Accreditation Maintenance Report

Visit Dates: February 24-26, 2013

For Maintenance of Accreditation by AACSB-International
The Association to Advance Collegiate Schools of Business
# TABLE OF CONTENTS

**Section I**  
Executive Summary and Statistical Overview ........................................... 1

**Section II**  
Fifth Year Maintenance Report  
1. Situational Analysis ................................................................. 7  
2. Progress Update on Concerns from Previous Review ......................... 13  
3. Strategic Management ............................................................... 15  
4. Participants ............................................................. 22  
5. Assurance of Learning ............................................................... 34  
6. Other Material ................................................................. 45

**Section III**  
Appendices  
A. Intellectual Contributions Table 2-1  
B. Participants Tables 9-1, 10-1, and 10-2  
C. Barton School Organization  
D. Barton School Curricula Change Information  
E. Barton School Assessment Tools and Processes Information  
F. Barton School Tenure and Promotion Guidelines  
G. Barton School Faculty Evaluation Form  
H. Barton School AQ and PQ Qualifications  
I. Barton School Participating Faculty Qualifications  
J. Barton School Teaching Load Policy  
K. Barton School Faculty Vitae (in separate file)
W. Frank Barton School of Business

Wichita State University

Section I

Executive Summary
**Wichita**

Wichita is the top exporting city in the nation as measured by percent of GDP and is known as the Aviation Capital of the World. Over its history, Wichita has been a very entrepreneurial city going back to the commercialization of the Chisholm Trail just after the Civil War, to the start of the Mentholatum Company founded in 1889, to the founding of the Coleman Company in 1902, to the introduction of aircraft manufacture by Cessna, Beech, and Stearman starting in the 1910’s. More recent entrepreneurial successes include Pizza Hut by two Barton School students, Rent-a-Center by Tom Devlin, who endowed Devlin Hall to house the Center for Entrepreneurship, and W. Frank Barton, who provided the naming endowment for the Barton School; Residence Inn and other hosteries; High Touch and other software companies; and most recently Freddie’s Frozen Custard and very recent startups incubated in the Barton School’s Center for Entrepreneurship including Fairmount Technologies.

Two of the world’s largest private companies possess a significant presence in Wichita. Headquartered in Wichita is Koch Industries, Inc., which has revenues in the $110 billion level and employs 65,000 in 60 countries. Cargill, headquartered in Minneapolis, has its Meat Solutions division headquartered in Wichita, including a new research facility. Cargill has 140,000 employees worldwide and revenues in the $120 billion level.

Spirit AeroSystems is headquartered in Wichita. Spirit AeroSystems manufactures the fuselage for every Boeing 737 and the front end of every 747, 767, 777, and 787 Dreamliner. In addition, the company manufacturers many other Boeing aircraft assemblies such as engine nacelles, struts and reversers, and the midsection of the Airbus A350, as well as many other subassemblies, primarily wing components, for several Airbus aircraft. In downtown Wichita, Airbus has a 300 person design facility that is responsible for the Airbus A380 wing design.

Wichita is also headquarters for Cessna (a division of Textron), Learjet (a division of Bombardier), and Hawker Beechcraft, all three manufacturers of general aviation and corporate jet aircraft, and some military applications. There are many supporting companies in the aviation sector located in Wichita, and several other small and medium size companies with international presences, including Coleman and Pioneer Balloon.

Wichita and Wichita State University are centers for research, testing, and application of aerospace composites. Wichita State’s National Institute for Aviation Research (NIAR) and College of Engineering annually rank second or third in the nation in aerospace grants. NIAR executes 70% of the Federal Aviation Agency’s composite research.

**A New Horizon**

With new president Dr. John Bardo assuming leadership in July 2012, Wichita State University is an institution in transition plotting a new horizon. Within the international and entrepreneurial setting of Wichita, the Barton School mission to advance the knowledge and practice of business, reach out to constituents, and prepare students for principled and successful careers in the global entrepreneurial marketplace is an obvious charge. With the emergence of vision setting and strategic planning under new leadership by President John Bardo, the W. Frank Barton School of Business is on the cusp of further elevating this charge in the region and nationally. The Barton School is fully participative in plotting the new horizon for itself in participation with the university. The central question posed by Dr. Bardo that sets our course is: How can Wichita State be the best research university serving a metropolitan region?
Progress

In the Barton School over the past five years, significant progress has been made relative to the institutional standing as a research university in the nation’s largest export city. These include development of the E3 (Entrepreneurial Experiential Enterprise) learning model with the Barton International Group (BIG), Faculty-in-Residence Program, advances in the Center for Entrepreneurship including winning the 2008 Global Consortium of Entrepreneurship Centers (GCEC) Award for Outstanding Contributions to Advance the Discipline of Entrepreneurship, the 2011 GCEC award for outstanding entrepreneurship activities across disciplines, and the award of the 2013 GCEC international conference. In addition, advances have come in significant outreach to Wichita, greater Kansas and the world through the Center for Entrepreneurship, the Center for International Business Advancement and its partnership with the World Trade Council, the Center for Economic Development and Business Research, and the Center for Management Development. For further descriptions of these centers and personnel levels, see Appendix C.

Flexing Enrollments

During the academic years 2007 through 2009, the Barton School experienced enrollment growth as measured by student credit hours. Since academic year 2009 there has been a decline to around the 2006 level. This is attributed to the shock of the recession, particularly to the general aviation sector that was confounded by sharp anti-corporate aircraft political rhetoric in Washington, D.C., and to the hesitation by businesses to make investments, be they capital or knowledge, under the very uncertain tax and regulatory environment. With over 10,000 layoffs in the aviation sector in Wichita, including many engineers and professional staff people and the loss of company support for education, the decline has been considerable but not as harsh as it could have been. Using Cessna Aircraft as an example, many professionals lost education support through layoff or drawback and those who retained their positions were picking up the slack through overtime and did not have time to take courses. Also, in general the Barton School tightened standards, the result being that students are self-selecting out of business programs at an earlier stage than learning late they cannot succeed. Heading into Fall 2012, there are indications that enrollments in the Barton School have stabilized.

The Executive MBA program enrollment has declined for the recent cohort starting in Fall 2012. Part of this is in part due to an increased emphasis on cohort quality. Another part, acquired from our inquiries to companies, indicates that companies were taking a wait-and-see approach to significant education funding for individuals pending the 2012 general election. With the election now passed, companies are holding the line anticipating increased tax and healthcare costs.

Faculty

During the period from 1998 to 2008, the Barton School hired many ABD tenure track faculty. This proved to be an unworkable strategy because many junior faculty members did not finish their degrees and could not remain with the university. This continued into the present accreditation cycle with a departure in 2009 and one in 2011 for failure to advance their dissertations and elimination by their dissertation committees. Starting in 2008, the Barton School implemented a strong effort to hire individuals who held their PhD or were verifiably close to completing their PhD. This strategy proved to be very successful with five hires in 2008, with four of the five remaining with the Barton School today. Since that year there have been five hires, all arriving with their PhDs in hand and all remaining with the Barton School. Of the remaining faculty hired since 2008, seven of nine are young new PhD holders, one is a senior faculty member who is on a clinical appointment without tenure, and one is a returning faculty member who has since gained tenure.
Despite the growing shortage of terminally qualified business faculty, the Barton School has experienced recent success in attracting and retaining academically qualified faculty from high quality PhD programs. The Barton School has a relatively youthful faculty, with a good mix in all departments except Marketing, where the faculty complement is more senior. To help attract and keep quality faculty, the Barton School has been pursuing additional funding through alternative funding models such as differential tuition and responsibility-centered funding. To date this has not materialized; however, with a new president leading a very significant strategic planning process, funding sources will be aligned with strategic imperatives. In addition, the Barton School presently holds yet to be completed commitments for a $3 million chair in Marketing and a $3 million chair in Leadership.

The Barton School is within a state university that provides a balance between research and teaching but that balance is at a high level. The commitment by the faculty of the Barton School to excel in both teaching and research is apparent and verifiable. All tenure track faculty are publishing, in many cases in very high level journals, save some very senior faculty members and one mid-level faculty member. In the case of senior faculty members, they are all significantly involved with the corporate and company sector. Some lecturers are publishing and others are involved significantly in company activity in Wichita. The only case for intervention is the mid-level faculty member who has not maintained his academic qualification during the five-year reporting period. That individual has been placed on an increased teaching load, satisfies the professional qualification criteria, and is working on reestablishing his academic qualifications.

Barton School faculty constitute approximately 10% of Wichita State University’s faculty, but over the past 15 years have won 28% of WSU’s university-wide Excellence in Teaching Awards and over the past ten years have won 20% of WSU’s Leadership in the Advancement of Teaching Awards. In scholarship, over the past 15 years the Barton School faculty members have won 27% of WSU’s Young Faculty Scholar Awards for research excellence. Young faculty members in the Barton School are not the only faculty actively involved in research; more than 90% of the tenured faculty in the Barton School are actively involved in research and maintain their academically qualified status. In Fall 2012, the Barton School initiated searches for two faculty members, which will be replacements for retiring faculty members. The positions are in Economics and Management.

**Curriculum Improvements**

During the 2008–2009 academic year, the Barton School completed significant revisions to the Executive MBA program. The program, which initiates a new cohort every other year with the most recent starting in August 2012, now contains specifically interlaced courses along with ending modules on concentrated topics. The MBA program has been under review, including benchmarking against other programs and interaction with the business community. Recommendations were made to the faculty in November 2012 and adopted.

Barton School undergraduate programs are under constant review and during the reporting period several alternations have been made. Included in these are a required Logic course and a required Business Ethics course, each taught by the Philosophy Department. Also, a number of online courses have been added to the curriculum. The Business Administration major has been changed to a General Business major. In addition, the WSU Complete program has been initiated by the university to provide access for more nontraditional students (nontraditional students already comprise over 45% of the Barton School student body). The Complete program is taught at the Maize campus on the west side of the metropolitan area by the regular Barton School faculty complement.

Because the university is initiating major strategic planning efforts, changes to programs are on the horizon. We expect that distance learning will become a more prominent component in the Barton
School curriculum and that new programs such as Supply Chain Management lie in the future. The strategic planning process will reveal this future for the Barton School.

**International Programming**

As the number one exporting city in the nation, Wichita provides graduates from the Barton School career positions in companies that export or supply to companies that export. Over the past five years the Barton School has added new exchange partners in Spain and France, initiated the Barton International Group, participated in international conferences, and worked with the Wichita World Trade Council in delivering speakers and seminars to Wichita. The School continues its relationship with the Berlin School of Economics and Law in its MBA capstone course where students help businesses in Germany and the U.S. in examining expansion into the opposite country.

In the fall of 2008, the Barton School initiated an undergraduate program for the purpose of executing international projects for regional companies. This group became the Barton International Group (BIG) and is the lead effort in E³ Learning. During the summer of 2009 BIG executed its first project for Spirit AeroSystems at the new plant in Malaysia. In 2010, BIG executed a project for Coleman in four high Hispanic density cities, Los Angeles, Houston, Chicago, and Miami, identifying a $20+ million unmet market. Other projects include Mojjack and Pioneer Balloon. In addition to the Malaysia trip, BIG participated in a learning and marketing trip to France during the summer of 2011 and a research trip to China in the summer of 2012. In addition, the Center for International Business Advancement in the Barton School provides a robust array of programs that feature dignitaries from an array of countries around the world that are open to students, faculty and staff, and the community.

Information on the Barton School’s organizational structure is contained in Appendix C.
W. Frank Barton School of Business

Wichita State University

Section II

Fifth-Year Maintenance Report
PART 1: SITUATIONAL ANALYSIS

Historical, national, local, and other factors shaping the Barton School of Business mission and operations.

Factors Shaping Mission and Operations

Four major factors shape the mission and operations of the Barton School of Business:

- Wichita State University’s mission as a metropolitan-serving research university
- Wichita State University’s previous status as a municipal university
- The entrepreneurial tradition and international business presence of the Wichita area
- The legacy of W. Frank Barton

The Kansas Board of Regents, the oversight body for public higher education in Kansas, has designated Wichita State University (WSU) as one of the state’s three research universities. WSU is the only metropolitan-serving research university in the system.

The Barton School implements the metropolitan-serving part of WSU’s mission statement through “the Barton Connection.” The Barton School involves its students with the Wichita-area community through multiple student organizations, class projects done on behalf of local not-for-profit organizations and businesses, the largest cooperative education/internship program in the state, the Barton International Group, the Faculty-in-Residence Program, the Barton School Research Connection, and many other direct engagements. Barton School faculty members serve as consultants (both paid and volunteer) to local businesses, nonprofits, and governments, and teach non-credit business seminars through our Center for Management Development. The Barton School hosts the following outreach centers:

- The Center for Entrepreneurship, now in its 36th year (hosts the Entrepreneurship Forum, the Family Business Forum, and local and regional entrepreneur development programs).
- The Center for Economic Development and Business Research (provides general and contract research for businesses and governments; sponsors an annual Economic Outlook Conference and regional economic outlook conferences).
- The Center for Management Development (presents multiple non-credit education and training programs locally, regionally, and nationally).
- The Center for International Business Advancement (sponsors the very active World Trade Council of Wichita).
- The Center for Real Estate (conducts research and analysis on area real estate markets, publishing a quarterly home price index for Sedgwick County and an annual Wichita Housing Market Forecast).
- The Center for Economic Education (conducts programs in economic education for K-12 teachers in concert with the Kansas Council for Economic Education).

The Barton School implements its research mission by hiring research-oriented faculty, and by encouraging faculty research in a variety of ways. New faculty are put on a 6-6 credit hour teaching schedule for at least their first three years in the Barton School and continue provided they meet research progress expectations. Current faculty members who produce an appropriate quantity and quality of research continue on that teaching load, while faculty members who are less involved in research have a higher teaching load. The Barton School offers faculty competitive summer research grants; awards of endowed chairs and some fellowships are based primarily on research. The School provides new junior faculty with at least two summers of research support at 2/9s of their nine-month salaries. Since the last
maintenance of accreditation visit, the Barton School has added a clinical professor category. These positions have higher teaching loads than tenure track faculty members, but they are required to maintain their academic qualifications. They are not eligible for tenure but also do not have the same journal quality as required for obtaining tenure. The Barton School currently has two clinical professors, both in the School of Accountancy.

The Barton School extends its community outreach to research by periodically publishing the *Barton School Research Connection*, which summarizes the important findings of academic research in two-page articles. In addition, the Faculty-in-Residence Program facilitates faculty research directly within regional companies.

Wichita State University originated in 1895 as Fairmount College, affiliated with the Congregational Church. In 1926, by vote of the citizens of Wichita, the college became the Municipal University of Wichita, the first municipal university west of the Mississippi River. At the request of the citizens of Wichita, in 1964 the university became part of the state system, and its name changed to Wichita State University. As part of the change to state-supported status, Wichita endowed WSU with a 1.5 mill tax levy on property within the city; this levy was later adopted by Sedgwick County. The Barton School has benefited directly from the mill levy over the years: support for individual faculty research efforts and technology acquisition, support for outreach efforts, and ongoing support for the Center for Economic Development and Business Research (CEDBR), a key part of the Barton School’s community outreach.

Wichita has a tradition of entrepreneurship dating back at least to the 1860s with the Chisholm Trail and to 1889 with the founding of the Mentholatum Company. The Coleman Company, makers of Coleman lanterns and camping gear, started in 1905 in Wichita. An oil boom in the area beginning in 1915 spawned numerous companies, including in 1924 a petroleum engineering firm started by Fred C. Koch and others that grew into today’s Koch Industries, Inc. Aircraft manufacturing began in Wichita in 1920, eventually leading to the creation of Cessna, Beech, Stearman (later Boeing and Spirit AeroSystems), and Learjet. According to Harvard’s Michael Porter, Wichita enjoys a world-class cluster of aircraft manufacturing companies.1

In 1958 two WSU students, Dan and Frank Carney, started Pizza Hut with $600 borrowed from their mother. Pizza Hut was one of the pioneers of the franchising industry. In 1977, PepsiCo bought Pizza Hut from the Carney brothers and their investors, providing funding for a large number of other entrepreneurs in the Wichita area.


In May 1987, in the single largest gift ever made to a Kansas university to date, Mr. Barton and his wife Patsy gave $12 million to endow the College of Business Administration. The W. Frank Barton School of Business was dedicated on May 4, 1988; Mr. Barton passed away in 2000. The earnings from the endowment have been used to fund an endowed chair, three Barton Fellowships rotated among the faculty, summer research grants, and the $44,000 Clay Barton Scholarship, the largest business scholarship in Kansas. Mr. Barton’s partner, Tom Devlin, was the lead donor for Devlin Hall, home of the Center for Entrepreneurship.

---

In 2005, the Barton School received an additional gift from the Barton estate of $8.5 million. Combined with matching contributions from the state of Kansas, this gift provides funding for three Barton Distinguished Chairs. One was awarded internally to Dr. Jeffrey Quirin in the School of Accountancy. Two were awarded after national searches; the Barton Distinguished Chair in Entrepreneurship is held by Dr. Gaylen Chandler, and the Barton Distinguished Chair in International Business is held by Dr. Clyde Stoltenberg. Professors Chandler’s and Stoltenberg’s appointments were effective in Fall 2007.

Relative advantages and disadvantages in reputation, resources, sponsors, and supporters

The Barton School of Business has long been regarded as the best business school in Kansas. Over the past few years this has been under significant competitive pressure, primarily from the University of Kansas. Eleven years ago, a semester worth of tuition and fees at the three research universities were within a $25 range, with Wichita State in the middle. Today a semester worth of tuition and fees at Wichita State is 2/3s of that at the University of Kansas and 80% of that at Kansas State University. This is before the other business school’s differential tuition, with the University of Kansas having a differential tuition in the business school of $113 per credit hour. With base tuition, fees, and differential tuition, the cost for an undergraduate resident student of attending the University of Kansas business school is 90% greater than the Barton School. This revenue difference has created a tremendous competitive advantage for the competitor.

Advantages of the Barton School

The Barton School sees itself as possessing considerable advantages:

- With degrees from excellent universities, the Barton School’s high-quality faculty members focus on excellence in both teaching and research. Barton School faculty constitute approximately 10% of Wichita State University’s faculty, but over the past 15 years have won 28% of WSU’s university-wide Excellence in Teaching Awards and over the past ten years have won 20% of WSU’s Leadership in the Advancement of Teaching Awards. In scholarship, over the past 15 years, Barton School faculty members have won 27% of WSU’s Young Faculty Scholar Awards for research excellence.
- Our metropolitan location gives the Barton School access to a large concentration of people and organizations, allowing for a high level of interaction: classroom speakers, student organization involvement, the largest co-op/internship program in Kansas, even an occasional business person dropping into our classes.
- The evolution of programs such as E³ Learning and the Barton International Group and the Faculty-in-Residence Program serves to significantly enhance our connections with the business community and elevate learning by both our students and our faculty.
- The Barton School has a very active and involved Advisory Board made up of local business people and alumni from around the country.
- With a new president who possesses a remarkable vision for Wichita State with science, engineering, and business holding key positions in moving forward, we sense a clear mandate to improve and grow the Barton School.
- The Barton School has financial resources including an endowment currently valued at nearly $34 million, and it imposes a $15 per credit-hour Technology and Operations Fee that generates over $600,000 annually.
- The Barton School possesses strong outreach centers: the Center for Entrepreneurship, the Center for Management Development, the Center for International Business Advancement (CIBA), the
Center for Economic Development and Business Research, the Center for Real Estate, and the Center for Economic Education.

- The Barton School has a strong and growing international involvement: exchange agreements with universities in France, Germany, Spain, Sweden, Mexico, Austria, Taiwan, and China, and our MBA program cooperates with the Berlin School of Economics to offer virtual teaming projects where students from each school spend a week at the other school. The Barton School has also initiated an international franchising study program with Groupe ESC Pau, a business school in Pau, France.

**Disadvantages of the Barton School**

The Barton School faces some disadvantages in achieving its mission:

- Its location in Wichita, Kansas, is a disadvantage in recruiting faculty; Wichita does not have beaches or mountains, nor can it offer all the attractions of larger cities. Countering this is an amazing business community and a general community that people grow to love. We have a faculty member who came to stay a couple of years and he has now been with us over 45 years.
- Efforts to recruit high-quality students, whether they are first-generation, traditional residential or non-traditional working adults are lacking. However, one such effort by our new President is building new residence halls, which is expected to triple the residential student body.
- The Barton School’s location in a hard-to-modify building (Clinton Hall) portrays an image in stark contrast to the modern business environment and is a programmatic disadvantage: Clinton Hall does not have space for break-out rooms or even an attractive space for student networking and student-faculty interactions. We are currently working to convert one of the classrooms to a trading room, but larger than that we have plans for a new facility in concert with President Bardo’s vision for the university.

**Internal, Environmental, Competitive Forces Challenging the Future**

**Challenges Faced by the Barton School**

The two primary challenges that the Barton School faces are those faced by many AACSB-accredited business schools:

- Difficulty in recruiting and retaining quality faculty, especially faculty who meet our standards for Academically Qualified (AQ) faculty, with some fields more difficult than others.
- Competition for students with other providers of business education, including lower quality, non-accredited business programs, along with flagship campuses in state and out of state.

The world-wide shortage of AQ faculty has made it more difficult than in the past for the Barton School to attract and keep new faculty. Despite this difficulty, the Barton School has been successful in hiring high-quality new faculty. Since the last review, the Barton School has hired five new assistant professors from strong PhD programs (for example, Connecticut, Texas Tech, Missouri, Oklahoma, and the University of British Columbia). Although the Barton School has been able to offer competitive salaries to new hires, the rapid increase in salaries makes it harder to keep these new faculty members. In the same period, the Barton School lost two assistant professors, both ABD in Accounting for failure to progress in their dissertations. We ended that issue by hiring new assistant professors who have completed their degrees before they arrive.
A significant number of non-AACSB schools are located in the Wichita area offering undergraduate and graduate business degrees. Some of these are small, traditional liberal arts colleges that have branched out into providing adult-education programs without investing in sufficient research-oriented faculty. Other competitors in this market are schools located elsewhere that have opened branches in the Wichita area, plus on-line schools. The University of Phoenix has announced that it is closing its Wichita “campus” but one should remember that it still offers many degree programs online. Since the prior visit, enrollments in the Barton School have been declining. This is attributed to the lack of marketing focus at the university level, significant levels of layoffs in the aviation sector, the sharp decline in company financial support for education, political bashing of business and the corporate jet business sector. Nonetheless, several measures have been initiated to reverse the trend and enrollments appear to be leveling. With the vision and strategic plan currently being developed, the Barton School expects to reverse the more recent trend and increase enrollments by 50% over time, consistent with WSU’s goals.

The Barton School views its competitive advantage as the quality of the programs at the Barton School, as shown by AACSB accreditation. Its marketing stresses quality and accreditation (for example, ads with a “Get a Real MBA” theme), and the Barton School expects to be increasing such advertising significantly in the future.

The Barton School believes that obtaining sufficient financial resources to maintain its current programs and to provide for enrollment growth represents the strategic challenge for the next five years. The lagging economy and concerns regarding general and corporate aviation in the immediate future continue to challenge the region. However, commercial aviation is a bright spot and we expect that general/corporate aviation will follow in time.

Under new President Bardo, the current administration of WSU is very supportive of the Barton School. Additional funding alternatives are being reviewed within the strategic planning process that President Bardo initiated in August 2012.

Opportunities Existing for Enhancing Barton School Degree Programs

Opportunities for Enhancing Barton School Degree Offerings

When the previous AACSB review team visited the Barton School in 2008, the school offered five degrees:

- Bachelor of Business Administration (BBA), which includes all undergraduate majors
- Master of Business Administration (MBA)
- Executive Master of Business Administration (EMBA)
- Master of Accountancy (MAcc)
- Master of Arts in Economics (MAEcon)

No new degree programs have been added since the last review. At this time, there are no plans for additional degree programs, or additional majors within the BBA or other degrees; however, the Business Administration major has had its curriculum slightly changed and will be known as the General Business major.

While no new degrees have been added, this does not mean that the curriculum has been static. Examples of completed curriculum improvements since the previous review include revisions of the EMBA degree, the MBA degree, and the Management and Business Administration/General Business majors. With the new campus leadership, degree offerings in Logistics/Supply Chain Management are anticipated.
Degree Programs Included and Number of Graduates 2011-2012

Census of Degree Programs and Graduates

WSU graduates students at the end of spring, summer, and fall semesters. The figures below are for the latest full academic year: Fall 2011, Spring 2012, and Summer 2012.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Summer 2012</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBA</td>
<td>175</td>
<td>201</td>
<td>60</td>
<td>436</td>
</tr>
<tr>
<td>MBA</td>
<td>18</td>
<td>31</td>
<td>6</td>
<td>55</td>
</tr>
<tr>
<td>MAcc</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>MAEcon</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>17</td>
</tr>
</tbody>
</table>

The EMBA program is a 22-month cohort program that currently graduates students in the spring of even-numbered years; in spring 2012 there were 23 EMBA graduates, and it is expected that there will be 12 EMBA graduates in spring 2014.
PART 2: PROGRESS UPDATE ON CONCERNS FROM PREVIOUS REVIEW

The primary concern from the previous review, the one that led to a sixth-year review, concerned the status of the Assurance of Learning program in the Barton School. The visitation team determined, with the Maintenance of Accreditation Committee concurring, that the Barton School's Assurance of Learning program had not yet reached an appropriate level with respect to "Closing the Loop." The Review Team listed five areas where further evidence was necessary for maintenance of accreditation:

1. Develop and initiate a revised method of data collection for assessing the BBA Ethical Thinking learning goal
2. Pre-test the Rising Junior Exams (now called the Advanced Standing Exams)
3. Provide evidence of "Closing the Loop" for the BBA
4. Provide evidence of "Closing the Loop" for the MBA
5. Re-examine the committee structure for assessment

These concerns were successfully addressed in a sixth-year report that was accepted by the Sixth-Year Review Team and the Maintenance of Accreditation Committee. Details are listed below.

1. The Barton School Assessment Committee and the instructors in MGMT 681, the capstone class where the Ethical Thinking learning is assessed, revised the method of using the Turning Gears simulation. Initially, to provide incentive for students to put effort into doing the simulation, students earned points by scoring well in the simulation. The simulation is set up with the student being a mid-level manager working for a boss who wants the student to make unethical decisions, with the student earning points in the simulation based on how satisfied the unethical boss is with the student's decision. This had the perverse effect of rewarding students for being unethical.

After reviewing the simulation, and consulting with other users of the simulation, the incentive system in MGMT 681 was changed: students wrote an essay on their experiences with the simulation and discussed the simulation in class after it was completed. Students received points based on the ethical dimensions of their essays and discussion.

The Turning Gears simulation is being replaced starting Fall 2013 with a different assessment system. Details are in Part 5 and in Appendix E.

2. The Rising Junior Exams (now called the Advanced Standing Exams) were pre-tested in Summer 2008 and are now given routinely every Fall and Spring semester. Further information is available in Part 5 and in Appendix E.

3. After the team visit, we provided documented evidence of curriculum improvements for the BBA degree, following the assessment results that were undertaken during the Spring, Summer and Fall 2008 semesters for most of the classes where management-specific knowledge (Learning Goal #1) is taught, as well as changes in communication (Learning Goal #2) and analytical thinking (Learning Goal #3). Student performance on ethical decision-making and teamwork (Learning Goals #4 and #5) was documented and determined to be at appropriate levels with no changes needed.

4. Also after the team visit, evidence of curriculum improvements in the MBA degree following from assessment results undertaken during the Spring, Summer and Fall 2008 semesters was provided for technology management skills (Learning Goal #2), management and leadership skills (Learning Goal #3), and ethical business practices and social responsibility (Learning Goal #5).
5. Prior to the team visit, most assessment data collected was funneled through the Barton School's Assessment Committee and then distributed to appropriate faculty members. In response to the team's recommendation, an assessment coordinator was appointed for each of the eight business core courses where management-specific knowledge is assessed. The coordinator is charged with collecting assessment data every semester, organizing the data, distributing it to faculty who teach that class, and convening meetings of those faculty members to discuss the assessment results and determine needed curricular improvements. *Ad hoc* faculty task forces are periodically appointed to look at across-the-curriculum learning goals.

In the Opportunities for Continuous Improvement section of their report, the Review Team identified two other areas in which the Barton School could improve. The first related to the definition of Professionally Qualified Faculty and how Academically Qualified Faculty can move to Professionally Qualified status. The second related to developing clear ideas about the mission and goals of the Executive MBA program.

The Barton School reviewed its requirements for Professionally Qualified status, including benchmarking against policies provided as quality examples by AACSB and policies in place at other universities where the Barton School Deans participated as members of review teams. The Barton School's policy was originally derived from the policy at Georgia Southern distributed by AACSB as an exemplar. No changes were found to be necessary. With regard to Academically Qualified Faculty moving to Professionally Qualified status, the Barton School determined AQ faculty cannot "move" to PQ status; the determination of whether a faculty member is PQ is based on whether or not that faculty member meets the standards for PQ, independent of any past status as AQ.

During 2008 and 2009, the Graduate Programs Committee reviewed and significantly revised the EMBA program; details of the revisions are given in Appendix D. The mission and goals of the program were determined to be clear: as one EMBA student put it, "Companies send their future executives to the MBA program; companies send their future CEOs to the EMBA program."
PART 3: STRATEGIC MANAGEMENT

Mission

The Barton School advances the knowledge and practice of business, reaches out to constituents, and prepares students for principled and successful careers in the global entrepreneurial marketplace.

Vision

To be nationally and internationally recognized as the best non-doctoral granting state supported business school between the Mississippi River and the Rocky Mountains.

Core Values

In pursuit of our mission, we are committed to integrity, excellence, collaboration, humility, and collegiality across the dimensions of Vision, Character and Capabilities, Knowledge Creation and Sharing, Governance, and Incentive Structures.

Key Areas of Emphasis:

Develop our students' abilities to be principled entrepreneurial global leaders through

Entrepreneurial ● Experiential ● Enterprise Learning (E3 Learning).

Goals

Goal 1: Increase and redefine the human capital complement to achieve faculty critical mass in specified areas and appropriate staffing levels.
   Objective 1.1: Identify strategic disciplines and interdisciplinary strengths to achieve.
   Objective 1.2: Develop strategic hiring plans including cluster hires.
   Objective 1.3: Expand Faculty-in-Residence Program.
   Objective 1.4: Determine critical staffing levels that support academic programs.

Goal 2: Improve the physical capital of the Barton School to attain a 21st century venue for business education.
   Objective 2.1: Build a new facility that houses 21st century business education.
   Objective 2.2: With the architect refine the present building plans to include strategic building layout and technology for E3 Learning and for non-traditional learning delivery.

Goal 3: Grow enrollments by attracting more high-quality students.
   Objective 3.1: Develop additional scholarship funds targeted at high-quality undergraduate and graduate students.
   Objective 3.2: Develop an honors program for undergraduate business students.
   Objective 3.3: Develop discipline-based cohort undergraduate programs with regional/national competition for entry.
   Objective 3.4: Evaluate current Barton School undergraduate and graduate admissions standards to include minimum GPA and performance-based entry requirements.
Goal 4: Continuously improve the undergraduate experience aimed at developing Barton School students into principled entrepreneurial business leaders in the global marketplace including
- the expansion of Entrepreneurial Experiential Enterprise (E³) Learning
- the development of targeted strategic areas in support of the Wichita regional business community

Objective 4.1: Expand the Barton International Group (BIG), creating parallel groups.
Objective 4.2: Create Shocker Solutions: groups to tackle "small" projects for regional enterprises.
Objective 4.3: Integrate E³ Learning into specific classes.
Objective 4.4: In concert with Goal 1, enact undergraduate curriculum improvements.
Objective 4.5: Work with LAS and Fine Arts to develop Gen Ed classes targeted at business students including economic geography and integrated arts.

Goal 5: Enhance the regional and national research reputation of the Barton School by increasing the quantity of high quality faculty intellectual contributions advancing both discipline-based scholarship and contributions to the practice of business.

Objective 5.1: Increase summer research support.
Objective 5.2: Increase number and quality of GAs.
Objective 5.3: Continue and expand research support: computer programs, databases, etc.
Objective 5.4: Increase outside support for business research.

Goal 6: Increase the quality and quantity of connections between the Barton School and its stakeholders.

Objective 6.1: Increase outreach and engagement activities of Barton School Centers: Center for Entrepreneurship, Center for Management Development, Center for Economic Development and Business Research, Center for International Business Advancement, Center for Real Estate, and Center for Economic Education.
Objective 6.2: Develop alumni groups for BBA, MBA, EMBA, MAcc, and MAEcon with activities that increase the value of alumni participation.
Objective 6.3: Acquire CRM software to track all contacts with outside groups and individuals.
Objective 6.4: Expand student participation in co-op, internships, and similar opportunities.
Objective 6.5: Expand the Faculty-in-Residence Program.

**Emerging Strategic Imperatives**

Under President Bardo’s leadership, the Barton School has reached agreement with the president on three emerging strategic imperatives within the president’s strategic planning initiative. These are:

- Significantly strengthen and grow the School of Accountancy to address the heightened demand for high quality accounting graduate to fill the demand from corporations and public accounting firms.
- Leverage our strengths in entrepreneurship and economic development research to significantly enhance Technology Entrepreneurship in support of WSU’s priority in Technology Transfer.
- Initiate curriculum and a center of excellence in Logistics and Supply Chain Management in concert with the College of Engineering to address the significant challenges faced by our business constituents.

As the strategic plans are under development, we do not at this time have specific details. These emerging imperatives have the full support of President Bardo and will be interwoven with the goals addressed above.
Strategic Framework

Until the fall of 2012, Barton School strategic planning has taken place in the vacuum of a university vision and strategic planning activity. With the arrival of President Bardo, this is changing very rapidly. A major strategic planning effort is underway across the university and the Barton School is deeply involved in the process. To wit, the university steering committee consists of university and community members in equal parts and the university co-chair is Dr. Cindy Claycomb, a full professor from the Department of Marketing in the Barton School. Nonetheless, the Barton School engages in frequently reviewing our strategic imperatives at regular Executive Council meetings.

This university effort significantly changes both the existence and process of strategic planning at Wichita State University. Changes in programs will arise out of this process; however, we do not anticipate a marked change in the Barton School mission and emphases. All of our programs are oriented to developing our students’ abilities as principled entrepreneurial global leaders in support of the greater business community and beyond.

Strategic Management Planning Process and Outcomes

Process

The foundation of the Barton School’s current mission, vision, core values, and key area of emphasis came out of the strategic planning retreat held by the Barton School’s Executive Committee (deans and department chairs) and center directors in early Fall 2004. This was revisited in Spring 2010 and since then refinements have evolved from that retreat, Executive Committee meeting, other committee meetings, and faculty meetings. Additional ongoing meetings were held with the Executive Council, individual center directors, as well as discussions held at several faculty meetings. The plan and two important initiatives, a new building and funding models, were discussed with the Barton School’s Advisory Board and with student groups including the Barton School’s Dean’s Ambassadors. In addition, the dean regularly meets with new students, whether freshmen or transfer students, to solicit input regarding strategic directions of the School.

The Barton School strategic management planning process is an ongoing endeavor aligned with continuous improvement. While the mission material above is largely a continuance of the previous material three important aspects have been added to the statements. First, we have focused our vision toward fulfilling W. Frank Barton’s vision when he endowed the school. Second, we have added the emphasis on international programs, which reflects the nature of the Wichita business community and the evolving global economy. Third, we have added the E³ Learning model that emphasizes students’ learning-by-doing efforts and represents a high level of interaction with the business community. Our process is ongoing and iterative. We are in a constant state of communication that includes input from students, the Barton School Advisory Board, and the larger business community.

Continuous Improvement Outcomes and Achievements

In spite of pressures from the recession and budget cuts, the Barton School has achieved a number of improvements since the previous review. These include:

---

2 In The One World School House: Education Reimagined, Salman Khan advocates for increased mentoring and real projects with reduced reliance on grades to measure learning. The Barton School’s E³ Learning and Barton International Group share this philosophy.
• $E^3$ Learning and the Barton International Group
• The Faculty-in-Residence Program
• The Barton School Research Connection
• Numerous curricular upgrades,
• Stronger relationships with our business constituents
• The hiring of a number of strong faculty members

Financial Strategies

The Barton School allocation from the university covers approximately 80% of the salaries in the school. The balance of salaries are paid by endowments and termed fellows stipends for tenure track faculty; a state match for endowment payouts for faculty of distinction positions; net revenues from the Center for Management Development for lecturers, adjuncts, and some operating funds; and a technology and operations fee that provides funding for six staff positions.

Like many business schools at state universities, the Barton School has been subject to budget reductions. In the current fiscal year these reductions have been exacerbated by low WSU Foundation payouts and virtually no payout from the state match for endowed positions.

Nonetheless, the Barton School of Business has sufficient funding to fulfill its mission at a fundamental level. Increased class sizes, more efficient use of lecturers and adjuncts, and the creation of a non-tenure track clinical professor line have facilitated our ability to carry out our mission.

Budgets for educational institutions in Kansas divide revenue and spending into two categories: General Use (GU) and Restricted Use (RU). The General Use category includes funding the university receives from state appropriations plus tuition payments by students; the Barton School is allocated GU funds by the university central administration. RU funds include all other revenue sources, such as the Technology and Operations Fee paid by Barton School students, revenue generated by Center for Management Development (CMD) and other programs, income from the Barton School endowment, annual giving, and other sources. The table below gives sources of funds figures (using BSQ C.1.5 format) for FY 2012.

<table>
<thead>
<tr>
<th>Revenue Sources</th>
<th>GU Funds</th>
<th>RU Funds</th>
<th>Total Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>University budget allocation</td>
<td>$7,633,348</td>
<td></td>
<td>$7,633,348</td>
</tr>
<tr>
<td>Charges to students</td>
<td></td>
<td>$611,381</td>
<td>$611,381</td>
</tr>
<tr>
<td>Government grants, contracts</td>
<td>$125,872</td>
<td>$125,872</td>
<td></td>
</tr>
<tr>
<td>Private contracts</td>
<td>$190,031</td>
<td>$190,031</td>
<td></td>
</tr>
<tr>
<td>CMD</td>
<td>$253,336</td>
<td>$253,336</td>
<td></td>
</tr>
<tr>
<td>Foundation income: Endowment Payout</td>
<td>$827,423</td>
<td>$827,423</td>
<td></td>
</tr>
<tr>
<td>Foundation income: Current</td>
<td>$407,267</td>
<td>$407,267</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$7,633,348</td>
<td>$2,415,310</td>
<td>$10,048,658</td>
</tr>
</tbody>
</table>

As of June 30, 2012 (FY2012), the Barton School endowment held by the WSU Foundation had a market value of $33,845,485 compared to a market value of $31,577,502 in FY2007.

The Foundation’s spending rate, although varied from 5% to 3%, now stands at 4.25% provided certain criteria are met for the specific fund. Payouts from the endowment decreased during the period due to the recession and poor investment performance in FY 2011-12.
Starting Fall 2004, the university instituted a Technology and Operations Fee of $15 per credit hour for any student taking a Barton School course. This fee has generated the following amounts in recent years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fee Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2009</td>
<td>$780,629</td>
</tr>
<tr>
<td>FY2010</td>
<td>$738,656</td>
</tr>
<tr>
<td>FY2011</td>
<td>$744,190</td>
</tr>
<tr>
<td>FY2012</td>
<td>$688,869</td>
</tr>
</tbody>
</table>

Barton School credit-hours are down from the previous review by approximately 5%. While this is of concern, the decrease is small compared to many programs in the country.

**Action Items and Financial Plans**

Strategic planning calls for continuous improvement to meet market conditions. Under President Bardo’s leadership, the university is embarking on a transformation with emphasis in five areas. These are:

- Quality enhancement
- Enrollment growth
- Basic research
- Intellectual property and technology transfer
- Quality of student life

**Quality enhancement**

The Barton School’s E³ Learning model provides a unique and profound learning model for students. The evidence is clear that the model creates career-ready graduates who will excel for their employers.

**Enrollment growth**

The Barton School already provides a number of online courses. We see the extension of this to whole upper-division offerings available to students in state and out of state as a generator of student credit hours. In addition, we are currently working through the CIO on a 2+2 program with two Indian universities.

**Basic research**

In a balanced context, some Barton School faculty members generate research at the highest levels of their disciplines as measured by journal rankings. While business research is inherently applied research, we continue to advance our research profile by hiring strong young faculty and providing incentives for more senior faculty to publish. The university Professor Incentive Review assists in this incentive structure. In terms of university basic research, the Barton School’s participation is explained in the following section.

**Intellectual property and technology transfer**

Wichita State University develops a profound level of research output in the sciences and in engineering. In the past these innovations have founded once achieved with now strong intellectual property protection
followed by commercialization. Under President Bardo’s leadership this is changing rapidly. This is his top priority and the Barton School plays a significant part in this, primarily through its Entrepreneurship curriculum and two centers, the Center for Entrepreneurship and the Center for Economic Development and Business Research.

Quality of student life

While this priority is aimed primarily at matters under the Vice President for Student Affairs, the quality of learning and extracurricular activities within the colleges and schools plays an important part. The dean of the Barton School regularly meets with a number of student constituency groups to gain input and provide oversight of initiatives.

The Changing Strategic Landscape

The strategic planning process established by President Bardo contains the following tiered approach:

- Agree on strategic improvement areas: Accounting, Technology Transfer, and Logistics and Supply Chain Management for the Barton School of Business.
- Develop strategic plans in concert with the community for achieving these areas.
- Finalize the main priorities; some will be tabled for management span and financial constraint reasons.

Barton School overview for this effort is:

Enhance the Accounting program: This requires the addition of two new faculty members. This also calls for enhancing the high school engagement program already started. Companies want more high quality graduates. The finances required will include salary and benefits for two new faculty members, scholarship assistance to recruit high quality high school graduates, and funding for marketing the program.

Develop Technology Transfer capability: This is included in the strategic plan in the Center for Entrepreneurship, which will be refined. The Center will include a student-populated commando commercialization group led by a mentor. The Center for Entrepreneurship has already demonstrated its ability to acquire SBIR grants to support startups. The Center for Economic Development and Business Research will include another student-populated research group that will build a deep and broad knowledge base of companies, markets, and industries upon which the commando group will rely. This will require a second mentor.

Establish a Logistics and Supply Chain Management program: This will likely require the cluster hire of two to four new faculty members who will start a collaborative center with the Barton School of Business and the College of Engineering. While there are faculty now in each college who have some knowledge of parts of areas, the establishment of a center and curriculum requires additional expertise that we do not presently hold.

Beyond these three areas, continuous improvement dictates that the Barton School includes in its financial strategies the following:

- We presently have a commitment from a donor for a $3 million endowment for a faculty member in Personal Selling and Relationship Marketing.
• We presently have a commitment from a donor for a $3 million endowment for a faculty member in Leadership and Ethics.
• We are working with a donor on the core gift for a new facility in which the Barton School will reside. This is in concert with the university-wide master plan that is currently in progress.
• Our fundraising priorities also include:
  ➢ Increase scholarships funding
  ➢ Increase faculty travel funding
  ➢ Increase marketing and advertising within the university plans
  ➢ Create summer camps in specific areas including Accounting and MIS
  ➢ Implement the business communication curriculum
  ➢ Prepare to replace a number of retiring faculty members
  ➢ Continue faculty development through conference participation, editorial appointments, and teaching programs
  ➢ Acquire a new learning facility

New Degree Programs

There have been no new degree programs added in the Barton School during the review period.

Intellectual Contributions

Please see Table 2-1 in Appendix A.
PART 4: PARTICIPANTS

Students

**Undergraduate Students:** Since the last report in 2007, Wichita State University has experienced undergraduate student headcount growth of 7.7%, while the Barton School has seen a decline of 5.2%. Several forces have brought this about, not the least of which are the economic recession, significant levels of layoffs in the aviation sector, and the sharp decline in company financial support for education. Nonetheless, several measures have been initiated to reverse the trend and enrollments appear to be leveling. With the vision and strategic plan currently being developed, the Barton School expects to reverse the more recent trend and increase enrollments by 50% over time, consistent with the WSU’s goals.

In September 2010, the Kansas Board of Regents approved a 10-year strategic agenda for the state’s public higher education system. Entitled Foresight 2020, the plan sets long-range achievement goals that are measurable and reportable and ensures the state’s higher education system meets Kansans’ expectations.

“Foresight 2020 represents three years of thoughtful examination, dialogue, and input from the state’s public colleges and universities, fellow Regents, and staff,” said Regent Gary Sherrer of Overland Park, Chairman of the Kansas Board of Regents at the time. “This plan will ensure, through measurable and aspirational goals, that the quality of the state’s public higher education system is significantly enhanced.”

Foresight 2020 includes six strategic goals:

1. Achieve alignment between the state’s preK-12 and higher education systems and continue to enhance alignment between higher education institutions.
2. Achieve participation in the state’s higher education system that better reflects the state’s demography and more fully engages adult learners.
3. Achieve measurable improvement in persistence (retention) and completion (graduation) rates for higher education institutions across the state.
4. Ensure that students earning credentials and degrees across the higher education system possess the foundational skills essential for success in work and in life.
5. Enhance alignment between the work of the state’s higher education system and the needs of the Kansas economy.
6. Enhance the regional and national reputation of Kansas universities through aspirational initiatives.

“The goals of Foresight 2020 are ambitious, achievable, and absolutely necessary,” said Sherrer. “Public higher education is a critical asset to Kansans, is key to economic success, and is essential for securing the best possible future for our citizens and our state. By working to accomplish these goals, we will demonstrate the value our colleges and universities provide, while improving the quality and efficiency of our system.”

The following are the graduation and retention rates for Barton School students:
### 6-Year Graduation Rate

<table>
<thead>
<tr>
<th>Entered in</th>
<th>Wichita State</th>
<th>Barton School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>39.1%</td>
<td>40.1%</td>
</tr>
<tr>
<td>2003</td>
<td>41.2%</td>
<td>44.7%</td>
</tr>
<tr>
<td>2004</td>
<td>41.7%</td>
<td>39.9%</td>
</tr>
<tr>
<td>2005</td>
<td>43.4%</td>
<td>38.5%</td>
</tr>
<tr>
<td>2006</td>
<td>41.2%</td>
<td>33.9%</td>
</tr>
</tbody>
</table>

### Freshman Retention

<table>
<thead>
<tr>
<th>Entered in</th>
<th>Wichita State</th>
<th>Barton School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>73.1%</td>
<td>75.6%</td>
</tr>
<tr>
<td>2008</td>
<td>70.0%</td>
<td>69.8%</td>
</tr>
<tr>
<td>2009</td>
<td>69.7%</td>
<td>71.2%</td>
</tr>
<tr>
<td>2010</td>
<td>72.6%</td>
<td>78.3%</td>
</tr>
<tr>
<td>2011</td>
<td>72.0%</td>
<td>72.5%</td>
</tr>
</tbody>
</table>

The Office of Undergraduate Admissions recruits qualified and diverse students to meet the University’s enrollment goals. For Fall 2012, 3,515 new freshmen applied to Wichita State, with 3,347 admitted and 1,432 enrolling. Another 2,346 transfer students applied, with 2,229 admitted and 1,463 enrolling. The result of targeted efforts to reach the racially and ethnically diverse population of potential college students in Kansas is now found in broad representation from various groups as seen in the charts below:

### Undergraduate Student Ethnicity – Fall 2012

#### WSU Students by Ethnicity

- White non-hispanic: 65%
- Black non-hispanic: 6%
- Hispanic: 8%
- Asian non-hispanic: 7%
- Foreign: 7%
- Amer indian: 1%
- Missing: 4%

#### Barton School Students by Ethnicity

- White non-hispanic: 66%
- Black non-hispanic: 5%
- Hispanic: 9%
- Asian non-hispanic: 7%
- Foreign: 7%
- Amer indian: 1%
- Multiple race: 1%
- Missing: 4%
Undergraduate Advising

The Advising Office has evolved from a simple class advising office to an organization not only providing full services to students but also a resource unit for faculty and campus leaders across academic units. In the past five years, the Barton School advising center staff adopted a continuous improvement review process twice a year to improve efficiency. The School as a whole has instituted a student learning accountability initiative where we ask students to take the responsibility for their education by knowing their degree course requirements and policy. In order to shift the mentality within the student body, we break down the transformation process in three stages and three years. Today, our students enter the program with knowledge of the academic program, resource availabilities, and the skill needed to manage their academic progress.

In 2006, Banner (the education enterprise system) was implemented across campus. The advising center played an important leadership role in shaping the functionalities in the Banner system for the advising portion. Over the last 6 years, the system has advanced in its functionalities that enabled course prerequisites and university catalog rules to be integrated into the system. The improvements also enabled a student to view his or her education timeline and progress toward degree completion. The Banner myWSU portal provides one stop interactive tools for students to view and retrieve information related to their academic program.

As a result of the system integration and tools availability, the advising center was able to keep up with 21st century technology to serve students who have grown up in the digital era. However, the technology convenience and privilege come with greater responsibility for each student. As a result, the Barton School undergraduate advising center is viewed as the advising innovation center on campus.

The three stage process consists of:

Stage 1, Orientation class for freshmen and transfer students:
Orientation class contents are designed to guide students through degree requirements with awareness of where to locate resources on campus and the importance of being an active participant in their education. Academic advisors were responsible for developing the class materials using their knowledge from day to day interaction with students. BADM 101 and BADM 102 are two semester orientation courses for first time freshmen to maintain engagement during the first year. BADM 301 is designed for transfer students to quickly adapt to the new environment and complete their degree in a timely matter. In-class lectures and online content are incorporated in each of the courses. Examples can be found in the following link: http://libraries.wichita.edu/subsplus/subjects/BADM

Stage 2, Shifting from mandatory advising for all students to targeted advising:
The Barton School places a high level of responsibility on students to choose courses that meet the degree requirements and stay on track for graduation. This information and skills are taught in the orientation classes. The academic advising syllabus is designed to define and manage student expectations of the advising process.

Business students who are still required to see a business adviser before they can enroll are
1. New Freshmen (both first and second semester at Wichita State University)
2. First Semester Transfer Students to the Barton School of Business (includes current WSU students from other colleges on-campus)
3. Business Students who are on Academic Probation
4. Graduating Seniors from Business
This past academic year, three academic advisors were able to focus on helping students listed in the categories listed above and provide guidance to at-risk students instead of seeing every student (over 1,800), which often delays the enrollment process and creates frustration.

Stage 3, Undergraduate advising website:
The advising center website was redesigned to reflect the “student accountability” advising approach. The site map logic was based on how students typically navigate the website for information.  

Further, Barton School leadership encourages advisors to interact with faculty in order to provide direct feedback and information from the front line. Faculty and department chairs often seek advisors’ inputs for class scheduling, solicit students’ feedback to improve their teaching, inquire about course transferability, university rules and policies and community college activities. Our advisors are also active with student organizations such as Barton International Group and international student organizations.

Study Abroad Programs
In 2009, the Barton School recruited a replacement advisor from the International Education Office on campus to specialize and improve our study abroad program. The number of study abroad students has increased from 2 students in 2007 to 23 students in 2012.

In order to better facilitate the study abroad process for business students, the advising center has worked with the Office of International Education (OIE) in several different ways. For example, for ISEP study abroad programs, students primarily go through OIE with the advisor’s guidance in regards to the application process. We have worked with the study abroad coordinator in OIE to improve the processes for business students staying at our partner schools. Each semester the advising center conducts pre-departure orientations for outgoing students in order to better prepare them before going abroad. The post study abroad debriefing session was also established for students to share experiences with each other and complete necessary steps to transfer course credit back to WSU. An orientation session was also established for in-coming exchange students from our partner schools to help the exchange students settle into the new environment.

Barton International Group
The program that resulted in the Barton International Group (BIG) was first established in Fall 2008 with 13 students who are Barton Scholars and Barton Scholarship Competition participants. Today, BIG has become a fully functional organization with 42 associates providing consulting services for companies such as Spirit AeroSystems, Coleman, Pioneer Balloon, etc. To date, seven consulting projects have been executed.

The Barton International Group is a student run and managed enterprise with a formal organizational structure consisting of a chairman, two co-CEOs, six departments, and ad-hoc project teams to serve BIG’s clients. BIG functions like any company dealing with day to day organizational challenges with real rewards and consequences. BIG consists of an elite group of undergraduate students in the Barton School who go through two rounds of interviews in the recruiting process to receive a position offer in BIG. The objective of this program is to develop our students into entrepreneurial leaders with a global perspective and career ready for future employers. Further, BIG offers unique benefits to businesses looking for a fresh perspective and to students seeking professional experience. The bigger vision of this group is to educate and prepare next generation of business professional with the following core values:
• Humility: “Humble, Humble, Humble!”
• Teachability: Welcome instruction and actively pursue opportunities to learn.
• Integrity: Highest level of ethics . . . Doing what is right . . . Always.
• Innovation: “There is no box.”
• Intrapreneurship: Taking direct responsibility for the success of BIG.
• Diversity of Thought: A mix of creativity and constructive dissent, yet uniting behind all decisions.
• Pursuit of Excellence: Striving to achieve the highest standard through continuous improvement - individually and as a group.
• Customer Focus: Dedication to serving internal and external customers.

Today, the members of this group are the target recruits for many companies. The demand for BIG students has advanced to the point that companies are hiring them as interns in their sophomore year. Waiting beyond the sophomore year yields an empty set from which to recruit because the students have already been hired.

In 2012, the organization decided to establish a Venture Lab business unit to pursue entrepreneurial activities organically in addition to the consulting business unit. The idea is to build an ecosystem for the group’s revenue, strengthen the alumni network, and, most importantly, create internship opportunities for not only BIG’s associates but other students in the Barton School. How does this work? BIG associates are encouraged to propose venture ideas and to solicit other members to work on the venture. BIG provides internal talent and taps into the BIG alumni network to start the venture after completing the feasibility study and establishing the business plan. The vision is to spin off ventures that become revenue generating business entities where its members become the core leadership team and a percentage of revenue in the company channels to provide operation funds for BIG. The concept of building an ecosystem may sound unrealistic but, in fact, BIG is already reaching that level with alumni facilitating internships, referring for consulting projects, and being actively involved with current BIG students.

The following chart illustrates the ecosystem of BIG:
Graduate Students: For the period 2007-2012, WSU graduate student enrollments have declined 13.2% and Barton School graduate student enrollments have declined 24.5%.

MBA and EMBA Programs
Since the last maintenance of accreditation review, the Barton School has made substantial changes to both the EMBA curriculum and the MBA curriculum. Applicants to a graduate business degree program must hold a baccalaureate degree from an accredited university. Admission is competitive and designed to identify those applicants who have the ability, interest, and maturity to manage the rigors of the programs as well as potential for future professional growth.

**MBA Program**
The MBA program is led by a full-time director. The director sits on the Graduate Programs Committee *ex officio*. The program director is responsible for recruiting, course scheduling, interfacing with department chairs, recommending course sequencing to facilitate paths to graduation, ensuring program integrity, and handling probationary actions. Interest in our MBA program has remained strong and applications are steady despite economic challenges. Nonetheless, the applicant pool has shown some weakening, therefore program admits have declined. The current retention rate is 98%.

The Barton School Graduate Programs Committee evaluates MBA admission applications. The committee carefully considers all aspects of an applicant's professional and academic background, giving specific attention to quantitative measures such as undergraduate GPA and scores on all components of the standardized Graduate Management Admissions Test (GMAT). While a specific minimum GPA or GMAT score is not required, both are viewed as very important indicators of an applicant's potential success in graduate business studies. The committee looks for applicants with strong academic performance throughout their undergraduate experience and competitive scores on the GMAT. Also very important to the committee are qualitative elements such as letters of recommendation, quality of written essays, relevant work experience, source and major area of undergraduate degree, extracurricular and community activities, and honors and achievements. The mean GMAT score for MBA applicants is 560.
**EMBA Program**

The EMBA program is led by a separate full-time director. The director attends the EMBA faculty meetings. The GMAT is not required for admission; however, admission requirements are rigorous and include:

- Academic four-year undergraduate degree from a regionally accredited institution, not necessarily in business
- Minimum of five years relevant work experience - management experience is preferred
- Interview: Following the evaluation of all application materials, a personal interview is scheduled for qualified candidates
- Ability to participate in and contribute to an intensive learning environment
- Time and willingness to make a 20-month commitment to attend classes, study-group meetings and other required activities (including an international trip)
- International students are required to have a minimum score of: 570 (paper-based), 230 (computer-based), or 88 (internet-based) on the Test of English as a Foreign Language (TOEFL), or an overall band score of 7.0 of the IELTS examination.
- A cohort is admitted only every two years and is limited to 24 students.

**Master of Accountancy**

The Master of Accountancy (MAcc) degree in the Barton School of Business is a rigorous 30-hour program that positions graduates to be able to sit for the CPA exam upon graduation. Currently approximately 100 students are admitted to the program. Most students take a part-time approach to completing the program, taking an average two years to matriculate. The majority of students in the program received undergraduate degrees from WSU, the University of Kansas, or Kansas State University.

Admission policies to the program are designed to only admit those students who have strong background credentials that are predictors of success in a graduate accounting program. Admission requirements include:

- An undergraduate degree in accounting (or course equivalent)
- Grades of B (3.0) or better in all undergraduate accounting classes
- An overall GPA of 3.2 or better
- A satisfactory score on the GMAT exam. Satisfactory is defined as scores in the twenty-fifth percentile or higher for each section, and for the overall exam score.

Applicants not meeting the admission criteria are denied. The School does not make conditional or probationary admissions.

The School of Accountancy Assistant Director, who also serves as faculty advisor, administers the program. The Assistant Director also serves on the Graduate Programs Committee. Additional information about the program can be found in the maintenance report for the Accounting accreditation.

**Master of Arts in Economics**

The Barton School also offers an MA program in Economics to prepare students pursuing careers in finance, industry, and government or future graduate study, by providing them with analytical skills useful in decision-making and a broader understanding of the overall economic environment. To meet the interests and goals of its students, the program offers three tracks: Economic Analysis, Financial Economics, and International Economics. In each track, students can either choose to write a thesis (30
credit hours) or to complete an independent research project (33 credit hours). The three tracks also play to the teaching and research strengths of the faculty and allow for flexibility in teaching assignments.

The Economic Analysis Track is particularly suitable for the generalist or students who wish to pursue a doctoral degree in economics or a related discipline. The Financial Economics Track is designed for those students seeking careers in the financial sector, and combines classes in economics with offerings from finance. The International Economics track is geared to those with an interest in the international economy, both from a business and policy perspective.

The Economics Department also offers a Dual/Accelerated Bachelor’s to Master’s Degree Program for outstanding undergraduate economics majors who wish to pursue a graduate degree.

Graduate Student Ethnicity – Fall 2012

Facility

Overview of Faculty Management

As a unit of Wichita State University, the Barton School policies for faculty management must be consistent with university policies and with the policies of the Kansas Board of Regents, the supervising body for public higher education in Kansas. These policies follow traditional models commonly used at public universities in the U.S., including typical faculty ranks, mandatory tenure review, and promotion requirements. Detailed information can be found in the Wichita State University Policies and Procedures Manual (http://webs.wichita.edu/inaudit/tablepp.htm) and the Kansas Board of Regents Policy Manual (http://www.kansasregents.org/). In Kansas, all faculty salary raises must be determined through a merit-based system; there are no cost-of-living salary increases for faculty. However, in January 2012, after three years with no salary increases, former President Don Beggs issued an across-the-board 2.5% salary increase for administrators, faculty, and unclassified staff (classified staff are under the State of Kansas salary administration).
Consistent with state and university policies, there are four groups of faculty in the Barton School: tenure-track faculty; clinical professors; full-time non-tenure-track faculty; and adjunct faculty. Tenure-track faculty ranks at WSU are Assistant Professor, Associate Professor, and Professor. Untenured faculty are normally reviewed for tenure at the start of their sixth year at WSU unless they have negotiated a lower time limit based on previous experience, and promotion normally requires six years in rank. For 2012, the Barton School faculty contained:

- 20 Professors (including the Dean)
- 17 Associate Professors (including the Associate Dean)
- 8 Assistant Professors

Full-time non-tenure-track faculty members in the Barton School hold one of the following ranks: Barton School Clinical Professor for faculty with a terminal degree and AQ status, Barton School Senior Lecturer for faculty with a terminal degree, or Barton School Lecturer. The Barton School and the WSU administration created the two Lecturer ranks in 2003 to replace the rank of Instructor and the Clinical Professor rank in 2011; previously, full-time instructors came under the WSU tenure policy, and were forced to leave after six years. The new ranks allow us to retain excellent teachers. Clinical Professors, while non-tenure-track, retain a research and publication requirement. For Fall 2012, the Barton School faculty contained:

- 2 Clinical Professors (doctorally qualified and AQ)
- 3 Senior Lecturers
- 13 Lecturers (including an Assistant Dean)

Adjunct faculty members are usually community business people who teach one or two classes for the Barton School in addition to their regular employment. The Barton School strives to identify people in the community who have the potential to become skillful teachers and to build long-term relationships with those who are successful in the classroom. Some of these relationships become so close that an adjunct faculty member attains Participating Faculty status (e.g., Sam Moyers in Entrepreneurship for Fall 2012), attending faculty meetings and participating in student groups. For the Fall 2012 semester, the Barton School has 20 different individuals teaching for us as adjunct faculty, consisting of:

- 5 have taught for the Barton School for 10 or more years
- 11 have taught for the Barton School for 5 to 9 years
- 2 have taught for the Barton School for 2 to 4 years
- 2 are new starting in Fall 2012

**Recruitment/Hiring/Orientation Process**

When a tenure-track faculty position becomes available in the Barton School, either through the departure of a current faculty member or through the acquisition of new funds, the Executive Committee provides a recommendation to the Dean about which field or fields should be filled. Following approval to search from the Provost, the relevant department takes responsibility for conducting a national search and recommending a candidate to the Dean. After approval by the Dean and the Provost and a background check, the Dean extends an offer of employment and a deadline for accepting the offer. The offer of employment typically includes summer research support and assistance with moving expenses.

WSU provides all new full-time faculty members with a mandatory orientation program to university policies, procedures, and requirements a few days before the start of fall semester. The Barton School also
provides an orientation program for new faculty. Our program includes information on Barton School student policies, tenure and promotion policies, classroom technology, using WSU’s Banner ERP system, grading expectations, and other topics. Each semester, the Dean meets over breakfast with the untenured tenure-track faculty members to listen and exchange information.

Recruiting for Barton School Lecturers can follow a variety of paths. It may be through a formal search, either local or national. It may be through of a department chair or dean becoming aware that an adjunct instructor would like to move into a full-time faculty role and finding the funding to create a new lecturer position. The hiring of adjuncts is normally done by department chairs, utilizing their own and faculty contacts in the business community to find appropriate candidates.

**Tenure and Promotion**

The Barton School expects its faculty to be successful at both teaching and research in order to be tenured or promoted; an amount of service appropriate for the faculty member’s rank is also expected. Teaching performance can be evaluated in multiple ways: course syllabi, assignments, and tests, sample student papers, student evaluations on WSU’s SPTE (Student Perception of Teaching Effectiveness) form, and others as appropriate. The Barton School’s research requirement puts equal emphasis on discipline-based scholarship and contributions to practice, and puts less emphasis on learning and pedagogical research. Publication in refereed journals is a requirement for tenure in both the Barton School and Wichita State. A copy of the Barton School’s Tenure and Promotion Guidelines, last amended in October 2012, is in Appendix F. WSU tenure and promotion policies can be found online in the WSU Policies and Procedures Manual (http://webs.wichita.edu/inaudit/ch_4.htm).

**Faculty Evaluation and Merit Pay**

When hiring a new tenure-track faculty member, the Barton School expectation is that the faculty member will succeed in attaining tenure. Untenured tenure-track faculty are evaluated by their department’s tenured faculty, their department chair, and the Dean at the end of their first semester at Wichita State University, and again annually until tenure is attained. These evaluations focus on progress toward tenure, with the review after three years at WSU given added emphasis. Faculty members judged not to be making acceptable progress toward tenure are given multiple formal warnings about their lack of progress through these evaluations, and are given time to turn their performance around, before being placed on a terminal appointment.

All full-time faculty members at Wichita State, regardless of tenure status, are evaluated annually by their department chair and the Dean. In the Barton School, this evaluation has three parts: reviewing the faculty member’s performance in the previous calendar year, setting goals for the coming year, and determining the faculty member’s time allocation for the upcoming year. For university planning purposes, a faculty member’s time is allocated among the 24 cells of the WSU Accountability Planning Matrix, which has six types of values or activities (Honor Excellence, Intellectual Exploration, Enhance Learning, Support, Retain, Recruit) and four constituent groups (Students, Faculty, Staff, Alumni and Community). For faculty evaluation purposes, the Barton School collapses these into four categories: teaching, research, service, and administration. The standard Barton School Faculty Evaluation Form is shown in Appendix G.

As part of the evaluation of performance in the previous year, the chair assigns a score of 0 (lowest) to 6 (highest) in each of the areas of teaching, research, service, and administration, occasionally subject to discussion with the Dean. Lecturers normally do not have a research expectation, and most faculty members do not have administrative responsibilities; in these cases, those areas are not evaluated. Each individual’s scores are multiplied by the person’s time allocation for the previous year to obtain a
weighted score. Allocation of merit pay within a department is based on the individual’s weighted scores relative to department colleagues. The Dean and the Provost may increase (or decrease, which rarely happens) the merit pay obtained by this process for appropriate reasons.

**Academic and Profession Qualification**

The Barton School’s requirements for attaining Academically Qualified and Professionally Qualified faculty status are detailed in Appendix H. Briefly, being an Academically Qualified faculty member in the Barton School requires a terminal degree in a relevant discipline and demonstrated currency in their field through one of the following: acceptance of two peer-reviewed publications within five years; acceptance of one peer-reviewed publication plus a corroborating experience; half-time or more involvement in academic administration in the Barton School. Briefly, being a Professionally Qualified faculty member in the Barton School requires a graduate degree in a relevant discipline and demonstrated currency in their field through one of the following: currently employed in a relevant job; acceptance of one peer-reviewed publication; completion of a corroborating experience; half-time or more involvement in academic administration in the Barton School. There are several possible exceptions to these qualifications spelled out in Appendix H.

The faculty qualifications documents have been broadly discussed within the Barton School and approved by its faculty. We are particularly proud that all but three of our senior doctoral faculty members who had de-emphasized research in the past have reactivated their research programs and become Academically Qualified.

**Participating Faculty**

The Barton School’s requirements for being a Participating Faculty member are listed in Appendix I. That document lists “Primary” Activities and “Supplemental” Activities that can qualify a person as Participating; the requirement is completion of one “Primary” or two “Supplemental” Activities annually. Additional activities can be proposed by a faculty member, and are accepted if they are approved by the department chair and dean. For Fall 2012, all full-time faculty members qualified as participating, as did one long-time adjunct faculty members.

**Teaching Load Policy**

The Barton School’s Teaching Load Policy (Appendix J) is designed to encourage research-oriented faculty to pursue publication in high-quality outlets. Doctoral faculty members are expected to meet the standard for Academically Qualified status. Faculty who do not have high research output (Regular Research Faculty) teach a 9-9 load (9 credit-hours per semester, typically three classes). Intensive Research Faculty who average two peer-reviewed publications every three years teach a 6-9 load. High Intensity Research Faculty who publish an average of one peer-reviewed article in a designated high-quality journal every year, or who publish in designated elite journals, teach a 6-6 load.

New tenure-track faculty members are assigned a 6-6 teaching load for three years. If the faculty member is making satisfactory progress toward tenure, the 6-6 load continues until tenure is awarded. After tenure is awarded, the Teaching Load Policy applies. Lecturers who devote none of their time to research are expected to teach a 12-12 load.

**Faculty Development and Retention Activities**

Wichita State University offers several programs and awards that help promote faculty development and retention:
• Sabbatical Leaves - Every six years, faculty members may request a sabbatical leave; one-semester leaves are with full pay, one year leaves are with half pay. The number of leaves available in a given year is limited, making the selection process a competitive one.

• Excellence in Teaching Awards - Two awards are given annually; with about 10% of the WSU faculty, the Barton School has won 28% of the awards, including the only two-time winner.

• Leadership in the Advancement of Teaching Award - One award is given annually; over the past ten years Barton School faculty have won 20% of the awards.

• Young Faculty Scholar Award - One award based on research productivity is given annually to a faculty member with between three and eight years of service; over the past 15 years Barton School faculty have won 27% of the awards.

• Research Grants - WSU has several competitive research grants; the Barton School times its Summer Research Grant process to allow faculty to compete for the WSU awards if they are not successful in the Barton School competition.

• Professor Incentive Review - a full professor who has been at that rank for at least six years can choose to “reapply” for promotion to full professor again. If the faculty member meets the existing standards for promotion to full professor, based on performance since the initial promotion to full professor, the person receives a permanent salary increase, in addition to any merit increase. Full professors who continue performing at a high level can receive multiple Professor Incentive Review salary increases.

In addition to the WSU programs and awards, the Barton School has several awards and research grants available that encourage faculty development and retention:

• Barton Fellows Program - the Barton School makes three two-year awards to faculty selected by the Executive Committee as Barton Fellows; Fellows receive $10,000 annual salary supplements.

• Summer Research Grants - the Barton School has a competitive Summer Research Grant for current faculty, as well as offering grants to new faculty. Four $8,000 grants were awarded for Summer 2012.

• Faculty Travel Awards - the Barton School allocates over $30,000 of its annual net revenues from the Center for Management Development to fund faculty travel. Travel requests are evaluated by the Associate Dean. Faculty members who are on the program for academic conferences almost always receive sufficient funding to pay all routine expenses. Funding has also been provided to allow faculty to attend professionally useful conferences even when they are not on the program. Details of the Barton School Travel Funding Guidelines are available at http://webs.wichita.edu/?u=barton&p=facultyandstaff/travelfundingguidelines.

• Teacher of the Year Awards - the Barton School awards a Teacher of the Year Award for undergraduate and for graduate teaching each year; each carries a $1,000 stipend. There is also an award for Adjunct Teacher of the Year.

• Researcher/Writer of the Year Award - the Barton School makes two awards annually, each with a $1,000 stipend.

Tables 9-1, 10-1, and 10-2, along with a summary preface to Table 10-2, are found in Appendix B. Faculty vitas are provided in a separate electronic file.

Data Access

The data in these tables are drawn from our Sedona Systems faculty database. Upon request, we can provide the visitation team members access to the data base.
PART 5: ASSURANCE OF LEARNING

The Barton School has designed and implemented a robust system of assessment processes that have lead to multiple improvements in the School's curricula. The pages below provide information on major curricular improvements and on the learning goals, assessment tools, procedures, and results for all degrees within the Barton School except the Masters in Accountancy; those results are reported in the School of Accountancy's Maintenance of Accreditation report. Additional details, historical records of assessment results, and rubrics are in Appendix D (Curricula Development information) and Appendix E (Assurance of Learning information).

Curricula Development

Since the last Maintenance of Accreditation visit in 2008, the Barton School has made major changes to the curriculum of our Executive MBA, MBA, and BBA degree programs. A dual/accelerated Bachelor’s to Master’s option has been added to the Master of Arts in Economics degree. Information on curricular changes in the Master of Accountancy degree and in the undergraduate Accounting major is contained in the School of Accountancy's Maintenance of Accreditation report.

Executive Master of Business Administration

The Barton School's EMBA program is a cohort-based lock-step program that meets three Saturdays a month for most of two years, with cohorts currently starting every even-numbered Fall. During the 2008-09 and 2009-10 academic years, the Barton School's Graduate Program Committee, in consultation with the Barton School faculty and other stakeholders, substantially revised and improved the EMBA degree program, with the new degree program implemented for the cohort starting August 2010.

The previous EMBA program consisted of 12 3-credit courses in typical business disciplines (see Appendix D for details). Benchmarking the Barton School's EMBA with other EMBA programs and extensive consultations with program alumni and business leaders revealed several content areas that were added to the program. To make room for these topics, the 12 existing classes were reduced from 3 credits to 2.5 credits, and six 1-credit classes in various topics were added. The topics of the six 1-hour classes can be changed at will, depending on events and student desires. A one-week overseas trip, usually to China, was also added to the EMBA program.

Based on feedback from the 2010 cohort, some modest changes were implemented for the 2012 cohort: two 1-credit classes were combined and expanded into a 2.5-credit class, one class was increased from 2.5 to three credits, and a lunch-time speaker series replaced one of the 1-credit classes.

Master of Business Administration

The Barton School's MBA program is a part-time evening program that admits new students every fall and spring, with students typically taking three years to complete the degree. During the 2010-11 and 2011-12 academic years, the Barton School's Graduate Program Committee, in consultation with the Barton School faculty and other stakeholders, developed an improved MBA program that will go into effect for students starting their MBA in Fall 2013 and later.

The current MBA program consists of nine required classes and three elective classes, two of which could be senior-level classes (see Appendix D for details). Students lacking an undergraduate business background also are required to take any necessary preparatory classes. With careful choice of electives, students could obtain a concentration in one of several areas.
The new MBA program will consist of 11 required classes and one elective, with all courses at the graduate level. Classes in international business and business law and ethics were added to the list of required courses. Students will be able to obtain a concentration in one of several areas by using their elective and exchanging one or two specified required classes with classes in their concentration.

**Dual/Accelerated Bachelor’s to Master’s Degree in Economics**

Outstanding undergraduate economics majors who want to pursue a Master’s degree in economics now have the option of accelerating their progress by counting up to three graduate-level classes for both their undergraduate and graduate degrees. Qualifications for the program include a minimum GPA of 3.5 and grades of A in intermediate macro- and microeconomics and in calculus and statistics classes.

**BBA General Education Requirements**

The General Education program at Wichita State University allows students to choose from a wide variety of classes in fine arts, humanities, social sciences, and mathematics/natural sciences. For the last several years, the Undergraduate Programs Committee has been working on replacing some of these broad requirements with specific class requirements that address the learning goals of the BBA program. Working with the Department of Philosophy, the Barton School has instituted a requirement of PHIL 125, Introductory Logic, for all BBA students, to help address the BBA critical thinking learning goal. Philosophy has created PHIL 306, Business Ethics, that will be required of all BBA students starting Fall 2013. This new class helps address the BBA ethics learning goal.

**BBA General Business/Business Administration Major**

The business administration major has been the interdisciplinary generalist major for undergraduates in the Barton School. The curriculum has been fairly non-specific (see Appendix D for details). The name also caused some confusion between the business administration major and the management major. The Undergraduate Programs Committee (as overseer of interdisciplinary undergraduate programs) developed a more tightly defined major that provides students with required exposure to more business disciplines and a core of required classes. The name is changed to General Business to better describe the major. The new General Business major has been approved and will go into effect Fall 2013.

**BBA Management Major**

Although AACSB does not look at assessment in specific majors, the Higher Learning Commission (HLC), Wichita State University's accrediting body, does require information on specific majors. In the course of preparing for HLC’s last visit, the Management faculty discovered that the design of the major made meaningful assessment very difficult. Students in the management major chose from a portfolio of courses, with no specific courses required beyond the business core courses; there was no true common body of knowledge that all management majors were expected to learn.

In response, the management major was completely revamped. The management department chose five learning goals, and created four largely new required classes, plus a reduced number of electives, to address these goals.

**BBA in Marketing: Personal Selling Minor**

Working with the Elliott School of Communication at Wichita State University, the Department of Marketing developed and implemented a marketing minor in personal selling. The minor involves courses in both the Barton School and the Elliott School.
BBA Business Administration Classes

In the Barton School, classes with a Business Administration (BADM) prefix are interdisciplinary classes overseen by the Undergraduate Programs Committee. Beginning Fall 2009, the Barton School has required students to take one or two 1-credit "Student Success" classes to orient them to the Barton School and to Wichita State University. New freshmen take BADM 101 and BADM 102, Becoming a Business Student I and II, during their first two semesters; new transfer students take BADM 301, Transferring to the Barton School of Business. These classes are taught by the Barton School's academic advisors.

At the same time, the required Business Software class previously housed in the School of Accountancy for historical reasons was changed to BADM 160. The teaching approach changed from large lecture classes to an online format using the SimNet for Office 2010 materials from McGraw-Hill, with control of the class passing to a member of the Management Information Sciences department. After a year, assessments and faculty feedback showed a weakness in students' ability to use Excel. To address this shortcoming, the grading system for BADM 160 was revised from giving a grade based on overall performance to a system where students have to pass exams on each section of the material to pass the class.

Assessment Tools and Procedures

The Barton School has implemented a robust assessment system that has been operational for the past five years, or longer in some cases. The Barton School's Assessment Committee and faculty developed learning goals for all degrees, with assessment results monitored by the Assessment Committee for school-wide goals, and by the faculty involved for course and major assessment. Although not included in this report, the Barton School performs annual assessments on all majors to meet both university program review requirements and Higher Learning Commission requirements.

BBA Assessment: Learning Goals, Assessment Methods, and Findings

The Barton School has adopted five learning goals for the undergraduate BBA degree:

1. Acquire knowledge of current business practices, theory, and technology
2. Demonstrate skill in effective oral and written communication
3. Attain clear analytical and reflective thinking abilities
4. Understand ethical decision-making
5. Develop active collaborative skills and the ability to work as part of a team

A full description of the content of each learning goal is in Appendix E.

BBA Learning Goal 1: Core Knowledge

For assessment purposes, the Barton School divides core knowledge into two components: basic skills, typically taught in the freshman and sophomore years, and management-specific knowledge, typically taught in the junior and senior years to BBA students regardless of major. A primary reason for this division is the large number of Barton School undergraduates who take many or all of their freshman and sophomore classes at community colleges and transfer to the Barton School for their junior- and senior-year business courses.

Basic skills, and the classes in which they are taught at WSU, include:
- Oral and written communication (College English, ENGL 101 and 102, and Public Speaking, COMM 111)
- Mathematics (College Algebra, MATH 111, and Business Calculus, MATH 144)
- Statistics (Business Statistics, ECON 231, and Statistical Software Applications, ECON 232)
- Economic theory (Principles of Macroeconomics, ECON 201, and Principles of Microeconomics, ECON 202)
- Computer technology (Business Software, BADM 160)
- Accounting (Financial Accounting, ACCT 210, and Managerial Accounting, ACCT 220).

The Barton School uses assessment instruments in all the business core classes taken by all Barton School students to assess management-specific knowledge. The classes in which it is taught and assessed are:

- Business Law, BLAW 431
- Production Management, DS (Decision Sciences) 350
- Entrepreneurship, ENTR 310
- Corporate Finance, FIN 340
- International Business, IB 333
- Organizational Behavior and Human Resource Management, MGMT 360
- Management Information Systems, MIS 395
- Marketing, MKT 300

Learning goals have been established for each of the basic skills and management-specific knowledge classes above that are taught in the Barton School; details are in Appendix E.

**Basic Skills Assessment:** Because of the large number of transfer students at WSU, the Barton School cannot rely on existing WSU course assessments in basic skills courses as applying to all, or even most, of the undergraduate students in the Barton School. To address the need for assessing all our students’ basic skills knowledge, the Advanced Standing Exams (called Rising Junior Exam in previous report), a series of computer-based multiple-choice exams covering relevant sections of each of the basic skills classes, has been created and implemented. All but the written communication exam are based on important questions from class final exams; the written communication test measures only writing mechanics using a version of the common Grammar-Spelling-Punctuation test.

Students are required to complete the exams before the start of their junior year if they have been primarily WSU students during their freshman and sophomore years; transfer students coming to WSU as juniors take the exams during their first semester in the Barton School. Students who have not taken some of the basic skills courses by the scheduled time of their Advanced Standing Exams return to take those parts of the Advanced Standing Exams once they have completed the relevant classes.

The Advanced Standing Exams were pilot-tested in Summer 2008 and implemented on a regular basis starting Fall 2008. Advanced Standing Exams are given every Fall and Spring semester (Fall 2010 and Spring 2011 were omitted for administrative reasons), with completion of the appropriate exams a requirement for enrolling in the next semester. To encourage students to perform well, students who do poorly on an exam, or who spend only a few minutes on an exam, are required to retake those exams. Results of the Advanced Standing Exams are periodically shared with the Barton School faculty teaching the accounting, economics, and business software classes; with the English, Mathematics, and Communications Departments at WSU; and with the area community colleges that are major feeders of the Barton School.
Below are the most recent (Spring 2012) results. Minimum score for Acceptable is 50%, Exemplary is 75%; these scores were set taking into account the time lags between taking the class and taking the Advanced Standing Exam.

<table>
<thead>
<tr>
<th>Course</th>
<th>N</th>
<th>Median score</th>
<th>Percent Unacceptable</th>
<th>Percent Acceptable</th>
<th>Percent Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Mechanics</td>
<td>200</td>
<td>73%</td>
<td>3%</td>
<td>57%</td>
<td>40%</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>197</td>
<td>60%</td>
<td>17%</td>
<td>63%</td>
<td>20%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>178</td>
<td>55%</td>
<td>25%</td>
<td>55%</td>
<td>20%</td>
</tr>
<tr>
<td>Business Software</td>
<td>198</td>
<td>73%</td>
<td>5%</td>
<td>58%</td>
<td>37%</td>
</tr>
<tr>
<td>Fin. Accounting</td>
<td>175</td>
<td>60%</td>
<td>23%</td>
<td>69%</td>
<td>8%</td>
</tr>
<tr>
<td>Man. Accounting</td>
<td>97</td>
<td>70%</td>
<td>7%</td>
<td>61%</td>
<td>32%</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>193</td>
<td>72%</td>
<td>6%</td>
<td>52%</td>
<td>41%</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>180</td>
<td>50%</td>
<td>45%</td>
<td>52%</td>
<td>3%</td>
</tr>
<tr>
<td>Statistics</td>
<td>179</td>
<td>50%</td>
<td>47%</td>
<td>47%</td>
<td>6%</td>
</tr>
<tr>
<td>Excel-based Stat.</td>
<td>166</td>
<td>50%</td>
<td>42%</td>
<td>48%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Information on trends over time and a regression analysis of predictors of Advanced Standing Exam scores are in Appendix E.

Examples of curricular changes from assessment results on Advanced Standing Exams:

- Excel-based Statistics: analysis of assessment results showed that students knew how to obtain and interpret statistical results, but were much weaker at determining which statistical technique to apply to different problems. The instructors instituted a series of Blackboard-based homework quizzes that stressed determining which technique to apply to different problems. Following the change, median test score improved by 10%.

- Some topics in Business Statistics that aren't routinely used in a business setting have been removed from the class to make room for more work on business-related areas.

- Statistical analysis (details in Appendix E) of the results from the Advanced Standing Exams show that students who took a class from a community college average significantly lower scores on almost all of the exams than do students who took their classes in the Barton School. Those results have been shared with business faculty from local community colleges, and offers to assist their faculty in improving their classes have been made. To date, there have been no results from these efforts. Without improving the performance of community college students, it is difficult to improve average student performance on the Advanced Standing Exams.

Management-Specific Knowledge: Faculty involved in teaching each of the core classes developed assessment procedures, tools, and processes, under the supervision of the Assessment Committee. Management-specific knowledge is assessed through embedded assessments in each class. Brief descriptions for each class of assessment tools and processes, and sample curriculum changes resulting from assessments are given below. Learning goals, assessment results, and additional information are described in Appendix E.

BLAW 431: Legal Environment of Business
Assessment tools: Three questions on unit exams for each learning goal, given in every section every semester. Assessment questions are modified about once a year to prevent students becoming too familiar with the questions.
Assessment processes: All instructors send test results from each semester to the one full-time BLAW faculty member, who assembles the results. A report is prepared annually for dissemination to all adjuncts teaching BLAW 431.

Sample curriculum change: Analysis of differential results on some learning goals from different instructors revealed some inconsistencies in how topics were being covered by various adjuncts. Providing more systematic coverage of key topics by all instructors has increased assessment scores.

**DS 350: Introduction to Production Management**

Assessment tools: Three multiple-choice questions on each of three learning goals. In the past, the assessments were given in different ways in different sections. The faculty have moved to giving the assessment on the last day of class or the day of the final exam. An online section was added in 2011; discussions are underway about the best way to handle the assessment in the online sections.

Assessment processes: At the end of the year, the lead instructor for DS 350 collects the assessment data from other instructors and combines it into a single spreadsheet. Discussions of results and possible improvements follow, either in person or by email. Sample curriculum change: Results have been satisfactory to date; no changes deemed necessary or made.

**ENTR 310: The Entrepreneurial Experience**

Assessment tools: Fifty-question assessment given at the end of the semester in all ENTR 310 classes.

Assessment processes: At the end of each semester, results are tallied and shared with individual faculty members. Individual faculty members can see how their results compared with other instructors’ results.

Sample curriculum change: Individual faculty members address areas where their students scored lower than average, typically by placing additional classroom emphasis on those areas and implementing more experiential learning exercises. Scores have improved over time.

**FIN 340: Financial Management I**

Assessment tools: Nine multiple-choice questions given as part of exams in all sections of FIN 340.

Assessment processes: Full-time faculty periodically review assessment results and jointly decide on needed curriculum changes. Results and changes are communicated to any adjunct faculty teaching FIN 340.

Sample curriculum change: Partly to address weaknesses in student understanding of the Weighted Average Cost of Capital and Modified Internal Rate of Return questions under the Capital Budgeting Decision Tools learning goal, faculty switched to a textbook with an online system of homework problems.

**IB 333: International Business**

Assessment tools: Twenty multiple-choice questions covering six learning goals, given with final exam in all sections of IB 333 every semester.

Assessment processes: Once results are tabulated, instructors in IB 333 discuss the results among themselves, looking for areas of weakness that could be improved.

Sample curriculum change: Instituted frequent tests and quizzes to give students detailed and rapid feedback about their performance.

**MGMT 360: Principles of Management**

Assessment tools: Twenty multiple-choice questions, four on each of five learning goals, given in all sections of MGMT 360 near the end of the semester.

Assessment processes: Instructors send assessment results every semester to the Management Department representative on the Barton School Assessment Committee to be summarized. Instructors meet periodically to review the results and develop any needed curriculum changes.

Sample curriculum change: Review of the first several years' results found that although students were doing well on most learning goals, there was a weakness in student performance on the human resource
management learning goal. A new textbook with more content on human resource management was adopted by all instructors. Subsequent review of assessment results showed a substantial improvement in student performance on the human resource management goal.

**MIS 395: Management Information Systems**
Assessment tools: Twenty-one true/false questions, seven on each of three learning goals, given to students in all sections of MIS 395 at the end of the semester.
Assessment processes: Results are reviewed by MIS 395 faculty at least once a year.
Sample curriculum change: Initial use of the assessment instrument found some problems with the number of questions for some of the learning goals; the number of questions was increased. A new class project involving students designing a detailed IT/IS solution for a fictional company required students to use the class material in an applied manner; assessment scores improved after implementation of the project.

**MKT 300: Marketing**
Assessment tools: A 50-question multiple-choice assessment instrument covering three learning goals is given at the end of the class in all sections of MKT 300 every semester.
Assessment processes: The assessment instrument is given in all sections of MKT 300 every semester. The data from the assessment instruments are gathered and organized by a marketing faculty member. Faculty members who teach MKT 300 meet to review the results and trends over time, and develop classroom strategies to address any weaknesses found.
Sample curriculum change: Put more emphasis in class on distribution and supply-chain management, an area of weakness found in the assessment results.

**BBA Learning Goal 2: Oral and Written Communication**

Even before the start of formal assessments, Barton School faculty and employers of our undergraduates identified communication skills as an area where many of our undergraduate students needed improvement. The Assessment Committee and the Barton School faculty have committed to an extensive assessment process for both oral and written communication: in every class where there is a significant writing assignment or an oral presentation, that assignment will be assessed using a standardized rubric at the same time the assignment is graded (team writing assignments are excluded). The oral and written communication rubrics developed by the Barton School are in Appendix E.

A major benefit of having multiple assessments of individual students will be to allow identification of students whose communication skills need improvement before they graduate, giving us time to provide remedial assistance. The Barton School has acquired the STEPS (Student Tracking, Evaluation, and Portfolio System) database program created by the California State University at Chico business school to manage communication assessment results. STEPS gives faculty members an easy, web-based way to enter assessment data while they are grading. Pilot-testing of STEPS at WSU and the original Barton School rubrics began in Fall 2006. Based on faculty feedback from the pilot testing, the rubrics were revised for Spring 2007, and the oral communication rubric again revised for Spring 2008. Full implementation of the communication assessment process began in Spring 2007, and continues every semester. For both the communication and the teamwork assessments, a fourth category, Needs Improvement, was added beyond the standard Unacceptable / Acceptable / Exemplary categories. Even when an assignment was clearly Unacceptable, many raters were unwilling to condemn it as Unacceptable, but were willing to give it a slightly higher rating. For evaluation purposes, the Needs Improvement category is combined with Unacceptable. Results from academic year 2012 (Summer 2011, Fall 2011, Spring 2012) are below; additional information appears in Appendix E.
Use of media and audience interaction have smaller N because not all presentations used media or involved audience interaction; organization is not evaluated for group projects.

<table>
<thead>
<tr>
<th>ORAL COMMUNICATION TRAITS</th>
<th>N</th>
<th>Unacceptable and Needs Improvement</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>75</td>
<td>9%</td>
<td>65%</td>
<td>25%</td>
</tr>
<tr>
<td>Preparation</td>
<td>247</td>
<td>7%</td>
<td>56%</td>
<td>37%</td>
</tr>
<tr>
<td>Verbal Skills</td>
<td>246</td>
<td>11%</td>
<td>63%</td>
<td>26%</td>
</tr>
<tr>
<td>Nonverbal Skills</td>
<td>242</td>
<td>12%</td>
<td>69%</td>
<td>19%</td>
</tr>
<tr>
<td>Use of Media</td>
<td>24</td>
<td>7%</td>
<td>68%</td>
<td>25%</td>
</tr>
<tr>
<td>Audience Interaction</td>
<td>118</td>
<td>17%</td>
<td>51%</td>
<td>32%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITTEN COMMUNICATION TRAITS</th>
<th>N</th>
<th>Unacceptable and Needs Improvement</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic and Organization</td>
<td>371</td>
<td>13%</td>
<td>66%</td>
<td>21%</td>
</tr>
<tr>
<td>Use of Language</td>
<td>370</td>
<td>12%</td>
<td>66%</td>
<td>22%</td>
</tr>
<tr>
<td>Spelling and Grammar</td>
<td>371</td>
<td>8%</td>
<td>65%</td>
<td>27%</td>
</tr>
<tr>
<td>Appropriate Writing Style</td>
<td>371</td>
<td>15%</td>
<td>66%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Based on the assessment results to date, on employer feedback, and on benchmarking the Barton School’s curriculum against peer and competitive business schools, the Barton School faculty approved creating a new, required class in Business Communication, taught primarily by the Elliott School of Communication. Budget cuts from the current economic conditions have prevented implementation to date. Additional information and the rubrics used to assess oral and written communication is in Appendix E.

**BBA Learning Goal 3: Analytical Thinking**

Assessing Barton School students on their attainment of clear analytical and reflective thinking abilities is done within the capstone course, Strategic Management (MGMT 681). Students in MGMT 681 take the Watson-Glaser Critical Thinking Appraisal, a nationally normed instrument developed by The Psychological Corporation. Recommended by the Human Resources Management faculty, the Watson-Glaser consists of five sections with 16 questions each, covering inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments. The Barton School has long used the Watson-Glaser as part of its evaluation of candidates for the Clay Barton Scholarship, its largest scholarship. Starting Spring 2007 the Barton School has given the Watson-Glaser in all sections of Strategic Management; test administration is overseen by the Associate Dean. To provide motivation for doing as well as possible, students receive variable amounts of points toward their class grade depending on how well they do relative to the norming sample of college seniors.

One of the national norming samples for the Watson-Glaser was a large group of college seniors from a variety of institutions. Criteria are that Exemplary performance is at or above the 75th percentile of the norming sample (65 out of 80 questions correct), Acceptable is between the 25th and 74th percentiles (52 to 64 correct), and Unacceptable is below the 25th percentile (51 or fewer correct out of 80). Current target rates are 20% or less Unacceptable and 30% or more Exemplary.

The results from the twelve sections of MGMT 681 in academic year 2012 are given below; additional information is in Appendix E.
To improve students' critical thinking skills, starting Fall 2011 Barton School students have been required to take PHIL 125, Introduction to Logic, as part of the General Education coursework. This requirement affects students who entered as freshmen or new transfer students in Fall 2011; effects of this change aren't expected to appear until academic year 2014. Also, in Fall 2011 the Barton School appointed a Critical Thinking Task Force to help develop suggestions for ways faculty could explicitly integrate critical thinking exercises into their classes. A suggestion of the Task Force that has been implemented starting Fall 2012 is to give a different version of the Watson-Glaser during the student success classes taken by new freshmen and new transfer students, to allow tracking of improvements in students' critical thinking skills. Additional information is in Appendix E.

### BBA Learning Goal 4: Ethical Decision-Making

Assessing students’ understanding of ethical decision-making is also done within the Strategic Management (MGMT 681) capstone course. Based on the recommendation of a faculty member who taught both Strategic Management and an experimental class on business ethics, the Assessment Committee in 2005 decided to assess Barton School students on this goal by using the Turning Gears, Inc., simulation offered by the Darden School at the University of Virginia. The simulation puts students into the role of a middle manager pressured by a supervisor to make decisions that increased short-run profits and satisfied their “boss” at the expense of ethical considerations.

A pilot test of the simulation took place during Spring 2006 in the MGMT 681 section taught by the faculty member who recommended the simulation. Based on the recommendation of the involved faculty member, and following discussions with the Assessment Committee and the other faculty who teach MGMT 681, the Turning Gears, Inc., simulation was integrated into all sections of the class during Spring 2007, with students being given variable amounts of points based on their performance. The Turning Gears simulation was used in Spring 2007, but the faculty involved discovered some problems with the grading of the simulation. Use of Turning Gears was restarted in Summer 2008, and used in Fall 2008 and Spring 2009. Results from Spring 2009 are below; the scores for each category are those defined by the simulation's creators.

<table>
<thead>
<tr>
<th>ETHICAL DECISION-MAKING</th>
<th>N</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>135</td>
<td>3%</td>
<td>83%</td>
<td>14%</td>
</tr>
</tbody>
</table>

These results were considered satisfactory, with no curricular improvements needed. Given these results, use of the Turning Gears simulation was put on hold after Spring 2009.

As part of the Barton School's effort to make General Education classes more useful for business students, the Philosophy Department created PHIL 306, Business Ethics, which will be required of all business students starting Fall 2013. Two Barton School faculty members with backgrounds in teaching business ethics, along with the philosophy instructor who will be teaching the new course, have developed a test for use in assessing ethical decision-making. That test is being pilot-tested in MGMT 681 this fall, and following editing and additional testing, will be used regularly starting in Fall 2013. In addition to giving the test in the capstone class, we will also give a version of it in the BADM classes required during
students' first semester in the Barton School. This testing will provide a measure of the effectiveness of the business ethics class, and teaching of ethics in general, in the Barton School. More information on the new assessment is in Appendix E.

*BBA Learning Goal 5: Teamwork*

In Fall 2007, the Barton School adopted the use of a common peer evaluation form for students involved in team projects to use in evaluating their teammates; the form had been developed and used extensively by several Barton School faculty members. Students are asked to evaluate their teammates on seven traits:

- Organizational ability
- Cooperativeness
- Originality or creativity of ideas contributed
- Functional contribution - analysis and recommendations
- Dependability
- Quantity of work contributed
- Quality of work contributed

Students evaluate their teammates on a four-point scale: Unacceptable, Needs Improvement, Acceptable, and Outstanding. A rubric was been developed to help students make their evaluations; the rubric is in Appendix E.

The evaluation form was successfully pilot-tested during Fall 2007, with full implementation beginning Spring 2008. It is expected that all Barton School faculty using team assignments use the assessment evaluation as part of their students' peer evaluations of teammates. Data are collected through Blackboard. The results for Spring 2012 are below; more information and the rubric used to assess teamwork are in Appendix E.

<table>
<thead>
<tr>
<th>TEAMWORK TRAITS</th>
<th>N classes</th>
<th>N student</th>
<th>Unacceptable and Needs Improvement</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Ability</td>
<td>15</td>
<td>644</td>
<td>5%</td>
<td>26%</td>
<td>69%</td>
</tr>
<tr>
<td>Cooperativeness</td>
<td>15</td>
<td>649</td>
<td>4%</td>
<td>17%</td>
<td>80%</td>
</tr>
<tr>
<td>Originality and Creativity</td>
<td>15</td>
<td>645</td>
<td>7%</td>
<td>26%</td>
<td>68%</td>
</tr>
<tr>
<td>Analytical Contribution</td>
<td>15</td>
<td>647</td>
<td>5%</td>
<td>22%</td>
<td>72%</td>
</tr>
<tr>
<td>Dependability</td>
<td>15</td>
<td>633</td>
<td>5%</td>
<td>19%</td>
<td>76%</td>
</tr>
<tr>
<td>Work Quantity</td>
<td>15</td>
<td>627</td>
<td>3%</td>
<td>28%</td>
<td>68%</td>
</tr>
<tr>
<td>Work Quality</td>
<td>15</td>
<td>635</td>
<td>3%</td>
<td>23%</td>
<td>74%</td>
</tr>
</tbody>
</table>

These results have been determined to be acceptable; no changes needed regarding teamwork.

*MBA Assessment: Learning Goals, Assessment Methods, and Findings*

The MBA faculty, the Graduate Programs Office, and the Graduate Program Committee have specified five learning goals for the MBA program:

1. Demonstrate skills in effective communication and teamwork
2. Demonstrate skills in use and management of technology
3. Demonstrate skills in effective management and leadership
4. Demonstrate skills in critical thinking and problem solving
5. Be exposed to and given assistance in understanding ethical business practices and the concept of social responsibility

These learning goals have been assessed annually since the 2004-2005 academic year using assessments embedded in several MBA classes. Information on assessment processes, tools, results, and curricular improvements is in Appendix E.

**EMBA Assessment: Learning Goals, Assessment Methods, and Findings**

The EMBA faculty, the Graduate Programs Office, and the Graduate Program Committee have specified five learning goals for the EMBA program:

1. Students will demonstrate skills in effective communication and teamwork
2. Students will demonstrate skills in use and management of technology
3. Students will demonstrate skills in effective executive leadership
4. Students will demonstrate skills in critical thinking and organizational-level problem solving
5. Students will be exposed to and given assistance in understanding ethical business practices and the concept of social responsibility

These learning goals have been assessed biannually since the 2004-2005 academic year using assessments embedded in several EMBA classes. Executive MBA cohorts begin their program in the Fall of even-numbered years only, and complete their program 22 months later. Information on assessment processes, tools, results, and curricular improvements is in Appendix E.

**Master of Accountancy Assessment**

Information on assessment processes, tools, and results is in the School of Accountancy's Maintenance of Accreditation Report

**MA in Economics Assessment: Learning Goals, Assessment Methods, and Findings**

The Economics Department faculty has developed five learning goals for the Master of Arts in Economics degree program:

1. Demonstrate knowledge of the statistical toolkit used in economic research and the ability to use appropriate software
2. Demonstrate the ability to conduct research in their chosen area of study
3. Demonstrate mastery of basic microeconomics models
4. Demonstrate mastery of basic macroeconomics models
5. Demonstrate the ability to write effectively when expressing economic theories and their application

These learning goals have been assessed annually since the 2004-2005 academic year using assessments embedded in several graduate economics classes. Information on assessment processes, tools, results, and curricular improvements is in Appendix E.
Emerging Strategic Imperatives

Under President Bardo’s leadership, the Barton School has reached agreement with the president on three emerging strategic imperatives within the president’s strategic planning initiative. These are:

- Significantly strengthen and grow the School of Accountancy to address the heightened demand for high quality accounting graduates to fill the demand from corporations and public accounting firms.
- Leverage our strengths in entrepreneurship and economic development research to significantly enhance Technology Entrepreneurship in support of WSU’s priority in Technology Transfer.
- Initiate curriculum and a center of excellence in Logistics and Supply Chain Management in concert with the College of Engineering to address the significant challenges faced by our business constituents.

As the strategic plans are under development, we do not at this time have specific details. These emerging imperatives have the full support of President Bardo and will be interwoven with the goals addressed above.

Entrepreneurial•Experiential•Enterprise Learning

Entrepreneurial-Experiential-Enterprise Learning (E³ Learning), experiential learning 6.0, takes on a full enterprise model where students not only execute a project for a company, but the group itself is an ongoing enterprise. Because the group is an ongoing enterprise and a student’s presence at the university is time limited, the enterprise must engage in all the activities typical of a company, including fiscal stability, marketing, R&D, recruitment, retention, discipline, succession planning, etc. Students participate in the groups voluntarily and as an extracurricular endeavor devoid of grading.

Barton International Group

In the fall of 2008, the W. Frank Barton School of Business started an undergraduate ongoing enterprise that executes international projects for companies, our first venture into E³ Learning. The students named the enterprise the Barton International Group (B.I.G.) and it has been an amazing success, both in the value creation for the companies it serves and in preparing students for great careers and fulfilling lives. The companies that interview B.I.G students are overwhelmed by their preparation. We are now receiving cold calls from companies to send B.I.G. students for internship and position interviews. B.I.G. executives and associates have just completed the recruiting for this year and the incoming group of associates includes undergraduate students from Business, Aerospace Engineering, Graphic Design, Biology, and Music. B.I.G. has achieved brand status on campus and in the Wichita region.

Faculty-in-Residence Program

A central tenet of the Barton School of Business is that we learn as much from business as our students learn from our programs. This cycle-of-learning philosophy incorporates a number of facets, none more important than the Faculty-in-Residence Program. The program places Barton School professors in residence at local, regional, and national companies for a period of six to eight weeks, primarily during the summer months. When professors learn in and from businesses and then leverage that learning with their academic training, a much richer product emerges in
the classroom. The program strengthens Wichita State’s commitment to community engagement and provides case study and other research venues for faculty members.

The Faculty-in-Residence Program provides expertise to the business community and feedback on the most current challenges facing business leaders. The Faculty-in-Residence Program also encourages relationships between professors and business managers resulting in student internship and job placement opportunities. Faculty expertise can be accessed in a number of ways including specific problem solving in the faculty member’s sphere of knowledge, participation in strategic planning, assisting in organizational development, presenting programs such as brown-bag seminars and management seminars, merger and acquisition activity, and general sounding board. Barton School faculty members have now participated in five residencies.

**Barton School Research Connection**

The purpose of the *Barton School Research Connection* is to provide access by our business constituency and others to the research findings and knowledge creation taking place in the Barton School of Business. Wichita State University is a metropolitan research institution and the fundamental mission of the university is to provide support to the Wichita region and beyond via a number of conduits. One of those is the essential learning tool of research.