

ACADEMIC PROGRAM REVIEW at JOHN CARROLL UNIVERSITY

GUIDELINES FOR SELF-STUDY REPORT FOR MAJOR PROGRAMS

IN THE BOLER SCHOOL OF BUSINESS

PREFACE

John Carroll University is a Jesuit Catholic university (one of twenty-eight in the United States), founded in 1886, and located in University Heights, Ohio. Our mission is to “inspire individuals to excel in learning, leadership, and service in the region and in the world.” Throughout our 127-year history, we have dedicated ourselves to providing Jesuit education not only to enrich the lives of graduates, but also to challenge them to enrich the lives of others in order to create a more just society. These aspirations are expressed in our shared Jesuit mission of forming “men and women for others.” Our success is evidenced by extraordinarily strong retention rates, high persistence rates, and enviable four-year graduation rates. Our alumni make a difference, whether they rise to prominence or work with integrity and dedication in their careers and communities. Operating on a semester calendar, John Carroll University is a four-year, not-for-profit university which offers both undergraduate and graduate degrees through the College of Arts and Sciences and the John M. and Mary Jo Boler School of Business.

According to the 2014-2015 JCU Factbook, JCU offers 45 undergraduates degrees, with a full-time tuition of \$34,600. There are 193 full-time faculty, 225 part time faculty, and the student to faculty ratio is 14.3/1. JCU has more than 41,000 alumni and the endowment sits at roughly \$200,000,000.

Because of its dual AACSB accreditation, the programs of the John M. and Mary Jo Boler School of Business rank among the world’s best. Because of our mission and vision, our graduates go into the business world with a different attitude than those that graduate elsewhere. The Boler School of Business’ mission is to develop and inspire tomorrow’s leaders through educational excellence in the Jesuit tradition. Our vision is to be recognized as one of the best Catholic business schools in the country through developing outstanding socially responsible leaders.

The Boler School’s reach stretches far beyond John Carroll’s campus. More than 500 companies in Northeast Ohio are owned or operated by John Carroll alumni, providing a significant economic impact in the area. Additionally, Boler alumni lead organizational efforts nationally and internationally, ranging from Fortune 500 companies employing thousands of people to non-profit NGOs that are improving the lives of people all over the world.

Many of our students are involved in on-going community service projects in the Cleveland area that have a consistent, positive impact, including Boler Community Day, during which Boler students, faculty, and staff come together to give back to the Greater

Cleveland community. Our efforts have affected hundreds of Cleveland area residents. In addition, Boler students work to impact those beyond our borders by both helping with Medwish, a non-profit organization committed to the recovery and recycling of donated medical supplies, and participating in immersion trips to Mexico, Honduras, and Costa Rica.

The Management Major is housed in the Management, Marketing and Logistics Department. Our unique value proposition is the combination of management philosophy with Jesuit philosophy/pedagogy. Our graduates have the ability to facilitate collaboration, manage projects, lead strategically and foster innovation. This work is rooted in Jesuit concepts such as: cura personalis, seeking the magis, promoting justice, the examen, and forming and educating agents of change. The Jesuit approach to pedagogy also informs our approach with an emphasis on the “experience, reflect, act, and evaluate” approach to learning.

The core management faculty appreciated the opportunity to step back, reflect, and establish a vision for our department. We are excited about the future and feel confident that we have identified some key opportunities that will take the major to the next level. *Most important*, we feel we have identified opportunities to better support our students in their growth and development as managers and leaders.

MISSION AND LEARNING OUTCOMES

Mission & Vision

- Our mission is to produce graduates who are “in demand” and grounded in Ignatian philosophy. JCU Management Majors have the ability to successfully facilitate collaboration, manage projects, lead strategically and foster innovation.
- Our vision is to become a nationally recognized management degree rooted in Ignatian philosophy.

Boler Learning Goals

- Our students will have ethical reasoning skills.
- Our students will have and use knowledge of all functional areas of business.
- Our students will have communication skills (oral and written.)
- Our students will have critical thinking and problem solving skills.
- Our students will have a global perspective.
- Our students will have knowledge, skills, and abilities appropriate to their major.

Student Learning Goals and Objectives.

- See Curriculum Map in Appendix G

Academic Learning Goals

- See Curriculum Map in Appendix G

Institutional Academic Learning Goals

- The management major primarily connects to the university’s learning goal of “employment leadership and collaborative skills (8 connections). In addition, there are

two connections to “Communicate skillfully in multiple forms of expression” and one connection to both “Apply creative and innovative thinking” and “Develop habits of critical analysis and aesthetic appreciation.” See Appendix G (Worksheet 2)

Contribution to Boler Core

- The primary way that the management major contributes to the core curriculum is through the following BI/MN courses:
 - BI 107 – Spreadsheet Applications: Overview of spreadsheet analysis, with students learning and/or reinforcing spreadsheet software skills.
 - BI 108 – Database Applications: Overview of database applications, with students learning and/or reinforcing database skills.
 - BI 109 – Communications Applications: Overview of communications-related software applications. Students learn or reinforce their knowledge of subjects such as presentation graphics software and advanced word processing features.
 - BI 200 – Management Information Systems: Introduction to management information systems, decision support systems, and the systems development process. Special emphasis on information resource management and the strategic use of information systems in organizations. Group projects provide practical experience, complementing the conceptual approach.
 - MN 202 – Business Communication: Communication practices (including business reports and electronic forms of communication); business communication issues; communication technologies; business research, writing, and presentation. Not open to business minors.
 - MN 325 – Organizational Behavior/Management: Introduction to organizational behavior and to the role of the manager. Basic concepts in the behavioral sciences, behavioral principles of management, and the application of this information to organizational life. Topics may include contributions of the classic theorists, management functions, motivation, leadership, attitudes, group dynamics, global management behavior, and organizational change.
 - BI 326 – Operations Management: Planning, organizing, and controlling the process of transforming raw materials into finished products. Application of qualitative and quantitative methods and evaluation techniques to such areas as quality management, just-in-time environments, material requirements planning, inventory management, scheduling, facility planning, plant layout, and job and process design.
 - MN 461 – Legal Environment of Business: Study of the American legal environment within its social, political, economic, and ethical contexts. Topics include legal ethics, antitrust law, administrative law, labor law, product liability, the civil and criminal process, torts, business and the Constitution, sources of law (political and institutional), consumer law, and law in international business.
 - MN 499 – Strategic Management: Presentation of strategic management

theory and practice. Strategic and operating problems are assessed and competitive solutions recommended. The course requires a general management perspective, global business views, knowledge of functional business disciplines, computer-based analysis, and management presentations.

Connection to Other University-wide programs

- Two courses in the management major connect to other university programs. One section of MN 325 (Organizational Behavior) is an honors section. One section of MN 202 (Business Communication) and two sections of HR 352 (Human Resource Management) are service learning.

FACULTY

Faculty Profiles

- Current CVs of all full-time faculty members are appended to the self-study in Appendix C.
- Teaching loads are standard across full-time faculty (3:3). While some faculty have load reductions (e.g., Greci, Smith) they are justified based on their roles.
- Research interests among the core faculty include: leadership education and development (Allen); supplier development, supply chain management, scheduling and the Theory of Constraints (Watts); leadership, citizenship and helping behaviors as well as ethics (Smith); employee selection process in private and non-profit organizations, with an emphasis on the role of individual difference variables (Miguel).
- The program has not received external grants and students have not been involved in research or creative projects coordinated by faculty.
- Core faculty members in management have collaborated on research. For instance, Rosanna Miguel has conducted research with Scott Allen and Ali Dachner.
- Full-Time Faculty – MN and BI Courses
 - Rick Greci, Marc Lynn, Jonathan Smith, Scott Allen, Charles Watts, Mark Treleven, Rosanna Miguel, Ali Dachner, Thomas Bonda (Visitor), Jaume Franqueusa (Visitor), Michael Malone (Visitor) and Bill Bockanic.
- Part-Time Faculty – MN and BI Courses
 - Ric Blamer (BI 107, 108, 109), Orin Marvin (BI 107, 108, 109), Zachary Brenner (BI 107, 108, 109), Garland Milhoan (BI 107, 108, 109), Michael MacDonald (BI 107, 108, 109), Vincent Palombo (BI 326), Charles Palmeri (MN 461), David Baker (MN 495), Dale Luckwitz (MN 202), Andy Guild (MN 202), Gail Bellemy (MN 202), James Jay (MN 202), Robert Smith (MN 202), Kevin Robinson (MN 202), Ann Marie Halal (MN 202), Gary Klasen (MN 202), Janet Cho (MN 202), Michele Hicks (HR 373), Elaine Bruestle (MN 395) and Todd Warmington (MN 361).

Faculty Development and Evaluation

- All full and part time faculty participate in teaching evaluations each semester.

- Faculty development opportunities and evaluation do not exist at the program level. However, course development and faculty development grants are offered out of the Academic Vice President's Office. Formal mentoring processes do not exist other than during the tenure process. However, a University wide program of orientation is provided to new faculty. At the business school level, Dr. Scott Allen (2014/15-2017/18) was named a Mulwick Scholar (a designation recognizing a record of prolific and high-impact research) and Dr. Rosanna Miguel (2014) and Dr. Ali Dachner (2013) received Wasmer Grants to support research over the summer.

Professional Service and Community Engagement

- In Spring 2015, Dr. Scott Allen co-created the Collegiate Leadership Competition which is designed to provide students a practice field for developing leadership. In addition, Dr. Allen serves on the Boards of the International Leadership Association and the Organizational Behavioral Teaching Society.
- Dr. Charles Watts is heavily involved in the Midwest Decision Sciences Institute and International Supply Chain Education Alliance (International Standards Board, RFID Certification Board and Education & Certification Programs)
- Jonathan Smith served as Vice President and Executive Assistant to the President from June 2007 to September 2014. Among his responsibilities were University operations and administrative services. He regularly contributes his time to the Pastoral Counseling Service of Portage County and continues to serve on various task forces of Catholic Community Connection in regards to education.
- In addition, our faculty serve on numerous university and business school committees including: Faculty Council, SHRM Competition, HLC focused visit committee, University Compensation Committee, Director of the Leadership Minor, The Boler Assessment Committee, The Boler Strategic Planning Committee and the Boler Professional MBA committee.
- See Appendix C for a complete list of faculty contributions to the University and community.

III. CURRICULUM

Curriculum

- Two master narratives inform the management major. The first is our Jesuit tradition. The management major intentionally links foundational tenants of Jesuit pedagogy and philosophy into the DNA of the major. Students will be very familiar with concepts such as:
 - Cura personalis
 - Seeking the magis
 - Promoting justice
 - Forming & educating agents of change
 - Listening at length
 - The examen
 - Being in community
 - Detachment

- Pursuing diverse perspectives
- Experience, reflect, act, evaluate
- In addition to the concepts listed above, the major is informed by and adapted from the work of Quinn, Faerman, Thompson, & McGrath, and their text: *Becoming a Master Manager: A Competing Values Framework*. Based on their research, the authors found that managers have four primary “action imperatives.” The four core courses of the major align with each of these four imperatives. Likewise, several subcomponents which are outlined in our curriculum map further emphasize:
 - The ability to facilitate collaboration (MN 395/HR 352/MN 495)
 - The ability to manage projects (BI 383/MN 495)
 - The ability to lead strategically (MN 495)
 - The ability to foster innovation (MN 395/MN 495/BI 383)
- The management major primarily connects to the university’s learning goal of “employ leadership and collaborative skills” (8 connections). In addition, there are two connections to “Communicate skillfully in multiple forms of expression” and one connection to both “Apply creative and innovative thinking” and “Develop habits of critical analysis and aesthetic appreciation.”
- In addition, while we do not have specific leaning goals and objectives linked with the university learning goal of “Understand the religious dimensions of human experience,” this goal weaves through the management major as we connect to Jesuit concepts and pedagogy.
- See Appendix G for a description of how the curriculum aligns with programmatic learning goals.
- See Appendix D for courses offered and Appendices E & F for sample syllabi

Course Profile

- Boler Core Courses (BI/MN) + Management Major Core Courses + Electives – From Summer 2012 to Spring 2015, 318 sections were offered. Among the core courses, 136 (43%) were taught by part-time faculty.
- Management Major Core Courses + Electives – From Summer 2012 to Spring 2015, 75 sections were offered. Among the core courses, 15 (20%) were taught by part-time faculty.
- Management Major Core Courses – From Summer 2012 to Spring 2015, 20 management major core courses were offered. Among the core courses, 3 (15%) were taught by part-time faculty.
 - Enrollment for the 4 management major core courses are as follows:
 - HR 352 – F12(26), SP13(16), F13(31), SP14(33), F14(32), SP15(32)
 - MN 395 – SP13(35), SP14(69), SP15(57)
 - MN 495 – SP13 (14), SP14(28), SP15(50)
 - BI 383 – F12(32), F13(42), F14(60)
- The primary source of information about our courses was the senior exit survey in April 2015. The mean score when asked about overall satisfaction with the major was a 3.68/5.00. When asked how likely they would be to recommend the major to a peer, the mean score was 7.58/10. Satisfaction within each of the four core courses is as follows:

- MN 395 (3.13/5.00)
- HR 352 (3.58/5.00)
- BI 383 (3.66/5.00)
- MN 495 (2.5/5.00)
- From the survey results, the need to staff tenure track or tenured faculty in our core management courses was identified. Feedback around the educators in MN395 and MN 495 (part time/visiting faculty) was highly critical.
- See Appendix K for additional detail on the management major exit survey results

Enrollment Trends

- Based on conversations with the MML chair, Rick Greci, courses under 16 were considered “under-enrolled.” Enrollment in the management major is healthy and has been steadily increasing in numbers over the last three years (See Appendix D, Worksheet 3). In our opinion, under enrollment, is not a problem. The majority of the under-enrolled courses occurred during Summer sessions or Spring 2013 (small class for JCU across the board).
 - Boler Core Courses (BI/MN) + Management Major Core Courses + Electives – From Summer 2012 to Spring 2015, we identified 26 sections that we considered to be under-enrolled (16 students or less) of the 318 sections offered (8%).
 - Management Major Core Courses + Electives – From Summer 2012 to Spring 2015, we identified 10 sections that we considered to be under-enrolled (16 students or less) of the 75 sections offered (13%).
 - Management Major Core Courses – From Summer 2012 to Spring 2015, we identified 3 sections that we considered to be under-enrolled (16 students or less) of the 20 sections offered (15%).
 - See Appendix D for additional detail on enrollment trends at the three different levels listed above (three separate worksheets).

IV. STUDENT LEARNING

Pedagogy

- Instructional strategies used by faculty include: lecture, storytelling, case methodology, film/video, simulations, problem-based learning, action research, journaling, small group discussion, group projects, group presentations, individual presentations, experiential learning/games, online lectures, readings, research papers, case-in-point methodology, one on one coaching, internships, role play exercises, skits, poster sessions, assessments/inventories, and self-reflection essays.
- Annual performance reviews ask faculty to reflect on teaching effectiveness and innovation via questions such as:
 - Describe the innovations you plan to incorporate into your courses/teaching and what continuous improvement goals you intend to accomplish by these innovations. Justify the reasons for your planned innovations and how you plan to assess their effectiveness.
 - How successful were you in implementing the planned innovations reported

on last year's self-evaluation? How successful were you in achieving your continuous improvement goals?

- An area for growth is to conduct classroom peer-observations and to develop a “community of reflective practice.”
- While we collect data on teaching effectiveness of faculty, little is done with this information from a developmental perspective.
- While we are still waiting for some grades to be paced into the system, trends of full and part time faculty between Fall 2012 and Spring 2015 are skewed toward the grades of A and A-. For instance, 36% of students of full time faculty receive and A- or higher, and 57% of students of part time faculty did so as well.

Grades 2012-2015	Full Time	Part Time
A	22%	44%
A-	14%	13%
B+	12%	9%
B	17%	12%
B-	11%	6%
C+	7%	4%
C	7%	4%
C-	2%	2%
D+	>1%	>1%
D	>1%	2%
F	>1%	2%
W	>1%	2%
Other	>1%	>1%

- The table below compares the mean scores of all full/part time BI-MN faculty with all Boler full-time faculty. While, not an apples to apples comparison, it provides a snapshot of how our faculty compare to all full time faculty teaching in the business school. The opportunity is to think more intentionally about how we improve these benchmarks and where we ideally hope to be on each of the four primary metrics.

All BI-MN vs. All Boler Full Time	Significant Effort	Relevant Material	Satisfied	Effective Teacher
2011-2012	3.72/4.23	3.9/4.09	3.83/3.93	3.94/4.11
2012-2013	3.79/4.17	3.9/4.06	3.91/3.92	4.16/4.09
2013-2014	3.74/4.21	3.97/4.15	3.85/4.04	4.1/4.17

Advising

- The full-time, tenured and tenure-track management faculty participates in cohort

advising which focuses on freshmen and sophomores who have shown an interest in business. Additionally, management faculty are fully engaged in advising of management majors and the number of advisees ranges from 15-55 advisees (freshman/sophomore and declared management majors)

- In Spring 2015, we held a meeting with declared management majors to discuss internships, advising and the major. This was deemed a success and the faculty plans to meet with all management majors each semester to check-in, provide announcements and better develop community.
- In Spring 2015, we conducted a survey of graduating senior, management majors (N=38), 18% reported being slightly satisfied, 16% were moderately satisfied, 45% were very satisfied and 21% were extremely satisfied with their academic advisor. Next year we will include space to comment so we can better understand the perceptions of those who are slightly/moderately satisfied.
- Our faculty participate in cohort advising and the following faculty are advising a total of 309 students. This is out of a total of 1,078 students advised by the Boler School faculty and staff, and 3,161 students advised by all JCU faculty/staff.

Name	fr/so	major adv.	total
Rosanna Miguel	7	19	26
Jonathan Smith	18	0	18
Bill Bockanic	25	28	53
Charles Watts	19	32	51
Marc Lynn	32	22	54
Scott J. Allen	23	29	52
Rick Greci	11	29	40
Mark Treleven	8	7	15

Student Scholarship, Internships, Experiential Learning, Creative Work & Volunteerism.

- Scholarships for Management Majors
 - Arthur J. Noetzel Scholarship: Awarded to a junior management, marketing, human resources, or logistics major for scholastic achievement and leadership potential.
 - George A. Merritt Scholarship: Awarded to a junior management major for scholastic achievement and leadership potential.
 - The Plain Dealer Scholarship: Awarded to a junior management major who graduated from a high school in one of the following Ohio counties: Cuyahoga, Geauga, Lake, Lorain, Medina, Portage, Summit. Recipient must have genuine financial need.
 - Outstanding Management Student Award.
- The management major does not offer opportunities for “student scholarship,” “experiential learning,” and “creative work” beyond classroom assignments. However, for five years now, the management major has required a 0-credit internship (MN 401). We have used this self-assessment as an opportunity to think through the strengths, weaknesses, and opportunities of this initiative.

- **Strengths**
 - All management majors are participating in the required internship.
 - Courses such as MN202 and MN395 help management majors better clarify their areas of interest (e.g., health care, non-profit, sales, manufacturing, hospitality).
 - Boler level resources: Meet the Recruiters, the Professional Development Program.
 - We are beginning to build relationships with employers through courses and activities such as: MN 395, Meet the Recruiters, and Network for Success.
- **Weaknesses**
 - Currently there is no mechanism to track the learning that occurred via the internship experience.
 - We do not currently track the percentage of internships that convert into full-time employment.
 - Many students lack the skill to conduct an internship/job search that results in multiple offers and opportunities.
 - We do not have proactive conversations to coach students prior to their internship experience (e.g., how to succeed in the role)
- **Opportunities**
 - We can always expand our outreach to employers to create a pipeline for our majors.
 - The new MN course (MN 413: Directed Seminar in Management) will help us coach students toward further clarification.
 - We can better prepare and coach our students on resume writing, interviewing skills and how to navigate a successful internship. This would include better coordination of the information that students currently receive.
 - Our students would benefit from a requirement of multiple internships, but this may be a couple years away.
 - We can better connect our current management majors with former JCU management majors.
- The management major does not formally offer special seminars, workshops, speakers, or events.

Professional Development, Post-Graduation, and Alumni Outcomes

- In addition to the internship requirement for management majors (MN 401), students take MN 202 (Business Communication) and begin the conversation of professional life. Students investigate career opportunities, develop a resume and begin to build an elevator speech.
- The Professional Development Program is required exclusively for Boler students. The Professional Development Program is a four-year program dedicated to preparing our students for their future careers. Beginning freshman year, the Professional Development Program follows a professional readiness timeline, providing students with step-by-step career building experiences such as: Professional Branding, Resume Writing Series, Behavior-Based Interviewing

Skills, Professional Networking, and Navigating LinkedIn. Freshman year focuses on self-discovery, awareness and planning. Sophomore year builds and develops professional skills and capabilities. The junior year puts a student's professional skills into practice through learned experiences. Senior year helps students make the transition from college to a career.

- Each management major takes “MN 395 (Management Skills Development) which, in part, focuses on the student's career development. Students are required to investigate internships, develop a LinkedIn page, identify and meet with a team of people who can support them, and enlist a mentor. Essentially, students are tasked with “managing their career” and must accomplish and reflect on more than 40 different activities. In the course, students also interface with a number of young alumni who pass along concrete tips and words of wisdom for management juniors/seniors.
- We do not have any formal information on alumni satisfaction.
- In our 2015 survey of graduating seniors (N=38), 74% reported having secured full-time employment or acceptance into a graduate program.
 - Sample graduate institutions include: John Carroll University; Cleveland State University; and Walden University.
 - Based on our 2015 exit survey, sample employers of our management majors include: Morgan Stanley; Alexander Mann Solutions; Howard Hanna Real Estate; Lean Dog, Inc.; Quicken Loans; Sherwin-Williams; Direct Recruiters Incorporated; Firestone Complete Auto Care; Haltec Corporation; Total Quality Logistics; Aldi Inc.; Cleveland Foundation; Swagelok Co.; Baltimore Ravens; Colonial Auto Sales; Coca-Cola; Merrymeeting Group; Superior Beverage Group; and New York Community Bank

V. UNIVERSITY SUPPORT AND RESOURCES

- University level resources: The Academic Vice President's Office offers course development grants, Faculty Technology Fellowships, Online Course Development Grants, Kahl Endowment Grants for Internationalizing the Curriculum, Grauel Faculty Fellowships, financial assistance with travel for teaching-oriented courses, sessions on assessment, and so forth. These are open to all full-time management faculty.
- Boler level resources: The Dean's office offers summer research grants for faculty, and assistance with student travel to competitions.

VI. ASSESSMENT

Student Learning Outcomes

- See Appendix G for management major learning outcomes. We assessed two learning objectives for the first time in Spring 2015 – Students in the major will: 1) know how to manage groups and, 2) display knowledge of career planning concepts.
- The only assessment that has been conducted in the last three years was a measure of two learning objectives in Spring 2015. Five knowledge questions for each learning objective were developed and administered to students in MN 495

(N=38).

- **Learning Objective: Students in the major will display knowledge of career planning concepts.** Our benchmark was that 90% would achieve a 60%. In reality, 86% of students achieved a 60% or better.
 - Q1 = 63% answered correctly
 - Q2 = 68% answered correctly
 - Q3 = 63% answered correctly
 - Q4 = 92% answered correctly
 - Q5 = 89% answered correctly
- **Learning Objective: Students in the major will know how to manage groups.** Our benchmark was that 90% would achieve a 60%. In reality, 86% of students achieved a 60% or better.
 - Q1 = 100% answered correctly
 - Q2 = 42% answered correctly
 - Q3 = 53% answered correctly
 - Q4 = 66% answered correctly
 - Q5 = 76% answered correctly

VII. COMPARATIVE POSITION

Comparison with Exemplars

- We benchmarked 4 highly ranked institutions with undergraduate management majors/concentrations as [ranked by U.S. News and World Report](#): [Indiana University](#), [University of Notre Dame](#), [University of Pennsylvania](#), and the [University of Texas](#). We also examined two Jesuit institutions: [Santa Clara University](#) and [Fordham University](#).
- Similarities: The core courses we offer are similar to the top ranked national programs. These classes are Human Resource Management, Leadership, Management Skills and Project Management. Also, each university provides opportunities for students to participate in short, or long-term study abroad programs.
- Differences: Top ranked institutions offer courses such as: Women in Management, The Art & Science of Negotiation, Groups and Teams, Business Process Improvement, Strategic Innovation & Change, Total Quality Management, and Business Process Improvement. Another difference is that some institutions (e.g. [Notre Dame](#)) offer tracks such as management consulting, healthcare, or IT Management. A third difference is that the top-ranked universities are using social media effectively and often have individualized and well-developed [websites devoted](#) to the management department. A final difference is that all of the institutions above *do not* require students to complete an internship. This is a differentiator for JCU.

Unique Features

- Describe any unique features of your program that strengthen its comparative position or represent best practices within the discipline.
 - A unique feature of JCU's management major is our Jesuit identity and value

system. However, this needs to be developed and more intentionally built into our curriculum. This is an opportunity for the management major. Likewise, the management major is designed for students who are future managers but students can also double major with human resources or minor with areas such as leadership and entrepreneurship.

VIII. Action Plan

Summary of Program Strengths and Weaknesses.

- Strengths
 - Our strengths include: a required internship; stability in content and instruction in three of the four core courses; a close relationship with the human resources major; one-on-one contact with students; the ability to create community among management majors.
- Weaknesses
 - We do not have an approved mission, vision, or values statement, nor do we have program goals/direction.
 - We have not had full-time faculty staffing some key core courses (e.g., MN 495).
 - Furthermore, we do not intentionally involve alumni to the degree we could or interface with the community in ways we could. Also, we do not have relationships with (many) companies in town that offer management development internships/jobs. We do not poll our undergraduates or alumni to better understand their perceptions.
 - We do not have a coordinator for the major. Nor do we have the responsible parties to address a number of the weaknesses that have been identified. A coordinator could assume some of the above tasks.
 - Most importantly, we do not foster energy, enthusiasm and pride in the management major. A related weakness is that we do not market the major internally.
- Opportunities
 - We have an opportunity to more intentionally build the “in the Jesuit tradition” component of the Boler mission/vision into our major. We have an opportunity to connect with local alumni to provide internships and management development programs. We could require multiple internships, more intentionally partner with the human resources major (or others). We could more intentionally identify ways to improve faculty teaching and subject coordination. We could also offer more service learning courses and improve assessment.
 - We could think bigger as we plan for the management major. We have discussed methods and means for: gaining student feedback and employer feedback. Likewise, we could develop a small career fair for management majors, better communicate what we have to offer on the website, engage in fundraising (e.g., accounting), better use LinkedIn, develop co-curricular opportunities for our students, and better work to onboard adjunct faculty.
- Threats

- Student enrollment numbers, lack of assessment, the size of MML, difficulty in branding a major with varied career paths, poor adjunct faculty onboarding processes, lack of a digital presence (e.g., Twitter, Facebook), and no performance management system to ensure continuous development of faculty.
- Ambitious ideas but limited resources.

Action Plan

- Our vision is to become a nationally recognized management degree rooted in Jesuit philosophy. To do so, The JCU management major will focus on better aligning and assessing our curriculum, more succinctly communicating our product, improving internal operations, involving our alumni, and building corporate partnerships in the community.

Improvements Using Current Resources

- Describe specific actions the program will take to improve its quality by building on identified strengths and correcting identified weaknesses (The following actions are not prioritized).
- In dialogue, the management faculty concluded that following action items will advance the management major *as well as Boler and JCU*.
 - Action 1: Fill the core courses with full-time, tenure track faculty, and minimize the number of electives that are either under-utilized or where quality control is difficult to control.
 - Action 2: Increase our digital presence with alumni, undergraduates and the community.
 - Action 3: Build 3-4 solid relationships with organizations in the community each year to ensure that our students are connected to employers with management development programs.
 - Action 4: Assess our impact in the classroom, and gather student perceptions on the four core courses.
 - Action 5: Further build and develop the Center for Leadership Skills Development.
 - Action 6: More intentionally incorporate our alumni and the business community in and outside of the classroom.
 - Action 7: More intentionally identify ideal scores on the four primary questions associated with faculty evaluation.
 - Action 8: Promote and build the management major internally through activities such as: speaker series, social events, faculty discussions on teaching, competitions, and so forth.
 - Action 9: As a faculty, formally meet on a regular basis to assess progress, connect, and build a community of reflective practice.

How the program will deploy its existing resources to carry out this plan.

- Action 1: We need to meet as a core faculty on a consistent basis to build infrastructure, review our SWOT, set expectations (e.g., grades, faculty evals.) and establish SMART goals for each of the actions listed below. This change will

transform how we work and elevate the product we deliver to our students.

Improvements Requiring New Resources.

- Action 1: Due to the multi-disciplinary nature of the MML department, a specific coordinator is required for the management major. This individual will help facilitate marketing, assessment, recruitment, staffing, satisfaction, etc. This person needs to have release time to fulfill these duties.
- Action 2: Beyond the individual mentioned above, there is a need to explore staffing models that will better facilitate continuity, consistency and commitment to the major *and* the learning goals of Boler and the University. It's interesting to note that no single faculty member solely teaches in the management major. In fact, many spend their time teaching in the 5th year MBA, Professional MBA, Masters in Lab Science, the Leadership Minor, and Human Resources. In reality, all electives were taught by adjuncts or faculty in other departments (e.g., human resources, marketing, business information, law). This reality underscores the need for Action 1, because last year alone (2015), 13 different faculty taught courses in the management major (core and electives).
- Action 3: There's a need for resources to build community and engage various stakeholders through events and activities designed to connect undergraduates, alumni, and corporate partners. An annual budget of \$5000 would help us achieve this action item.
- Action 4: Additional scholarship dollars for recognition and recruitment of management majors.

Explain how the program would obtain these resources

- We need the support of the administration, particularly the Dean of the School of Business as well as the willingness of Advancement to identify these action items as priorities.

IX. DISCUSSION QUESTIONS

- What opportunities do you see for the management major?
- Does our curriculum and programming reflect "state of the art"?
- How can we better build relationships in the community with employers who have management development programs? What has worked?
- Should we add a second internship requirement for our majors?
- How can we better help our students determine their area(s) of focus within the management major? (e.g., sports management, health care management, real estate, retail management, hospitality management)

REQUIRED ATTACHMENTS

- A. Program governance documents
 - a. N/A
- B. Entry for program in Undergraduate Catalog (and Graduate Catalog if applicable)
 - a. See Appendix B
- C. CV's of full-time faculty

- a. See Appendix C
- D. List of courses offered in each of the past three years
 - a. See Appendix D
- E. Syllabi for required courses in major
 - a. See Appendix E
- F. Syllabi for the Boler Core Courses
 - a. See Appendix F
- G. Curriculum map (examples will be provided)
 - a. See Appendix G
- H. Reports on assessment of student learning outcomes (e.g., past three years)
 - a. See section VI on Assessment
- I. Assessment Plan
 - a. See Appendix G
- J. Any other department documents that might be useful to the external reviewers
 - a. N/A
- K. Supporting evidence, tables, charts, etc.
 - a. N/A