



WICHITA STATE
UNIVERSITY

Program Review Self-Study Template

Academic unit: Management

College: Business

Date of last review 2013

Date of last accreditation report (if relevant) _____

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

Degree: Bachelor - Entrepreneurship _____ CIP* code: 52.1801

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

Faculty of the academic unit (add lines as necessary)


Name	Signature
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Chris Broberg _____	_____
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Gaylen Chandler <i>Gaylen N Chandler</i> _____	<i>21 June 2016</i>
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Donald Hackett _____	_____
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Jim Wolff _____	_____
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Submitted by: *John Perry*  Chair, Department of Management _____ Date June 9 2016
(name and title)

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

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

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

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

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

In support of the university's mission to serve as an educational and economic driver for Kansas, WSU offers the only undergraduate program in Entrepreneurship among the KBOR schools. The Center for Entrepreneurship enhances the University's attempt to foster the economic development of the state of Kansas by providing education which encourages corporate entrepreneurship as well as the establishment of new businesses and opportunities for self-employment.

Designed to promote awareness and knowledge among students and the business community regarding the opportunities of entrepreneurship, the program communicates 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 program includes:

- the Shocker New Venture Competition (SNVC), a statewide competition for students focused on creating new businesses
- the Coleman fellows program, which recruits faculty members from across campus and helps them to integrate entrepreneurship into their curriculum
- the Entrepreneurship Forum, which brings experienced entrepreneurs in to speak to students and the broader community about a wide range of entrepreneurship issues
- the Kansas Family Business Forum, which deals with issues related to the family firm
- the Business Booster Series, which provides a series of seminars targeted at business owners in the community
- the Rural Entrepreneurship Initiative which provides seminars to business owners in Rural Kansas

d. Has the mission of the Program (s) changed since last review? Yes No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

The mission has not changed since the last review.

e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?

Yes No

If yes, describe the changes in a concise manner.

<i>Required courses.....</i>	<i>12 hrs.</i>
ENTR 440 New Venture Feasibility Analy....	3
ENTR 455 Entrepreneurial Finance.....	3
ENTR 620 Growing and Managing an Entrepreneurial Firm.....	3
ENTR 668 Developing a Successful Business Plan.....	3

<i>Electives</i>	<i>9 hrs.</i>
ENTR 481 Cooperative Education.....	1-3
ENTR 491 Independent Study/Project.....	1-3
ENTR 604 Franchise Management.....	3
ENTR 605 Technology Entrepreneurship.....	3
ENTR 606 Product Dev. & Innovation.....	3
ENTR 608 Selling & Sales Force Mgmt.....	3
ENTR 690 Special Topics in Entrepreneurship.	3
HRM 466 Fundamentals of Human Resource Management.....	3
MKT 404 Retail Management.....	3
MKT 601 International Marketing.....	3
RE 310 Principles of Real Estate.....	3

Entrepreneurship Emphasis in Real Estate

<i>Entrepreneurship core.....</i>	<i>12 hrs.</i>
ENTR 440 New Venture Feasibility Analy....	3
ENTR 455 Entrepreneurial Finance.....	3
ENTR 620 Growing and Managing an Entrepreneurial Firm.....	3
ENTR 668 Developing a Successful Business Plan.....	3

<i>Real estate core.....</i>	<i>9 hrs.</i>
RE 310 Principles of Real Estate.....	3
RE 619 Urban Land Development.....	3

One upper-division real estate course chosen from:

RE 438 Real Estate Law.....	3
RE 611 Real Estate Finance.....	3
RE 614 Real Estate Appraisal.....	3
RE 618 Real Estate Investment Analy.....	3

The Entrepreneurship Program Objectives are:

1. Identify and effectively communicate viable opportunities
2. Clearly describe proposed products and/or services and clearly articulate the value proposition for customers and other stakeholders
3. Develop viable business models including the resource infrastructure, target customers, cost structure, and revenue sources
4. Understand and be able to compose a viable management team that has the required competencies to deliver the value proposition to customers
5. Be able to do complete and thorough industry analysis and display understanding of the context of the business including competitors, substitutes, threat of new entrants
6. Understand the financial requirements for a business including projected financial statements that detail start-up costs, operating expenses, and revenue generation

Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

MANAGEMENT DEPARTMENT

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY
			TTF= Tenure/Tenure Track	GTA=Grad teaching assist	O=Other instructional FTE			
			TTF	GTA	O			
2012	15	15	12.7	0	3.7	10566	417	106
2013	15	15	10.0	0	4.2	10175	451	94
2014	14	14	9.7	0	4.2	10622	472	96
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE
↓								
2012			16.4			644	25.4	6.5
2013			14.2			717	31.8	6.7
2014			13.9			764	34.0	6.9

The faculty who teach in the Entrepreneurship program also teach in other programs within the Management Department. Therefore, the data listed in the table above are for the whole Management department. The table below shows Entrepreneurship major and graduation data.

Last 3 Years	Total Majors - From fall semester	Total Grads – by FY
2012	119	18
2013	134	17
2014	130	31

Data from the WSU Office of Planning and Analysis

Faculty Strengths

The Management Department encompasses faculty who teach in the areas of Entrepreneurship, Human Resource Management, International Business and Management. Many faculty members teach in multiple areas. The faculty teaching in the Entrepreneurship major have terminal degrees from the following universities.

1. University of Oklahoma
2. Texas Tech University
3. University of Utah
4. Washington State University

In addition to the full-time faculty (all of whom are tenure or tenure-track), adjunct faculty members have taught the introductory Entrepreneurship course. The full-time faculty oversee the content and teaching of this course.

As members of an urban institution, the faculty is able to utilize local entrepreneurs to enrich the classroom experiences of our students. Guest lecturers, panel discussions, and debates on current topics in entrepreneurship are used to enhance

to normal classroom activities. Also because of WSU's urban setting, our students have numerous opportunities to gain practical experience through cooperative education placements and internships.

The quality of teaching in the Entrepreneurship program is demonstrated by the awards received. One faculty member has won the Regents Award for Excellence in Teaching. The Barton School also rewards outstanding teaching in its own faculty through the annual teaching awards process. Three Management Department faculty who teach in the Entrepreneurship major have won teaching awards from the Barton School, and one has received the WSU Fairmount Chapter of Mortar Board Educator Appreciation Award.

Scholarly Productivity – Entrepreneurship Faculty

	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				
2012	2		3											1			
2013	1		2														
2014	2		2		1										1	1	
2015	3														2		

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

Among the Management department faculty members, several members teach in multiple programs (ENTR, HRM, IB, and MGMT). The scholarly productivity figures reported above are for those faculty who teach a majority of their classes in the Entrepreneurship program.

3. Academic Program: 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. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		ENTR	All WSU Students
2012	63	24.4	23.0
2013	80	24.1	23.0
2014	63	23.0	23.1

- b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.

There is not an Entrepreneurship graduate program.

- c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program 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).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

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.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Identify and effectively communicate viable opportunities	Elevator pitches in ENTR 440. Participation in the SNVC.	On average we desire that entrepreneurship majors score $\frac{1}{4}$ standard deviation higher than other students who participate in the SNVC. Seventeen judges (5 ENTR faculty, 5 non-business faculty, 7 business people) score the SNVC participants' plans on the 8 criteria that relate to the learning outcomes. Judges' scores are averaged.	The business plans of entrepreneurship students scored over $\frac{1}{4}$ standard deviation higher than those for non-business students on all 8 dimensions except one criterion – “The management team has the necessary background and abilities to create a business around the product or service.” - this criterion relates to Learning Objective 4 – “Understand and be able to compose a viable management team that has the required competencies to deliver the value proposition to customers”	To address the unmet target related to Learning Objective 4, the ENTR faculty decided to enhance their presentation of related materials in 2 courses. In ENTR 440 and 620 there will be enhanced discussion of composing teams and advisory boards. In ENTR 668 there will be an expectation that each business plan team will solicit and create an advisory board. This will help increase access to the necessary background and experience. Progress will be measured using the same assessment tool and procedure.
Clearly describe proposed products and/or services and clearly articulate the value proposition for customers and other stakeholders	In class exercises in ENTR 440 and ENTR 668. Participation in SNVC			
Develop viable business models including the resource infrastructure, target customers, cost structure, and revenue sources	Tests and cases in class. Participation in SNVC			
Understand and be able to compose a viable management team that has the required competencies to deliver the value proposition to customers	Tests and cases in class. Participation in SNVC.			
Be able to do complete and thorough industry analysis and display understanding of the context of the business including competitors, substitutes, threat of new entrants	Business plan exercise in ENTR 668. Participation in SNVC.			
Understand the financial requirements for a business including projected financial statements that detail start-up costs, operating expenses, and revenue generation	Tests and Projects in ENTR 455. Business plan development ENTR 668. Participation in the SNVC.			

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), 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 3c).

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
2012		n/a		
2013		n/a		
2014		n/a		

When completing a WSU degree, students are required to complete an exit survey that asks questions connected to their degree program. The following table shows the satisfaction levels of Entrepreneurship graduates versus all WSU graduates

Satisfaction with Program among Undergraduate Students at End of Program Exit		
Year	ENTR graduates - % Satisfied or Very Satisfied	All WSU graduates - % Satisfied or Very Satisfied
2012	80.2	79.5
2013	77.1	82.9
2014	83.9	81.4

- e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Outcomes:	Results	
	Majors	Non-Majors
<ul style="list-style-type: none"> ○ Have acquired knowledge in the arts, humanities, and natural and social sciences ○ Think critically and independently ○ Write and speak effectively ○ Employ analytical reasoning and problem solving techniques 		
n/a		

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: <http://www.aacu.org/value/rubrics/>

KBOR goals are not assessed at the major level. These goals are assessed at the degree level in the Barton School for AACSB International (Association to Advance Collegiate Schools of Business) accreditation.

- f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.
Provide information here:

There is no concurrent enrollment course in the Entrepreneurship program.

- g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.
Provide information here:

The Entrepreneurship program is not accredited by a specialty accrediting body.

- h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Provide information here:

The Management department adheres to WSU Policy 2.18 which describes the process for assigning credit hours to classes. Moreover, the department adheres to the Department of Education rules regarding a credit hour. Namely, the Management department expects that for each SCH, a student will have to spend a minimum of 45 hours over the length of the course for instruction and preparation/studying or course related activities.

- i. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here:


Based on the program assessment and the satisfaction levels of ENTR students, the overall quality of the ENTR academic program appears strong. The ENTR faculty are committed to constantly improving the program and plan to use the program assessment procedure to do so.

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

Entrepreneurship Majors			
Last 3 YRs - Begins in fall and ends following summer	# Applicants	# Admitted	# on Census Day
2012	57	53	33
2013	56	55	32
2014	50	50	25
2015	69	67	39

Year	% Under-represented Minorities on Census Day				% Under-represented Minorities at Graduation	
	Entrepreneurship		WSU		Entrepreneurship	WSU
	Freshmen & Sophomores	Juniors & Seniors	Freshmen & Sophomores	Juniors & Seniors	Bachelor's degree	Bachelor's degree
2012	19.6	7.9	18.5	15.4	6.7	12.6
2013	18.5	6.3	18.5	14.9	7.1	13.5
2014	19.4	15.9	19.2	15.7	5.3	14.3

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

Employment of Majors*							
	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only.
2012	43036	92.9	72.7	27.3	0	1	
2013	40500	100	60	40	0	0	
2014	36727	90.9	63.6	36.4	0	1	
2015	47375	50	62.5	25	12.5	1	

* Salary, employment, and graduate school data from WSU exit surveys

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

The number of Entrepreneurship students who have applied, accepted, and matriculated has declined since 2008. Because the Management department believes that entrepreneurship education can be key to promoting economic development for Kansas (part of the WSU mission), in 2015, two of the program's course (ENTR 310 and 440) were proposed and accepted as WSU general education courses. This change may not lead to more Entrepreneurship majors, but the Department hopes that it will lead to more students throughout WSU being exposed to entrepreneurship ideas.

In terms of employment, according to a recent WSU Career Services Exit Survey, recent Management department graduates held positions as Hospitality Manager, Financial Analyst, and Program Director.

5. **Analyze the service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Management Department SCH by Student Department Affiliation on Fall Census Day			
Fall Semester	2012	2013	2014
Total SCH – Mgmt Department	4742	4860	5346
% Entrepreneurship UG Majors	8.0	9.6	6.5
% Entrepreneurship GR Majors	n/a	n/a	n/a
% non-Entrepreneurship Majors	92.0	90.4	93.5

- a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, 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 offering a required course for all business undergraduate students, the Entrepreneurship faculty also began in Spring 2016 to offer two general education courses which any WSU undergraduate student can take for general education credit. The Entrepreneurship faculty build connections with business and non-business students in their classes; and they make connections with Entrepreneurship students as advisors to the Association of Collegiate Entrepreneurs, a student entrepreneurship organization.

The entrepreneurship faculty members' expertise enables them to act as consultants, speakers, and trainers on campus, in the Wichita area, and throughout the world. The faculty members serve as a consultants and board members for local nonprofit organizations and the WSU community.

The Department faculty also provide significant service to the discipline. Faculty members have served as external reviewers for faculty seeking promotion and tenure at other universities. They have also made presentations at national and regional conferences. The Center for Entrepreneurship, which counts the Entrepreneurship faculty as members, 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 Pau student/faculty exchange program is the result of such visits.

In terms of Entrepreneurship credit hours, approximately over 90% of the credit hours generated by the Entrepreneurship faculty are taken by students earning other degrees. The Center also 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.

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. The Rural Entrepreneurship initiative provides instruction in small business topics to small-business owners in rural communities across the state. The Practical Entrepreneurship Training series provides Friday seminars to the small business community and students each Friday afternoon during spring and fall semesters.

6. Report on the Program’s goal (s) from the last review. 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).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
The overall objective was to spread entrepreneurship education across campus by increasing the number of students involved in entrepreneurship, but not necessarily to increase the number of majors	Increase the number of non-Entrepreneurship students participating in the entrepreneurship curriculum	The majors of students taking Entrepreneurship classes	The number and percentage of non-Entrepreneurship majors taking Entrepreneurship classes increased between 2012 and 2015.

7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

The Entrepreneurship major is a visible major which provides a 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.

Strengths of the Entrepreneurship major include a very highly qualified faculty who regularly score very highly on teaching evaluations, are highly research productive, and provide strong levels of service to the university, profession, and community. Another strength is offering a curriculum and student service that satisfies students at a high level.

The learning objectives of the entrepreneurship program are aligned with the scoring criteria for the SNVC. Over the past three years, the Entrepreneurship faculty members have collected scores for all participants in the competition and compared the scores to the assessment targets. The assessment results show that the Entrepreneurship classes are, for the most part, making a difference for our Entrepreneurship students. One area of concern arose from the assessment and is being addressed within the program.

The main objective of the Entrepreneurship program for the next three years is to continue to increase the number of non-Entrepreneurship students (particularly, non-Business students) taking Entrepreneurship classes. To support this goal, the Entrepreneurship faculty recently proposed that two of their courses be counted as WSU general education classes. (The WSU General Education committee approved the proposal.) This change will allow more non-business students to “receive credit” for taking entrepreneurship classes. Also, the Entrepreneurship faculty participated in the development of a new interdisciplinary Master’s degree in Innovation Design. As part of this degree, MID students will take entrepreneurship classes.