

WICHITA STATE UNIVERSITY

Program Review Self Study Template

[Redacted]

Academic units: Finance, Real Estate and Decision Sciences

[Redacted]

College: Business

Date of last review 2013

Date of last accreditation report (if relevant) September 2012

[Redacted]

List all degrees described in this report (add lines as necessary)

[Redacted]

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on this section).

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. Program Mission

In line with the Mission of the Barton School of Business, the Management Information Systems (MIS)

Program provides the knowledge and expertise of Management Information Systems, reaches out to

[REDACTED]

constituents, and prepares our students to compete in a global entrepreneurial marketplace.

c. The role of the program(s) and relationship to the University mission: Explain in 1-2 concise paragraphs

past few years enhancing local educational opportunities for high school students and serving as a means to attract future WSU students. The funding comes from our local corporate partners LogMeIn, Meritrust, and Cybertron. In this hands-on learning environment, students learn how mobile applications are developed, designed and delivered. They even develop their own apps from scratch. In this program, the focus is on the mission-aligned program in which

[REDACTED]

[REDACTED]

[REDACTED]

- d. Has the mission of the Program (s) changed since last review? Yes No
 - i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

The program mission for MIS remains consistent with the mission of WSU. We are committed to high

quality research and being a significant economic driver by providing excellent graduates to the local economy and beyond. This requires that we continuously adapt our curriculum to the dynamic changes in

technology that alter the MIS educational landscape. This results in new courses offered as electives to

[REDACTED]

[REDACTED]

The MIS faculty developed a plan to continuously improve our students' learning outcomes through course assessments. The plan has four general objectives. Students will be able to:

1. Demonstrate knowledge of basic and advanced MIS concepts and terminologies.
2. Intelligently discuss and use selected system development tools, techniques and methodologies.
3. Apply selected technologies to different business functions.
4. Intelligently discuss the management of information technology and systems in an organization.

In order to assess these learning outcomes, students are asked to complete exit questions at the completion of each MIS course. The questions are instruments to test whether they succeed in each objective. Depending upon the nature of course material, each MIS course focuses on

Performances

| Ref | Non-Ref | Ref | Non-Ref | Ref | Non-Ref | ** | *** | Jurie | **** | Jurie | Non- d Jurie |
|-----|---------|-----|---------|-----|---------|----|-----|-------|------|-------|--------------------|
|-----|---------|-----|---------|-----|---------|----|-----|-------|------|-------|--------------------|

different objectives. For instance, programming courses focus more on the first two objectives.

Year 3

| | | |
|---|---|---|
| 3 | 3 | 4 |
|---|---|---|

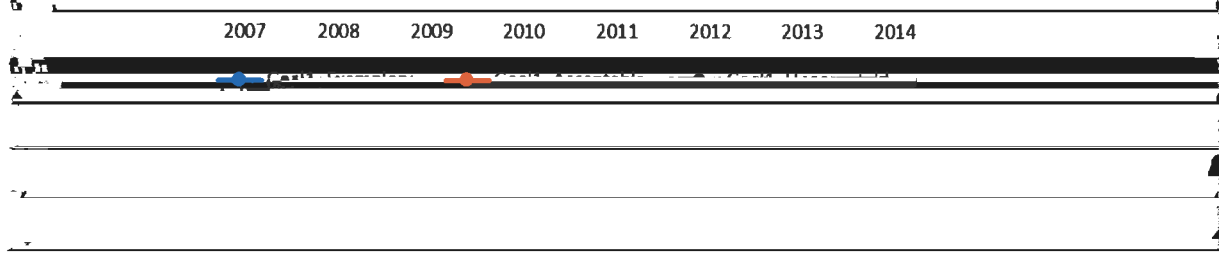
[REDACTED]

has been written about some of the applied research conducted in the department. The MIS

[REDACTED]

to make changes to the program accordingly, e.g., changing textbooks, updating lecture materials,

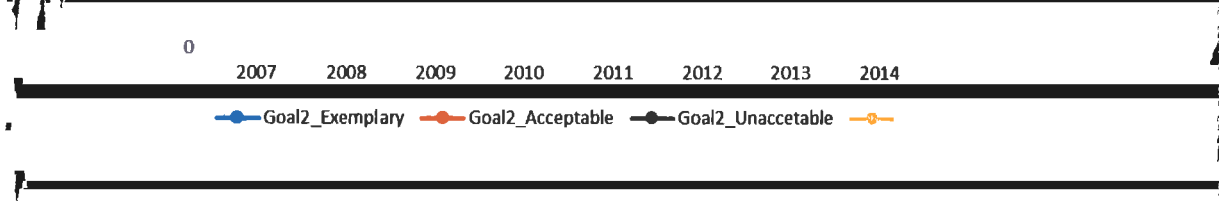
[REDACTED]



and adding or adjusting content in each course. We also assess the learning outcomes in MIS 395, the required MIS course for the undergraduate business major.

Program Objective: Our goal is to achieve a combined score of 90% from the

[REDACTED]



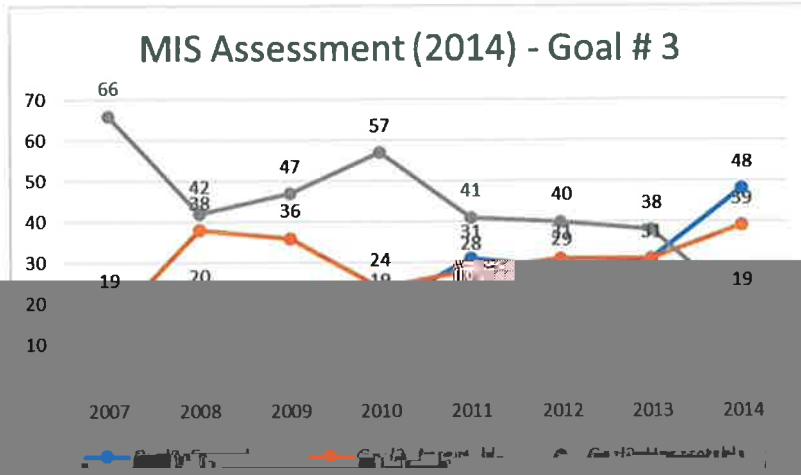
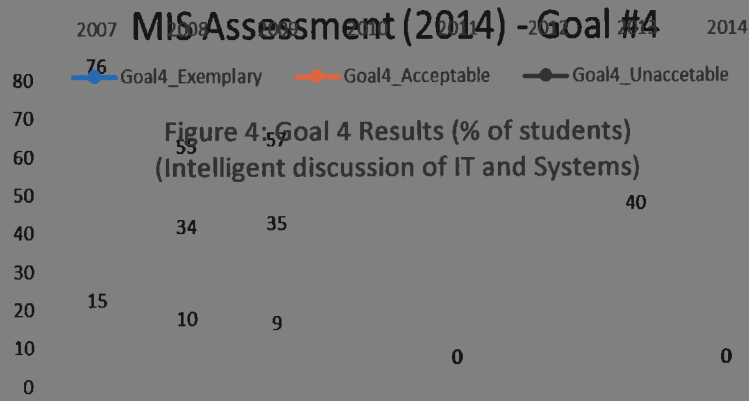


Figure 3: Goal 3 Results (% of students)

(Technology application)



Note: No class for MIS major in the 2014 academic year included this goal. Goal #4 is measured mostly

| | Goal #1 | Goal #2 | Goal#3 | Goal#4 |
|---------------------|------------|------------|-----------|------------|
| Exceeds | 103 | 89 | 34 | n/a |
| Percentage | 49% | 42% | 48% | |
| Acceptable | 73 | 66 | 28 | n/a |
| Percentage | 34% | 31% | 39% | |
| Unacceptable | 35 | 56 | 9 | n/a |
| Percentage | 17% | 27% | 13% | |
| Total | 128 | 128 | 36 | n/a |

Table 1: 2014 Academic Year Assessment Results (MIS Majors)

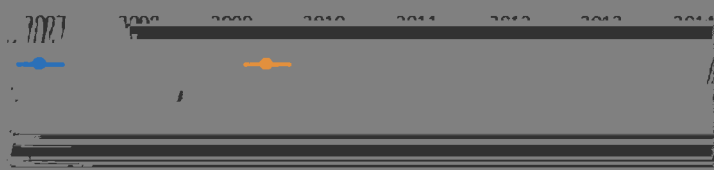
Assessment of MIS 395 Core Course including Non MIS Majors (MIS 395)

All business majors at the Barton School of Business, except for the MIS major, are required to perform an exit quiz at the end of semester. The questions used to assess each goal were developed

[REDACTED]

MIS 395 (2014) - Goal #1

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------------|------|------|------|------|------|------|------|------|
| Exceeds | 50 | 58 | 56 | 62 | 54 | 59 | 63 | |
| Acceptable | 32 | 28 | 31 | 29 | 33 | 25 | 25 | 26 |
| Unacceptable | 18 | | 14 | | 12 | | | 11 |



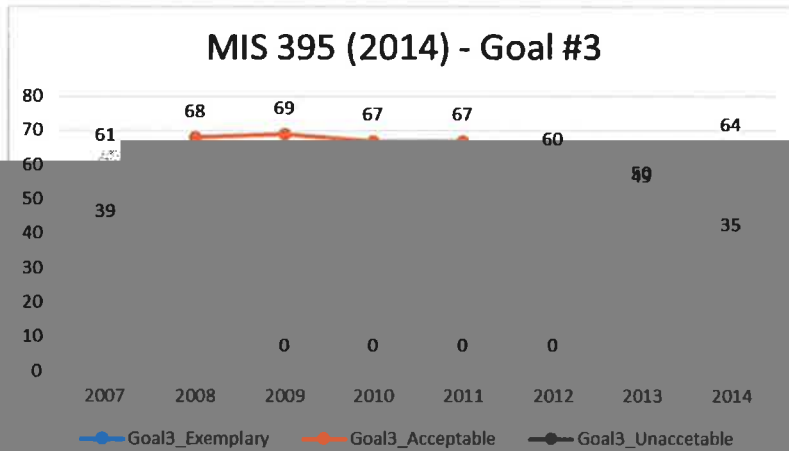


Figure 6: Non MIS major assesement results (Goal #3)
(Technology application)

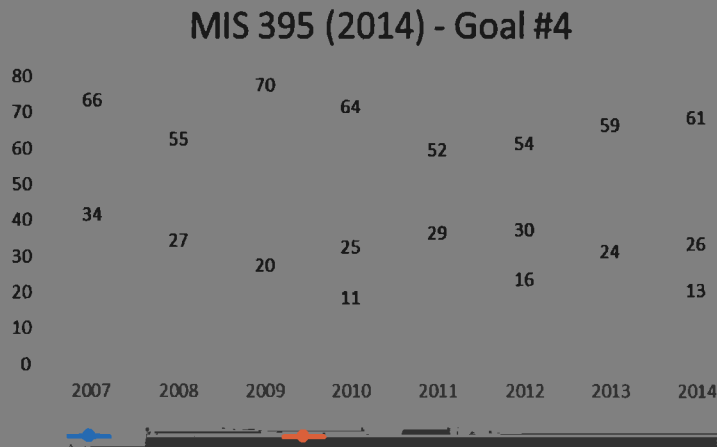


Figure 7: Non MIS major assesement results (Goal #4)
(Intelligent discussion of IT and Systems)

The results show a continuous improvement over the years. At least for the next five years...

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Data for 2014 is provided below.

| | Goal #1 | Goal #3 | Goal #4 |
|---------------------|------------|------------|------------|
| Percent | 63% | 35% | 61% |
| Acceptable | 77 | 187 | 77 |
| Percent | 26% | 64% | 26% |
| Unacceptable | 32 | 2 | 38 |
| Percent | 11% | 1% | 13% |
| Total | 158 | 158 | 158 |

Table 2: 2014 Assessment Results (Non MIS Majors)

Summary: The MIS assessment results are shared among the MIS faculty at least once a year. At this

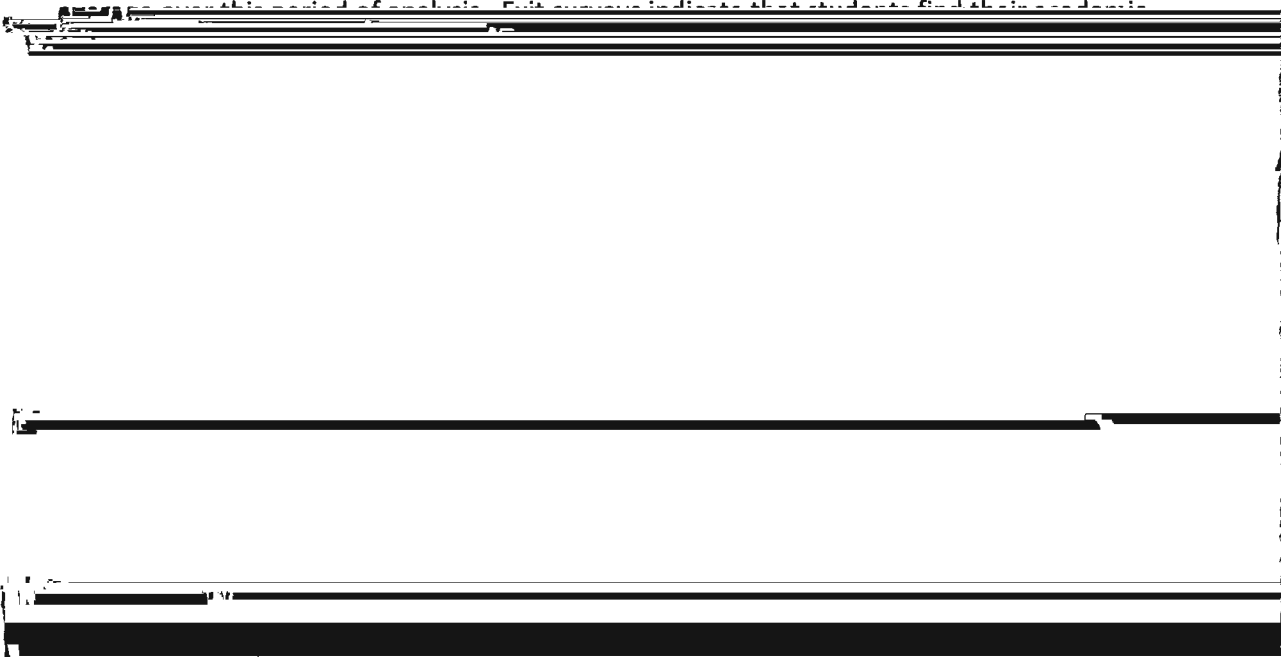
point, the MIS faculty found that goal #3 deserves special attention. Although its combined score meets

Table 2: Summary of Improvements/ Changes Made to MIS 395

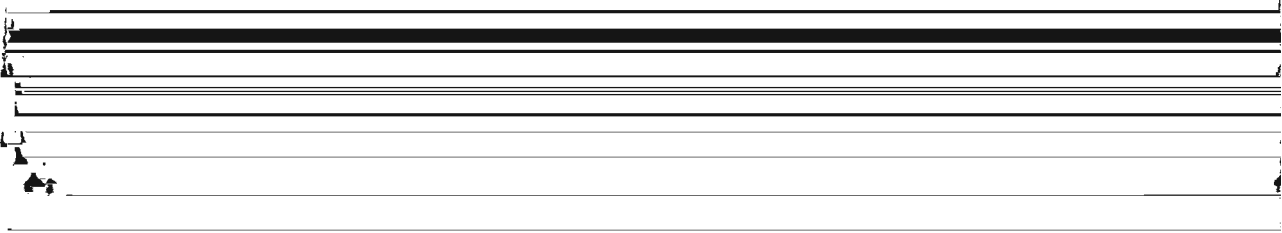
| | Improvements/ Changes Made to the Course |
|------|--|
| | |
| 2007 | <ul style="list-style-type: none"> Textbook was replaced by a less-technical, more-strategic textbook. This is consistent with the current trend in general MIS classes. |
| 2008 | <ul style="list-style-type: none"> A new, semester-long case was integrated into MIS 495. It required students to study the role that information systems played in the development of planes at Boeing and Airbus. <u>MIS 495 was renumbered MIS 395</u>. MIS 495 is no longer considered the cornerstone of the general business classes. It is now thought of as a core business class that emphasizes the role of information systems and information technology in the business |
| | <ul style="list-style-type: none"> New homework assignments were given. They required students to provide detailed analyses of the role that information systems have played in the current financial crisis |
| 2009 | <ul style="list-style-type: none"> Adopting new edition of the textbook was adopted for fall semester. |

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

Student satisfaction with the MIS program is quite good. The satisfaction scores ranged from 85.0% in year 1, 86.7% in year 2 and 76.9% in year 3 with an average value of 82.9%, higher than the university



Note: Not all programs evaluate every
<http://www.aacu.org/value/rubrics/>



background in MIS useful in their career: the average for the last three years was 90.4%.

Over the period of analysis, the number of majors grew by 2%, but the number of degrees conferred grew by 65%. This implies a higher level of student satisfaction and improved retention, relative to the growth experienced at the university. The large growth in degrees also is a result of the cyclical

- h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Provide information here:

We require that all syllabi include the definition and assignment of credit hour as per university policy Faculty are notified each semester of the requirements to meet this policy.

- i. Provide a brief assessment of the overall quality of the academic program using the data from 3a

[Redacted area]

outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here:

A major strength of our program is the quality of our students. The increasing ACT scores and their success after graduation are key factors in this conclusion. The high satisfaction rate (over 90%) for our

[Redacted area]

4- Analyze the student need and employer demand for the program. Complete for each

program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.

The MIS major has had cyclical swings in enrollment, most likely due to economic conditions. Over the last three years, credit hours applicants, admits and enrollments all increased significantly.

| | 2013 | 2015 | 2015 | % Change over review period |
|-----------------------|-------|--------|--------|-----------------------------|
| Student Credit Hours* | 9,591 | 10,394 | 10,617 | 11% |
| Applicants | 29 | 44 | 50 | +72% |
| Admitted | 28 | 37 | 45 | +22% |
| Enrolled (census day) | 18 | 18 | 25 | +39% |

*Student Credit Hours are the aggregated total of department credit hours not split out between the

Co-Ops and Internships for MIS Majors

| | AY 13 | AY 14 | AY15 |
|--------------------------------|-------|-------|-------|
| Participated in MIS Co-Op | 10% | 40%* | 42.3% |
| Participated in MIS Internship | 10% | 30% | 34.6% |

***Highest percentage in the Business School**

Provide assessment here:

The MIS Program focuses on maintaining a relevant curriculum given the fast changing nature of the industry it serves. This focus assists in generating career opportunities for our graduates. As can be seen in the tables above, demand for our graduates is high, generating average starting salaries in

employers and our local economy, as well as acting as a stepping-stone to future careers for our students.

Our faculty is committed to ongoing university and community service through a number of channels.

[REDACTED]

profit organizations.

Report on the Program's goal (c) from the last review. List the goal (c) data that may have been collected

[REDACTED]

various online delivery methods that will have to be addressed in the next assessment cycle for
effectiveness. We would like to grow our major by attracting more high quality students to fulfill the

[REDACTED]

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