

## **First Choice Program Review**

**School of Business**

**Master's in Business Administration (MBA)**

**Lumpkin College of Business & Applied Sciences**

**Eastern Illinois University**

**January 8, 2013**



Where students are inspired and engaged to become successful business professionals

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[Appendices as an attached separate file]

## **Introduction to the Master's in Business Administration (MBA) Program**

Eastern Illinois University's MBA program has been in existence since 1964. We offer our program for both part-time and full-time matriculation, and offer classes in two locations: at the EIU Charleston campus and at Parkland Community College. Classes are taught by the same PhD qualified faculty in both locations. The School of Business and its programs (including the MBA program) are accredited by Association to Advance Collegiate Schools of Business (AACSB).

### **Program's Mission Statement:**

*Learning for Leadership:* The MBA program at Eastern Illinois University is an AACSB-accredited graduate program that prepares students for employment in positions of leadership in small and large businesses, industry, government and non-profit organizations in a contemporary global environment. The program emphasizes the application of analytical tools and related skills that are essential for making informed business decisions.

*Learning for Excellence:* The dedicated faculty seeks to foster excellence, creativity and innovation through a responsive, dynamic, challenging and culturally diverse learning environment, with a focus on experiential and applied learning and research.

*Learning for Life:* The program promotes and expects ethical behavior in all aspects of professional work and prepares its students for life-long discovery and professional fulfillment in a global economy.

## **PROGRAM REQUIREMENTS**

MBA courses are offered in the late afternoon and evening at the EIU campus in Charleston and at Parkland College in Champaign. Students can enroll in classes at either location, regardless of whether they are attending part-time or full-time. All of our MBA classes are listed at three credit hours each and each option requires a total of 33 semester credit hours for completion. A summary of the MBA core, options, and concentrations is available in Appendix 1.

### **Graduate Business Studies Admission Requirements:**

- Graduate School Requirements
- MBA Program Application
- Resume
- One-page Personal Goal Statement
- Two Reference Forms (preferably one from a current or previous employer)
- Graduate Management Aptitude Test (GMAT) with minimum GMAT scores as follows: Total 400, Verbal 18, Quantitative 20, and Analytical Writing 2.
- Score at least 1,000 points based on the following formula: 200 times the undergraduate GPA plus the GMAT score.

## **Program Review**

**Criterion 1: The program documents sustained achievements in strengthening the quality, diversity, and internationalization of the University's student body by attracting candidates who have the potential for academic and professional achievement and who complete degrees and succeed as alumni.**

### **ENROLLMENT MANAGEMENT**

**Recruitment Plan:** Recruiting MBA students is coordinated between the School of Business Chair and the Coordinator of Graduate Business Studies. Our two largest sources of prospective students are our own School of Business undergraduate alumni and people who have heard of our program through our MBA alumni. The recruitment plan seeks to enhance opportunities to connect with the program's target audience of part-time and full-time students, working professionals and early career professionals/recent undergraduates, and international students. The plan includes a master recruiting log, web-site, print, video, and newsletters, recruiting fairs, coordination with International Programs, and recruitment appointments. The MBA Recruitment Plan and Activities are described in Appendix 2.

**Recruitment Goals:** The program's recruitment goals are to:

- Maintain a Master Recruiting Log of 250 – 300 prospects
- Maintain an up-to-date and accurate web-site; look at opportunities for search optimization to increase opportunities for prospective students to find our program
- Identify target markets in each option/concentration and program type (PT/FT)
- Develop and maintain up-to-date visually appealing promotional marketing materials
- Participation by the Coordinator of Graduate Business Studies or designee in at least three recruiting events each semester (Fall and Spring)
- Provide appointments for prospective students through Skype, at Parkland, and after business hours
- Respond to all email or phone inquiries by prospective students within two business days

**Selection Criteria:** The following application criteria are utilized to make admission decisions:

- Recommendation by two evaluators and their rankings of the applicant
- Graduate Management Aptitude Test (GMAT) with minimum GMAT scores as follows: Total 400, Verbal 18, Quantitative 20, and Analytical Writing 2.
- Score at least 1,000 points based on the following formula: 200 times the undergraduate GPA plus the GMAT score.
- Quantity and quality of employment experience
- Identification of applicant's career goals and intended career path related to business

The current admissions policy and process is described in Appendix 7.

**Selection Goals:** The program's selection goals are to:

- Maintain student population with 45% part-time students and 55% full-time students (+/- 10%)
- Admit 80 – 120 students per year to sustain a program of 100 – 125 students
- Secure acceptance and enrollment in classes from 75% of those admitted
- Increase and maintain 15-20% of MBA enrollment as international students

**Acceptance Rate:** The Coordinator of Graduate Business Studies maintains documentation of the acceptance rate. A follow-up contact is made to ascertain the reason(s) a candidate rejects an admission offer. These reason(s) are then summarized annually for review by the Graduate Committee to determine if changes are required to address any identified issues.

As indicated in Table 1 below, very high percentages (94.8% - 96.6%) of applicants are accepted into the program. However, interpreting this statistic requires caution, as applications are not counted until ALL application materials have been submitted and are reviewed for admission. As a consequence, it is not unusual to have a student “in process” while they withhold a resume, reference forms, or other documentation so they may repeatedly take the GMAT exam to obtain qualifying scores (i.e., a disqualifying GMAT results in a denial of admission only when there is complete documentation of all application materials or one year from date of application has passed).

Table 1: Four-Year Application, Admission, Enrollment, Acceptance Rates

	2009	2010	2011	2012	4-Year Averages
Applications	88	84	58	48	70
Admission Offers	85	80	55	44	66
Acceptance Rates	96.6%	95.2%	94.8%	91.7%	94.3%
Newly Enrolled	74	67	43	40	56
% of Enrolled/Admit	87.1%	83.8%	78.2%	90.9%	84.8%

Appendix 8 is provided with characteristics of the students that are/were enrolled in the program during the review period. Given the nature of our having part-time and full-time students, we've included a four-year table with a four-year average since students are retained in the program between 12 months to 48 months. Regarding GMAT scores, our four-year average is 510, and we continue to draw about a third of our students that qualify for the higher tier (GMAT 550+) top tier admission and continue to have extremely high scoring students (e.g., 660, 710, 730; the maximum score is 800) in our admitting classes. The GMAT section scores are also fairly stable and satisfactory; with average Verbal scores

at 28 (our minimum is 18), Quantitative at 32 (our minimum is 20), and Analytical Writing at 4.6 (our minimum is 2). GMAT reports the average total score during this review period at 530 for U.S. test-takers, but this is influenced by a much greater percentage of younger (ages 19 – 27) test-takers in the past five years, who tend to score higher than older test-takers (560 for age 27 and younger, versus 510 for age 28 and older). Given our strong focus on working professionals with five or more years of work experience and those that might not have adequate undergraduate business academic experience, it is not surprising that our GMAT total scores are slightly less than the reported average.

### **ASSISTANTSHIP/SCHOLARSHIP MANAGEMENT**

The program has an average of 18 Graduate Assistants each year that are funded by annual awards by the Graduate School and by external opportunities funded by private employers, endowments, or ancillary on-campus programs that are grant-funded. Graduate Assistants have access to computers, printers, copiers, and office space to enable them to accomplish their work. Several years ago, we renovated existing office space to provide a comfortable shared work space where the GAs have 24/7 access to their mail boxes, desks, storage space, computers and printers. We also have separate office space available to our Lumpkin Distinguished Professor GA, and shared office space for our Supplemental Instructor coordinator.

Graduate Assistants make valuable contributions to faculty research projects that have led to co-authorships of conference papers and journal articles. Three graduate assistantships have been designated as “Research GA” positions that are provided preferentially to students in the MBA Research Option. In support of the undergraduate programs, a substantial portion (approximately 35%) of GA hours is dedicated to supplemental instruction and tutoring of sophomore and junior classes in accounting, finance, and operations management. Additionally, graduate assistants are able to apply their business skills to support School of Business functions and activities, such as managing projects, assisting with marketing campaign materials, organizing academic research conferences and discipline-specific student conferences. Table 2 provides a summary of the quality and diversity of the graduate assistants that have been selected in the past three years.

Table 2: Characteristics of School of Business Graduate Assistants

	2010	2011	2012
Incoming GPA	3.54	3.51	3.65
Undergraduate Universities Represented:			
EIU Undergrads	6	9	12
Non-EIU Domestic Universities	5	5	3
International Universities	5	5	2
Domestic GA	9	11	13
International GA	8	8	4

The non-EIU universities represented during these three years include:

Domestic Universities	International Universities
<ul style="list-style-type: none"> <li>• Indiana State University</li> <li>• Metropolitan State College of Denver</li> <li>• Saint Louis University</li> <li>• University of Central Arkansas</li> <li>• University of Illinois</li> <li>• University of Illinois Springfield</li> <li>• Webster University Kansas City Campus</li> </ul>	<ul style="list-style-type: none"> <li>• Addis Ababa University (Ethiopia)</li> <li>• Budapest University of Technology and Economics (Hungary)</li> <li>• Concordia University (Canada)</li> <li>• Pokhara University (Nepal)</li> <li>• New Generation University College (Ethiopia)</li> <li>• Shanghai University of Finance and Economics (China)</li> <li>• Tomsk State University (Russia)</li> </ul>

### **Annual Awards:**

Teaching, Research, and Service Contributions: As a sampling of faculty utilization of graduate assistantship hours, we analyzed Fall 2012 usage (which was typical of GA utilization). In total, 28 School of Business faculty utilized GA hours. These hours were utilized as indicated in Table 3 below.

Table 3: Faculty Utilization of Graduate Assistantship Hours

# of Faculty	Utilization
13	Research Projects
8	Teaching Support
4	Balance between Research and Teaching
3	Ad-hoc Service based projects for School of Business and MBA program

Similarly, based on the utilization review of a nine-week period (in Fall 2012, totaling almost 2,000 hours and tasks completed by 14 Graduate Assistants) has been summarize in Table 4.

Table 4: Task-Orientation of Graduate Assistantship Hours

	% of GA hours actually utilized	Initial Assignment of GA hours
Research	60.5%	56.2%
Teaching	30.9%	38.6%
Service	8.7%	5.2%

**Research:** The scope of GA involvement in research varies, but in the past three years GA hours have been used to gather research articles, write drafts or portions of literature reviews, assist with data collection and data entry of faculty research. Additionally, we've

had numerous graduate assistants who have co-presented research with our faculty at conferences in Las Vegas, New York City, and Chicago. Some of these projects were initiated by the GA themselves. At other times, faculty have had ongoing research projects that Graduate Assistants take more of a supplementary role. Most of the works have gone on to conference presentations; numerous publications in journals have also resulted – some with the MBA student as coauthor, others with foot-noted recognition where appropriate (see Appendix 19 of sustained student research engagement).

**Teaching:** An average of 40% of GA hours that support teaching are utilized by individual faculty for grading or assisting with class management (e.g., exam co-proctoring, entering grades, assisting with lecture preparation or case materials). Approximately 60% of GA hours that support teaching are utilized by our supplemental instruction and tutoring for sections of four undergraduate courses (BUS 2101, BUS 2102, BUS 2810, and BUS 3710). These supplemental instruction GA's attend the undergraduate classes and then create, prepare and work additional sample problems for students who have signed up for these sessions. Table 5 provides data on utilization of supplemental instruction that is provided by our graduate assistants.

Table 5: Utilization of Graduate Assistants for Supplemental Instruction (SI)

	# of undergraduate students registered in SI	Average # of Students Attending SI Session/Week
Fall 2009	340	113
Spring 2010	320	100
Fall 2010	312	71
Spring 2011	245	69
Fall 2011	232	94
Spring 2012	252	110

**Service:** Graduate Assistants are also utilized for administrative support to gather information and prepare reports to discipline committees (e.g., curriculum benchmarking with other universities), to faculty School of Business committees (e.g., reporting benchmarking of admission criteria to degree programs), and to the Chair, Associate Chair, and Coordinator of Graduate Business Studies. For the latter group, some examples of recent projects has been the effort to create an internal alumni database to track information on recent alumni for reports (for U.S. News and World Report, for First Choice, and for better alumni relations with the MBA Association). One graduate assistant is selected each year to serve on the Graduate Committee representing the students and coordinating the MBA Association efforts with the Coordinator and Graduate Faculty. Other students have assisted with making videos and biographical alumni sketches for marketing materials.

**Competitive Awards:** The program has an established record of success with external awards.

- **External Awards:** We have been able to utilize our business and professional networks to enable two to four externally funded graduate assistantships each year. In the past three years, graduate assistantships have been funded in the areas of marketing, management, entrepreneurship, and accounting. During the review period, external GA's have been supported by Doebling, Winders & Co. LLP, Gilbert, Metzger & Madigan, LLP, Jina Accounting Services, Karr Kare of Mattoon, Inc., d/b/a Wireless Mike's, and Larsson, Woodyard & Henson, LLP. The Graduate School provides the supporting tuition waiver. The Lumpkin Distinguished Professor has also supported a Graduate Assistant each year. These professional experiences add great value to these students' academic development; many of them are offered career positions upon completion of their degrees.
- **Presidential Assistantships:** The MBA program has had two nine-month Presidential Assistantships from 2010-2012 with stipend and tuition waiver (in 2010 and 2011).
- **Summer Research Awards:** The MBA program has received two summer research GA Awards with 1.5 months of stipend and tuition waiver (2010 and 2012).

**Scholarship Management:** The School of Business has a number of scholarships available to MBA students. Since 1997, the Foster Rinefort Scholarship has been awarded annually to a student who can demonstrate good character, academic promise, career promise, and a need for financial aid. Dr. Rinefort also sponsors the Li Zhang Scholarship in memory of an EIU MBA Alumna. All students are invited to apply, and the recipients of both scholarships are selected by the Graduate Committee. A plaque with the award recipients is kept in the School of Business Office. MBA students can also apply for the Judge and Usha Oberoi Scholarship, which was established in 1999 by Mr. Sundeep Oberoi (MBA '88) in honor of his parents. This award is given to a full-time student, with preference to MIS and MBA students. Since 2005, the Accountancy Advisory Board has supported a competitive scholarship for an outstanding MBA student who is pursuing the Accountancy Concentration. The recipient is selected through an application and interview process by the Advisory Board.

## **MATRICULATION MANAGEMENT**

The Coordinator of Graduate Business Studies monitors graduation rates and degree progress for candidates. The Graduate Committee has set a target of 85 - 90% degree completion/graduation of candidates. Students that are accepted into the program are highly likely to complete the program within the six-year limitation of degree progress set by IBHE. Because the MBA program has flexible scheduling, students can (and do) alter their

course plans when work and/or family conflicts arise, such that they reduce or increase the number of courses they are taking, rather than cease progress towards the graduate degree. When this occurs, students are contacted by the Coordinator to remind them of their long-term goals. Making and retaining this contact with these students encourages them to continue with their studies and they often respond positively by enrolling in classes the following semester. The Coordinator also works closely with students who are approaching their six-year time limit to ensure degree completion.

Table 6 below identifies the past three years of graduates respective to the size of the admitting class.

Table 6: Three-Year Matriculation Rates

	2010	2011	2012	3-Year Averages
Number of Graduates	71	49	43	54.3
Spring	32	23	18	24.3
Summer	17	15	12	14.7
Fall	22	11	13	15.3
% of Number of Students in the Admitting Class from Previous Year	Out of 74 = 95.9%	Out of 67 = 73.1%	Out of 43 = 100%	Out of 61.3 = 88.6%

## GRADUATE PLACEMENT

The Coordinator of Graduate Business Programs offers all candidates opportunity for graduate placement assistance, in addition to the services provided by Career Services. The Coordinator facilitates notifying MBA candidates of potential job openings when alerted by others such as Career Services and MBA Alumni. MBA Candidates are offered resume review and encouraged to conduct mock interviews with each other and with Graduate Faculty. The MBA Association also serves as a conduit for current MBA candidates to meet with alumni for career networking and job placement.

Given the number of part-time students that are enrolled in the program while working full-time in their current careers, many MBA candidates are not "actively" job seeking while students in the program, but often are seeking promotions within their existing companies.

In Appendix 9, we have provided a list of organizations that 2010, 2011, and 2012 alumni have reported as their employers. In Appendix 10, we have provided a list of job titles that 2010 - 2012 graduates also reported to our office. The Graduate Committee has been using this type of information to encourage candidates within the program to seek out similar or aspirational career goals in graduate placement. Job title information has been used in the curriculum review process, as a way to understand the job market's view of the skills and abilities of our graduates.

The MBA program has also demonstrated continued success in supporting MBA candidates and alumni in further advanced graduate education (e.g., PhD programs). We are aware of 10 MBA Alumni (3 Accounting, 3 Management, 2 Finance, 1 International Business, and 1 Entrepreneurship) that are *currently enrolled* in PhD programs, with three additional recent graduates in the process of applying or beginning enrollment in PhD programs in 2013. Most of these alumni are provided support by Graduate Faculty with reference letters, research collaboration, or professional advice and support while they are in their programs.

**Criterion 2: The program documents sustained achievements in fostering advanced scholarship through a depth of knowledge, critical thinking, problem solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics.**

The Graduate Committee revisits the MBA Learning Goals and Objectives biennially. In their last revision (2010 – 2011) the following were established:

**Upon completion of the MBA Program, students will:**

**1. Propose and evaluate business decisions using appropriate processes.**

- a. Conduct research to secure relevant information.
- b. Apply critical thinking skills.
- c. Use appropriate decision analysis tools.

**2. Use a strategic approach to making business decisions.**

- a. Integrate knowledge across functional areas.
- b. Incorporate evaluation of external forces including international, economic and competitive forces.
- c. Consider the perspectives of relevant stakeholders.

**3. Make ethical and legal decisions including evaluation of the organization's social responsibilities.**

- a. Identify relevant principles and practices of effective corporate governance.
- b. Evaluate the social responsibilities of businesses from the perspectives of a variety of stakeholders.
- c. Distinguish legal and ethical responsibilities of organizations and of individuals within organizations.
- d. Analyze the ethical issues relevant to business decisions using multiple ethical theories and frameworks.

**4. Demonstrate professional communication skills.**

- a. Create effective written business communications.
- b. Make effective formal and informal business presentations.
- c. Demonstrate effective group communication skills.

### **Assessment Results Documented by the Center for Academic Support and Achievement (CASA)**

The review of the MBA program's Assessment Plan by the Center for Academic Support and Achievement (CASA) has documented the progress made by the Graduate Faculty, Graduate Committee, and Graduate Coordinator towards developing learning goals and learning objectives, setting expectations of student performance for the program, collecting assessment data, and closing the loop with an annual review of assessment results and student performance. The program uses its assessment data to improve student learning, to guide improvements in curriculum, and to develop areas of academic excellence that are relevant to a Master's of Business Administration program. A copy of the MBA Assessment Plan from 2011 – 2012 is included as Appendix 11. The summary response from CASA to the 2011 – 2012 assessment plan is included as Appendix 12. Dean Augustine's responses to the assessment plan for 2010 – 2011 and 2011 – 2012 are included as Appendix 13.

A number of improvements during this review period are based on the Graduate Faculty's desire to achieve Level 3 evaluation in the CASA categories, as well as feedback provided by the AACSB Accreditation Team that visited during this review period, Dean Augustine's feedback, and Dr. Karla Sanders' suggestions. A summary of the improvements in the Assessment Process are provided in Appendix 14.

In Dr. Sanders' 2011 – 2012 assessment plan review, she stated *"assessment is part of the culture of this program and this plan is mature enough to move to a 2-year reporting cycle."* The program continues to collect data each semester, evaluate learning goals and objectives to fit the program's mission, examine curricular opportunities, and examine results and expectations with the Graduate Committee as a matter of routine practice, and with the entire Graduate Faculty on an annual basis.

### **Assessment Results Documented by the Graduate School**

The Graduate School and Dean Augustine have documented the program's achievements each year during the review period in using assessment data to improve student learning in all areas identified by the Council of Graduate Studies. As noted in the 2011 – 2012 assessment plan memo from Dean Augustine in Appendix 13, our program has *"demonstrated comprehensive progress with assessment"*. The Graduate Faculty has made assessment a priority and is utilizing the feedback and discussion generated for routine evaluation and improvements in the curriculum, instruction, and learning process for our program. These changes are summarized in Appendix 15.

**Criterion 3: The program documents sustained achievements in expanding the curriculum with rigorous advanced courses and options offered through lectures, laboratories, seminars, forums, practicum field experiences, internships, and partnerships with education, business, and industry.**

### **SUSTAINED MISSION AND PLANNING LEADERSHIP**

The program's current mission statement (can be found in the Introduction section) has three components that are actively monitored and addressed during this review period.

- *Learning for Leadership:* The program takes a strategic approach to learning about business and addresses a broad range of business-related skills emphasizing a combination of teamwork, writing, global and ethical issues, and analytical skills. As evidenced by the types of analytical positions and the breadth of employers our alumni report upon graduation (see Appendices 9 and 10), this emphasis appears to resonate with employers in a diverse set of industries and organizational settings. Many of our graduates immediately enter careers in leadership positions.
- *Learning for Excellence:* The Graduate Committee and Coordinator have continued to support the Research Option by allocating 3 of the 12 GA positions to students in that option, thereby encouraging students to select that MBA option. Attendance at presentations and participation as mentors in Research Option and Independent Study MBA projects continues to comprise a significant portion of faculty resources. Courses are evaluated prior to each semester with the graduate faculty to ensure that an appropriate number (based on the expectations identified in the School of Business strategic plan) have experiential and other applied learning and research opportunities.
- *Learning for Life:* In the past three years, MBA students have been able to enroll in a Special Topics Seminar on Ethics (MBA 5880) offered once each year by a member of the Graduate Faculty. The MBA Association, the School of Business, and the MBA program routinely invite executives, professionals, and alumni to visit and network with our students, providing realistic previews of their industries and career advice to MBA students.

The School of Business has a standing Strategic Planning Committee of nine faculty and the Chair of the School. Since AY 2013, the Coordinator of Graduate Business Studies is a standing member of this committee (additionally five graduate faculty members serve on this committee this year). During the 2010 – 2012 strategic planning cycles, the current Coordinator and four other graduate faculty members served on this committee. This committee met at least once every two weeks during this time frame, as a plan was developed that included the MBA program and its needs.

Efforts were made to ensure that specific School of Business Strategic Plan goals were directed solely at the Graduate Program, while other goals were extended to include both Undergraduate Programs and the Graduate Program. The entire School of Business Strategic Plan can be found in Appendix 17. Objectives that are “owned” (or co-owned as appropriate to graduate studies) by the Graduate Committee are listed below:

Goal #1: Strengthen a culture focused on student learning, critical thinking, and personal discovery

- Objective 1.1 addresses *recruitment and retention* (Action step 1.1.1 “Create and implement a recruiting plan to identify and attract undergraduate and graduate students who will support and benefit from our mission.”)
- Objective 1.3 addresses *assessment* (Action step 1.3.1 “Review and refine our assessments of how well prepared students are to succeed as business professionals.”)
- Objective 1.6 relates to *alumni relationships* (e.g., Action Step 1.6.1 “Collaborate with Alumni Services to identify a percentage of alumni with which to maintain connection and to define what the “connection” should be.”; Action Step 1.6.6 “Create new school wide and discipline based events to bring alumni back to campus”)

Goal #2: Provide collaborative learning experiences that connect students with faculty, business, alumni, and community.

- Objective 2.1 addresses internship and *external graduate assistantship placements* (Action step 2.1.2 “Increase the number of GA that are externally funded”)
- Objective 2.2 relates to the *promotion of interaction* with students, faculty, and business community through business student organizations (Action step 2.2.3 “Expand and clarify the purpose and function of the graduate student organization” (i.e., the MBA Association))
- Objective 2.3 asks faculty to provide *applied and research experiences* to enrich student learning (Action step 2.3.1 “Engage 30% of all School of Business classes in applied learning field projects each year”, Action step 2.3.2 “Increase the number of faculty-led, student research experiences each year to 20, with at least 60% of the 20 at the graduate level”)
- Objective 2.4 seeks to address *future needs of the student population* (Action steps 2.4.1, 2.4.2 “Identify/implement alternative course delivery and scheduling methods”)

Goal #3: Pursue business research and service activities for faculty that enhance professional development and student learning.

- Objective 3.1 represents an effort to *acknowledge graduate faculty* for their outstanding efforts (Action step 3.1.3 “Establish an award to recognize an outstanding graduate faculty mentor who supports faculty-led student research”)

## **SUSTAINED CURRICULAR LEADERSHIP BY PROGRAM ADMINISTRATION AND FACULTY**

**Administrative Leadership:** The School of Business supports the position of Coordinator of Graduate Business Studies with a 6 CU assignment for each of the fall and spring semesters, and one month of salary for the summer. The program has a half-time support staff position. Dr. Melody Wollan has served as the Coordinator of Graduate Business Studies since August 2012. Previously, Dr. John Willems (currently Assistant Chair of MIS/OM) served in this capacity from 2008 – 2012, with Dr. Cheryl Noll (current Chair, School of Business) from 2000 – 2008.

The Coordinator has weekly meetings with the Chair of the School of Business to coordinate efforts within the program with school activities and to receive guidance, training, and mentorship. The Coordinator meets with the Graduate Committee on a bi-monthly basis and serves as the chair of this committee. As such, more of this aspect will be discussed in the following section related to Curricular Faculty Leadership. The Coordinator researches curricular history, assessment historical data, provides reports to the Graduate Committee, and makes reports of materials from external sources in the MBA educational industry. Curricular issues that are raised by prospective students, faculty, and current students are placed on the Graduate Committee agenda by the Graduate Coordinator for discussion.

The coordinator reviews all MBA course syllabi to ensure they meet the requirements of the School of Business (undergraduate) curriculum committee for conformity and standardization of procedural matters related to the University and School. The Coordinator prepares the annual assessment reports for CASA and coordinates assessment collection efforts with graduate faculty, oversees the development and use of rubrics, and prepares reviews of courses periodically with discipline-specific faculty to ensure that course assignments and course goals are aligned with program needs and expectations.

Each semester, the Coordinator hosts a three- to four-hour orientation for new students called the “MBA Experience”. During these sessions, the graduate faculty are introduced to the new students, there are ice-breaking and networking opportunities, a meal, and the MBA Association student executives talk about their organization and planned activities. We integrate faculty and staff from Career Services and the Writing Center to talk about support services for graduate students. The faculty that lead study abroad trips have presented at this event to encourage graduate students to consider taking one of those trips for elective course credit toward their program. Most

importantly, we discuss the role of graduate students on our campus, in our program, and the expectations of graduate student scholarship.

Additionally, the Graduate Coordinator advises students in the program through their selection of concentration or option, electives to support their option, and matching of faculty and independent studies and research option students. Each student's progress-to-degree is documented in a spreadsheet maintained by the Coordinator and all rosters for each course are checked each semester against this progress-to-degree report to ensure that students are appropriately registered toward graduation and courses that will be needed vs. those that are planned for future semesters. Because students are not in a "lock-step" program moving in a closed cohort and many are part-time students, there is significant challenge in managing resources (e.g., classes offered and at what location) to match students' matriculation needs. The Coordinator has implemented a "Course Mapping" worksheet to assist with advising students and in collaboration with discipline chairs, the Associate Chair and Chair of the School of Business has made extensive efforts to provide an accurate one-year in advance course offerings schedule, as well as maintenance of a five-year planned offering of MBA core courses by location.

The Graduate Coordinator also assists students in securing elective courses and opportunities in other departments or companies that are not directly administered by the School of Business. As an example, recently we've had students who are interested in the fields of journalism and health studies, and students that wish to take electives in Economics, Technology, and Organizational and Professional Development. This usually requires the Coordinator to facilitate information and registration between the student and the Chair, Faculty member, and/or Graduate Coordinator in the respective academic unit.

The Graduate Coordinator has recently added a physical bulletin board outside the office to announce course offerings and upcoming course schedules, a bi-monthly "What is Happening" posting in the Graduate Program, and other announcements. We maintain an email listserv of all students in the program to share announcements and events and the MBA program has its own Facebook site (as does the MBA Association). This helps us coordinate when course scheduling changes or new courses are announced. We are hoping to integrate these multiple platforms into the new MBA web-site and "my MBA" program when available in future academic terms.

At the end of each academic year, the Coordinator of Graduate Business Studies is required to prepare a report of progress made on each of the strategic goals and deliver it to the Chair of the School of Business and the Graduate Committee. As part of the yearly

goal setting and planning process, the Coordinator and Graduate Committee together identify a list of additional goals for the following year and then these are reviewed with the Chair to ensure they are in alignment with the mission of the program and the School of Business. Another end-of-year or beginning-of-year meeting is led by the Graduate Coordinator during which the Assessment results and reports are reviewed for all the Graduate Faculty, standards are reviewed and discussion of proposed curricular changes are introduced for the Graduate Committee to further consider.

**Graduate Faculty Leadership:** The School of Business Graduate Committee is comprised of six qualified graduate faculty, one MBA student selected by the Coordinator of Graduate Business Studies, and the Coordinator of Graduate Business Studies. Five of these faculty members are from the disciplines (one from each of the following units: accountancy/business law, finance, management, management information systems/operations management, and marketing). The sixth member is elected at large from among the remaining qualified graduate faculty in the School of Business. Faculty serve two-year terms which are staggered. The Chair and Associate Chair of the School of Business are ex officio members of the Graduate Committee.

The responsibilities of the committee, as identified in the Graduate Committee's updated by-laws as of Fall 2012, are listed in Appendix 16. Agenda items and proposals can be submitted by all School of Business faculty, and proposals on curriculum course matters may be presented to the Committee by the discipline units, the School of Business Chair or Associate Chair, the Dean of Lumpkin College of Business and Applied Sciences, the School of Business Curriculum Committee, and the Graduate Committee members. The Graduate Committee may initiate proposals for changes in the graduate program and for changes in the common business core.

Using these methods, the Graduate Committee has evaluated course offerings to change MBA 5605 into MBA 5010 (Accounting from a Managerial Perspective), added the Research Option, has/is considering adding other MBA options by collaborating with non-business degree programs on campus (e.g., GIS program, Health Studies), and by discussing alternative formats for program offerings. The Graduate Committee receives feedback on course delivery from the MBA student representative (such as student preferences for summer course offerings). The Graduate Committee has made an extensive effort over the past three years to integrate assessment into normal operating procedures and involve every course in the program in the collection of assessment data to assess program goals. These efforts have improved the quality of the curriculum as evidenced by the assessment data and reports from CASA. Each year, at least one graduate faculty meeting is held with all members of the graduate faculty to review direction of the program, recommended (by the Graduate Committee) curricular changes, and proposed matters from the Graduate Coordinator related to enrollment

management, recruitment, selection, course offerings and schedules, curricular changes, and assessment efforts. Additionally, at the Fall and Spring general faculty meetings, the Coordinator of Graduate Business Studies is listed on the agenda and provided time for an update to all faculty and staff for highlights and upcoming challenges in the program. Faculty are given an open forum to provide their responses at that time or at a later time privately with the Coordinator.

All graduate faculty are asked to consider serving as research mentors for Research Option students. In this way, they can directly influence a major portion of individual students' research agenda and academic experience. In Spring 2012, the Graduate Committee passed a policy that an additional Graduate Faculty member should also serve as a mentor to the Research Option students as a "Reader", in addition to the Research Mentor. This has allows MBA students to have an additional support system and better access to more expertise that might be needed in research methods, alternative theories, or industries of application of research topics. Efforts are being made by the Graduate Coordinator to "inventory" faculty expertise and faculty members' desired involvement in the MBA program this academic year to facilitate these research opportunities between students and multiple faculty members. All Graduate Faculty are invited to all research presentations (independent studies or research option projects) conducted by MBA students. These events are well attended (with approximately 12 faculty at the Fall 2012 presentations) by graduate faculty, other graduate students, and administrators. They are active sessions with many questions for the student, ideas, and revelations for the faculty and the students in attendance.

The School of Business is divided into five discipline groups led by Assistant Chairs. Four of the five Assistant Chairs are members of the graduate faculty. In addition, the Assessment Coordinator is also graduate faculty. The School of Business has many faculty committees and graduate faculty have taken an active role in these committees, including leadership positions on them. Six (of seven on the committee) members of the graduate committee serve on the Strategic Planning Committee. Four of five faculty are graduate faculty on the School of Business Curriculum Committee, External Relations Committee, and Faculty Issues Committee, five of six faculty on Personnel Committee, three of five faculty on Student Issues Committee and Technology and Faculty Resources Committee, and four of eight of Recruitment and Retention Committee (as well as the Chair of that committee). Of the current 27 members of the graduate faculty, 19 serve on faculty committees this year.

Most, if not all, study abroad trips have been led by graduate faculty in recent years, multiple independent studies have been supervised, and numerous research option students have been mentored by Graduate Faculty. Taken together, these examples

provide evidence that the Graduate Faculty have numerous opportunities to lead and influence the quality of the curriculum and program activities in the MBA program and the School of Business.

### **SUSTAINED CURRICULAR LEADERSHIP BY EXTERNAL REVIEW**

The EIU business programs, both undergraduate and graduate, are accredited by AACSB, the premier accrediting body for collegiate Schools of Business. The School undergoes a rigorous review every five years, which includes a thorough review and evaluation of the school's mission, operations, faculty qualifications and contributions, programs, and other critical areas. According to the AACSB web site: "AACSB accreditation ensures students and parents that the business school is providing a top-quality education. It also ensures employers that AACSB-accredited business school graduates are ready to perform on day one. Additionally, AACSB accreditation provides many benefits to the faculty and staff at its accredited schools by attracting higher quality students, providing greater research opportunities, and allowing for global recognition." (<http://www.aacsb.edu/accreditation/aacsb.asp>)

The School continuously reviews and plans to ensure that we are meeting the rigorous standards established by AACSB and is currently preparing for our five-year, on-site review and visit that is to take place in the fall of 2014. The MBA Program also participates in the IBHE review process, which will take place in the 2014 academic year.

### **SUSTAINED CAPSTONE LEADERSHIP**

All students are required to complete a capstone experience in the MBA program. The Research Option's capstone experience is comprised of a three-course sequence: MBA 5510 Business Research Methods, MBA 5515 Business Research Proposal, MBA 5905 Business Research Project. The proposal and project course are supervised by the faculty mentor and faculty reader. These projects include hypotheses development, data collection (or locating source of archival data), data analysis, completion of a written paper and presentation of research project to the graduate faculty and graduate students. Research Option students have had successful conference proceedings and in-progress publications.

Approximately 5% of students complete the Research Option. It has been offered for three academic years and continues to draw high quality prospective students during the recruitment and admission process. Thus, we anticipate that our numbers of students in this option may increase to 10% of our student population, a limit that would likely be the ceiling for faculty resources and maintaining quality research projects in our

program. Many of the students in the Research Option anticipate entering a PhD program and utilize the Research Option project to become familiar with conference presentations and the journal submission process. Prospective students are also encouraged to consider the Research Option as a method to create their own “specialized” MBA experience to develop in-depth expertise in a specific area of study with faculty mentorship. The following students completed or are completing their MBA with the Research Option.

- Dereje Abebe – Management/Supply Chain, Dr. Elmuti (2010)
- Zhenghong Hou – Accounting, Dr. Shinde (2011)
- Rachel Addis – Marketing, Dr. Grunhagen (2011 – 2012)
- Blake Pierce – Finance, Dr. Chahyadi (2012)
- Kaylee Hackney – Management, Dr. Wollan (2012)
- Matthew Merkle – Accounting, Dr. Shinde (2012 – 2013)

Additionally, many of our students wish to experience the one-on-one experience with faculty research as an elective experience (i.e., Independent Studies) in the Applied Management Option and in recent years, we have had independent research projects as identified below. These students also take the Capstone (MBA 5900) course, but experience an abbreviated capstone research experience in a one-semester experience, conducting literature reviews, collecting data and analyzing it, preparing a research paper and presenting their findings to the Graduate Faculty and MBA students. We have also had students participate in Independent Study Projects that were of a more applied nature leading to Professional Certifications.

- 2009: four independent study research projects, five applied independent studies
- 2010: nine independent study research projects, three applied independent studies
- 2011: ten independent study research projects,
- 2012: three independent study research projects.

Most of these projects have led to collaboration with faculty and presentation at academic conferences (as evidence in Appendix 19).

Students in the Accountancy Concentration and Applied Management Option (approximately 95% of our enrollment) experience the Management Simulation course as their capstone experience. In this class, they integrate the knowledge learned in the prerequisite accounting, operations, finance, marketing and management courses to make realistic managerial decisions. This program is an elaborate computer simulation that is "a rich, complex business simulation designed to teach strategy, competitive analysis, finance, cross-functional alignment, and the selection of tactics to build a successful and focused company" (Capsim.com, 2012). In cross-functional teams, students are asked to make decisions involving production, design, marketing, ethics,

financing, accounting, strategy and human resources during each of the eight rounds. Our EIU MBA students compete in the Simulation with over 350 other MBA teams from around the world. The final exam is a five round, six-hour simulation with decision-making and questions (referred to as "Board inquiries") that test the individual student. The results of this exam are also compared with outcomes in other programs by other students engaged in that semester's simulation. Our students typically place average to above average in these simulations, including recent teams that have exceeded the 90th percentile for the semester.

### **SUSTAINED STUDENT LEADERSHIP**

The MBA program fully supports student participation in GSAC. At the beginning of the Fall 2012 semester, Dr. Wollan took the initiative to solicit nominations from the current MBA students and then selected two student representatives and two alternates to serve on GSAC. Through this participation, the MBA program is better able to stay up to date and involved in GSAC activities. These representatives attend the GSAC meetings and then report back the leadership opportunities, policies, programs, or activities to the MBA students. The MBA office and staff have been very helpful in spreading the information through email using our program listserv. If issues arise in the MBA program, students are encouraged to contact Dr. Wollan or the MBA Association. If it is an issue that the students feel GSAC needs to address, the representatives have the power to bring it to General Assembly.

The MBA program strives for continuous improvement. One of the ways this is approached is by getting feedback from actual MBA students. When selecting the MBA coordinator in 2012, Dr. Noll held a focus group of MBA students to discover what the students wanted from this position and how it could better serve their needs. During the hiring process for Accounting faculty in Fall 2012 graduate students in the Accountancy Concentration were each asked to participate in 30 – 60 minute sessions with each candidate, asking questions of the candidates, evaluating each and answering questions about the program that were asked by the faculty candidates. In total, 14 graduate students took part in these interview sessions.

While there has always been a student RSO associated with the MBA program, until 2010 it was largely coordinated by the MBA staff and Graduate Coordinator with a dedicated Graduate Assistant to organize events and activities on behalf of the organization. In 2011, Dr. Dobbs and Dr. Willems began the transition to a student-run, student-led MBA Association. This involved organizing a group of 8 - 10 very interested students who became officers, and planned social activities to benefit MBA networking. In the fall of 2012, Dr. Wollan held a kickoff event for the MBA Association and invited

students to vote on professional development, networking, philanthropic, and social activities for the 2012 - 2013 school year that has provided guidance for student leaders of the organization.

Dr. Wollan also addressed the needs of incoming students by recognizing that the most common question that prospective students ask is "do you have recommendations for studying for the GMAT exam?". To address this, she turned to the MBA Association to create a handout of helpful tips and study materials that current students recommend that can be handed out or electronically sent to prospective students from the MBA Association. Dr. Wollan has also encouraged the MBA Association Executive Board to create a welcome letter from the organization for all newly admitted students that is personally signed by the MBA Association Executives and sent with all new admission acceptance packets (see Appendix 18 for a sample of this letter).

Finally, one MBA student serves on Graduate Committee and participates in the meetings. This student has been important in gathering student opinions on the scheduling of summer courses and in gathering recommendations on how faculty can be involved in MBA Association events. This position also gives students a voice and a way to stay up to date with changes in the program, serving as a link between the graduate faculty and the MBA students.

### **SUSTAINED ALUMNI LEADERSHIP**

Each fall semester, the School of Business selects an outstanding business alum who is recognized at a luncheon with the Business Advisory Board and the faculty. During the review period, these alumni were recognized:

- Fall 2009, Gregory A. Bonnell, School of Business Distinguished Alumnus, BSB 1971
- Fall 2010, Richard H. Levi, School of Business Distinguished Alumnus, BSB 1969
- Fall 2011, Richard Dodson, School of Business Distinguished Alumnus, MBA 1970

During the evaluation period, the Chair of the School of Business, Dr. Cheryl Noll, has nominated many of our alumni for recognition at the university level for their accomplishments and service to the university:

#### **Nominations:**

- June 2010, Jake M. Byrne, EIU Outstanding Young Alumnus, BSB 2007, MBA 2009
- June 2010, Michael W. Cunningham, EIU Distinguished Alumnus, BSB 1970, MBA 1973
- June 2010, Carl L. Dolson, EIU Distinguished Alumnus, BSB 1976
- June 2010, Stanley C. Hollen, EIU Distinguished Alumnus, BSB 1972, MBA 1973
- June 2011, Jake M. Byrne, EIU Outstanding Young Alumnus, BSB 2007, MBA 2009
- June 2012, H. Michael Finkle, EIU Distinguished Alumnus, BSE 1962

- June 2012, Michelle Hanlon, EIU Distinguished Alumna, BSB 1993
- June 2012, Carl Mito, Louis V. Hencken Alumni Service Award, BSB 1972
- June 2012, Andrew Brown, EIU Global Ambassador, BSB 1982

These alumni have received university awards:

#### **Award Recipients:**

- 2009, Ed Escalante, EIU Distinguished Alumnus, BSB 1974
- 2009, Tom McDaniel, Louis V. Hencken Alumni Service Award, BSB 1969
- 2009, Paramjit Sidhu, EIU Global Ambassador, MBA 1991
- 2009, Brenda Gonzales Tanner, EIU Global Ambassador, MBA 1980
- 2010, Michael W. Cunningham, EIU Distinguished Alumnus, BSB 1970, MBA 1973
- 2010, Charles Witters, EIU Distinguished Alumnus, BSE 1968
- 2010, Carl L. Dolson, Louis V. Hencken Alumni Service Award, BSB 1976
- 2011, Jake M. Byrne, EIU Outstanding Young Alumnus, BSB 2007, MBA 2009
- 2011, Thomas Seng, EIU Outstanding Graduate Alumnus, MBA 1987
- 2011, Will Keiper, EIU Distinguished Alumnus, BSB 1972
- 2011, Tim Burke, Louis V. Hencken Alumni Service Award, BSE 1979

#### **Alumni Event Attendance**

School of Business alumni return to campus on a regular basis, to share their experience with students by serving in our Executive-in-Residence Program or at other speaker events like our Global Entrepreneurship Week, the Grace T. Bair Lecture Series, and the Bertrand P. Holley Ethics Awareness Week. We also have several networking events when alumni visit campus to help students develop their career searches, and to recruit our students for full-time jobs as well as internships: Accounting Day, HR Day, CFP Day, and Association of Information Technology Professionals Career Connections Day. Our alumni also serve as guest speakers in classes as invited by individual faculty members, and as speakers at our registered student organization events, directly communicating with our faculty and students.

We hold a graduation reception each spring semester and graduates are invited to visit Lumpkin Hall and the faculty with their families and friends before leaving campus. The goal of this reception is to make connections with our newest alumni before they enter their careers. In addition, graduates are given an 'alumni' t-shirt as a gift in recognition of their accomplishments. The shirt displays their status as an EIU alumnus, with the signatures of the graduate faculty in the School of Business.

EIU alumni are recruited to serve on both the Business Advisory Board and the Accountancy Advisory Board, that each meet twice per year. Currently, all of the seventeen members of the Business Advisory Board and the twenty-three members of the Accountancy Advisory Board are EIU Business alumni. Members of the boards are passionate about the current and future success of the School. The advisory boards

share their business experience with business students and faculty, with directed activities at each meeting that allow members to interact directly with students (at the spring meetings) and with faculty (at the fall meetings).

During AY10, two alumni, John Elder and Charles Witters, served as Executives-in-Residence. Additionally, several different alumni served as guest speakers in classes and at student organization meetings. During AY11, two alumni, Steve Gosselin and Judy Ethell, served as Executives-in-Residence. A total of twelve different alumni served as guest speakers in classes and at student organization meetings. Additionally, a Beta Alpha Psi golf outing was held to give current students the opportunity to network with alumni. Also, alumna Mary Ellen Meador returned to campus to present information at an etiquette dinner for business students. During AY12, alumnus Al Longtin served as an Executive-in-Residence. Fourteen different alumni served as guest speakers in classes and at student organization meetings. In Fall of 2011, in conjunction with Homecoming Weekend, the School of Business held a Homecoming Breakfast for its alumni, just prior to the Homecoming parade.

### **SUSTAINED EXTERNAL PARTNERSHIPS**

The School of Business is fortunate to host two advisory boards, the Business Advisory Board and the Accountancy Board, both of which meet on campus two times each year. Members of both boards meet with students and faculty while they are on campus. When appropriate, the boards provide feedback to planning initiatives, new programs and other curricular matters. Both boards provide significant financial support to support student scholarships and professional development at both the undergraduate and graduate levels.

The Accountancy Advisory Board supports an endowment which provides resources to the Accounting students and faculty, in the form of scholarships and professional development. The Business Advisory Board provided the support necessary to initiate the Securities Analysis Center in Lumpkin Hall, and it currently funds five endowments to support student professional development, one of which is dedicated solely to the MBA Program. In addition, alumni provide support for the annual fund for the MBA Program.

Graduate faculty members also actively integrate external partnerships for applied and experiential learning in coursework, research projects, and with student organizations to benefit and support the Graduate Program. Recent examples include an accounting elective class led by Dr. Jay Shinde (ACC 5000 Fraud Examination) that completed a forensic consulting assignment for the Charleston Churches Food Pantry. Dr. Michael Dobbs' MBA 5000 classes have conducted class consulting projects for West Photography (Mattoon), LifeLinks (Mattoon), and Pumpkin Works (Paris, IL).

Individually, students in the class have served as strategic management consultants for ten area businesses in Charleston: Hutti Chiropractic Center, EIU Conference Services, and Mack Moore Shoes; in Rantoul: Taylor Studios, Inc.; in Champaign: St. John's Catholic Newman Center, Captain Hook Dumpsters, Bella Vein Laser Center and Medical Spa, and Jackson Chiropractic, PC; in Windsor: Pro-Ag Consulting, LLC; and in Effingham: Fox Lodge Hunting Depot, Inc.

It is common for Graduate Students to accompany primarily undergraduate RSO's on field trips and special events and in this review period, the International Business Club has attended an International Business Research conference held in St. Louis annually and visits to the Toyota plant in Princeton, Indiana and the Fed-Ex operation in Effingham. It is also worth noting that Research Option students have appealed to the Central Illinois business community and employees to participate as subjects in research studies involving management and marketing topics.

**Criterion 4: The program documents sustained achievements in research/creative activity with graduate students and faculty.**

**SUSTAINED STUDENT RESEARCH LEADERSHIP**

**Research Productivity:** Research productivity by students has been an important component of the program for much of its existence, and what may be debatable is the form that the research takes in a business setting. Given our success in placing graduates in analytical positions within companies, as well as a significant number of PhD programs, we feel that we have an appropriate balance between academic and applied research for our graduate field of study and our faculty to support. Much attention has been given to course content, program goals, rubrics, and faculty resources to support both types of research.

In the last year the Graduate Committee has explicitly set two goals related to expected and desired research productivity in the program.

**Research Productivity Goals:** The program's research goals for students are to:

- In the Applied Management Option, all students will be exposed (in a group or individual setting) to no less than one applied research project and no less than one scholarly research project.
- In the MBA program (all options and concentrations), each year 10% of students will be engaged in more intensive scholarly research to include Research Option students and Independent Studies.

In conjunction with assessment efforts to document quality of graduate student research, the Graduate Committee developed three rubrics to assess research (see Rubrics located at the end of Appendix 11):

- 1) General Business Research Rubric that is completed by the faculty instructor in courses or in applied research projects,
- 2) Business Research Paper Rubric that is completed by the faculty mentor and faculty reader of each Research Option project,
- 3) School of Business Oral Presentation Rubric that is completed by every member of the graduate faculty that attends a research presentation by MBA students for Independent Studies and Research Option.

From 2009 - 2011, the expectations on the General Business Research Rubric and the Business Research Paper Rubric were established such that 70% of MBA students would be expected to score 4 or higher (on a scale of 6) in each of the rubric's categories for research. Those expectations were revised based on the earlier successful results at that level (i.e., 100% attainment of the initial mid-range goal) during the May 2012 graduate faculty meeting evaluating assessment and expectations, and graduate faculty added the expectation that 50% of MBA students would be expected to score 5 or higher on the rubric's categories for research. Assessment results using these rubrics indicates very high level of competencies as evaluated by multiple faculty supervising these research projects, as noted in Table 7 below.

Table 7: Quality Assessment of MBA Research

	2009-2010	2010-2011	2011-2012	
	n = 6	n = 4	n = 2	
	4 or higher	4 or higher	4 or higher	5 or higher
<b>Business Research Paper Rubric</b>				
Abstract	100%	100%	100%	100%
Introduction	100%	100%	100%	100%
Theoretical Background & Theory Development	100%	100%	100%	100%
Research Methods	83%	100%	100%	100%
Test of Hypothesis & Results	0%	100%	100%	100%
Findings, Contributions, Conclusions & Future Research	100%	100%	100%	100%
References	100%	100%	100%	100%
<b>General Business Research Rubric</b>				
	n = 82	n = 69	n = 59	
Identification of research objective	100%	97%	95%	88%
Research sources	96%	91%	98%	88%
Use of research information	98%	90%	98%	85%
Documentation of sources	100%	96%	98%	98%

**Research Engagement:** A full listing of MBA candidates' presentations at conferences, proceedings, and publications appear in Appendix 19. In summary, during the review period there were:

- 17 presentations of graduate research to EIU faculty, students, EIU Foundation (Investment Committee), and Human Resource Association of East Central Illinois
- 14 conference presentations and proceedings at National and International Conferences
- 6 journal articles

### **SUSTAINED COMMITMENT TO RESEARCH AND TRAVEL GRANTS**

The MBA program and Graduate Faculty encourage students to present research at conferences and apply for funding to support the student as they represent EIU and the School of Business. Williams Travel Grants have been awarded as listed below, with three grants in 2010, four in 2011, and two in 2012.

- Eric Arseneau (Spring 2010). North American Management Society/MBAA International Conference, Chicago, IL.
- Zhenghong Hou (Fall 2010). MBAA International Conference, Chicago, IL.
- James Thompson (Spring 2010). North American Management Society/MBAA International Conference, Chicago, IL.
- Luel Tekle (Spring 2011). Academy of Finance/MBAA International Conference, Chicago, IL.
- Jackie Alexander (Fall 2011), Institute of Behavioral and Applied Management Conference, Orlando, FL.
- Nicole Goddard (Fall 2011). Institute of Behavioral and Applied Management Conference, Orlando, FL.
- Sergey Maximov (Fall 2011). Academic and Business Research Institute Conference, Las Vegas, NV.
- Kaylee Hackney (Spring 2012). MBAA International Conference, Chicago, IL.
- Kaylee Hackney (Fall 2012). Institute of Behavioral and Applied Management Conference, Nashville, TN.

Additionally, four of these students were also partially supported by the School of Business and through donors for the benefit of research student travel for a total of \$1800.

### **SUSTAINED COMMITMENT TO SHOWCASING GRADUATE SCHOLARSHIP**

The Graduate Faculty continue to demonstrate their commitment to graduate scholarship by supporting students as research mentors and readers. Students have

been able to secure their preferred research mentors in each discipline. Faculty with Graduate Assistants routinely include them in the research process and these opportunities have led to collaborative research leading to conference presentations, conference awards, and publications in appropriate business journals. It is expected that all research projects will be presented in an open session with graduate faculty, administrators, other faculty, and graduate students and these sessions are well attended. School of Business faculty also take part each semester in Faculty Research Symposia, where faculty give presentations of their research to peers, administrators, and graduate students during "brown bag" lunch sessions.

The School of Business demonstrates additional financial support for research materials such as survey production (photocopying, envelopes), software support (e.g., SPSS, Qualtrics), and travel support for both faculty mentors and graduate students. Faculty are adept at ensuring that Deans and other administrators are invited to "showcase" classroom events like the presentation of consulting projects to professional business clients. The School of Business posts numerous one page flyers and provides 2' x 3' posters with a photo of the student and their abstract, announcing the date and topic of the research presentation. Graduate scholarship is identified in its own category in the School's End-of-Year report that is placed on the home page for the School and available to prospective students, parents, and faculty. Thus, the School of Business and MBA Program demonstrate a sustained commitment to showcasing the graduate work being done.

### **SUSTAINED RECORD OF AWARD PROGRAM PARTICIPATION**

Each year, the Graduate Committee and Graduate Coordinator select two students, one representing the on-campus program and one representing the off-campus program, to receive program awards at the Distinguished Graduate Student Awards Ceremony. The Graduate Committee also selects a nominee for the King-Mertz Research/Creative Activity award in the Lumpkin College of Business and Applied Sciences. Kaylee Hackney, MBA candidate, was the 2012 recipient of this honor. The Coordinator attends the Graduate Student Awards Ceremony each year to honor our students, often accompanied by other members of the Graduate Faculty.

Dr. Ingyu Chiou was the 2010 Rodney S. Raines Outstanding Graduate Mentor and Dr. Melody Wollan has been honored (2009, 2010, 2011) as a nominee.

**Criterion 5: The program documents a sustained record of developing opportunities for the discovery and application of knowledge with graduate faculty members who reflect the University's teaching and mentoring priority and who have a record of research/creative activity and professional service.**

### **SUSTAINED RECORD OF COORDINATOR LEADERSHIP**

Dr. John Willems: Coordinator, Graduate Business Studies, August 2008 - June 2012

Dr. Willems has been at EIU since 1993, is tenured with the rank of Professor, and has served as the Assistant Chair of the Management discipline (2007 - 2009). He has long been an active advocate for graduate education, serving on the School of Business Graduate Committee from 1997 - 2012, the Council of Graduate Studies from 2009 - 2012, and serving as the Chair of the Council of Graduate Studies for 2011 - 2012. He also served as Chair of the Williams Travel Grants Committee for 2009 - 2011, served on the Professional Science Masters Committee for 2009 - 2012, served as Faculty Marshal for the School of Continuing Education for the Fall 2011 Commencement Ceremony, served as Faculty Marshal for the Graduate School for the Spring 2009 Commencement Ceremony and served as a replacement for the Dean of the Graduate School for the Spring 2011 Commencement Ceremony. During his tenure as Coordinator, he served on the University Honorary Degree Committee (2007 - present), Chair of the University Honorary Degree Committee for 2010 - 2011, and on the School of Business Personnel Committee (2007 - 2010).

Dr. Willems was instrumental in documenting and advancing assessment within the MBA program, involving all graduate-level instructional faculty in data collection, developing rubrics, setting standards and reviewing them on an annual basis. In summer 2012 CASA moved the MBA program from the standard 1-year reporting cycle to a 2-year reporting cycle as CASA believed that assessment had matured enough to become part of the culture of the MBA program. As coordinator, he also championed international relationships with programs that would enhance ties to EIU's MBA program. He received the William G. Kirk International Leadership Award for Exemplary Leadership in International Education in April 2012.

While serving as Coordinator Dr. Willems successfully nominated alumni for university awards including:

- Dr. Robert E. Dennison for a 2010 Outstanding Graduate Alumni Award,
- Marc A. Sanner for a 2011 Outstanding Graduate Alumni Award,
- Thomas N. Seng for a 2012 Outstanding Graduate Alumni Award, and
- Paramjit (PJ) Sidhu as a 2009 Global Ambassador
- Michael Kalkowski as a 2012 Global Ambassador

Additionally, Dr. Willems has led efforts related to research, particularly in quantitative aspects; he has taught MBA 5500 Quantitative Modeling for many years, MBA 5510 Business Research Methods, and oversaw Internships and Independent Studies for MBA students. Dr. Willems is currently serving as the Assistant Chair for the Management Information Systems and Operations Management discipline, and serves on the School of Business Faculty Council.

Dr. Melody Wollan: Coordinator, Graduate Business Studies, August 2012 - present

The program is currently led by Dr. Melody Wollan. Dr. Wollan has been at EIU since 2005 and is tenured with the rank of Associate Professor. In her previous university experience she taught in a PhD program and served as dissertation chair and member of numerous PhD committees. She holds professional designation as a Senior Professional in Human Resources (SPHR) and remains active in the Human Resources community in East Central Illinois. She also serves on the Board of Directors for the Central East Alcoholism and Drug (CEAD) Council and has served on the Panther Club Executive Board and Fundraising Committee. She has chaired an administrative search committee, served on many faculty search committees, was chair of the ACA Committee in 2009, on the Intercollegiate Athletic Board, a mentor to a Presidential Scholar, and serves professional obligations as a Past President of the Institute of Behavioral and Applied Management and the current Associate Editor of the *Journal of Behavioral and Applied Management*.

Dr. Wollan has been nominated for the Graduate School's Outstanding Graduate Faculty Mentor award three years (2009, 2010, 2011) by a total of six students. Her research has been recognized as the Best Overall Paper on Conference Theme in 2009 and for best paper in Human Resources Division in 2007. During this review period, she was recognized for EIU Students' Distinguished Faculty Award for Distinguished Academic Excellence (2012), ACA in Teaching (2011), School of Business awards for "Outstanding Balanced Contribution" (2009) and Recognition of Teaching Excellence (2009, 2011). She was the Faculty Marshal representing the Graduate School at the December 2012 graduation ceremonies.

### **SUSTAINED GRADUATE FACULTY SCHOLARSHIP**

There are 27 members of the Graduate Faculty who support the MBA program (26 Regular/1 Associate). Two are automatic appointments with administrative responsibilities. Our Graduate Faculty represents each of our discipline units as follows:

- 6 Accounting (4)/Business Law (2)
- 4 Finance
- 5 MIS (2)/Operations Management (3)
- 7 Management
- 5 Marketing

There is an active body of research and sustained graduate faculty scholarship represented by these Graduate Faculty members. Appendix 20 lists each by name, their degree, university of degree, degree date, and appointment or renewal to Graduate Faculty (with five-year appointments/renewals for Regular faculty, and one-year appointment for Associate faculty). This table and scholarship data reflects Graduate Faculty activity from August 1, 2009 to July 31, 2012.

In summary, during this review period, MBA Graduate Faculty members have produced:

- 7 book chapters
- 74 publications (accepted/published journal articles)
- 2 textbook study guides
- 1 book review
- 66 conference proceedings
- 1 grant for \$1,500
- More than 83 presentations of research papers at regional, national, and international conferences (In Appendix 20 faculty did not always provide their presentations when they may have been duplicative of the proceedings of those presentations).