



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Institutional Program Review
Report to the Board of Regents

Use this form to submit a program review report to the system Chief Academic Officer. Complete this form for all units/programs undergoing an accreditation review, nationally recognized review process, or institutional program review. The report is due 30 days following receipt of the external and internal review reports.

UNIVERSITY:	DSU
DEPARTMENT OR SCHOOL:	College of Business and Information Systems
PROGRAM REVIEWED:	AS Web Development, BS Computer Information Systems, MS Information Systems, PhD Information Systems
DATE OF REVIEW:	5/2/2019
TYPE OF REVIEW:	Institutional Program Review

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this report, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University

6/6/2019

Date

1. Identify the program reviewers and any external accrediting body:

Dursun Delen, Ph.D.
Regents Professor
Spears Endowed Chair in Business Administration
Patterson Endowed Chair in Business Analytics
Department of Management Science & IS
Oklahoma State University
Stillwater, Oklahoma

2. Items A & B should address the following issues: mission centrality, program quality, cost, program productivity, plans for the future, and assessment of progress.

2(A). Describe the strengths and weaknesses identified by the reviewers

The IS program seem to have all the necessary ingredients: visionary and motivated leadership, diligent, motivated, knowledge faculty, latest specializations and programs, state of the art curriculum, ample technological and computational resources, and unwavering support staff. The goal should be to maintain (and continue on improving) these ingredients

while improving the undergraduate enrollments by implementing creative and innovative recruitment practices.

2(B). Briefly summarize the review recommendations.

All four programs

- Keep up with the-state-of-the-art in IS program and specialization offerings.
- Maintain excellence in teaching. Educated, skillful, and satisfied students are perhaps the best advertising/publicity agents for the IS programs.
- Enhance the research component of all four degrees.
- Work closely with the cyber school faculty for collaborative grant proposal and top journal publications.
- The most valuable asset of the IS program is its highly dedicated and productive faculty. To retain this most values asset intact, the school has to put the means in place (by properly addressing faculty incentives in term of salary and course release for research) to keep the faculty motivated, productive, and engaged.
- Continue to pursue assessment programs for accreditation, perhaps with an internationally acclaimed and recognized accreditation body such as AACSB.

A.S. Web Development Program

- Publicize it better and more broadly to increase the enrollment numbers.
- Focus on the shorter time required to get a degree. Make sure the potential students know the seamless progression towards the BS CIS degree if desired.
- Emphasize the job potentials as Web developers by the companies in the region. It would be a great idea to collect and use memorable quotes from the regional company recruiters focusing on the great job potentials for Web developers.
- Recruit not only from within DSU but also from outside.
- Educate the student counselors and adviser about the program so that they can properly convey the true definition of the program to the potential students.

B.S. Computer Information Systems Program

- This program suffers from low enrollment numbers. Publicize the BS CIS program better and more broadly to significantly increase the enrollment numbers.
- Advertise heavily to the regional high schools by not only educating the high schools' faculty and administration but also presenting to the junior/senior classes, teaching a course (or a part of an existing course).
- Make sure to reach out to the parents as well as the students with the proper recruiting messages.
- Consider organizing a summer camp on "cool IS topics and skills" for a selective group of successful high school students. Not only it helps in recruiting but also help build a student and education focused image of the program and the college.
- The existing specializations and curriculum are up to date with the current state of the art. Keep up with the efforts to stay relevant and current with the changing trends in IS. Make sure to include your highly relevant and current specializations in your publicity initiatives.
- Educate the student counselors and advisors about the differences between the cyber school offerings and the IS programs.

- Increase the undergraduate level honor classes and research engagements.

M.S. in Information Systems Program

- Offer data analytics as a specialization in the MSIS program.
- Make sure that all undergraduate students are aware of the advantages of the 4+1 program (stay one more year get a master degree). Work with other undergraduate programs at the cyber school to enrich the 4+1 degree offering between colleges.
- Create a close relationship with the companies in the region for curriculum updates and improvements, internship, employment, student projects, class presentations, and even for the industry-funded collaborative applied research project.

Ph.D. in Information Systems Program

- There are no substantial incentives for the faculty who teaches and advises in the Ph.D. program. The faculty carries out these duties because of their dedication to the school. There has to be a tangible (monetary stipend) and intangible (partial course release) incentives for the faculty who is heavily involved in the Ph.D. program.
- The research component of the Ph.D. program needs to be improved. This would be achieved with the right set of incentives extended to the faculty so that they would have the time and desire to dig deeper with the student for more substantial research and measurable outcomes (journal papers and even grant proposals).
- The Ph.D. program seems to have a significant online component. Rigorous Ph.D. level research requires a constant connection to the faculty advisor for mentoring. Often, such a close collegial relationship can only be achieved in the physical presence of each other. Periodic visit to the campus can be a solution to the problem. Such an environment needs to be created for the long term in order to maintain the notable success of the Ph.D. program.

2(C). Indicate the present and continuous actions to be taken by the college or department to address the issues raised by the review. What outcomes are anticipated as a result of these actions?

Recruitment Issues

- The University recently increased its marketing and communications workforce and the college will collaborate on new and revised IS program promotional pieces with them to reflect recommendations of the reviewer as mentioned.
- The college will host informational sessions with recruiters from admissions and athletics to ensure awareness of the undergraduate IS programs.
- The college will investigate external accreditation for IS programs and implement if appropriate and funding is available.

Faculty Issues

- The Provost has implemented 100% reimbursement for travel up to \$1,200 per faculty member per year to support professional development and scholarship.
- Propose and support workload policies to provide credit for dissertation supervision and special course needs.

- Fill all open IS faculty positions and build pool of adjunct instructors and teaching assistants to provide release time for graduate faculty research activities.
- The IS department needs more tenure track and non-tenure track faculty to meet its growing teaching needs and to deliver on opportunities that exist for expansion of its programs.

Curriculum Issues

- Curriculum has been updated to provide clarity and diversity in the opportunities for specializations and electives in the programs and this will be reflected in the website, promotional information and 2019-2020 catalogs.
 - Continue active advisory board to provide input and feedback on curriculum to ensure that it is relevant and meaningful to employers.
 - Discuss potential for requirement for doctoral program students to include a form of on-site campus presence.
- 3. Starting in Fall 2019 reporting year, campuses will identify the undergraduate cross-curricular skill requirements as part of programmatic student learning outcomes and identify assessment methods for cross-curricular skill requirements as outlined in Board Policy 2:11. Program review completed prior to Fall 2019 need not include cross curricular skills.**