

REVIEW OF THE M.B.A. OF BUSINESS ADMINISTRATION

Classification of Instruction Programs (CIP) Code: 52.0201
Business Administration and Management, General

OVERVIEW

The M.B.A. in Master of Business Administration program at Illinois State University is housed in the College of Business. The last review of the M.B.A. program occurred in 2012-2013.

The curriculum of the M.B.A. program prepares students for successful careers in positions of leadership in business and other organizations competing in domestic and international markets. The integrative curriculum is designed to provide a thorough understanding of the functional areas of business, to ensure that students develop an analytical framework for evaluation and decision making, to encourage them to apply that framework with a sense of integrity, and to strengthen interpersonal, leadership, and communication skills. The program strives to imbue graduates with an appreciation of the continuing challenges of globalization, of the legal and sociopolitical environments, and of expanding technology. The Illinois State M.B.A. prepares graduates to manage these future challenges and opportunities successfully.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2014-2021

M.B.A. in Master of Business Administration, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Enrollments	111	114	103	104	141	188	191	161
Degrees	43	72	53	43	54	35	104	84

Table notes: Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

- Goal 1: M.B.A. Students will be persuasive communicators
- Goal 2: Students will behave ethically
- Goal 3: Students will be able to make business decisions that reflect a global understanding
- Goal 4: Students will use technology tools to support data-driven decisions
- Goal 5: Students will be knowledgeable of the global business environment

Student learning outcomes

- Objective 1.1: Students will collaborate with peers to accomplish a goal
- Objective 1.2: Students will write persuasively
- Objective 1.3: Students will speak persuasively
- Objective 2.1: Students will demonstrate ethical behaviors
- Objective 3.1: Students will analyze problems and create opportunities
- Objective 3.2: Students will recommend potential solutions
- Objective 3.3: Students will develop an implementation plan
- Objective 4.1: Students will incorporate appropriate technology applications
- Objective 5.1: Students will demonstrate advanced knowledge of the global business environment

Program review conducted 2021-2022. Report submitted to the Illinois Board of Higher Education, Fall 2022

Program curriculum (2020-2021)

M.B.A. requires 36 credit hours. This includes 15 credit hours of core courses, 9 credit hours of skill courses, 9 credit hours of 400-level graduate business courses, and a 3 credit hour capstone course.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

College faculty (Fall 2021)

Unlike the other programs in the College of Business, the Master of Business Administration program does not employ its own faculty. Faculty from the four academic departments are assigned to teach business administration courses and thus, the numbers below reflect the faculty of the entire College of Business.

75 tenure track faculty members (29 Professors, 31 Associate Professors, and 15 Assistant Professors)

46 non-tenure track faculty members (24 full-time, 22 part-time, totaling 34.9 FTE)

Specialized accreditation

Accreditation of the Master. in Business Administration program is included with the Association to Advance Collegiate Schools of Business-International (AACSB) accreditation for the College of Business as a whole. The College was reaccredited for a five-year period (2022-2027).

Changes in the academic discipline, field, societal need, and program demand

Less focus on M.B.A. As was noted in the last program review, employers are continuing to rely more on in-house training. In the current rapidly changing environment, businesses find that training in the skills and knowledge needed to succeed must be developed constantly. Academic institutions are often slow to respond to such demands and it is no wonder that the M.B.A. is valued less in some quarters than it once was.

More focus on certificates and specialized master's programs. Increasing complexity in the business environment has also prompted the development of graduate business courses bundled as certificates. Some have emerged in response to the demand for new skills, such as data analytics. Others have been developed to meet specialized demand such as leadership certificates for technical workers seeking to move into management roles. There has also been an increase in entire graduate business programs being designed around particular industries and themes such as nursing and entrepreneurship.

Move toward fully online programs. The movement toward fully online programs has been steady for several years. COVID-19 rapidly accelerated the adoption of online teaching tools. Though in-person contact is still valued by many students, the trend will likely continue toward offering more online classes in the next few years.

Demand for more flexible ways to complete a degree. The emergence of certificate programs has prompted the development of stackable certificates. Applicants who are unsure of their willingness and ability to complete an entire M.B.A. degree may opt for shorter certificate programs. Many institutions take advantage of this fact and seek to recruit certificate holders to finish the entire M.B.A. degree.

More international students. International students make a valuable and unique contribution to M.B.A. programs. Though the trend continues to favor the recruitment of international students, the political appetite for issuing visas and making students feel welcome has varied in the recent past. It is likely that the program will see a return to positive regard for international students as the political tide turns over the next few years.

The STEMpede. Since 2017, there have been numerous programs seeking STEM designation. This option is especially attractive to international students who can stay in the country an extra two years if their program is STEM certified. The program faculty have drafted a proposal through the work of the STEM M.B.A. Task Force and plan to submit it to the IBHE this fall. The program will exist as a new program alongside the existing M.B.A. program.

Responses to previous program review recommendations

The 2012-2013 program review resulted in three recommendations.

1) *Continue efforts to provide students opportunities to network with fellow students, faculty, alumni, business leaders, and potential employers.* The program has continued to involve students in several networking activities, including student organizations, formal and informal meetings with faculty, and class visits from the business leaders who see students as potential employers. The M.B.A. students from the Panama program visit the Illinois State University campus each fall (barring a pandemic) and have a chance to interact with current domestic students. M.B.A. students may also participate in the Innovation Consulting Community, a program where both graduate and undergraduate students work together on consulting projects for real companies.

2) *Continue to meet program enrollment targets while improving the quality of students accepted into the program and diversifying the student body through the recruitment of females and US citizens from underrepresented racial/ethnic groups.* After the disappointing trough in enrollments that bottomed out in 2013, the program has managed to bring enrollments up to well within the program’s goal of 150-200 students, including a steady increase in the percentage of women and underrepresented groups.

M.B.A. Students by Gender					
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Male	121	107	128	135	156
Female	71	83	105	131	140
Non-binary/not disclosed	-	-	-	-	-
Percentage Female	37%	44%	45%	49%	47%

From Planning, Research, and Policy Analysis (PRPA) Fall 2020 Academic Profiles

3) *Continue to utilize data collected through program assessment to make program improvements and document how that has been done.* The program has continued to administer the ETS exam. The program faculty have also completely revamped the assurance of learning program in the last year. The previous system used was cumbersome and did not really capture the data that program faculty wanted for the programs. The new assurance of learning process begins Fall 2021 and will assess student learning at the program level.

4) *Assess effectiveness of the Chicago M.B.A. program in attaining its goals, document results of the assessment in a progress report compiled after the third program year and modify the program through implementation of progress report recommendations.* The Chicago M.B.A. program was discontinued due to lack of enrollment. The program graduated one cohort of 14 students in 2013-2015. Issues with the space the program had rented in Chicago prompted a search for new facilities. Renting a more suitable space would have been prohibitively expensive, causing the breakeven to be around 25 students. Recruiting students became difficult as well. With only four admits for the second cohort, it was decided to discontinue the program to focus on the CMBA program in Decatur and the M.B.A. program in Panama.

5) *Explore the feasibility of further expanding the program through establishment of a dual-degree program with nursing through establishment of other non-traditional program offerings and through creative packaging and marketing of existing and new program delivery options.* The program explored the possibility of a joint M.S.N./M.B.A. program. However, feedback from EBI suggested that there was insufficient demand for the program to be financially viable. That experience was instructive, though, as the program explored other options

with undergraduate programs across the Illinois State campus. Discussions with the College of Arts and Sciences about 4+1 programs revealed a way to set up plans of study for students so that if there were enough non-major general electives available in a major, students could start taking their M.B.A. courses in their senior year and finish a dual degree in five years. This means that any department on campus could conceivably set up their major/s to allow a student to earn a dual <major>/ M.B.A. degree in five years. The program faculty are currently working out the details of how to set up the admission process.

The program offers five graduate certificate programs that can either be completed alone or in conjunction with the M.B.A. program:

- Audit and Control Specialist
- Business Analytics
- Data Scientist
- Forensic Accountant
- Organizational Leadership

The Data Scientist Graduate Certificate has been offered fully online for three years. The Organizational Leadership Graduate Certificate is being developed as a fully online option as well. The program's marketing efforts have included creating a web landing page for social media ads.

6) Monitor the program curriculum, including structure, content, and frequency of course offerings, for changes needed to maintain relevancy, currency, responsiveness to student needs, and student satisfaction. As described above, the program faculty removed two courses from the former requirement of 42 hours, moved to a blended format, and initiated a task force to examine moving to create a STEM M.B.A. program.

The Blue Ribbon Committee formed in 2013 focused on five topics as set by the Dean:

- a. Determine an appropriate target market for the on-campus M.B.A. program.
- b. Review the M.B.A. core and elective courses and determine if they are providing the quality and relevance necessary for the program's target market.
- c. Explore and recommend options for course delivery.
- d. Explore and recommend options for concentrations or specialty areas.
- e. Suggest strategies for increasing enrollment from 107 to 160 students

Recommendations the following May (2014) were:

- 1) To "target mid-level professionals with relevant work experience in a 70-mile radius of Normal." This included Bloomington-Normal, Peoria, Urbana-Champaign, Springfield, and Decatur. It was also noted that the program should enhance its presence in the international community, especially India, China, Africa, and the Middle East.
- 2) It was recommended that foundational courses be offered in a flexible manner. In 2013, classes for students who came from non-business backgrounds were required to take several foundational courses to make sure they were ready for M.B.A. -level work. At the time, there were nine courses in the core curriculum. The committee recommended dropping Research Methods (MQM497) and replacing it with two new courses: Economic Applications to Business and Finance (MBA411) and Statistics for Business (MBA416).
- 3) The committee strongly recommended that classes be delivered in an eight-week format and that they be delivered in a blended modality—partly in-person and partly online. It was also recommended that students be able to finish the program in four semesters, including one summer.
- 4) The committee recommended the introduction of three sequences: Risk Management, Project Management, and Business Analytics.
- 5) Strategies for increasing enrollment included:
 - a. Targeting feeder companies such as State Farm, COUNTRY, ADM, Caterpillar, Afni, and GROWMARK.
 - b. Enhancement of M.B.A. web site to effectively capture potential applicants; information and provide follow up.
 - c. Traditional advertising should be increased in the state and local markets. Social media marketing should extend beyond local boundaries.

- d. International promotion should commence, coupled with a commitment to providing GA positions for full-time international students.
- e. Individual follow up

Follow up to the 2014 recommendations were:

- 1) The program worked to establish contacts with area companies. From 2017-19 the program ran a CMBA program in Decatur targeting students in that area. Twelve students enrolled in the cohort. In FAL19 the program faculty decided that the blended format in Normal (which eliminated students' having to come in on both Friday night and all day Saturday) might attract Decatur students, so the program eliminated the separate program. The program's international student recruitment efforts were enhanced by the INTO program and by graduates of the program spreading the word in their home countries.
- 2) Foundational courses were converted to online modules delivered by Ivey Software. Students who need these kinds of courses take them online on their own schedule. The Associate Director of the M.B.A. program determines which courses each student needs and makes sure they are completed on time. Each course takes about 15-25 hours to complete.
- 3) The eight-week format suggestion met with considerable resistance from M.B.A. faculty. The main argument was that M.B.A. projects and assignments often require an extended period of time dedicated to teamwork and that eight weeks made that difficult.
- 4) Of the three sequences suggested, only Business Analytics was created. However, as noted above, four other different ones have been created.
- 5) The program faculty have worked with the Graduate School to automate follow up with applicants, reach more markets through social media, and hold regular information session both in-person and online.

The removal of the two courses was to correct a mistake the program made with the Blue Ribbon Committee. The program chose to increase the number of hours by six at a time when the trend was headed in the opposite direction. The subsequent M.B.A. Task Force recommended taking the six hours away, which the program faculty did.

Responsiveness to students' needs is what led us to move to a blended format: 50 percent in-person and 50 percent online. Numerous other programs, both in Illinois and elsewhere, started moving toward partly or fully online programs. Alumni consistently remarked to us that the greatest value they received from the program was the ongoing contact with their professors. The program faculty felt that was a core part of the program's identity and were hesitant to jettison in-person classes altogether. On the other hand, a fully in-person model failed to provide the flexibility that was emerging from other schools. After considerable deliberation, the M.B.A. Task Force decided that reducing the in-person contact hours by half and delivering the other half online asynchronously made the most sense.

7) Continue to develop and implement career planning and job search services for students and alumni. Career planning and job searching is centralized at the Career Center. The program encourages the students to use Career Center resources such as; Hire-A-Redbird, Resume Critiques, Professional Development Workshops, and Professional Career Advising. The program notifies students of upcoming internship and job fairs each semester. And, as we can, program faculty connect students with Alumni through Business Week, Class presentations, and Early Career Achievement events.

8) Encourage presentation by students of their research and creative works through the Graduate Research Symposium and other appropriate venues. M.B.A. students are encouraged to participate in the Innovation Consulting Community where they make presentations on their research of real-world business problems posed by the companies that participate in the program each year.

9) Develop goals and implement strategies for maintaining and enhancing the graduate assistantship program as a means of supporting faculty teaching and research and recruiting exceptional students to the program. Support for GA positions has been reduced in the past two years. These positions and the accompanying tuition waivers are essential for attracting international students. Money from the Provost's Office is divided among the departments in

the College of Business. The program also uses the Academic Talent Waiver provided by the Graduate School to support exceptional students. The program is going to have to seek donor contributions to bolster those resources.

Major findings

The M.B.A. market space is evolving rapidly. The most powerful driver of this evolution has been technology. Teaching methods have been changing and will continue to change at a dramatically faster rate than in the past. Compared to the last M.B.A. Program Review, the program faculty have seen a multitude of new program designs emerge. The program's challenge in this regard is to maintain flexibility in responding to the changing demands of students. While the program faculty still believe that face-to-face contact with students is a unique and valuable characteristic of the program, the program faculty have learned through the COVID experience that educational quality need not be diluted by the intelligent incorporation of online tools. Finding and maintaining that balance will remain a challenge.

Assessment of learning in the M.B.A. program is undergoing substantial revision. The program's work with the AACSB consultant and the Associate Dean for Accreditation and Operations has allowed us to develop an AoL program that conforms to established standards and integrates well with the learning goals of the College of Business.

The program has an enormous amount of potential in developing dual degree and accelerated programs. The program's increased involvement with other academic units across campus will hopefully provide students with more opportunities to couple a graduate business degree with a degree in line with students' non-business interests.

Initiatives and plans

Establish more online graduate certificate programs. The first step will be to develop a set of stackable certificates from courses within the core that will enable us to market the M.B.A. program "piece by piece." Students can earn credit in M.B.A. classes without committing to the program. Hopefully, these courses will spark interest in applying to the full M.B.A. program. The second step will be to develop more "outside-the-core" certificates to appeal to specialty skill areas.

Develop 4+1 programs. The first step will be to set up a program that allows undergraduate students from the program to finish the M.B.A. in one year. Then the program will look at cross-campus opportunities. In initial conversations with the College of Arts and Sciences, the program has determined that any department with enough non-major electives in its degree plan can get students ready to take three M.B.A. courses senior year and then finish up the M.B.A. within 15 months.

Develop specialty master's programs in business. Some possibilities are:

- Entrepreneurship
- Health care
- Data analytics
- Theater and performing arts

Establish at least one program like the Panama program in another location. Faculty would travel to deliver at least a portion of each course on location. Possible locations include Vietnam, Morocco, Dubai, and Singapore.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the Master of Business Administration (M.B.A) 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-report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee

thanks the program for a long-term, comprehensive, and critical self-study report that included input from multiple stakeholders including from two assembled faculty committees (a blue-ribbon committee and an M.B.A. task force), and their accrediting body.

The committee notes that the program's enrollment during the period covering the program review cycle has steadily increased (from 114 in 2015 to 191 in 2020). The program indicates that, with current resources, this enrollment level is nearing the program's ideal target of 200 students. We commend the program for their well-developed recruitment plan that includes face-to-face and virtual information sessions as well as other coordinated activities with the Graduate School, University Marketing, and local industry partnerships. The committee commends the program faculty for efforts to increase the gender and racial/ethnic diversity among its students. The percentage of students identifying as female has varied (initially showing a steady increase from 45.6 percent in fall 2015 to a high of 50.5 percent in fall 2019 but dropping to 41.6 percent in 2021). The percentage of domestic graduate students from groups traditionally underrepresented in the discipline has remained relatively flat (ranging between 6 percent in fall 2018 to 11 percent in fall 2020). The committee also commends the program faculty for their recruiting efforts that have resulted in a relatively high number of international students (ranging between 16.7 percent in Fall 2015 to a high of 36.9 percent in Fall 2018).

The committee recognizes the program faculty's commitment to activities that support student success. The committee commends the program for the variety of opportunities for direct community involvement both inside and outside of the classroom. Notable examples of these opportunities include the Innovation Consulting Community program, and the Friday Night Live international student group (a program designed to increase global awareness for all M.B.A. students). The committee also commends the program advisors for their efforts to identify struggling students early and provide additional support to these students.

The committee commends the program for the creative and varied curricular options it provides its students to meet their education and career goals. We note that there is clear evidence that the program actively revises the program curriculum in response to assessment data as well as changes to the discipline and the actions of comparator institutions. 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 College of Business, and by extension the M.B.A. program, on their continued accreditation by the Association to Advance Collegiate Schools of Business (AACSB) and wishes them well for their reaccreditation efforts.

The committee recognizes that the program faculty continue to work on the development and implementation of their plan for the assessment of student learning outcomes which is a challenging task especially in light of the additional challenges of operating within a program that has coursework and faculty that span the entire college. The current 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 that the M.B.A. program is an interdisciplinary program delivered by faculty from all units within the College of Business. We commend these faculty members for their teaching and scholarly contributions to the M.B.A. program. Faculty members are active researchers who publish peer-reviewed journals articles, submit grant proposals, and present at national and international professional conferences.

The committee appreciates the in-depth analysis of aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that program faculty have developed specific action plans to implement similar initiatives as those to improve the program at Illinois State University.

Follow-up Reports.

Assessment plan. The Academic Planning Committee recognizes faculty efforts in developing an assessment plan that aligns with the standards of external bodies, such as the AACSB, and in implementing the assessment plan to

address these standards and modify the curriculum. However, the self-study report suggests that implementation of the plan has been stalled. The committee notes that it is stated in the self-study report that the assessment processes have recently resumed. The committee asks that the program faculty submit a progress report regarding the implementation of the assessment plan to the Office of the Provost by May 15, 2023.

Tracking impact of faculty participation in the program on faculty productivity. The Academic Planning Committee recognizes that the M.B.A. program is an interdisciplinary program that relies on faculty from all departments within the College of Business. It was unclear to the committee that there is a systematic way to monitor the impact of participation in the program on these faculty. While the committee notes that the Panama program is considered a model for international partnerships and revenue stream, we ask that the program analyze the impact of faculty participation in the program as well as their ability to be accessible to students in the program. The committee asks that the program submit a plan that allows for the tracking of participating faculty's scholarly and creative productivity and collaboration and supervision with M.B.A. students to monitor the impact of their participation in the program. The committee asks that the program faculty submit a progress report regarding the implementation of the productivity plan to the Office of the Provost by May 15, 2024.

Recommendations.

The Academic Planning Committee thanks faculty and staff members of the College of Business for the opportunity to provide input regarding The Master in Business Administration (M.B.A.) program at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with faculty members participating in delivering the program. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Align the program goals with the College of Business Strategic Plan. The committee asks that the faculty engage in strategic planning discussions and determine how the program goals align with the goals of the College of Business.

Continue to monitor comparator and aspirational programs to adapt to a rapidly changing discipline. While the committee appreciated the aspirational analysis presented in the self-study, we strongly recommend that the program faculty revisit their comparator analysis to identify the unique niche that the program provides. As reported in the self-study, the discipline is changing rapidly and continued monitoring of and adapting to those changes will ensure that the program remains strong.

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 University. The committee supports faculty efforts to explore further expansion of program enrollment and recommends that the program consider expanding their advertising and promotional strategies beyond a sixty-mile radius of Normal. We encourage the program faculty to look to their comparator and aspirational institutions for indicators of enrollment growth impacts on program quality. 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 underrepresented in the program and discipline.

Continue to focus on equity, diversity, inclusion, and access. While the committee recognizes the efforts to increase the gender and ethnic diversity of faculty and students within the program, the committee encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive 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 from domestic groups who are traditionally underrepresented in the program and discipline. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on 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 continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates. We encourage the program faculty review the program’s mechanisms that support timely graduation of students.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field. The committee encourages the program to continue developing opportunities for student scholarship and creative activities. We strongly recommend that the program faculty continue to explore avenues for the infusion of equity, diversity, and inclusion issues (including issues related to domestic as well as international diversity) into the program’s curriculum. We support the program’s plans to explore hybrid and online methods of course delivery, but strongly recommend that the program faculty develop assessment processes to monitor the comparability between the different delivery methods. Finally, the committee recommends that the college re-examine course restrictions that may block non-business students from courses. Doing so may allow for opportunities for the development of accelerated and cross-disciplinary pathways into the program (e.g., economics or agriculture students).

Develop a plan to support, recognize, and monitor student research and creative activities. The committee encourages the program to continue developing opportunities for student research and creative activities appropriate to the applied nature of the discipline. We recommend that the program faculty look to clarify the applied/experienced research requirements for students in the program and provide outlets that allow them to showcase these activities. The development of a more comprehensive plan to track participation in these opportunities may lead to a better understanding of how they contribute to the success of graduates from the program.

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 administration 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 College of Business and the 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 College, 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 supports the program faculty’s plans to track alumni through the use of social media outreach and the development of an M.B.A. graduate survey. We encourage the program faculty to continue to refine their plan for alumni tracking and use this system to enhance alumni networking. We recommend that the program collaborate with Alumni Engagement and University Advancement. 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.

Develop a plan to monitor and evaluate graduate certificates. The committee notes the development of a number of new graduate certificates that may be attractive to students enrolled in the M.B.A. program. We recommend that the program faculty develop a plan to monitor and evaluate these graduate certificates. This plan should include information related to how the certificates are evaluated to meet program goals, enrollment trends, and how each certificate is marketed to non-majors. The self-study indicates an interest in developing more certificate options, however, the committee recommends that the program faculty evaluate the performance of the current offerings first before considering expansion.