

UNIVERSITY OF ILLINOIS AT SPRINGFIELD
The College of Business and Management

TEAM VISIT REPORT

Statement of Team Recommendation

A. Recommendation.

The PRT reviewed materials provided before, during, and after the visit, interviewed students, faculty, administrators, alumni, business and professional community representatives, and other stakeholders during the visit, and scrutinized documents on site. Complaints were received by the AACSB and the members of the peer review team from three CBM faculty members shortly before the visit.¹ The PRT could not address the complaints during the visit because the host school did not have sufficient time to provide written responses to the complaints.² The PRT considered the complaints and UIS's response after the visit.

The peer review team concludes that the College of Business and Management (CBM) at the University of Illinois at Springfield (UIS) fulfills its mission and achieves overall high quality with processes in place that assure continuous improvement. An appropriate strategic plan is in place to guide activities to the first five-year maintenance review. Therefore, the team recommends initial accreditation for UIS.

In addition, it is the finding of the Team that the undergraduate and graduate programs are of overall high quality. Processes are in place to maintain compliance with the standards. At all levels continuous improvement processes are in place employing measurable outcomes resulting in quality programs and learning.

The team was impressed with the CBM's student and faculty participants who are engaged in activities that support the school's mission. The mission related processes over time have been and will continue to be improved. The improvement process incorporates inputs and support from other stakeholders including the UIS administration, alumni, employers, and other members of the business and professional communities. Indeed, the team is confident that the University and College have and

¹ Two of these three complaints came from tenured faculty members. One complaint came from a faculty member who is completing his terminal year at UIS. The complaints received just prior to the visit were tied to accreditation standards as required by the AACSB's complaint procedure. During the PRT's visit, fourth and fifth complaints were received from each of two former faculty members but these complaints were not tied to accreditation standards.

² Dean Dempsey, PRT Chair, conferred with Dr. Trapnell at AACSB. It was agreed that the PRT would submit its report prior to March 26, 2007 but after the normal 10-day post visit deadline in order to have time to consider written responses from UI-S that were received on March 14.

will continue to have the ability to achieve the desired outcomes. Moreover, the team believes that CBM is well aware of and prepared to maintain conformance with the 2003 standards that govern annual reports and future reviews of the School.

B. Note Regarding Further Steps

This recommendation reflects the opinion of the Peer Review Team only. It will be reviewed for concurrence or remanded to the team by the Initial Accreditation Committee. The role of the accreditation committee is to ensure consistent application of AACSB International accreditation standards and processes across Peer Review Teams.

On March 16, after the PRT had reviewed the applicant's response to the complaints a draft was shared with the applicant. The applicant then sent the team comments and corrections relating to factual information noted in this report that are included in this report as of March 19. A draft report was sent to the Initial Accreditation Committee (InitAC@aacsb.edu) Chair in care of the AACSB International office on March 19.

Concurrence by the Initial Accreditation Committee and ratification by the Board of Directors are required prior to the confirmation of initial accreditation. Following ratification by the Board of Directors, the applicant will be notified. The applicant must wait for this official notification before making any announcement of the accreditation decision. AACSB International provides a listing of applicants achieving initial accreditation to its members and the public.

The Initial Accreditation Committee will make every effort to review this report, and any response from the applicant, at its next scheduled meeting. The Initial Accreditation Committee will meet on March 26, 2007.

The Board of Directors will consider for ratification via electronic ballot all team recommendations (initial accreditation or denial of initial accreditation) that have concurrence from the Initial Accreditation Committee, as close to possible after the Initial Accreditation Committee concurrence.

I. Identification of Areas That Must be Addressed Before:

A. Accreditation

None.

B. Maintenance

The first maintenance review will occur in five years (2011-12): The first annual maintenance report within the five year period must address the following issues:

1. The adjustments made to make a transition from the 1991 to the 2003 accreditation standards and processes.
2. Development of additional direct measures of learning connected with the learning goals stated in the College's Strategic Plan and the further use of existing direct measures to improve learning.

While the University of Illinois at Springfield was reviewed under the AACSB International Standards of April 23, 1991, the new process for accreditation adopted by the Board of Directors is being utilized. The first maintenance review will occur in five years with the expectation of a yearly updating of the Strategic Plan. With this in mind, the College of Business and Management at UIS should annually update its Strategic Plan, in the form of Annual Maintenance Reports, on the following action items noted above.

II. Relevant Facts and Assessment of Strengths and Weaknesses on a Standard-by-Standard Basis that Supports the Team Accreditation Recommendation

Our major concerns expressed in our pre-visit letter, based upon our overall assessment of your Self-Evaluation Report, were:

1. There is a need for more detailed explanations on the criteria used in producing outcomes assessments and how the results of outcomes assessments have been used to continuously improve the mission, faculty, curricula, instructional responsibilities, and graduate student admissions and undergraduate career placement processes.
2. Some apparent inconsistencies regarding the objectives and delivery of the undergraduate core curriculum in connection with coverage of business perspectives.
3. The degree to which tenured faculty members are held accountable for their instructional responsibilities.

The College of Business and Management responded to the peer review team's concerns on February 9, 2007. The responses by the CBM to the PRT's pre-visit letter and the PRT's discussions with individuals and groups during the on-campus visit and auditing of documents and records provided significant and compelling evidence that addressed and favorably resolved the concerns expressed in the pre-visit analysis of UIS's SER.

The following items organized by sections of the SER are connected with the PRT's pre-visit analysis with requested responses.

A. Preamble

The College of Business and Management (CBM) at the University of Illinois at Springfield (UIS) was formerly known as Sangamon State University, an upper division and graduate school serving mainly community college transfers, state employees in the area of the Illinois state capitol seeking career advancement, and non-traditional students. The UIS main campus now admits freshmen and sophomores but it will continue to primarily serve transfer and master's students (more than 75%). The CBM has 39 full-time faculty members. The CBM awards 250-300 degrees each year; and, in spring 2006 awarded 149 bachelor's degrees in accounting, business administration, economics, and management and 109 master's degrees in accounting, management information systems, and the MBA.

B. Preconditions

1. At the initiative of the Provost, the Economics program is in "receivership," due to low enrollments in the degree program and past frictions. The program is being chaired in by the Associate Dean, who is assisting the faculty in developing some viable, long term options, which are expected to be determined within nine months.
2. UIS has an affirmative action program that the CBM considers in their hiring initiatives. The significant faculty hiring in the past four years UIS has resulted in a more diversified faculty in terms of gender and ethnicity.

C. Mission and objectives

1. Learning objectives of each program are assessed using direct and indirect measures. The content of the assessment program was provided to the team for its review.
2. The College, following the lead of the University, developed a strategic plan in 2006, containing strategic goals, plans of action and timetables. Based on the team's interviews with primary constituents, the PRT found that the CBM is carrying out the plan.
3. Based on the team's review, including discussions with higher administration, the team concluded that the CBM has sufficient budget, state of the art facilities, technology and its support, faculty and staff to sustain continuous quality in the program's delivered.

4. Assessment is done at both the University and College levels. Methods of direct and indirect assessment are in place to identify opportunities to make changes that enhance continuous improvement.
5. Program objectives for each degree program were identified and reviewed in the response.
6. Faculty members are evaluated on teaching effectiveness, scholarship, and service. The relative weights for each are: teaching (40—50%), scholarship (30—40%), and service (10—20%).

D. Faculty composition and development

1. Written policies were provided defining AQ and PQ. The Economics faculty is comprised of four individuals that are academically qualified.
2. Minimal curricula changes will have to be introduced involving freshmen and sophomores. Sufficient faculty exists to properly deliver the additional curricular offerings.
3. A three-tier, annual, faculty performance appraisal process exists at the institution and is used in conjunction with merit pay distributions. Evidence in the form of past faculty performance appraisals were reviewed on the site visit.

E. Curriculum content and evaluation

1. See the answer under Preconditions; item one, on page 4 of this document.
2. All MIS graduate courses can be taken on-line with an enrollment limit of 25 in each course. The syllabi, instructors, exams, and projects are the same as used in regular classes.

F. Instructional resources and responsibilities

1. From the CBM's written response to the pre-visit analysis and discussions with faculty and staff during the visit it was determined that all faculty members are evaluated every year with clear written feedback to them. Student evaluations are reviewed carefully by faculty committees and administrators. Students' evaluations identify when someone's teaching is below desired levels and then such cases are directly addressed by committees and administrators. Continued poor teaching is explicitly acted upon in terms of continuation, merit pay, and tenure and promotion recommendations and decisions.

2. In addition to coverage of the global and technological perspectives as covered in courses, the University recently put in place an upper division general education requirement promoting global awareness. Also, the CBM has a growing number of study abroad opportunities. Students and faculty use Blackboard extensively. These two elements together when combined with the MIS graduate degree program and its global reach, allow faculty to provide and assure that global and technological perspectives are effectively acquired by CBM students.

G. Students

1. For new matriculated students in 2005-06, no scores were below 400, only six out of 47 students or 13% had scores between 400 and 449, and the overall average GMAT score was 503.
2. Most of CBM's students are employed while they work on their degree programs. The University recognizes the need to make improvements in career and job placement services, especially as it gradually increases the number of traditional age students entering as freshmen and sophomores.

H. Intellectual contributions

1. The term "journal equivalent" is used by the CBM in order to encourage some faculty members to work toward producing journal articles. Journal articles are weighed more heavily in annual reviews, in obtaining merit pay increases, and are necessary for promotion and tenure.
2. Trade professional journals count but they are not weighed as heavily in evaluations as refereed academic journals.
3. The number of non-double counted journal articles for the self-evaluation year was 137. When journal articles co-authored within the College are included, the number increases to 144.
4. The current four faculty members in the Economics Department are productive. One person left the faculty, one person with publications just joined the faculty, and two other long-standing members have been productive for quite a while.

III. Commendations of Strengths, Innovations, and Unique Features

1. Since the late 1990s, with substantial funding from the Sloan Foundation, UIS and the CBM have developed and delivered high quality, on-line degree programs. The

institution has invested in infrastructure, including facilities and the latest technological equipment and support staff to deliver on-line programs. The programs have received substantial positive publicity including recognition by the *Wall Street Journal*.

The College has diligently developed and used the same faculty, syllabi, texts, and assessment rubrics for on-campus and on-line deliveries of the same courses to insure consistent, comparable, and equivalent learning outcomes.

2. The faculty and staff, led by the dean and supported by upper administration, exhibited clear cohesiveness and support for accreditation. The level of cohesiveness, unsolicited by the visit team, was exhibited in a variety of meetings and was impressive.
3. CBM has established and activated educational exchange partnerships with two Chinese universities—one in Dalian and one in Hangzhou, China.

IV. Opportunities for Improvement Relevant to the Accreditation Standards and the Team's Accreditation Recommendation

1. Though the ethical, legal, and social environmental perspectives are diffused throughout the curriculum, the team recommends that the course now required for all students in the management degree program also be required in the business administration and economics degree programs.

V. Effective Practices

1. The involvement of all faculty members at the department level in the annual review process and a faculty committee at the college level combined with the faculty's commitment to achieve outstanding results in teaching, intellectual contributions, and service is noteworthy.
2. The use of a Faculty Deployment Committee in which the department chairs/program directors systematically work together in coordinating core course offerings and teaching assignments.
3. CBM has a solid internship operation in which useful feedback is obtained from employers on the strengths and weaknesses of the student interns so that curriculum improvements can be made. Faculty supervisors also have more interaction with work supervisors than ordinarily found in most business school internship programs.

VI. Consultative Feedback to Achieve or Enhance Overall High Quality and the Expectation of Continuous Improvement Not Considered Relevant to the Accreditation Standards and the Team's Accreditation Recommendation Stated Above

To enhance the value of AACSB International accreditation processes, Peer Review Teams are encouraged to provide consultative guidance relevant to the expectation of continuous improvement. This consultative advice is provided to assist the applicant and is considered separate from the accreditation recommendation as stated above. The following suggestions are provided with this in mind.

1. CBM should consider simplifying its undergraduate degree program by moving to a B.S.B.A. or B.B.A. with majors in accounting, business administration/business, economics, management, and management information systems. It may also be worthwhile to consider changing business administration into two majors—finance and marketing.
2. CBM must move quickly and deliberatively to address changes needed to meet the AACSB's 2003 standards, particularly regarding:
 - a. Learning goals, direct measures of learning, assessments, and improvements in learning, and
 - b. Deployment of Academic (AQ) and professionally qualified (PQ) faculty.
3. Given scarce resources, the CBM should carefully consider the advisability of making substantial investments in sustaining the undergraduate economics degree program.
4. Given the centrality of the CBM's Strategic Plan under the 2003 standards to the maintenance of accreditation, the PRT advises that UIS make concerted and deliberatively speedy adjustments to its strategic plan in light of the 2003 standards and expectations.

VII. Summary of Peer Review Visit

A. Team members:

William A. Dempsey (Chair), Dean
College of Business and Economics
Radford University
Radford, VA

James W. Fenton, Dean
College of Business Administration
Ohio Northern University
Ada, OH

Lee D. Dahringer, Dean
Sellinger School of Business and Management
Loyola College in Maryland
Baltimore, MD

B. Visit dates: February 25-28, 2007

C. List of documents and materials used in the Peer Review Process

- Minutes of College meetings on AACSB accreditation Planning and Activities
- Course materials for several undergraduate and/or graduate courses in
 - Accounting
 - Business Administration
 - Economics
 - MIS
 - Management
- Master syllabi for all undergraduate core courses
- Master syllabi for MBA core courses
- Master syllabi for all MIS courses
- Faculty Information on all faculty—Vitae, transcripts, copies of publications
- Promotion and tenure files for several recent promotion and tenure cases
- Minutes of department meetings
- College Curriculum Committee meeting minutes
- Curriculum surveys
- Academic records on all graduates who received degrees in May 2006
- Faculty annual performance reports and evaluations for 2001-02 through 2005-06

D. On-site schedule

Day/Date/ Time			
Sunday, February 25	Site Team Members Arrive in Afternoon		
Sunday Evening	Peer Review Team Meeting of Deans Dempsey, Fenton, and Dahringer in Dean Dempsey's Suite		
Monday, February 26			
7:30 to 8:45 AM	PRT Breakfast Meeting with Dean McNeil		
9:00 to 10:00 AM	PRT Meeting with College Executive Committee : Leonard Branson, Patricia Byrnes, Rassule Hadidi, Mark Puclik, Don O'Neal, Jeff Oberreiter (student rep) UHB 4067		
10:00 to 11:00 AM	PRT Meeting with Program Chairs : Dyanne Ferk, Rassule Hadidi, Bonnie Moe, Michael Small, Paul McDevitt UHB 4067		
11:00 to 12:00 PM	Deans Dempsey and Fenton Meeting with College Curriculum Committee : Paul McDevitt (Chair), Penny Angkinand, Joe Huff, Don Morris, Te-Wei Wang, Helene Bea, Emery Wilson (ACC student rep) and Jack Rakers (MBA student rep) UHB 4079	Online Program Meeting : Dean Dahringer meeting with Rassule Hadidi and Laurel Newman Overview of UHB computer lab, "smart" classrooms and an online demo UHB 4067	
12:00 to 1:30 PM	Dean Dempsey Lunch Meeting with Students/Leaders and faculty members : Dyanne Ferk (Faculty), Carmen Allen (MIS student), Joan Eastburn, Al Laabs (MIS student), Susan Lee (Peoria MGT student), Candice Lewis (MGT student) Jeff Oberreiter, Melissa Petrone, Suraj Prashad, Janet Prather (MGT Personnel Committee), Karen Reden-baugh, Deb Shotts (MIS student), and Brad Ward UHB 4067	Deans Dahringer and Fenton Lunch with College Strategic Planning Committee UHB 4079	
1:30 to 2:00 PM	BREAK		
2:00 to 2:40 PM	Dean Fenton Meeting with Faculty Development Committee : Dave Larson (Chair), Jeff Decker, Adil Mouhammed, Sangeeta Parameshwar UHB 4079	Dean Dempsey Review Records UHB 4002	Dean Dahringer Meeting with Graduate Programs : MBA, MIS, ACC Paul McDevitt, Rassule Hadidi, Bonnie Moe UHB 4067
3:00 to 3:45 PM	PRT Meeting with Chancellor Ringeisen, Provost Berman, and Dean McNeil PAC – Pearson Room		
4:00 to 5:00 PM	Deans Dahringer and Dempsey Meeting with Tenured Faculty Jeff Blodgett, Leonard Branson, Patricia Byrnes, Dyanne Ferk, James Hall, Carol Jessup, Richard Judd, Ardeshir Lohrasbi, Paul McDevitt, Bonnie Moe, Adil Mouhammed, Laurel Newman, David O'Gorman, Don O'Neal, Mark Puclik, Nancy Scannell, Baker Siddiquee, Michael Small, Robert Wright UHB 4079	Dean Fenton Meeting with Non-Tenured Faculty Apanard Penny Angkinand, Leo Bin, Jeffrey Decker, Michelle Gribbins, Joe Huff, Ranjan Karri, Rosemary Lenaghan, Xiaoqing Li, Hao Ma, Don Morris, Sangeeta Parameshwar, Judy Sage, R. Stephen Scott, Nathan Steele, Te-Wei Wang, Yifeng Zhang UHB 4067	

6:00 to 6:30 PM	Visit classes: MGT 310 <i>Managing Organizational Behavior</i> - Sangeeta Parameshwar (UHB 2021) and ACC 508 <i>Advanced Managerial Accounting</i> - Leonard Branson (UHB 3082)		
6:45 PM	Site Team Members meet with Dyanne Ferk in UHB 4076 for transportation to the Sangamo Club		
7:00 to 9:00 PM	Reception (Sangamo Club) with Advisory Committees/Alumni & Local Business People		
Late Evening	OPTIONAL - Site Visit Team Dinner (on their own)		
Day/Date/Time			
Tuesday, February 27			
7:45 to 9:00 AM	Breakfast with UIS Deans – Crowne Plaza		
9:00 to 9:45 AM	Meet with Faculty Deployment Committee: Dyanne Ferk, Bonnie Moe, Baker Siddiquee, Rassule Hadidi, Don O’Neal, Michael Small, Paul McDevitt, Laurel Newman, Helene Bea UHB 4067		
10:00 to 11:00 AM	Dean Dempsey Meeting with Library Staff: Denise Green BRK 204		Deans Dahringer and Fenton Meeting with UIS Admissions & Records: Marya Leatherwood (conference call), Lori Giordano, Denny Frueh, Kathryn Kleeman and Brian Clevenger UHB 1016
11:00 to 12 noon	Dean Fenton Meeting with UIS Career Development: Tammy Craig SAB 50	Dean Dahringer Meeting with Technology Staff: Shari McCurdy BRK 426 Tulio Llosa (representing Academic Computing) BRK 136C	Dean Dempsey Work on report template and Review Records UHB 4002
Lunch 12:00 to 1:00 PM	Lunch with Dyanne Ferk, Leonard Branson, Jim Hogge, Paul McDevitt, Jesse Boehler and Supervisors of AST’s. UHB 4079		
Afternoon & Evening	Site Visit Team Work Time		
Wednesday, February 28			
8:00 to 8:50 AM	PRT Meeting with Dean McNeil		
9:00 to 10:00 AM	PRT Meeting with Chancellor Ringeisen, Provost Berman, and Dean McNeil PAC – Pearson Room		
Wednesday Afternoon	Site Visit Team Departs		

E. Brief summary of facts about the applicant

1. List of degree programs reviewed: undergraduate, masters, doctoral, accounting, etc.
2. Number of undergraduate, masters, and doctoral students enrolled and degrees granted for the self-evaluation year and estimated for the year of visit.

University of Illinois at Springfield
College of Business & Management
Headcount & Credit Hour Generation by Program: Fall 2005 & Spring 2006

	ACC	BUS	ECO	MGT	MIS	TOTAL
Degrees Conferred*						
Undergraduate	40	54	8	47	--	149
Graduate	20	44	--	--	45	109
Total	60	98	8	47	45	258
Headcount¹						
Fall 2005						
Undergraduate	162	218	14	150	--	544
Graduate	78	101	1	--	133	313
Total	240	319	14	150	133	857
Spring 2006						
Undergraduate	162	223	13	146	--	544
Graduate	82	119	--	--	130	331
Total	244	342	13	146	130	875
Credit Hours Generated by Cost Centered Faculty²						
Fall 2005						
Undergraduate	950	2,363	354	478	352	4,497
Graduate	689	570	104	134	1,034	2,531
Total	1,639	2,933	458	612	1,386	7,028
Spring 2006						
Undergraduate	1,057	1,826	419	617	545	4,464
Graduate	662	512	88	133	909	2,304
Total	1,719	2,338	507	750	1,454	6,768
Credit Hours Generated by Program Majors²						
Fall 2005						
Undergraduate	1,658	2,491	183	1,279	--	5,611
Graduate	557	822	4	--	872	2,255
Total	2,215	3,313	187	1,279	872	7,866
Spring 2006						
Undergraduate	1,767	2,511	174	1,255	--	5,707
Graduate	549	857	--	--	785	2,191
Total	2,316	3,368	174	1,255	785	7,898

* FY data not yet available.

¹ Headcount of Program Majors generated from Registration Complete Universe as of March 15, 2006.