University of West Georgia

Comprehensive Program Review (CPR) Template

Academic Program Name: Bachelor of Business Administration with a major in Management Information Systems (MIS)

CIP Code: 521201

College or School and Department: Richards College of Business, Department of Management

Date of Last CPR: 2011

Outcome of Previous CPR (brief narrative statement):

The previous CPR was submitted in 2011. The CPR was reviewed by the RCOB Dean, the UWG Undergraduate Programs Committee, and Provost's Office.

The RCOB Dean wrote, "The BBA in MIS is a strong and prominent program for the RCOB. Although the technology bubble resulted in fewer students for several years, the number of majors and graduates has rebounded and is clearly on an upward trend." The Dean also noted that the MIS Program had done an exceptional job with program assessment and that employers consistently commented that RCOB MIS graduates were better prepared that many of their counterparts from competitor schools in Georgia.

In their review, The Undergraduate Programs Committee (UPC) concluded, "This appears to be a very strong program with great potential for future success. It is commendable that the program's current and future foci interface with the university's four strategic priorities." UPC also reviewed the MIS program in terms of quality of program, viability, and productivity. With respect to "Quality of Program," it was noted that the program had very clear, well-defined assessment methods; however, it was suggested that more than two courses be assessed and at multiple points and levels of the curriculum. In terms of "Viability," it was noted that the MIS faculty had been stable and that the number of students graduating with a degree in MIS was increasing significantly. It was pointed out that the lengthy time to graduation for MIS students (14 terms) should be examined. Finally, in terms of "Productivity," the UPC noted that the fourteen new course preparations, 32 honors projects supervised and the average of 5.6 publications per year (for four full-time faculty) was impressive, but suggested that additional "context" be provided for the publications.

The Provost's Office noted that the faculty in the MIS program provided quality instruction and were very productive. Further, it was noted that, "The program produces a substantial number of graduates, and its trajectory is sustainable."

Faculty member completing the CPR report:

Thomas W. Gainey, Management Department Chair

Section I: Mission Review

Department of Management Mission

The Department of Management works to be recognized across campus and the community as an expert source for instruction, scholarship, and outreach in the disciplines of management and management information systems. We help students, organizations, and the community turn opportunities into quality, long-term outcomes by offering instruction tied to emerging business questions, conducting research that supports pedagogy and practice, and building professional relationships that connect campus to community.

Note: The Department of Management mission was revised in 2014.

Relationship of Department (Unit) Goals to UWG/RCOB Strategic Goals

Unit Goal #1

Provide a quality learning environment in which our students can complete course requirements in a timely manner. (Action 1: Make courses available during days/times that alleviate scheduling difficulties for most students. Also, offer flexible, online courses as an additional alternative; Action 2: Schedule office hours so that students have sufficient access to additional help outside of the classroom; Action 3: Offer student associations that increase students' understanding of their major and allow interaction with faculty and practicing professionals).

UWG Connection to Unit Goal #1: UWG Strategic Imperative #1, Goal A: Increase student persistence and timely progression to degree attainment. (Action 1: Implement and continually assess evidence-based strategies that improve retention, progression, and graduation rates; Action 3: Increase students' assess to and opportunities for academically-related interactions with faculty beyond structured classroom time.)

RCOB Connection to Unit Goal #1: RCOB Strategic Goal #1: Student Success (Offering convenient, flexible course schedules, ensuring sufficient contact with faculty, and offering student organizations all contribute to "Student Success.")

Unit Goal #2

Effectively partner with our local community and other external stakeholders. (Action 1: Develop faculty exchange program with Birla College in Kaylan, India (Mumbai suburbs); Action 2: Encourage our student organizations to become involved in service activities in our local community; Action 3: Invite local business leaders into the classroom to speak with students).

UWG Connection to Unit Goal #2: UWG Strategic Imperative #3, Goal B: Create and cultivate new partnerships to support strategic initiatives. (Action 1: In consultation with other educational institutions identify and develop opportunities for cooperative activities; Action 2: Partner with business and economic development organizations in activities that benefit UWG, its partner organizations, and sustainable economic and cultural development; Action 3: With individuals, foundations, and other service agencies, identify and develop partnerships and activities that improve our communities.)

RCOB Connection to Unit Goal #2: RCOB Strategic Goal #3: Operational Success (Building external partnerships, involving students in community service activities, and inviting business leaders into our classrooms all contribute to "Operational Success.")

Unit Goal #3

Ensure that the Management and MIS major programs engage in meaningful program assessment (Action 1: Department will continue to collect data on the new Management major learning goals that were implemented in Summer 2015; Action 2: Department will continue to collect data on the new MIS major learning goals that were implemented in Summer 2015).

UWG Connection to Unit Goal #3: UWG Strategic Imperative #4, Goal C: Foster a culture of strategic planning and institutional effectiveness so that University decisions at all levels are collaborative and driven by data, assessment, continual improvement, and prioritization of resources aligned with the stated mission and vision (Action 2: Assure that all units within the University engage in meaningful institutional effectiveness practices, including identifying expected outcomes, assessing the extent to which outcomes are met, and providing evidence of improvement based on results.)

RCOB Connection to Unit Goal #3: RCOB Strategic Goal # 2: Academic Success (Annual assessment, analysis, and continuous improvement related to the four learning outcomes in each major contribute to "Academic Success.")

Unit Goal #4

Create a work environment in which faculty and staff are engaged and satisfied. (Action: Each year review Engage West survey results and create action items designed to improve the results of survey items that are relatively low).

UWG Connection to Unit Goal #4: UWG Strategic Imperative #4, Goal C: Foster a culture of strategic planning and institutional effectiveness so that University decisions at all levels are collaborative and driven by data, assessment, continual improvement, and prioritization of resources aligned with the stated mission and vision (Action 2: Assure that all units within the University engage in meaningful institutional effectiveness practices, including identifying expected outcomes, assessing the extent to which outcomes are met, and providing evidence of improvement based on results.)

RCOB Connection to Unit Goal #4: RCOB Strategic Goal # 4: Ethical Values (The annual Engage West survey examines issues such as transparency, fair treatment, discrimination, and work/life balance, each of which are related to "Ethical Values.")

Section II: Accreditation

The Richards College B.B.A. in MIS program maintains the highest level of excellence with accreditation by AACSB International, a recognition held by fewer than four percent of business schools worldwide. After the most recent accreditation visit in Fall 2016, the Peer Review Team (PRT) noted an emphasis on student success as a key strength. Additional comments in the accreditation report included, "The PRT believes that the Richards College has a significant track record in demonstrating the students are engaged" and "It is clear to the PRT that a culture of continuous improvement exists in the RCOB."

Section III: Program Productivity (Degrees Conferred, Credit Hours Generated, Time to Degree)

Current Review Cycle (2013 – 2108)

Productivity within the MIS Program remains strong.   The FY 17/18 Declared Majors Report from Institutional Effectiveness and Assessment shows that with 202 majors, the MIS program is the 17th largest undergraduate program at the University of West Georgia.

The MIS program is offered in the Department of Management at UWG.   And, as noted below in Table 1, an average of 14,839 credit hours were generated each year within the department over the past five years. During a typical year, the Department of Management offers just under 150 sections of approximately 40 different courses. Each of these sections generally have enrollments between 35-50 students, and a majority of these courses easily reach their maximum seat limits.

Table 1. Credit Hours Generated at the Undergraduate Level

	Summer, Fall, Spring					
Department	SCH UG 13/14	SCH UG 14/15	SCH UG 15/16	SCH UG 16/17	SCH UG 17/18	SCH UG AVG
Management	15,258	15,643	14,452	14,396	14,445	14,839

Table 2 shows that the number of undergraduate degrees conferred has increased from 27 graduates in 2013/14 to 34 graduates in 2017/18 (a 25.9% increase). The average number of degrees conferred was 31 over the reporting cycle. Secondary majors and minors in MIS have remained relatively stable.

Table 2: Degrees Conferred

	Summer, Fall, Spring				
	2013/14	2014/15	2015/16	2016/17	2017/18
Undergraduate Degrees Conferred: BBA MIS	27	29	35	29	34
Second Majors on Degrees Conferred: BBA MIS	2	1	2	1	2
Minors Awarded: MIS	1	0	1	2	1

Table 3 provides information on the average time to graduation for the MIS majors.   As shown in the table, the MIS program had a low graduation time of 4.8 years (2016/17) and a high graduation time of 6.9 years (2015/16).   The average time to graduation was 5.6 years over this reporting cycle. It is possible that the recent strong job market influenced our current students to work more hours each week and delay graduation. However, it is more likely that the time to graduation was impacted by the schedule of major courses offered in the MIS Program. During most of this reporting cycle, major MIS courses were only offered once per year.   While faculty were willing to offer independent studies for many students that failed a major course, they were unable to supervise all student requests.   Thus, it is possible that some MIS majors' graduation time was delayed because of their poor performance in the major courses and the time they had wait to take these courses a second (or third) time.   Time to graduation is an area that we should monitor closely over the next review cycle.

Table 3. Student time to degree for FTFT students (average, in years)

	Summer, Fall, Spring				
	2013/14	2014/15	2015/16	2016/17	2017/18
Program: BBA MIS	5.5	4.9	6.9	4.8	5.8

Looking Forward – Review Cycle (2018 – 2023)

In the spirit of continuous improvement, we are involved in several initiatives to improve our productivity in relation to credit hours generated, degrees conferred, and average time to graduation.

In terms of credit hours generated, we anticipate that the current average of 14,839 per year will increase.   From Fall 2013 to Fall 2018, the number of MIS majors/pre-majors increased from 168 to 202 students (an increase of 20.2%).   Thus, it seems reasonable that additional credit hours will be needed to meet this growing demand.   Additionally, new MIS courses in areas such as cyber security, data mining, and enterprise architecture have recently been developed and will potentially attract more students to this major. Our goal is to increase the credit hours generated by the department to an average of 15,580 over the next five-year cycle (a 5% increase).

With respect to degrees conferred, we experienced a 25.9% increase from 2013/14 to 2017/18. And, we anticipate that this trend will continue, but at a lower rate. To attract students, we will continue to participate in Preview Days and Major Festivals to promote the certificate programs associated with the MIS major. Additionally, faculty will continue to support the internship opportunities that many of our students will participate in for course credit. Our goal with respect to degrees conferred is to average 34 over the next five-year cycle (a 10% increase over the previous five-year cycle).

Finally, the time that it takes for an MIS major to graduate is one in which improvement is needed. Based on UWG Performance Indicators, during 2017/18, only 22.10% of students graduated in four years. However, steady progress in the four-year graduation rate should be the ultimate goal of each major. Over the previous five-year cycle, our average time to graduation was 5.6 years. Our graduation rates ranged from 4.8 to 6.9. Our goal for the next review cycle will be to average 5.0 years (a 12% improvement). This will require a strong effort in three areas. First, we need to make certain that we continue to offer students flexible course schedules. So many of our students work while they are attending school that scheduling conflicts can be a significant contributing factor to delays in graduation. Through our senior exit surveys, we will continue to monitor our efforts in providing schedules that work for our MIS majors. Second, we will continue to examine and make revisions to courses that have relatively high DFW rates. Initially, our efforts will focus on CISM 2201 (Foundations of Computer Applications). The current DFW rate is 32.7% for this course. It has been placed on the Department Chair Scorecard so that we remain mindful of this issue and so that steps can be taken to make improvements. Third, we have recently completed a major revision of the MIS curriculum. In the past, MIS students were required to take the same eight major courses, and most of the major courses were only offered once per year. In the revised curriculum, students are now required to take five major courses (which are offered twice per year) and three MIS select courses (which can now be a study abroad program or an internship). We are very confident that the flexibility built into the revised MIS curriculum will help our MIS majors graduate in a more timely basis.

Section IV: Program Viability

The long-term viability of the MIS program is excellent. Below, viability is discussed in terms of our student profile, faculty profile, and program resources.

A. Student Profile

There are no program-specific policies for admission to the MIS Program. However, all undergraduate B.B.A. programs require students to maintain an overall GPA of 2.0. Additionally, students must maintain a 2.0 GPA within Core Area F, the Business Core, and the Major Courses. Also, within the Major Courses, only one "D" is permitted.

As a department, we engage in a number of activities and strategies design to attract students to the MIS Program.   First, we participate in all UWG Preview Days, Major Fairs, and the RCOB Preview Day.   Further, we participate in functions such as the RCOB Fall Ice Cream Social to interact with students and promote our program.   Second, we offer students the opportunity to enhance their resumes and prepare for the job market by earning industry-recognized certifications.   Currently, MIS students can earn their SAP, Network+, and Security+ certifications.   These certifications can be earned without the MIS students paying additional tuition or fees.   In fact, upon passing practice certification exams in Network+ and Security+, students are given a voucher to take the exams free of charge at an approved testing location.   Third, many of our MIS majors participate in internships.   Our MIS faculty have been especially instrumental in securing internships for our students at local companies such as Greenway and Southwire.

As a result of these initiatives, the MIS Program continues to grow.   As noted in Table 4, the number of MIS majors/pre-majors increased from 168 students in 2013/14 to 204 students in 2017/18 (a 21.4% increase).   The number of MIS minors has remained relatively low, ranging from only three students is 2013/14 up to sixteen students in 2015/16.   There is an opportunity to better promote the MIS minor to our students.

Table 4: Declared Majors and Minors
Unduplicated Headcount of students in the program

	Summer, Fall, Spring				
	2013/14	2014/15	2015/16	2016/17	2017/18
Declared Majors: BBA MIS	112	117	117	113	202
Declared Pre-Majors: MIS	56	50	68	75	2
Declared Second Majors: BBA MIS	1	1	1	1	0
Declared Minors: MIS	3	5	16	12	7

B.   Faculty Profile

Based on the latest Faculty Workload Release Report, the Department of Management currently has 17 faculty members.   Seven are full professors, four are associate professors, one is a senior lecturer, four are lecturers and one is a limited-term instructor.   Although we do anticipate the retirement of at least three individuals in next two years, turnover among the Department of Management faculty is relatively low.   Thus, we have an experienced, stable faculty group within the department.

Faculty Onboarding/Feedback

When we do hire new faculty, we form a departmental committee to conduct the search.   For tenure-track faculty, we generally conduct national searches.   For non-tenure-track faculty, we typically conduct more local searches.   Hiring decisions are a collaborative effort between the department chair and the search committee.   Once an individual is offered a position, the new hire is assigned two mentors within the department to help answer questions that they may have about UWG or the courses they will be teaching.

Within the department, we provide feedback in a number of areas to make certain that our faculty are successful.   First, each faculty member completes a self-appraisal each year and participates in a comprehensive annual evaluation with the department chair.   Second, each tenure-track and non-tenure track hire participates in a third-year review.   The purpose of this review is to evaluate work completed in the first two years of employment and to provide constructive feedback before the individual applies for promotion.   Third, each semester, the department chair reviews all course evaluations and provides feedback to faculty members on their performance as a teacher.   If needed, performance improvement plans are discussed to make necessary improvements.

Faculty Efficiency

Based on the University of West Georgia Common Data Set (WGCDS) (2018/19) and reports provided by Institutional Effectiveness and Assessment, the Department of Management appears to use teaching resources in a very efficient manner.   This efficiency is demonstrated in three ways.

First, Section I-3 of the WGCDS shows that 66.4% of the sections offered at UWG had class sizes with less than 30 students.   Comparatively, Table 5 below shows that the Department of Management averaged 44 students per section in 1000/2000-level courses and 33 students per section in 3000/4000-level courses.

Table 5: Average Class Size by Course Level

	1000 & 2000 level (cap > 5)					
Department	LD Class Size 13/14	LD Class Size 14/15	LD Class Size 15/16	LD Class Size 16/17	LD Class Size 17/18	LD Class Size AVG
Management	44	44	45	43	46	44
	3000 & 4000 level (cap > 5)					
	UD Class Size 13/14	UD Class Size 14/15	UD Class Size 15/16	UD Class Size 16/17	UD Class Size 17/18	UD Class Size AVG
	32	34	36	37	35	33

Second, in Section 1-2 of the WGCDS (2018/19), it is reported that the Fall 2018 Student to Faculty ratio was 19:1.   However, as shown in Table 6, the Major to Faculty ratio in the Department of Management over the past five years averaged 42.3.   While this is not an exact

comparison, the numbers seem to provide some evidence that the Department of Management is teaching a relatively large number of students in its courses.

Table 6: Student-FTE Faculty Ratio

Department	UG&GR Majors/FTE Faculty Ratio					
	Maj/Fac Ratio 13/14	Maj/Fac Ratio 14/15	Maj/Fac Ratio 15/16	Maj/Fac Ratio 16/17	Maj/Fac Ratio 17/18	Maj/Fac Ratio AVG
Management	35.86	39.52	42.17	47.83	46.25	42.33

Third, based on numbers in the UWG 2017-2018 Fact Book, in 2017/18, there were 336,874 Student Credit Hours (SCH) taught by 633 FTE faculty.   Thus, each faculty member, on average, was responsible for 633 SCH.   By comparison, Table 7 shows that in 2017/18 the Department of Management was responsible for 15,096 SCH (tenure track and non-tenure-track) across 17 faculty members.   Therefore, Management Department faculty were responsible for 888 SCH for each faculty member compared to the UWG average of 633 SCH.

Table 7: Student Credit Hours (SCH) Taught by Full Time and Tenure Track versus Part-Time and Not Tenure Track Faculty

Management	SCH taught by Full Time TT and Not TT vs Part Time Not Tenure				
	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
FT					
Tenure/Tenure Track	7413	8337	8365	8723	7626
Not Tenure Track/Other	6390	6138	6717	6390	7470

Faculty Training and Continuous Improvement

Faculty training efforts over the past review cycle have focused primarily on helping our faculty become more adept at online instruction.   During the past reporting cycle many of our more technology-proficient faculty have worked with faculty who are less comfortable with technology and online instruction.   Additionally, e-Tuition funds have been used to purchase faculty members the equipment and software needed to begin working with online instruction. As a result of this instruction and investment, each faculty member in the department has used technology to provide at least some course material to students.   It is anticipated that more online courses will be needed over the next review cycle, but faculty in the department have the necessary skills to meet this challenge.

Our faculty are also very involved in assessment efforts.   Each year, faculty are involved in collecting and analyzing data related to our B.B.A. Learning Goals, Program Learning Goals, and

Engage West Surveys.   As a result of analyzing the data and implementing corrective action, faculty are an integral part of continuous improvement within the department.

C.   Program Resources

Current Utilization of Resources

The MIS Program partners with external organizations to provide opportunities for our students and to make certain that resources are used in an efficient manner.   Over the past review cycle, some examples include working with Greenway to provide students free access to their PrimeSuite software package, working with West Georgia Technical college to complete an articulation agreement for CISM 2201, and creating a partnership with the University of Munster (Germany) for students to engage in an international work practicum during the summer.

Our primary funding for operations and travel comes from e-Tuition. Using e-Tuition, our faculty have been able to purchase the technology needed to instruct students and conduct research, acquire some of the latest technology for the MIS lab, and fund travel to present research at academic conferences.   E-Tuition funding has also allowed more of our faculty to participate in our study abroad programs.   Not only has this helped with the faculty/student ratio on these trips, it has also allowed our faculty to develop a more international perspective as a result of exposure to different cultures.   Faculty return with experiences and knowledge that can be incorporated into the classroom.   Thus, all students taking their courses after these trips benefit as well.

Office space has been a challenge for our department as we continued to grow over the past five years.   However, funding was available to convert a departmental conference room and a student lounge into four additional faculty offices to house our growing faculty.   At this point, we do not have additional office space for faculty.

Future Resource Needs

The primary concern over the next review cycle is the elimination of e-Tuition.   E-Tuition has been the primary source of funding for departmental operations and travel over the past five-year review cycle. Unless these funds (or at least a significant part of these funds) are replaced, the ability to operate the MIS Program, provide funding for faculty travel, and attract job candidates to our department is going to be a major concern.

Our issue with faculty office space will be resolved with the new RCOB building.   Based on the current plans, the new building should not only solve our current needs, but provide room for future growth.

Section V: Program Quality

A. Curriculum

The MIS Program Sheet is provided in the Appendix. Students are required to take 120 credit hours to complete this degree.   In addition to the Core Curriculum required by UWG, MIS majors are required to take six Core Area F courses, nine Business Core courses, and eight MIS major courses.

Over the last review cycle, the MIS major course requirements have been significantly revised. Previously, MIS majors were required to take the same eight courses.   There was no flexibility and students had to follow a very rigid schedule.   Because many of these courses were only offered once per year, students failing major courses often had to wait two semesters before they could graduate or try to convince an MIS faculty member to supervise an independent study.   This was a problem. Thus, the department chair and the MIS faculty worked together to develop a more flexible, user-friendly curriculum for our MIS majors.

Now, within the Major Core, MIS majors are required to take CISM 3335 (Business Programming and Web Design), CISM 3340 (Data Resource Management and Design), CISM 3350 (Networking Research and Certification), CISM 4310 (Business Systems Analysis and Design), MGNT 4660 (Strategic Management), and three "Major Select" courses.   The flexibility introduced as a result of the three major select courses will open up opportunities for our MIS students to get course credit for internships, to participate in study abroad opportunities, and to pursue certifications.

In the past, MIS students acquiring internships at local companies such as Southwire and Greenway have generally not been able to count these internships for course credit in their major. Now, with the redesigned curriculum, MIS students securing internships will have the opportunity to actually earn three credit hours that will count in their major core. As with other internships in the Richards College of Business, students in internships are supervised by a faculty sponsor and must generally prepare daily logs of their work and write a research paper on a topic related to their work.

We also hope to begin involving our MIS students in more study abroad opportunities. For example, Dr. Jeannie Pridmore lead a group of graduate students to Germany last year to participated in a work study program with the University of Munster.   We would very much like to expand this program to our MIS undergraduates in the future and allow them to earn course credit by participating in this program.

Finally, the flexibility afforded by the changes to the MIS curriculum should allow us to develop more MIS-related certification programs.   Currently, students have an opportunity to earn certifications in SAP, CompTIA Network+, and CompTIA Security+.   However, we would also like to develop program-related certifications in areas such as cybersecurity and analytics.

Our goal is for students in the MIS program to travel in a study abroad program, participate in an internship, or earn one of our certificates.   Over the past five years, 4 students traveled

abroad, 18 participated in an internship, and 24 earned a certification (primarily in SAP). Thus, of the 99 MIS students participating in our Senior Exit Survey, 45.6% had participated in an "additional" experience. Over the next review cycle, we would like to see a significant increase in this number (67% is our goal).

B. Instruction

Instruction Delivery

All individuals teaching in the MIS program have an advanced degree (Ph.D. or M.B.A.) from an AACSB-accredited institution. Over the past five years, our primary focus in terms of instruction has been on increasing the number of courses that we deliver in a hybrid or fully online format. Using available resources and training in the Distance Education Center, and with the help of technologically-savvy colleagues, all faculty in the Department of Management have now taught a "D" course (51-94% of instruction online).

Even though we continue to increase the amount of online instruction each year, students want more. Within the Department of Management (when you consider courses with more than four students) we offered 595 sections of courses over the past five years. In examining the format of these courses, 283 (47.6%) were offered in a face-to-face format, 163 (27.4%) were offered as a "D" course (50-94% online), and 149 (25.0%) were offered as an "N" or "E" course (at least 95% online). However, of the 96 MIS majors responding to a question on our senior exit surveys over the past five years, 70.8% believed that we had the mix of online vs. face-to-face courses about right, 17.7% wanted more online courses, and only 11.5% wanted more face-to-face courses. Trying to satisfy student demand for online courses is a challenge.

Quality of Instruction

To insure quality of instruction, we primarily rely on course evaluations and senior exit surveys. Course evaluations are reviewed by the department chair, and a summary of the evaluations is prepared for each faculty member each semester. In these summaries, if comments or scores indicate a potential problem, it is documented and a discussion between the chair and faculty member is held to decide on appropriate corrective actions. Additionally, these evaluation summaries are included in the annual merit evaluation.

In addition to identifying problems related to the quality of instruction, we also believe it is important to recognize those teachers who have performed well in the classroom. Thus, we ask students on the senior exit survey which faculty member had the most positive influence on them during their studies at UWG. Each semester, the department chair prepares a letter for any faculty member named in the survey, thanking them for their impact on our students.

Student exit surveys are also used to assess student satisfaction, quality of instruction, and faculty availability. With 99 MIS majors responding to the survey over the past five years, the following results support the very positive perception that students have of our program:

- 98.0% were either "Very Satisfied" (65.7%) or "Satisfied" (32.3%) with their decision to earn a B.B.A. in MIS
- 97.4% thought the quality of instruction was "Excellent" (60.0%) or "Good" (37.4%)
- 94.9% noted that it was "Very Likely" (61.6%) or "Likely" (33.3%) they would recommend the MIS program to a friend
- 98.0% reported that faculty were "Frequently" (56.6%) or "Regularly" (41.4%) available to students outside of class

Academic Advising

MIS majors are advised each semester in the Richards College Advising Center. Students are required to meet with their advisor each semester before they are allowed to register for classes.   Students are encouraged to bring a tentative schedule with them to the advising appointment.   Advisors then review the schedule, make certain that students have the appropriate prerequisites, and then verify that the schedule keeps the students on a timely track to graduation.

During the advising schedule, the advisors also discuss possible certifications and study abroad opportunities with the students.   Over the past review cycle, the primary advisor for the MIS program was Kasey Hannah.

Student Organizations, Recognition, and Faculty Involvement

In the MIS program, the MIS Club is available to students. The advisor for this student organization is Dr. Joan Deng. The MIS Club has 12 members. Some of their recent activities include a seminar on MIS Careers and Internships lead by Mr. Ian Houston, an MIS Study Event for Finals, an MIS Career Development Presentation by Ms. Kristi Conner, and a guest speaker from Delta Airlines (Mr. Juan C. Forero).

In terms of student recognition, the primary award presented in the MIS program is the "College of Business Award in Academic Excellence: Management Information Systems." To qualify for this award, students must maintain a minimum 3.2 GPA and must be junior or senior status.   Department faculty vote on this award. In addition to the Academic Excellence Award, the top 10% of juniors and seniors are invited to join Beta Gamma Sigma. Beta Gamma Sigma is an international business honor society for AACSB-accredited schools.

In terms of working with students on an individual basis, Department of Management faculty have been generous with their time. In additional to their normal course load, faculty have supervised 67 independent studies, 48 internships, and 122 honors projects. The independent studies, in particular, were often instrumental in helping MIS students complete their degree in

a timely manner.

C. Students

Students are admitted to UWG based on their Freshman Index Score. This Freshman Index Score is based on a student's high school GPA and performance on either the SAT or ACT exam. Data in Table 8 suggest a concerning trend.   While the average high school GPA has remained relatively steady over the past five years, the performance of students entering the MIS program on the ACT/SAT exam is declining.   The SAT Verbal score has decreased from 492.50 to 479.67 (a 2.7% decrease), the SAT Math score has decreased from 484.72 to 478.35 (a 1.3% decrease), the SAT Writing score has decreased from 465.65 to 450.96 (a 3.3% decrease), and the average ACT score has decreased from 20.89 to 19.84 (a 5.3% decrease).   The current average SAT scores are around the 30th percentile (based on all students that took the exam).

Table 8. Student Input - Undergraduate Quality Measures

BBA Management Information Systems	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	Average	Average	Average	Average	Average
Unduplicated Count					
HS GPA	2.98	2.97	2.90	2.94	2.98
SAT Verbal	492.50	486.90	490.96	475.77	479.67
SAT Math	484.72	477.46	487.40	473.52	478.35
SAT Writing	465.65	457.66	457.74	452.06	450.96
ACT	20.89	20.19	19.87	19.82	19.84
Freshman Index	2,494.05	2,475.20	2,424.99	2,428.21	2,438.01

Based on Table 9, the average GPA of students graduating from the MIS program decreased from 3.01 in 2013/14 to 2.83 in 2017/18 (a 6.3% decrease). While the average GPA of other programs was not available, it is possible to compare the DFW rate of students within the Department of Management to the average DFW rate for the university.   The current average DFW rate for courses at UWG is 16.2%.   However, based on 595 sections offered within the Department of Management over the past five years, the average DFW rate was 12.6%. Across these 595 sections, 35.3% earned an "A," 34.6% earned a "B," 17.3% earned a "C," 5.2% earned a "D," 4.3% earned an "F," 3.2% Withdrew (W).

Table 9. Student Output - Measures of Quality

	2013/14	2014/15	2015/16	2016/17	2017/18
Institutional GPA of graduates	*3.01*	*3.00*	*2.88*	*2.91*	*2.83*

D. Faculty

Based on the 2017/18 academic year, the Department of Management had 17 faculty members. The rank of the faculty included seven full professors, four associate professors, one senior lecturer, four lecturers, and one limited-term instructor.

Within the Richards College of Business, we also classify our faculty based on their research productivity and business experience within one of the four following categories: (1) Scholarly Academic (SA) – must have terminal degree and three intellectual contributions, two of which are peer-reviewed journal articles; (2) Practice Academic (PA) – must have a terminal degree and three intellectual contributions, one of which is a peer-reviewed journal article; (3) Scholarly Practitioner (SP) – must have significant experience and/or levels of responsibility within a discipline and three intellectual contributions, one of which is a peer-reviewed journal article; (4) Instructional Practitioner (IP) – must have significant experience and/or levels of responsibility within a discipline and three intellectual contributions.   For the 17 faculty members in our department ten are classified as SA, one as PA, three as SP, one as IP, and two as "Other" (did not meet the requirements for any of the four categories).

Department of Management faculty have been especially productive over the past five years in the areas of research, grant activity, and professional development. First, in terms of research, faculty reported publishing 127 articles, presenting 100 papers at academic conferences (43 proceeding papers were also published at these conferences), and writing 5 book chapters. Second, in regards to grant activity, seven grants were awarded for a total of $14,500. Third, professional development activities were significant with 253 different initiatives reported in the following areas: Conferences (32 reports), Continuing Education Programs (15 reports), Workshops (85 reports), Seminars (44 reports), and Other/Miscellaneous (77 reports). It should be noted that faculty also reported acquiring 32 licenses/certifications including Six Sigma (greenbelt), Professional in Human Resources (PHR), Charter Financial Analyst, UWG Online Certified Instructor, and CompTia A+.

Finally, our faculty were recognized for their hard work over the past review cycle. Sixty-eight earned various awards and honors for their efforts.   Some of the awards included SGA Faculty Member of the Year, WebMBA Outstanding Faculty Member, Beta Gamma Sigma Professor of the Year, UWG 30 under 30 Alumni Award, and the Sigma Kappa Top Professor Award.

E. Service

Department of Management faculty were actively involved in service over the past five years within the university, with our students, to their profession, and in the community.   The numbers presented in this section are based on self-reports from the annual performance evaluations. In terms of service to the university, faculty reported serving in various roles on 210 UWG-related initiatives, 245 college-related initiatives, and 198 department-related initiatives.

Working with our students, faculty served as advisors in 32 student-related activities across

campus. In terms of student organizations specifically related to our MIS majors, we offer the MIS Club (Dr. Joan Deng is the advisor).

Faculty also reported their involvement within their profession. Most of this service included serving as an Ad hoc reviewer for papers and books (106 reports), as an invited manuscript reviewer (66 reports), or as an editorial board member (66 reports).

Finally, faculty reported serving in 90 community-related activities.   These service activities included work with local charities, civic organizations, public school systems, and churches.

Section VI: Program Outcomes Assessment

The two primary assessment reports each year are the Operational Outcomes Assessment Report And the MIS Program Student Learning Outcomes Report.

Operational Outcomes Assessment Report

The Operational Outcomes Assessment Report shows that the MIS program is strong and is growing in a number of different areas. New Student Enrollment increased from 10 students in Fall 2013 to 14 in Fall 2017 (a 40.0% increase).   Total Student Enrollment increased from 168 in Fall 2013 to 204 in Fall 2017 (a 21.4% increase).   Undergraduate Degrees Conferred increased from 27 in 2013/14 to 34 in 2017/18 (a 25.9% increase). And, finally, Minors Awarded was consistent with one in 2013/14 and one in 2017/18.

MIS Program Student Learning Outcomes Report

There are four Student Learning Outcomes (SLOs) in the MIS program.   Each of these SLOs are assessed with both a direct measure in one of the required major courses and with an indirect measure on the Senior Exit Survey.

(SLO #1) Students will be able to design a relational database that is at least in Third Nominal Form.

The direct measure of this SLO is taken in the CISM 3340 course (Data Resource Management and Design) and is based on student performance on an assignment that requires them to design a well-normalized relational database that is at least 3NF. Our success criterion is that at least 80% of students will meet or exceed expectations. Our average over the past three cycles has been 91%, and we have met the goal in all three of the previous cycles.

On the indirect measure, taken from the Senior Exit Surveys, our success criterion is that 80% or more graduating seniors will "Strongly Agree" or "Agree" that the SLO was met.   Our average over the past three cycles was 81% and we met the goal in one of the three cycles.   We implemented corrective action designed to help students understand how to correctly define

primary keys and foreign keys in relational databases.

(SLO #2) Students will utilize data flow diagrams to accurately depict the movement of data within systems.

The direct measure of this SLO is taken in the CISM 4310 course (Business Systems Analysis and Design) and is based on 22 questions related to their major project that examines the students' understanding of databases, hierarchical structures, and structural design. Our success criterion is that at least 80% of students will meet or exceed expectations.   Our average over the past three cycles has been 30%, and we did not meet the goal in any of the previous three cycles.   We have tried gradable pretests of the requirements of the major project, more face-to-face time in class, and study groups. Thus far, we have not discovered the best approach to reach the students, but we continue to try new approaches to corrective action.

On the indirect measure, taken from the Senior Exit Surveys, our success criterion is that 80% or more graduating seniors will "Strongly Agree" or "Agree" that the SLO was met.   Our average over the past three cycles was 88% and we met the goal in all three cycles.

(SLO #3) Students will be able to develop a working, dynamic website.

The direct measure of this SLO is taken in the CISM 3335 course (Business Programming and Web Design) and is based on a class project that requires students to develop a working, dynamic website using Visual Studio. Our success criterion is that at least 80% of students will meet or exceed expectations.   Our average over the past three cycles has been 63%, and we met the goal in one of the three previous cycles.   We now require students to complete more software-related exercises earlier in the semester and the results have been positive. From Cycle 2 to Cycle 3, the percentage of students meeting our success criteria improved from 39% to 90%.

On the indirect measure, taken from the Senior Exit Surveys, our success criterion is that 80% or more graduating seniors will "Strongly Agree" or "Agree" that the SLO was met.   Our average over the past three cycles was 84% and we met the goal in all three cycles.

(SLO #4) MIS majors will demonstrate a comprehensive knowledge of MIS concepts and principles.

The direct measure of this SLO is taken from the Comprehensive Field Exam administered to all B.B.A. students in our capstone course (MGNT 4660 – Strategic Management). Our success criterion is that at least 80% of MIS majors will meet or exceed expectations on the ten questions related to the MIS discipline. Our average over the past three cycles has been 30%, and we failed to meet the goal in all three of previous cycles.   Upon reviewing the ten questions used for this assessment, the consensus of the MIS faculty was that the questions were poorly worded and ambiguous. For the next review cycle, new questions that are less

confusing have been written and tested on previous MIS majors serving as graduate assistants. We are confident that this approach will lead to more clearly defined questions and better results.

On the indirect measure, taken from the Senior Exit Surveys, our success criterion is that 80% or more graduating seniors will "Strongly Agree" or "Agree" that the SLO was met.   Our average over the past three cycles was 97% and we met the goal in all three cycles.

Section VII: Summary and Implications of Findings

Summary of Comprehensive Program Review

The B.B.A. in Management Information Systems (MIS) is a strong, productive, and viable program.   The MIS Program is the 17th largest undergraduate program at UWG and continues to grow. Over the past five years, the number of MIS majors has increased by 21.4% and the number of degrees conferred increased by 25.9%.   While we are pleased with the increase in students, we also want to make certain that we retain a quality program that produces graduates that have the knowledge, skills, and abilities that potential employers find attractive.

Whenever we recruit new students to the program, we encourage them to not only complete the basic requirements for the B.B.A. in MIS, but to also gain professional certifications.   In Spring 2016, we awarded our first SAP Certificates in the MIS program. Thus far, 27 students have earned this certificate.   Additionally, we have a process in the MIS program where students can earn their CompTIA Network + and CompTIA Security+ certifications. With recent changes to the MIS curriculum, we hope that over the next review cycle we can get more of our MIS majors involved in internships and study abroad programs as well.

One of the most significant changes over the past review cycle was the increase in the number of hybrid or online courses offered in the Department of Management. Over the past five years, 52.4% of the courses had at least a 50% online component.   We anticipate that we will have to continue to increase online offerings to meet student demand.   However, there are ongoing discussions among faculty about the advantages and disadvantages of online education.   This debate will continue.

Perhaps the primary reason that the Department of Management and the MIS Program has been successful is because we have a strong and experienced faculty base.   More than 50% of our faculty are classified as "Scholarly Academic" (meaning they have a terminal degree and a robust research agenda).   And turnover within the department is low.   However, the next review cycle will present a challenge for our department as at least three of our professors will likely retire.   It will be important for us to maintain a culture of productivity and quality instruction as we bring in new faculty members.

Unit Goals for the Next Review Cycle

As discussed in "Section I: Mission Review," the Department of Management has four unit goals.   Below, the performance during the past review cycle and the standard of achievement for the next review cycle are briefly reviewed.

Unit Goal #1: *Provide a quality learning environment in which our students can complete course requirements in a timely manner.*

There were several approaches used to examine the quality of the program and the timely graduation of our students.   We used the Senior Exit Survey to examine "quality" as defined by our students.   As noted previously: (1) 98.0% were either "Very Satisfied" or "Satisfied" with their decision to earn a B.B.A. in MIS; (2) 97.4% thought the quality of instruction was "Excellent" or "Good"; and (3) 94.9% noted that it was "Very Likely" or "Likely" they would recommend the MIS Program to a friend.   Our goal over the next review period is for each of these measures to be at least 97.0%.

Timely graduation of students was measured by examining the "Average Time to Degree" and by asking students about difficulties they had with the availability of classes. The "Average Time to Degree" over the past review cycle for MIS majors was 5.6 years.   Over the next review cycle, we would like the average to be no more than 5.0 years. In terms of difficulties experienced by students when they registered for classes, of the 95 MIS students responding to this question on our survey, 70.5% reported no issues with the availability of classes.   This was slightly higher than the 65.7% reported by the management majors in our department.   Over the next review cycle, we would like to see at least 70% of students in both majors reporting no problems.

Unit Goal #2: *Effectively partner with our local community and other external stakeholders.*

There is no quantitative measure for this unit goal.   However, there are many examples where we have partnered with external stakeholders over the past review cycle. First, we partnered with West Georgia Technical College to complete an articulation agreement for BUSA 2106 and CISM 2201. Second, we connected with local organizations (e.g., Southwire) to establish internships for our students. Third, we established relationships with other universities so that we could expose our students to different cultures and perspectives. For example, Dr. Pridmore has started a partnership with the University of Munster (Germany).   Finally, we invited many local business leaders to speak to our students during classes or during club meetings.   This gave our students an excellent opportunity to hear how the lessons taught in class are applied in organizations and it gave students opportunities to network.

We will continue to explore new opportunities over the next review cycle.   One very promising relationship is with Southwire Corporation.   Southwire uses SAP for their Enterprise Application Software (EAP).   And, UWG is part of the SAP University Alliance Program, allowing our students to earn SAP Certification.   Many of our MIS majors are able to acquire internships with Southwire. Now, with the changes to our MIS curriculum, these students will also be able

to earn major course credit.

Unit Goal #3: *Ensure that the Management and MIS major programs engage in meaningful program assessment.*

The MIS Program has four Student Learning Outcomes (SLOs) that are assessed on an annual basis.   As noted earlier in this report, our success criterion is that at least 80% of students will meet or exceed expectations on both the direct and indirect measures for these SLOs.   Each of these four SLOs are discussed, in detail, in "Section VI: Program Outcomes Assessment."

Unit Goal #4: *Create a work environment in which faculty and staff are engaged and satisfied.*

The Engage West Survey is used to assess this unit goal.   Of particular interest is the "Engagement" score from the survey.   Our success criterion is that the department average engagement score is higher than the UWG average engagement score.   Over the past four years that this score was available, the Department of Management's score was higher than the UWG score.   The departmental scores were as follows (UWG average is in parenthesis): 2015 (n=16) - 4.372 (3.924); 2016 (n=14) – 4.230 (3.882); 2017 (n=15) – 4.260 (3.902); 2018 (n=8) – 3.978 (3.967). It is important to note that the departmental engagement score declined from 2017 to 2018. Interestingly, only 8 of the 17 individuals in the department chose to complete the survey in spring 2018. When questioned, several individuals noted that they were simply tired of completing the survey each year and suggested the response rate would be higher if the Engage West Survey was administered every two years.   Faculty will be encouraged to complete the survey in 2019.   We want to make certain that we are taking corrective action on issues that are truly a concern to most department members.

Opportunities in the MIS Program

As a result of this CPR, the following opportunities/challenges were identified in the MIS Program:

- To keep students progressing toward graduation on a steady basis, we must continue to build flexibility into our schedules.   In a recent Senior Exit Survey, 85% of our students noted they had a job (most working 20-40 hours per week). Thus, some of our students struggle to balance the work/school demands on their time. We must find ways to make courses more "available" for our students, and hybrid/online courses seem to offer the flexibility that is needed.   While our faculty understand the need to offer more online learning, many have also expressed a valid concern that some of our students do not possess the time management skills, the self-motivation, or the ability to learn independently.
- Twenty-seven MIS majors have completed the requirements for the SAP Certificate. However, over the next review cycle we would like to establish two additional tracks (or certificates) for our MIS majors.   We recently revised the MIS major courses so that our students could pick three "select courses."   While this change gives students the

opportunity to get course credit for internships and study abroad programs, it also gives us the opportunity to establish certificate programs in areas such as cybersecurity and data analytics.

- In the next year, we plan to make major revisions to our CISM 2201 course.   This course is designed to prepare our students to use Excel.   Several years ago we made significant changes to the course, introducing more advanced Excel applications.   Additionally, we implemented a mid-term and final exam so that students had to demonstrate their ability to use Excel in a controlled setting.   Unfortunately, many of the students were unable to handle the rigor of this course and the DFW rate increased to 32.7%. Thus, we are redesigning the course to serve as a type of "gateway" to the RCOB.   Declared RCOB majors will be required to take this course as freshmen, so it presents a good opportunity to prepare them for their 3000-level Business Core requirements.   Beginning in Fall 2020, we plan to continue to use about half of the course to introduce students to the basic Excel skills they will need. However, the other half will be devoted to introducing the students to the various business disciplines in the RCOB and to provide them with skills in areas such as time management, group dynamics, and leadership.

- Over the next year, the MIS program would like to join the Cisco University Group.   This alliance would allow our MIS students to earn the Cisco Certified Network Associate (CCNA) certifications in Networking and Security. These are industry-recognized accomplishments that would make our MIS graduates more attractive in the job market.   In addition to the Cisco preparatory courses in networking and security, we could also add the Cisco courses in Python and Linux at a later date.

- Over the next year, we want to be actively engaged in the process of designing the new RCOB building.   This new building will give us additional space for faculty offices, state-of-the-art classrooms, and additional areas for student teams to interact. Further, it will provide an area for the MIS lab.   Dr. Pridmore recently purchased ten robots for the MIS students.   This new MIS lab will present an area for MIS majors to program and operate these robots and will serve as an area to house the new CISCO lab equipment that we anticipate purchasing later in 2019.

Evaluation of this Comprehensive Program Review

1. Administrative Review by the College/School Dean: Analysis and evaluative response regarding the quality, viability, and productivity of the program. Also evaluate the quality and depth of the evidence the program has provided to support its case. Finally, discuss your plans to incorporate this review into the unit's strategic and financial plans.
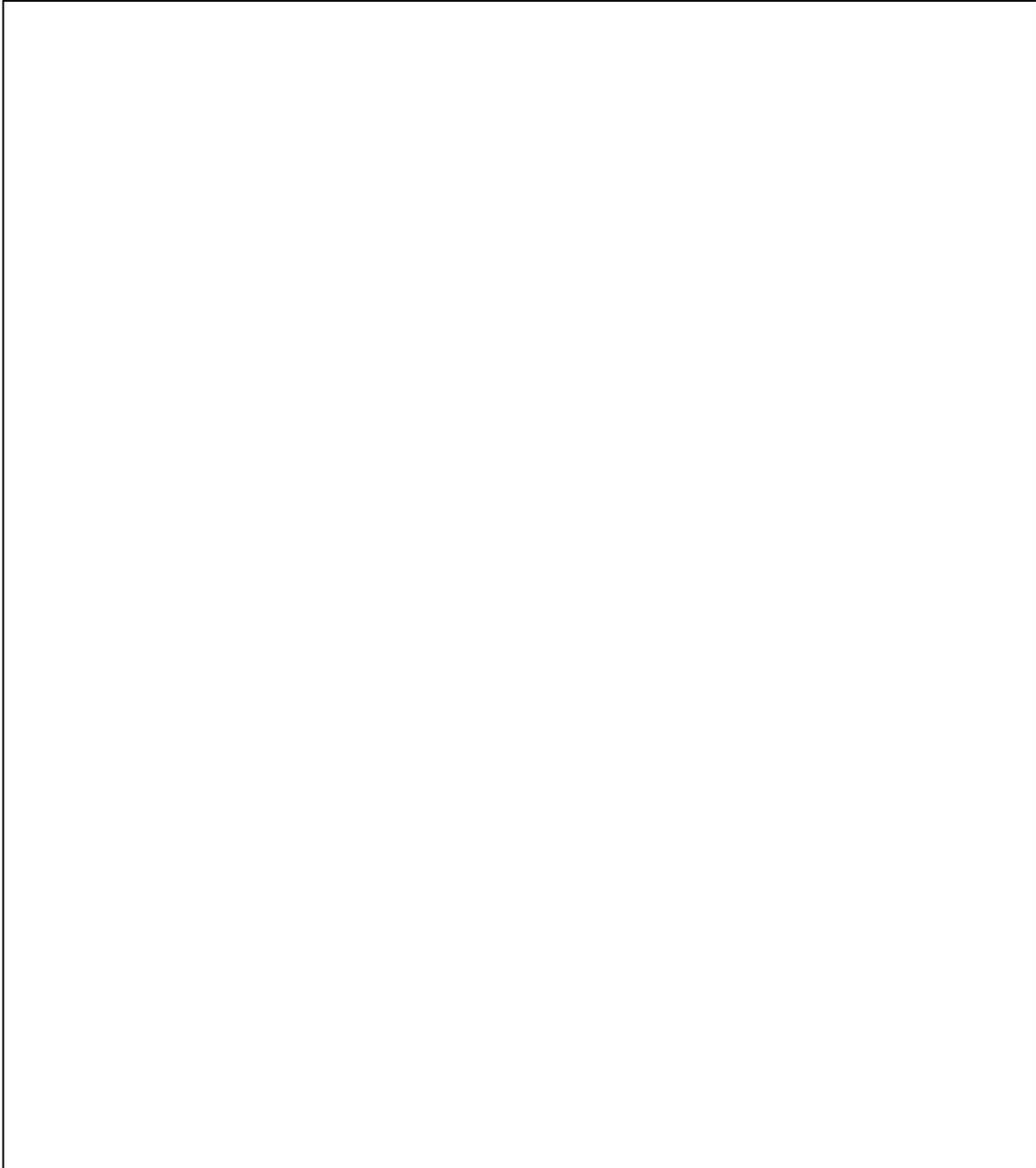
2. Faculty Review (UPC or GPC): Analysis and evaluative response regarding the quality, viability, and productivity of the academic program, and the quality and depth of the evidence the program has provided to support its case. Include recommendations for the future of the program.
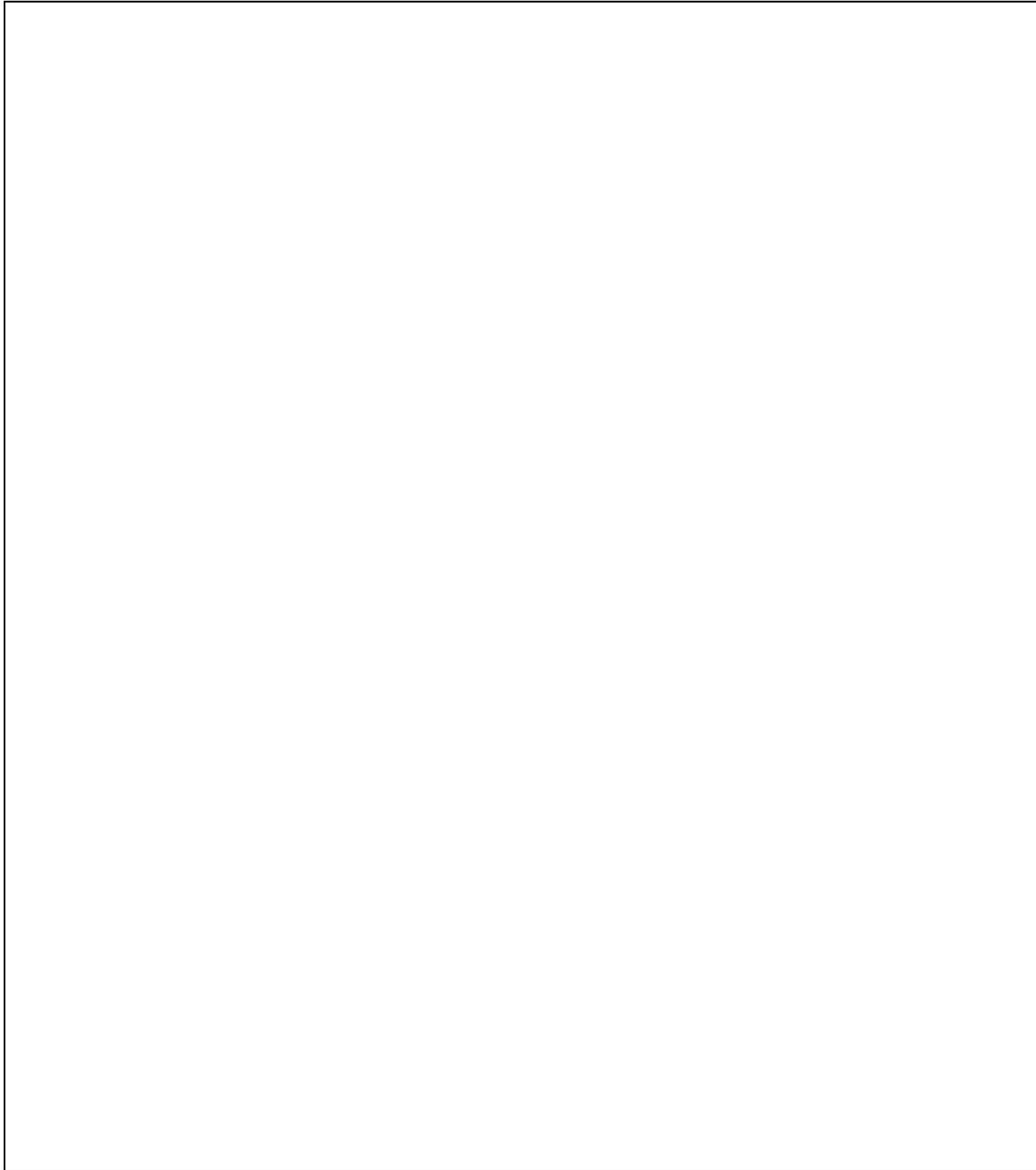
3. Response to the Faculty and Administrative Review by the Provost's Office

Appendix (Current MIS Program Sheet)

Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM [1]			
AREA A			9 HRS
ENGL 1101	3		
ENGL 1102	3		
MATH 1111	3		
AREA B			5 HRS
Elect. (COMM 1110 or ENGL 2050)*	3		
Elect. (LIBR 1101 or CS 1020)*	2		
AREA C			6 HRS
Fine Arts Elective	3		
Humanities Elective	3		
AREA D			10 HRS
Lab Science	4		
Non-Lab Science	3		
MATH 1413	3		
AREA E			12 HRS
HIST 1111 or 1112	3		
HIST 2111 or 2112	3		
POLS 1101	3		
Elective (PSYC1101 or SOCI 1101)*	3		

[1] Attain a minimum overall GPA of 2.0 for graduation.

[2] Attain a minimum GPA of 2.0 for Core Area F Courses, Business Core Courses, and Major Courses. NO MORE than one "D" is permitted in Major Courses

[3] Select one of the following: MGNT 4625; ECON 4450; FINCE 4521; or MKTG 4866.

[4] An SAP Certificate requires CISM 3330, CISM 4330, and CISM 4350. Thus, MIS majors should consider CISM 4330 and CISM 4350 as MIS Selects.

[5] Where CISM 3330 or CISM 3335 is a prerequisite, a minimum grade of "C" is required before additional 3000/4000 level CISM courses can be taken.

Revised 1-11-18

Course & Number	Credit Hours	Term Taken	Grade
Core Area F [2]			18 HRS
ACCT 2101	3		
ACCT 2102	3		
BUSA 2106	3		
CISM 2201	3		
ECON 2105	3		
ECON 2106	3		
BUSINESS CORE [2] [5]			27 HRS
ABED 3100	3		
CISM 3330	3		
ECON 3402	3		
ECON 3406	3		
FINC 3511	3		
MGNT 3600	3		
MGNT 3615	3		
MKTG 3803	3		
International Select: [3]	3		
MAJOR COURSES [4] [5]			24 HRS
CISM 3335	3		
CISM 3340	3		
CISM 3350	3		
CISM 4310	3		
Major Select (Choose 3) CISM 4330, 4350, 4355, 4382, 4386, 4390	3		
	3		
	3		
MGNT 4660	3		
APPROVED ELECTIVES			9 HRS
Elective 1	3		
Elective 2	3		
Elective 3	3		
Total Program Hours			120