

**UNIVERSITY OF WEST GEORGIA
RICHARDS COLLEGE OF BUSINESS
DEPARTMENT OF MANAGEMENT AND BUSINESS SYSTEMS**

**Comprehensive Program Review
Program: B.B.A. in Management Information Systems**

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Preface

The Department of Management and Business Systems is the largest and most diverse department within the Richards College of Business. Fall 2005 numbers show that we have 697 majors and pre-majors. Also, we have more than 20 faculty/staff (including adjunct faculty). Within the department, the following five programs of study are offered: B.B.A. in Management; B.B.A. in Management Information Systems; B.S. Ed. In Business Education; M. Ed. In Business Education; and Ed. S. in Business Education.

During the 2003/2004 and 2004/2005 academic years, the department operated with a part-time chair and two directors. However, beginning with the 2005/2006 academic year, a full-time chair was appointed and one of the director's positions was eliminated.

Over the past five years, it seems that most of the reporting was prepared on a departmental basis, often combining elements of the various programs. In fact, the last Five-Year Report (prepared in 2003- only two years ago) was prepared for the entire department. However, attempts were made in this report to separate out information relating to the B.B.A. in Management Information Systems. Thus, while some of the information reported relates to the department in general, sections such as the *General Statement of the Program Condition* (Section IV), *Faculty/Staff Productivity* (Section VII), and the *Action Plan* (Section XIV) are much more program-specific.

I. Departmental Mission/Vision Statement

The Department of Management and Business Systems provides for high quality student learning in a personal environment in the areas of management, information systems, and business teacher education, and for the development and maintenance of faculty who are professionally accomplished in their areas of expertise. The professional development activities of the faculty lead to excellence in student learning because they are the primary means by which instructors can develop, enhance and update the content of their courses. Professional development is also essential to enhance the status of the institution among AACSB member schools and potential employers.

Service to the institution and professional community helps to support and maintain the environment necessary for learning and professional development. Involvement in academic and professional organizations and University and Departmental committees supports the design of a superior academic program, placement of graduates, acquisition of new ideas for professional development and student learning, and the provision of external funding for departmental activities.

Through excellence in teaching, professional development and service activities, the department faculty members strive to achieve:

1. the best possible undergraduate and graduate learning experiences for our students.
2. an excellent reputation among employers.
3. excellent relations between the department and stakeholder groups.
4. attraction and retention of quality students and faculty.

The department administration will strive to provide adequate rewards and support for student learning, scholarship, service and professional development activities.

The efforts described above will lead to the following outcomes:

- A. Our graduates will be placed in professional jobs with average starting salaries or in graduate programs.
- B. AACSB accreditation standards will be maintained for all programs.

II. Departmental Statement of Goals, Process to Assess These Goals, and Assessment Results

A. Department Goals:

1. Attract high-quality high school and junior college graduates to our programs.
2. Maintain and enhance the personal environment for student learning, advising and mentoring.

3. Maintain a current and relevant curriculum.
4. Bring innovative student learning methods into the classroom.
5. Maintain AACSB accreditation standards for all programs.
6. Produce an average of one peer reviewed journal article per faculty per year.
7. Achieve an active research agenda for all faculty to include article submissions, presentations at academic/professional meetings, and publications in proceedings and academic professional journals.
8. Maintain current library and reference holdings.
9. Maintain a current technology infrastructure.
10. Provide sufficient coverage of support course requirements.

B. Processes to achieve the goals:

Goal 1:

1. Maintain informative and attractive promotional materials for all programs.
2. Actively support University visitation/orientation activities.
3. Provide information and training for faculty advisors.
4. Build a reputation for our programs through participation in professional, academic and community organizations.

Goal 2:

1. Provide adequate rewards and recognition for quality teaching.
2. Provide advising schedules that accommodate the needs of students.
3. Provide flexible course delivery using a variety of media, including distance and on-line learning.
4. Provide user-friendly class schedules.
5. Seek out and support co-op and internship opportunities.
6. Provide scholarship opportunities.
7. Support programs that provide opportunities and recognition for student academic achievement.

Goal 3:

1. Regularly review curriculum structure and content for currency and relevance.
2. Encourage faculty to pursue research relevant to their courses.
3. Survey graduates on a regular basis.
4. Seek inputs from the College of Business Board of Visitors.

Goal 4:

1. Encourage and reward faculty for innovation in the classroom
2. Provide technology and training in support of the use of modern classroom media and distance/on-line learning methods.

Goal 5 – most activities listed support this goal. In addition:

1. Rigorously enforce course pre-requisites and upper division admission policy.
2. Insure that appropriate curriculum learning outcomes, processes to assess these outcomes and assessment results exist for each degree program.
3. Insure syllabi for all courses support curriculum learning outcomes and describe the processes used to assess these outcomes.

Goals 6 and 7:

1. Reward faculty for achieving research expectations.
2. Encourage all faculty to pursue an appropriate research agenda.
3. Provide financial support for research, and professional association membership and meeting attendance.

Goal 8

1. Seek inputs from faculty annually for desired library purchases.
2. Provide financial support for the purchase of reference material and instructional aids to be used

Goal 9

1. Seek out the resources necessary to provide state of the art technological support for teaching and research.
2. Provide the training and assistance needed by the faculty to acquire and maintain expertise in the use of current technology.

Goal 10

1. Coordinate support course offerings with those of other departments.
2. Provide adequate sections and class sizes to insure that students can complete their requirements.

C. Departmental outcome assessment results for the previous five years.

Goal 1

1. Funds were raised from the sales of course materials produced by the faculty through the Center for On-Line Learning that allowed a greater level of participation in professional and academic organizational activities than would have been possible with the reduced travel budget. This resulted in a high level of research/scholarship/intellectual activities, as shown in the attachments.

2. All visitation/orientation activities were supported by at least two department representatives and an attractive display board that provided information about our majors.
3. Training sessions were conducted at the beginning of each school year to bring the faculty up to speed on current issues for advising.
4. A Department Web page was developed to provide basic advising assistance to students.

Goal 2

1. Teaching has been a very important factor in the annual performance evaluation process, and the results of this process are used to determine merit raises and in promotion and tenure decisions. Beginning in academic year 2002-2003, monetary awards were given for excellence in teaching through the Dean's Annual Faculty & Staff Awards Program. This is a continuing award that should further emphasize the importance of teaching as a performance factor. Finally, student evaluation results show that the department faculty, in general, is very well received in the classroom.
2. All faculty members participate in the advising process, which lasts for a month during each semester. During the Fall 2005 semester, faculty in the MIS area tested a method of using WebCT to schedule advising appointments with students. This process will be expanded throughout the department during the spring semester.
3. We developed a number of on-line courses in order to provide additional opportunities for non-traditional students who have difficulty meeting regularly scheduled classes.
4. Class schedules are developed with both traditional and non-traditional students in mind. When possible, at least one section of each support course is offered at night during Fall and Spring semesters, and major courses are offered at night at least once a year.
5. Students are encouraged to pursue internship and co-op opportunities.
6. A number of scholarships are awarded each year to deserving individuals in the department. The scholarships are as follows:

Charles Cox Scholarship	\$1000
Charles Cox Scholarship	\$1000
Gibson/Overton/Peete	\$ 550
Earline J. Powers	\$ 400

Henry M. Cameron	\$ 200
Frank Hunsicker	\$ 450
Goldkist of West Georgia	\$ 500

- In 2004/2005, Mr. Brad Prince assumed the duties of faculty sponsor for a student chapter of the Association of Information Technology Professionals (AITP). An organizational meeting was held at the beginning of the spring semester and steps were taken to obtain university recognition as a student organization.

Goal 3

- As part of the preparation for the recent SACS visit, all course syllabi were reviewed to insure that course learning objectives/outcomes supported the curriculum learning outcomes for the degree programs. A formal program review was conducted by the MIS faculty. Dr. Lankford chaired the review committee.
- Scholarship related to teaching is one of the criteria used to evaluate teaching in the annual merit evaluation. Most faculty research is relevant to the courses that are taught. Examples from the programs are shown below.

Individual	Research	Course(s)
Dr. Lankford	Submitted articles on implementing technology as a competitive advantage and on working conditions and job design. Additionally, conducted research on e-commerce and supply chain management.	MGNT 3615 CISM 3650 CISM 4330
Dr. Turner	Submitted articles on IT infrastructure and competitive advantage, technology processes in manufacturing and the value of skills of IT personnel. Also, conducted research on computer self-efficacy and the teaching of telecommunications. Reviewed article on a constructivist approach to IS teaching.	CISM 3330 CISM 4310 CISM 4390 CISM 6331

- Exit interviews were conducted for all graduating seniors during each of the past 5 years. During the interviews, the seniors were asked about what they liked and disliked about their programs, and suggestions for improvement were invited. The results were very consistent. In general, the seniors were pleased with their programs and with the faculty of the College of Business. They liked the relatively small classes and the close contact with the faculty. They had high praise for some faculty members and had very few negative comments about anyone in the College

of Business. However, recently, MIS majors have reported a less favorable job situation. Only about half had found jobs related to their degree and/or reported that their degree was helping them. Part of this problem is due to the depressed job market that occurred in this area a few years back. The situation, however, appears to be improving.

4. The Board of Visitors met in September during the past three years. There seemed to be a general satisfaction with the content and direction of our programs.

Goal 4

1. Development of effective curricula innovations is one of the criteria used to evaluate teaching in the annual merit evaluation. In general, the department faculty members are constantly searching for more effective ways of reaching the students. Everyone now uses WebCT in some way to support their courses. Several on-line courses have been developed (see Goal 2, item 3). Many examples could be cited. A few accomplishments are summarized below.

Individual	Examples
Dr. Lankford	Developed and taught an on-line WebMBA course in operations management. Developed a networking lab to give students “hands on” experience in the telecommunications course. Upgraded the software used in CISM 3340 to the latest version of Oracle.
Mr. Prince	Restructured CISM 4350 to stimulate a higher level of student participation.
Dr. Turner	Developed an on-line course in e-commerce. Conducted several independent study projects for MIS students. Developed a student portfolio system to track student progress in major MIS courses.

2. The department is very well equipped with current technology. Training in WebCT is available on demand from the Distance Education Center and assistance in solving computer problems is readily available from the RCOB technology support person. In addition, there are several individuals in the department with extensive expertise in the use of WebCT, PowerPoint, spreadsheets, and databases, and these individuals willingly share their expertise with others.

Goal 5

1. The Upper Division Admission Policy continues to be rigorously enforced during advising and pre-registration. Very few exceptions have been allowed. Course pre-requisites are also strictly enforced.
2. See Goal 3, item 1. Individual program outcomes and processes are included below.

Goals 6 and 7

1. Research productivity has been acceptable over the past 5 years. The table in section VII shows accomplishments in the various areas of research.
2. A review of the research accomplishments and stated goals of the department faculty indicates that most faculty members are pursuing a research agenda that is consistent and appropriate for their teaching area. Feedback about this item is provided in the annual evaluation process.
3. During the past four years, we have been able to provide funds in excess of the travel budget to faculty members for travel related to professional development. In addition, the College of Business has initiated an award program that provides monetary awards for research and teaching.

Goal 8

1. Library requirements are reviewed annually and requests are submitted to the library for new purchases that are needed. Resources have been adequate to supply our needs.
2. Financial support was provided by the department for the purchase of software licenses needed for classes. Other instructional aids were purchased with library funds. Funding was adequate in this area.

Goal 9

1. Our technology infrastructure remains excellent. All computers are relatively new and new video equipment is available in all the classrooms.
2. See Goal 4, item 2.

Goal 10

1. Department Chairs and the Assistant Dean meet to discuss each schedule before submitting it for publication. A major consideration of the meeting is to insure that no conflicts exist and that the departments are supportive of each other.
2. Multiple sections of each support course (CISM2201 and CISM3330) are offered each semester and all courses are offered at night at least twice a year. Every effort is made to insure that students get into courses that they need.

III. Departmental Statement of Curriculum Learning Outcomes, Processes to Assess These Outcomes, and Assessment Results for each Degree Program

A. *BBA Curriculum Learning Goals (all majors)*

The B.B.A. programs provide students with a high-quality business education based on a solid liberal arts foundation so that they can secure entry-level positions in organizations and/or pursue graduate studies.

To accomplish this mission, the faculty members are committed to educate students, who upon graduation, will

1. communicate effectively in oral presentations and in writing.
2. apply basic quantitative skills to business problems.
3. acquire basic skills in information and business technology.
4. possess a basic knowledge of accounting, economics, finance, legal environment of business, management, and marketing.
5. recognize how ethical decision making and globalization affect organizations.
6. utilize general and management-specific knowledge and skills in the analysis of business and economic problems.

Processes to assess the outcomes applicable to all majors:

Beginning in the Spring 2005 semester, a variety of assessment tools were schedule to be utilized across many of the core B.B.A. courses to access outcomes related to the learning goals specified above. One of the MIS-related courses, CISM 2201, will play an instrumental role in this assessment process by using several computer-oriented assignments to assess learning goal #3 (acquire basic skills in information and business technology). Workbooks will be collected from the Fall 2005 sections of CISM 2201 and data analysis will be conducted during Spring 2006.

Results of assessment process

Because formal assessment has just begun, there are limited results available. However, in the Spring 2005 semester, the ETS exam was administered in a couple of sessions of MGNT 4660 to assess learning goal #6. The results of the ETS test showed that our students scored at about the national average overall. The students scored at the 60th percentile in the areas of management and quantitative business analysis, indicating that our program is relatively strong in those areas. The scores for legal and social environment and for international issues were low (20th and 25th percentiles, respectively) indicating that more emphasis may be needed in this area.

B. Outcomes particular to Management Information Systems

1. Have acquired at least limited proficiency in a programming language and several software packages, beyond spreadsheets and word processing.
2. Understand the basic principles and concepts of business systems analysis, systems design, and data communications.

3. Apply the above knowledge analogously to other areas of human endeavor.
4. Critically analyze complex information systems, issues, and problems.

Processes to assess the outcomes applicable to Management Information Systems

1. MIS majors take 2 programming courses (Visual Basic) in the Computer Science Department and develop skills in SQL, HTML and Java Script in the Data Resource Management and Decision Systems Management courses. Passing grades in these courses will indicate adequate or higher levels of skills in these areas.
2. Majors take a course in Business Systems Analysis and Design and in Telecommunications. Passing grades in these courses will indicate an adequate or higher level of skills in this area.
3. The Information Systems Topic course (CISM4390) is a project course involving the application of MIS concepts to a practical applications. A passing grade in this course will indicate an adequate or higher level of skills in this area. This course will also provide a collection of student portfolios reflecting work from all the MIS classes which can be assessed by processes external to the course. Efforts are underway to design a formal process for evaluating these portfolios.
4. All major courses address outcome 4 to some extent. In addition, Business Process Redesign (CISM3350) and Information Systems Topics (CISM4390) require a comprehensive analysis of information systems, issues and problems. Passing grades in these courses will indicate adequate or higher levels of skills in these areas. Products from these courses will be carried forward to the projects course, and can be used for external assessment.

Results of assessment process

- 1-4. Course requirements have been rigidly enforced. Some students were allowed to substitute the Visual Basic programming courses with other programming courses because Visual Basic was only being offered once a year. Students completing the first set of major courses are now developing student portfolio materials which will carry forward to subsequent courses. Assessment processes compatible with those developed for the business core by the assurance of learning committee need to be developed and tested in the MIS area.

IV. General Statement of Department Condition

Over the past five years, the number of majors and pre-majors in the MIS major has decreased significantly (see table below). Much of this decline is likely attributable to the MIS job market which has substantially weakened as well. And while there is little that can be done to influence the overall job market, there are a number of positive steps that can be taken within the department to make our graduates more attractive to potential employers and to increase the number of majors within the MIS area. These steps will be outline in the action plan discussed in Section XIV of this report.

	FY2001	FY2002	FY2003	FY2004	FY2005
MIS					
Pre-majors	174	129	116	65	53
Majors	101	117	124	107	89

The SWOT analysis that follows is a compilation of ideas generated from previous annual reports as well as discussions with MIS faculty members within our department. This SWOT exercise is recognized as an important tool in the strategic analysis stage of strategic planning. From this analysis, plans will be formulated to drive our actions within the MIS area over the next several years.

Strengths

Practical Experience of Core, Full-Time Faculty: Most of our full-time MIS faculty have practical experience in the MIS field or in a closely-related area. This experience allows the faculty to provide students with real-life applications and serves as an important resource for students anxious to enter the job market.

Synergy From Longevity of Core, Full-Time Faculty: Turnover in MIS area is relatively low and this allows the faculty to understand and build on each others' strengths in a number of ways. For instance, two of our faculty members, Bill Lankford and Doug Turner, co-teach CISM 3350 and CISM 4390.

Weaknesses

Insufficient MIS Laboratory: The current lab is housed in a very cramped utility room. It is not practical for students to work in. Also, it is not a lab that would be suitable to show potential students or employers.

Insufficient MIS Faculty: The past five years have been rather tumultuous in the MIS area. For instance, in Spring 2003, one MIS faculty member left mid-year and another instructor was called to active duty in Iraq. Thus, over the past several years, a number of individuals (whose backgrounds have not necessarily been in MIS) have been required to "help out" with the MIS courses. While their help has been greatly appreciated, it has potentially weakened the program in several ways. First, the CISM 3330 course is likely the "decision course" for students who might be contemplating a career in the MIS field. However, by staffing this course with individuals whose primary interest is in other areas, we may not be creating as much excitement about this field as we need to. Second, because of insufficient faculty, we have had to rely on other departments (e.g., Computer Science) to provide some of the critical programming classes. However, because the instruction is not tailored to the MIS field, the students are often not properly prepared for their senior projects. Third, MIS faculty participation in the WebMBA program has further limited the courses that can be offered within the MIS major.

Advising System: The current advising system in our department has been setup to simply get students scheduled and registered for classes. There has not been an emphasis on advising students on their careers and the job opportunities that await them.

Opportunities

Development of Operations Management/Information Systems (OMIS) Program: We plan to evaluate the possibility of offering a major in OMIS. It might allow us to serve a niche that has been largely neglected by other schools around Atlanta.

Certification Classes: Many of the MIS faculty believe that if our students left UWG with certifications already “in-hand,” they would have a competitive advantage in the marketplace.

Strengthening External Relations: It appears as though an attempt was made a couple of years ago to form an Information Systems Advisory Board. However, it seems that attempts to get this board underway may not have been as successful as anticipated. We now have some contacts at Carroll Tomorrow that could, perhaps, alert us to companies moving into our area. Also, we could try once again to form an MIS advisory board to periodically review our curriculum and make suggested changes so that our students leave the program with the knowledge, skills, and abilities that will make them attractive on the job market.

Threats

Other Institutions: Others institutions (Colleges of Business, Technical Schools, etc...) offer programs to prepare students for jobs in MIS-related areas. Thus, the competition for students and for subsequent jobs in an already tight labor market is intense.

V. Departmental Achievements

A. Percent of Students passing licensing, certification, or other accreditation examinations related to their chosen field

In the recent graduate survey, fifteen percent of MIS majors reported that they passed professional certification exams.

B. Proportion of graduating students going on to graduate or professional schools

The latest graduate survey reported that about 4% of the MIS majors completed an advanced degree.

C. Types of Licensure

MIS graduates can seek certification in a number of technology related areas. The areas reported include Microsoft Networking, CCNA, ITM Project Plus, Microsoft Certified

Systems Administrator, Microsoft Certified Professional (MCP), Engineer Webmaster, Certified Fundraising Executive, and Cisco Checkpoint.

D. How does the department prepare students for Licensure?

None of the current courses are specifically designed to prepare a student for certification. However, many of the support courses and most of the major courses provide instruction related to some area of certification.

E. Other notable achievements

Benjamin Aye-Addo (MIS) and Timothy Henderson (MIS) were inducted into Beta Gamma Sigma (2004/05).

VI. Student Achievements

The following numbers reflect student achievement across the Department of Management and Business Systems. With the information available, it was difficult to break up the numbers by specific program.

A. Total Published Research Papers	7
B. Total Presentations	7
C. Total Internships	20
D. Total Co-Ops	7
E. Total Scholarships	16
F. Total Fellowships	0
G. Total Recipients of Notable Awards	15
H. Other notable achievements	2

VII. Faculty/Staff Productivity

The following numbers reflect productivity of individuals teaching primarily in the MIS area. Over the past five years, the MIS faculty has included: Tina Cruz, Bill Lankford, John O'Malley, Tom Padgett, Brad Prince, Jeff Rooks, and Doug Turner.

A. Teaching

1. Total New Course Developments	24
2. Total Faculty Teaching Honors Courses	0
3. Percent of Faculty involved in Academic Advisement	100%

B. Research/Productivity

1. Total Books and Monographs	0
2. Total Book Chapters	0
3. Total Peer Review Articles	15
4. Total Other Shorter Works	2
5. Total Paper Presentations	7
6. Total Other Presentations	7
7. Total In-House Publications	13
8. Total Juried Exhibits/Performances	0
9. Total Other Exhibits/Performances	0
10. Total Positions held in Journal Editor/Review	19
11. Total faculty involved in notable continuing education efforts	122 hours

C. Public Service

1. Total Participants in Honors Organizations	0
2. Total Offices Held in Professional Organizations	0
3. Total Advisors of Student Organizations	4
4. Total Participants in Cooperative Consulting Efforts	10
5. Total System-Wide/UWG Committee Appointments	75
6. Total Participants in Public Service Activities.	12

D. Other notable faculty achievements

VIII. Grants/Awards

1. Grant Proposals Submitted	0
2. Grant Proposals Funded	1
3. Total Grant Dollars Funded	\$20,000
4. Other Grant/Awards –i.e., gifts, contracts, fellowships (please specify)	0

IX. New Degree Programs or Deletions

None

X. New Departments or Other New Unit; Also any restructuring of these

None

XI. Accreditation or Similar Distinction or Renewal

Re-accreditation by SACS; 5-year progress report accepted by the AACSB, with continued accreditation.

XII. Other Awards, Distinctions, and Achievements

- Dr. Lankford - Reaccredited as C.P.M. and A.P.P (2002)
- Dr. Turner – RCOB Research Award (2002)
- Dr. Lankford – RCOB Teaching Award (2003)
- Dr. Turner – RCOB Service Award (2003)
- Ms. Richardson – RCOB Support Staff Award (2005)

XIII. Cost Efficiency – To be provided by the Office of IRP

XIV. Action Plan Based on This Self-Study

The SWOT analysis was a very important tool for developing future plans in the MIS area. The following list outlines specific issues that will be addressed over the next several years:

Build a New MIS Lab: This will be a top priority for next year. Space has already been allocated for the lab. It will be equipped primarily with funds generated through summer teaching and returned to the department. Once complete, this lab will serve as a recruiting tool

for new majors and as a showcase for potential employers. It will also allow us to have external access to the web. This is important for developing projects for our MIS majors.

Bring Programming Courses Into The Department: Due to the vacant position created by Tom Padgett, we are currently recruiting an IS faculty member with an interest in programming. This will allow us to offer the programming course within the department (as opposed to sending students to the Computer Science department). This is significant in that it will allow the MIS faculty to tailor the course to the needs of the MIS students. Thus, they will begin their senior courses with the programming skills they need to complete more complex and practical projects.

Offer Certification Classes: We plan to offer these classes beginning in the Fall 2006 semester. Several different types of certifications will be offered and will rotate from semester to semester depending on student interest. These classes will be designed to prepare MIS students for various certifications that will give them a competitive advantage in the marketplace.

Revise the Advising System: Pilot tests are already underway to develop WebCT tools that can help students better schedule their own courses. Then, advising times will be used to offer more career advice to students. A particular effort will be made to “fit” students to advisors with similar interests. For example, those with an interest in analysis of design would be advised by Doug Turner, those who plan to work in telecommunications would be advised by Brad Prince, and for students seeking jobs in database management, Bill Lankford would likely be their advisor each semester.

Operations Management/Information Systems Program (OMIS): We plan to conduct a feasibility study to examine the possibility of offering an OMIS program at UWG. We plan to use a student assistant to collect and analyze a variety of data to help us better understand if there is a niche for this type of program.

Better Market our MIS Graduates: We have to do a better job distinguishing, for potential employers, what our graduates can offer over someone with a more “technical” degree. Some of the faculty have suggested forming an MIS Advisory Group (made up of local professionals) to offer suggestions on curriculum and certification. Given the rapid changes that take place in the MIS field, this type of external input might be a very practical idea.

XV. Critique by the Dean of the College

XVI. Critique by the Dean of the Graduate School (not applicable)

XVII. Critique by PRAC

XVIII. Critique by the VPAA