

IBHE PROGRAM REVIEW REPORT SUMMARY

- 1. Reporting Institution:** Eastern Illinois University
- 2. Program Reviewed:** 52.1301 B.S.B. in Management
- 3. Date:** January 24, 2021
- 4. Contact Person:** Chair of the School of Business
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5. Overview

The B.S.B. in Management program is one of six business majors offered in the School of Business at Eastern Illinois University. The program, distinguished by its focus on integrative learning, small class sizes, and high student-faculty engagement, is intentionally supportive of a diverse body of students, including first-generation college students. It focuses on developing business knowledge, critical thinking, and management competence that emphasizes interpersonal, communication, global, and leadership skills. A unique Management Seminar course taught by experienced faculty with academic and professional expertise strengthens and reinforces achievement for management students. This course was designed specifically for management majors to complete in their final semester. It includes high faculty-student engagement, ethical and global perspectives, extensive reading, a focus on current management issues, and engagement with guest speakers who are working professionals possessing knowledge and experience useful to guide senior management students. The course serves as a unique and noteworthy program activity that highlights the emphasis that EIU's management program places on its students.

Eastern's School of Business programs are accredited by AACSB International, the premier accrediting body for collegiate schools of business. The AACSB International website reports that "there are 876 business institutions in 57 countries and territories that have earned AACSB Accreditation." Demand is high for the management major and most business schools offer a management or management-related degree. The EIU management major prepares students for entry-level positions in management, and for graduate study. Management careers are pursued in a variety of economic sectors and industries (e.g., industry, trade, services, transportation, retail, education, government, healthcare, et cetera).

Management students at EIU complete the bachelor's degree program focusing on one or more of the following specialties: general management, human resource management or international business management. The management area at Eastern also offers a management minor and human resource management minor, and it serves the School of Business by teaching four of the thirteen business core courses required of all business majors, two of the four entrepreneurship core courses required in the Entrepreneurship minor, two classes beyond the business core for Business Administration majors, one required course as well as electives in the Business Administration minor, three required MBA courses, and multiple MBA electives. The management program contributes significantly to the education of EIU's undergraduate and graduate business students and the goals of the School of Business. Additionally, many students from outside the Business School take courses taught by management faculty as electives or as required classes for completing their degrees.

Eastern's Management program and faculty support the School of Business mission of strengthening "a culture focused on student learning, critical thinking, and personal discovery;" providing "collaborative learning experiences that connect students with faculty, business, alumni, and community partners;" and pursuing "business research and service activities for faculty that enhance professional development and student learning." Moreover, in alignment with the University, the Management program is "committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture." The Management program at Eastern is focused on strengthening its existing management bachelor's degree program, its minors, and its roles contributing to the undergraduate business core requirements, the Business Administration major and minor, the Entrepreneurship minor, and the EIU MBA program. A priority is, and has been, expanding the delivery modes for teaching management classes, including introducing more hybrid and online class formats, and implementing teaching technologies and practices in support of the new delivery modes. In addition to engagement with students through teaching, the EIU management faculty is active in, and recognized for, its research, university and professional service, consulting, student organizations, and study abroad programs.

Student enrollments are expected to remain stable or grow slowly in the next several years in an environment characterized by tight resource constraints. University efforts to increase enrollment are expected to yield slow but steady growth, so it is favorable that the Management faculty welcomed a new tenure-track faculty member in 2020, even though the recent faculty addition followed the loss of multiple tenured faculty members in the preceding five years. Several management faculty members are eligible to retire presently and more than half of the management faculty is eligible to retire within the next five years. Though travel has been limited in recent years due to budget

and COVID-19 constraints, the management faculty is engaged in professional development activities leading to advancements in teaching effectiveness.

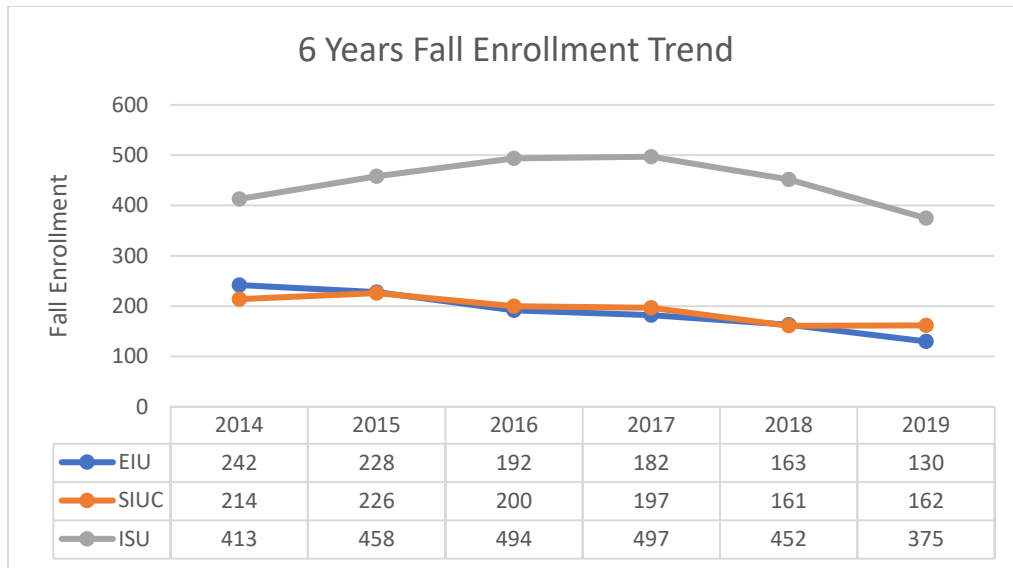
6. Major Findings and Recommendations

a. Description and assessment of any major changes in the program/disciplinary context e.g., (1) in the overall discipline or field; (2) student demand; (3) societal needs; (4) institutional context for offering the degree; (5) other elements appropriate to the discipline in question; and (6) other.

The field of management and the institutional context for offering the management degree is generally stable. Nonetheless, gradual economic, cultural, demographic, and technological shifts are felt. Demands are high for developing technology-mediated management ability and working with diverse people in fast-changing contexts. Managing businesses and diverse organizations requires development of interpersonal, organizing, leadership, conflict-resolution, communication, cross-cultural, and global skills and understanding. Additionally, the ability to perform discipline-related quantitative analysis and an ability to use technology in support of achieving management goals and objectives is critical. Management is a broad discipline and there is variation amongst national and Illinois schools in the structure and focus of their management and related programs. Management is an integral and core part to the broad spectrum of undergraduate and graduate business programs. There is structural and program variation in relation to functional aspects of management (e.g., human resource management, operations management, etc.), industry focus (e.g., healthcare management, retail management), and focal activity or outlook (e.g. entrepreneurship, ecommerce, global business management). Most business schools and management programs address the foci mentioned above but there is variation and a moderate degree of dynamism in terms of structures, and program offerings.

Over the period of review, student demand for the management degree has been relatively stable as a percent of EIU Business majors, but a drop in the overall number of management students has been witnessed that is consistent with the overall University and School of Business dips in enrollment during the time period under review. From fall 2013 – spring 2020 management students composed approximately one quarter of the EIU School of Business enrollment and 2-3 percent of the university enrollment. There were more than 100 Management majors at all times during the period of review but there was a decline in students. Table 1 shows the enrollment trend from 2014-2019 along with that of two other Illinois public universities', Southern Illinois University at Carbondale and Illinois State University, enrollments in comparable management programs.

Table 1: Management Student Enrollment Compared with Nearby Public Institutions



Employer (and societal) demand for EIU management program graduates in general management, human resource management, and international management has been good. EIU Career Services reports that 98 percent of management majors with which the office engaged secured post-graduation employment or graduate school admission in 2018, at an average salary of \$42,395. Students accept employment opportunities in corporate and store management, logistics, transportation, production, healthcare, and other services management, human resources management, and many other areas of management, and some students pursue higher education, including MBA, Ph.D. and law degrees. Looking forward, the Bureau of Labor Statistics reports that demand will be strong in the areas of general and operations managers, and other types of managers and management analysts. Specifically, the Bureau of Labor Statistics (BLS) states that “General and operations managers is projected to have the most openings (204,400) annually, on average, of any occupation that typically requires a bachelor’s degree for entry” according to the BLS 2019-2029 projections, and further, these positions have “higher-than-median wages”

<https://www.bls.gov/careeroutlook/2020/article/education-level-and-openings.htm#s4>.

Consistent with the BLS, the Illinois Department of Employment Services (IDES) reports that Management occupations will grow by more than three percent in the next decade, which is more than 3X the rate of growth for all occupations combined

https://www2.illinois.gov/ides/lmi/Pages/Employment_Projections.aspx. These BLS and

IDES sources provide projections that support the view of a favorable employment outlook for EIU management majors in the coming decade.

b. Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement;

Eastern's Management program objectives include producing students who (1) evaluate the current domestic and global business environment using appropriate ethical, problem-solving and decision-making processes, (2) formulate strategies for the development and management of human resources at the individual, group, and organizational levels, (3) develop and assess a project management plan, and (4) demonstrate effective oral and written communication skills, critical thinking skills, and teamwork skills. In achieving these objectives, the management program produces capable and educated graduates prepared for entry-level positions in their field. Assessment data, collected in five management classes and using methods including case studies, embedded exam questions, presentations, projects, team discussions, and written work indicate that the objectives are being met, but it is nonetheless appropriate to pursue improvements in the areas of critical thinking and decision making, communication skills, and leading successfully in technology-mediated environments characterized by domestic and global diversity. The Student Learning Assessment Program Response to Summary Form last completed by Eastern's Executive Director of the Center for Academic Support and Assessment evaluated the Management discipline's (1) learning objectives, its (2) how, where and when assessed, (3) expectations, results, and (4) how results are to be used all at 'level 3', with level 3 being the highest stage of implementation.

A recommendation for the management program, made salient by a 2019 AACSB accreditation review, is to increase the amount of contact between Unit A (tenured & tenure-track) faculty and undergraduate students. Currently, more students than ideal are taught by faculty without a terminal degree in management. While all the faculty are well qualified, faculty with the appropriate terminal degree can bring a more deliberate focus on critical thinking and scholarship that benefits undergraduate students. The previous IBHE report recommended adoption of a cloud-based management-simulation course that will develop students' abilities in the areas of analysis, critical thinking, decision making, communication skills, and global awareness, as well as teamwork and using technological tools effectively. This recommendation was not implemented for undergraduate students due to resource constraints in the previous seven years, but it is still a worthy aim, and one that is to be renewed. The CAPSIM management simulation was successfully integrated into the MBA program capstone course (MBA 5900: Management Simulation) before the last IBHE report, and the management discipline is discussing implementation of a similar simulation experience into our undergraduate management program as appropriate. A good way to introduce a simulation course as part of the management program is to offer it as a special topics course, and then, after obtaining feedback, determine if the simulation should be continued as a required or elective program component. A second suggestion is for the management program to

obtain and closely evaluate feedback provided by management student internship supervisors; this may lead to suggestions for program adjustments. It is appropriate for the management program to sustain and continually improve existing offerings consistent with the dynamic competitive environment in which future graduates will work.

c. Description of actions taken since the last review, including instructional resources and practices, and curricular changes; and

Since the last IBHE review, the Management discipline has introduced two new minors and several new classes, in addition to adding new faculty members while also losing several faculty members. A management minor was introduced that targets students majoring in accounting or business disciplines such as finance, MIS, and marketing. This was done to benefit students who desire to combine the human-focused management discipline minor with a more technical business major, such as accounting, finance, or information systems. A minor in Human Resource Management was also introduced that appeals to business and non-business majors (such as psychology). In addition to the minors, new classes were created to better prepare students for careers in management. Specifically, courses titled (1) Managing Conflict, Power and Politics in Organizations, and (2) Decision Making and Leadership in Organizations were introduced, and a new faculty member was hired who could teach Management of Innovation and Technology, a course that had not been taught for more than a decade due to a lack of faculty availability. Another development for the program has been the initiation and expansion of teaching select courses in new delivery formats, such as hybrid and online. This has been driven by student demand, program developments, technology improvements, new availability of resources, and the influence of COVID 19. The School of Business began to offer an online MBA program, and many undergraduate courses began to be offered online, particularly in the summer, when students typically return home but still are interested in taking available classes. Most faculty have participated in online course development institute (OCDI) training.

d. Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes.

As a consequence of this review, a number of actions are warranted and to be taken. First, a new review of online and hybrid learning in the Management Discipline is needed. Rather suddenly, due to the COVID 19 virus policies, the management faculty, including many of whom had never taught online, was thrust into the situation of teaching many courses online or hybrid, though the courses had previously never been taught online or hybrid. This has caused a dramatic and rapid shift in faculty training, technologies used, professor-student interactions, and much more. Additionally, the workplace has been changed by the COVID 19 crisis, as well as all aspects of academic work, including research, presentations, service activities, and, of course, teaching.

There is much more online activity and much less face-to-face activity in 2020 and 2021 than there was in 2019. As a consequence of these changes, it is immediately imperative that the EIU management program gather information about what has worked, and what has not worked in the environment of 2020. What aspects of education should revert to 2019-era practices and what 2020 educational practices should be preserved for some or all students going forward in 2021 and beyond? The Management discipline stands to benefit from a review of management discipline practices, successes, failures, developments and changes of all sorts that emerged in response to the COVID crisis. This is a most immediate goal but one that will take some time to study and understand. An analysis of Eastern's Management discipline responses to the 2020 crisis, as well as comparison with competing institutions' responses, is to be conducted. This should lead to identification of opportunities for improvement that emerge from the training, learning, and other practices deployed.

7. Responses to Institution-Assigned Issues

No institutional item

8. Outcome

a. Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

b. Explanation

As a high quality AACB accredited program, the management degree serves our students, the state, and prepares students for meaningful careers. Further, the program is in "good standing" as it exceeds all IBHE APEER benchmarks. While an enrollment decline has been observed, the decline is consistent with the trajectory of peers and was exacerbated by EIU's overall decline. Given the occupational outlook data, the Office of Academic Affairs is confident that the program will rebound and continue to meet the needs of EIU's stakeholders. The program has a mature and sophisticated assessment program, as required by the AACB, and the report references a positive 2019 reaffirmation process. Finally, the report notes curricular innovations, as well as the program-level response to COVID.

Jay Gatrell
Provost & VPAA