

Bachelor of Business Administration  
Major: International Business



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 (International Business) Program Review**

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The International Business (IB) major is offered as one of the majors in the department of Management. The IB major seeks to prepare students with the knowledge and skills to be managers who are able to comprehend international influences on the American economy, business and society, and to compete and lead domestic and global business in the 21<sup>st</sup> century.

The program revised its learning objectives which are now realistic and measurable. There are 10 learning objectives, and assessment of all will require considerable effort. The department also revised its program goals. However, the second goal could be more specific in that instead of reevaluation, the program should seek to implement an assessment tool that is individual based.

There are two tenure-stream faculty with a specialization in IB: Dr. Chand and Dr. Haley (hired in fall 2018). Dr. Haley brings an excellent research record, a distinguished national and international reputation, and has experience with NSF grants. In addition, two non-tenure track faculty teach in the IB area. One faculty position in the IB area remains unfilled after the member occupying that position passed away. Refilling this position is a departmental priority, but budgetary constraints have imposed difficulties in funding this position.

Faculty in the management 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. Two of the department's faculty (Mr. Rawson and Dr. Markova) were recognized for their teaching excellence through University Awards. 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. 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 consultants and board members for local nonprofit organizations and the WSU community.

The ACT scores for incoming students is at or slightly higher than the university average. The number of International Business students who have applied and were admitted increased substantially between 2014 and 2017 indicating increased interest. Placement of graduates has shown some variability but remains reasonably strong, as does placement within Kansas. Average salaries in the last two years have been in the low forty thousand dollars annually.

A key linkage between the IB program and the business community is through CIBA (Center for International Business Advancement) and Wichita's WTCouncil (a professional organization with membership of individuals and companies involved in international business and trade). While there was a lack of leadership after the passing of CIBA's Director, Dr. Haley now acts as CIBA's Director and has made significant improvements to enhance student engagement with the business community.

Since the major is part of the management department, SEM goals are inherently tied to the department. The management department has created an IB minor for non-business majors. More work is needed to align the recruitment goals with the University's SEM plan.

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: **International Business** \_\_\_\_\_ 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 – International Business \_\_\_\_\_ CIP\* code: 52.11

Degree: \_\_\_\_\_ CIP code: \_\_\_\_\_

Degree: \_\_\_\_\_ CIP code: \_\_\_\_\_

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

Certificate (s): \_\_\_\_\_

Faculty of the academic unit (add lines as necessary)

NAME	SIGNATURE	TENURE OR NON-TENURE TRACK

Submitted by: \_\_\_\_\_  
(Name and title)

Date \_\_\_\_\_  
(Date)

In yellow highlighted areas, data will be provided

## 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
Consideration of using more than one assessment is warranted.	IB faculty in process of determining appropriate assessments	In progress
For student learning outcomes, more description of how individual students are evaluated is needed, and a description of the evaluation tool	Description of assessment tool provided.	Completed
The committee cannot tell if the assessment is actually demonstrating student learning.	The IB assessment tool was studied by executives that provided international business services in the Wichita region. Their conclusion was that it was a good preparation for what they did.	In progress. (The faculty is reevaluating the assessment tool)
Realistic program objectives are needed.	The objective of the IB program is to provide students with the skills and knowledge needed to become successful global managers in the 21 <sup>st</sup> century.	Completed
Evidence is needed in closing the loop in terms of overall program evaluation, as well as student learning	Program evaluation in terms of faculty contributions, student learning, and student placement. For e.g., updating the IB minor and making International Financial Management an elective in 2017.	Ongoing
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.	Completed
For the next review, align recruitment and retention efforts with the university's strategic enrollment plan.	Faculty have actively used the Student Early Alert System (SEAS) to improve retention. faculty recruitment and retention fellows, school level I-35/ I-70 recruitment, regular SEM updates and monitoring,	Ongoing

## 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 mission of the International Business program is to prepare students with the knowledge and skills to be managers who are able to comprehend international influences on the American economy, business and society, and to compete and lead domestic and global business in the 21<sup>st</sup> century.

- 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, the International program has the goal of providing graduates with the knowledge and skills necessary to meet the growing demand for managers who can function at the international level as well as in domestic firms facing global competition. In line with WSU's emphasis on applied learning, there is a focus on applied learning and research through various activities such as the meetings of the Wichita World Trade Council and supporting local workforce development through creating of badges. Because globalization forces are increasingly affecting companies throughout the world, including companies in Kansas, IB knowledge and skills are becoming more important in many companies. Armed with IB knowledge and skills developed in the IB program, graduates can help lead Kansas companies that serve as economic drivers for the state.

- c. 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?

- 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  No

If yes, describe the changes in a concise manner.

#### Program Description – International Business Major

The International Business program 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.

Students majoring in international business must make three choices

1. Language. Depending on regional emphasis, there may be two or more language options.
2. Minor. International business majors must choose a functional area of business as a minor. A major in these functional areas would also meet this requirement.
3. Students majoring in international business are also required to have an international experience. They must either spend a semester abroad at a university, or participate in an academic international study tour.

*Required Courses.....9 hrs.*

IB 561 International Economics and Business.....	3
IB 600 International Management.....	3
IB 601 International Marketing.....	3
<i>Directed electives from the following.....</i>	<i>12</i>
IB 400 International Purchasing	
IB 481 Cooperative Education	
IB 491 Independent Study/Project	
IB 602 Legal Environment of Int'l. Bus.	
IB 690 Special Topics in Int'l. Business	
IB 625 International Financial Management	
DS 665 Supply Chain Management	
POLS 220 Intro to International Relations	
POLS 226 Comparative Politics	
POLS 320 Developing World	
POLS 336 International Organizations	
POLS 370 European Politics	
POLS 390 Special Topics in POLS	
POLS 395 U.S. Foreign Policy	
POLS 524 Politics of Modern China	
ANTH 303 World Cultures <i>or</i>	
ANTH 515 China <i>or</i>	
ANTH 516 Japan: People and Culture	
MKT 403 Marketing Research <i>or</i>	
MKT 405 Consumer Behavior	
History: History courses approved by an adviser	
Language courses: 200-level and above	

International experience: Students may count up to 9 credit hours of international experience toward their directed electives.

The International Business Program Student Learning Objectives are:

- 1) Describe the dynamics of globalization, forces reshaping the new global economy, international influences on US business, consumers, economy society & public policy; and resulting issues for international business.
- 2) Evaluate the elements of culture, political economy and ethical issues impact international business.
- 3) Identify and apply international trade theories and practices.
- 4) Describe the international monetary systems and the foreign exchange process.
- 5) Analyze different modes of entry into foreign markets beyond exporting including FDI
- 6) Evaluate regional economic integration and growth of free trade agreements amidst GATT/WTO trade liberalization efforts.
- 7) Define corporate governance, ethics and social responsibility in the conduct of international business
- 8) Integrate IB concepts utilizing library information to demonstrate an ability to apply business specific tools of research, analysis, decision making.
- 9) Evaluate a wide range of scenarios, cases, simulation, and problems in the international context
- 10) Design a comprehensive business plan to enter a foreign market

Program goals for the current program review round were updated—see below.

**Old Goals:**

- a) Ensure that at least 70 % of IB majors score ‘satisfactory’ and at least 20% score ‘good’ on the newly designed IB major assessment rubric

**New Goals:**

- (a) Maintain the high quality of the program in terms of faculty scholarly activity and teaching productivity
- b) Reevaluate the assessment tool used to make it individual based

Over the period of the study, the IB faculty regularly met to discuss and evaluate student feedback. Based on these discussions, it was evident that IB 625 International Financial Management was a bottleneck for IB majors. The course regularly got low student evaluations, and was cited as the number 1 reason for students dropping IB as a major. The IB faculty studied IB programs at peer institutions and found that only one had a finance course as a requirement, all the others had it as an elective. Further discussion between IB faculty led to two decisions: 1) IB 625 was dropped as a required course and added as an elective 2) the required finance knowledge for IB undergraduates, as determined by the IB faculty, was incorporated in the IB 333 course that was mandatory for all students.

In addition, a new IB minor track for non-business majors was also introduced that started in 2018.

### 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 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			
	*	**	**	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.

### **Provide assessment here:**

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 Senior Educator through the university Non-Tenure Promotion review process. All tentured and tenure-track faculty members hold doctorates from well-recognized business schools.

The composition of the faculty going forward is expected to change significantly in the next few years. Two faculty members 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.

#### **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 tentured/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 is offering completely online management and HR degrees that are expected to increase overall SCH production.

As measured by the Fall 2016 November 1<sup>st</sup> 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 Educator. 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)

## 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).

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**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 IB majors has gradually increased from 23.1 in 2014 to 24 in 2015 and 24.9 in 2016 (last available year). This compares with WSU's relatively stable scores of 23.1, 23, and 23.1 over the same years. While WSU's average score remained relatively stable, the IB program saw a steady increase in its ACT score.

**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)

No graduate programs in IB

### Provide assessment here:

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

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
<i>Describe the dynamics of globalization, forces reshaping the new global economy, international influences on US business, consumers, economy society &amp; public policy; and resulting issues for international business.</i>	A comprehensive market entry project group will take place in IB 600 that all majors are required to take.	At least 70 % of students will score a 'satisfactory' overall, and a further 20 % will score 'good' overall on the assessment (four assessment scores – excellent, good, satisfactory, poor)	41 students completed the assessment in 2017. The overall scores were: - Excellent = 11 (26.78%) - Good = 52.40% (70.1%) - Satisfactory = 0 - Poor = 1 (0.24%) (targets met)	All students met or exceeded the minimum standards. However, based on feedback from students, it was decided that the IB 600 class should include a mandatory session on how to use various research resources for the market entry project. This session was developed in conjunction with the WSU Business Librarian and implemented in the Spring 2016 semester, and updated to include further globalization related data in 2017.
<i>Evaluate the elements of culture, political economy and ethical issues impact international business.</i>				
<i>Identify and apply international trade theories and practices.</i>				
<i>Describe the international monetary systems and the foreign exchange process.</i>				
<i>Analyze different modes of entry into foreign markets beyond exporting including FDI</i>				
<i>Evaluate regional economic integration and growth of free trade agreements amidst GATT/WTO trade liberalization efforts.</i>				
<i>Define corporate governance, ethics and social responsibility in the conduct of international business</i>				
<i>Integrate IB concepts utilizing library information to demonstrate an ability to apply business specific tools of research, analysis, decision making.</i>				
<i>Evaluate a wide range of scenarios, cases, simulation, and problems in the international context</i>				
<i>Design a comprehensive business plan to enter a foreign market</i>				

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:***

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.

**Provide assessment here:**

Students met the benchmark set for evaluating the IB program via the market entry assignment. All students scored at the ‘excellent’ or ‘good’ levels. One student did not turn in the assignment. As a result of the assessment and feedback from students, it was decided to expand the library presentation to include more information on getting data on globalization trends.

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±
1		NA - no final exam available for International Business		
2		NA		
3		NA		

**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	IB graduates - % Satisfied or Very Satisfied	All WSU graduates - % Satisfied or Very Satisfied
2014	81.4%	86.2%
2015	81.6%	80.9%
2016	84.9%	80.7%
2017	83.7%	82.3%

**Provide assessment here:**

IB majors overall were very satisfied with their experience in the program. The level of satisfaction consistently exceeded WSU’s high satisfaction rate since 2015.

**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"> <li>• Have acquired knowledge in the arts, humanities, and natural and social sciences</li> <li>• Think critically and independently</li> <li>• Write and speak effectively</li> <li>• Employ analytical reasoning and problem solving techniques</li> </ul>	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/>

Note: There is one IB class that supports the university’s GE program – IB 333. The GE outcomes listed in the table are not assessed in IB 333.

**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).

**Provide assessment here:**

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.

**Concurrent Enrollment - Does the program offer concurrent enrollment courses?**     **Yes**     **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:**

There is no concurrent enrollment course in the International Business program.

***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.

The International Business program is not accredited by a specialty accrediting body. However, the IB program is part of the AACSB accreditation of the Barton School's business programs – and no issues were mentioned related to the IB program during the last AACSB accreditation visit (Feb 2018).

- 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 assessment 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.

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

***Narrative:***

**Provide assessment 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.

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

**Provide assessment here:**

Based on faculty scholarly output, student SPTE ratings, and satisfaction levels of IB students, the overall quality of the International Business academic program appears strong. The IB faculty are committed to constantly improving the program and plan to use the program 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*							
	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.
2013-14	30,750	25%	50%	50%	0	0	↓ 8 % growth expected for all management jobs 2016-2026. 10% growth expected of all business and financial jobs between 2016-2026.
2014-15	30,000	100%	100%	0	0	1	
2015-16	42,714	57.1%	71.4%	28.6%	0	5	
2016-17	42,389	88.9%	55.6%	44.4%	0	0	

\* 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.

International Business Majors			
Last 4 YRs -	# Applicants	# Admitted	# on Census Day
2014	78	68	29
2015	89	83	32
2016	106	89	34
2017	138	123	37

Year	% Under-represented Minorities on Census Day				% Under-represented Minorities at Graduation	
	International Business		WSU		International Business	WSU
	Freshmen & Sophomores	Juniors & Seniors	Freshmen & Sophomores	Juniors & Seniors	Bachelor's degree	Bachelor's degree
2014	18.5	22.2	19.3	15.7	14.3	13.6
2015	18.8	19.4	19.2	15.9	29.4	14.4
2016	30.6	20.5	20.0	16.6	13.6	15.1
2017	NA	NA	NA	NA	6.3	14.1

**Provide assessment here:**

The number of International Business students who have applied and were admitted increased substantially between 2014 and 2017. The IB program saw over 80% growth across these years. We have also seen a gradual increase in the % of underrepresented freshmen and sophomore minorities between 2014-16. Because the Management department believes that international business education can be key to promoting economic development for Kansas (part of the WSU mission), we would like to increase the number of international business classes that are offered. In this regard we hired two new faculty to teach IB course in 2018.

In terms of employment, according to a recent WSU Career Services Exit Survey, recent International Business department graduates held positions as Banking Center Manager, Accounting Assistant, and Director of Sales and Marketing.

## 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.

**Provide assessment here:**

Management Department SCH by Student Department Affiliation on Fall Census Day			
Fall Semester	2014	2015	2016
Total SCH – Mgmt Department	5346	5728	6198
% International Business UG Majors	4.8	6.4	5.3
% International Business GR Majors	n/a	n/a	n/a
% non- IB Majors	95.2	93.6	94.7

The Barton School's International Business 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 International Business faculty also advise the Barton International Group (a student-run business consulting organization) and operate the World Trade Council of Wichita (an organization of Wichita businesses and other international business stakeholders that convene nine times per year to discuss international business related topics). The World Trade Council of Wichita helps promote networking across the business community, faculty, and the students as well as provide an avenue for understanding international business operations and cultures.

The Department faculty also provides significant service to the discipline. Faculty members have made presentations at national and regional conferences and serve as editors and reviewers for international business journals. In terms of International Business credit hours, approximately 95% of the credit hours generated by the International Business faculty are taken by students earning other degrees. In 2017, the IB faculty developed badges (short non-credit courses targeting mainly at working adults and professionals) to help with the community workforce development. These badges enrolled about 40 students and were among the highest enrollment badges in the university. The IB faculty also, in line with the university's mission, worked with the city and local businesses on a Brookings Institute sponsored project to create an export development plan for Wichita.

## 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.

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***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:**

## Part 8: Undergraduate Enrollment Management

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

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***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.

## 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 overall objective was to maintain the high quality of the International Business program	Ensure that at least 70 % of IB majors score 'satisfactory' and at least 20% score 'good' on the newly designed IB major assessment rubric	Assessment data	The assessment targets were met.

We had also planned to hire an IB faculty member in 2017 to support program goals. This was accomplished in 2018.

## Part 10: Summary

### ***Narrative:***

- 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:**

Strengths of the International Business major include a highly qualified faculty who regularly score high on teaching evaluations, have high-research productivity, and provide high levels of service to the university, profession, and community. Another key strength is constantly updating the curriculum and providing a high level of student service.

In terms of the International Business program's learning objectives, we completed another round of assessment over the past three years. During this time, program goals were reevaluated, assessment tools were further developed and explained, target measures were set, and performance was measured. The International Business faculty were pleased that the target measures were met. The faculty plan to continue to revise and update review goals, tools, and targets in light of student needs and the university's mission. Examples of changes brought about by the faculty include revising the IB minor and making International Financial Management an elective course in 2017. The faculty is also reassessing the tool that we use to measure student learning outcome. The overall goal is to ensure that the International Business program assessment is meeting the program's needs and constantly improving to better serve its stakeholders.

## Part 11: Forward-facing goals

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***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:**

The main objectives of the International Business program for the next three years are to (a) maintain the high quality of the program in terms of faculty scholarly activity and teaching productivity b) reevaluate the assessment tool used to make it individual based

## Appendix: Assessment Tool for IB

### Market Entry Group Project

You will be divided in teams of 4-5 for this project and will be assigned two cities from two different countries from a specific region of the world.

Now imagine that you are a small consulting company working with a fairly large manufacturing or service company. (Your team will need to fill in some details about your hypothetical client organization to make the presentation more interesting and more relevant.) The Board of Directors of this company has just contacted you and has asked you to investigate the possibilities of expanding the company's business to a particular geographic region (the one you have been assigned).

Your client company has asked you to prepare a presentation to the executive committee and the Board regarding the pros and cons of each location. That is, you will be doing a comparative analysis for each city. Ultimately, your team will want to put forth its recommendation for "the best city" within the region.

Your group will have to produce two outputs:

- (1) Your team will write a **paper** that will describe the main findings from your research, as well as the recommendation and your arguments in support of that recommendation. This paper should be no longer than **15 double spaced pages** (typed, double-spaced, **Times New Roman, 12 pt**, with **1-inch margins** on all sides), excluding references. References should be submitted as well, but they do not count towards your page limit.
- (2) Your team will prepare a **12 minute presentation** comparing and contrasting the cities you have selected from the region. Be sure to time your presentation. The class and I (your executive committee) will then have 5-10 minutes to ask you questions regarding your location and the recommendation you make. Your grade will be based on both content and professionalism in presenting. The presentations are expected to be formal, as if you are presenting your work to the executives of the company.

The focus of your presentation and your paper should be on the various environmental influences that will affect the company's ability to be successful in that region. You will need to discuss a variety of issues in order to conduct a thorough, substantiated comparative analysis. The following is a list of *possible* issues. These are only suggestions. You may not be able to cover everything. It is your prerogative to present the issues you believe are the most relevant for the given location. When in doubt as to whether to include something in your discussion or not, remember that your main objective is to provide a well-justified recommendation regarding the location you have selected.

Suggested issues to be covered:

- Country and city overview
- Cultural environment
- Political and legal environment
- Economic environment
- Analysis of the financial market indicators
- Other foreign investment in the target city
- Market potential analysis
- Strategy analysis and selection of entry modes

**IB 600 Evaluation Sheet for Group Project**

	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>
<p><b>Content (40%)</b></p> <p><i>Description of company and/ industry; country/city specific issues raised and discussed; relevance of issues to analysis; depth of coverage of each issue; authenticity and accuracy of data</i></p>				
<p><b>Analysis (30%)</b></p> <p><i>How rigorous was the cross country comparison; how each criteria raised is important and relevant to decision; how the issues are interrelated; whether any IB theories/concepts/frameworks were applied to help arrive at the decision, how appropriate was the use of these frameworks</i></p>				
<p><b>Conclusion (15%)</b></p> <p><i>Is the conclusion feasible? Does it derive logically from the analysis? Is it supported by facts on the ground?</i></p>				
<p><b>Presentation of report (written) (15%)</b></p> <p><i>Professional appearance of report, use of headings and sub headings, proper citations (preferably APA style), adherence to page limits</i></p>				