2019-2020 Program Review
Executive Summary

Overview

Wichita State University program review is organized around a four-year preparation and review of a self-study of academic programs and to establish goals for improvements. The process of reviewing these studies (which includes faculty, the deans, the University Program Review committee, the Assistant Vice President for Academic Affairs and the Provost) is expected to strengthen the academic programs, identify program needs and campus priorities, identify areas for reorganization, and provide opportunities for both short and long-term goal setting.

On a four-year cycle each academic unit prepares a self-study using a standard reporting template. These four-year reports are due on October 1st. Programs that demonstrate the need for additional support are asked to complete two-year reports. Hence, there is a continuous review process of each academic unit.

The quadrennial reporting cycle, begins one year in advance of being due each November 1st on a staggered schedule so that college programs are reviewed together. In the Fall, the Office of Academic Affairs offers a workshop for chairs and assessment coordinators, and co

April 1st when the studies are submitted to the respective Deans. Thereafter the studies are reviewed by the Deans, Graduate School (as appropriate), and the University Program Review committee (consisting of the Assistant Vice President for Academic Affairs; Assistant Director of the Office of Planning Analysis; the President, President-Elect, and Past-President of the Faculty Senate; and a Dean). Each unit is provided with an opportunity to discuss and clarify those reviews. The University committee submits its final report to the Provost by December 1st.

Intensive Review of Selected Programs

The programs being reviewed this year are in the Barton School of Business and include:

- Accountancy (52.0301)
- Business Administration (52.0201)
- Economics (52.0601 and 45.0601)
- Entrepreneurship (52.0701)
- Executive MBA (52.0201)
- Finance (52.0801)
- General Business (52.0201)

- Human Resource

and degree program, (3) move ethnic studies to department from the School of Criminal Justice, (3) rename department Women, Gender, and Diversity Studies, along with the degree program, (4) realign mission to provide expertise in advancing equity, justice and

Potential Costs of Recommendations

None of the recommendations made will require any additional cost to the University.

BARTON SCHOOL OF BUSINESS PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION

Department is expected to address:	Exemplary 4	Meets Expectations 3	Partially Meets Expectations 2	Does Not Meet Expectations 1
Centrality of the program to fulfilling the mission and role of the institution	_ _	_ _ _ _ _ _ _	_	
Quality of the program as assessed by the strengths, productivity and qualifications of the faculty	_	_ _ _ _ _ _	_	_ _
Quality of the program as assessed by its curriculum and impact on students		_ _ _ _ _ _ _	_ _ _	
Demonstrated student need and employer demand for the program	_ _	_ _ _ _ _	_ _	_
Service the program provides to the discipline, the university and beyond		_ _ _ _ _ _ _		

BARTON SCHOOL OF BUSINESS PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION

ACCOUNTING

Department is expected to address:	Exemplary 4	Meets Expectations 3	Partially Meets Expectations 2	Does Not Meet Expectations 1
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined, is in alignment with university mission and the narrative ties the missions and roles together.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is stated but not connected.	Program mission is not stated or is not in alignment with university mission t8 ref370.88 4

BARTON SCHOOL OF BUSINESS PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION

Degrees Offered:	x BBA in General Business x Certificate – Business Fundamentals
Triggered Programs:	x None
Evidence of Response to Previous PR Recs:	x Solid evidence that previous recommendations were responded to in this self-study, with exception of a revision of the student learning outcomes.
Committee Notes:	x Mission clearly linked to university. x Quality of faculty – no scores because no content. The core faculty reported in the KBOR proposal should be included in this section. x Exams, clear expectations, rubric present x Mixed results on student satisfaction assessments, recently lower than university.

BARTON SCHOOL OF BUSINESS PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION

ECONOMICS

Department is expected to address:	Exemplary 4	Meets Expectations 3	Partially Meets Expectations 2	Does Not Meet Expectations 1
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined, is in alignment with university mission and the narrative ties the missions and roles together.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is stated but not connected.	Program mission is not stated or is not in alignment with university mission
Quality of the program as assessed by the strengths, productivity and qualifications of the faculty	The document clearly reflects that faculty members are fully qualified to support the program goals, inclusive of departmental standards and in keeping with the university priorities in this area, for example, the FAR and UNISCOPE. Productivity is directly linked to program enhancements.	[redacted] strengths, productivity and		

BARTON SCHOOL OF BUSINESS PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION

Degrees Offered:	x B.A. Economics x M.A. Economics
Triggered Programs:	NONE
Evidence of Response to Previous PR Recs:	Limited, one word response but no specifics on work accomplished over the last three years.
Committee Notes:	x Program faculty are concerned about impact of retirements and new Institute for the Study of Economic Growth x 40% of research attributed to one faculty member. Should better note productivity of other faculty members in relation to departmental standards. Noted requirements of presentations but limited outputs noted. x BA in Economics job placement seems low, may need to ex Tw 1,e 0 8.24 392 Tm(an 0 0787 Tj/TT4 (0.003 Tw 1.5 0 Td[(B)-2 (A)]T

BARTON SCHOOL OF BUSINESS PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION

HUMAN RESOURCE MANAGEMENT

Department is expected to address:	Exemplary 4	Meets Expectations 3	Partially Meets Expectations 2	Does Not Meet Expectations 1
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined, is d, is s			

BARTON SCHOOL OF BUSINESS PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION

Degrees Offered:	x Bachelor of Business Administration – Human Resource Management

BARTON SCHOOL OF BUSINESS PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION

Degrees Offered:	x B.A. International Business
Triggered Programs:	x None
Evidence of Response to Previous PR Recs:	x Some evidence of response to previous recommendations provide. UNISCOPE and Program objectives completed.

BARTON SCHOOL OF BUSINESS PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION

MANAGEMENT

Department is expected to address:	Exemplary 4	Meets Expectations 3	Partially Meets Expectations 2	Does Not Meet Expectations 1

BARTON SCHOOL OF BUSINESS PROGRESS TOWARD ASSESSMENT OF PROGRAM –

BARTON SCHOOL OF BUSINESS PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION

MARKETING

Department is expected to address: Marketing	Exemplary 4	Meets Expectations 3	Partially Meets Expectations 2	Does Not Meet Expectations 1
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined, is in alignment with university mission and the narrative ties the missions and roles together.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is stated but not connected.	Program mission is not stated or is not in alignment with university mission
Quality of the program as assessed by the strengths, productivity and qualifications of the faculty	The document clearly reflects that faculty members are fully qualified to support the program goals, inclusive of departmental standards and in keeping with the university priorities in this area, for example, the FAR and UNISCOPE. Productivity is directly linked to program enhancements.	The document reflects that the strengths, productivity and qualifications of the faculty associated with the program are fully qualified to sustain the program.	The document reflects that the strengths, productivity and qualifications of the faculty associated with the program are sufficient to sustain the program.	Faculty productivity and quality are not evaluated as sufficient to meet the needs of the program.
Quality of the program as assessed by its curriculum and impact on students	The program assessment clearly shows both alignment and positive impact of the curriculum on student learning. Measures and populations are clearly explained and integrated into the program.	The program assessment plan, inclusive of metrics, is fully implemented and shows the alignment of the curriculum with student learning outcomes as they reflect the quality of student learning	The program assessment plan is partially implemented and attempts to show the alignment of the curriculum with student learning outcomes as they reflect the quality of student learning.	The assessment plan does not align the curriculum with student learning outcomes or does not demonstrate the impact of the curriculum on student learning.
Demonstrated student need and employer demand for the program	The program clearly demonstrates importance based on employer need, student demand and the national job outlook.	The program clearly demonstrates importance based on employer need and student demand.	The program presents data that shows either employer demand or student need.	The program data does not indicate student need nor employer demand.
Service the program provides to the discipline, the university and beyond	The program demonstrates its value with noted exemplary service to the discipline, to the university and to the community.			

BARTON SCHOOL OF BUSINESS PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION

Degrees Offered: De 9.5 5.3 (O) 0.6 (O)

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