REVIEW OF THE B.S. IN BUSINESS INFORMATION SYSTEMS

Classification of Instruction Programs (CIP) Code: 52.1201
Management Information Systems, General

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the B.S. in Business Information Systems program to be in <u>Good Standing</u>.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders. The curriculum in the B.S. in Business Information Systems is designed to prepare students for business analyst positions by providing strong foundational content in both information technology and the functional areas of business. The curriculum is delivered by faculty members who collaborate to provide foundational courses and specialized courses.

The committee commends the program faculty for their efforts to support the success of their students. We note that the analysis of enrollments during the period of review shows an initial period of program growth followed by a relatively steady period. The committee supports faculty efforts to explore further expansion of program enrollment during the next program review cycle by clarifying the way in which program courses are identified and through the use of several unique recruitment strategies identified in the self-study report that the program has begun using (e.g., scholarships, increased communication with community colleges, open houses, Redbird Days, Presidential Scholar luncheons, and admissions ambassadors). Although the committee recognizes the efforts to increase the international diversity of students within the program, we encourage the program to continue refining and implementing their plan for student recruitment, including strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally domestically underrepresented in the program and discipline. The committee commends the program for support of many registered student organizations (RSOs) including the newly developed Accounting and Financial Women's Alliance (AFWA). We commend the program faculty and students for their community engagement through their participation in internships and community service projects. The committee recognizes the faculty efforts that reduced average time-to-degree and support the program's plans to implement a stronger tutoring program. We also note that the employment and salary data indicate strong outcomes for program graduates.

The committee commends the program faculty for their curricular work to create the new Business Analytics sequence and four new courses and to update existing courses within the curriculum in response to feedback from the program's specialized accreditor and to changes in the employment sector. The committee recognizes the program for maintaining and expanding industry partnerships for the benefit of the program, its students, and its faculty. We further commend the Department of Accounting and the College of Business for their continued accreditation by the Association to Advance Collegiate Schools of Business-International (AACSB) and wish them well for their reaccreditation efforts in fall 2021.

The committee commends the program faculty on the development and implementation of their plan for the assessment of student learning outcomes. The assessment plan provides for collecting evidence of student performance, evaluating this evidence with rubrics, and consulting with the program advisory board in curricular and program review based on this evidence. The self-study report provides ample evidence that evaluation and assessment findings continue to be used by faculty to design and implement program modifications.

The committee notes the faculty members for their scholarly contributions to the B.S. in Business Information Systems program. Faculty members are active researchers who publish in national and international peer-reviewed journals.

<u>Follow-up Reports</u>.

Comparator and Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the program to revisit these two sections of the self-study. The comparator analysis used programs defined by the College's

accrediting body which only included one in-state institution. Furthermore, the analyses were primarily descriptive, without providing insights gained from the comparisons. Although the faculty did discuss aspirational initiatives, the committee determined that the aspirational analysis was underdeveloped. The committee asks the faculty to address this through an expanded analysis of aspirational programs that could help develop strategies for addressing the initiatives faculty has identified. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2022.

Recommendations.
The Academic Planning Committee thanks faculty and staff of the B.S. in Business Information Systems program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to monitor enrollment trends and refine the plan for recruitment and enrollment growth. The committee encourages faculty to continue to actively evaluate the program's recruitment plans to ensure that Illinois State University is meeting the needs of both the program and the State. The committee supports faculty efforts to explore further expansion of program enrollment. The committee encourages the program to continue to develop and implement a plan for student recruitment, including strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally domestically underrepresented in the program and discipline.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students (as mentioned above) but also for faculty recruitment from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. We encourage the program faculty examine ways to infuse diversity, equity, and inclusion into the curriculum.

Develop a plan for student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee encourages the program to continue developing opportunities that encourage student engagement (e.g., outlets for students to participate in scholarship and creative activities, in the Honors program, and through participation in student organizations). The committee further recommends that the program faculty develop a system to collect and analyze data related to students exiting the program to identify challenges related to retention. The committee notes the program's concerns regarding extremely high advisor loads. We support the efforts to develop avenues designed to reduce these loads. We also recommend that the College Advisement Center review their metrics for advising effectiveness, looking beyond student outcomes exclusively. We suggest that looking to aspirational institutions may provide valuable insights for the development of action items for this plan.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue its implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection related to business information systems to aid in both the selection and deselection process of these sources. Given recent

journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the Department, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.

Continue to refine a plan for alumni tracking and engagement. The committee encourages the program faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni in providing input regarding the program and in mentoring students.