

Bachelor of Business Administration
Major: Entrepreneurship



April 28, 2019

TO: Rick Muma, Provost
Kay Monk-Morgan, Assistant Vice-President for Academic Affairs

From: Anand S. Desai, Dean, W. Frank Barton School of Business *Anand S. Desai*

Cc: Masud Chand, Chair, Department of Management

RE: Bachelor of Business Administration (Entrepreneurship) Program Review

The Entrepreneurship major is offered as one of the majors in the department of Management. As such, there are three faculty members with a specialization in Entrepreneurship (Drs. Chandler, Broberg, and Hackett). Entrepreneurship majors are required to take other business courses as part of the major, and these are offered by faculty in the management department and in other departments of the Barton School.

Through the Center for Entrepreneurship housed in the Barton School, students and faculty engage in activities listed in the report that help local and rural business grow. This contributes directly to the mission of the University to be an economic driver for the region.

A key component of the major is that students compete in business plan competitions. This enables them to use classroom knowledge in practice. Further, ENTR 440 is a general education course and exposes students outside of the Barton School to entrepreneurship concepts. Revised goal 1 is targeted towards increasing the number of students who take entrepreneurship courses.

Faculty in the department are active in their scholarship. Collectively, they have published 21 articles in peer reviewed journals and made 15 peer reviewed presentations during the review period. Further, they also published 6 books. While there is a good mixture of faculty by rank, there are likely to be transitions in the next few years as faculty retire. It is imperative that the intellectual capital of the department be maintained.

Student credit hours generated by the department continues to increase, with the SCH per FTE and per Tenure-stream FTE being significantly higher than university averages. Over the review period, the number of entrepreneurship majors have remained relatively stable (average number of majors is about 33). However, the number of student credit hours in

entrepreneurship courses has increased from 2243 in 2014-2015 to 2865 in 2017-2018, indicating an increased interest in the study of entrepreneurship across the university. Thus, the discipline serves a broader population than its own majors.

Placement data for entrepreneurship majors has been difficult to obtain, and the department is encouraged to survey seniors in capstone classes to get a better understanding of the employment of their majors.

Assessment of learning goals is improved from the last review cycle. Specific targets have been identified, and in all but one case, the learning goals have been met. The area where additional effort needs to be expended is in student ability to understand the financial aspects of a business. How this issue will be addressed is not clear from the report.

Since the major is part of the management department, SEM goals are inherently tied to the department. The management department has been successful in offering badge courses for non-degree seeking courses and offers the management major online. The online major has experienced a significant increase in enrollment.

The degree program continues to be fully accredited by AACSB and the next AACSB Continuous Improvement Review will take place in spring 2023.



Academic unit: Management Department _____ College: Barton School of Business

Date of last review 2016-2017 Date of last accreditation report (if relevant)

Triggered Programs NONE (2018)

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

Degree: Bachelor – Entrepreneurship, Human Resources Management, International Business Management

CIP* code: 52.07, 52.1001, 49.0104, 52.11

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

Faculty of the academic unit (add lines as necessary)

NAME	SIGNATURE	TENURE OR NON-TENURE TRACK
Chris Broberg		TT
Gaylen Chandler		TT
Steven Farmer		TT
Gerald Graham		TT
Donald Hackett		TT
Usha Haley		TT
Bobbie Knoblauch		NTT
Kate Kung-McIntyre		NTT
Gergana Markova		TT
Mike McLeod		TT
John Perry		TT
Brian Rawson		NTT
Raina Rutti		NTT
Chris Stone		NTT

Pooja Thakur-Wernz	<i>Pooja</i>	TT
Jim Wolff		TT
David Yoon	<i>David Yoon</i>	TT
Masud Chand	<i>Masud Chand</i>	TT

Submitted by: Masud Chand, Chair, Department of Management

Masud Chand

(Name and title)

Date _____

Part 1: Impact of Previous Self-Study Recommendations

At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note your progress to date on implementation.

Recommendation	Activity	Outcome
While student learning assessment demonstrates students are learning the content and performing better than non-entrepreneurship degree students, it is unclear how many students are assessed for each outcome, and there is limited information on how the data is used in terms of students not meeting the outcome. There's no target criteria for any of the learning outcomes.	We have reevaluated how we use the Shocker New Venture Competition. We have assigned target criteria for each question in the business plan competition. The details are presented later in the analysis. We also provided a detailed analysis of our process and have had it accepted at the journal "Entrepreneurship Education and Pedagogy". That article is appended to this report.	Ongoing annual assessment and use of the results to improve the program.
It is important to support outcome by data in the analysis. For example, data analysis on how objective of spreading entrepreneurship education at WSU campus is missing.	We teach the E-launch series to students from different places in the University. E-launch is an 8 week course taught on Friday afternoons from 1:00 until 4:00 three times a year. Students from across the university have participated.	In 2016-2017, 2017-2018, 2018-2019, an average of 30 teams per year for a total of 90 teams have completed E-launch training
For the next review, align recruitment and retention efforts with the university's strategic enrollment plan.	The program participates with the Barton School in Faculty recruitment and retention fellows, School level I 35 I 70 recruitment, Regular SEM updates and monitoring	Ongoing
Further analysis of alumni data and its relationship to student success would be helpful in the future.	We have access only to the data from exit interviews. There is such a small percentage of students that provide full information that the analysis is relatively meaningless.	
Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.	Uniscope adopted school wide. Expanded definition of scholarship now considered during faculty evaluations.	Implemented

Part 2: Departmental Purpose and Relationship to the 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.

Please list the program mission (if more than one program, list each mission), define the role of the program and tie them to the overall mission of Wichita State University printed above. (Explain in 1-2 concise paragraphs)

a. 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.

b. The role of the program (s) and relationship to the University mission:

In support of the university's mission to serve as an educational and economic driver for Kansas, WSU offers the oldest 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. In addition to what we do in the classroom, the program includes:

- the Shocker New Venture Competition (SNVC), a statewide competition for students focused on creating new businesses
- the Kansas Family Business Forum, which deals with issues related to the family firm
- the Rural Entrepreneurship Initiative which provides seminars to business owners in Rural Kansas
- the E-launch and ICorps programs that provide training for students and faculty members across campus as they do customer validation and seek to move ideas forward.

The SNVC, the Family Business Forum, the Rural Entrepreneurship Initiative and the E-launch and ICorps programs are coordinated by the Center for Entrepreneurship.

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

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

There have been no major changes in terms of the mission or structure of the major. However, we have implemented a number of changes at the course level to enhance student learning of core topics.

d. 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 x No

If yes, describe the changes in a concise manner.

Program Description – Entrepreneurship Major

The Entrepreneurship major is a college of business degree and requires a core of 36 hours of business courses covering the functions of Management, Marketing, Economics, Finance, International Business, Decision Science, Management Information Systems, Entrepreneurship, Business Law, and Accounting.

Required courses.....12 hrs.

ENTR 440 New Venture Feasibility Analy....	3
ENTR 455 Entrepreneurial Finance.....	3
ENTR 620 Growing and Managing an Entrepreneurial Firm.....	3
ENTR 668 New Venture Creation.....	3

Electives9 hrs.

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

Entrepreneurship core.....12 hrs.

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

Real estate core.....9 hrs.

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 Learning Objectives are:

Objective 1: Clearly describe the product or service and how it solves a customer problem.

Objective 2: Clearly articulate the value proposition for customers and other stakeholders and show why the value proposition is better for the target customers than competing alternatives.

Objective 3: Display a good understanding of the context of the business including competitors, substitutes, threat of new entrants.

Objective 4: Understand the revenue streams and financial requirements for a business including projected financial statements that detail start-up costs, operating expenses, revenue generation, and cost structure.

Objective 5: Understand and be able to compose a viable management team that has the required competencies to deliver the value proposition to customers, including the use of investors, strategic partners and advisors.

Old Goal 1: Our students would score $\frac{1}{4}$ standard deviation higher than the control group on each of the five objectives stated above.

Old Goal 2: We will increase the number of non-entrepreneurship majors (especially non-business majors) taking entrepreneurship course.

New Goal 1: Continue to increase the number of non-Entrepreneurship students (particularly, non-Business students) taking Entrepreneurship classes. To support this goal, two courses are now general education classes, and we have removed most prerequisites which enables more non-business students to "receive credit" for taking entrepreneurship classes. By the time we have our next review we will seek to have 20% of the students from outside the Barton School.

New Goal 2: Continue to use the new venture competition to provide assessment of our students' learning and achieve acceptable performance. 70% of all students will achieve cut-off performance levels as described earlier. Specifically, improve instruction so that 70% of students achieve the cut-off on describing how their proposed firm can be financially viable.

New Goal 3: Successfully recruit and hire a high quality faculty member to replace one who is retiring.

Part 3: Faculty Quality

Describe the quality of the program/certificate 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*).

What standards, if any, are in place for your college/department for the following areas?

The information in this section is for the Management Department. The Department does not have collective numerical standards. The Barton School sets standards for categorizing individual faculty for AACSB accreditation and teaching-load purposes. Management Department faculty fall into two categories:

- 1) Scholarly Academic: In part, "over the previous five years, Scholarly Academics must publish a minimum of two (2) peer-reviewed journal articles in widely recognized academic journals relevant to the mission of the Barton School of Business."
- 2) Instructional Practitioners: Are not required to publish in refereed journals

Departmental Standards																				
College/ Dpt.	Ref Journal Articles				Non Ref Journal Articles				Conference Proceedings				Presentations				Books			
	S	A	P	MA	S	A	P	MA	S	A	P	MA	S	A	P	MA	S	A	P	MA

S=Submitted, A=Accepted, P=Published, NA= Not Accepted

Departmental Standards										
College/ Dpt.	Performances			Number of Exhibits		Creative Work		No. Grants Submitted	No. Grants Awarded	\$ Grant Value
	*	**	***	Juried	****	Juried	Non-Juried			

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

****Commissioned or included in a collection.

Narrative:

Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Please use the tables below to share information about your departmental scholarly outputs.

S=Submitted, A=Accepted, P=Published, NA= Not Accepted

Departmental Outputs																				
College/ Dpt.	Ref Journal Articles				Non Ref Journal Articles				Conference Proceedings				Presentations				Books			
	S	A	P	MA	S	A	P	MA	S	A	P	MA	S	A	P	MA	S	A	P	MA
2013-2014 (14)			7							1					6		1		3	
2014-2015 (15)			4							1					3				1*	
2015-2016 (16)		9	7												3				2*	
2016-2017 (17)		7	3												3					

Note: Faculty are not required to report journal submissions

- Book chapters

Departmental Outputs										
College/ Dpt.	Performances			Number of Exhibits		Creative Work		No. Grants Submitted	No. Grants Awarded	\$ Grant Value
	*	**	**	Juried	***	Juried	Non-Juried			
			*		*					
2013-2014										
2014-2015								1		
2015-2016										
2016-2017										

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

Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

The Department of Management at the beginning of 2018 consisted of fourteen full-time faculty members. There were four full professors, five associate professors, two assistant (untentured tenure-track) professors and three full time lecturers. One associate professor's primary responsibility was serving as associate dean of the Barton School. Two of the full time lecturers were recently promoted to Teaching Professors through the university Non-Tenure Promotion review process. All tenured and tenure-track faculty members hold doctorates from well-recognized management programs.

The composition of the faculty going forward is expected to change significantly in the next few years. One faculty member passed away in 2014 and one in 2017. One faculty member is retiring in calendar year 2019 and further retirements are expected in the next 3 years. Three new faculty members were hired in calendar year 2018 and one in 2019. One was hired at the rank of Distinguished Professor, one was hired as a tenure-track Assistant Professor, and two were hired to the newly created position of

Clinical Assistant Professor. Clinical Assistant professors have a 3-3 teaching load along with research responsibilities that requires them to be SA qualified as per AACSB standards.

A faculty member in Entrepreneurship is retiring in 2019. There was a failed search, but a search is underway for his replacement.

Faculty Scholarly Activity:

The faculty of the Department of Management have been consistently active in research and have been successful publishing in a wide array of high-quality academic journals. Of the 11 full-time tenured/tenure-track faculty members, 9 had refereed journal publications during the 2014-2017 period. Faculty research papers continue to be heavily cited by other scholars. Faculty have also been asked to serve on editorial review boards for many quality journals; three faculty serve as associate editors in journals in their respective fields.

Research Awards:

In the past, several faculty members have been awarded the Barton School Researcher of the Year Award. Most recently, in 2014 and 2015 Masud Chand and in 2016 Gaylen Chandler received the award.

Teaching Productivity:

Credit hour Generation:

In FY 2014, total SCH generated by the Department was 10, 622. This increased to 11,194 in FY 2015, 12, 477 in 2016 and to 14, 021 in 2017. Overall, between 2014 to 2017, SCH generated increased over 31%. The Department has is offering a completely online management and HR degrees that are expected to increase overall SCH production.

As measured by the Fall 2016 November 1st Census Day (Table 5c) the Department generated 351.1 SCH per FTE. This was 62 % higher than for the University as a whole. SCH per FTE for tenure eligible faculty was 264.7, which was 43% % higher than for the University. Credit hours generated by non-tenure track faculty are primarily from faculty who have been awarded the rank of senior or teaching professor. No classes are taught by GTAs.

Teaching Awards:

A number of current Department faculty have been recognized for excellence in teaching in the last 4 years:

Wichita State University Academy for Effective Teaching Award: Brian Rawson 2015

Wichita State University Leadership in the Advancement of Teaching: Gery Markova 2017

W. Frank Barton School of Business Instructor of the Year: John Perry (2015), Brian Rawson (2017) and Jim Wolff (2018)

Jim Wolff, who does teach entrepreneurship courses, officially retires at the end of spring semester 2019. We seek to recruit and hire a replacement faculty member who will be a productive researcher, an excellent teacher, and a good colleague.

Part 4: Academic Program(s) and Emphases

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).

Narrative: a. For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).

Provide assessment here:

The mean ACT score for incoming ENTR majors has gradually was 23.0 in 2014, 23.5 in 2015 and 22.9 in 2016 (last available year). This compares with WSU's relatively stable scores of 23.1, 23, and 23.1 over the same years. Thus, the average student is consistent with University Averages.

Narrative: b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)

Provide assessment here: No graduate programs

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

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 following table. 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.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Clearly describe the product or service and how it solves a customer problem.	Screening Round of the Shocker New Venture Competition	70% of all entrepreneurship students score above 3.2 on a 5 point scale.	20 of 21 scored above 3.2. 95%	Overall our students provided clear descriptions of customer problems.
Clearly articulate the value proposition for customers and other stakeholders and show why the value proposition is better for the target customers than competing alternatives.	Screening Round of the Shocker New Venture Competition	70% of all entrepreneurship students score above 3.2 on a 5 point scale.	15 of 21 scored above 3.2. 71%	While the objective was met, we will continue to focus on how to create and express value.
Display a good understanding of the context of the business including competitors, substitutes, threat of new entrants.	Screening Round of the Shocker New Venture Competition	70% of all entrepreneurship students score above 3.2 on a 5 point scale.	15 of 21 scored above 3.2 71%	While the objective was met we will continue to focus on understanding the context and competitive advantage.
Understand the revenue streams and financial requirements for a business including projected financial statements that detail start-up costs,	Screening Round of the Shocker New Venture Competition	70% of all entrepreneurship students score above 3.2 on a 5 point scale.	9 of 21 scored above 3.0 43%	This provides an area of opportunity. We had many students who did not present their financial

operating expenses, revenue generation, and cost structure.				model well.
Understand and be able to compose a viable management team that has the required competencies to deliver the value proposition to customers, including the use of investors, strategic partners and advisors.	Screening Round of the Shocker New Venture Competition	70% of all entrepreneurship students score above 3.0 on a 5 point scale.	18 of 21 scored above 3.0. 86%	We have worked hard on helping students understand how to compose teams and recruit advisors. We will continue to do so.

Definitions:

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.

Narrative:

The assessment tool is the screening round of the Shocker New Venture Competition.

Students receive the following instructions. The 3 Minute Video is an overview of your new venture. You have the option of either using Youtube or Vimeo. It is important that you make your video unlisted so that you do not make your idea public. Please verify that you have submitted a shareable link.

Video Content

What is the problem/opportunity:

Identify the problem you are solving. If your product or service doesn't solve a problem that potential customers have, you don't have a viable business. Consider using a real customer story that addresses the problem you are solving in the marketplace.

Solution:

Once you have a clearly defined problem that you are solving, you need to explain the solution. Describe how customers use the product or service and how it addresses the problem. Be careful of falling into the trap of being focused on your product and not your customer.

Target Market:

Expand on who your ideal customer is and how many of them there are. What is the total market size and how do you position your company within the market?

Define who your customers are. Who will buy your product or service? Research everything about them. You want to know demographic information, income statistics, and family makeup. Create a complete profile of your target market.

Competition:

There is always competition. Even if no one has come up with the exact solution you have, your potential customers are already solving their problem with some alternative. Research your competition. You can only set yourself apart if you know what has already been done. Describe your key differentiators from your competition.

Value Proposition:

This statement should explain what benefit you provide for who and how you do it uniquely well. Describe your target buyer, the problem you solve, and why you are distinctly better than the alternatives.

Revenue Model:

What is your business model that will convert your idea into being economically viable? How will your business produce revenue in a cost effective way.

- What do you sell?
- To Whom?
- How much do they pay?
- How do they pay?

Team:

Why are you and your team the right people to build and grow this company? Highlight the team members and the key expertise that they bring to the table.

The three minute videos are judged by a panel 16-20 judges selected from among faculty across campus who include some entrepreneurial content in their courses. Each video is judged by three judges and assigned a score on each objective on a five-point scale. The scoring rubric corresponds with the learning objectives of the program. The assigned score is the average of three judges.

Criterion/Target: To assign cut-off scores we analyzed data from six years of business plan competitions. The cutoff scores are the average minimum score achieved by former participants to advance to the next round of the competition. In a typical year only about half of all teams advance.

Result: We set an expectation of 70% of our students achieving the cut-off scores. Actual achievements are presented in the above table. We are using the cutoffs as evaluation for the program. In the new venture competition the average minimums do not represent a hard cut-off. High scores in some areas can compensate for low scores in other areas.

Analysis: We have been using the results of the Shocker New Venture Competition for several years to help us continuously improve our program. In the most recent analysis, our results indicate that we have more work to do to help students better communicate how their proposed firm can succeed financially in a three minute video. That will be incorporated into ENTR 455 and ENTR 668 next time they are taught.

Although we do not use it as a formal part of assessment, all students who make it through the screening round are required to complete a 10 page business plan. Students in our program who do not make it past the screening round are required to prepare the business plan for class. The business plans are evaluated by a panel of external judges from the business community. Following the business plan round, there is a trade show round in which the top 16 teams pitch to a group of professionals from the business community. The top eight teams move on to the final round. We have evaluated the average scores at the screening round and at the final round.

Year	Screening Round	Final Round
2014	3.28	3.80
2015	3.17	3.93
2016	3.57	4.29
2017	3.44	3.76

The differences are all statistically significant, indicating that the screening round scores we use for assessment are significantly predictive of eventual performance in the competition.

Provide assessment here:

We are using our assessment tool to help guide program and curriculum development. Previously we used a comparison to a control group, but in the current iteration we have set target criteria and expectations for results. There is no national exam for competency in entrepreneurship.

We are systematically using assessment to guide the development of our curriculum and analyze the results of our teaching. We have appended a journal article that we wrote about using the Business Plan Competition for Assessment that provides much greater detail about our process. (See Appendix)

Narrative: 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). Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.

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
2014	92.3%	86.2%
2015	77.3%	80.9%
2016	93.3%	80.7%
2017	88.2%	82.3%

Provide assessment here:

With the exception of 2015, which was below the average level of satisfaction, in 2014, 2015, and 2017 was significantly higher than the university average. We believe that overall, this is an indication of the quality of instruction and the engagement of students in the program. Those numbers are significantly higher than they were when we did the last assessment.

Does your program support the university General Education program? Yes No

If yes, please complete the table below and respond to the narrative prompt. If no, skip to the next.

Outcomes:		
<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 	Results	
	Majors	Non-Majors

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/>

Narrative:

- 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).

ENTR 310 and ENTR 440 are general education courses. However, KBOR goals are not assessed at the major level in the Barton. These goals are assessed at the degree level in the Barton School for AACSB International (Association to Advance Collegiate Schools of Business) accreditation.

Provide assessment here:

We do not have data at the program level.

Concurrent Enrollment - Does the program offer concurrent enrollment courses? Yes No

No

If no, skip to next question.

Narrative: 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 assessment here:

Accreditation – Is the program accredited by a specialty accreditation body? Yes No

Narrative: g. If yes, please note the name of the body, the next review date and concerns from the last review.

Provide assessment here 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.

Credit hour determination – How does the department assign credit hours to courses?

Narrative: 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.

Provide assessment here: Policy 2.18 is followed in the ENTR program.

Overall Assessment – Define the Overall quality of the academic program.

Provide assessment here:

Based on student achievement as measured by the Shocker New Venture Competition, Faculty Scholarly output, and satisfaction levels of Entrepreneurship students, the academic program is strong. Members of the entrepreneurship faculty also participate regularly in outreach activities such as E-launch and the Rural Entrepreneurship Program. Entrepreneurship faculty are committed to continuously improving the academic program and use the assessment procedure to do so.

Part 5: Student Need and Employer Demand

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

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

Employment of Majors*							Projected growth from BLS** Current year only. ↓
	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	
2013-14	\$36,727	90.9%	63.6%	36.4	0	3.8%	
2014-15	\$47,375	50%	62%	25%	12%	4.5%	
2015-16	na	33.3%	66.7%	33.3%	0	0	
2016-17	\$35,000	50%	0%	100%	0	5.9%	

* May not be collected every year

** 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)

Narrative: Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred. AND 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.

Entrepreneurship Majors			
Last 4 YRs -	# Applicants	# Admitted	# on Census Day
2014	50	50	25
2015	69	67	39
2016	98	90	38
2017	95	86	32

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
2014	19.4	15.9	19.3	15.7	7.1	13.6
2015	25.4	12.1	19.2	15.9	5.3	14.4
2016	12.1	16.1	20.0	16.6	25.0	15.1
2017	NA	NA	NA	NA	6.3	14.1

Provide assessment here:

The number of applicants and admissions were low in 2014, but have increased substantially in 2015, 2016, and 2017. The low admissions in 2014 have contributed to a smaller number of Entrepreneurship majors in the following years, but given the admissions and census day numbers we expect that to rebound. On average, the percentage of minorities represented in the major is somewhat variable, but on average reflects the diversity at the University. From the perspective of employment, our students are trained to seek for business opportunities and many have the aspiration of starting their own business at some point in the future. Unfortunately, a small number respond to the exit survey. We do not have a good way to track the success and outcomes of our students after they graduate.

Part 6: Program and Faculty Service

Analyze the service the Program/certificate 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](#)).

Narrative:

Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors (using table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day), nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Management Department SCH by Student Department Affiliation on Fall Census Day			
Fall Semester	2014	2015	2016
Total SCH – Mgmt Department	5346	5728	6198
% Entrepreneurship UG Majors	6.5%	6.5%	5.8%
% Entrepreneurship GR Majors	n/a	n/a	n/a
% non- IB Majors	93.5	93.5	94.2

Provide assessment here:

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 (ENTR 310), the Entrepreneurship Faculty participate in programs through the Center for Entrepreneurship. They teach the E-launch/I-corps series, a course for students across campus to help them develop a business model and validate their ideas. The course is taught spring, summer, and fall semesters over an 8 week time period. Entrepreneurship faculty also participate in the Rural Entrepreneurship program in which 10 week seminars are taught at various locations throughout the state of Kansas.

The Department faculty also provides significant service to the discipline. As documented in a previous section, faculty members have published in top tier Entrepreneurship journals and have made presentations at national and regional conferences. One serves as an associate editor for a top Entrepreneurship journal. They are involved as reviewers for several academic journals. In terms of. In terms of Entrepreneurship credit hours, approximately 94% of the credit hours generated by the Entrepreneurship faculty are taken by students earning other degrees.

Part 7: Graduate Enrollment Management (GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(e) template.

- Narrative:**
- a. Program name:
 - b. In 2-4 sentences, summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.
 - c. Discuss how graduate assistantships are being used to advance the GEM goals.
 - d. Provide an assessment of successes, challenges, and deficiencies with the GEM plan.
 - e. Summarize how the GEM plan is being updated going forward based on the findings above.

Provide assessment here:

The Entrepreneurship Program does not sponsor a graduate degree.

Part 8: Undergraduate Enrollment Management

For each undergraduate program, summarize and reflect on the progress you have made toward your colleges enrollment goals.

- Narrative:**
- a. Program name:
 - b. In 2-4 sentences, summarize how the department and faculty have engaged in strategic enrollment management,
 - c. Discuss how faculty have been engaged in recruitment and retention activities.
 - d. Provide an assessment of successes, challenges, and deficiencies with departmental activities.

Provide assessment here:

During the period covered by this self-study (2013-17), the Management Department, at the department level:

- Created online degree options for the management and human resources management degrees
- the Barton School dean and department chairs communicated reasons, needs, and the benefit of active participation in enrollment and retention growth

- the Management Department, in line with the Barton School and WSU, revised the annual evaluation, promotion, and tenure policies using the UNISCOPE Model
- Management department faculty created and offered seven badge courses
- New minors for non-business majors were created in international business and entrepreneurship
- The importance of recruitment and retention was discussed at faculty meetings, and the availability of recruitment and retention fellowships at the university level communicated
- Increased enrollment in the 4 years covered by the study. Within the department, growth has been concentrated in the Management major, which provided students with a completely online option. Other majors are studying the feasibility of more online offerings to boost student enrollment.

Entrepreneurship Program

Entrepreneurship Faculty have been engaged in several activities with regards to enrollment management. Spring semester 2019, each student admitted to the entrepreneurship major was personally contacted by department faculty. Entrepreneurship faculty use the SEAS and personal contact to help students succeed so they can continue in the program. Department faculty share the suggested messages from the Provost’s office to help student’s succeed. We have also had excellent satisfaction ratings from our students, which should drive word of mouth enrollment.

Part 9: Program Goals from Last Review

Report on the Program’s/certificate’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 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.		Students in ENTR 440	We are attracting many non-Entrepreneurship Majors to our courses.

In 2015 our courses included Entrepreneurship Majors, Entrepreneurship Minors, and other students from the Barton School who were taking it as an elective. To gauge our progress since then, we evaluated the academic majors of students enrolled in ENTR 440, a course required for the Entrepreneurship major and minor and also listed as a general

education course. This was evaluated spring semester 2018 and spring semester 2019. There were a total of 63 students enrolled in these two semesters. The breakdown of majors is as follows.

Entrepreneurship Majors	20
Finance Majors	3
Business Administration Majors	12
Management Majors	16
Marketing Majors	3
Econ majors	1
Aerospace Engineering majors	1
Exercise Science Majors	1
Industrial engineering majors	1
Chemistry Majors	1
Psychology Majors	1
Liberal Arts Majors	2

Thus, over the past two years 32% of the students are Entrepreneurship Majors, 55% have other Business School Majors and 13% are non-business majors. Thus, we are making progress towards this goal.

Part 10: Summary

Narrative: 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).

Provide assessment here:

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 business community locally and the academic community 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, relatively low scores regarding showing how a business can be financially viable, arose from the assessment and is being addressed within the program.

We have made progress enrolling non-business majors in entrepreneurship courses. This broadens the depth of experience in our classes and enriches discussions and experiential learning.

We do have a faculty member retiring and thus, we are seeking a qualified and productive replacement.

Part 11: Forward-facing goals

Narrative: b. Identify goal (s) for the Program to accomplish in time for the next review. Goals must be **Specific, Measurable, Attainable, Realistic and Time-bound (SMART)**.

List goals here:

Goal 1: Continue to increase the number of non-Entrepreneurship students (particularly, non-Business students) taking Entrepreneurship classes. To support this goal, two courses are now general education classes, and we have removed most prerequisites which enables more non-business students to “receive credit” for taking entrepreneurship classes. By the time we have our next review we will seek to have 20% of the students from outside the Barton School.

Goal 2: Continue to use the new venture competition to provide assessment of our students’ learning and achieve acceptable performance. 70% of all students will achieve cut-off performance levels as described earlier. Specifically, improve instruction so that 70% of students achieve the cut-off on describing how their proposed firm can be financially viable.

Goal 3: Successfully recruit and hire a high quality faculty member to replace one who is retiring.