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 - Management _____   CIP* code: 49.0104

*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
Bobbie Knoblauch	6/20/16
Donald Hackett	06/14/16
Gerald Graham	06/14/16
Steven Farmer	6/14/16
John Perry	
Brian Rawson	
Gergana Markova	6/17/16
Jim Wolff	

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 Management program's mission is to provide students with the skills and knowledge necessary to become successful managers in organizations.

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

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

    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.

    a. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the <u>program</u> (s) (programmatic). Have they changed since the last review?
                                                                ☒ Yes ☐ No
    b. If yes, describe the changes in a concise manner.

Program Description – Management Major

REQUIRED COURSES:
        MGMT 460 – Designing Effective Organizations
        MGMT 462 – Leading and Motivating
        MGMT 463 – Building Effective Work Teams
        HRM 466 – Fundamentals of Human Resource Management

ELECTIVE COURSES:
Three courses taken from the following list. Up to 3 hours may be substituted from upper-level courses in business administration with adviser's consent. A maximum of 3 credit hours of co-op may be used in the major.
        MGMT 430   Business, Government, & Society
        MGMT 464   Communicating Effectively in Organizations
        MGMT 661   Coaching, Developing, and Mentoring
        MGMT 662   Managing Workplace Diversity
        MGMT 680   Making Effective Decisions
        HRM 664   Labor Relations

HRM 666	Human Resource Staffing
IB 600	International Management
IB 601	International Marketing
IF 625	International Financial Management
IB 561	International Economics and Business
ENTR 440	New Venture Feasibility Analysis
ENTR 620	Growing and Managing an Entrepreneurial Firm

One of the MGMT program learning goals changed in 2012. This change was made to reflect a change in the program curriculum that was made in 2010. At that time, the core Management major courses were modified to include HRM 466 (Fundamentals of Human Resource Management), but the program learning goals had not been changed. In 2012, the Management faculty changed the program learning goals.

Old Management program learning goals	New Management program learning goals
Graduates will demonstrate clear analytical and reflective thinking abilities	Same
Graduates will demonstrate a knowledge of ethical decision making	Same
Graduates will demonstrate active collaboration skills and the ability to work as part of a team	Same
Graduates will demonstrate an understanding of how leadership affects goals and workplace motivation	Same
Demonstrate skill in effective oral and written communication	Changed to – "Graduates will understand the role that human resource management practices can play in impacting morale and productivity"

2. 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).

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#): TTF= Tenure/Tenure Track GTA=Grad teaching assist O=Other instructional FTE			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY
			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
						SCH/ FTE	Majors/ FTE	Grads/ FTE
Total Number Instructional (FTE) – TTF+GTA+O								
2012					16.4	644	25.4	6.5

2013	14.2	717	31.8	6.7
2014	13.9	764	34.0	6.9

MANAGEMENT DEPARTMENT

The faculty who teach in the Management 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 Management major and graduation data.

Last 3 Years	Total Majors - From fall semester	Total Grads — by FY
2012	129	43
2013	137	38
2014	188	49

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 Management major have terminal degrees from the following universities.

1. Georgia Institute of Technology
2. Louisiana State University
3. Mississippi State University
4. Pennsylvania State University
5. University of Central Florida
6. University of Oklahoma
7. Washington State University

In addition to the full-time faculty, adjunct faculty members have taught the a few introductory Management courses. The full-time Management faculty oversee the content and teaching of these courses.

As members of an urban institution, the faculty is able to utilize local mangers to enrich the classroom experiences of our students. Guest lecturers, panel discussions, and debates on current topics in management 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 Management program is demonstrated by the awards received. Two faculty have won the Regents Award for Excellence in Teaching, and one has won the WSU Academy of Effective Teaching Award. The Barton School also rewards outstanding teaching in its own faculty through the annual teaching awards process. Six Management Department faculty who teach in the Management 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 – Management Department

	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	8		6		1											3	
2013	4		7		1												
2014	2		2		4											1	
2015	8		4		1											1	

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

> 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)	
	MGT	MGT	All WSU Students
2012	104	22.0	23.0
2013	94	22.4	23.0
2014	132	22.3	23.1

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

There is not a Management 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
Graduates will demonstrate clear analytical and reflective thinking abilities	The Watson-Glaser Critical Thinking Appraisal – a nationally normed critical thinking exam	75% of students will score in the top 75% of the normed sample (more than 51 of 80 correct answers)	68.18% (target not met)	Assessed students had not taken a Logic course that was created two years ago to address this learning outcome. *We decided to wait until next year to possibly make changes.*
Graduates will demonstrate a knowledge of ethical decision making	A 20-item multiple choice quiz that asks students to identify elements of ethical decision making in four different scenarios	75% of students will answer 10 or more of the 20 questions correctly	54.55% (target not met)	Assessed students had not taken a Business Ethics course that was created last year to address this learning outcome. *We decided to wait until next year to possibly make changes.*
Graduates will demonstrate active collaboration skills and the ability to work as part of a team	A teamwork evaluation form in which instructors rate students in 7 teamwork areas as "unacceptable," "needs improvement," "acceptable," or "exemplary"	75% of students will be rated as acceptable or exemplary in each of the seven rated areas	79.17% (target met)	The assessment appears valid and well administered. The target program achievement rate is appropriate. - *We made no changes.*
Graduates will demonstrate an understanding of how leadership affects goals and workplace motivation	A 30-item multiple choice quiz that asks students to identify how leadership affects goals and workplace motivation	75% of students will answer 15 or more of the 30 questions correctly	100.00% (target met)	Given the format of the assessment tool, the target program achievement level seems low. - *We modified the target to "75% of students will answer 24 or more of the 30 questions*

				correctly"
Graduates will understand the role that human resource management practices can play in impacting morale and productivity	A 10-item multiple choice quiz that asks students to identify how human resource management practices affect individual and organizational outcomes	75% of students will answer five or more of the 10 questions correctly	96.67% (target met)	Given the content of the assessment tool and the results, the target program achievement level seems low. - *We modified the target to "75% of students will answer 7 or more of the 10 questions correctly"*

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 Management graduates versus all WSU graduates

Satisfaction with Program among Undergraduate Students at End of Program Exit		
Year	MGMT graduates - % Satisfied or Very Satisfied	All WSU graduates - % Satisfied or Very Satisfied
2012	77.1	79.5
2013	83.9	82.9
2014	84.0	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
o Have acquired knowledge in the arts, humanities, and natural and social sciences o Think critically and independently o Write and speak effectively o 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 Management 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 Management 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 MGMT students, the overall quality of the MGMT academic program appears strong. The MGMT faculty are committed to constantly improving the program and plan to use the program assessment procedure to do so.
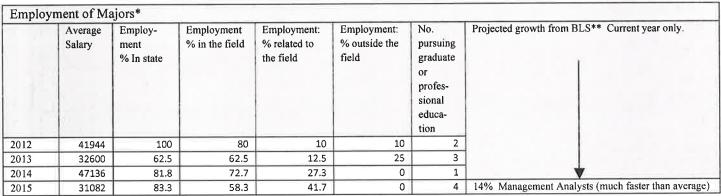
> **4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Management Majors			
Last 3 YRs - Begins in fall and ends following summer	# Applicants	# Admitted	# on Census Day
2012	50	42	20
2013	46	42	18

2014	64	63	35
2015	77	73	40

	% Under-represented Minorities on Census Day				% Under-represented Minorities at Graduation	
	Management		WSU		Management	WSU
Year	Freshmen & Sophomores	Juniors & Seniors	Freshmen & Sophomores	Juniors & Seniors	Bachelor's degree	Bachelor's degree
2012	18.5	15.4	18.5	15.4	14.0	12.6
2013	18.5	14.9	18.5	14.9	7.9	13.5
2014	19.2	15.7	19.2	15.7	20.4	14.3

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

Employment of Majors*							
	Average Salary	Employ-ment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or profes-sional educa-tion	Projected growth from BLS** Current year only.
2012	41944	100	80	10	10	2	
2013	32600	62.5	62.5	12.5	25	3	
2014	47136	81.8	72.7	27.3	0	1	
2015	31082	83.3	58.3	41.7	0	4	14% Management Analysts (much faster than average)

* 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 Management students who have applied, accepted, and matriculated declined between 2008 and 2013. Then increased to a new high in 2015. Because the Management department believes that management education can be key to promoting economic development for Kansas (part of the WSU mission), we are currently developing a plan to expand the Management degree online. This means that students will be able to complete some or all of the classes for a Management degree online. We hope that this allows more students to take Management classes.

In terms of employment, according to a recent WSU Career Services Exit Survey, recent Management department graduates held positions as Assistant Store Manager, Special Projects Manager, and Manager Trainee.

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
% Management UG Majors	12.7	11.6	15.6
% Management GR Majors	n/a	n/a	n/a
% non- Management Majors	87.3	88.4	84.4

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 Management program in the Management Department strives to provide a continuously high level of service to all its constituents. In addition to offering two required courses for all business undergraduate students, the Management faculty will begin in Fall 2016 to offer the Management major online. The Management faculty build connections with business and non-business students in their classes.

The Management 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. In terms of Management credit hours, approximately 86% of the credit hours generated by the Management faculty are taken by students earning other degrees.

The service provided by the Management program is primarily funneled through the activities of the Center for Management Development, independent consulting to companies, and academic field service. Management faculty members provide more continuing education classes than the faculty of any other program, and Management faculty members provide service as journal editors, conference presiders, and journal and conference reviewers.

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 maintain the high quality of the Management program	Offer the required courses with appropriate frequency at convenient times for the students	Enrollment data, SPTE comments, graduation data	The number of Management graduations declined 2008-2013. Student SPTE comments indicated that class times were not always convenient for them. Therefore, in 2015, the Management faculty decided to begin to offer an online alternative for students.
	Maintain high quality instruction in the required courses	Satisfaction data, assessment data	Students' perceived quality ratings in Management courses are among the highest in the WSU Business School
	Regularly update the Management curriculum content to be consistent with best practices in management	Management textbooks, Management pedagogy journals, Management curricula of other universities	The Management curriculum was revised in 2010. We have decided to delay revising the curriculum for a few more years

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.

Strengths of the Management major include a highly qualified faculty who regularly score highly on SPTE teaching evaluations, are high-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.

In terms of the Management program's learning objectives, the assessment process is still in its early stages. One round of assessments has been conducted, and the results were mixed (3/5 targets were met). The two targets that were not met relate to targets for which interventions were recently added, and the results of the interventions had not yet been realized (i.e., the students who participated in the assessments had not yet taken two newly introduced classes). As a result, we need to wait for a few more years to determine if the interventions were successful.

The main objectives of the Management program for the next three years are to (a) increase the number of Management majors and SCH, and (b) maintain the high quality of the program. To support these goals, the Management faculty recently created an online path for students to obtain a Management undergraduate degree, and required that faculty teaching the online courses take Quality Matters training. This new online degree will allow more students to take high quality Management classes.