MIS 5-Year Program Review 2021

Program Review 2019-2020

Management Information Systems

Program Profile

History

Start with the history of the program at WWU. Discuss relevant trends and issues dealing with the program and the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)

The MIS program has excellent retention, persistence and completion rates. The graduation rate for MIS majors is also high. A majority of our students learn of the major after they have entered WWU. We have a high percentage of double majors as well. Students can efficiently complete the MIS major in four years. Also, the MIS program is well suited to transfer students since there are few prerequisites. All courses are offered at least once a year. The MIS minor and concentration have built-in flexibility as well.

The MIS program is heavily suited to hands-on projects through the coursework. We believe this contributes to a high retention rate since most students perform better on projects versus rote memorization on exams. The MIS program gives the student a robust portfolio when they begin their career search. We believe the hire rate is high because employers like to see projects as well as academic achievement.

Program Mission

Provide the mission of the program and describe how the program supports the university mission. Discuss the philosophy or purpose of your program, how the program relates to the mission, vision and goals of the University.

The mission of the Management of Information Systems program is to develop a student's ability to conceptualize, design, implement, and maintain high-quality business models of information systems while instilling a respect for the professional and ethical responsibilities associated with the field.

Student Demographics

	Incoming Freshmen	Transfer	Total
2018-2019	0	1	14
2017-2018	3	1	13
2016-2017	1	1	17
2015-2016	1	0	16
2014-2015	0	0	14

Concentrations
Create a chart that provides the student enrollment in program concentrations. Make a column for each year and a row for each concentration for the identified academic years.

No concetrations in the MIS program.

Program Demographic Data
Upload the program page from the Institutional Research office program data for this program.

William Woods University													
Assessment Data													
Program: Management Information Systems (Includes Computer Science)													
		10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	
Declared Majors (as of Oct. 15)	Incoming Freshman	3	4	5	0	0	1	1	3	0	1	0	
	Transfers	2	2	3	1	0	0	1	1	1	0	0	
	Total	22	26	29	28	14	16	17	13	14	11	8	-64%
	Undergraduate Enrollment	1,179	1,079	1,009	1,006	1,006	1,001	973	956	934	874	882	-25%
Declared Minors		17	12	13	14	8	12	9	8	6	6	5	
Graduated Majors		9	9	6	9	9	4	5	1	5	3		
Graduated Minors		0	0	0	5	2	5	2	5	4	2		
Retention Rate: IPEDS definition[1]													
University		66.8%	76.2%	70.5%	76.3%	74.5%	74.5%	77.00%	74.0%	75.9%	77.70%		
Program		10/10	5/5	2/3	3/3	0/0	1/1	75%	100	0%	0%		
Graduation Rate: IPEDS definition[2]		04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	
University		52.4	50.2	50.5	56.3	52.4	51.2	54.5	59%	57.50%	55.40%	49.80%	
Program		4/6	4/9	4/6	5/8	4/5	3/5	1/3	NA	66.70%	100%	100%	
Graduation Rate: Transfer Students[3]													
University		71.2%	68.8%	63.2%	66.7%	67.4%	69.9%	68.4%	NA	54.1%	70.40%	62.30%	
Program		8/10	2/3	1/1	1/2	4/4	1/2	4/5	NA	66.70%	100%	100%	
[1] = % of full-time, first-time students that return to the institution in the subsequent fall semester													
[2] = % of the full-time, first-time cohort that graduate within 6 years													
[3] = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree													

Reflection on Program Enrollment Data
Clearly describe the approach of the program maintain or improve student retention and graduation rates. Does the program have an active plan on retention of current students? if so, specificy the details of the plan.

The MIS program has not traditionally had an inssue with retention. Very few freshmen declare MIS as a major when coming to WWU. The MIS program often gets transfer students who are encouraged by the lack of pre-requisites in the program, and the ability to complete the program in two years after the general education requirements are met. The MIS program also enjoys business majors who, after taking an MIS class to meet a business program elective requirement, decide to get a minor, concentration, or dual major that includes MIS.

Additional Program Resources
If your program has any additional syllabi, handbooks, policies that would be beneficial to an external reviewer and the academic council, please upload here.

Advising
Please describe the advising load, including the average number of advisees for each faculty member within the program. What strategies do program faculty use to achieve successful degree completion and graduation success? How is advising managed by the program faculty?

Typical advising load has been 10-15 students per year, mostly consisting of MIS majors, minors, and business majors with MIS concentration. There have also been a few students with dual majors that include cybersecurity. The approach used depends on how much longer the student has at WWU. Typically, we will advise first-year students and sophomores to take mostly general education classes, along with one or two lower-level MIS or business classes each semester. We typically recommend the student to take at least 15 credit hours per semester. If the student is opting to take online courses, we also advise the student to take two online classes back-to-back and increase the number of hours taken each semester. In the spring of the student's sophomore year, we typically map out the rest of the courses needed to complete the program on time. Typically, the student only needs 2-3 MIS classes their senior year to complete the program, provided the student has no academic issues, and none of the courses are canceled due to lack of enrollment.

Internship & Placement

Student Internship Demographics
Use the attached chart or fill in your own data on the students completing an internship during the 5-year timeframe.

	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Internship Completers	3	4	7	6	11

Internship Placements
What placements outside of the university are used for internship/practicum/student teaching/clinical experience?

The MIS students have been getting internships at multiple locations in the central Missouri area. If a single employer has taken on the most MIS students, it would be the university's IT department (UIT). UIT has been a good source of internships, particularly for international students who may have difficulty obtaining transportation or work permits. In the past few years, other employers who have taken on the WWU MIS interns are the Missouri Department of Conservation, Veterans United, World Wide Technologies, Iberia Public Schools, Office of Administration for the State of Missouri, Callaway Telecom, Energizer, Danuser Machine Company, and Cerner. This year, several incoming seniors who had internships scheduled before summer break had the internships canceled due to the Coronavirus pandemic.

Graduate Placement Data

Employment in Field
What types of positions are considered relevant to the "Field" of study with this program? Please define what it means for students to be employed 'within the field' of the professional discipline

The number of job titles relevant to the MIS field are vast. Most students tend to get their first professional job under titles such as Help Desk, Business Analyst, and Systems Analyst. In general terms, a student employed in the field means that their job is mostly technology-centered. For example, one student who interned at a help desk for a small public school district is now working full time as their assistant technology coordinator. Another student is employed with the Missouri Department of Conservation with the title of IT Applications Support Tech. Since many students tend to double major in both MIS and Business, some students start in a technology-related position and migrate to a business position. One recent graduate began with a property management company as an administrative assistant and quickly rose to the position of Project Manager.

Graduate Placement Data
Please upload your data in the chart provided, either as an attachment or in the text box as a screenshot.

Attached is a list of all MIS graduates since 2013 provided by the registrar's office with the graduate's current employment as listed on LinkedIn.

After graduation, nearly all students are employed in an MIS related field, or in a busines position, as many had dual MIS and business or accounting majors.

Graduate Placement Data
Please upload your demographic data on program graduates.

Appendix A

Program Curriculum

Curriculum: Rotation
Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?

Some of the online classes in the MIS program frequently lack students and are canceled. The online classes that often have more than five students are MIS 125 - Producutivity Tools and MIS 100 Cloud Computing.

Reducing the course rotations on upper level, on-ground MIS classes would be difficult, as often these classes are held with fewer than five students becuase seniors must have these courses to graduate.

Curriculum: Delivery Mode
Does online enrollment impact campus enrollment? Is there a notable difference in enrolment between online and campus classes, where one is regularly more full than the other?

Before recent changes, there were a few MIS classes that were offered only online, and the rest of the courses were offered in-seat. The MIS faculty had started reducing the number of sections of each class offered each year, and altering the course rotations to maintain adequate enrollment to meet a declining university enrollment.

In support of the cybersecurity program, several on-ground MIS classes were migrated to the on-line modality. This led to a few sections recieving less than five students. However, more classes have beeen canceled over the past 2-3 years, increasing enrollment in one modality or the other. This reduction in course offerings has helped increase the number of students when the classes are offered.

Curriculum: Revision

Explain any curricular revisions made since the lst Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?

In the field of technololgy, change comes quickly. Every class in the MIS program changes about every 2-3 years to meet the changing technology. The desired outcome of these curriculum changes have been to keep the students abreast of the latest technology, and in this, the changes have met the outcomes. Below is a list of some of the changes:

MIS 100 - Cloud Computing - Changes nearly every class to include some of the latest cloud collaboration platforms.

MIS 125 - Productivity Tools - Changed to migrate from Office 2013 to 2016, and again to include Office 365

MIS 225 - Database - Changed from focusing mostly on Microsoft Access to include other relational databases.

MIS 250 - Networking - Changed to the TestOut platform, which is updated regularly to add the latest networking technology, and retire the older technology.

MIS 325 - Web Design - Has changed several times with each newer version of WordPress, and adapted a newer page builder which has been adapted by the industry.

MIS 350 - Project Mangement - Chagned to a newer version of the textbook which is inline with the updates to the profession declared by the Project Mangement Institue

MIS 425 - Enterprise Tools - Several changes in the approach to this course, from covering many aspects of both Windows and Linux servers to course material perparing students for Red Hat Linux Administration certification, while covering Windows Servers as well.

MIS 450 - Systems Analysis - Updated to newer version of the textbook which reflects more of an emphasis on agile programming methods more commonly used in the industry.

Curriculum: Shared Curriculum

List program courses that are required by other academic programs or that are cross-listed with other academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach additional sections, ect? How often is the shared course offered? Has the rotation changed for shared classes?

Several classes are required by the business program, and other classes in the MIS program can be used as electives in the business program. Many business students would opt to add a MIS minor or concentration after taking an MIS class. There is usually at least one student who is not an MIS minor or concentraion in the few upper level MIS classes that are electives in the business program, specifically MIS 325-Website Development and MIS 350-Project Management.

The cybersecurity program requires MIS 100-Cloud Computing, MIS 225 Database Managment Systems, MIS 250 Networking, MIS 350 Project Management, MIS 425 Enterprise Systems, and MIS 450 Systems Analysis. Each of these courses is offered in seat once every year. Online, MIS 100 is offered in the fall. MIS 225, 250, and 350 are offered online in the spring and summer.

Curriculum Enrollment
Attach the Curriculum enrollment for all program courses.

Program Checklist
Attach the Program checklist from the most recent Academic Catalog

Checklist

Management Information Systems - 51 Credits	2021 Catalog
ID#:	
Name:	
Advisor:	

****Students are required to have 122 distinct credits for graduation****

Required Courses:42.00 credits

Course	Course Title	Credit	Semester Completed	Grade Earned	Substitutions
ACC 240	Principles of Accounting I	3.00			
ACC 412	Advanced Productivity Tools	3.00			
BUS 206	Entrepreneurship	3.00			
BUS 324	Personal Finance	3.00			
BUS 332	Business Communications	3.00			
MIS 100	Cloud Computing	3.00			
MIS 125	Productivity Tools	3.00			
MIS 225	Database Management Systems	3.00			
MIS 250	Networking	3.00			
MIS 325	Website Development	3.00			
MIS 350	Project Management	3.00			
MIS 425	Enterprise Systems	3.00			
MIS 450	Systems Analysis	3.00			
MIS 475	Mngmnt Information Systems/Capstone	3.00			

Required Electives: 3.00 credits

Required Electives: Writing Elective - 3 Credits

Credits:3.00

Certification Course		Credit	Semester Completed	Grade Earned	Substitutions
ENG 302	Technical Writing	3.00			
ENG 345	Grant Writing	3.00			

Required Electives: MIS Applications/Experience - 3 Credits

Credits:3.00

Certification Course		Credit	Semester Completed	Grade Earned	Substitutions
MIS 370	MIS Advanced Projects	3.00			

Required Electives: Internship - 3 Credits

Credits:3.00

Certification Course		Credit	Semester Completed	Grade Earned	Substitutions
MIS 401	MIS Internship I	1.00			
MIS 402	MIS Internship II	2.00			
MIS 403	MIS Internship III	3.00			
MIS 404	MIS Internship IV	4.00			
MIS 405	MIS Internship V	5.00			
MIS 406	MIS Internship VI	6.00			
MIS 407	MIS Internship VII	7.00			
MIS 408	MIS Internship VIII	8.00			
MIS 409	MIS Internship IX	9.00			
MIS 410	MIS Internship X	10.00			
MIS 411	MIS Internship XI	11.00			
MIS 412	MIS Internship XII	12.00			

Signatures:

Student:	Date:
Advisor:	Date:
Division Chair:	Date:

Course Description
Upload program course descriptions from the most current Academic Catalog.

Course Description

MIS 100 – Cloud Computing

Through digital collaboration, this course will introduce the student to Web 2.0 tools by integrating and utilizing these tools in a business settings. Students will examine the theory of online business, simulations and other pedagogical implications while considering the social, interpersonal, cultural and technical implications of Web 2.0 in a business sense.

MIS 125 – Productivity Tools

Students will learn basic skills involving the applications of word processing, database, spreadsheet, presentations, and e-mail using the Office 2013 suite. Students will be exposed to employment considerations and new administrative features. Several of the specific components will include: Word, Excel, PowerPoint, Access, and Outlook.

MIS 225 – Database Management Systems

This course prepares student to develop application programs in the database environment. Models of data, data structure and file organization are covered.

MIS 250 – Networking

The features of centralized, decentralized, and distributed systems are explored. Special emphasis placed on LAN (Local Area Network) technologies.

MIS 325 – Website Development

This course is designed to instruct the student in the proper design and analysis of website development. Students will learn the basics of HTML, CSS, website portals, content management systems, web hosting and domain name construction. A final project will require the student to maintain a website, host and domain name. Although there is no textbook associated with the class, students will be required to purchase a web hosting package of approximately $70. This will allow the student to develop a website for the class.

MIS 350 – Project Management

This course is an examination of the knowledge sets, skills, tools and techniques of project management, with an emphasis on how project management contributes to the strategic goals of the organization. The course focuses on the role of information technology as an integration tool in project management. Topics: Microsoft project, work breakdown, structure development, resource scheduling, developing a project network, project organization, time management, and performance measurement and evaluation. The course also examines the managerial competencies required to organize and lead a project.

MIS 425 – Enterprise Systems

This course analyzes and assesses the managerial applications of Internet technology for a successful Web-based competitive organization. The application of management principles to business-to-consumer, business-to-business, and intra-business commercial ventures are examined. Topics: Electronic business models; the forces driving the widespread implementation of EC; the critical success factors for on-line retailing; proactive strategies for EC operations; on-line consumer trends and behaviors; web advertising and promotion strategies; EC and service industries; business-to-business electronic commerce models; electronic payment systems; EC strategy implementation; and environments that impact electronic commerce.

MIS 450 – Systems Analysis

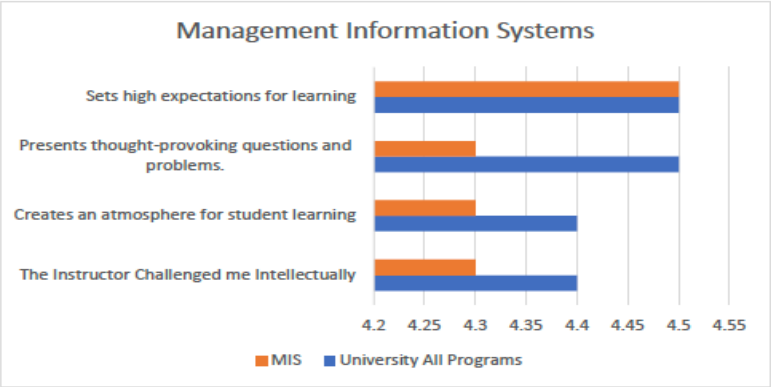
The Systems Analysis course is a study of the methods for structured analysis and design of Information Systems. Topics include data definition, flow charting, data flows and more.

MIS 475 – MIS Capstone

This course is designed to prepare the student for a role in the management of information field. Topics covered will include systems development, acquisition, control, organization and the computer processing environment. Students will partner with a business in developing and/or maintaining an information systems challenge project.

Summary of Teaching Effectiveness
This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data is comprised of the responses from Q8 "creates an atmosphere for student learning", Q16 "sets high expectations for learning, and Q22 "instructor challenges me intellectually".

Course Evaluation Summary:



Sample:

N=303 **46% Response Rate**

This data is representative of courses listed on the program checklist. Data from online courses represented in the program begin Academic year 2019-2020 after EOC alignment was created. The data represents end of course surveys from the 2017-2018 through 2019-2020.

Faculty Response to Teaching Effectiveness

How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?

Overall, students tend to rate the courses and teaching ability as above average. One thing emphasized by the MIS faculty are the practical application and job skills that students learn in the MIS course work. It is these job skills that past graduates have cited in helping them obtian and grow in their careers. Since the current MIS faculty memeber has held positions doing the work that is taught in the MIS clases, they are able to relate how the skills translate into the real-world workplace. Another aspect of teaching is that the MIS faculty tries to make the expectations of the work clear both in class, and on Owlnet. There is also consistency between classes on the expectations and the flow of the courses that seem to help students adjust well to the classes throughout the program.

Faculty & Resources

Physical Facilities

Physical Space/Resources

Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and built in equipment and how they impact student learning. (If none, put N/A)

Nearly all on-ground MIS classes are taught in the computer lab in Burton 206, with one class each semester taught in Burton 200. Burton 206 is adequately equipped with enough student computers which feature dual monitors. The dual-monitor setup is very helpful for most MIS classes, and provide the students a workstation that best emulates most workstations used in the professional setting. In Burton 200, I am fortunate to have used equipment that I am allowed to use however I see fit. Over the past 6 years, the students have installed multiple operating sytems and computer programs on these computers. However, these computers were provided as discontinued equpment from UIT prior to 2014, and will soon become barely useable for their needed purposes.

A student club, Student Website Advancement Team (SWAT), has also been given the use of a classroom and virtual desktops on the first floor of Burton. SWAT is a student-managed business. It is comprised of students who interview and are selected based on their GPA, work ethic, and skills. The organization works with real business clients to create, manage and revise websites. The students also help with the William Woods University department website. The SWAT room is equipped with a Usability Testing lab that functions as a testing tool to analyze website navigation and make suggestions to clients for improvements. This is one of the few labs in the state of Missouri available in to undergraduate students. With declining enrollment in the university, in the Website Design classes, in the MIS program, and COVID related restrictions, there are no students currently active in the SWAT program. The students who were active before the COVID shutdown have all declined to participate this year, and those students are also graduating at the end of this semester. These combined facts have had a negative impact on recuritment. The SWAT room has served the student group well over the years, but it is doubtful that SWAT will be able to remain active without new student participation.

Upgrades to Physical Space/Resources

Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program along with any impacts to student learning.

There have been no hardware to any technology in Burton 200 and 206 since at least 2014. The university has continuously upgraded student and facutly workstations with Microsoft Office and Microsoft Windows to the latest version, which has been extensively used by the MIS program. The univseristy has also maintained licenses for more specalized software used by the MIS program such as Microsoft Project and Visio.

Recommendations to Improve Resources

Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.

It would be helpful if a Smartboard could be added to Burton 206. There is a lot of work done in multiple MIS classes that could be enhanced by the addition of Smartboard funtionality. While not a requirement for the MIS program, several students have remarked on the age and condition of the chalkboards in Burton 206 and 200, these should be replaced. Newer computers could be very useful in Burton 200 for several classes, as the current computers are well over ten years old; of those that are still functional. UIT is usually very helpful in adding software as requested to student desktops when requested.

Technology Resources
List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?
The MIS program makes frequent use of the lab in Burton 206, as well as the specialized Microsoft software provided by UIT like Microsoft Visio, Project, and Access, as well as the rest of the Microsoft Office suite.

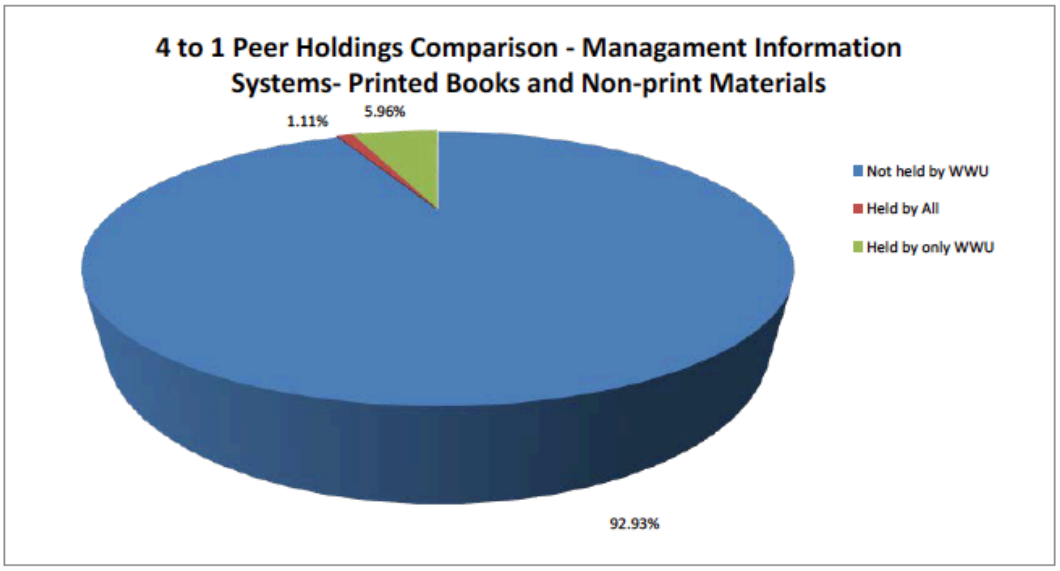
The MIS program has been provided with servers that were previously used by UIT. These servers often function to support MIS 325-Website Development, MIS 100-Cloud Computing, and MIS 225-Database Management Systems

The MIS program would also like to investigate an academic program license with a cloud provider such as Amazon Web Services, Google Cloud, or Microsoft Azure for use in several courses. Many jobs require experience with a cloud platform, and several courses could be adapted to make use of the cloud. This might require additional lab fees, as well as some variable costs that may need to be covered by the MIS budeget, since this is how cloud providers have built their cost structures.

Library Resources:
Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



IV. Analysis

Management Information Systems as a discipline taught at the undergraduate level requires primarily up-to-date materials. A continued effort is made to acquire materials in both electronic and printed formats. All books, journal articles and non-print materials are available through *Woods OneSearch.* The Library subscribes to a comprehensive database, *Academic Search Complete,* which is available to all students, both traditional and online.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Library Resources:
Faculty response to the adequacy of library resources provided to the program?

The library does an excellent job of providing for the students at WWU. With technology changing so rapidly, it would be unreasonable to expect the library to maintain up-to-date physical books on the latest software. The databases of journals maintianed by the library meets the needs of the MIS program.

Library Report
Attach the complete library report that is provided from thedirecotr of the Library that details the available resources to students in the program of study.
MIS_2020.pdf

Faculty and Staff Resources

Faculty
1-list all full time faculty in the program with highest degree, degree granting institution, years of full time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.

Eric Brown - Doctorate of Information Technology - Anticipated completion December 2020 - Walden University. 6 years at WWU. Full time faculty

Dr. Linda Davis - PhD in Information Science and Technology - University of Missouri - 28 years higher education. Full time until Spring 2018, adjunct since Fall 2018.

Keith Spears - MBA - William Woods University - 9 years part time - adjunct faculty.

Faculty Curriculum Vitae
Attach current Vitae for all full time Faculty
EricBrown_CV_WWU.docx

Adjunct Faculty Curriculum Vitae
Attach current Vitae for all adjunct faculty in the program.
Keith_Speer_CV.PDF
Linda_Davis_CV.pdf

How many staff are designated to support the program?

1

Staff
Do you feel the program is adequately staffed in order to meet the goals of the program?
Yes (selected)
No

Staff
Are issues with staffing impacting student learning?
Yes
No (selected)

Faculty Percentage of Courses Taught by Full-time vs. Part-time
Please include a chart of the number of classes taught within the program that are taught by full time and part time faculty. Please include academic years Fall 2013 through Spring 2018

100% of the onground courses are taught by full-time faculty. Over the past several years a few online courses have been taught by adjunct faculty. One required on-line class, MIS 125 Productivity Tools, has been and is being taught by a faculty member that was full-time, and recently transitioned to adjunct status after retiring from the University. Data for years prior to 2016 were not available but the table below provides a representative sample. As of 2016, both online and on-ground taught courses have been tracked and future data sets will be more robust.

Management Information Systems Taught Courses			
Online / On-Ground	Full-time faculty	Adjunct Faculty	Total courses taught
On-ground Courses Taught*	20	0	20
Percentage Taught	100%	0%	
Online Courses Taught**	16	3	19
Percentage Taught	84%	16%	
Total Courses Taught	36	3	39
Percentage Taught	92%	8%	
*Fall 2016 - Spring 2018			
**Spring 2 2016 - Spring 2 2018			

Faculty Reflection on Teaching Load Distribution
Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on students and/or the curriculum?

The full-time facutly teach all on-ground classes, and teach as many online MIS classes. Adjunct factulty are used on occasion to teach the on-line courses. Over the past five years, the MIS department has gone from two down to one faculty members due to retirement. This reduction in staff has given enough students to provide one faculty member with sufficient course loads. However, to meet student needs, the remaining faculty member must teach additional overloads nearly every semester.

Recommendation on Personnel
What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?

On occasion, there may be a need for an additional adjuct facutly member to cover some courses. However, until enrollment increases for the program overall, additional faculty is not required.

Financial Analysis of the Program

Cost Per Major
This number is from the Academic Dean Report on Program Prioritization.

$7,047.20

Financial Analysis by Program
Discuss issues and implications of the program budget. – need more description here to allow for a review of the financial cost of the program. I would like to add a prompt for programs to also report on their program cost per credit hour provided, in many cases this will look totally different to the cost per major, but still provides an alternate route to view the financial cost of a program.

In past years, the MIS faculty had requested that the lab fees be removed from the MIS courses as these fees were not used directly by the MIS faculty for any courses. In our efforts to reduce costs for the students by removing the fees, we also increased the cost per major. Some cost savings did come from reducing the faculty from two to one MIS faculty member. Since the classes and program could use higher enrollment in general terms, this increase in enrollment would also reduce the cost per major. On another front, re-instituting the course fees would also reduce the cost per major.

Instructional Expenses
Discussion of expenses related to instruction. i.e. Internship, clinical, practicums…

MIS funding is not not used for internships, clinicals, or practicums.

Non Instructional Expenses
Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs have this.

There are no expenditures for non-instructional items used by the MIS program.

Assessment Planning

University Objectives

Use the Attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge.

Major Field Competence: All goals of the MIS program work towards academic excellence (MIS.1 and MIS.4) or a professional discipline (Web Design, Project Managment, Systems Analysis, Database Mangement Systems), while engaging in acadeic discovery (Systems Analysis and MIS Capstone)

Ethics: Ethics is covered in Networking (specifically personal information protection), Project Management (eithical decision making, ethics of choosing vendors, awarding contracts, and working with stakeholders), and MIS Capstone in reviewing the industry standard of ethics in the IT industry.

Self Liberation: Students work on their own independently chosen and devleoped projects in Project Management, Website Development, Database Management Systems, and Systems Analysis.

Lifelong Education: in nearly every MIS class, students are made aware of the fact that they are chosing a profession that will require life-long learning since the IT industry is constantly changing. MIS 370 course series was developed to allow students the opportunity to learn technologies that are not covered by the rest of the MIS program.

Institutional_Learning_Outcomes.docx

Program Outcomes

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
MIS.1	Students must utilize technology and end user software to solve complex management information systems issues.
MIS.2	Students must incorporate detailed, well established networking principles to project based learning situations.
MIS.3	Students must apply best practices to design, develop and manage website related projects.
MIS.4	Students must research and develop solutions to real-life situations using management information systems principles.

Program Assessment Matrix

Please insert a chart that shows the matrix for your program assessment plan/report.

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

MIS Curriculum Map(Imported)

	MIS 100	MIS 125	MIS 250	MIS 225	MIS 325	MIS 350
MIS.1 Students must utilize technology and end user software to solve complex management information systems issues.	I	I, R, M, A	R			I, R, M
MIS.2 Students must incorporate detailed, well established networking principles to project based learning situations.			I, M, A			
MIS.3 Students must apply best practices to design, develop and manage website related projects.					I, R, M, A	
MIS.4 Students must research and develop solutions to real-life situations using management information systems principles.						I, R, M

	MIS 370	MIS 403	MIS 425	MIS 450	MIS 475	Student Performance Review
MIS.1 Students must utilize technology and end user software to solve complex management information systems issues.			R, M			A
MIS.2 Students must incorporate detailed, well established networking principles to project based learning situations.						A
MIS.3 Students must apply best practices to design, develop and manage website related projects.						
MIS.4 Students must research and develop solutions to real-life situations using management information systems principles.	M	R, M	M, A	R, M	M, A	A

Assessment Data

Annual Assessment Report 2018-2019

management_information_systems_annual_assessment_2018_2019.pdf

Annual Assessment Report 2017-2018

MIS_Annual_Assessment_2017_2018.pdf

Annual Assessment Report 2016-2017

MIS_Annual_Assessment_2016_2017.pdf

Annual Assessment Report 2015-2016

MIS_Annual_Assessment_2015_2016.pdf

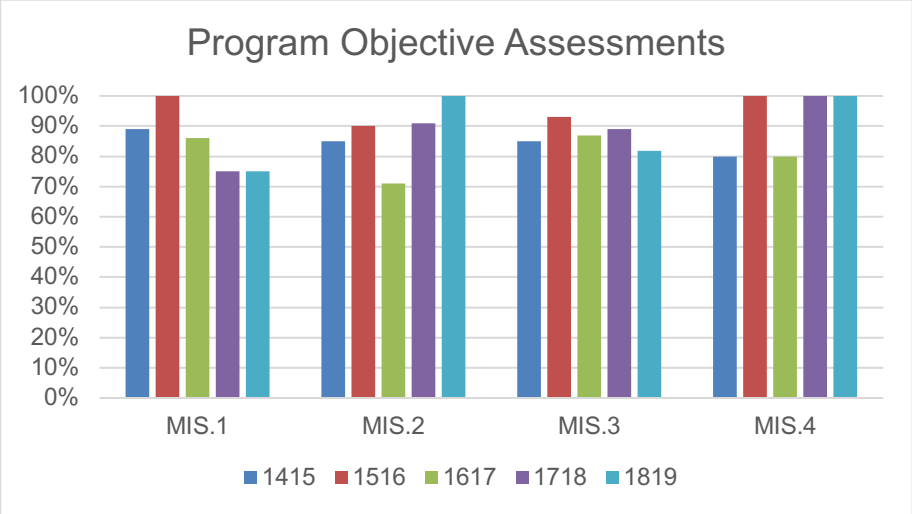
Annual Assessment Report 2014-2015

MIS_annual_Assessment_2014_2015.pdf

Snapshot on Assessment (5-year)
Please refer back to the program Annual Assessment report and create a graph showing a 5-year trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.

Below is an overview of the percent of students who passed the MIS objective assessment:

	MIS.1	MIS.2	MIS.3	MIS.4
14-15	89%	85%	85%	80%
15-16	100%	90%	93%	100%
16-17	86%	71%	87%	80%
17-18	75%	91%	89%	100%
18-19	75%	100%	81.80%	100%
Objective	**75%**	**75%**	**80%**	**80%**



Over the five years, the assessments changed for each objective. In the first few years, the MIS faculty performed multiple assessments across several classes. For the 2016-2017 school year, the MIS department streamlined the assessments used, reducing the objective assessment down to one assessment per objective. The numbers included here are all for the same assessment tool. For MIS.2, the assessment changed from an internally developed final assessment to an external evaluation in 2016.

Only one year did not meet the objectives set by the MIS faculty for MIS.2 in 2016. In this year, 2 out of 7 students did not pass the external assessment. One student had not kept up with the coursework for the entire semester. The second student openly admitted to not studying for the final exam because they only needed to pass the class to graduate.

One issue with this same objective and assessment is that the student load for this particular class has been very low for the past few years, which would mean that even a single student failing the external evaluation would result in the objective not being met.

Analysis on Assessment

What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?

Over the five years, the assessments changed for each objective. In the first few years, the MIS faculty performed multiple assessments across several classes. For the 2016-2017 school year, the MIS department streamlined the assessments used, reducing the objective assessment down to one assessment per objective. The numbers included here are all for the same assessment tool. For MIS.2, the assessment changed from an internally developed final assessment to an external evaluation in 2016.

Only one year did not meet the objectives set by the MIS faculty for MIS.2 in 2016. In this year, 2 out of 7 students did not pass the external assessment. One student had not kept up with the coursework for the entire semester. The second student openly admitted to not studying for the final exam because they only needed to pass the class to graduate.

External evaluations are also used for MIS.1 and MIS.4. For MIS.1, the exam is developed and scored by the content provider. For MIS.4, the assessment is an external certification exam.

One issue with this same objective and assessment is that the student load for this particular class has been very low for the past few years, which would mean that even a single student failing the external evaluation would result in the objective not being met.

All facutly have been involved in the assessment process. For one of the years covered, there have only been one faculty member.

External Review

External Review for Program Evaluation

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern. The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of Exemplary, Adequate, Needs Improvement, Not Evidenced. Please provide a justification for your rating in the section below the question. Use as much space as necessary for your response.

At the conclusion of the evaluation, please provide a summary that addresses overall aspects of the program.

1.1 History of the program is succinct, but detailed. (-300 words)
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The history of the program is appropriately succinct, but does not provide specific details. It would be helpful to state the period of time covered by the information presented. Long-term history is not provided. Current trends and issues relating to the program are not discussed.

1.2 Program's purpose/mission is clear, including relationship to the university's mission statement.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

1

The program's mission statement is clear and appropriate for an MIS program. However, the report does not relate the program's mission to the mission, vision, or goals of the university.

1.3 Clearly describes the approach to maintain or improve student retention and graduation rates.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

0

This section is confusing because in one place it states that there are no concentrations in the MIS program, but later states that business majors may elect the concentration. Assuming that the concentration is in the business major, it would be helpful to include that program in this assessment since it is based on MIS course work and MIS faculty advise in this concentration (as stated in the Advising section). The report states that "MIS as a program has not traditionally had any issues with retention." While this may be true and the retention numbers presented are positive, there is no description of an "approach to maintain or improve retention and graduation rates". Any approach to retention planning is not evidenced.

The file, Student_Demographics.docx does not contain any data. Is this just a template file?

The file, StudentDemographics_ProgramReview.docx is not explained; the columns do not add up to the total. The data in this file needs to be explained and placed in context. Without context, the numbers are meaningless.

The file, Program_Review_Concentration_Chart.docx does not contain any data. Is this because there are no concentrations within the MIS program. The lack of data in this file needs to be explained and placed in context.

The file, TheProgramDemographicData_MIS.xlsx states that the program "Includes Computer Science" yet no mention of computer science occurs anywhere else in the assessment documents. Is there also a Computer Science program included in MIS? If retention is not a concern, then one would expect the number of graduates to at least closely equal the number of declared majors, yet the data does not support this expectation. This report would benefit greatly from a narrative explanation of the sections and the numbers.

1.4 Program has clearly defined strategies for retention and graduation rates of students.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

0

No clearly defined strategy for improving retention and graduation rates is presented.

1.5 Program advising loads are appropriately delegated throughout the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

2

Current advising loads are adequate. However, with only one fulltime faculty, if enrollment increases advising load will become large. It is unclear if only fulltime faculty advise or if the adjuncts also advise. Given that advisers also advise the MIS concentration in the business major and the cybersecurity program, the report should indicate how MIS faculty have expertise in these additional areas.

1.6 Program has clearly articulated advising processes followed by all faculty within the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

2

The advising process is explained in the report; however, there is no evidence documenting that this process is followed by all faculty. Is there evidence that all faculty are following the stated process? Is the process documented?

1.7 Comprehensive accounting of graduates in internship placements.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1

The report presents a summary and a listing of employers, but does not provide a "comprehensive accounting" of internship placements.

Program_Review_Internship_Chart.docx contains no data. Is this just a template file?

1.8 Provides detailed description of possible employment positions for graduated students.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The report does not provide a "detailed description of possible employment positions for graduated students." More data and examples would be helpful.

1.9 Post-Graduation data is complete and provides a picture of where students go after graduation.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

This section of the report states that "after graduation, nearly all students are employed in an MIS related field". This is in contrast to the previous statement that the number of job titles in the field are vast. The data provided does show a wide range of business and technology positions that graduates have taken; however, the question arises if these positions fall under the program objectives previously identified for the MIS program.

2.1 Course Rotation is followed in the way courses are offered with minimal tutorial/independent study courses.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1

The report indicates that only two online classes regularly have more than five students and that many of the online classes are often canceled. It does not specifically address on-site course offerings. Which courses are offered online and which courses are offered in person? The number of tutorial and independent study courses is not provided nor discussed.

2.2 Reflection on course offerings and enrollment of courses, rotation, and demand is complete.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

Reflection on course offerings is provided, although no specific course enrollment numbers are available. The report implies that enrollment is in a downward trend and that the adjustments to course offerings have been made "to maintain adequate enrollment to meet a declining university enrollment".

2.3 Course offerings appear appropriate for the needs of the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1

Course descriptions and assessment data are only provided for MIS courses, although ACC, BUS, and ENG courses are also required for the major. How do these courses relate to the mission of the MIS program? What are the learning goals of the MIS program?

2.4Discussion on curriculum changes based on assessment are clearly explained and complete.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

Changes are identified. The report would be strengthened with a discussion of how the assessment data led to the changes.

2.5 Discussion on curriculum changes based on assessment are detailed and complete.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

Changes are identified. The report would be strengthened with a discussion of how the assessment data led to the changes.

2.6 Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

0

Although a brief summary is provided, no specific assessment data related to teaching effectiveness is provided, nor is there any evidence of faculty response to the results of the evaluation. It is unclear whether this summary refers to fulltime faculty or if it also includes adjuncts. No specific responses to “successes and deficiencies” are provided or discussed.

2.7 Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions (100-400 level)
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1

Course descriptions are only provided for MIS courses, although ACC, BUS, and ENG courses are also required for the major. There is no indication of the sequencing of courses, i.e. the semester in which a student takes each class, course prerequisites, etc.

3.1 Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

While this section is adequate, it does not specifically discuss the impact of these resources, any deficiencies, or the impact on student learning.

3.2 Summarizes the physical space available to the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The report briefly summarizes the use of rooms Burton 200 and 206 and the SWAT lab. Specific details about each room are not provided. Allocation of physical space, i.e. computer labs, is adequate based on current needs.

3.3 Summarizes the technology equipment needs and supplies noting any deficiencies and the impact on student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1

While this section summarizes equipment needed, it does not specifically discuss the impact of these resources on student learning. How long can the current technology equipment be maintained and useful for its intended purpose? An estimated cost of any needed replacement equipment and supplies and desired schedule for implementation would be helpful.

3.4 Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

MIS_2020.pdf provides a detailed analysis of library holdings and discusses student access to these resources. The report discusses the need for maintaining up-to-date resources given that technology changes so rapidly. The report also states that library resources are sufficient for student learning and no deficiencies are identified.

3.5 Faculty qualifications and specific competencies are fully and accurately described.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

Curriculum Vitae for each fulltime and parttime faculty member are included.

3.6 Provides a sound rationale for current staffing and/or future recommendations related to student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1

The report indicates that current staffing of one full-time position and two adjuncts is sufficient for meeting the current student learning needs and to meet the goals of the program. All in-person courses are taught by fulltime faculty. Adjunct qualifications are strong for specific courses. No specific recommendation for maintaining or increasing the level of staffing in the future are discussed. However, the report states that the fulltime faculty member "must teach additional overloads nearly every semester". Some discussion should be provided as to whether a single fulltime faculty can adequately support the program long term when considering not only teaching overloads but also advising and other administrative responsibilities. What is the expected growth or decline in enrollment and how will this impact staffing needs?

3.7 Provides rationale and recommendations to improve resources that would address such deficiencies and link to student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

0

No evidence is provided nor is this question addressed in the report.

3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

0

Financial analysis is not provided. The brief summary of financial implications is inadequate to address this question.

4.1 Includes university learning outcomes and assessment measures, which are clearly articulated.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The report lists the four university student learning outcomes and briefly discusses the MIS courses in which these outcomes are addressed.

4.2 Includes program learning outcomes and assessment, which are clearly explained.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The report identifies four MIS learning outcomes. How do these outcomes relate to the mission of the MIS program? (According to the Curriculum Map, MIS 225 is not show to fulfill any of the outcomes.)

4.3 Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The report briefly addresses assessment results and action plans for improvement for specific courses.

4.4 The student learning objectives are appropriate for the specific discipline.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1

While the objectives are clearly identified and some are based on external review or sources, the report does not specifically address the learning objectives to this particular MIS program. How were these objectives selected? How do they relate to the mission of the MIS program at William Woods? As stated previously, MIS can include a wide range of sub-fields. The assessment report would be strengthened with a rationale and justification for the selection of each of these specific learning objectives.

The mission statement provided in the program review documentation does not match the mission statement included in the Annual Assessment Reports. Lack of consistency in defining the mission can impact student learning objectives. This inconsistency needs to be resolved.

4.5 Includes a longitudinal view of assessment for each program learning outcome.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

Assessment reports for the past five years are available and include assessment data as well as analysis and reflection.

4.6 Discussion on the assessment process over the 5-year span.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

A brief discussion on the assessment process over the past five years is provided. It is noted that the objectives and measures of assessments have been adjusted during this time which can influence the effectiveness of longitudinal data. Maintaining consistency in terms of objectives and measures of assessments will contribute to more effective comparisons in the future.

External Reviewer Summary Statements

● What do you see as strengths for the program?

The following strengths were identified for the MIS program:

- Student clubs such as SWAT increase awareness not only on campus but within the local community. Since the SWAT program is currently inactive due to the covid pandemic, the department has the opportunity now to determine if they want this program to continue as is, continue under a different format, or be discontinued.
- Positive relationship with UIT in terms of support, opportunities for internships, student employment positions, etc.
- The committed faculty, including adjuncts, with strong qualifications in teaching and in industry, focused on students, and committed to student learning and effective advising.
- The Capstone course is popular with students. Students also appreciate having an employment portfolio during their job search in their senior year.
- Customized projects in many classes, projects that build on each other, and student exposure to different software applications.

● Does the program have components that distinguish it from other programs?

The MIS program appears to have a fairly neutral reputation on campus, from students, faculty, or staff. It was pointed out that many students are unaware of the major as a freshman and do not declare the major until after they have completed one or more MIS courses. It is unclear exactly how current students learn of the program, but it is evident that perspective students as well as incoming freshmen are not recruited for this major. There is an opportunity here for improving marketing, recruitment, and retention.

● What areas need to be addressed and are the steps outlined in the program review adequately to address any areas of concern?

Areas of concern:

- Downward enrollment trend in both the program (majors, minors, and concentrations) and individual classes. While minor adjustments to course rotations have been implemented to adjust for changes in enrollments, long-term strategies to address declining enrollments were not presented. How does this type of program resonate with high school students or potential transfer students? Would students from other majors on campus benefit from taking MIS classes? The program review does not adequately address this concern about declining enrollments nor present any solution.
- Planning and budgeting for hardware replacement needs to be addressed. It is unclear whether technology resources are budgeted within the department, the MIS program, or provided by UIT. It was identified that some hardware is several years old. A long-term strategy for evaluating usefulness of declining hardware, budgeting for replacement, and planning accordingly is necessary. This type of long-term plan was not included in the program review. This potentially could have a negative impact on student learning.
- Using repurposed hardware in the computer labs, especially in the networking lab, is sufficient for many classroom activities. However, students also benefit from exposure to more current technologies. For the classes which are heavily lab oriented, the learning objectives should be identified and consideration given to the type of equipment that best meets the intended learning objectives. Then the desired equipment should be planned in future budgets. From the program review, it appears that the labs are built based on what hardware is available and not based on what is best for the desired learning environment. This is an area that needs further exploration.
- Students would benefit from some exposure to a computer programming course. This points out the need for aligning course offerings with the mission statement of the MIS program. This program review does not identify why certain courses are offered. How were the courses identified? Is the MIS program based on external curriculum models, professional recommendations, exemplar programs at other institutions, etc.? Providing this background would help justify that the correct courses are being offered, to provide a source for assessment data, and to evidence that fact. Faculty, at least the fulltime faculty, need to maintain membership in professional academic associations, stay up to date with the current academic literature, and study various curriculum models to determine the best set of courses to offer to achieve the mission and learning outcomes of the MIS program--and to justify those course offerings.

● Should the program be expanded, maintained at its current size, reduced, or eliminated?

This question is mute given the fact that the program is being eliminated. However, it is fair to say that any college graduate, especially in the business world, needs technology skills to be competitive in the workforce. If there is no MIS program, where are these skills being presented in the curriculum? Are there gaps in the curriculum for any other majors that would be created by eliminating the MIS program, and if so, how will these gaps be filled?

● Any additional thoughts, comments, or recommendations pertaining to the program?

Typically, an external review will include not only a review of the documentation provided but also an interview of various stakeholders of the program. In this case, however, at the time of this external review, there were no fulltime faculty employed by the university in the MIS program. The only faculty input available was through the program review documentation. Administrative stakeholders interviewed include Vice President and Dean of Academic Affairs, Director of the School of Business and Technology, Associate Dean of Academic Assessment, and IT Business Analyst.

It is also desirable to interview students during a program review because their perception offers valuable data. A meeting was scheduled with the current MIS majors; however, zero students attended the meeting. Therefore, student input was provided only by interviewing one recent MIS graduate.

As a result of the limited opportunity to interview different stakeholders, the majority of this external review report is provided solely based on the 2019-2020 MIS Program Review documentation that was made available.

The university is in a unique position at this point in time to make changes to the program. During this review, it became known that the university has decided to eliminate the MIS program and replace it with an in-person cybersecurity program. While these are very different programs, the new program can support the business majors and other majors on campus if designed appropriately. Hiring a new fulltime faculty who will bring to the department a vision, a plan, and expertise will offer opportunities for growth in the future. Fulltime faculty should be engaged in professional development activities, maintain membership in professional associations, and be engaged in pedagogical discussions with academic peers in order to design a program that is clearly defined, easily articulated, and delivered on target to meet student learning objectives.

The need for developing technical skills for our students continues. Building on the strengths of the MIS program, hiring faculty with a vision that is shared by the department, and developing a solid plan for the future will position the department to provide a strong learning environment for its students moving forward.

Conclusions and Recommendations

Program Response to the External Review Report

Response
Please respond to all scores of a "Needs Improvement" or "Not Evidenced" made by the reviewer. Please note in the text which question you are discussing and then proceed with the response. Be thorough in your response.

Anywhere that the external reviewer asks if an attachment is a template file, that is correct. Hence, no data is presented in those documents.

Note: This report was not initiated by the department faculty member until December, 2020 and the individual who prepared the report departed the University in February, 2021 after giving two weeks' notice. This individual did not give adequate attention to completing the program review.

1.2: The report did not provide a narrative giving direct relationship to the university's mission although the program's mission "generally" fits within the university's mission. This entry was too vague.

1.3: The business administration program has an MIS concentration but the business administration program is not based upon the MIS program. There is also an MIS minor. There is no computer science program included in MIS. The student demographics indicates that there are few incoming or transfer students to the program. Any new majors appear to come from undecided students on campus or from those that change their majors.

1.4: Agreed and noted although the program is being sunset.

1.7: Number of internships was provided as were example internship locations.

2.1: On-ground course rotations were problematic as enrollments continued to decline yet remaining students needed courses in order to graduate. The discussion of online course cancellations is misleading. Since 2016, online undergraduate MIS courses have had a 14% cancellation rate.

2.3: The accounting, business and English courses provide broader perspectives for students.

2.6: Information was absent from the report and the faculty response was general, not addressing other data points. However, the faculty member completing this report left the university subsequently left the university.

2.7: Agree and noted.

3.3: All equipment used in the MIS program will be collected by UIT and recycled as they deem appropriate. Any equipment that is current will be used to develop the new Cybersecurity Lab or placed back into UITs equipment pool.

3.6: The instructor was not required to teach overloads. On-ground course enrollments were such that several courses were often needed to meet one course load requirement. As an example, in the fall of 2020 the fulltime instructor had the following teaching load:

MIS 225 – 6 students

MIS 250 – 3 students

MIS 350 – 6 students

MIS 475 – 4 students

WWU 475H – 20 students

The instructor did teach online overload courses but this was a course in the MBA program.

3.7: Agree and noted.

3.8: This was the most expensive program in the School of Business and Technology as a cost per major.

4.1: Inconsistency has been resolved as the program will be sunset, the school is moving in a different direction and will be hiring a new faculty member.

Program Identified Strengths
Discuss strengths of the program as they impact student learning.

The strengths of the program is found in the several courses that will continue to be taught to support other business programs and the Cybersecurity program.

Adjunct faculty are dedicated and highly qualified. Several of these individuals have picked up courses in the middle of the current semester when the fulltime instructor departed. Most of these adjunct faculty members are qualified to teach in the Cybersecurity program so they have multiple areas of expertise.

Program Identified Challenges
Discuss any challenges of the program as they impact student learning. What is the program doing to combat these challenges?

The main challenge of the program was its reliance on Dr. Linda Davis. This becomes obvious upon her retirement as enrollment in the major declined quickly as did involvement in SWAT.

The program is being sunset and the School will begin offering Cybersecurity on campus in conjunction with the current online program. We are currently searching for a Cybersecurity faculty member who will help build the cyber program on campus, aide in developing a cybersecurity lab, seek corporate partnerships and affiliation with the Gateway Cybersecurity Higher Education Consortium and assist our online cybersecurity program manager in obtaining National Security Agency (NSA) accreditation when the program becomes eligible.

A major challenge to any technology program is an investment in up-to-date technology hardware and software. To that end, a life-cycle plan needs to be established for hardware and software that supports the Cybersecurity program so we have the capability to deliver relevant curriculum.

Action Plan
What is the plan for the program moving forward. What anticipated changes will be implemented as a result of this report?

This program is being sunset and replaced by the B.S. in Cybersecurity. An instructor/professor of cybersecurity is being sought. One who will support the mission of the program, school and university, bring innovative ideas to the department, collaborate with the online cybersecurity program manager and develop a cutting-edge program on campus.

Academic Council Review

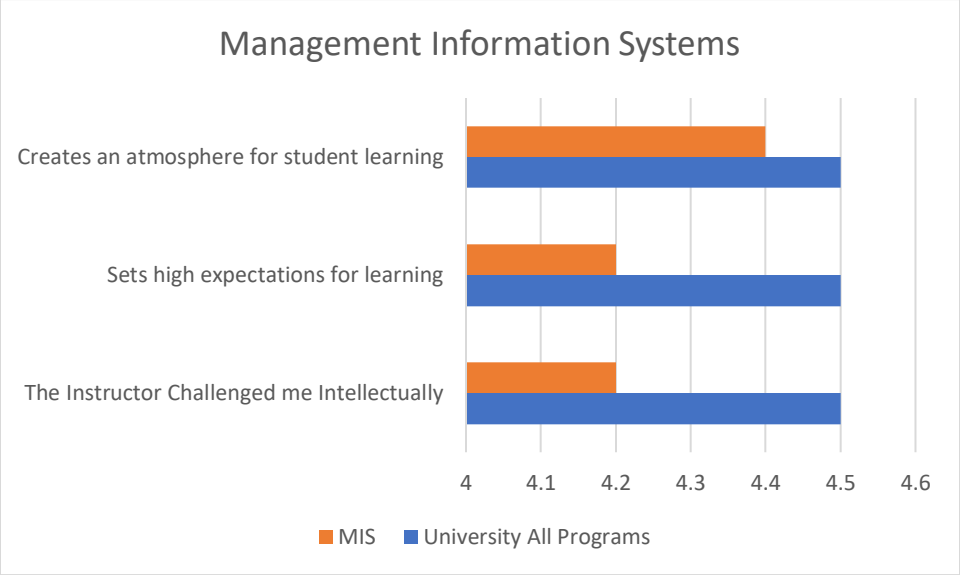
William Woods University													
Assessment Data													
Program: Management Information Systems (Includes Computer Science)													
		10/11	**11/12**	**12/13**	**13/14**	**14/15**	**15/16**	**16/17**	**17/18**	**18/19**	**19/20**	**20/21**	
Declared Majors (as of Oct. 15)	Incoming Freshman	3	4	5	0	0	1	1	3	0	1	0	
	Transfers	2	2	3	1	0	0	1	1	1	0	0	
	Total	22	26	29	28	14	16	17	13	14	11	8	-64%
	Undergraduate Enrollment	1,179	1,079	1,009	1,006	1,006	1,001	973	956	934	874	882	-25%
Declared Minors		17	12	13	14	8	12	9	8	6	6	5	
Graduated Majors		9	9	6	9	9	4	5	1	5	3		
Graduated Minors		0	0	0	5	2	5	2	5	4	2		
Retention Rate: IPEDS definition[1]													
University		66.8%	76.2%	70.5%	76.3%	74.5%	74.5%	77.00%	74.0%	75.9%	77.70%		
Program		10/10	5/5	2/3	3/3	0/0	1/1	75%	100	0%	0%		
Graduation Rate: IPEDS definition[2]		**04/05**	**05/06**	**06/07**	**07/08**	**08/09**	**09/10**	**10/11**	**11/12**	**12/13**	**13/14**	**14/15**	
University		52.4	50.2	50.5	56.3	52.4	51.2	54.5	59%	57.50%	55.40%	49.80%	
Program		4/6	4/9	4/6	5/8	4/5	3/5	1/3	NA	66.70%	100%	100%	
Graduation Rate: Transfer Students[3]													
University		71.2%	68.8%	63.2%	66.7%	67.4%	69.9%	68.4%	NA	54.1%	70.40%	62.30%	
Program		8/10	2/3	1/1	1/2	4/4	1/2	4/5	NA	66.70%	100%	100%	
[1] = % of full-time, first-time students that return to the institution in the subsequent fall semester													
[2] = % of the full-time, first-time cohort that graduate within 6 years													
[3] = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree													

last_name	first_name	middle_nar	dte_degr_conferred	degr_cde	major_1	major_2	major_3
Brown	Jordan	Patrick	10/16/20 0:00	BS	MIS		
Wright	Amy	Lynn	8/14/20 0:00	BS	MIS		
Miller	Damian	Michael	8/14/20 0:00	BS	MIS	BAD	
Sagalai	Karyna		4/24/20 0:00	BS	BAD	ACC	MIS
Knipp	Luke	Allen	4/24/20 0:00	BS	MIS		
Evans	Brandon	Terrell	4/24/20 0:00	BS	MIS		
McKee	Nina		4/26/19 0:00	BS	MIS		
Bond	Coy	Daniel	4/26/19 0:00	BS	MIS		
Mennemeyer	Nicholas	Jason	4/26/19 0:00	BS	MIS		
Martin	Mark	Avery	4/26/19 0:00	BS	MIS		
Dickey	Darrien	Scott	12/7/18 0:00	BS	MIS		
Buehne	Timothy	Joseph	12/8/17 0:00	BS	MIS		
Roman Roig	Juan	Miguel	5/5/17 0:00	BS	BAD	MIS	
Collins	Crystal	Lynn	5/5/17 0:00	BS	BAD	MIS	
Sprayberry	Rachel	Nicole	5/5/17 0:00	BS	MIS	PLS	
Hodges	Brett	Michael	5/5/17 0:00	BS	MIS		
Vredenburg	Abby	E	12/9/16 0:00	BS	MIS		
Lewis	Patrick	Dewayne	5/6/16 0:00	BS	MIS	BAD	
Godar	Alison	Marie	5/6/16 0:00	BS	MIS		
Russell	Jordan		5/6/16 0:00	BS	MIS		
Rosslan	Kelcee	LaRae	5/6/16 0:00	BS	SPM	MIS	
Hawes	Jacob	Thomas	8/7/15 0:00	BS	SPM	MIS	
Palermo	Jamie	Jacquanett	5/8/15 0:00	BS	BAD	MIS	
Boyd	Andrew	Joseph	5/8/15 0:00	BS	BAD	MIS	
Schmeling	Kayla	R	5/8/15 0:00	BS	MIS		
Kremer	Dustin	Joseph	5/8/15 0:00	BS	MIS		
Brush	Adam	Eugene	5/8/15 0:00	BS	MIS	BAD	
Schmit	Reid	A	5/8/15 0:00	BS	SPM	MIS	
Davis	Phillip	Braden	12/12/14 0:00	BS	BAD	MIS	
Oestreich	Wade		12/12/14 0:00	BS	MIS		
Jackson	Patricia	Marie	5/10/14 0:00	BS	ACC	MIS	
Linsenbardt	Dakota	Ryan	5/10/14 0:00	BS	ACC	MIS	
Armah	Daniel		5/10/14 0:00	BS	MIS		
Hoskins	Dartanian	Davell	5/10/14 0:00	BS	MIS		
Schader	Luesa	Louise	5/10/14 0:00	BS	MIS		
Groves	Elizabeth	Paige	5/10/14 0:00	BS	MIS		
Martin	Christopher	Wayne	5/10/14 0:00	BS	MIS		
Matthews	Kyle	Anthony	12/13/13 0:00	BS	BAD	MIS	
Carreiro	Marcelo	Magaldi	12/13/13 0:00	BS	SPM	MIS	

Title	Company
Customer support and QA Coordinator	Page Vault
Usability Web Designer	Midway USA
unknown	
Marketing Analyist	Veterans United
Graduate school	William Woods University
Module Lead	Wal Mart
Business Analyist	William Woods University
IT Support Technician	Missouri Department of Conservation
Unified Communications Specialist	World Wide Technologies
Network Consultant	New World Consulting Group
Systems Technician	Camdenton School District
Emergency Medical Technician	Abbott EMS
COO	tuGerente
unknown	
Director of Housing	University of Dubuque
Senior Systems Administrator	Anders CPAs
Business Process Analyist	UFG Insurance
Network/Systems Administrator	Lone Creek Cattle Company & Great Plains Beef
Associate Digital Producer	Steady Rain
Senior Integrated Technology Consultant	Cerner Corporation
Analyst	Federal Reserve Bank of Kansas City
IT Business Analyist	World Wide Technologies
Director of Digital Marketing	Hutton Broadcasting
Junior Network Administrator	Missouri Lottery
Web Designer	
IT Technician	Midway USA
Document Drawer	ClearPath Lending
Store Manager	River Ranch Resort
Account Manager	Leggett & Platt
Sales Agent	Spring Venture Group
Business Development Specialist	Citrix
Supply Chain Specialist	3M
Web Designer/Business Owner	LSF Web Design
HR Manger	Dollar General
IT Consultant	New World Consulting Group
Senior Associate	PwC
Owner	BioÉ Orgânicos

Management of Information Systems: Summary of Teaching Effectiveness

Course Evaluation Summary:



Sample:
N: 291 46% Response Rate

This data is representative of courses listed on the program checklist. Any online courses are not included as the data does not yet align on the end of course evaluations. This data represents end of course surveys from the 2017-2018 and 2018-2019 academic years.

Bachelor of Science (BS) in Management Information System

Requirements:

ACC240-Principles of Accounting I 3

An introduction to the principles underlying accounting information. The course will focus on the role that accounting information plays in planning, evaluating, and recording operating activities of businesses. An introduction to financial statements is also included. In this course students will summarize financial data and construct basic financial statements using various software tools such as Excel and QuickBooks.

ACC412-Advanced Productivity Tools 3

Student will learn advanced skills involving the applications of spreadsheets, databases and word processors. Students will be exposed to PivotTables, Lookup, Match & Index functions, Goal Seeker and Solver, PMT function, data tables, SQL queries, Macros, Sorting, forms, linked objects and more

BUS206-Entrepreneurship 3

A straightforward, fundamental approach to managing a small firm. Students will organize, interpret data and show the proper procedures in planning, operating, directing, and evaluating a new small business.

BUS324-Personal Finance 3

This course provides practical information covering five main topics: money management (budget, credit cards, income taxes, and mortgage payments), insurance, investments, retirement and estate planning. Students are expected to integrate various personal finance instruments and construct a personal finance plan based on their personal assessment.

BUS332-Business Communications 3

Formulate and develop the business/management communication process and its functions in a business environment. All types of business communications will be analyzed, practiced, and assessed.

MIS100-Introduction to Web 2.0 3

Through digital collaboration, this course will introduce the student to Web 2.0 tools by integrating and utilizing these tools in a business settings. Students will examine the theory of online business, simulations and other pedagogical implications while considering the social,

interpersonal, cultural and technical implications of Web 2.0 in a business sense. (Students will be required to have Webcam & mic/headset)

MIS125-Productivity Tools 3

Students will learn basic skills involving the applications of word processing, database, spreadsheet, presentations, and e-mail using the Office 2013 suite. Students will be exposed to employment considerations and new administrative features. Several of the specific components will include: Word, Excel, PowerPoint, Access, and Outlook.

MIS225-Database Management Systems 3

This course prepares student to develop application programs in the database environment. Models of data, data structure and file organization are covered.

MIS250-Networks and Telecommunications 3

The features of centralized, decentralized, and distributed systems are explored. Special emphasis placed on LAN (Local Area Network) technologies.

MIS325-Website Development 3

This course is designed to instruct the student in the proper design and analysis of website development. Students will learn the basics of HTMl, CSS, website portals, content management systems, web hosting and domain name construction. A final project will require the student to maintain a website, host and domain name.

MIS350-Project Management 3

This course is an examination of the knowledge sets, skills, tools and techniques of project management, with an emphasis on how project management contributes to the strategic goals of the organization. The course focuses on the role of information technology as an integration tool in project management. Topics: Microsoft project, work breakdown, structure development, resource scheduling, developing a project network, project organization, time management, and performance measurement and evaluation. The course also examines the managerial competencies required to organize and lead a project.

MIS370-MIS Advanced Projects1-1 2

The course in Advanced Applications/Experience is a class based on individual or group IT research and/or practical applications in IT and MIS environments. The student(s) is expected to choose a topic and/or experience from the syllabus list or mutually agreed upon topic by the

student and instructor. After agreement, a contract will be signed and submitted before work can begin. The student will meet as directed with the professor for updates. (Examples) Programming/Development: Study and Write code in one of the following program languages: C#, Visual Basic, .NET, HTML/XML, etc., Java Scripting or any other programming language deemed applicable. Implement an application using standard development with MS Access, on or off campus. Web Applications and Development Study and Write code in Dreamweaver and or .NET and publish to the Internet. Maintain several web sites that are already up for non-profit or University web sites. Externship Experience: Go onsite to a WWU business partner once a week and shadow an IT professional in Central MO or campus UIT experience if available. Networking Applications: Load, setup, install and maintain network OS workstations in a lab experience.

MIS403-Internship III 3

Management Information Systems internships provide students with the opportunity for hand-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Requires approval of the division chair.

MIS425-Enterprise Collaboration Software 3

This course analyzes and assesses the managerial applications of Internet technology for a successful Web-based competitive organization. The application of management principles to business-to-consumer, business-to-business, and intra-business commercial ventures are examined. Topics: Electronic business models; the forces driving the widespread implementation of EC; the critical success factors for on-line retailing; proactive strategies for EC operations; on-line consumer trends and behaviors; web advertising and promotion strategies; EC and service industries; business-to-business electronic commerce models; electronic payment systems; EC strategy implementation; and environments that impact electronic commerce.

MIS450-Systems Analysis 3

The Systems Analysis course is a study of the methods for structured analysis and design of Information Systems. Topics include data definition, flow charting, data flows and more.

MIS475-Management Information Systems/Capstone 3

This course is designed to prepare the student for a role in the management of information field. Topics covered will include systems development, acquisition, control, organization and the computer processing environment. Students will partner with a business in developing and/or maintaining an information systems challenge project.

William Woods University - Dulany Library
COLLECTION ANALYSIS

September 2020

In Support of the Following Academic Program: Management Information Systems

I. **MOBIUS Holdings** (Subject Search):

Management information systems – 6,867 catalog entries
Dashboards (Management information systems) – 83 catalog entries
Data warehousing – 760 catalog entries
Decision support systems – 784 catalog entries
Enterprise resource management – 122 catalog entries
Productivity tools – 87 catalog entries
Cloud computing – 2,169 catalog entries
Business networks – 2,849 catalog entries
Web applications – 710 catalog entries
Computer systems -31,855 catalog entries
Project management – 4,432 catalog entries

II. **William Woods University Holdings**:

Ebooks

Management information systems – 174 catalog entries
Dashboards (Management information systems) – 8 catalog entries
Data warehousing – 47 catalog entries
Decision support systems – 21 catalog entries
Enterprise resource management – 0 catalog entries
Productivity tools – 0 catalog entries
Cloud computing – 135 catalog entries
Business networks – 115 catalog entries
Web applications – 107 catalog entries
Computer systems -37 catalog entries
Project management – 429 catalog entries

Journals (Print and full-text)

Computer science (7)

Information technology (2)
Internet (2)
Computer and data security (1)
Databases and database management (1)

Streaming Video

Management information systems – 13 catalog entries
Dashboards (Management information systems) – 0 catalog entries
Data warehousing – 0 catalog entries
Decision support systems – 0 catalog entries
Enterprise resource management – 0 catalog entries
Productivity tools – 0 catalog entries
Cloud computing – 4 catalog entries
Business networks – 10 catalog entries
Web applications – 0 catalog entries
Computer systems -1 catalog entry
Project management – 3 catalog entries

Books, Visual Materials

By Publication Date

Subject	Totals	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015-2019	Other
Computer Networks	90	0	0	4	25	24	26	6	2	3
Computer Software	69	0	0	6	30	16	8	7	1	1
Computers, General	33	0	4	3	13	4	3	3	3	0
Cybernetics	42	2	1	11	12	4	5	0	7	0
Management Information Systems	7	0	1	1	2	1	2	0	0	0
Special Topics in Computer Science	115	0	0	13	49	24	15	5	8	1

Subject	Totals	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015-2019	Other
Computer Networks Totals	90	4	25	24	26	6	2	3
Computer Network Architecture	1	0	0	0	1	0	0	0
Computer Network Protocols. Standards	3	1	0	0	2	0	0	0
Computer Networks	15	0	7	6	1	0	0	1
Electronic Mail Systems	1	1	0	0	0	0	0	0
Local Area Networks	9	2	4	1	1	0	0	1
Wide Area Networks	61	0	14	17	21	6	2	1

Subject	Totals	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015-2019	Other
Computer Software Totals	69	6	30	16	8	7	1	1
Application Software	2	0	0	0	0	2	0	0
Computer Games	5	0	0	0	1	4	0	0
Computer Software	3	0	2	0	0	0	0	1
Computer Viruses	3	0	3	0	0	0	0	0
Development	5	0	2	3	0	0	0	0
Expert Systems	4	2	1	0	1	0	0	0
Hypertext Systems	8	0	2	6	0	0	0	0
Interactive Media	3	0	2	0	0	1	0	0
Operating Systems	22	2	11	6	2	0	1	0
Shareware	4	0	1	1	2	0	0	0
Software Engineering	6	1	5	0	0	0	0	0
Software, General	3	1	0	0	2	0	0	0
Windows	1	0	1	0	0	0	0	0

Subject	Totals	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015-2019
Computers, General Totals	33	4	3	13	4	3	3	3
Digital Computers, General	31	4	3	12	4	3	2	3
Parallel Processing and Computers	2	0	0	1	0	0	1	0

Subject	Totals	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015-2019
Cybernetics Totals	42	2	1	11	12	4	5	0	7
Artificial Intelligence	29	0	0	9	10	4	2	0	4
Cybernetics	4	0	0	0	0	0	2	0	2
Cybernetics, General	3	1	1	1	0	0	0	0	0
Information Theory	5	1	0	0	2	0	1	0	1
Pattern Recognition, Perceptron Theory	1	0	0	1	0	0	0	0	0

Subject	Totals	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015-2019
Management Information Systems Totals	7	1	1	2	1	2	0	0
Management Information Systems	7	1	1	2	1	2	0	0

Subject	Totals	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015-2019	Other
Special Topics in Computer Science Totals	115	13	49	24	15	5	8	1
Access Control, Security	18	1	7	4	4	1	0	1
Architecture	2	0	1	1	0	0	0	0
Client/Server Computing	5	0	1	4	0	0	0	0
Computer Literacy	3	0	0	0	0	0	3	0
Computer Simulation	4	0	1	2	0	0	1	0
Computers & Children	2	1	0	1	0	0	0	0
Computers & Civilization	14	2	10	1	1	0	0	0
Database Management	15	4	10	1	0	0	0	0
Databases	1	0	0	0	1	0	0	0
Distributed Processing	1	1	0	0	0	0	0	0
Human-Computer Interaction	7	0	3	2	1	1	0	0
Interactive Computer Systems	1	0	1	0	0	0	0	0
Management	8	1	4	1	2	0	0	0
Special Topics in Computer Science	22	2	8	3	4	1	4	0
System Design	5	1	2	2	0	0	0	0
User Interfaces	6	0	1	1	2	0	0	0
Virtual Computer Systems	1	0	0	1	0	0	0	0

By Material Type

Subject	Totals	Books	Journals/Magazines
Computer Networks Totals	90	59	31
Computer Network Architecture	1	1	0
Computer Network Protocols. Standards	3	2	1
Computer Networks	15	6	9
Electronic Mail Systems	1	0	1
Local Area Networks	9	1	8
Wide Area Networks	61	49	12

Subject	Totals	Books	Journals/Magazines
Computer Software Totals	69	50	19
Application Software	2	2	0
Computer Games	5	5	0
Computer Software	3	1	2
Computer Viruses	3	3	0
Development	5	3	2
Expert Systems	4	2	2
Hypertext Systems	8	7	1
Interactive Media	3	1	2
Operating Systems	22	19	3
Shareware	4	4	0
Software Engineering	6	3	3
Software, General	3	0	3
Windows	1	0	1

Subject	Totals	Books	Journals/Magazines
Computers, General Totals	33	12	21
Digital Computers, General	31	11	20
Parallel Processing and Computers	2	1	1

Subject	Totals	Books	Journals/Magazines
Cybernetics Totals	42	24	18
Artificial Intelligence	29	17	12
Cybernetics	4	2	2
Cybernetics, General	3	2	1
Information Theory	5	3	2
Pattern Recognition, Perceptron Theory	1	0	1

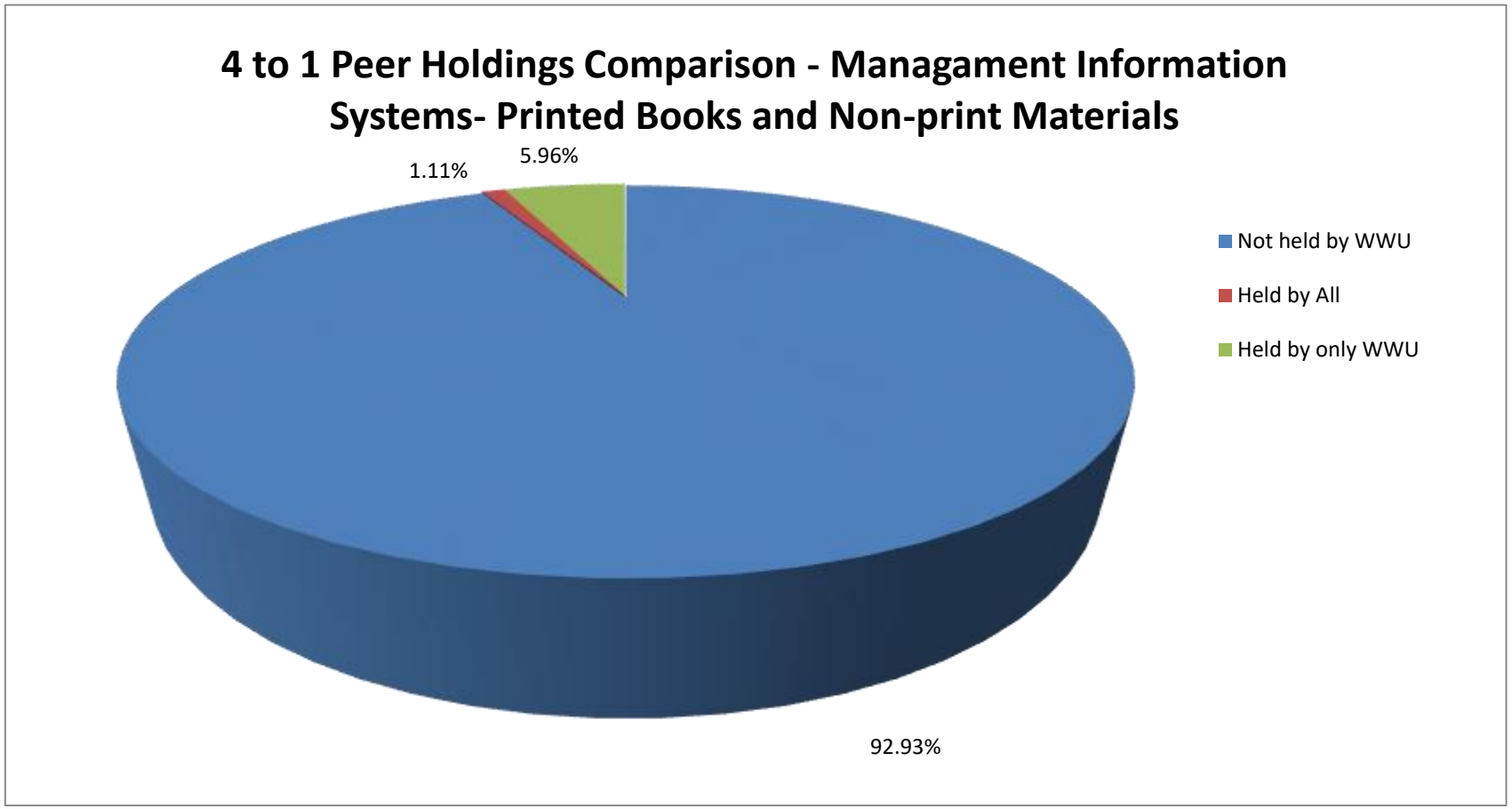
Subject	Totals	Books	Journals/Magazines
Management Information Systems Totals	7	2	5
Management Information Systems	7	2	5

Subject	Totals	Books	Journals/Magazines
Special Topics in Computer Science Totals	115	69	46
Access Control, Security	18	11	7
Architecture	2	2	0
Client/Server Computing	5	5	0
Computer Literacy	3	3	0

Computer Simulation	4	2	2
Computers & Children	2	2	0
Computers & Civilization	14	13	1
Database Management	15	5	10
Databases	1	0	1
Distributed Processing	1	0	1
Human-Computer Interaction	7	5	2
Interactive Computer Systems	1	1	0
Management	8	0	8
Special Topics in Computer Science	22	12	10
System Design	5	3	2
User Interfaces	6	5	1
Virtual Computer Systems	1	0	1

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



IV. Analysis

Management Information Systems as a discipline taught at the undergraduate level requires primarily up-to-date materials. A continued effort is made to acquire materials in both electronic and printed formats. All books, journal articles and non-print materials are available through *Woods OneSearch.* The Library subscribes to a comprehensive database, *Academic Search Complete,* which is available to all students, both traditional and online.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Annual Assessment Report

Management Information Systems

Dr Linda Davis - Mr. Eric Brown

Annual Assessment Report

Program Profile

	2013-2014	2014-2015
Majors (total, majors 1,2,3)	28	14
Minors	14	8
Concentrations (Add Rows if needed)		
Full Time Faculty	2	2
Part Time Faculty	0	0

Combine all major students. If your discipline has a **secondary education certification component**, you will need to indicate that in the title of this report unless you are submitting a separate report for the education component.

*If your discipline is a major with **one or multiple concentrations**, that information needs to be included as separate content. Report the number of declared students by concentration and each concentration will need a separate assessment section.

Program Delivery (HLC 3A3)

Traditional on-campus _____X_____

Online Program _____

Evening Cohort _____

Analysis:

Program goals for student retention, persistence and degree completion are:

1. Continued focus on student learning and project based courses
2. Environments & funding which compliment educational learning and cutting edge strategies
3. Continued assessment and improvement plans in place.
4. Students centered committees within the department.
5. Business partnerships throughout the community fostering strong student learning

Students can effectively and efficiently complete the MIS degree due to generous rotations and credit hour requirements.

Outside Accreditation:

Currently not accredited. ABET certification is cost prohibitive at this time.

Is accreditation available for your program? Yes

Researching International Assembly for Collegiate Business Education and the Accreditation Council for Business Schools and Programs or Accreditation Council for Business Schools and Programs (ACBSP)

Are you making strides to attain accreditation? If no, why not? Yes, considering more affordable options.

Program Action Items

Action Item 1:	Obtain resources to put into place a campus Web server that would allow WWU students the ability to host their own student websites.
Action steps:	Discuss funding for project – completed Discuss location for hardware – completed Obtain necessary hardware/software – completed
Timeline	Spring 2015 – Purchase Hardware and software – completed Spring 2015 – Install and setup Web Server - completed
Faculty Responsible	Mr. Eric Brown
Evaluation	Department will assess the performance of the server as it relates to: 1) Efficiency for development of subdomains 2) Ease of loading Wordpress (or other CMS) onto server 3) Ease of allowing student engagement in managing the server

Action Item 2:	Inclusion of Linux Operating Systems into Curriculum
Action steps:	1. Research various resources on LINUX – completed 2. Determine if funding is available for purchase of proper hardware and software. – completed

	3. Determine best fit for inclusion into coursework (Write new programming course &/or into MIS 370 course). – completed 4. Assess whether it continues to meet the MIS objectives – Discussion and evaluation of Linux course. Determined Linux along with other web development languages would become a permanent part of the MIS Curriculum rotating throughout the MIS 370 Project courses.
Timeline	Spring 2015 – Discuss with Department chair the use of Linux. – completed Determine if funds are available for integration of the programming language into the MIS department. – completed Summer 2015 – Install Linux and revise curriculum. - Completed
Faculty Responsible	Mr. Eric Brown
Evaluation	Course evaluations – to be determined at completion of Fall semester (Fall 2015 first time the course is offered Alumni responses of LINUX in our program - to be determined at completion of Fall semester (Fall 2015 first time the course is offered)

Program Objectives: (from most recent Assessment Plan)

1. Students must **utilize technology** and **end user software** to solve complex management information systems issues.
2. Students must incorporate detailed, well established **networking** principles to project based learning situations
3. Students must apply best practices to design, develop and manage **website** related projects.
4. Students must research and develop solutions to **real-life situations** using management information systems principles.

Program Objectives Matrix (from most recent Assessment Plan)

	Objective 1	Objective 2	Objective 3	Objective 4
XXX100	I			
XXX 125	I			
XXX 225	R, M			
XXX 250		I, R, M, A		
XXX 325			I, R, M, A	
XXX 350	I, R, M, A			I, R, M, A
XXX 370				M
XXX 4XX				R,M,A
XXX 425	R, M			R

XXX 450				R, M
XXX 475	R		R	R, M, A
External Activities				

All objectives must be assessed either yearly or as articulated on a cycle. Objectives are not necessarily assessed each time they are listed as a Program objective for the course. The faculty in the program determine when the objective will be assessed, in which course, with which artifact, and what if any outside assessment will occur.

Fill in the chart with Program Specific Content- Much of this can come from past annual reports. When identifying the methods, consider fall and spring courses and assignments to identify appropriate assessments for the objectives. Best practices recommend multiple measures of assessment for each objective

Assessment of Program Objectives

Objective 1	Students must utilize technology and end user software to solve complex management information systems issues.
Methods	Student's mastery of objective one will be assessed by collecting and scoring the following artifacts: MIS 100 – Final Portfolio (Rubric) MIS 125 – SimNET Exams (Rubric) MIS 225 – Final Database Project (Rubric) MIS 350 - Rubric MIS 425 – Enterprise Collaboration Software Project (Rubric) MIS 475 – MIS Capstone Business Partner Final Project (Business partner rubrics, portfolio rubrics) Professional Portfolio (Resume Rubric, Website Rubric) Internet & Computing Core National Certification
Benchmark	MIS 100 – 75% of students assessed as developing or better on Final Portfolio

	MIS 125 – 75% of students assessed as developing or better on SimNET Exams MIS 125: 85% of the MIS Seniors assessed will pass the Computer Applications portion of the Internet and Computing Core section of the Certification Exam. MIS 225 – 75% of students assessed as developing or better on Final Database Project MIS 425 – 90% of students assessed as developing or better on Enterprise Collaboration Software Final Project. MIS 475 – 100% of students assessed as developing or better on Capstone Project. 80% of students will pass the Internet and Computing Core National Certification Exam.
Data Collected (course specific)	See "Data Collected Table" (attached) and Rubrics (attached)
Data Collected (Assessment Day, external tests, Senior Achievement)	IC3 (Internet and Computing Core National Certification Exam). – Normally 8-12 MIS Majors involved per year. Data is aggregated within an external server at Certiport. Exam is given every Fall to all MIS Majors in the Capstone class. Assessment Day Activities 1. Focus Group – All MIS majors required to attend focus group. Questions and answers are aggregated and reported back to faculty. New programs, activities developed based on areas reported as weak. 2. MIS Advisory Board – All MIS majors required to attend the Advisory Board panel discussion and curriculum advancement meetings. Information is aggregated from these two meetings and curriculum change forms initiated based on information collected. 3. Senior Professional Portfolio presentations (See rubric) 8 Students normally present during Senior Achievement Day or Assessment Day.
Results/ Outcomes	See "Data Collected Table" (page 12-13) and Rubrics (attached)
Proposed changes to the assessment	Discussion centered on consolidating the MIS Capstone class assessment procedures for the various projects. New and improved rubrics developed for Networking and Project management. Possible inclusion of the Microsoft Office Certification exams for

process	the Database class and the newly developed MIS Advanced Productivity Tools course.
Budget needs related to the objective?	Would like to see a Pretest/ Posttest assessment integrated to help measure overall success throughout the program.

Objective 2	Students must incorporate detailed, well established **networking** principles to project based learning situations
Methods	MIS 250 - Midterm Case Study – Rubric Scored Final Exam Business Partner project –Rubric Scored
Benchmark	MIS 250: 90 % of students assessed as developing or better MIS 250: 85% of the MIS Seniors assessed will pass the Networking portion of the Internet and Computing Core section of the Certification Exam. MIS 475 – 100% of students assessed as developing or better on Capstone Project. 80% of students will pass the Internet and Computing Core National Certification Exam.
Data Collected (course specific)	See "Data Collected Table" (attached) and Rubrics (attached)
Data Collected (Assessment Day, external tests, Senior Achievement)	IC3 (Internet and Computing Core National Certification Exam). – Normally 8-12 MIS Majors involved per year. Data is aggregated within an external server at Certiport. Exam is given every Fall to all MIS Majors in the Capstone class. Assessment Day Activities 1. Focus Group – All MIS majors required to attend focus group. Questions and answers are aggregated and reported back to faculty. New programs, activities developed based on areas reported as weak. 2. MIS Advisory Board – All MIS majors required to attend the Advisory Board panel discussion and curriculum advancement meetings. Information is aggregated from these two meetings and curriculum change forms initiated based on information collected. 3. Senior Professional Portfolio presentations (See rubric) 8 Students normally

	present during Senior Achievement Day or Assessment Day.
Results/Outcomes	See "Data Collected Table" (page 12-13)and Rubrics (attached)
Proposed changes to the assessment process	Need for improved networking project rubric.
Budget needs related to the objective?	None.

Objective3	Students must apply best practices to design, develop and manage **website** related projects.
Methods	MIS 325 – HTML Mini-website (Rubric) MIS 325 – WordPress Tutorial Site completion (Rubric) MIS 325 – Final Project Website (3 rubric based assessments) MIS 475 – MIS Capstone Business Partner Final Project (Business partner rubrics, portfolio rubrics) Professional Portfolio (Resume Rubric, Website Rubric)
Benchmark	MIS 325 : 85% of students assessed as developing or better MIS 475 – 100% of students assessed as developing or better on Capstone Project. 80% of students will pass the Internet and Computing Core National Certification Exam.
Data Collected (course specific)	See "Data Collected Table" (attached) and Rubrics (attached)
Data Collected (Assessment	IC3 (Internet and Computing Core National Certification Exam). – Normally 8-12 MIS Majors involved per year. Data is aggregated within an external server at

Day, external tests, Senior Achievement)	Certiport. Exam is given every Fall to all MIS Majors in the Capstone class. Assessment Day Activities 1. Focus Group – All MIS majors required to attend focus group. Questions and answers are aggregated and reported back to faculty. New programs, activities developed based on areas reported as weak. 2. MIS Advisory Board – All MIS majors required to attend the Advisory Board panel discussion and curriculum advancement meetings. Information is aggregated from these two meetings and curriculum change forms initiated based on information collected. 3. Senior Professional Portfolio presentations (See rubric) 8 Students normally present during Senior Achievement Day or Assessment Day.
Results/ Outcomes	See "Data Collected Table" (page 12-13)and Rubrics (attached)
Proposed changes to the assessment process	No proposed changes for this assessment process
Budget needs related to the objective?	None.

Objective 4	Students must research and develop solutions to **real-life situations** using management information systems principles.
Methods	MIS 370 MIS Experience – Dependent on project selected by student in conjunction with departmental approval. Weekly journals, final project rubric evaluation. MIS 4xx MIS Internship - Dependent on internship selected by student in conjunction with departmental approval. Weekly journals, Resume Rubric, supervisor evaluations (3) and final internship paper. MIS 425 –Enterprise Collaboration Software Final Project (Rubric) MIS 450 Systems Analysis Final Project (Rubric) MIS 475 – MIS Capstone Business Partner Final Project (Business partner rubrics, portfolio rubrics) Professional Portfolio (Resume Rubric, Website Rubric) Internet & Computing Core National Certification

Benchmark	MIS 370 – 85% of students assessed as developing or better MIS 4xx – 100% of students assessed will score in the "Good" or better category on the Internship Performance Form submit 3 times throughout the internship by their immediate supervisors. MIS 425 - 90% of students assessed as developing or better on Enterprise Collaboration Software Final Project. MIS 475 – 100% of students assessed as developing or better on Capstone Project. 80% of students will pass the Internet and Computing Core National Certification Exam.
Data Collected (course specific)	See "Data Collected Table" (attached) and Rubrics (attached)
Data Collected (Assessment Day, external tests, Senior Achievement)	IC3 (Internet and Computing Core National Certification Exam). – Normally 8-12 MIS Majors involved per year. Data is aggregated within an external server at Certiport. Exam is given every Fall to all MIS Majors in the Capstone class. Assessment Day Activities 1. Focus Group – All MIS majors required to attend focus group. Questions and answers are aggregated and reported back to faculty. New programs, activities developed based on areas reported as weak. 2. MIS Advisory Board – All MIS majors required to attend the Advisory Board panel discussion and curriculum advancement meetings. Information is aggregated from these two meetings and curriculum change forms initiated based on information collected. 3. Senior Professional Portfolio presentations (See rubric) 8 Students normally present during Senior Achievement Day or Assessment Day.
Results/ Outcomes	See "Data Collected Table" (page 12-13)and Rubrics (attached)
Proposed changes to the assessment process	Discussion centered on consolidating the MIS Capstone class assessment procedures for the various projects.
Budget needs related to the	None.

objective?	

See Program Rubrics (Attached)

Data Collected – Fall 2015 – Management Information Systems			
Course	**# students**	**Assignment**	**Benchmark**
MIS 125 – Productivity Tools	41	SimNet Assessment Application portion of National certification exam – Internet and Computing Core (IC3) GS4	86% reached "developing or better" on SimNet Assessment Projects 97% of MIS majors passed the Application portion of the IC3 national certification exam
MIS 225 - Database	6	Database Final Exam Project	100% reached "developing or better" on Assessment Projects
MIS 250 - Networking	7	Networking Final Networking portion of National certification exam – Internet and Computing Core (IC3) GS4	100% reached "developing or better" on Assessment Projects 97% of MIS majors passed the Application portion of the IC3 national certification exam
MIS 325 – Website Development	35	Website Project	97% reached "developing or better" on Assessment Project Rubric
MIS 350 – Project Mgmt.	9	Project Mgmt Final	89% reached "developing or better" on Project Assessment

MIS 475 – MIS Capstone	8	National certification exam – Internet and Computing Core GS4	97% of MIS majors passed the full IC3 national certification exam

Analysis of Assessment:

We feel the national IC3 exam is a good method for benchmarking and determining success within our program. We were very pleased with the pass rate since we elected to upgrade to the more difficult GS4 level on the exam. The "Living Online" section was probably our toughest area. That section deals with Networks and Electronic Communication and was identified as our weakest area. With a new Networking instructor, we hope to refocus some of these areas in order to raise the scores in this section.

Our data is showing high marks on the benchmark areas. So high, that we are considering strengthening our assessment requirements. Although we would love to believe it is our stellar teaching, we need to examine whether we are providing a challenging curriculum. However, most of our upper level courses are project based and students normally perform higher on project based courses.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

Our assessment process most normally includes skills and activities that lead up to a final project, rubric scored. Assessment day activities focus on analysis of the National Certification exam given to all seniors (IC3 GS4) and ways to improve their performance. This year a practice process was put into place, and those lessons seemed to help reinforce the skills and performance on the exam.

As noted earlier, we upgraded the national certification exam to the more difficult level GS4 (from the previous GS3). We thought we would see a lower return of success, but did not. Again, incorporating a review process prior to the certification exam was helpful.

Rubric assessment of projects works well in our program. Partnering with businesses in the community is extremely beneficial for project development, but often the rubric process must be revised based on the projects selected.

Both full time MIS professors met to discuss any changes in the assessment processes. They met on December 17, 2014 during the Faculty Workshop day. All data and analysis was conducted during this meeting.

Program Changes Based on Assessment:

Based on a decline in the number of MIS majors, a new rotation is being discussed. It will reduce the MIS 225 Database Management course to one time per year (versus the two times/year it is now offered). A new Programming class is being discussed based on student reviews and advisory board discussions. It would not be required and offered on a limited rotation. Requiring a secondary internship under the MIS 370 Externship for majors is also being discussed based on results of alumni surveys, forum group discussion and advisory board comments.

During the visit from our Management Information Systems Advisory Board – former graduates indicated the need for more advanced spreadsheet skills and experience for entering the job market. Because of this information, the Business, Law and Technology division decided to revise a current class to become Advanced Productivity Tools. This course will incorporated advanced Office 2013 Excel. Advanced lessons, projects and exams will be included in this course. The Advanced Productivity Tools course will support the MIS program requirement, along with supporting the Business Administration major, minor and concentration.

As stated earlier, a lab fee assess to each student allowed us the opportunity to purchase certification exam reviews for each student. This seemed to help the students in their review of the materials prior to the exam.

General Education Assessment:

Many of our project based courses align nicely with the General Education criteria, especially those involving critical thinking. We recently added a new Communications required course based on results and discussions of the Advisory board who felt our students were weak in the communications area.

Program Activities:

Student Performance Day Activities (Assessment Day):

Focus Groups – Several focus groups held to allow students in the department to discuss strengths and weaknesses of the program/department. Results are aggregated and presented by the Marketing Research class. Faculty then discuss the results and determine how the weaknesses can be addressed.

Advisory Board meeting – Students are able to interact with previous graduates of the program. In addition, the board works with the department to review and suggest changes to the present curriculum based on market trends.

Seniors present professional portfolios (see rubric attached).

Senior Achievement Day Presentations:

Since our MIS Capstone course is offered during the fall semester, we give the IC3 National Certification exam during the Student Achievement Day.

Service Learning Activities:

Capstone Course – Students are required to adopt a non-profit organization or business and perform a project for that organization (networking, website, etc.).

SWAT – The Student Website Advancement Team – is a select group of students skilled in advanced website development. They work closely with the community to help develop websites, conduct usability testing and training as needed.

Website Development class – Students have the option of selecting a business or organization in need of a website for their final exam project.

Innovation Center – Students were allowed the opportunity to become involved in the new Show Me Innovation Center here in Fulton. They attended the open house and were asked to assist in the development of the Center's new website.

All of these community service projects help our students understand the importance of giving back to the community and helping those in need (non-profits). It also gives the students an important working knowledge of communicating with others, developing projects and articulating needs.

Our department has twice won the Service Learning award on campus.

Program Sponsored LEAD Events:

The department provides a trip to a regional usability testing lab each semester in order for students to obtain a higher level of knowledge in this area.

LEAD event – Maximize your Career

Student Accomplishments:

Faculty Accomplishments:

Alumni (Recent Graduates) Accomplishments (past year graduating class):

Assessment Rubric Annual Assessment Report					
Assessment Component	**Assessment Reflects Best Practices**	**Assessment Meets the Expectations of the University**	**Assessment Needs Development**	**Assessment is Inadequate**	**Comments:**
Learning Outcomes	☐ Program learning outcomes are aligned to national standards	☐ Measurable program learning outcomes. ☐ Learning outcomes are clearly articulated.	☐ Program learning outcomes have been identified and are somewhat measurable	☐ Program learning outcomes are not clear or measurable	☐
Assessment Measures	☐ Multiple measures are used to assess a student-learning outcomes. ☐ Rubrics or guides used are provided. ☐ All measurements are clearly described.	☐ Specific measures are clearly identified ☐ Measures relate to program learning outcomes. ☐ Measures can provide useful information about student learning.	☐ Some measurements are described, but need further description.	☐ Assessment measures do not connect to learning outcomes (objectives). ☐ Assessment measures are not clear. ☐ No assessment measures are established.	☐
Assessment Results	☐ All learning outcomes are assessed annually; or a rotation schedule is provided. ☐ Data are collected and analyzed to evaluate prior actions to improve	☐ A majority of learning outcomes assessed annually. ☐ Data collected and aggregated are linked to specific learning outcome(s). ☐ Standards for student performance and gaps in student learning are recognized.	☐ Data collected and aggregated for at least one learning outcome (objectives). ☐ Data collection is incomplete ☐ Standards for student performance and gaps in student learning are not identified.	☐ Learning outcomes are not routinely assessed. ☐ Routine data is not collected. ☐ N/A Program is too new to have collected assessment data.	☐ I don't see any itemized results from the IC3 exams? ☐ Really strong data on the course projects. ☐ Gaps not mentioned-all benchmarks met

	student learning. ☐ Standards for performance and gaps in student learning are clearly identified.				
Assessment Component	**Assessment Reflects Best Practices**	**Assessment meets the expectations of the University**	**Assessment needs Development**	**Assessment is Inadequate**	**Comments:**
Faculty Analysis and Conclusions	☐ All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. ☐ Includes input from adjunct faculty. ☐ Includes input from outside consultant.	☐ Program faculty receive annual assessment results and meet to discuss assessment results. ☐ Specific conclusions about student learning are made based on the available assessment results.	☐ Some program faculty receive annual assessment results ☐ Faculty input about results is sought	☐ Faculty input is not sought. ☐ Conclusions about student learning are not identified. ☐ N/A Program recently started or too few graduates to suggest any changes.	
Actions to Improve Learning and	☐ A comprehensive understandi	☐ Description of the action to improve learning or assessment is	☐ Adjustments to the assessment plan are proposed but not	☐ No actions are taken to improve student	☐ Review of rubrics. ☐ Review to curriculum.

Assessment	ng of the program's assessment plan and suggestions for improvement. ☐ Clearly stated adjustments in curriculum as a result of assessment data. ☐ Actions are innovative in approach in attempt to improve student learning.	specific and relates directly to faculty conclusions about areas for improvement. ☐ Description of action includes a timetable for implementation and identifies who is responsible for action ☐ Actions are realistic, with a good probability of improving learning or assessment.	clearly connected to data ☐ Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	learning. ☐ Actions discussed are not connected to data results or analysis. ☐ N/A Program recently started or too few graduates to suggest any changes.	

Additional Comments:

Curious if the IC3 exam releases results within the different areas of the test or just a total score? Do the different areas of the exam align with the program objectives? Appreciate the desire of program faculty to look at the assignments and assessments to ensure the rigor of the program after looking at the percent meeting the benchmark.

Look at the provided matrix and notice that the areas highlighted were where data was provided but it was not designated as a data course on the assessment matrix. NOT complaining about the data at all, just need to make the charts align with what is being reported. If MIS125 is going to be used for assessment data then there should be an A in that box for Objective 1… not a big deal and the data is good to have, we just need the matrix to align with what is reported. There are issues with all 4 objectives where there is more data than was stated there would be. ☺ Again, a good problem.

It was stated that the program has options for accreditation but at this time not investigating that option… how do the current program objectives compare to standard in the profession?

MIS
Annual Assessment 2016-2017
Created on the Assessment Insight System

Annual Assessment

Management Information Systems

Program Profile

Program Mission Statement
Please insert your program mission statement here

The Management Information Systems Mission is to provide students with a theoretical, technological and business base to effectively compete in the business world.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Students Majors 2015-2016

16

Student Minors 2015-2016

12

Student Majors 2016-2017

19

Student Minors 2016-2017

10

Concentrations 2015-2016
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

There are no concentrations for the Major

Concentrations 2016-2017
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

There are no concentrations for the Major

Student Demographics
Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be

improved? What is the optimal enrollment for the program?

The MIS program has an excellent retention, persistent and completion rates. The graduation rate for MIS majors is also high. A majority of our students learn of the major after they have entered WWU. We have a high rate of double majors as well. Students can easily complete the MIS major in four years. In addition it is well suited to transfer students since there are few prerequisites. All courses are offered at least once a year. In addition, the minor and concentration have built in flexibility as well.

The MIS program is heavily suited to hands-on projects through the coursework. We believe this contributes to a high rate of retention since most students perform better on projects versus rote memorization on exams. In addition, the student has a robust portfolio when they begin their career search. We believe the hire rate is hire due to the fact employers can see and witness their academic levels based on the projects produced.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation
Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation?If no, why?

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
MIS.1	Students must utilize technology and end user software to solve complex management information systems issues.
MIS.2	Students must incorporate detailed, well established networking principles to project based learning situations.
MIS.3	Students must apply best practices to design, develop and manage website related projects.
MIS.4	Students must research and develop solutions to real-life situations using management information systems principles.

General Education Alignment to Program
How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Curriculum Map

A - Assessed
I - Introduced
R - Reinforced
M - Master

MIS Curriculum Map

	MIS 100	MIS 125	MIS 250	MIS 225	MIS 325	MIS 350	MIS 370	MIS 403	MIS 425	MIS 450	MIS 475	Student Perform Review
MIS.1 Students must utilize technology and end user software to solve complex management information systems issues.	I	I, R, M, A	R			I, R, M			R, M			A
MIS.2 Students must incorporate detailed, well established networking principles to project based learning situations.			I, M, A									A
MIS.3 Students must apply best practices to design, develop and manage website related projects.					I, R, M, A							
MIS.4 Students must research and develop solutions to real-life situations using management information systems principles.						I, R, M	M	R, M	M, A	R, M	M, A	A

Assessment Findings

Assessment Findings for the Assessment Measure level for MIS Curriculum Map

MIS.1 Students must utilize technology and end user software to solve complex management information systems issues.

Mis 125				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Indirect - External Evaluation	Has the criterion 75% of the students will pass the SimNet Application exams in Word, Excel, and Access been met yet? Met	19/22 = 86% passed the SimNet application exams in Word, Excel, and Access.	Copy_of_SIMnet_Gradebook_EXams_BY_STUDENTS.xlsx	

Student performance Review

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 75% of the students will pass the SimNet application exam in Word, Excel, and Access been met yet? Met	19/22 = 86% passed the SimNet application exams in Word, Excel, and Access.	Copy_of_SIMnet_Gradebook_EXams_BY_STUDENTS.xlsx	
Indirect - External Evaluation	Has the criterion 85% of MIS Seniors will pass the Computer Application portion of the IC3 Certification Exam been met yet? Met	5/5 = 100% of MIS Seniors will pass the Computer Application portion of the IC3 Certification Exam	IC3_Overall_Exam_Results.JPG	

MIS.2 Students must incorporate detailed, well established networking principles to project based learning situations.

Mis 250				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - External Testing	Has the criterion 75% of the students will pass the TestOut networking certification exam been met yet? Not met	5/7 = 71% of the students passed the TestOut certification exam.	Certifications_Fall16.pdf	

MIS.3 Students must apply best practices to design, develop and manage website related projects.

Mis 325				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 80% of the students will be assessed as Mastered or better been met yet?	Brown-Spring17-5/6 Mastered Brown-Fall16-8/9 Mastered	FinalProjectRubric_SP17.xlsx	

MIS.4 Students must research and develop solutions to real-life situations using management information systems principles.

Mis 425				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Final Exam	Has the criterion 75% of the students will pass the performance based exam been met yet? Met	100% of the students passed the performance based exam.	Final_Project___SP17.xlsx	

Mis 475				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Indirect - External Evaluation	Has the criterion 85% of the students assessed as Agree or better on Capstone Project Survey been met yet?			

Student performance Review				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Indirect - External Evaluation	Has the criterion 80% of the students will pass all 3 sections of the IC3 national certification exam been met yet? Met	4/5=80% of the students passed all 3 sections of the IC3 National Certification Exam.	IC3_Overall_Exam_Results.JPG	

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

1. Student are required while in the Capstone class to complete the Internet and Computing Core (IC3) National Certification Exam. This exam validates the digital literacy skills required in today's academic and work environments. It is recognized globally as the standard for digital literacy.

IC³ certification helps you learn and demonstrate Internet and digital literacy through a worldwide industry standard. To become IC³ certified, you must pass the following three exams.

- **Computing Fundamentals:**
  a. Computer Hardware
  b. Computer Software
  c. Using an Operating System
- **Key Applications:**
  a. Common Program Functions
  b. Word Processing Functions
  c. Spreadsheet Functions
  d. Presentation Software Functions
- **Living Online:**
  a. Networks and the Internet
  b. Electronic Mail
  c. Using the Internet
  d. The Impact of Computing and the Internet on Society

Changes to the Assessment

MIS 250 - First year the certification exam was given as assessment. More emphasis will be placed on passing the final certification exam next year.

MIS425 - Course changed direction, and now the class focuses more on installing operating systems, and the servers and services that run on them in a collaborative environment. The evaluation for this course has changed from a final paper to a performance based exam. The student gets to choose from:

1. Installing Microsoft SQL Server, restoring a backup, and adding an account for the instructor to see the restored database.
2. Installing Linux, Apache Web Server, PHP, and MySQL Database, installing PHPMyAdmin, creating an account for the instructor to verify the installation of these services.
3. Installing IIS web server on Windows Server, uploading a web page, sending the instructor a link to the website where the page can be found.
4. Setup a Windows based DHCP server, create a Windows domain, & add a computer to the domain.

Improvement Narrative List

Assessment Findings for the Assessment Measure level
No improvement narratives have been added.

Program Activities

Student Performance Review
Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

1. Focus Group – All MIS majors required to attend focus group. Questions and answers are aggregated and reported back to faculty. New programs, activities developed based on areas reported as weak.
2. MIS Advisory Board – All MIS majors required to attend the Advisory Board panel discussion and curriculum advancement meetings. Information is aggregated from these two meetings and curriculum change forms initiated based on information collected.

Senior Professional Portfolio presentations. Students normally present during Senior Achievement Day or Assessment Day.

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.
MIS_Student_Performance_Days_List_of_events_WITH_HEADER.pdf

Senior Showcase
Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Seniors were required to present their professional portfolios and were assessed using a peer rubric (See Appendix C). This activity consisted of:

1. Professional resume – Rubric scored
2. Online Professional Portfolio – with projects, embedded resume, references, etc.-Rubric Scored
3. LinkedIn Portfolio completed – Rubric Scored
4. Description of their internship
5. Plans for career future
6. Articulating strengths and weaknesses of the MIS program.

Graduates have noted our required internships as one of the important factors in obtaining good jobs upon graduation. Today students are expected to have a wealth of portfolio support/evidence from their academic experiences.

Benefits the program gains involves being able to track graduates through LinkedIn, along with a collection of an internship database.

Benefits to the student: The student has a professional portfolio, a robust LinkedIn, a resume and cover letter by the Fall of their Senior Year.

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.
SeniorAchievement_PeerAssessmentRubric.pdf

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes (selected)
No

Service Learning Component
If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

SWAT – The Student Website Advancement Team is a select group of students skilled in advanced website development. They work closely with the community to help develop websites, conduct usability testing and training as needed. Usually complete 50% - 65% of the projects for non-profits.

Website Development class – Students have the option of selecting a business or organization in need of a website for their final exam project.

Capstone Class - Created a multiple table database that would help service residents and also allow reporting to federal agencies.

Capstone Class - Created Website for the business "Remade for a Purpose" whose mission is employing special needs individuals.

LEAD Events
Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Hosted "Escape Room" - LEAD - SWAT

How to Double Major and still get out in 4 years

Student Accomplishments
Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Abby Baker
Business Data Analyst
Real Equity Management

Alison Godar
Web Designer
RiverBender.com

Jordan Russell
Technology Consultant at
Cerner Corporation

Reid Schmit
Manager
River Ranch Resort

Dustin Kremer
Software Technologist - Missouri Department of Transportation

- **Jamie Palermo**
  Went on to get her Masters – then was hired

Assistant Database Administrator at William Woods University

Annual Assessment Rubric

8.000 pts 53.33%

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	• Detailed, measurable program learning objectives • Objectives are shared with students and faculty	✓ • Measurable program learning objectives. • Learning objectives are available to students.	• Program learning objectives are identified and are generally measurable	• Program learning objectives are not clear or measurable	N/A
Comment:					
Assessment Measures weight: 1.000	• Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	✓ • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	• Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	• Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.	N/A
Comment:					
Assessment Results weight: 1.000	• All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	✓ • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	• Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	• Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.	N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	• Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	✓ • Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.	• Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made.	✓ • Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.	N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and and linked to assessment results.	• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.	• At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data	✓ • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan	N/A
Comment:	Not sure if this is due to an oversight or due to the small number of students who did not make the benchmark (2) being small enough that it does not yet warrant a change in curriculum or assessment. There were not changes marked, so that is why this box was checked.				

Annual Assessment Report

Management Information Systems

Faculty Responsible for the Report - Dr. Linda Davis & Mr. Eric Brown

Annual Assessment Report

Program Profile

	2014-2015	2015-2016
Majors (total, majors 1,2,3)	14	16
Minors	8	12
Concentrations (Add Rows if needed)	8 – MIS is a concentration within the Business Admin. Major	7 – MIS is a concentration within the Business Admin. Major
Full Time Faculty	2	2
Part Time Faculty	0	0

Program Delivery (HLC 3A3)

Traditional on-campus ____X_____

Online Program _____

Evening Cohort _____

Analysis:

The MIS program has an excellent retention, persistent and completion rates. The graduation rate for MIS majors is also high. A majority of our students learn of the major after they have entered WWU. We have a high rate of double majors as well. Students can easily complete the MIS major in four years. In addition it is well suited to transfer students since there are few prerequisites. All courses are offered at least once a year. In addition, the minor and concentration have built in flexibility as well.

The MIS program is heavily suited to hands-on projects through the coursework. We believe this contributes to a high rate of retention since most students perform better on projects versus rote memorization on exams. In addition, the student has a robust portfolio when they begin their career search. We believe the hire rate is hire due to the fact employers can see and witness their academic levels based on the projects produced.

Outside Accreditation:

Currently the MIS is not accredited. ABET certification is cost prohibitive at this time. If the program expands, we plan to focus efforts on accreditation.

Program Action Items

Action Item 1:	Refine assessment rubrics and performance based rubrics
Action steps:	1. Research other rubrics utilized in comparable courses 2. Research more accurate methods to measure performances
Timeline	Fall – both MIS faculty will revise a majority of the rubrics used to measure assessment progress *Rubrics revised so far:* • MIS 325 Website Development • MIS 475 MIS Capstone • MIS 370 – Advanced Projects
Faculty Responsible	Brown – Davis
Completion Date	January 1 2016

Action Item 2:	Complete a 4 year analysis of the Internet and Computing Core Certification exam to determine trends or areas of improvement. Analyze whether the current program improvements have had significant effect on the certification exam
Action steps:	1. Collect Data from dashboard on Certiport 2. Fed data into SPSS 3. Analyze data against changes in program. Certiport upgraded the exam to the GS4 – (previously GS3) thus we were not able to do a 4 year analysis due to the fact the 2 exams were not equivalent on the subcategories.

Timeline	Fall – both MIS faculty will review and assess the weak areas of the Certiport exam and determine if curricular changes are needed based on the results of the national assessment results. Results of GS4 – IC3 exam for 2015/16 MIS majors: **IC3 National Certification Exam** 4 Seniors completed the exam – all 4 obtained a "Pass" on each of the 3 sections. Pass rate required a score of 650/1000 Computing Fundamentals; 620/1000 Living Online; 720/1000 Key Applications. This year the students were required to take the new/upgraded GS4 level (includes more up to date applications/concepts) Assessment of the sub-levels within each exam revealed: **Aggregated results of IC3** The Management Information Systems department analyzed closely categories and subcategories that scored **below 70**% within the IC3 exam. The results are as follows: • The lowest category in the IC3 was **Computer Fundamentals**. Within that category, the lowest subcategory was **computer hardware and concepts** (60%) and **troubleshooting** (69%). o Analysis: It was not surprising to the MIS department that this category and subcategory scored low. We do not teaching hardware and troubleshooting within the program. Most MIS programs do not focus at all on hardware concepts. o Changes – if any: No changes to the program based on these results. • Lowest category in **Living Online** was **Networking** (57%) o Analysis: o Changes – if any: • All **Key Application**s subcategories scored in the 70% or above (with database the lowest of the 3 applications analyzed (71%) o Analysis: The MIS department was pleased to see these results. We have worked hard to strengthen the application area and believe our project based courses require the students to utilize these applications throughout their academic careers. o Analysis: Recently, the MIS department revised the ACC 412 Accounting Information Systems (previously

	QuickBooks) course to be renamed Advanced Productivity Tools focused heavily on Microsoft Excel. The higher scores in the Key Application area may be in part due to this shift.
Faculty Responsible	Brown – Davis
Completion Date	January 1 2016

Program Objectives:

1. Students must utilize technology and end user software to solve complex management information systems issues.
2. Students must incorporate detailed, well established **networking** principles to project based learning situations
3. Students must apply best practices to design, develop and manage **website** related projects.
4. Students must research and develop solutions to **real-life situations** using management information systems principles.

Program Objectives Matrix

	Objective 1	Objective 2	Objective 3	Objective 4
XXX100	IA			
XXX 125	IA			
XXX 225	RMA			
XXX 250		IRMA		
XXX 325			IRMA	
XXX 350	IRM			IRMA
XXX 370				MA
XXX 4XX				RMA
XXX 425	RM			MA
XXX 450				RMA
XXX 475				MA
External Assessment				MA

I=Introduced R= Reinforced M=Mastered A=Assessed

Assessment of Program Objectives

Objective 1	Students must utilize technology and end user software to solve complex management information systems issues.
Methods	What methods will be used to collect the data? Student's mastery of objective one will be assessed by collecting and scoring the following artifacts: MIS 100 – Final Portfolio (Rubric) MIS 125 – SIMnet Exams (Rubric) MIS 225 – Final Database Project (Rubric)
Benchmark	What behavior or action will show that students succeed at the objective? What are the identified benchmarks that determine student success? MIS 100 – 75% of students assessed as developing or better on Final Portfolio (Davis) (Every Fall) MIS 125 – 75% of students assessed as developing or better on SimNET Exams (Davis) (Every Spring/Fall/Summer) MIS 125: 85% of the MIS Seniors assessed will pass the Computer Applications portion of the Internet and Computing Core section of the Certification Exam. (Davis) (Every Spring/Fall/Summer) MIS 225 – 75% of students assessed as developing or better on Final Database Project (Brown) (Every Semester) MIS 425 – 90% of students assessed as developing or better on Enterprise Collaboration Software Final Project. (Brown) (Every Spring)
Data Collected (course specific)	See "Data Collected Table" (attached) and Rubrics (attached)

Data Collected (Assessment Day, external tests, Senior Achievement)	IC3 (Internet and Computing Core National Certification Exam). – Normally 4-10 MIS Majors involved per year. Data is aggregated within an external server at Certiport. Exam is given every Fall to all MIS Majors in the Capstone class. Assessment Day Activities 1. Focus Group – All MIS majors required to attend focus group. Questions and answers are aggregated and reported back to faculty. New programs, activities developed based on areas reported as weak. 2. MIS Advisory Board – All MIS majors required to attend the Advisory Board panel discussion and curriculum advancement meetings. Information is aggregated from these two meetings and curriculum change forms initiated based on information collected. Senior Professional Portfolio presentations (See rubric) 4 Students normally present during Senior Achievement Day or Assessment Day.
Results	**IC3 National Certification Exam** 4 Seniors completed the exam – all 4 obtained a "Pass" on each of the 3 sections. Pass rate required a score of 650/1000 Computing Fundamentals; 620/1000 Living Online; 720/1000 Key Applications. This year the students were required to take the new/upgraded GS4 level (includes more up to date applications/concepts) Assessment of the sub-levels within each exam revealed: Computing Fundamentals • Low: Hardware High: Operating Systems Living Online • Low – Networking Concepts • High: Digital Communication; safety Citizenship; Research Fluency Key Applications • Low – Database

	• High Collaboration
Budget needs related to the objective?	Would like to see a Pretest/ Posttest assessment integrated to help measure overall success throughout the program. Since Seniors pay for the IC3 (lab fee assessed) it would be nice to have the University Assessment program pay for a "pretest" of the IC3 so we could measure overall success throughout the program

Objective 2	Students must incorporate detailed, well established **networking** principles to project based learning situations
Methods	What methods will be used to collect the data? Portfolio/survey/case study.. Description of what data will be collected? Performance-based Rubric
Benchmark	What behavior or action will show that students succeed at the objective? What are the identified benchmarks that determine student success? MIS 250: 90 % of students assessed as developing or better MIS 250: 70% of the MIS Seniors assessed will pass the Networking portion of the Internet and Computing Core section of the Certification Exam. (Brown)
Data Collected (course specific)	See "Data Collected Table" (attached) and Rubrics (attached)
Data Collected (Assessment Day, external tests, Senior Achievement)	IC3 (Internet and Computing Core National Certification Exam). – Normally 4-10 MIS Majors involved per year. Data is aggregated within an external server at Certiport. Exam is given every Fall to all MIS Majors in the Capstone class. Assessment Day Activities 3. Focus Group – All MIS majors required to attend focus group. Questions and answers are aggregated and reported

	back to faculty. New programs, activities developed based on areas reported as weak. 4. MIS Advisory Board – All MIS majors required to attend the Advisory Board panel discussion and curriculum advancement meetings. Information is aggregated from these two meetings and curriculum change forms initiated based on information collected. Senior Professional Portfolio presentations (See rubric) 4 Students normally present during Senior Achievement Day or Assessment Day.
Results	**IC3 National Certification Exam** 4 Seniors completed the exam – all 4 obtained a "Pass" on each of the 3 sections. Pass rate required a score of 650/1000 Computing Fundamentals; 620/1000 Living Online; 720/1000 Key Applications. This year the students were required to take the new/upgraded GS4 level (includes more up to date applications/concepts) Assessment of the sub-levels within each exam revealed: Computing Fundamentals • Low: Hardware High: Operating Systems Living Online • Low – Networking Concepts • High: Digital Communication; safety Citizenship; Research Fluency Key Applications • Low – Database High Collaboration
Budget needs related to the objective?	Would like to see a Pretest/ Posttest assessment integrated to help measure overall success throughout the program. Since Seniors pay for the IC3 (lab fee assessed) it would be nice to have the University Assessment program pay for a "pretest" of the IC3 so we could measure overall success throughout the program

Objective 3	Students must apply best practices to design, develop and manage **website** related projects.
Methods	What methods will be used to collect the data? Portfolio/survey/case study.. Description of what data will be collected? MIS 325 – Final Project Website Rubric (Davis & Brown)
Benchmark	What behavior or action will show that students succeed at the objective? What are the identified benchmarks that determine student success? MIS 325 : 85% of students assessed as developing or better
Data Collected (course specific)	See "Data Collected Table" (attached) and Rubrics (attached)
Data Collected (Assessment Day, external tests, Senior Achievement)	IC3 (Internet and Computing Core National Certification Exam). – Normally 4-10 MIS Majors involved per year. Data is aggregated within an external server at Certiport. Exam is given every Fall to all MIS Majors in the Capstone class. Assessment Day Activities 5. Focus Group – All MIS majors required to attend focus group. Questions and answers are aggregated and reported back to faculty. New programs, activities developed based on areas reported as weak. 6. MIS Advisory Board – All MIS majors required to attend the Advisory Board panel discussion and curriculum advancement meetings. Information is aggregated from these two meetings and curriculum change forms initiated based on information collected. Senior Professional Portfolio presentations (See rubric) 4 Students normally present during Senior Achievement Day or Assessment Day.

Results	**IC3 National Certification Exam** 4 Seniors completed the exam – all 4 obtained a "Pass" on each of the 3 sections. Pass rate required a score of 650/1000 Computing Fundamentals; 620/1000 Living Online; 720/1000 Key Applications. This year the students were required to take the new/upgraded GS4 level (includes more up to date applications/concepts) Assessment of the sub-levels within each exam revealed: Computing Fundamentals • Low: Hardware High: Operating Systems Living Online • Low – Networking Concepts • High: Digital Communication; safety Citizenship; Research Fluency Key Applications • Low – Database High Collaboration
Budget needs related to the objective?	Would like to see a Pretest/ Posttest assessment integrated to help measure overall success throughout the program. Since Seniors pay for the IC3 (lab fee assessed) it would be nice to have the University Assessment program pay for a "pretest" of the IC3 so we could measure overall success throughout the program

Objective 4	Students must research and develop solutions to **real-life situations** using management information systems principles.
Methods	What methods will be used to collect the data? Portfolio/survey/case study. Description of what data will be collected? MIS 350 – Project Mgmt – (Every Fall)

	MIS 370 MIS Experience – Dependent on project selected by student in conjunction with departmental approval. Weekly journals, final project rubric evaluation. (Davis & Brown) (Spring/Fall/Intersession/Summer) MIS 4xx MIS Internship - Dependent on internship selected by student in conjunction with departmental approval. Weekly journals, Resume Rubric, supervisor evaluations (3) and final internship paper. (Davis) (Spring/Fall/Intersession/Summer) MIS 425 –Enterprise Collaboration Software Final Project (Rubric) (Brown) (Every Spring) MIS 450 Systems Analysis Final Project (Rubric) (Brown) (Every Spring) MIS 475 – MIS Capstone Business Partner Final Project (Business partner rubrics, portfolio rubrics) (Davis) (Every Fall) IC3 Certification Exam (Davis) Fall Professional Portfolio (Resume Rubric, Website Rubric) Internet & Computing Core National Certification (Davis) (Assessment Day)
Benchmark	What behavior or action will show that students succeed at the objective? What are the identified benchmarks that determine student success? MIS 370 – 85% of students assessed as developing or better : (Davis & Brown) (Spring/Fall/Intersession/Summer) MIS 4xx – 100% of students assessed will score in the "Good" or better category on the Internship Performance Form submit 3 times throughout the internship by their immediate supervisors. (Davis) (Spring/Fall/Intersession/Summer) MIS 425 - 90% of students assessed as developing or better on Enterprise Collaboration Software Final Project. (Brown) MIS 475 – 100% of students assessed as developing or better on Capstone Project. (Davis)

Data Collected (course specific)	See "Data Collected Table" (attached) and Rubrics (attached)
Data Collected (Assessment Day, external tests, Senior Achievement)	IC3 (Internet and Computing Core National Certification Exam). – Normally 4-10 MIS Majors involved per year. Data is aggregated within an external server at Certiport. Exam is given every Fall to all MIS Majors in the Capstone class. Assessment Day Activities 1. Focus Group – All MIS majors required to attend focus group. Questions and answers are aggregated and reported back to faculty. New programs, activities developed based on areas reported as weak. 2. MIS Advisory Board – All MIS majors required to attend the Advisory Board panel discussion and curriculum advancement meetings. Information is aggregated from these two meetings and curriculum change forms initiated based on information collected. Senior Professional Portfolio presentations (See rubric) 4 Students normally present during Senior Achievement Day or Assessment Day.
Results	**<u>IC3 National Certification Exam</u>** 4 Seniors completed the exam – all 4 obtained a "Pass" on each of the 3 sections. Pass rate required a score of 650/1000 Computing Fundamentals; 620/1000 Living Online; 720/1000 Key Applications. This year the students were required to take the new/upgraded GS4 level (includes more up to date applications/concepts) Assessment of the sub-levels within each exam revealed: Computing Fundamentals • Low: Hardware High: Operating Systems Living Online • Low – Networking Concepts • High: Digital Communication; safety Citizenship; Research Fluency

	Key Applications • Low – Database • High Collaboration
Budget needs related to the objective?	Would like to see a Pretest/ Posttest assessment integrated to help measure overall success throughout the program. Since Seniors pay for the IC3 (lab fee assessed) it would be nice to have the University Assessment program pay for a "pretest" of the IC3 so we could measure overall success throughout the program

Data Collected – Fall 2015 / Spring 2016 – Management Information Systems			
Course	**# students**	**Assignment**	**Benchmark**
MIS 125 – Productivity Tools	42	SimNet Assessment Application portion of National certification exam – Internet and Computing Core (IC3) GS4	87.8% reached "developing or better" on SimNet Assessment Projects 100% of MIS majors passed the Application portion of the IC3 national certification exam When examining the subcategories, database was the low score. Common application features and Word processing were high areas.
MIS 225 - Database	9	Database Final Exam Project	100% reached "developing or better" on Assessment Projects When examining the subcategories – Database scored low for Key applications.
MIS 250 - Networking	9	Networking Final Networking portion of National certification exam – Internet and	90% reached "developing or better" on Assessment Projects 100% of MIS majors passed the Application portion

		Computing Core (IC3) GS4	of the IC3 national certification exam – however, when the subcategories were examined within the exam – Networking was the low category on the Living Online portion of the exam.
MIS 325 – Website Development	16/6	Website Project	93% reached "developing or better" on Assessment Project Rubric
MIS 425 Systems Analysis	7	Final Analysis Paper	100% reached "developing or better" based on evaluation of final analysis.
MIS 450 Enterprise Collaboration Tools	6	Project Portfolio	100% reached "developing or better" based on Project Assessment Rubric
MIS 350 – Project Mgmt.	9	Project Mgmt Final	100% reached "developing or better" on Project Assessment
MIS 475 – MIS Capstone	8	National certification exam – Internet and Computing Core GS4	100% of MIS majors passed the full IC3 national certification exam

• • •

Attach Rubrics and or other explanatory documents pertaining to program assessment discussed in the chart to the report (portfolio guidelines, assignment sheet)

See Appendix ***

Analysis of Assessment:

After reviewing the IC3 National Certification exam, our students are scoring (but still passing) the IC3 Database section of the exam – however it is the identified "low" score of the category. Same with Networking. On our Benchmark for the MIS program, for these 2 areas (Networking & Database) students are scoring high. We did some research on what areas were covered in the IC3 database class. Most of the concepts are being covered in class; however, when reviewing the individual students who failed the database portion, it was revealed one student had not taken the database class prior to the IC3 exam. Thus, his knowledge would be extremely limited. The other 3 students had gone more than 1 year since taking database and probably did not retain the knowledge. A project based final exam was discussed in order to give students a more definitive understanding of the database concepts covered. More focus on reviewing database through the semester is needed.

In analyzing the networking component, it was determined a more robust networking lab should be implemented along with a more up to date textbook. Beginning Fall 2016, an online networking lab will be integrated into the class. We will see if that affects the networking portion of the IC3.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

Our Assessment process involves aggregating and reviewing results of the IC3 exam required of all MIS seniors

1. Student are required while in the Capstone class to complete the Internet and Computing Core (IC3) National Certification Exam. This exam validates the digital literacy skills required in today's academic and work environments. It is recognized globally as the standard for digital literacy.

   IC³ certification helps you learn and demonstrate Internet and digital literacy through a worldwide industry standard. To become IC³ certified, you must pass the following three exams.

   - **Computing Fundamentals:**
     a. Computer Hardware
     b. Computer Software
     c. Using an Operating System
   - **Key Applications:**

a. Common Program Functions
b. Word Processing Functions
c. Spreadsheet Functions
d. Presentation Software Functions

- **Living Online:**
  a. Networks and the Internet
  b. Electronic Mail
  c. Using the Internet
  d. The Impact of Computing and the Internet on Society

- The full aggregation of data can be seen in Appendix ****. Every Wednesday from 2:30 – 3:45pm, Mr. Brown and Dr. Davis met weekly from March 30 – April May 4 to analyze data and report results.
- Changes to Assessment:
  a. Last year, the ACC 412 Accounting Information Systems class utilized Quickbooks. After major discussions with the Accounting instructor and MIS department faculty, it was determined a change in the class would yield better assessment results. ACC 412 was renamed to Advanced Productivity Tools and incorporates advanced spreadsheet (Excel). This has shown significant results on the MIS student portions of the IC3 Application exam section.
     i. The ACC 412 Advanced Productivity Tools course now incorporates a project based final exam. We hope this will help students retain the information more directly.
  b. It was discuss that a new networking digital lab will be incorporated into the 16-17 Networking Class in order to attempt to raise the networking scores within the IC3.

See Assessment Day activity schedule of events Appendix A

See Senior Showcase activity Schedule of events Appendix B

Program Changes Based on Assessment:

Review of 14-15 Annual assessment actions and current assessment development		
ACTION **14-15 assessment plan**	**Results and/or program changes based on action item**	**Comments**
Obtain resources to put into place a campus Web server that would allow WWU students the ability to host their own student websites.	Completed	
Inclusion of Linux Operating Systems into Curriculum	Completed. We will be integrating Linux throughout the curriculum in order to help support the skills learned. (I.e. will be used in Enterprise Collaboration Tools and Networking class).	
IC3 assessment	We did have 100% pass rate this year (up from last year) on the IC3 national exam – even though it was a much more difficult exam (we are told). We upgraded to the newer GS4 version. However, we are not able to do a side by side comparison from last year's GS3.	
Rubric development	Revising some of the rubrics we believe more accurately assess student learning. We will continue to revise rubrics every semester.	
Retention/high scores within IC3 assessment	In reviewing assessment results from each of the courses, it was determined that courses that were project-based, yielded a higher retention rate for exams and end of the year assessments (IC3). We are working to incorporate more projects into all courses. This will also give students additional weight to their professional portfolios.	

Rotations	We moved database (due to low enrollment) to a once/year – versus every semester.	

General Education Assessment:

Many of our project based courses align nicely with the General Education criteria, especially those involving critical thinking, ethics and communications. We highly utilize mathematics in the Advanced Productivity Tools class. We recently added new Communications and Writing courses – both required courses were developed out of discussions with our MIS Advisory board who felt our students were weak in the communications area.

1. **Communication**
   Students will transmit information effectively in written or spoken form.
   1. **Grant Writing**
   2. **Technical Writing**

2. **Mathematics**
   Students will solve problems through an analysis of quantitative relationships.
   1. **Networking**
   2. **Website Design**
   3. **Advanced Productivity Tools**
   4. **Database**

3. **Critical Thinking**
   Students will use the principles of logic to develop analytical and reasoning skills.
   1. **Website Design**
   2. **Enterprise Collaboration Tools**
   3. **Intro to Web 2.0**
   4. **Database**
   5. **MIS 370 courses**
   6. **Systems Analysis**

4. **Meaning**
   Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.
   1. **Website design**
   2.

5. **Ethical Reasoning**
   Students will consider ethical problems in terms of competing interests, historical and cultural roots of conflict, and use various models or theories of ethical reasoning to resolve moral dilemmas.
   1. **Introduction to Web 2.0**
   2. **Website Design**
   3. **MIS Capstone**
   4. **Networking**

6. **Historical Perspective**
   Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.
   1. **Networking**

7. **Fine Arts:** ***Creative and Aesthetic Sensibility***
   Students will examine the products of human creativity in such endeavors as painting, sculpture, theatre, and music.
   1. **Website Design**
   2. **Database**

8. **Natural Science**
   Students will understand the natural world through systematic observation, by analyzing data, and by forming, testing and revising hypotheses.
   1. **Database**
   2. **Networking**
   3. **Systems Analysis**
   4. **Project Management**

9. **Social Sciences**
   Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.
   1. **Web 2.0**
   2. **Project Management**
   3. **Enterprise Collaboration Tools**

10. **Diversity**
    Students will analyze the traditions and values of a variety of cultures.
    1. **No course support this area**

Program Activities:
Student Performance Day Activities (Assessment Day):

As explained earlier, all MIS seniors take the Internet and Computing Core national certification exam prior to Assessment day since it is incorporated into the Capstone class.

See Assessment Day activities Appendix A

Senior Achievement Day Presentations:

Seniors were required to present their professional portfolios and were assessed using a peer rubric (See Appendix C). This activity consisted of:

1. Professional resume – Rubric scored
2. Online Professional Portfolio – with projects, embedded resume, references, etc.-Rubric Scored
3. LinkedIn Portfolio completed – Rubric Scored
4. Description of their internship
5. Plans for career future
6. Articulating strengths and weaknesses of the MIS program.

Graduates have noted our required internships as one of the important factors in obtaining good jobs upon graduation. Today students are expected to have a wealth of portfolio support/evidence from their academic experiences.

Benefits the program gains involves being able to track graduates through LinkedIn, along with a collection of an internship database.

Benefits to the student: The student has a professional portfolio, a robust LinkedIn, a resume and cover letter by the Fall of their Senior Year.

Changes:

1. Rubric was revised to require 5 projects with samples on the professional portfolios.
2. Rubric was coordinated with Business Communication class rubric which requires similar project based portfolio info.
3. Students will be required to upload their resumes and sample cover letters to the shared drive for future access.
4. Students will be required to submit their portfolio to a database

Changes based on student results survey during Senior Showcase:

- Faculty will make readily available a holding place for all final exam projects produced by the student.
- Faculty will discuss a schedule for incorporating a programming language each year.
- Faculty will try to better balance the Capstone class to allow all 3 components to work seamlessly:
    - Business partnership project
    - Community Service Project
    - Student Professional portfolio

Service Learning Activities:

Our House Homeless Shelter - Students are required to adopt a non-profit organization or business and perform a project for that organization (networking, website, etc.). This year students completed a large database for "Our House" the homeless shelter in Callaway County. The database will be used to query data for government funds and grants.

Callaway Bank – The students in the Capstone class conducted research to implement new conferencing system for remote banking locations.

SWAT – The Student Website Advancement Team is a select group of students skilled in advanced website development. They work closely with the community to help develop websites, conduct usability testing and training as needed. Usually complete 50% - 65% of the projects for non-profits.

Website Development class – Students have the option of selecting a business or organization in need of a website for their final exam project.

Interpreting Site for statutory ruling/Missouri – Students in the capstone class developed a website to help coordinate the sign up process. This project will help interpreting students meet the statutory rules of the state of Missouri and respond to requests from Deaf individuals.

All of these community service projects help our students understand the importance of giving back to the community and helping those in need (non-profits). It also gives the students an important working knowledge of communicating with others, developing projects and articulating needs.

Our department has twice won the Service Learning award on campus.

Program Sponsored LEAD Events:

LEAD event – Maximize your Career

LEAD event – How to graduate on time – don't waste your credits!

LEAD Event – Human Trafficking

Student Accomplishments:

Undergraduates:

Two SWAT students - Abby Baker (MIS/SWAT) & Jeremy Bene (SWAT) received the Anheuser-Busch Foundation Scholarships

Nine Student Website Advancement Team members were invited to Educo – a Website Design & Development company in Chicago to engage in seminars and workshops involving best practices in design and usability.

Jordon Russell conducted heat mapping and usability testing on clients. He then developed a research report/project based on the results of both tests and presented the results to the client.

Alison Godar designed and developed a Wordpress website for Lynette Reiling Coaching as part of her Honor's Project. The site offers interactive assessment and program designs for individuals. Dr. Linda Davis, faculty in the MIS Department, mentored the project.

Faculty Accomplishments:

- Dr. Linda Davis received the Chapter Education Award through the Callaway Chapter of the MIZZOU Alumni Association.
- Over the summer, Mr. Brown took 3 non-credit classes from John Hopkins University through Coursera.com 1) The Data Scientists Toolbox, R Programming and Getting and Cleaning Data. He received certificates in all 3 courses.
- Eric Brown attended the DevCoMo developers meeting Wednesday, September 19th. Discussed were the recent advances in the JavaScript programming language, used on many websites.
- Eric Brown also started coursework for his Doctorate in Information Technology from Walden University at the end of August. The program is expected to take about four years.

Alumni (Recent Graduates) Accomplishments (past year graduating class):

Jacob Hawes - promoted to Agile Coordinator at World Wide Technology

Phillip Davis – Technical Solution Analyst at Cerner Corporation

Kyle Matthews – IT LDP Project Manager TRU Simulation & Training

Andrew Boyd – Business Analyst at Cerner Corporation

Dustin Kramer – Information Technologist for Missouri Department of Transportation

Wade Oestreich – Technical Solutions Analyst – Cerner Corporation

Annual Assessment Evaluation				
Assessment Component	**Assessment Reflects Best Practices**	**Assessment Meets the Expectations of the University**	**Assessment Needs Development**	**Assessment is Inadequate**
Learning Objectives	• Detailed, measurable program learning objectives • Objectives are shared with students and faculty	• Measurable program learning objectives. • Learning objectives are available to students.	• Program learning objectives are identified and are generally measurable	• Program learning objectives are not clear or measurable
Assessment Measures	• Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	• Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	• Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	• Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.
Assessment Results	• All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	• Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	• Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	• Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.
Faculty Analysis and Conclusions	• Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	• Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.	• Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made.	• Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.
Actions to Improve Learning and Assessment	• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and and linked to assessment results.	• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.	• At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not	• Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan

			clearly connected to data	

Program: MIS

Additional Comments:

In looking at the matrix, it seems like objective 2 and 3 only come up at all in 2 classes?? Is that possible/? It also seems that objective 1,2,3 are not included in the IC3 assessment? Am I reading that correctly?

If you want assessment to pay for the pretest, just send it through the budgeting process for me to cover and If I have the money I can do it.

In the data charts, there is information from the IC3 exam on the objectives, but it is not up in the matrix at the top of the report. It is easy to leave off something doing it this way. With the new assessment report and how it auto-populates this it will help eliminate some of these errors.

There are a lot of assignments being assessed for objective 4 in 300-400 level course. Are these spread out over 2 years? If they are mostly the senior year, then most of the assessment is being done when the program has no time to make changes and teach students what they need to know before graduation? I don't know I am just putting that out there since they are all pretty huge projects. If they are spread out it is not a big deal, as the program can regroup if needed to cover a missed skill.

Appendix A

Management Information Systems Assessment Day Activities Tuesday, February 16			
Times	**Who**	**Activity**	**Location**
	MIS Faculty	Assess Results: All MIS Seniors took the 3 hour Internet and Computing Core Certification Assessment exam during the Fall Capstone course.	Burton 207
11:00 – 12:15	**ALL MIS majors**	MIS Advisory Board Panel Discussion	Think Tank
12:15 – 1:00	**MIS Seniors (4), MIS faculty (2) Advisory Board (3)**	Lunch with Advisory Board	Playhouse Bistro
1:30-?	**MIS Faculty**	Review IC3 national certification/assessment results Generate possible corrective action	Burton 207
1:00 – 2:15	**ALL MIS majors**	Tuesday, February 16 at 1 p.m. ***"The Best and Worst Ways to Find a Job"*** LEAD point	Library Auditorium

Management Information Systems Assessment Day Activities Wednesday, February 17			
Times	**Who**	**Activity**	**Location**

10:00 – 11:15	**ALL MIS majors**	**MIS Program Informational Session**
		• Internships
		  ○ GPA requirement
		• ICE Certification Exam
		• Professional Portfolios
		• Capstone projects
		  ○ Seniors present
		• Community Service Projects
		• Intent to Graduate form
		• MIS 370 projects
			Think Tank

Noon – 1:30	**ALL MIS majors**	**How to Follow Up Without Falling Through** **LEAD point**	Library

Appendix B – Senior Showcase Peer Assessment Rubic

MIS Senior Showcase Presentations-Peer Assessment Rubric

April 26 12:15 - 1:50

Presenter's Name:

If presenter meets requirement- no number is required.

Not Met - presenter is missing requirement listed - add number in left column. (i.e. 5 pts)

Exceeds -- presenter exceeds requirements - mark right column with number. (i.e. 5 pts)

NOT Met	Requirements MET All requirements = 5 points except where noted.	Exceeds Requirements
	MIS Business Presentation (General) @15 ● Business Casual Dress ● Presenter is "ready" for presentation i.e. technology is ready and working ● Presenter engages audience with good eye contact and good vocalization skills. Does not overuse the word "Like" or "Um" -1 point for every use of the word "Like"	
	Introduction @10 ● Presenter must give name, major and other pertinent information as to presentation content ● Give short description of your presentation	

	Electronic Portfolio @100 ● Includes 5 of the following 7 projects with graphic and full description and or report:@20 pt ○ Database Mgmt ○ Website Development ○ Systems Analysis ○ Project Mgmt ○ Entrepreneurship ○ Technical/Grant Writing ○ Capstone Project ● Capstone project required. May include MIS, Business and/or Writing projects. Should include project or screen shots. ● Evident the student spent time customizing the theme for portfolio intended use. Theme is professional ● Background is professional. No wild colors used. ● Profile picture is professional - (Appropriate attire for a funeral - in other words no 'party dress' no weird poses) ● Full write up of internship ● Good examples of work experience (including volunteer) ● Portfolio is easy to navigate ● Includes at least 3 testimonials or recommendations ● Resume is "embeded" and can be found in at least 2 additional format styles as directed (word, pdf, text) ● Contact information is easily found. ● Social media icons used (Required: linkedin) ● MIS Classes appropriate to portfolio and/or skills listed. May link to class descriptions. ● My IC3 certification in included on my resume, linkedin & portfolio (If you passed) ● Site is responsive (mobile ready) ● Portfolio works in Explorer, Firefox and Chrome ● Resume in at least 2 formats on portfolio (.pdf/word/scannable Cover letter gives appropriate	

	communication of intent ● Student is member of "LinkedIn" and has the link in portfolio ● Information is accurate, no spelling or grammatical errors (@-3 for each spelling error and grammar error)	
	Resume and Cover Letter - @20 ● Resume is professional. Verbage is consistent ● Bring resume printed (not required to be printed on resume paper) ● Sample Cover letter ● Sample follow up email/letter	
	LinkedIn @40 ● At least 4 projects showcased @15 ● Internship experience included ● Education noted ● Professional picture ● Linkedin is updated with current projects & Internships ● Verbiage is consistent ● No misspelled words -3 for each misspelling/grammar errors	
	Career Plans - @10 ● Presenter has concise plans for ideal work environment in the MIS or related business field	
Total	Total	Total

APPENDIX C

IC3 data aggregation by category

IC3 GS4 - Key Applications	884	PASS	Basic Database Interactions	50
IC3 GS4 - Key Applications	907	PASS	Basic Database Interactions	75
IC3 GS4 - Key Applications	930	PASS	Basic Database Interactions	75
IC3 GS4 - Key Applications (Office 2013)	884	PASS	Basic Database Interactions	100
				75
IC3 GS4 - Living Online	756	PASS	Browsers	60
IC3 GS4 - Living Online	756	PASS	Browsers	70
IC3 GS4 - Living Online	800	PASS	Browsers	70
IC3 GS4 - Living Online	844	PASS	Browsers	100
				80
IC3 GS4 - Key Applications	907	PASS	Collaboration	100
IC3 GS4 - Key Applications	930	PASS	Collaboration	100
IC3 GS4 - Key Applications	884	PASS	Collaboration	100
IC3 GS4 - Key Applications (Office 2013)	884	PASS	Collaboration	100
				100
IC3 GS4 - Key Applications (Office 2013)	884	PASS	Common Application Features	78
IC3 GS4 - Key Applications	907	PASS	Common Application Features	100

IC3 GS4 - Key Applications	930	PASS	Common Application Features	100
IC3 GS4 - Key Applications	884	PASS	Common Application Features	100
				94.5
IC3 GS4 - Computing Fundamentals	667	PASS	Computer hardware and concepts	45
IC3 GS4 - Computing Fundamentals	600	FAIL	Computer hardware and concepts	45
IC3 GS4 - Computing Fundamentals	733	PASS	Computer hardware and concepts	64
IC3 GS4 - Computing Fundamentals	844	PASS	Computer hardware and concepts	73
IC3 GS4 - Computing Fundamentals	756	PASS	Computer hardware and concepts	73
				60
IC3 GS4 - Computing Fundamentals	600	FAIL	Computer software and concepts	62
IC3 GS4 - Computing Fundamentals	733	PASS	Computer software and concepts	69
IC3 GS4 - Computing Fundamentals	667	PASS	Computer software and concepts	69
IC3 GS4 - Computing Fundamentals	756	PASS	Computer software and concepts	69
IC3 GS4 - Computing Fundamentals	844	PASS	Computer software and concepts	85
				70.8
IC3 GS4 - Living Online	756	PASS	Digital citizenship	67
IC3 GS4 - Living Online	800	PASS	Digital citizenship	67
IC3 GS4 - Living Online	756	PASS	Digital citizenship	67
IC3 GS4 - Living Online	844	PASS	Digital citizenship	83
				71
IC3 GS4 - Living Online	800	PASS	Digital Communication	89
IC3 GS4 - Living Online	756	PASS	Digital Communication	89
IC3 GS4 - Living Online	844	PASS	Digital Communication	100

IC3 GS4 - Living Online	756	PASS	Digital Communication	100
				94.5
IC3 GS4 - Living Online	756	PASS	Networking concepts	43
IC3 GS4 - Living Online	800	PASS	Networking concepts	57
IC3 GS4 - Living Online	756	PASS	Networking concepts	57
IC3 GS4 - Living Online	844	PASS	Networking concepts	71
				57
IC3 GS4 - Computing Fundamentals	733	PASS	Operating System Basics	75
IC3 GS4 - Computing Fundamentals	600	FAIL	Operating System Basics	83
IC3 GS4 - Computing Fundamentals	844	PASS	Operating System Basics	92
IC3 GS4 - Computing Fundamentals	667	PASS	Operating System Basics	92
IC3 GS4 - Computing Fundamentals	756	PASS	Operating System Basics	92
				86.8
IC3 GS4 - Key Applications	884	PASS	Presentation activities	86
IC3 GS4 - Key Applications	907	PASS	Presentation activities	100
IC3 GS4 - Key Applications	930	PASS	Presentation activities	100
IC3 GS4 - Key Applications (Office 2013)	884	PASS	Presentation activities	100
				96.5
IC3 GS4 - Living Online	844	PASS	Research fluency	57
IC3 GS4 - Living Online	756	PASS	Research fluency	71
IC3 GS4 - Living Online	800	PASS	Research fluency	100
IC3 GS4 - Living Online	756	PASS	Research fluency	100
				82
IC3 GS4 - Living Online	844	PASS	Safe Computing	83
IC3 GS4 - Living Online	756	PASS	Safe Computing	83

IC3 GS4 - Living Online	756	PASS	Safe Computing	100
IC3 GS4 - Living Online	800	PASS	Safe Computing	100
				91.5
IC3 GS4 - Key Applications (Office 2013)	884	PASS	Spreadsheet activities	67
IC3 GS4 - Key Applications	907	PASS	Spreadsheet activities	89
IC3 GS4 - Key Applications	930	PASS	Spreadsheet activities	89
IC3 GS4 - Key Applications	884	PASS	Spreadsheet activities	89
IC3 GS4 - Computing Fundamentals	600	FAIL	Troubleshooting	44
IC3 GS4 - Computing Fundamentals	667	PASS	Troubleshooting	56
IC3 GS4 - Computing Fundamentals	756	PASS	Troubleshooting	67
IC3 GS4 - Computing Fundamentals	844	PASS	Troubleshooting	89
IC3 GS4 - Computing Fundamentals	733	PASS	Troubleshooting	89
				69
IC3 GS4 - Key Applications	907	PASS	Word processing activities and methods	78
IC3 GS4 - Key Applications	930	PASS	Word processing activities and methods	89
IC3 GS4 - Key Applications	884	PASS	Word processing activities and methods	89
IC3 GS4 - Key Applications (Office 2013)	884	PASS	Word processing activities and methods	100 **89**

Sorted by PERCENT/Category

IC3 GS4 - Living Online	756	PASS	Networking concepts	43
IC3 GS4 - Computing Fundamentals	600	FAIL	Troubleshooting	44
IC3 GS4 - Computing Fundamentals	667	PASS	Computer hardware and concepts	45
IC3 GS4 - Computing Fundamentals	600	FAIL	Computer hardware and concepts	45
IC3 GS4 - Key Applications	884	PASS	Basic Database Interactions	50
IC3 GS4 - Computing Fundamentals	667	PASS	Troubleshooting	56
IC3 GS4 - Living Online	800	PASS	Networking concepts	57
IC3 GS4 - Living Online	756	PASS	Networking concepts	57
IC3 GS4 - Living Online	844	PASS	Research fluency	57
IC3 GS4 - Living Online	756	PASS	Browsers	60
IC3 GS4 - Computing Fundamentals	600	FAIL	Computer software and concepts	62
IC3 GS4 - Computing Fundamentals	733	PASS	Computer hardware and concepts	64
IC3 GS4 - Living Online	756	PASS	Digital citizenship	67
IC3 GS4 - Living Online	800	PASS	Digital citizenship	67
IC3 GS4 - Living Online	756	PASS	Digital citizenship	67
IC3 GS4 - Key Applications (Office 2013)	884	PASS	Spreadsheet activities	67
IC3 GS4 - Computing Fundamentals	756	PASS	Troubleshooting	67
IC3 GS4 - Computing Fundamentals	733	PASS	Computer software and concepts	69
IC3 GS4 - Computing Fundamentals	667	PASS	Computer software and concepts	69
IC3 GS4 - Computing Fundamentals	756	PASS	Computer software and concepts	69

IC3 GS4 - Living Online	756	PASS	Browsers	70
IC3 GS4 - Living Online	800	PASS	Browsers	70
IC3 GS4 - Living Online	844	PASS	Networking concepts	71
IC3 GS4 - Living Online	756	PASS	Research fluency	71
IC3 GS4 - Computing Fundamentals	844	PASS	Computer hardware and concepts	73
IC3 GS4 - Computing Fundamentals	756	PASS	Computer hardware and concepts	73
IC3 GS4 - Key Applications	907	PASS	Basic Database Interactions	75
IC3 GS4 - Key Applications	930	PASS	Basic Database Interactions	75
IC3 GS4 - Computing Fundamentals	733	PASS	Operating System Basics	75
IC3 GS4 - Key Applications (Office 2013)	884	PASS	Common Application Features	78
IC3 GS4 - Key Applications	907	PASS	Word processing activities and methods	78
IC3 GS4 - Living Online	844	PASS	Digital citizenship	83
IC3 GS4 - Computing Fundamentals	600	FAIL	Operating System Basics	83
IC3 GS4 - Living Online	844	PASS	Safe Computing	83
IC3 GS4 - Living Online	756	PASS	Safe Computing	83
IC3 GS4 - Computing Fundamentals	844	PASS	Computer software and concepts	85
IC3 GS4 - Key Applications	884	PASS	Presentation activities	86
IC3 GS4 - Living Online	800	PASS	Digital Communication	89
IC3 GS4 - Living Online	756	PASS	Digital Communication	89
IC3 GS4 - Key Applications	907	PASS	Spreadsheet activities	89
IC3 GS4 - Key Applications	930	PASS	Spreadsheet activities	89

IC3 GS4 - Key Applications	884	PASS	Spreadsheet activities	89
IC3 GS4 - Computing Fundamentals	844	PASS	Troubleshooting	89
IC3 GS4 - Computing Fundamentals	733	PASS	Troubleshooting	89
IC3 GS4 - Key Applications	930	PASS	Word processing activities and methods	89
IC3 GS4 - Key Applications	884	PASS	Word processing activities and methods	89
IC3 GS4 - Computing Fundamentals	844	PASS	Operating System Basics	92
IC3 GS4 - Computing Fundamentals	667	PASS	Operating System Basics	92
IC3 GS4 - Computing Fundamentals	756	PASS	Operating System Basics	92
IC3 GS4 - Key Applications (Office 2013)	884	PASS	Basic Database Interactions	100
IC3 GS4 - Living Online	844	PASS	Browsers	100
IC3 GS4 - Key Applications	907	PASS	Collaboration	100
IC3 GS4 - Key Applications	930	PASS	Collaboration	100
IC3 GS4 - Key Applications	884	PASS	Collaboration	100
IC3 GS4 - Key Applications (Office 2013)	884	PASS	Collaboration	100
IC3 GS4 - Key Applications	907	PASS	Common Application Features	100
IC3 GS4 - Key Applications	930	PASS	Common Application Features	100
IC3 GS4 - Key Applications	884	PASS	Common Application Features	100

IC3 GS4 - Living Online	844	PASS	Digital Communication	100
IC3 GS4 - Living Online	756	PASS	Digital Communication	100
IC3 GS4 - Key Applications	907	PASS	Presentation activities	100
IC3 GS4 - Key Applications	930	PASS	Presentation activities	100
IC3 GS4 - Key Applications (Office 2013)	884	PASS	Presentation activities	100
IC3 GS4 - Living Online	800	PASS	Research fluency	100
IC3 GS4 - Living Online	756	PASS	Research fluency	100
IC3 GS4 - Living Online	756	PASS	Safe Computing	100
IC3 GS4 - Living Online	800	PASS	Safe Computing	100
IC3 GS4 - Key Applications (Office 2013)	884	PASS	Word processing activities and methods	100

Data Aggregation by Category then score

IC3 GS4 - Key Applications	11/23/2015 1:46:00 PM	884	PASS	2098	21856185	Basic Database Interactions
IC3 GS4 - Key Applications	11/23/2015 1:25:00 PM	907	PASS	1001	21856068	Basic Database Interactions
IC3 GS4 - Key Applications	11/23/2015 1:32:00 PM	930	PASS	1104	21856104	Basic Database Interactions
IC3 GS4 - Key Applications (Office 2013)	11/23/2015 1:50:00 PM	884	PASS	2123	21856205	Basic Database Interactions
IC3 GS4 - Living Online	11/23/2015 1:09:00 PM	756	PASS	1720	21855838	Browsers
IC3 GS4 - Living Online	11/23/2015 2:32:00 PM	756	PASS	1563	21856499	Browsers
IC3 GS4 - Living Online	11/23/2015 1:59:00 PM	800	PASS	1177	21856306	Browsers
IC3 GS4 - Living Online	11/23/2015 1:05:00 PM	844	PASS	864	21855801	Browsers
IC3 GS4 - Key Applications	11/23/2015 1:25:00 PM	907	PASS	1001	21856068	Collaboration
IC3 GS4 - Key Applications	11/23/2015 1:32:00 PM	930	PASS	1104	21856104	Collaboration
IC3 GS4 - Key Applications	11/23/2015 1:46:00 PM	884	PASS	2098	21856185	Collaboration
IC3 GS4 - Key Applications (Office 2013)	11/23/2015 1:50:00 PM	884	PASS	2123	21856205	Collaboration
IC3 GS4 - Key Applications (Office 2013)	11/23/2015 1:50:00 PM	884	PASS	2123	21856205	Common Application Features
IC3 GS4 - Key Applications	11/23/2015 1:25:00 PM	907	PASS	1001	21856068	Common Application Features
IC3 GS4 - Key Applications	11/23/2015 1:32:00 PM	930	PASS	1104	21856104	Common Application Features
IC3 GS4 - Key Applications	11/23/2015 1:46:00 PM	884	PASS	2098	21856185	Common Application Features
IC3 GS4 - Computing Fundamentals	11/23/2015 1:05:00 PM	667	PASS	1215	21855804	Computer hardware and concepts
IC3 GS4 - Computing Fundamentals	11/23/2015 2:30:00 PM	600	FAIL	1690	21856491	Computer hardware and concepts
IC3 GS4 - Computing Fundamentals	11/23/2015 1:10:00 PM	733	PASS	1991	21855886	Computer hardware and concepts
IC3 GS4 - Computing Fundamentals	11/23/2015 1:52:00 PM	844	PASS	978	21856233	Computer hardware and concepts
IC3 GS4 - Computing Fundamentals	11/30/2015 1:10:00 PM	756	PASS	2665	21915315	Computer hardware and concepts
IC3 GS4 - Computing Fundamentals	11/23/2015 2:30:00 PM	600	FAIL	1690	21856491	Computer software and concepts
IC3 GS4 - Computing Fundamentals	11/23/2015 1:10:00 PM	733	PASS	1991	21855886	Computer software and concepts

IC3 GS4 - Computing Fundamentals	11/23/2015 1:05:00 PM	667	PASS	1215	21855804	Computer software and concepts
IC3 GS4 - Computing Fundamentals	11/30/2015 1:10:00 PM	756	PASS	2665	21915315	Computer software and concepts
IC3 GS4 - Computing Fundamentals	11/23/2015 1:52:00 PM	844	PASS	978	21856233	Computer software and concepts
IC3 GS4 - Living Online	11/23/2015 2:32:00 PM	756	PASS	1563	21856499	Digital citizenship
IC3 GS4 - Living Online	11/23/2015 1:59:00 PM	800	PASS	1177	21856306	Digital citizenship
IC3 GS4 - Living Online	11/23/2015 1:09:00 PM	756	PASS	1720	21855838	Digital citizenship
IC3 GS4 - Living Online	11/23/2015 1:05:00 PM	844	PASS	864	21855801	Digital citizenship
IC3 GS4 - Living Online	11/23/2015 1:59:00 PM	800	PASS	1177	21856306	Digital Communication
IC3 GS4 - Living Online	11/23/2015 1:09:00 PM	756	PASS	1720	21855838	Digital Communication
IC3 GS4 - Living Online	11/23/2015 1:05:00 PM	844	PASS	864	21855801	Digital Communication
IC3 GS4 - Living Online	11/23/2015 2:32:00 PM	756	PASS	1563	21856499	Digital Communication
IC3 GS4 - Living Online	11/23/2015 2:32:00 PM	756	PASS	1563	21856499	Networking concepts
IC3 GS4 - Living Online	11/23/2015 1:59:00 PM	800	PASS	1177	21856306	Networking concepts
IC3 GS4 - Living Online	11/23/2015 1:09:00 PM	756	PASS	1720	21855838	Networking concepts
IC3 GS4 - Living Online	11/23/2015 1:05:00 PM	844	PASS	864	21855801	Networking concepts
IC3 GS4 - Computing Fundamentals	11/23/2015 1:10:00 PM	733	PASS	1991	21855886	Operating System Basics
IC3 GS4 - Computing Fundamentals	11/23/2015 2:30:00 PM	600	FAIL	1690	21856491	Operating System Basics
IC3 GS4 - Computing Fundamentals	11/23/2015 1:52:00 PM	844	PASS	978	21856233	Operating System Basics
IC3 GS4 - Computing Fundamentals	11/23/2015 1:05:00 PM	667	PASS	1215	21855804	Operating System Basics
IC3 GS4 - Computing Fundamentals	11/30/2015 1:10:00 PM	756	PASS	2665	21915315	Operating System Basics
IC3 GS4 - Key Applications	11/23/2015 1:46:00 PM	884	PASS	2098	21856185	Presentation activities
IC3 GS4 - Key Applications	11/23/2015 1:25:00 PM	907	PASS	1001	21856068	Presentation activities
IC3 GS4 - Key Applications	11/23/2015 1:32:00 PM	930	PASS	1104	21856104	Presentation activities
IC3 GS4 - Key Applications (Office 2013)	11/23/2015 1:50:00 PM	884	PASS	2123	21856205	Presentation activities
IC3 GS4 - Living Online	11/23/2015 1:05:00 PM	844	PASS	864	21855801	Research fluency
IC3 GS4 - Living Online	11/23/2015 2:32:00 PM	756	PASS	1563	21856499	Research fluency
IC3 GS4 - Living Online	11/23/2015 1:59:00 PM	800	PASS	1177	21856306	Research fluency
IC3 GS4 - Living Online	11/23/2015 1:09:00 PM	756	PASS	1720	21855838	Research fluency

IC3 GS4 - Living Online	11/23/2015 1:05:00 PM	844	PASS	864	21855801	Safe Computing
IC3 GS4 - Living Online	11/23/2015 1:09:00 PM	756	PASS	1720	21855838	Safe Computing
IC3 GS4 - Living Online	11/23/2015 2:32:00 PM	756	PASS	1563	21856499	Safe Computing
IC3 GS4 - Living Online	11/23/2015 1:59:00 PM	800	PASS	1177	21856306	Safe Computing
IC3 GS4 - Key Applications (Office 2013)	11/23/2015 1:50:00 PM	884	PASS	2123	21856205	Spreadsheet activities
IC3 GS4 - Key Applications	11/23/2015 1:25:00 PM	907	PASS	1001	21856068	Spreadsheet activities
IC3 GS4 - Key Applications	11/23/2015 1:32:00 PM	930	PASS	1104	21856104	Spreadsheet activities
IC3 GS4 - Key Applications	11/23/2015 1:46:00 PM	884	PASS	2098	21856185	Spreadsheet activities
IC3 GS4 - Computing Fundamentals	11/23/2015 2:30:00 PM	600	FAIL	1690	21856491	Troubleshooting
IC3 GS4 - Computing Fundamentals	11/23/2015 1:05:00 PM	667	PASS	1215	21855804	Troubleshooting
IC3 GS4 - Computing Fundamentals	11/30/2015 1:10:00 PM	756	PASS	2665	21915315	Troubleshooting
IC3 GS4 - Computing Fundamentals	11/23/2015 1:52:00 PM	844	PASS	978	21856233	Troubleshooting
IC3 GS4 - Computing Fundamentals	11/23/2015 1:10:00 PM	733	PASS	1991	21855886	Troubleshooting
IC3 GS4 - Key Applications	11/23/2015 1:25:00 PM	907	PASS	1001	21856068	Word processing activities and methods
IC3 GS4 - Key Applications	11/23/2015 1:32:00 PM	930	PASS	1104	21856104	Word processing activities and methods
IC3 GS4 - Key Applications	11/23/2015 1:46:00 PM	884	PASS	2098	21856185	Word processing activities and methods
IC3 GS4 - Key Applications (Office 2013)	11/23/2015 1:50:00 PM	884	PASS	2123	21856205	Word processing activities and methods

APPENDIX D

Final Exam Project **300 points** **(Required presence-No rescheduled times)**	Thursday May 5 , 9:25 If you miss the final exam - (regardless of why you chose to fly home early) - you will not receive the full points. Part of the final exam is assessing other sites from the class.		***Meet in Burton 206*** Student may contract changes t the below requirements – You may replace a requirement with an additional element of your choice. Any change must be approved by Dr. Davis **PRIOR to** the change being made and be comparable to the skill being replaced
Requirement	**Points**	**Assessment**	**Notes**
Type URL of your site here!			
Hosting package & domain name (listed as prerequisite requirement for the course)			Name of host/Domain:
Pre-Design Points			
Completed 6 pages of Design Layout - StoryBoard	20		

Pictures/Text gathered for pre-design layout -detailed storyboard Showcase plugins / widgets during designated days	25		
Design Points			
10 pictures (any below acceptable) graphics photos scanned image monograms logos	30		
Theme Please choose a theme that is easy for you to customize - yet allows maximization of plugins and widget - Cannot use Divi Theme. Theme must be Responsive (Mobile ready)	25		

SEO - 4 things you did to optimize search engine optimization on your site.	20		
• 6 working internal linked pages (includes Home pg) • 2 of the pages must have text of at least 250 words per page. Resume does not count for 250 word page. • If you borrow text from a site - you must properly use citations and not count as *your* "words" • About & Contact pages required • All text in paragraph form on your site ***cannot*** be centered or right justified.	30		
3 working external link (URL linked to external website)	5		
10 Plugins or widgets (At least 2 must be a shortcode plugin)	100		These should relate to the purpose of your site. IF your site is about your portfolio – then adding a calendar that serves no purpose would not count

10 @ 10 pts each (at least 1 widget required - but any combination will do) May do additional skills - such as embedded google calendar or other javascript with prior approval.) Akismet Plugin required as one of your 10! Akismet -settings • Auto trash • Don't show comments unless they are manually approved Captcha required			
Google Analytics installed & working Cannot count this as a plugin or widget Embed Google Analytics plugin on website.	25		Google analytics page will be attached to final documentation
At least 2 social media buttons	5		
2 Testimonials if business site 3 Testimonials if professional portfolio	15		

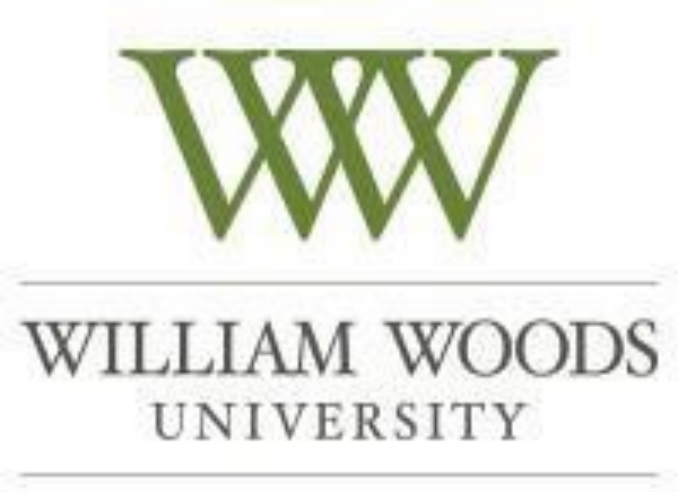
Site Assessment: Required attendance at Final Exam Day to assess other student sites	REQUIRED Attendance -100 points if you miss final day assessment		
-3 for each misspelled word or grammatical error.			
No plagiarism. You cannot copy and paste from the Internet. Students caught plagiarizing will be penalized 100 points. If a site has already been published on the Internet - you cannot use that site (unless it is a total rebuild)			
Project Documentation • **Copy & Paste form from here into Word.**			
Professional Portfolio Sites must include an embedded resume that has been checked by Ms. Dittmer in the Career Center (.pdf format) and			

a Projects page that includes at least 3 projects with pictures. If you include a "Calendar" it should involve up to 6 events within the Calendar. Assessment of each peer project will involve a critique of the sites. You must note at least 1 improvement you would recommend along with any strengths of the sites.			
Cross browser checked			

NO LATE WEBSITES Accepted – regardless of excuse.

Student must be in attendance during Final Exam period. Evaluation of all websites during the final exam period is part of the process. Plan your travel accordingly.

Final Exam Day instructions



MIS Annual Assessment 17-18

Annual Assessment 17-18

Management Information Systems

Program Profile

Program Mission Statement
Please insert your program mission statement here

The Management Information Systems Mission is to provide students with a theoretical, technological and business base to effectively compete in the business world.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

	Minors	Majors
2017-18	8	13
2016-17	12	16

Concentrations 2016-17
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

There are no concentrations for the Major

Concentrations 2017-18
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

There are no concentrations for the Major

Student Demographics
Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

The MIS program has an excellent retention, persistent and completion rates. The graduation rate for MIS majors is also high. A majority of our students learn of the major after they have entered WWU. We have a high rate of double majors as well. Students can easily complete the MIS major in four years. In addition it is well suited to transfer students since there are few prerequisites. All courses are offered at least once a year. In addition, the minor and concentration have built in flexibility as well.

The MIS program is heavily suited to hands-on projects through the coursework. We believe this contributes to a high rate of retention since most students perform better on projects versus rote memorization on exams. In addition, the student has a robust portfolio when they begin their career search. We believe the hire rate is hire due to the fact employers can see and witness their academic levels based on the projects produced.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation
Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation?If no, why?

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
MIS.1	Students must utilize technology and end user software to solve complex management information systems issues.
MIS.2	Students must incorporate detailed, well established networking principles to project based learning situations.
MIS.3	Students must apply best practices to design, develop and manage website related projects.
MIS.4	Students must research and develop solutions to real-life situations using management information systems principles.

General Education Alignment to Program
How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual.

See attached for more detailed breakdown.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

MIS Curriculum Map(Imported)

	MIS 100	MIS 125	MIS 250	MIS 225	MIS 325	MIS 350
MIS.1 Students must utilize technology and end user software to solve complex management information systems issues.	I	I, R, M, A	R			I, R, M
MIS.2 Students must incorporate detailed, well established networking principles to project based learning situations.			I, M, A			
MIS.3 Students must apply best practices to design, develop and manage website related projects.					I, R, M, A	
MIS.4 Students must research and develop solutions to real-life situations using management information systems principles.						I, R, M

	MIS 370	MIS 403	MIS 425	MIS 450	MIS 475	Student Performance Review
MIS.1 Students must utilize technology and end user software to solve complex management information systems issues.			R, M			A
MIS.2 Students must incorporate detailed, well established networking principles to project based learning situations.						A
MIS.3 Students must apply best practices to design, develop and manage website related projects.						
MIS.4 Students must research and develop solutions to real-life situations using management information systems principles.	M	R, M	M, A	R, M	M, A	A

Assessment Map

Assessment Map for MIS Curriculum Map(Imported)

MIS.1 Students must utilize technology and end user software to solve complex management information systems issues.

MIS 125		
Assessment Measure	Criterion	Attachments
Indirect - External Evaluation	75% of the students will pass the SimNet Application exams in Word, Excel, and Access.	

Student Performance Review		
Assessment Measure	Criterion	Attachments
Direct - External Testing	75% of the students will pass the SimNet application exam in Word, Excel, and Access.	
Indirect - External Evaluation	85% of MIS Seniors will pass theComputer Application portion of the IC3 Certification Exam.	

MIS.2 Students must incorporate detailed, well established networking principles to project based learning situations.

MIS 250		
Assessment Measure	Criterion	Attachments
Direct - External Testing	75% of the students will pass the TestOut networking certification exam.	

Student Performance Review		
Assessment Measure	Criterion	Attachments
Indirect - External Evaluation	75% of the students will pass the TestOut networking certification exam.	

MIS.3 Students must apply best practices to design, develop and manage website related projects.

MIS 325		
Assessment Measure	Criterion	Attachments
Direct - Portfolio Review	80% of the students will be assessed as Mastered or better.	

MIS.4 Students must research and develop solutions to real-life situations using management information systems principles.

MIS 425		
Assessment Measure	Criterion	Attachments
Direct - Final Exam	75% of the students will pass the performance based exam.	

MIS 475		
Assessment Measure	Criterion	Attachments
Indirect - External Evaluation	85% of the students assessed as Agree or better on Capstone Project Survey	

Student Performance Review		
Assessment Measure	Criterion	Attachments
Indirect - External Evaluation	80% of the students will pass all 3 sections of the IC3 national certification exam.	

Assessment Findings

Assessment Findings for the Assessment Measure level for MIS Curriculum Map(Imported)

MIS.1 Students must utilize technology and end user software to solve complex management information systems issues.

MIS 125				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion 75% of the students will pass the SimNet Application exams in Word, Excel, and Access. been met yet? Met	30/40= 75% passed the SimNet application exams in Word, Excel, and Access.	Copy_of_SIMnet_Gradebook_EXams_BY_STUDENTS.xlsx	

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 75% of the students will pass the SimNet application exam in Word, Excel, and Access. been met yet? Met	19/22 = 86% passed the SimNet application exams in Word, Excel, and Access.	Copy_of_SIMnet_Gradebook_EXams_BY_STUDENTS.xlsx	
Indirect - External Evaluation	Has the criterion 85% of MIS Seniors will pass theComputer Application portion of the IC3 Certification Exam. been met yet? Met	5/5 = 100% of MIS Seniors will pass theComputer Application portion of the IC3 Certification Exam	IC3_Overall_Exam_Results.JPG	

MIS.2 Students must incorporate detailed, well established networking principles to project based learning situations.

MIS 250				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 75% of the students will pass the TestOut networking	10/11 = 91% of the students passed the TestOut certification	Certifications_Fall17.pdf	

	certification exam. been met yet? Met	exam.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion 75% of the students will pass the TestOut networking certification exam. been met yet? Met	2/2= 100% of the students passed all certification exams.	IC3_Exam_Results_Fall_17.xls	

MIS.3 Students must apply best practices to design, develop and manage website related projects.

MIS 325				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of the students will be assessed as Mastered or better. been met yet? Met	Brown-Fall 17-11/12 Mastered Brown-Spring 18- 5/6 Mastered Total:17-18 - 16/18 = 89% Mastered	FinalProjectRubric_SP18_Final.xlsx	

MIS.4 Students must research and develop solutions to real-life situations using management information systems principles.

MIS 425				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 75% of the students will pass the performance based exam. been met yet? Met	100% of the students passed the performance based exam.	Finals_Final_Exam.zip	

MIS 475				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion 85% of the students assessed as Agree or better on Capstone Project Survey been met yet? Met	Due to a number of scheduling conflicts, and only 2 students in the capstone course, the capstone project survey was not conducted with other students as it has been done in the past. The capstone students did meet all the criteria for their project and professional portfolio.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion 80% of the students will pass all 3 sections of the IC3 national certification exam. been met yet? Met	2/2=100% of the students passed all 3 sections of the IC3 National Certification Exam.	IC3_Exam_Results_Fall_17.xls	
Indirect - External Evaluation	Has the criterion 80% of the students will pass all 3 sections of the IC3 national certification exam. been met yet? Met	2/2=100% of the students passed all 3 sections of the IC3 National Certification Exam.	IC3_Exam_Results_Fall_17.xls	

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

1. Student are required while in the Capstone class to complete the Internet and Computing Core (IC3) National Certification Exam. This exam validates the digital literacy skills required in today's academic and work environments. It is recognized globally as the standard for digital literacy.

IC³ certification helps you learn and demonstrate Internet and digital literacy through a worldwide industry standard. To become IC³ certified, you must pass the following three exams.

- Computing Fundamentals:
  a. Computer Hardware
  b. Computer Software
  c. Using an Operating System
- Key Applications:
  a. Common Program Functions
  b. Word Processing Functions
  c. Spreadsheet Functions
  d. Presentation Software Functions
- Living Online:
  a. Networks and the Internet
  b. Electronic Mail
  c. Using the Internet
  d. The Impact of Computing and the Internet on Society

Changes to the Assessment

MIS 250 - The second year of this assessment seems to be successful. The only student to fail the certification exam was a student who missed a significant number of course meetings.

MIS475 - With only two students in the capstone course this past year, the number of projects was reduced down to one. There are more students enrolled for the same class next year, so the students should be able to cope with more projects.

Improvement Narrative List

Assessment Findings for the Assessment Measure level
No improvement narratives have been added.

Program Activities

Student Performance Review
Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

1. Focus Group – All MIS majors required to attend focus group. Questions and answers are aggregated and reported back to faculty. New programs, activities developed based on areas reported as weak.
2. MIS Advisory Board – All MIS majors required to attend the Advisory Board panel discussion and curriculum advancement meetings. Information is aggregated from these two meetings and curriculum change forms initiated based on information collected.
3. IC3 Pre-test: Any incoming freshman or sophomore takes the IC3 fast test as a pre-test for the final IC3 certification exams the seniors take during the capstone course.

Senior Professional Portfolio presentations. Students normally present during Senior Achievement Day or Assessment Day.

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.
MIS_Student_Performance_Days_List_of_events_WITH_HEADER_Sp18.docx

Senior Showcase
Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Seniors were required to present their professional portfolios and were assessed using a peer rubric (See Appendix C). This activity consisted of:

1. Professional resume – Rubric scored
2. Online Professional Portfolio – with projects, embedded resume, references, etc.-Rubric Scored
3. LinkedIn Portfolio completed – Rubric Scored
4. Description of their internship
5. Plans for career future
6. Articulating strengths and weaknesses of the MIS program.

Graduates have noted our required internships as one of the important factors in obtaining good jobs upon graduation. Today students are expected to have a wealth of portfolio support/evidence from their academic experiences.

Benefits the program gains involves being able to track graduates through LinkedIn, along with a collection of an internship database.

Benefits to the student: The student has a professional portfolio, a robust LinkedIn, a resume and cover letter by the Fall of their Senior Year.

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes (selected)
No

Service Learning Component
If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

SWAT – The Student Website Advancement Team is a select group of students skilled in advanced website development. They work closely with the community to help develop websites, conduct usability testing and training as needed. Usually complete 50% - 65% of the projects for non-profits.

Website Development class – Students have the option of selecting a business or organization in need of a website for their final exam project.

Capstone Class - Worked on updating a database for the International Oak Society.

LEAD Events
Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Hosted "Escape Room" - LEAD - SWAT - both fall and Spring semesters.

Student Accomplishments
Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Tim Buehne
Help Desk Technician
Zobrio - Financial Consultant-St. Louis MO

Faculty Accomplishments
Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.
Eric Brown completed coursework for Doctorate degree, and is now engaged in working on the final dissertation for the program.

It AnnualAssessment Rubric 10.000 pts 83.33

	Go Aueument Reflects Best Practices	e ueument Meets the llJ!ectations of the University	Go Aueument Needs DnetoDment	@ Assessment is Inadequate	
Learning Objectives weight:1.000	• Detailed, measurable program learning objectives • **Objectives are shared with** students and faculty	• Measurable program learning objectives. • **learning objectives are available to** students.	- Program learning objectives are identified and ***are* generally measuraJte**	• Program learning objectives arc not clear **or measurable**	N/A
Comment:					
Assessment **Measures** weight:1.000	• Multiple measures arc used to assess a student - leamlng objectives. • Rubrics or guides are used for the **measures.** • **All** measurements are clearly described. • External **evaluation of student learning** included.	- Assessment measures relate to program learning **objectives. -Various measures** are used to assess student **learning. • Measures chosen** provide useful information about student learning.	- Assessment focuses on class content only. - Minimal description of how the assessment relates to the **objective.** • Minimal **assessment measures** established.	• Assessment measures not connected to objectives. ·Assessment measures arc not clear. • **No assessment measures** are established.	N/A
Comment:					
Assessment Results weight: 1.000	• All objectives are assessed annually, or a rotation schedule is provided. - Data are collected and analyzed to **show learning over time.** • Standards for performance and gaps in student learning are clearly identified.	• Most objectives assessed annually. - Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. - Some data from non-course based **content.**	- Data collected for at cast one program objective. · Data collection is incomplete. • Gaps in **student learning not** identified. • lacking external data to support **course data.**	• learning objectives are **not routinely assessed .. Routine data is not** collected. • No discussion on gaps in student learning. • No usc of external data to support **student learning.** • Assessment data not yet collected.	N/A
Comment:					
Faculty Analysis and Conclusions weight:1.000	• Data isshared that incorporates multiple faculty from the program. • **Discussions on data results** incorporate multiple faculty. • Opportunities for ad junct faculty to participate. • Includes input from external **sourcCls when possible.**	• Multiple program faculty **receive assessment results.** • Assessment results arc **discussed** • **Specific** conclusions about student learning are made based on **the available assessment** results.	• Minimal faculty input about results is sought ·Oat< not used to determine suc:css **or not to the objective.** • Minimal conclusions made.	• Faculty input is not sought. - Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.	N/A
Comment:					
Actions to lmprove Learning and **Assessment** weight. 1.000	• All assessment methods, timetable for assessing, and evaluating the effectiveness **modificationsare included.** • Changes to assessment arc inclusive of multiple faculty. • **Description of changes is** detailed and and linked to **assessment results.**	• *More* than one change to assessment is proposed, timetable for assessment, and **evaluating the change is** provided. • Changes to **assessment measures is** highlighted. • Changes are realistic, with a good probability of improving **learning or assessment.**	- At least one change t▷ **improve teaming or** assessment is identified. • The proposed action(relates to faculty conclusions about arNs for **improvement.** • **Adjustments** to the assessment arc proposed but not clea y connected to data	• **l**acking actions to improve student learning. • Actions **dis<ussed lack** supportive data. • Lacking discussion of the **effectiveness of the** assessment plan	N/A
Comment:	no changes were noted for the academic year as only one student was in the capstone course and srudents the lowtr courses met the objectives being assessed. The program is holding and evaluating how to keep up In *the* mali<etand looking at dat.> to determine academic changes.				