

## REVIEW OF THE B.S. IN MANAGEMENT

Classification of Instruction Programs (CIP) Code: 52.1301  
Management Science

**Review Outcome:** The Academic Planning Committee, as a result of this review process, finds the B.S. in Management program to be in Good Standing.

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. The curriculum in the B.S. in Management offers coursework in three separate sequences that emphasize innovative thinking and entrepreneurial skills, in-depth knowledge, expertise, hands-on learning, and leadership skills for students interested in careers in entrepreneurship, human resource management, and organizational leadership

The committee notes that enrollments have fluctuated over the last five years of the period of review (from 432 first in 2015, up to 479 in 2017, and down to 354 in 2019). This pattern is similar across all three sequences within the program. The self-study report suggests that this may reflect a relationship between enrollments and economic trends and changes in the discipline (e.g., corporate outsourcing of entry-level jobs to automated systems, a shift away from soft skills to STEM-based skills) and is also similarly reflected in the enrollment patterns at other institutions. The committee commends the program faculty for their active participation in university events (e.g., open houses, Redbird Days, Presidential and University Scholar Days) and notes that the program has focused their efforts towards securing student scholarships as part of fundraising through their advisory council, as well as through private and corporate donations that have aided in the Department's recruitment efforts during the current review cycle.

The committee notes the program faculty for their efforts to support the success of their students. We commend the program for the creative and varied co-curricular options it provides students to meet their education and career goals (e.g., the Startup Showcase event). These include a wide variety of registered student organizations (RSOs; e.g., Society for Student Human Resource Management, Phi Beta Lambda), some of which provide students opportunities to be actively engaged with the community and local industry. We appreciate the Department's commitment to monitoring its undergraduate academic advising throughout the current review cycle and commend the program advisors for their efforts to support students transferring both into and out of the major. The committee notes the fall-to-fall retention rates are generally below department, college, and university-wide rates overall. The committee notes that most students complete the degree in five years or less and that this pattern has shown steady improvement since 2016.

The committee recognizes the faculty's work to revise the curriculum during the period of review based on feedback from multiple stakeholders to ensure that it is representative of current trends and needs within the industry. These efforts included the development and support of an interdisciplinary entrepreneurship minor, the addition of separate microeconomics and macroeconomics courses, updating the foci of two courses (Entrepreneurship II, and Operations Analytics – Quality Management), and the addition of several new topics to the Seminar in Management course sections. We further commend the program faculty on 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.

### **Follow-up Reports.**

The committee determined that the self-study report indicated several areas of concern that should be addressed early during the next cycle of review. We ask that the program faculty work to address these concerns through the development of several program-wide plans.

**Develop a new Strategic Plan.** The committee asks that the faculty engage in strategic planning discussions and develop a new strategic plan for the program. In addition to standard elements of a strategic plan (e.g., vision, mission, core values, goals, strategies, and tactics), the committee asks that it includes elements to address the areas related to the other follow-up requests. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2022.

**Complete a review and evaluation of the curriculum.** The self-study report identifies a number of potential initiatives related to the program curriculum. The committee asks that the program faculty consider these as part of a comprehensive review and evaluation of the curricula across all of the sequences and to develop a plan for necessary revisions. This should include a review of the course catalog to clearly identify potential hidden prerequisite courses. We ask that these discussions involve both internal and external stakeholders (e.g., alumni, the advisory board), as well as comparisons with the curricula of programs at comparator institutions. Accordingly, the committee asks the faculty to engage in discussions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2023.

**Develop a comprehensive plan for diversity, inclusion, and equity.** The committee asks the program faculty to develop a comprehensive plan to address issues of diversity, inclusion, and equity. We encourage 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 note that the enrollment of women and students from traditionally underrepresented groups within the program have been below university levels. The committee urges the program to continue refining and implementing their plans for faculty and student recruitment, including strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. We recommend that the program faculty examine ways to infuse diversity, equity, and inclusion into the curriculum. We encourage the program faculty to look to their other programs within the Department as well as comparator and aspirational institutions for indicators of enrollment growth impacts on program quality. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2023.

**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, but the guidelines ask that the program faculty consider in-state comparator programs. 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, 2023.

### **Recommendations.**

The Academic Planning Committee thanks faculty and staff of the B.S. in Management 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 program 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 management.** 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 encourages the program to continue to develop and implement a plan for student recruitment, including in the plan strategies for increasing

enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline.

**Develop a plan for student success.** 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 students from traditionally underrepresented groups. The committee encourages the program to develop more opportunities for student scholarship and creative activities. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with Honors have sufficient opportunities to do so. 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 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, among faculty and students. 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.

**Develop a plan for alumni tracking and engagement.** The committee encourages the program faculty to develop and continuously refine a 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.