UWG Comprehensive Program Review - Template

College/School	Richards College of Business	Year		2011
Department	Management			
Academic Program	Management Information Systems (MIS)			
Program Level	Undergraduate / Graduate / Certificate			

Students (From IRP)	2005-06	2006-07	2007-08	2008-09	2009-10
Graduates Last Five Years	31	24	16	14	25
Majors Last Five Years	64	52	37	49	41
Pre-majors Last Five Years	53	39	42	50	62

1) **Learning Outcomes:** In the boxes below, please provide the following information: A) academic program learning outcomes B) a data summary of student performance related to the learning outcomes for this program; (include a link to data tables from which this summary was created, if applicable); C) a summary of the curriculum, pedagogical, and assessment modifications that resulted from this performance data and 4) a discussion of future assessment plans.

A) Program Learning Outcomes

MIS 1: MIS majors will demonstrate the ability to recognize and understand emerging MIS-related technology.

MIS 2: MIS majors will demonstrate the ability to use their skills to complete a comprehensive project related to their discipline.

B) Data Summary

MIS 1: The assessment related to this goal requires students to prepare a PowerPoint presentation and a written narrative, with references, on a particular MIS area in which they are interested. These areas may include: database management, telecommunications, business process analysis and design, end-user development and applications, and web-based commerce. In terms of assessment, a rubric is used to assess students on the following six dimensions: (1) technical relevance and complexity, (2) discussion of history, (3) discussion of current applications, (4) discussion of growth, (5) discussion of impediments to growth, and (6) discussion of competing technologies.

In the latest assessment, 43.5% of the students exceeded expectations, 39.1% met expectations, and 17.4% did not meet expectations. The percent exceeding expectations was down slightly from the previous assessment.

MIS 2: The assessment related to this learning goal requires groups of students to use a Joomla platform to create a web-based system to meet a business need. The students are assessed based on: (1) the project proposal and outline, (2) a SWOT analysis, (3) their initial project presentation, and (4) their final project presentation and an oral final exam. This assessment takes place in the MIS capstone course and the assignment is meant to be a comprehensive project that requires the students to integrate knowledge from previous MIS courses.

In the latest assessment, 73% of the students exceeded expectations, 9 % met expectations, and 18 % did not meet expectations. The number of students who exceeded expectations increased significantly from the previous assessment period.

Assessment Reports: While this is a five-year report, these major learning goals were implemented just three years ago.   Thus, only three years of data is available. Complete reports that include a description of the assessments, student data, and rubrics used to assess student performance are available at the following web address:

http://www.westga.edu/mgmtbus/index_9381.php

Note: This website is password protected.   Please contact Dr. Gainey (9,4828) or Ms. Runyan (9,4824) for the user id and password.

C) Summary of modifications based on the data

MIS 1: The primary areas where students have had problems relate to having an adequate understanding of "competing technologies" and "impediments to growth."   In fact, the area of "competing technologies" has remained the weakest area over the past two assessments.   It was decided that the delivery date of this particular component be moved up in the future so that the instructor could provide more focused feedback and allow students the opportunity to address concerns much earlier in the project.

MIS 2: When the assessment in Spring 2010 was conducted only 18% of students exceeded expectations.   The instructor felt that too many students were focusing on learning the Joomla software and not focusing as much on actually using this software to properly complete their business project.   In the following assessment, the instructor focused a great deal more on having students understand, early on, that the outcome was their project (not how well they understood the Joomla platform).   In some cases, he made them submit initial work up to four times until he felt the students understood the requirements. The emphasis on the outcome of the project will continue to be stressed throughout this course.

D) Future Assessment Plans

Both of our learning goals in the MIS major are typically assessed during the Spring semester. Learning goal MIS 1 is assessed in CISM 3350 and learning goal MIS 2 is assessed in CISM 4390. The next assessment is scheduled for Spring 2012.

2) **Program History and Context:** In the box below, please write a brief (since the last CPR) history of this program at UWG (including current strengths and weaknesses)

The MIS program has evolved considerably over the past five years. There are presently 103 pre-majors and majors in the program. Based on the number of students enrolling in CISM 2235 (the first major course in this program) and the number of pre-majors (62 students), there seems to be a growing interest in the MIS program. Much of this interest can be attributed to the following strengths of the program: (1) offering "programming" within the department, (2) establishing an MIS lab, (3) revising the MIS curriculum, and (4) providing practical, comprehensive final projects.   Each of these areas is discussed below.

First, the initial course in the MIS program used to be taught by faculty in the Computer Science department.   The computer science faculty did a very good job teaching Visual Basic, but it did not address the specific needs of our students, nor did students have the opportunity to get to know the MIS faculty early in the program.   Now, Dr. Joan Deng teaches the initial course, CISM 2335, in our department. The course covers XHTML/HTML, Cascading Style Sheets, Adobe Dreamweaver and Flash, PHP web development technology, and database programming. Initially, we were offering this course once per year.   Now, because of increased demand, the course is offered twice per year.

A second strength of the program is the MIS lab.   Initially, this lab was established about five years ago in a supply room in Adamson Hall. It then temporarily moved to office space on the first floor of the RCOB building. Now, it is located in a larger space on the second floor of the RCOB near the Management Department office suite.   This lab has a small library, seven Dell workstations, a large-screen Apple I-Mac system, a Sharp wide-screen display monitor, and a dedicated server.   It is secured by a card-access system.   Also, the entrance door has a glass top so that students (outside of MIS) can observe the equipment.   Not only has the lab been a tremendous asset for our MIS students, but it has also been an effective recruiting tool for this program.

Third, some major revisions were made to the curriculum about three years ago to better position our students for their "capstone" MIS course and to make them more competitive in the job market.   Specifically, CISM 2235 (Business Programming and Web Design) moved from a strictly programming course to more of a web-page design class.   Students in this course create static web pages primarily using Dreamweaver. They also work with the HTML language created by Dreamweaver.   Next, in CISM 3340 (Data Resource Management and Design), students work with more advanced applications in Dreamweaver by creating dynamic web pages that use PHP language to store data in MySQL.   Finally, in CISM 4390 (the MIS "capstone" course), students use Joomla (written in PHP) as a platform for creating a more advanced web page.

Fourth, in the CISM 4390 course, Dr. Prince requires students to work on practical applications to ensure that they have a comprehensive knowledge of MIS and that they can make an immediate contribution to potential employers.

In terms of weaknesses associated with the program, the primary issue currently involves faculty resources. With the recent move of Dr. Turner to the Dean's office, we have more demand for courses than faculty to teach them.   However, we are presently recruiting another tenure-track position.   If we successfully complete this process and hire someone, we should be in much

better shape in the Fall 2012 semester.

Another area of concern that we must always be aware of with this program is changes that rapidly occur in the MIS field. More than any other major in the RCOB, the MIS program must adjust and respond to changes in the external environment.   Employers want MIS graduates that understand the latest technology and applications.   Thus, our faculty must constantly update their course curriculums to meet this demand.

3) Program Planning: Please write a brief narrative on the future plans for this academic program, including how these plans support the UWG strategic plan.

In addressing how our future plans support the UWG Strategic Plan, this report focuses on UWG's Four Strategic Guiding Principles.

Guiding Principle #1: Academic Programs Balancing Liberal Arts With Professional Preparation

Each MIS major is required to take a core curriculum of courses, primarily during their freshman and sophomore years that provide significant exposure to the liberal arts. Then during their junior and senior years, students take business-related core courses and their major courses.

As MIS majors take their major courses, they receive a well-rounded education in MIS by taking courses in programming/web design, database management, MIS research, analysis and design, and telecommunications.   Additionally, the MIS "capstone" course provides students opportunities to work on practical applications.

Guiding Principle #2: A Campus that is Safe, Engaging, and Exciting

MIS majors have an opportunity to become more engaged in activities related to their major by joining the MIS Club.   Dr. Joan Deng is the faculty advisor for this student organization.   It currently has 17 members.   Each year the club takes field trips and host guest speakers. There are also workshops on topics such as building desktop computers, publishing resumes on-line, and developing interactive database websites.

The students are also engaged by having a dedicated MIS lab. As noted earlier, this lab is equipped with state-of-the-art technology.   In terms of safety, the MIS lab is protected by card access.   Thus, the equipment and students have a measure of security that is administered and monitored by the UWG police force.

Guiding Principle #3: Steady and Intelligent Enrollment and Resource Growth

We continue to actively recruit students by: (1) participating in UWG Preview Days, (2) participating in Marti Grai Festival of Majors, (3) keeping up-to-date brochures in our office suite, and (4) keeping our department webpage current with the latest information about our major and opportunities for student involvement.

In the future we plan to work much more closely with the UWG Admissions Office. In fact, we have already held an initial meeting with Justin Barlow, Interim Director of Admissions, about ways that we can become more involved in educating both perspective students and parents about the MIS program. Thus far, ideas discussed involve providing recruiters with promotional materials and/or visiting local high schools with recruiters to speak with students.

Guiding Principle #4: Meaningful Engagement with Off-Campus Communities

MIS students have meaningful engagement with external stakeholders in two major ways. First, faculty invite local professionals to serve as guest speakers on campus. Over the past five years, speakers from organizations such as Magna Industries, NCR, and AT&T have spoken with our MIS students.

MIS students also have opportunities to work with organizations on various course-related projects. Organizations such as AirTran, Publix, Southern Therapy, and Pugmire Ford have participated in this process in the past.

Faculty members typically become engaged with off-campus communities through their involvement with professional and civic organizations. Some of these organizations include: Kiwanis International, the Production and Operations Management Society, the Association of Computing Machinery, the Carrollton Marine Corp League, the USG Organization for Military Education, and the Decision Science Institute.

Recent partnerships with companies such as Greenway and Southwire lead us to believe that our excellent relationships with external stakeholders will continue in the MIS program.

4) **Strategic and Financial Outcomes from the Previous Review:** Please summarize any changes to the budget and staffing in this program since the last comprehensive program review

Staffing levels in the MIS program have essentially remained stable over the past five years. In 2006/2007, we had four full-time tenured (or tenure-track) faculty and one lecturer. In 2010/2011, we had three full-time tenured (or tenure-track) faculty, one lecturer, and one part-time faculty member.

Budgets within the Richards College of Business are primarily maintained in the Dean's Office. However, each department is allocated funding for travel and operating expenses.   Due to budgetary constraints, funds allocated over the past five years have essentially remained the same, or in some cases, have been cut.   For example, last year, the travel budget was cut from $11,900 to $5,950 within the department.

To supplement the travel and operating budgets, each department does receive additional funding from summer teaching revenue and e-Tuition fees.   Without these additional funds, it is unlikely that we could satisfactorily provide the materials, travel, and educational opportunities necessary to properly perform our jobs and to maintain our accreditation.

5) Program Quality: Please evaluate the overall quality of this academic program.

While there are many ways that one might assess the quality of the MIS program, in this report we briefly examine four: (1) the results of our senior exit surveys, (2) the quality and stability of our faculty, (3) leadership in on-line education, and (4) opportunities for practical applications.

First, in terms of senior exit surveys, 55 of our graduating MIS majors completed our survey over the past five years.   Some of the more important results of this survey are as follows:

- 94% were either "Very Satisfied" (69%) or "Satisfied" (25%) with their decision to earn a BBA in MIS.
- 98% rated the quality of instruction that they received as "Excellent" (62%) or "Good" (36%)
- 98% indicated that it was "Very Likely" (69%) or "Likely" (29%) that they would recommend our program to a friend

Second, we have a strong, stable faculty group in the MIS area.   We understand that proper development and performance of our faculty are essential to our continued success. For that reason, each new faculty member that teaches in the MIS program is paired with two experienced faculty members for their first year as part of our "Mentoring Program."   This helps ensure that communication channels remain open and that expectations are clear.   Within the MIS program, we had one individual retire during the past five years and no one left the program for a position at another university.   This low turnover and high collegiality among the MIS

faculty results in a program where ideas are freely discussed, decisions are made in a timely, collaborative manner, and faculty are generally successful when applying for tenure and/or promotion.

Third, the quality of the MIS program is demonstrated by the leadership of the faculty in on-line education. MIS faculty were the first in the RCOB to use Camtasia to prepare on-line lectures. Today, virtually all MIS-related courses are delivered, at least partially, on-line. Dr. Brad Prince is a recognized leader in on-line education at UWG. In 2007/2008, he received the Apollo Award for On-Line Teaching and the "Five Star Award" for his work with the WMBA program. He was also instrumental in introducing MiFi and I-Pad technology into the department. The hard work of the MIS faculty in on-line education has created a program that offers quality instruction with significant flexibility for its students.

Fourth, we believe that the quality of a program can be assessed by employers' willingness to establish partnerships. We are currently working with two large organizations in Carrollton. First, we are partnering with Greenway. Greenway is allowing us to put their PrimeSuite package on the server in the MIS lab. Students will be required to complete course-related work associated with this software. Second, we are building a relationship with Southwire. Southwire will soon be a heavy user of SAP. We are investigating joining the SAP University Alliance so that our students will have access to this software and can work on practical applications (perhaps as interns with Southwire). Not only will these partnerships give our MIS students some practical experience, it will, hopefully, make them more attractive on the job market.

6) Program Viability: Please discuss the long term viability of this program

The MIS program is experiencing significant growth. During 2007/2008, there were 79 pre-majors and majors. In 2009/2010, there were 103 pre-majors and majors (a 30% increase). Given that we have 62 pre-majors (the most over the past five years), the long-term viability of the MIS program seems strong.

One of the reasons that this program is well-position in the future is that the MIS faculty is firmly committed to making certain that the major courses continue to develop the knowledge, skills, and abilities that our students need to remain attractive to future employers. As noted earlier, over the past five years, CISM 2235 (Business Programming and Web Design), CISM3340 (Data Resource Management and Design), and CISM 4390 (Information Systems Topics – the "Capstone" course) were significantly redesigned. They now build on each other each semester so that as the MIS students complete their final major project, they understand programming, database management, and web-page design.

The MIS Lab is another factor that greatly contributes to the long-term viability of the program. The lab is located in RCOB 2215 and is equipped with up-to-date technology primarily purchased with e-Tuition funds. The lab is secured by card access and is available only to students enrolled in the MIS major courses. Because it is located in a conspicuous place and is frequently used by the MIS majors, it seems reasonable that it will continue to generate interest among students.

Finally, we believe that the partnerships that we have recently established with Greenway and Southwire will lead to job opportunities for MIS majors and will make the MIS major even more attractive to potential students in the long term. Additionally, we look forward to working in the Spring 2012 semester with COINS Unlimited to help develop applications that allow business transactions to occur between devices in a very user-friendly format.

7) Program Productivity: Please discuss the productivity of this program in terms of both faculty and students.

Faculty Productivity

Over the past five years, the MIS Faculty were very productive in terms of teaching, research, and service. In the teaching area, faculty prepared 14 new courses and supervised 32 honors projects. MIS is an area where courses need to be frequently revised to incorporate emerging technology. Our MIS faculty met this challenge with a redesign of several courses within the major.

In the research area, our faculty published 28 articles in peer-reviewed journals and presented 24 papers at academic conferences. Given that we average about 4 full-time, tenure track positions in the MIS area, the 5.6 articles per year average shows a commitment of our faculty to be actively engaged in the research process.

In terms of service, MIS faculty reported serving on 102 committees in their annual merit evaluations and noted that they were involved in advising 15 student organizations. These MIS faculty, because of their technical expertise, are often asked to serve on committees requiring insight into various computer-related issues.

Student Productivity

Examining graduates' GPA and the time that it took them to graduate seems to be a couple of reasonable approaches to assessing student productivity. For this report, we examined these factors for the Fall semester in each of the previous five years. In the MIS program, we had 26 individuals that graduated during the Fall semesters. Their average GPA was 2.79. Four percent had a GPA greater than 3.50, twenty-three percent had a GPA between 3.0 and 3.5, fifty percent had a GPA between 2.5 and 3.0, and twenty-three percent had a GPA less than 2.5.

In examining, "Terms to Graduate," we removed six individuals who had transferred late into the program for this analysis. This left twenty students with "credible" data. The BOR suggests that all first-time, full-time students should complete their degree in 12 terms. The average for the MIS graduates was 14 terms. Thus, we were slightly above the recommended threshold in this area.

Another approach that we used to observe student productivity was to examine the number of MIS students who completed internships and honors projects over the past five years. This shows the extent to which students are seeking unique opportunities and are challenging themselves. In the MIS program, we supervised 7 internships and 6 honors projects. These numbers represent only the MIS major courses and do not include honors projects related to CISM 2201, CISM 3330, or practical applications with employers within one of the traditional MIS major courses.