

Bachelor of Business Administration
Major: Management



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 (Management) Program Review

The management major is offered as one of the majors in the department of Management. The Management program's mission is to provide students with the skills and knowledge necessary to become successful managers in organizations. The Management program contributes directly to the University mission "to be an essential educational, cultural, and economic driver for Kansas and the greater public good" by providing knowledge and skills to students who will lead future companies.

The major has dropped two of the learning goals as they overlap with Barton School learning goals, revised two goals, and kept one unchanged. Three of the four recommendations from the last review cycle have been completed and additional work is ongoing to align recruitment and retention efforts with the university's SEM plan.

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. 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 a consultants and board members for local nonprofit organizations and the WSU community. A Distinguished Endowed Professor was recruited in the department in fall 2018 (Dr. Haley). She brings an excellent research record, a distinguished national and international reputation, and has experience with NSF grants.

The total number of majors has increased by about 33% between 2014 and 2016. The ACT scores for incoming students is about slightly lower than the university average. Placement of graduates is strong, with more than 80% (and as high as 88.9%) of the graduates employed within Kansas. Average salaries are in the low to mid forty thousand dollars annually. The total SCH generated by the department has increased by about 16% in the three years ending fall 2016 (fall census day data).

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. However, additional work is needed to better align the major's enrollment goals and tactics 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: **Management** _____ 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 - Management _____ CIP* code: 49.0104 _____

*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
Please see department cover page		

Submitted by: Masud Chand, Chair, Department of Management _____ Date _____
(Name and title) (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
Expand more on the strengths, productivity and qualifications of the faculty in section 2 (grants awarded and amount)	Faculty strengths, academic and teaching productivity, qualifications, and awards are listed in Part 3 of this report.	Completed
Provide the Watson Glaser scores in learner outcomes in section 3 in order to compare to national average	Comparison of Management majors with national normed sample is noted in Section 3	Completed
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 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 Management program's mission is to provide students with the skills and knowledge necessary to become successful managers in organizations.

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

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

- 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?

The mission has not changed since the last review, nor do we see a need to do so at the current time.

- 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 – Management Major

REQUIRED COURSES:

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

ELECTIVE COURSES:

Three courses taken from the following list. Up to 3 hours may be substituted from upper-level courses in business administration with adviser's consent. A maximum of 3 credit hours of co-op may be used in the major.

MGMT 430 Business, Government, & Society
 MGMT 450 Negotiating Across Cultures
 MGMT 464 Communicating Effectively in Organizations
 MGMT 662 Managing in Diverse Organizations
 MGMT 680 Making Effective Decisions
 ENTR 440 New Venture Feasibility Analysis
 EBTR 620 Growing and Managing an Entrepreneurial Firm
 HRM 666 Human Resource Staffing
 IB 561 International Economics and Business
 IB 600 International Management
 IB 601 International Marketing
 IF 625 International Financial Management
 ENTR 440 New Venture Feasibility Analysis

Program goals for the current program review round were completely updated—see below. First two goals deal with imperatives of strategic enrollment

Old Management program goals (from Part 9)	New Management program goals (Forward facing, from Part 11)
Offer the required courses with appropriate frequency at convenient times for the students	Increase the number of Management majors by 10% by the next review
Maintain high quality instruction in the required courses	Increase MGMT SCH by 10% by the next review.
Regularly update the Management curriculum content to be consistent with best practices in management	Maintain program quality by continuing to offer a fully online path to obtain a Management undergraduate degree

Two of the MGMT program learning goals were dropped since the last review, as they were redundant with school level goals. Wording of two goals was changed in 2017 based on close-the-loop faculty assessment of learning, to focus more on skill development.

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

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

* 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
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
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.

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.

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)

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:

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		MGMT	All WSU Students
2014	132	22.3	23.1
2015	144	21.5	23.0
2016	175	22.3	23.1

ACT scores for Management majors are slightly below the University as a whole, and have been stable over the specified time period.

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:

There is not a Management graduate program.

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

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:

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Graduates will demonstrate skills that allow them to be effective team members	Students work in teams on an applied experience learning project, and will provide peer ratings of all 7 teamwork areas. An average score across areas and peers will be calculated for each individual.	75% of students will be rated as acceptable or exemplary on the average of each the seven rated areas	74.29%	Due to technical issues with the prior evaluation method, this is the first year this assessment version has been used. The results fell just short of the target. <i>The committee determined that, for diagnostic purposes, it would be preferable to break out scores for each of the 7 areas. If technically feasible, the results will be calculated on that basis in the next assessment.</i>
Graduates will demonstrate skills that allow them to be effective leaders	Comprehensive body of knowledge assessment of leadership given via 150 questions over a term.	75% of students will answer 120 or more of the 150 questions correctly	49.25%	Due to technical issues with the prior evaluation method, this is the first year this assessment version has been used. The results fell short of the target. <i>To aid diagnosis for improvement areas, additional data were collected from Fall 2018 sections of MGMT 462, looking at the distribution of scores (vs. current analysis of "achieved/did not achieve"). As this was the first year this assessment was used, there was no data-driven basis for choosing the target. Accordingly, a new target anchored on a similar rigor</i>

				<i>level as targets for the other learning outcomes was chosen (to be: 75% of students will answer 105 or more of the 150 questions correctly).</i>
Graduates will understand the role that human resource management practices can play in impacting morale and productivity	A 10-item multiple choice quiz that asks students to identify how human resource management practices affect individual and organizational outcomes	75% of students will answer seven or more of the 10 questions correctly	97.83%	The results were meaningfully improved from last year and the target was met. <i>No action will be taken pending the next assessment.</i>

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		Watson Glaser	50% of Management majors were in the top 75% of the national normed sample for Fall 2018. Data for earlier years was not accessible.	
2		N/A		
3		N/A		

No licensing or certification tests are used for Management majors.

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.**

Provide assessment here:

Satisfaction with Program among Undergraduate Students at End of Program Exit		
Year	MGMT graduates - % Satisfied or Very Satisfied	All WSU graduates - % Satisfied or Very Satisfied
2015	84.0	80.9
2016	87.5	82.7
2017	86.2	80.3

Management majors show high levels of satisfaction with the program, consistently higher than WSU graduates as a whole.

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).

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

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:

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:

Management Majors			
Last 3 YRs - Begins in summer and ends following fall	# Applicants	# Admitted	# on Censu Day
2015	77	73	40
2016	130	119	45
2017	253	230	75

Year	% Under-represented Minorities on Census Day				% Under-represented Minorities at Graduation	
	Management		WSU		Management	WSU
	Freshmen & Sophomores	Juniors & Seniors	Freshmen & Sophomores	Juniors & Seniors	Bachelor's degree	Bachelor's degree
2014	23.2	16.7	19.2	15.7	7.9	13.6
2015	21.0	11.1	19.2	15.9	20.4	14.4
2016	18.1	14.3	20.0	16.6	10.4	15.1
2017					10.3	14.1

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	47135	81.8	72.7	27.3	0	1	
2014-15	31082	83.3	58.3 Q46B	41.7	0	4	
2015-16	41231	88.9	66.7	22.2	11.1	2	
2016-17	45411	82.4	52.9	47.1	0	2	
							8% in Management occupations 2016-2026

* 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.

Provide assessment here:

The number of Management students who have applied, accepted, and matriculated increased markedly between 2015 and 2017. Because the Management department believes that management education can be key to promoting economic development for Kansas (part of the WSU mission), during this time period we expanded the Management degree go online—we believe this helped foster the dramatic increase. This means that students are able to complete some or all of the classes for a Management degree online. We hope that this continues to allow more students to take Management classes. University exit survey data did not include. In terms of employment, according to a recent WSU Career Services Exit Survey, recent Management department graduates held positions as Assistant Store Manager, Special Projects Manager, and Manager Trainee.

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
% Management UG Majors	15.6	14.6	17.3
% Management GR Majors	n/a	n/a	n/a
% non- Management Majors	84.4	85.4	82.7

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

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

The Department faculty also provide significant service to the discipline. Faculty members have served as external reviewers for faculty seeking promotion and tenure at other universities. They have also made presentations at national and regional conferences. In terms of Management credit hours, approximately 84% of the credit hours generated by the Management faculty are taken by students earning other degrees.

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

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:

There is not a Management graduate program.

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.

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 Management program	Offer the required courses with appropriate frequency at convenient times for the students	Enrollment data, SPTE comments, graduation data	The number of Management Majors and graduations increased markedly from 2014-2017. Much of this increase is due to increased offering of online classes during this time period, culminating in a fully online program beginning fall 2016.
	Maintain high quality instruction in the required courses	Satisfaction data, assessment data	Students' perceived quality ratings in Management courses are among the highest in the WSU Business School
	Regularly update the Management curriculum content to be consistent with best practices in management	Management textbooks, Management pedagogy journals, Management curricula of other universities	The Management curriculum was last fully revised in 2010. We have decided to delay revising the curriculum for a few more years, instead placing focus on enrollment increase based on online course offerings.

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:

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

In terms of the Management program's learning objectives, the assessment process is now fully mature, with assessments being conducted each year, culminating in close-the-loop program changes.

In terms of the Management program's learning objectives, the assessment process is now fully mature, with assessments being conducted each year, culminating in close-the-loop changes to assessment tools, learning goals, and instruction interventions. In the most recent assessment, one target was significantly exceeded with meaningfully improved results, one goal result fell fractionally short of the target, and one goal result (for a new assessment tool and target criterion) fell short of target. Specific actions resulting from this were described earlier in this document.

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

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:

1. To increase the number of Management majors by 10% by the next review.
2. To increase MGMT SCH by 10% by the next review.
3. To maintain program quality by continuing to offer a fully online path to obtain a Management undergraduate degree.