarded Barton School Summer Research Grants in all years covered by this review.
- Members of the Department have been awarded two University wide research grants in the past decade.
- A member of the Department has developed a unique measure of service quality within the airline industry, which has garnered national and international publicity both within the academic community, and within the industry itself.

f) The program's cost effectiveness

The Department of Marketing had 5.0 tenured FTE faculty and 1.50 FTE (6.50 total) faculty delivering an average of 4014.6 student credit hours (SCH) per year during the 2002-07 review period. This reflects the retirement of one tenure track faculty that has not been replaced. Recently, another full time tenured faculty has been re-assigned to the Entrepreneurship program. During the five year review period, the Department averaged 309 SCH per FTE. The Marketing department has averaged 466 SCH per summer session over the 2002-07 periods. Finally, the Department averaged 28 cooperative education students per year.

NOTE: The cost for delivering a SCH, as a department, was not computed due to the re-alignment of the entrepreneurship program to the management department. We do not have current figures for the marketing department by itself.

Conclusions and recommendations:

Perhaps the most significant improvement would be permission to recruit to fill the two vacant positions within the marketing area of the Department. During the 2002-07 academic years, one Department member was re-assigned to the Entrepreneurship program (Hackett). Replacement of the faculty position created through retirement (Kraft) is also needed. In addition the faculty position (.5) held by (Goodell) has never been filled. In fact, the department has not been allowed to hire a new faculty member since 1995. Budget restrictions have not allowed us to replace these individuals. Looking forward, the almost certain loss of another faculty (Ross) will leave the Department with a serious faculty shortage (4.5 tenure track FTE).

Maintaining current instructor budget lines is also a crucial concern. Typically, these members of the Department teach high SCH volumes and large sections. Without the instructor level faculty, the Department's ability to deliver course sections as needed would be seriously diminished, if not destroyed.

A related improvement would be the hiring of multiple teaching instructors. Currently the department has one (McKee) full time adjunct to support the undergraduate programs of the Department. If it is not possible to hire tenure track faculty, instructors or adjunct faculty must be hired to meet the demands of students taking Departmental courses.

Additional opportunities for international exchange programs for faculty and students must be sought if our students and faculty are to have a true understanding of the term "globalization," and an opportunity to integrate the ideas and concepts fully into the marketing curriculum.

Statistical Overview

The data below for 2002 - 2008 was prepared by the Office of Institutional Research at WSU. ~~these data are included in Appendix A.~~ The data do not reflect the movement of Entrepreneurship to the Department of Management.

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MARKETING AND ENTREPRENEURSHIP	DESCRIPTION	2002	2003	2004	2005	2006	2007	2008
Section I: Part A: Academic Instruction Expenditures	1. Salaries/Benefits	\$846,222	\$832,082	\$859,931	\$775,573	\$1,028,629	\$1,092,902	\$1,026,273
	2. Other Operating Exp.	\$19,454	\$16,089	\$9,103	\$15,764	\$9,014	\$9,437	\$9,175
	3. Total	\$865,676	\$848,171	\$869,034	\$791,337	\$1,037,643	\$1,102,339	\$1,035,448
Section I: Part B: Student Credit Hour Production	1. Lower Division	843	990	361	213	183	207	219
	2. Upper Division	5,051	5,123	5,571	6,044	6,068	6,160	6,616
	3. Masters	400	399	525	288	270	339	450
	4. Doctoral	0	0	0	0	0	0	0
	5. Total	6,294	6,512	6,457	6,545	6,521	6,706	7,285
Section I: Part D: Percentage of Departmental SCH taken by:	1. Their Undergraduate Majors	21.7	18.1	20.1	19.1	20.9	25.9	24.2
	2. Their Graduate Majors	0	0	0	0	0	0	0
	3. Non-Majors	78.3	81.9	79.9	80.9	79.1	74.1	75.8
Section I: Part E: Departmental Faculty	1. Tenured/Tenure Track Faculty Head Count	7	6	7	5	8	8	8
	2. Tenured/Tenure Track Faculty with Terminal Degrees	7	6	6	4	7	8	8
	3. Total Tenured Faculty	6	5	5	5	6	6	7
Total Instructional Faculty FTE in Department		11	10	10	8	11	9	9

Section I: Part F: Actual Instructional FTE											
1. Tenured/Tenure Track Faculty	6.5	6.3	6.3	5.3	8	8	8.1				
2a. Instructor of Record (IOR)	0	0	0	0	0	0	0				
2b. Not Instructor of Record	0	0	0	0	0	0	0				
3. Other Instructional FTE	3.8	3.25	3.74	3.83	3.5	2	3.3				
4. Total FTE	10.3	9.55	10.04	9.13	11.5	10	11.4				
5. SCH generated by Tenured/Tenure Track Faculty	1,499	1,842	1,471	1,342	1,694	2,192	2,039				
6. SCH generated by GTA's (IOR)	0	0	0	0	0	0	0				
7. SCH generated by Other Instructional Faculty	1,536	1,662	1,635	1,684	1,173	964	1,317				
8. Total SCH	3,035	3,504	3,106	3,026	2,867	3,156	3,356				
9. Average SCH per Tenured/Tenure Track Faculty	230.62	292.38	233.49	253.21	211.75	274.00	251.67				
10. Average SCH per GTA (IOR only)	0.00	0.00	0.00	0.00	0.00	0.00	0.00				
11. Average SCH per Other Instructional Faculty	404.21	511.38	437.17	439.69	335.14	482.00	399.09				
12. Average Overall SCH per FTE	294.66	366.91	309.36	331.43	249.30	315.60	294.34				
Section II: Part A: Majors in the Discipline											
1. Freshmen/Sophomores (optional)	66	63	73	78	82	78	64				
2. Jrs., Srs., 5th Year Majors	50	63	83	87	89	85	92				
3. Masters	0	0	0	0	0	0	0				
4. 1st Prof / Specialist / Certif.	0	0	0	0	0	0	0				
5. Doctoral	0	0	0	0	0	0	0				
1. Freshmen/Sophomores (optional)	49	54	60	66	56	70	65				
2. Jrs., Srs., 5th Year Majors	166	143	119	119	116	121	110				
3. Masters	0	0	0	0	0	0	0				

	4. 1st Prof / Specialist / Certif.	0	0	0	0	0	0	0	0	0	0	0
5. Doctoral	0	0	0	0	0	0	0	0	0	0	0	0
Section II: Part B: ACT Scores of Undergraduate Jrs.,Srs												
1. Average ACT Composite	22.4	23.6	22.9	22.6	23.6	22.9	23.6	22.9	23.2			
2. Low ACT	12	12	12	12	16	12	16	12	12			
3. High ACT	34	34	34	32	32	31	32	31	31			
4. Number Reporting an ACT Score	40	45	57	69	70	69	70	69	73			
5. Percent Reporting ACT Score	80.00%	71.43%	68.67%	79.31%	78.65%	81.18%	78.65%	81.18%	79.35%			
Section II: Part C: Degrees Conferred												
1. Associate	0	0	0	0	0	0	0	0	0			
2. Baccalaureate	17	20	24	29	31	34	31	34	4			
3. Masters	0	0	0	0	0	0	0	0	0			
4. First Prof / Specialist / Certificate	0	0	0	0	0	0	0	0	0			
5. Doctorate	0	0	0	0	0	0	0	0	0			
1. Associate	0	0	0	0	0	0	0	0	0			
2. Baccalaureate	64	74	55	72	47	60	47	60	56			
3. Masters	0	0	0	0	0	0	0	0	0			
4. First Prof / Specialist / Certificate	0	0	0	0	0	0	0	0	0			
5. Doctorate	0	0	0	0	0	0	0	0	0			

W. Frank Barton School Of Business

Program Review

For The Entrepreneurship Major

2002 - 2008

WICHITA STATE UNIVERSITY

KANSAS BOARD OF REGENTS PROGRAM REVIEW

a) Centrality of the program to fulfilling the mission and role of WSU .¹

Mission and Objectives of the Program

The mission of the University focuses on providing comprehensive educational opportunities in an urban setting, through high quality teaching, research and public service. The Entrepreneurship program within the Department of Management, through its teaching, research and service efforts, supports the University, the Barton School and the other departmental faculties in providing counsel, guidance and leadership to the business, not-for-profit, and community of South Central Kansas.

In support of both the Barton School and the University's mission statements to provide quality undergraduate and graduate programs, WSU is the only Regents' institution to offer an undergraduate program in Entrepreneurship and an MBA with a concentration in entrepreneurship. The Center for Entrepreneurship enhances the University's attempt to foster the economic development of a diverse metropolitan community in the state of Kansas by providing education which encourages corporate entrepreneurship as well as the establishment of new businesses and opportunities for self-employment.

The Barton School of Business advances the knowledge and practice of business, reaches out to constituents, and prepares students to successfully compete in the global entrepreneurial marketplace (Barton School Mission Statement). The Entrepreneurship major directly supports the entrepreneurial focus of the Barton School mission.

Additionally, the Center for Entrepreneurship, as part of its larger educational and service mission, is actively involved in a number of community outreach programs that are tied to, yet separate from the academic program. Designed to promote awareness and knowledge among students and the business community regarding the opportunities of entrepreneurship, the programs also communicate the role of the entrepreneur in society and his/her contributions to the economy as well as techniques for the creation and perpetuation of business enterprises. The programs include: the Kansas Family Business Forum, which deals with issues related to the family firm; Metro Awards, which recognizes the fastest-growing, privately held firms in the Wichita area; the Explore Entrepreneurship High School Conference, which promotes entrepreneurship as a potential career path and is attended annually by more than 300 high school students and their teachers; a lecture series promoting a well-known entrepreneur or CEO of

¹ **NOTE:** In the Spring of 2008, Interim Dean Bart Hildreth made the decision to reconfigure the placement of the Entrepreneurship faculty and major FROM the Marketing and Entrepreneurship Department TO the Department of Management. The budget numbers in the Statistical Overview represent the major as it was previously configured in the Department of Marketing.

a major corporation; and the Business Heritage series, books written to highlight the achievements of individuals or companies which have made significant contributions to the region or state.

Teaching: The Entrepreneurship program features faculty who also teach in the Management Major. Recent hires for all areas have required a secondary area in either International Business or Entrepreneurship (to support the Barton School mission of the global entrepreneurial marketplace). The quality of teaching in the Entrepreneurship is supported by the multiple nomination of one of the faculty for "Most Effective Instructor" in the Spring of 2008. One member of the faculty has won the Regents Award for Excellence in Teaching.

Intellectual Activities: The intellectual activities of the faculty are two-fold. The primary focus is applied and theoretical research published in academic outlets at the national and regional level. A secondary focus is on the dissemination of research results to the practitioner community through publication in widely disseminated outlets and through participation in relevant professional organizations. Faculty are expected to contribute to both aspects of this mission by communicating their findings to appropriate academic and professional associations. The faculty frequently are able to bring their research into the classroom to enhance the learning experience of the students.

Faculty in the Management Department frequently publish research that has an entrepreneurial focus. Examples of these publication outlets are provided below.

Academy of Management Journal
Academy of Management Learning and Education "Nominated for best article of 2004"
Business Process Management Journal
Entrepreneurship Theory and Practice
International Journal of Management and Decision Making
Journal of Business and Entrepreneurship
Journal of Business and Management
Journal of Business Venturing
Journal of Management
Journal of Management Research
Journal of Small Business Management
Journal of World Business
Personnel Psychology
Strategic Entrepreneurship Journal
The International Journal of Entrepreneurship and Innovation

Service: The service mission of the faculty in the college includes providing state-of-the-art assistance and technical support to private, public, and nonprofit organizations with the goal of improving organizational productivity and effectiveness. Faculty are encouraged to provide organizations with relevant expertise, especially when such activities can enhance their teaching and research activities. The service provided by the Entrepreneurship program is primarily funneled through the activities of the Center for Entrepreneurship. Activities include the Kansas Family Business Forum. The KFBF sponsors educational seminars which bring owners, families and managers together to address issues of ownership and management succession, strategic planning, estate planning, family dynamics and family governance. Forum programming features a mix of national and local experts on family business issues. In addition to the educational seminars, the KFBF incorporates opportunities for smaller peer-to-peer group meetings. These include Personal Advisory Groups, which are designed to address the specific family business needs of the president, CEO or founder of the family business and Executive Breakfasts, which enable in-depth roundtable discussions of issues pertinent to the membership. The Entrepreneurship Forum Series offers a line-up of panel members that are a talented group of world class entrepreneurs and specialists. The panel will share their "lessons learned" and unique experiences.

b) The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty

Faculty teaching in entrepreneurship hold degrees from the following universities:

Texas Tech University
University of Memphis
University of Oklahoma
University of Utah
Washington State University
Wichita State University (MS)

The faculty have areas of research specialization and / or interest in: strategic management and planning, business competitiveness, new product creation, commercialization, entrepreneurial orientation, innovation, creativity, opportunity identification, entrepreneurial teams, strategic leadership, family business, franchising, customer relations, growing the firm, small business performance and growth, corporate entrepreneurship, international entrepreneurship, financial analysis, and business valuation.

The publication outlets of the faculty are provided above.

c) The quality of the program as assessed by the curriculum and the impact of the curriculum on the students

The major offers students challenging courses in the formal study of entrepreneurship and require completion of the University's general education courses, courses in the business core, and specified classes in entrepreneurship. Additionally, students are required to understand risk analysis, to problem solve, to develop a business strategy for a new or growing venture and ultimately to research and write a business plan. Outside of the classroom environment, students have the opportunity to gain hands on experience through internships and the cooperative education program. Students may opt to study at another institution through the National Student Exchange Program or at a number of foreign universities which have exchange programs with the Barton School of Business. The Entrepreneurship curriculum is described below. The major builds upon the broad business background required of all students majoring in business.

Entrepreneurship Major

The entrepreneurship major requires 21 upper-division hours beyond the business core. Several of the courses in the major must be taken in a specific sequence: ENTR 310 (business core course,) then ENTR 440, then ENTR 455, finally ENTR 668. Students who plan to major or minor in entrepreneurship should contact the Center for Entrepreneurship for scholarship information. In addition to the major, there are two options for minors in entrepreneurship: a minor that requires advanced standing in the Barton School, and a minor for non-business majors that does not require advanced standing in business.

Required courses (12 credit hours).

ENTR 440 New Venture Feasibility Analysis (3 credit hours)
ENTR 455 Entrepreneurial Finance (3 credit hours)
ENTR 620 Growing and Managing an Entrepreneurial Firm (3 credit hours)
ENTR 668 Developing a Successful Business Plan (3 credit hours)

Electives (9 hours chosen from the list)

ACCT 320 Accounting for Decision Making and Control (3 credit hours)

BLAW 636 Law of Business Associations (3 credit hours)
ENTR/MKT 403 Marketing Research (3 credit hours)
ENTR/MKT 420 Developing a Marketing Plan (3 credit hours)
ENTR 481 Cooperative Education (1-3 credit hours)
ENTR 491 Independent Study in Entrepreneurship (1-3 credit hours)
ENTR 492 Internship in Entrepreneurship (1-3 credit hours)
ENTR/MKT 606 New Product & Technology Development (3 credit hours)
ENTR/MKT 608 Selling & Sales Force Management (3 credit hours)
ENTR 690 Special Topics in Entrepreneurship (3 credit hours)
ENTR 690S Project SIFE—Students in Free Enterprise (3 credit hours)
FIN 440 Financial Management II (3 credit hours)
HRM 466 Fundamentals of Human Resource Management (3 credit hours)
MGMT 462 Leading and Motivating (3 credit hours)
MKT 404 Retail Management (3 credit hours)
MKT 601 International Marketing (3 credit hours)
MKT 607 Promotion Management (3 credit hours)
RE 310 Principles of Real Estate (3 credit hours)

Award for Outstanding Contributions to Advance the Discipline of Entrepreneurship

The Center for Entrepreneurship in the W. Frank Barton School of Business at Wichita State University was one of two recipients for the Global Consortium of Entrepreneurship Centers (GCEC) Award for Outstanding Contributions to Advance the Discipline of Entrepreneurship at the annual GCEC Conference. Recipients of this award were judged on their dedication to advancing, promoting and supporting entrepreneurship education as a field of study, teaching and outreach to their community. Wichita State University and University of Boston won this award.

The winners were selected based on five different categories: economic development and community outreach, service to the discipline, entrepreneurship education development and mentoring, outreach programs, and stimulation of entrepreneurial opportunity.

Other award recipients were CUNY-Baruch College, University of Arizona, University of North Carolina and Wake Forest University.

The GCEC is an organization with over 200 members that fosters the growth of university-based entrepreneurship centers by working together to address specific issues and challenges. GCEC conference is held for members to network in workshops and discussion sessions focused on the current issues and concerns of members. The conference was held at The University of Arizona's McGuire Center for Entrepreneurship.

Annual Business Plan Competition

A very exciting aspect of the program is the annual Business Plan Competition. Many steps are involved in translating great ideas into great businesses. A key step is the creation of a business plan. A business plan attempts to reduce the uncertainties surrounding the decisions needed to launch a business. It can be thought of as a blueprint or a roadmap. A business plan helps you determine if the business has a market, can make a profit and can produce to money you need.

The Wichita State University Center for Entrepreneurship Business Plan Competition is a state-wide student business plan competition, hosted by the Center for Entrepreneurship, W. Frank Barton School of Business. This is the marquee event for the Center for Entrepreneurship (CFE). The competition is designed to encourage student innovation and venture creation by providing a forum in which students can present new business ideas to local business community leaders, including entrepreneurs and investors.

Student teams consisting of 1 to 5 members from any 4 year college or university from Kansas are encouraged to enter. The only requirements are that all the team members must be currently enrolled as students and that the submissions are the teams' own original work and ideas. The competition consists of three rounds. After entering the competition, each business plan will first go through the Screening Round in which a group of judges read and evaluate the plans. The top 16 teams will proceed to the Trade Show. This round takes on a trade show format where each team sets up its own booth to attract visitors, among whom will be the judges for this round. All visitors are free to walk around the trade show room and talk to different teams. Each judge is to decide how much of a fictitious \$10,000 investment fund will go to each team by the end of the round. There will be eight teams that rise from the Trade Show and will be eligible to compete in the Semi-Final and Final Round. There are two stages on the final day of competition. During the Semi-Final round, the eight teams will be divided into two panels and each will give a 15-minute presentation to their panel of judges and answer any questions judges have. From the Semi-Final round there will be four teams, two from each bracket, which will proceed to the Final Round of the competition. The remaining four teams will be eligible to compete in the Elevator Pitch round. Out of the four teams, judges will select the top three teams to receive prizes. The results will be announced in the evening at the Center of Entrepreneurship Annual Banquet.

e) The services the program provides to the discipline, the university, and beyond

The Barton School's Entrepreneurship program in the Management Department strives to provide a continuously high level of service to all its constituents. In addition to providing four required courses (MGMT 360, IB 333, ENTRE 310, and MGMT 681) for all business undergraduates, the department also offers ENTRE 160Q as part of the general education curriculum of the University. The relevancy of our classes and the subject matter applicability to the many different majors and professions also make them appealing to many non-business students across the WSU campus. Additional connections with students are made through our faculty involvement with student organizations such as Students In Free Enterprise (SIFE) and the Association of Collegiate Entrepreneurs (ACE).

Our faculty expertise enables them to act as consultants, speakers, and trainers on campus, in the Wichita area, and throughout the world. Our faculty serves as a frequently demanded consulting pool for local nonprofit organizations and the WSU community.

The Department faculty also provide significant service to the discipline. Our faculty have served as external reviewers for several faculty seeking promotion and tenure at other universities. The faculty have also made numerous presentations at national and regional conferences. The Center for Entrepreneurship is recognized as one of the leaders in the field of entrepreneurship. The Center continues to host visitors from other institutions who see the Center as a model in the field. The Canberra student/faculty exchange program is the result of such visits.

The program provides course work for other academic programs in the University. Because entrepreneurship is an all-encompassing discipline, it is beneficial to the program and the community to offer students from all disciplines at both the undergraduate and graduate levels the opportunity to learn about business startups, growth, and other entrepreneurial activities.

The Fine Arts faculty now teaches a course entitled "Entrepreneurship in the Fine Arts". ENTRE 160: An Introduction to Entrepreneurship is designed specifically for the non-business major. Students majoring in engineering, health care, education, and psychology, to name a few, benefit from their exposure to the world of small business.

The Center contributes credit hour production to the University and by virtue of its outreach programming is considered to be one of the University's institutional builders. The Center contributes to the community by bringing students who are interested in pursuing an entrepreneurship major to Wichita. Upon completion of their studies, many students choose to remain in Wichita because of its entrepreneurial climate.

f) The program's cost effectiveness

The Entrepreneurship courses while smaller in enrollment at the upper division level, are very cost effective considering the high SCH per FTE.

Summary:

The Entrepreneurship major is a highly visible major which provides a rather unique educational experience for students. It is closely integrated into the local entrepreneurial community and its faculty are engaged in the community both locally and globally.

Statistical Overview

The data below for 2002 - 2008 was prepared by the Office of Institutional Research at WSU.

The Business Administration Major is an interdisciplinary college-wide major, combining courses from multiple departments. Information on faculty involved in the Business Administration major are included in the totals for their departments. While all of the data is included in the Appendix, the only relevant information is in Section II. The students in the undergraduate Business Administration major are the total of lines 1 and 2 in Section II Part A.

WICHITA STATE UNIVERSITY

PROGRAM REVIEW - *FISCAL YEAR 2002-2008

Note: Section I : Part D, Part E and Part F are based on the fall semester in the fiscal year. Section II: Part A and Part B are based on the fall semester in the fiscal year.

SECTION	DISCIPLINE	DESCRIPTION	*YEAR							
			2002	2003	2004	2005	2006	2007	2008	
Section I: Part A: Academic Instruction Expenditures		1. Salaries/Benefits	\$846,222	\$632,082	\$859,931	\$775,573	\$1,028,629	\$1,092,902	\$1,026,273	
		2. Other Operating Exp.	\$19,454	\$16,089	\$9,103	\$15,764	\$9,014	\$9,437	\$9,175	
		3. Total	\$865,676	\$648,171	\$869,034	\$791,337	\$1,037,643	\$1,102,339	\$1,035,448	
Section I: Part B: Student Credit Hour Production		1. Lower Division	843	990	361	213	183	207	219	
		2. Upper Division	5,051	5,123	5,571	6,044	6,068	6,160	6,616	
		3. Masters	400	399	525	288	270	339	450	
		4. Doctoral	0	0	0	0	0	0	0	
		5.Total	6,294	6,512	6,457	6,545	6,521	6,706	7,285	
Section I: Part D: Percentage of Departmental SCH taken by:		1. Their Undergraduate Majors	21.7	18.1	20.1	19.1	20.9	25.9	24.2	
		2. Their Graduate Majors	0	0	0	0	0	0	0	
		3. Non-Majors	78.3	81.9	79.9	80.9	79.1	74.1	75.8	
Section I: Part E: Departmental Faculty		1. Tenured/Tenure Track Faculty Head Count	7	6	7	5	8	8	8	
		2. Tenured/Tenure Track Faculty with Terminal Degrees	7	6	6	4	7	8	8	
		3. Total Tenured Faculty	6	5	5	5	6	6	7	
	Total Instructional Faculty FTE in Department	11	10	10	8	11	9	9		

Section I: Part F: Actual Instructional FTE

1. Tenured/Tenure Track Faculty	6.5	6.3	6.3	5.3	8	8	8.1
2a. Instructor of Record (IOR)	0	0	0	0	0	0	0
2b. Not Instructor of Record	0	0	0	0	0	0	0
3. Other Instructional FTE	3.8	3.25	3.74	3.83	3.5	2	3.3
4. Total FTE	10.3	9.55	10.04	9.13	11.5	10	11.4
5. SCH generated by Tenured/Tenure Track Faculty	1,499	1,842	1,471	1,342	1,694	2,192	2,039
6. SCH generated by GTA's (IOR)	0	0	0	0	0	0	0
7. SCH generated by Other Instructional Faculty	1,536	1,662	1,635	1,684	1,173	964	1,317
8. Total SCH	3,035	3,504	3,106	3,026	2,867	3,156	3,356
9. Average SCH per Tenured/Tenure Track Faculty	230.62	292.38	233.49	253.21	211.75	274.00	251.67
10. Average SCH per GTA (IOR only)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11. Average SCH per Other Instructional Faculty	404.21	511.38	437.17	439.69	335.14	482.00	399.09
12. Average Overall SCH per FTE	294.66	366.91	309.36	331.43	249.30	315.60	294.34

Section II: Part A: Majors in the Discipline		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP			
1. Freshmen/Sophomores (optional)		66	63	73	78	82	78	64									
2. Jrs., Srs., 5th Year Majors		50	63	83	87	89	85	92									
3. Masters		0	0	0	0	0	0	0									
4. 1st Prof / Specialist / Certif.		0	0	0	0	0	0	0									
5. Doctoral		0	0	0	0	0	0	0									
Section II: Part B: ACT Scores of Undergraduate Jrs., Srs		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP	
1. Average ACT Composite		22.4	23.6	22.9	22.6	23.6	22.9	23.2									
2. Low ACT		12	12	12	12	16	12	12									
3. High ACT		34	34	34	32	32	31	31									
4. Number Reporting an ACT Score		40	45	57	69	70	69	73									
5. Percent Reporting ACT Score		80.00%	71.43%	68.67%	79.31%	78.65%	81.18%	79.35%									
Section II: Part C: Degrees Conferred		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP		ENTREPRENEURSHIP	
1. Associate		0	0	0	0	0	0	0									
2. Baccalaureate		17	20	24	29	31	34	4									
3. Masters		0	0	0	0	0	0	0									
4. First Prof / Specialist / Certificate		0	0	0	0	0	0	0									
5. Doctorate		0	0	0	0	0	0	0									

**Section I: Part E:
Departmental
Faculty (fall)**

1. Tenured/Tenure Track Faculty Head Count	7	6	7	5	8	8	8	8	7.2
5 Year Average									
2. Tenured/Tenure Track Faculty with Terminal Degrees	7	6	6	4	7	8	8	8	
5 Year Average									6.6
3. Total Tenured Faculty	6	5	5	5	6	6	6	7	
5 Year Average									5.8
Total Instructional Faculty FTE in Department	11	10	10	8	11	9	9	9	
5 Year Average									9.4
1. Tenured/Tenure Track Faculty	6.5	6.3	6.3	5.3	8	8	8	8.1	
5 Year Average									7.14
2a. Instructor of Record (IOR)	0	0	0	0	0	0	0	0	
5 Year Average									0
2b. Not Instructor of Record	0	0	0	0	0	0	0	0	
5 Year Average									0
3. Other Instructional FTE	3.8	3.25	3.74	3.83	3.5	2	2	3.3	
5 Year Average									3.274
4. Total FTE	10.3	9.55	10.04	9.13	11.5	10	10	11.4	
5 Year Average									10.414
5. SCH generated by Tenured/Tenure Track Faculty	1499	1842	1471	1342	1694	2192	2192	2038.5	
5 Year Average									
6. SCH generated by GTA's (IOR)	0	0	0	0	0	0	0	0	
5 Year Average									1747.5
7. SCH generated by Other Instructional Faculty	1536	1662	1635	1664	1173	964	964	1317	
5 Year Average									1354.6

**Section I: Part F:
Actual Instructional
FTE (fall)**

	3035	3504	3106	3026	2867	3156	3355.5	3102.1
8. Total SCH								
5 Year Average								
9. Average SCH per Tenured/Tenure Track Faculty	1858.23	1917.22	1917.22	2278.96	1509.81	1509.81	1491.17	
5 Year Average								1741.40
10. Average SCH per GTA (IQR only)								0.00
5 Year Average								
11. Average SCH per Other Instructional Faculty	2623.95	3068.00	2666.04	2603.39	2848.86	4985.50	3021.52	
5 Year Average								3225.06
12. Average Overall SCH per FTE	2140.73	2308.85	2196.17	2415.06	1917.35	2204.95	1934.17	
5 Year Average								2133.54

	2002	2003	2004	2005	2006	2007	2008	Avg 5 year
Section I: Part A: Academic Instruction Expenditures (fiscal year)								
1. Salaries/Benefits	\$846,222.00	\$832,082.00	\$859,931.00	\$775,573.00	\$1,028,629.00	\$1,092,901.58	\$1,026,272.82	
5 Year Average								\$956,661.48
2. Other Operating Exp.	\$19,454.00	\$16,089.00	\$9,103.00	\$15,764.00	\$9,014.00	\$9,437.03	\$9,175.00	
5 Year Average								\$10,498.61
3. Total	\$865,676.00	\$848,171.00	\$869,034.00	\$791,337.00	\$1,037,643.00	\$1,102,338.61	\$1,035,447.82	
5 Year Average								\$967,160.09
Section I: Part B: Student Credit Hour Production (fiscal year)								
1. Lower Division	843	990	361	213	183	207	219	
5 Year Average								236.6
2. Upper Division	5051	5123	5571	6044	6068	6160	6616	

5 Year Average	400	399	525	288	270	339	450	6091.8
3. Masters								
5 Year Average								374.4
4. Doctoral	0	0	0	0	0	0	0	0
5 Year Average								
5. Total	6294	6512	6457	6545	6521	6706	7285	
5 Year Average								6702.8



1. Their Undergraduate Majors	21.7	18.1	20.1	19.1	20.9	25.9	24.2	
5 Year Average								22.04
2. Their Graduate Majors	0	0	0	0	0	0	0	0
5 Year Average								
3. Non-Majors	78.3	81.9	79.9	80.9	79.1	74.1	75.8	
5 Year Average								77.96

Section I: Part D:
 Percentage of
 Departmental SCH
 taken by: (fall)

