



**NEW, REVISED, OR DELETED PROGRAM COVER SHEET**  
**2004-2005**  
**University Curriculum Committee**  
**Undergraduate Programs (Majors, Minors, Sequences)**

DEPARTMENT/SCHOOL \_\_\_\_\_ ACCOUNTING DEPARTMENT \_\_\_\_\_ DATE \_\_\_\_\_ AUGUST 25, 2004 \_\_\_\_\_

A. **Proposed Action:** (more than one item may be checked if a revision).

- \_\_\_\_\_ **XX** \_\_\_\_\_ New Major CIPS CODE \_ 52.1201 \_ (obtain from Planning, Policy Studies and Info Systems)
- \_\_\_\_\_ New Minor CIPS CODE \_\_\_\_\_ (obtain from Planning, Policy Studies and Info Systems)
- \_\_\_\_\_ New Sequence
- \_\_\_\_\_ Change in requirements for major
- \_\_\_\_\_ Change in requirements for minor
- \_\_\_\_\_ Change in requirements for sequence
- \_\_\_\_\_ Other program revisions
- \_\_\_\_\_ More than 50% of courses in this program are distance education.
- \_\_\_\_\_ Program deletion

B. **Summary of proposed action** (see Part A), including title and exact *Undergraduate Catalog* copy for a new or altered program. (See *Catalog* and Program Checklist for format and examples.) Provide a summary of the revisions in addition to the exact current *Catalog* copy.

This proposal is to change the current Bachelor of Science in Business Administration Business Information Systems Sequence to a Bachelor of Science in Business Information Systems.  
 See attached New Program Request for Bachelor of Science in Business Information Systems

C. **Routing and action summary:**

1. _____ Department/School Curriculum Committee Chair	_____ Date Approved	4. _____ College Dean	_____ Date Approved
2. _____ Department Chair/School Director	_____ Date Approved	5. _____ Teacher Education Council Chair if appropriate (10 copies to the Dean of the College of Education)	_____ Date Approved
3. _____ College Committee Chair	_____ Date Approved	6. _____ University Curriculum Committee Chair (8 copies to the Catalog Editorial Assistant)	_____ Date Approved

Submit 20 copies of **NEW** Undergraduate proposals to University Curriculum Committee

Submit 8 copies of **REVISED** Undergraduate proposals to University Curriculum Committee c/o the Undergraduate Catalog Editorial Assistant in 109 Moulton.

All new and deleted programs (majors, minors, sequences) are routed by the U.C.C. to the Academic Senate. **The Senate rules mandate electronic submission (in MS Word or HTML format) of all materials for Web site posting.**

5/02

## **B. Summary of proposed action**

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## REQUEST FOR A NEW UNIT OF INSTRUCTION

### BACKGROUND

1. **Name of Institution:** Illinois State University
2. **Title of Proposed Program:** Bachelor of Science in Business Information Systems
3. **Contact Person:** James Moon, Department of Accounting Chairperson
  - 3.1. Telephone: (309) 438-7651
  - 3.2. E-mail: [jemoon@ilstu.edu](mailto:jemoon@ilstu.edu)
  - 3.3. Fax: (309) 438-8431

### 4. Level of Proposed Unit

- |  |   |
|--|---|
| <input type="checkbox"/> Undergraduate Certificate (1-2 years) | <input type="checkbox"/> Post-Baccalaureate Certificate |
| <input type="checkbox"/> Undergraduate Certificate (2-4 years) | <input type="checkbox"/> Post-Master's Certificate      |
| <input type="checkbox"/> Associate                             | <input type="checkbox"/> First Professional Certificate |
| <input checked="" type="checkbox"/> Baccalaureate              |   |
| <input type="checkbox"/> Masters                               |   |
| <input type="checkbox"/> First Professional                    |   |
| <input type="checkbox"/> Doctorate                             |   |

5. **Requested CIP Code** (6 digits) 52.1201 Management Information Systems, General\_

6. **Proposed Date for Enrollment of First Class:** Immediately. The students who would enroll in this program are currently being served by the Bachelor of Science in Business Administration Business Information Systems Sequence. This proposal is to create a new Bachelor of Science in Business Information Systems in the Department of Accounting to replace the Bachelor of Science in Business Administration Business Information Systems sequence.

New students would begin enrolling Fall 2005.

7. **Location Offered:**           **On-Campus**  **Off-Campus** \_\_\_\_: Region Number(s) \_\_\_\_\_ or Statewide \_\_\_\_

## **MISSION, OBJECTIVES AND PRIORITIES**

### **8. Mission**

**8.1. Describe specific objectives and measurable contributions the program will make to the university's mission, paying particular attention to the program's consistency with the university's focus statement and priorities. Such objectives and contributions may include:**

#### **Y Serving a distinct student population**

This proposal is to create a new Bachelor of Science in Business Information Systems in the Department of Accounting to replace the current Bachelor of Science in Business Administration Business Information Systems sequence in the Department of Management and Quantitative Methods to better serve the students of Illinois State University. The Business Information Systems program began with the College of Business offering Business Information Systems courses in 1970. Since 1979, the Business Information System program has been offered as a Business Administration degree with a sequence in Business Information Systems. To improve the visibility of the Business Information Systems program and to aid Business Information Systems graduates in marketing themselves, we believe it is time to offer the Business Information Systems program as a distinct Bachelor of Science degree. The distinct student populations that would be better served by a Bachelor of Science in Business Information Systems include, but are not limited to:

1. Current Illinois State University College of Business students interested in studying Business Information Systems would be better served by a degree program in Business Information Systems rather than a Business Information Systems sequence in the Business Administration degree program. Bachelor of Science degrees are recorded on the student transcript. Students seeking employment are better served when their transcript accurately reflects their field of study. Having a Bachelor of Science in Business Information Systems recorded on the students transcript serves as a valuable marketing tool when seeking employment. Employers consider a Bachelor of Science degree in an area to be more valuable than a sequence in an area.
2. Other Illinois State University College of Business of students who have avoided studying Business Information Systems because it was offered as a sequence rather than as a major degree would also be served by the opportunity to study Business Information Systems in the more rigorous setting of a degree program. Again, students, as well as, employers consider a Bachelor of Science in an area to be more valuable than a sequence.
3. Other Illinois State University students who wish to gain a balance of competencies in both information systems technology and business fundamentals, but who are currently unable to find the Business Information Systems program because it is located under the Business Administration major as a sequence rather than as a stand alone Bachelor of Science degree. Converting the existing sequence to a Bachelor of Science degree would raise the profile of the program at Illinois State University making it easier for interested students to locate.

#### **Y occupational and student demand for the program**

Information Technology professionals have been in demand for over a decade. Future projections show the need for information technology professionals continuing. See below:

Table 3b. The 10 fastest growing occupations, 2002-12\*  
(Numbers in thousands of jobs)

Occupation	Employment		Change	
	2002	2012	Number	Percent
Medical assistants	365	579	215	59
Network systems and data communications analysts	186	292	106	57
Physician assistants	63	94	31	49
Social and human service assistants	305	454	149	49
Home health aides	580	859	279	48
Medical records and health information technicians	147	216	69	47
Physical therapist aides	37	54	17	46
Computer software engineers, applications	394	573	179	46
Computer software engineers, systems software	281	409	128	45
Physical therapist assistants	50	73	22	45

\* Bureau of Labor Statistics, <http://www.bls.gov/news.release/ecopro.t04.htm>

Table 3a. The 10 industries with the fastest wage and salary employment growth, 2002-12\*\*\*  
(Numbers in thousands of jobs)

Industry		Employment		Change		Annual growth rate (percent)
		2002	2012	Number	Percent	
Software publishers	256.0	429.7	173.7	67.9	5.3	
Management, scientific, and technical consulting services	731.8	1,137.4	405.6	55.4	4.5	
Community care facilities for the elderly and residential care facilities, n.e.c.		695.3	1,077.6	382.3	55.0	4.5
Computer systems design and related services		1,162.7	1,797.7	635.0	54.6	4.5
Employment services	3,248.8	5,012.3	1,763.5	54.3	4.4	
Individual, family, community, and vocational rehabilitation services		1,269.3	1,866.6	597.3	47.1	3.9
Ambulatory health care services except offices of health practitioners		1,443.6	2,113.4	669.8	46.4	3.9
Water, sewage, and other systems		48.5	71.0	22.5	46.4	3.9
Internet services, data processing, and other information services		528.8	773.1	244.3	46.2	3.9
Child day care services		734.2	1,050.3	316.1	43.1	3.6

NOTE: n.e.c. = not elsewhere classified.

\*\*\* Bureau of Labor Statistics, <http://www.bls.gov/news.release/ecopro.t03.htm>

### **ÿ collaborating with and/or supporting other programs at the institution**

The degree in Business Information Systems would be an integral part of the course work offered through the College of Business at Illinois State University. Both supporting and being supported by other course work offered through other College of Business degree programs.

### **ÿ meeting the needs of business, employers, and/or society; and**

See Tables above under **ÿ occupational and student demand for the program**

### **ÿ increasing the number of graduates in a high demand or emerging field of study.**

See Tables above under **ÿ occupational and student demand for the program**

**8.2. Explain how the program will meet regional and state needs and priorities, making specific reference to *The Illinois Commitment*.**

*The Illinois Commitment: Partnerships, Opportunities, and Excellence*

Goal 1: Economic Growth: Higher education will help Illinois business and industry sustain strong economic growth

Action Step 5: Adjust the capacity of occupational and professional programs to keep the supply of graduates in balance with employment demand

Goal 6: Productivity and Accountability: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

Action Step 2: Support new programs and services and improve quality through internal reallocation and cost savings, as well as through state support and tuition and fees.

By deleting the Business Administration sequence in Business Information Systems and replacing it with a B.S. degree in Business Information Systems, Illinois State University will be able to increase the quality of the students graduating with those competencies. The new degree introduces a more rigorous sequence of prerequisites, reclassifies some courses currently taken as electives to required courses, and expands course competencies that build on competencies gained in prerequisite courses. The overall intent is to serve the student population better. This is accomplished by re-aligning existing resources to deliver a better Business Information Systems education than the students are currently receiving. This can be accomplished without the use of additional resources.

**8.3. Identify similar programs and sponsoring institutions in the state. Compare these programs with the proposed program. Discuss the possible impact of the proposed program on these programs.**

This proposal is to change the current Bachelor of Science in Business Administration Business Information Systems Sequence to a Bachelor of Science in Business Information Systems to better serve the students of Illinois State University.

Since the Business Information Systems program has been in place for over 30 years, we do not believe changing the program from a sequence in the Bachelor of Science in Business Administration major to a stand alone Bachelor of Science in Business Information Systems will positively or negatively impact the programs at other institutions across the state of Illinois.

**8.4. Discuss estimated future employment opportunities for graduates of this program. Compare the estimated need for graduates with the estimated number of graduates from this program and existing programs identified in 8.3 above. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. Describe any special need for this program expressed by state agencies, industry, research centers, or other educational institutions.**

Nationwide, colleges and universities produce fewer than 25,000 students with information technology Bachelors degrees annually. On average, over 94,000 new information technology jobs are created each year. This leaves a gap of approximately 69,000 unfilled positions each year.

Source: America's New Deficit: The Shortage of Information Technology Workers. Department of Commerce, USA, <http://www.technology.gov/reports/itsw/itsw.pdf>, December 11, 2003.

## 9. Program Description

**9.1. Provide a brief narrative description of the program, including a list of its central academic objectives. Explain how the curriculum is structured to meet the program's stated objectives. Provide a complete catalog description for the proposed program, including:**

Central academic objectives of the Business Information Systems degree:

### **INFORMATION SYSTEMS**

#### Business Systems Development

Understanding and appreciation for:

- strategic utilization of information technology and systems
- information systems planning
- information technology and organizational systems
- systems analysis
- logical and physical design
- design execution
- systems testing
- systems deployment
- systems maintenance
- use of information technology
- customer service

### **BUSINESS FUNDAMENTALS:**

#### Business Models

Understanding and appreciation for:

- contemporary and emerging business models
- organizational theory, structure, and functions
- systems concepts and theories

#### Functional Business Areas

Understanding and appreciation for:

- Accounting
- Finance
- Marketing
- Human Resources
- Logistics and Manufacturing

#### Evaluation of Business Performance

Understanding and appreciation for:

- benchmarking
- value chain and value network analysis
- quality, effectiveness, and efficiency
- valuation of organizations
- evaluation of investment performance

#### Ethics and Professionalism

Understanding and appreciation for:

- Codes of Conduct
- ethical theory

leadership  
 legal and regulatory standards  
 professionalism – self directed, time management  
 professionalism – commitment to and completion of work

## **TECHNOLOGY**

### Application Development

Understanding and appreciation for:

programming – objects, algorithms, modules, testing  
 application development – requirements, specs, developing  
 algorithmic design, data, object and file structures  
 client-server software development

### Internet Systems Architecture and Development

Understanding and appreciation for:

web page development  
 web architecture design and development  
 design and development of multi-tiered architectures

### Database Design and Administration

Understanding and appreciation for:

modeling and design, construction, DB systems  
 triggers, design and development of audit controls  
 security, safety, backup, repairs, replication

### Systems Infrastructure and Integration

Understanding and appreciation for:

computer systems hardware  
 networking  
 systems software  
 operating systems management  
 systems configuration, operation and administration

## **ANALYTICAL AND CRITICAL THINKING**

### Organizational Problem Solving

Understanding and appreciation for:

problem solving models, techniques and approaches  
 personal decision making  
 critical thinking  
 methods to collect, summarize, and interpret data  
 statistical and mathematical models

### Creativity

Understanding and appreciation for:

creativity concepts  
 creativity techniques  
 the systems approach

## **INTERPERSONAL, COMMUNICATION, AND TEAM SKILLS**

### Interpersonal

Understanding and appreciation for:

listening  
 encouraging  
 motivating

operating in a global, culturally diverse environment

### Team Work and Leadership

Understanding and appreciation for:

building a team  
 trusting and empowering  
 developing and communicating a vision/mission  
 setting and tracking team goals  
 negotiating and facilitating  
 team decision making  
 operating in a virtual team environment  
 being an effective leader

### Communication

Understanding and appreciation for:

listening, observing, interviewing, and documenting  
 abstraction and precise writing  
 developing multimedia content  
 writing memos, reports, and documentation  
 giving effective presentations

The curriculum designed to meet these stated objectives is a synthesis of existing courses at Illinois State University and the IS 2002 Model Curriculum and Guidelines for Undergraduate Degree Programs in Information Systems.

Business fundamentals objectives will be met in the College of Business core course work taken by the student. Information Systems and Technology objectives will be met in the Business Information Systems degree required course work taken by the student. Interpersonal, Communication, and Team Skills objectives are incorporated into Illinois State University General Education course work, College of Business core course work and Business Information Systems degree required course work. Analytical and Critical Thinking objectives are incorporated into Illinois State University General Education course work, College of Business core course work and Business Information Systems degree required course work. Special attention will be given to addressing these objectives in the Business Information Systems degree required course work.

## **MAJOR IN BUSINESS INFORMATION SYSTEMS**

Degree Offered: B.S.

- 67 required hours including 43 hours in required core and non-business courses and 24 hours of major course work
- The 43 hours of required core and non-business courses include the following: BUS 100; ACC 131, 132, 270; FIL 208, 240; MKT 230; MQM 100, 220, 227, 385; ECO 105; ENG 145.13; MAT 121 or 145.
- Business Information Systems required courses (18 hours): ACC 260, 261, 266, 362, 366, 368; and six hours from the following list of upper-division (200- or 300-level) Accounting electives: ACC 255, 263, 287 (or 299), 363, 370.
- At least 60 hours of the total 120 hours offered for graduation should be in courses other than business. Up to 9 hours of economics and up to 6 hours of statistics courses (including MQM 100); and ENG 145.13 may be counted as non-business courses.

### **ÿ program admission and graduation requirements; and**

Program admission standards for the Business Information Systems degree are the same as those that apply

to all students in the College of Business and are as follows:

### **Continuation Requirements:**

All students are limited to 24 credit hours of business course work which is strictly enforced by the College through registration restrictions. Business majors may exceed this limit once they have applied and been accepted for continuance as a business major. **Admission to the major does not imply the student will be accepted for continuance once they have completed 60 credit hours.**

The continuance requirements represent *minimum* standards for a student to continue as a business major. Thus, some students who satisfy the minimum standards may not be allowed to continue as a business major. Through a competitive and selective process, students are evaluated for continuance from a pool of qualified applicants on the basis of individual qualifications. The College reserves the right to maintain balanced enrollment; the number of students who continue in the program may vary from year to year depending on program capacity and the qualifications of students in the pool.

Minimum requirements which allow a student to qualify to continue as a business major are as follows:

1. Complete with a grade of "C" or better, the following tool courses: ACC 131, 132; BUS 100; ENG 101; ECO 105; MQM 100 (or ECO/GEO/POL/PSY 138); MAT 121. (**NOTE:** BTE majors must complete MQM140 in place of MAT 121.)
2. Prove computer competency (spreadsheet usage, presentation software, and web page construction) through completion of the following: (ACC 167 and 168; ACC 166; ITK 150; IAI BUS 902); or by passing College-administered competency exams in the areas (ACC 189.67 and ACC 189.68).
3. Earn an overall Illinois State University GPA of 2.50 or higher on at least 12 completed hours.

**Note:** A student may not enroll for a third time in a course if he or she has already received letter grades (A,B,C,D,F) in two previous attempts.

### **Academic Requirements:**

1. Students must complete at least 60 hours of the total 120 hours required for graduation in studies other than business. Up to nine hours of economics and up to six hours of statistics courses may be counted as non-business courses.
2. Students majoring in business must complete their senior year (30 credits) in residence at Illinois State University. Under unusual circumstances, the Dean of the College of Business may grant a modification of this requirement.
3. Each student must successfully complete the college capstone course (MQM 385) and his/her major's designated capstone course at Illinois State University, and must earn at least 50 percent of the business credit hours required for the degree at Illinois State University.
4. Required courses in the major with grades below "C" will not count toward the graduation requirements of College of Business majors. Such grades will be included in computing the cumulative GPA.
5. To remain in and receive credit for an upper division course a student must have earned at the time the course begins a minimum of 60 hours of credit for a 200-level course and a minimum of 75 hours of credit for a 300- level course.
6. Students who go on probation a second or subsequent time will be dropped from the College of Business.
7. Students-at-large and unclassified students must apply for permission from the College of Business to register for business courses. Such students will be required to furnish official transcripts to show that prerequisite requirements have been fulfilled. Some courses in the College have restricted and/or limited enrollments and thus may not be open to students-at-large.
8. A student may repeat a course only once. That is, if a student completes a course or drops a course after the tenth day enrollment report, he or she may enroll officially in that course one additional time. A student who earns a grade (A, B, C, D, F, WX) in an Illinois State University course cannot transfer the equivalent course from another school.

## ÿ curriculum design, including course descriptions.

Since this curriculum is designed to be a rigorous version of the Business Administration sequence in Business Information Systems, the courses necessary to deliver this program already exist.

### 9.2. Explain what students are expected to know and/or be able to do upon completing the program.

The graduate with a BIS degree has a skill set that qualifies him/her for entry-level business analyst, programmer/analyst, or software developer/implementer positions. The graduate's understanding of the business enterprise and its functional areas opens employment opportunities not only in an organization's IS department, but also in functional areas of the business. Whether the position is in the IS department or a functional area, the graduate often will perform the roles of a business IS consultant ranging from analyzing business and technical requirements to maintaining business solutions.

Although the BIS curriculum provides a foundation for the graduate to develop deep expertise in business information systems development activities, the curriculum is intended for those that wish to move from entry-level jobs to top-level positions where the student would use a combination of business and technical knowledge to lead the design and development of leading-edge enterprise solutions. These positions involve analyzing business requirements, defining the solution architecture, building and deploying leading-edge business solutions, and maintaining business solutions at the enterprise level. Later career progression involves increasing responsibility for the planning and management of the enterprise's information systems, its human resources, and its development activities.

### 9.3. Describe the strategies to be incorporated into the proposed program to promote student learning.

The following strategies have been incorporated into the courses required to earn a degree in Business Information Systems:

- ÿ Hands-on application development
- ÿ Individual presentations
- ÿ Individual projects
- ÿ Periodic examinations
- ÿ Corporate guest speakers
- ÿ Team projects
- ÿ Group presentations
- ÿ Development of a professional portfolio
- ÿ Assigned and graded exercises
- ÿ Curricular based field experiences

## RESOURCES

### 10. Complete Table I to show student enrollment projections for the program.

**Table I**  
**STUDENT ENROLLMENT PROJECTIONS FOR THE NEW PROGRAM**

	1 <sup>st</sup> Year (July-June) FY 2005 <sup>1</sup>	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Program Majors (Fall headcount)	83	87	91	95	100
Annual Full-Time-Equivalent Majors	95	96	97	98	100

Annual Credit Hours in EXISTING Courses <sup>2</sup>	1491	1494	1497	1500	1500
Annual Credit Hours in NEW Courses <sup>2</sup>	0	0	0	0	0
Annual Number of degrees Awarded	42	44	46	48	50

1. FY 2005 numbers provided by Anna Wells, Office of Planning and Institutional Research, Illinois State University, August 16, 2004.

2. Include credit hours generated by both majors and non-majors in courses offered by the academic unit directly responsible for the proposed program.

- 11. Complete Table II (even if no new state funding is requested in the budget year). Show all sources of funds, both state and non-state, and reallocations. Provide a narrative budget that includes the following:**

**Table II**  
**PROJECTED RESOURCE REQUIREMENTS FOR THE NEW PROGRAM**

	<b>1<sup>st</sup> Year (July-June) FY 2005<sup>1</sup></b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
FTE Staff <sup>2</sup> (FTE)	8 <sup>4</sup>	8 <sup>4</sup>	8 <sup>4</sup>	8 <sup>4</sup>	8 <sup>4</sup>
Personnel Services (\$) Assumes 3% increase per year	714,096	735,519	757,584	780,312	803,721
Equipment and Instructional Needs (\$)	Adequate Existing College and Department budget	Adequate Existing College and Department budget	Adequate Existing College and Department budget	Adequate Existing College and Department budget	Adequate Existing College and Department budget
Library (\$)	Existing library resources are adequate	Existing library resources are adequate	Existing library resources are adequate	Existing library resources are adequate	Existing library resources are adequate
Other Support Services <sup>3</sup> (\$)	Existing support services are adequate	Existing support services are adequate	Existing support services are adequate	Existing support services are adequate	Existing support services are adequate

1. FY 2005 numbers provided by Anna Wells, Office of Planning and Institutional Research, Illinois State University, August 16, 2004.

2. Reflects the number of FTE staff to be supported with requested funds. Not a dollar entry.

3. Other dollars directly assigned to the program. Do not include allocated support services.

4 Includes seven (7) BIS FTE and one (1) AIS FTE.

**ÿ Projected increments in total resource requirements (line 1) in terms of projected staff requirements, equipment and instructional materials, library requirements, and contractual services for internships, practica, or clinical placements.**

NONE

**ÿ Explanation of required new state resources (line 6) in the budget year in terms of assumptions and factors used to construct line items 7 through 11. If resource requirements in the budget year include non-recurring costs (e.g., one-time equipment purchases), describe how these resources will be allocated in subsequent years.**

No new resources will be required to implement this program. The resources currently available to deliver the required and elective course in the Business Administration Business Information Systems sequence will be reallocated to deliver the required and elective courses in the Bachelor of Science in Business Information Systems. Again, no new resources will be required to implement this program. The existing resources are sufficient to service this new major.

**12. Describe the institutional resources available to develop and maintain a quality program. Include the following elements in your discussion:**

**ÿ Faculty qualifications, evaluation, and reward structure;**

The following seven (7) Business Information Systems faculty are listed below:

**William J. Crampton**

**Roslin V. Hauck**

**Douglas Love**

**Gerald W. McKean**

**Matthew L. Nelson**

**Thomas P. Schambach**

**Kent A. Walstrom**

The following one (1) Accounting Information Systems faculty is listed below:

**Scott Leong**

**ÿ Faculty qualifications**

**Name: William J. Crampton**

Initial Date of Employment at Illinois State: 1989

Degrees: Doctor of Philosophy, Business Administration, Kent State University, 1990; Masters of Business Administration, Kent State University, 1978; Bachelor of Arts, Political Science, Kent State University 1973.

Current Area(s) of Specialization: Business Information Systems

Teaching Assignment at Illinois State: Business Information Systems (ACC 166), Computer Programming for Business (ACC 260), COBOL (ACC 266).

Journal Publications:

ÿ Legitimacy and the Internet: An Examination of Corporate Web Page Environmental Disclosures, Advances in Environmental Accounting and Management, (Forthcoming).

ÿ Integrated Packages are a New Tool for the Tax Accountant, Taxation for Accountants, October 1994, pp.249-251.

ÿ Buying Software the Suite Way, The Journal of Accounting, Taxation and Finance for Business, Fall 1994, pp.45-51.

ÿ Computer Viruses: What You Don't Know Can Hurt You, Journal of Professional Bookkeeping and Management, Fall 1992, pp.11-17.

Other Journal Publications:

· Tax Software Review: PC/Tax, Journal of the American Taxation Association, Fall 1993, 108-109. (Co-authored).

Conference Papers:

- Corporate Web Page Financial Disclosures by Small Business, Proceedings of the 2002 Hawaiian International Conference on Business, June 2002.
- Teaching PC End Users the Fundamentals, Benefits, and Costs of System Development Methodology: A Sample Training Package, Proceedings of the 1994 Annual Meeting of the Decision Sciences Institute, November, 1994, pp. 228.
- The Component Characteristics of Strategic Information Systems: Relative Industry Importance and Suggested Correlates, Proceedings of the 1993 Decision Sciences Institute, November 1993, pp. 951-953.
- Testing of a Tool for Measuring the Level of Development of Strategic Information Systems in an Individual Firm, Proceedings of the 1992 Decision Sciences Institute, November 1992, pp.909-911.
- Construction of a Tool for Measuring the Level of Development of Strategic Information Systems in an Individual Firm, Proceedings of the 1991 Annual Meeting of the Decision Sciences Institute, November 1991, pp. 661-663.
- The Development of Strategic Information Systems: Suggested Correlates and Hypotheses, Proceedings of the 1989 Annual Meeting of the Academy of Management, August 1989, pp.434.

Grant Awards:

- Illinois State University, Departmental Summer Research Grant, 1992, \$5,000

Professional Honors, Awards, And Distinctions:

- Beta Gamma Sigma, 1992
- BIS Club Faculty Member of the Year, 1996-7, 1994-5, 1992-3.
- Teaching Award, Department of Accounting, 1996

**Name: Roslin V. Hauck**

Initial Date of Employment at Illinois State: 2004

Degrees: Doctor of Philosophy, Business Administration, University of Arizona, 2004 (exp); Masters of Arts, Communication, University of Arizona, 1997; Bachelor of Science, Communication Studies, 1995.

Current Area(s) of Specialization: Business Information Systems

Teaching Assignment at Illinois State: Business Systems Analysis (ACC261), Information Systems in Organizations (ACC 270)

Journal Publications:

- COPLINK Connect: Information and Knowledge Management for Law Enforcement, Decision Support Systems, 2003, 34(3), pp. 271-285.
- When a Better Interface and Easy Navigation Aren't Enough: Examining the Information Architecture in a Law Enforcement Agency. Journal of the American Society of Information Science and Technology, 2002, 53(10), pp. 846-854.
- COPLINK Concept Space: An Application for Criminal Intelligence Analysis. IEEE Computer, 2002, 35(3), pp. 30-37.
- Concept-based searching and browsing: A Geoscience Experiment, Journal of Information Science, 2001, 24(6), pp. 199-210.

Conference Papers:

- Transforming work practices in the police context: Knowledge sharing, new technologies, and organizational change. Americas Conference on Information Systems, Dallas, TX, August 9-11, 2002, Doctoral Consortium.
- COPLINK: A Collaboration between research and application for law enforcement. Proceedings of the 2<sup>nd</sup> NSF Conference on Digital Government, Los Angeles, CA, May 21-23, 2001.
- COPLINK: Information and knowledge management for Law Enforcement. Proceedings of SPIE, vol. 4232 Enabling Technologies for Law Enforcement and Security.
- Tools for distributed facilitation. Proceedings of the 33<sup>rd</sup> Hawaii International Conference on System Sciences, 2000.
- COPLINK: A case of intelligent analysis and knowledge management. Proceedings of the 20th Annual International Conference on Information Systems '99, 15-28.
- Support Concept-based multimedia information retrieval. Proceedings of the 20th Annual International Conference on Information Systems '99, 1-14.

Professional Memberships:

- Member of Association of Information Systems
- Member of Association for Computing Machinery

**Name: Scott Leong**

Initial Date of Employment at Illinois State: 2003

Degrees: Doctor of Philosophy, Accounting and Information Systems, University of Utah, 2003; Masters of Business Administration, University of Hawaii, 1993; Bachelor of Science, Mathematics, 1988.

Current Area(s) of Specialization: Accounting Information Systems

Teaching Assignment at Illinois State: Financial Accounting (ACC 131) Accounting Information Systems (ACC 263).

Textbooks, Book Chapters, Cases, Software, Etc.:

- Accounting transaction generator software (beta)

Professional Honors, Awards, And Distinctions:

- 2004 Fellow – New Faculty Consortium
- 2001 Fellow – Doctoral Student Consortium
- 1993, Certified Management Accountant
- 1993, Certified Public Accountant

Professional Memberships:

- Member of American Accounting Association
- Member of Institute of Management Accountants

Other Relevant Activities:

- Presidential scholar faculty mentor
- Office of Residential Living faculty mentor (Madison 5)

**Name: Douglas Love**

Initial Date of Employment at Illinois State: 1991

Degrees: Doctor of Philosophy, Economics, University of Illinois-Urbana, 1979; Bachelor of Arts Degree, Double Major: Mathematics and Economics, 1973, Washburn University, Topeka, Kansas

AACSB Institutes: Information Systems Faculty Development Institute, University of Minnesota, June 15 - July 16, 1988. Advanced Management Information Systems Faculty Development Institute, Indiana University, July 9 - July 30, 1989.

Current Area(s) of Specialization: Business Information Systems

Teaching Assignment at Illinois State:

Advanced Business Systems Analysis (ACC 362),

Developing Business Function-Based Systems (ACC368), Management Information Systems: Organizational and Technological Issues (ACC 468),

Journal Publications:

ÿ Portfolios to Webfolios and Beyond: Levels of Maturation, EDUCAUSE Quarterly, Forthcoming, 2004.

ÿ Special Education Teacher Preparation and the Electronic Portfolio, Journal of Special Education Technology, Volume 18, Number 3, Summer 2003.

ÿ Implementing Web-Based Electronic Portfolios, EDUCAUSE Quarterly, Number 2, 2002, pp. 29-37.

Conference Papers:

- ProfPort Webfolio System: Implementation, Curriculum and Assessment, EDUCAUSE 2003, Anaheim, California, November 2003.
- Assessment & Technology Forum: Portfolio Assessment Gallery Walk, International Society for Technology in Education (ISTE), Seattle, Washington, June 28, 2003.
- Assessment & Technology Forum: A Digital Portfolio Walk-Through, International Society for Technology in Education (ISTE), San Antonio, Texas, June 14, 2002.
- Preservice Teacher Standards and the Magnetic Connections Electronic Portfolio, American Educational Research Association (AERA) 2002 Annual Meeting, New Orleans, Louisiana, April 1, 2002.

Other Presentations:

- Electronic Portfolios and Teaching: Concepts, Opportunities and Strategies, University-Wide Portfolio Workshop, Illinois State University, Normal, Illinois, May 14, 2003.
- Assessment with Portfolios, University of Illinois-Springfield, 2003.
- Mining the Profport Webfolio System Repository for Assessment, presented at the California Lutheran University Fall Conference, Thousand Oaks, California, October 5, 2002.
- Electronic Portfolios in Schools of Education, presented to Illinois State University, College of Education, Normal, Illinois, February 15, 2002.
- National Meeting of Electronic Portfolio Leaders, Washington, DC, November 2, 2002. (Invitational meeting with competitive letters of interest requiring descriptions of applicant's use and experience with portfolios.)
- Road to ePortfolios: Webfolio System Tools, presented at the Region-wide K12 ePortfolio Summit, July 16, 2002, Bloomington, Illinois, July 16, 2002.
- Magnetic Connections Technology Workshop, California Lutheran University, Thousand Oaks, California, May 14-16, 2001.
- University of Maryland, Student Portfolio System presentation, March 2001.
- Best Practices in Teaching Introductory Accounting, Third Annual Wiley Accounting Exchange, Chicago, February 16, 2001. Panelist presentations of best practice followed by discussion

Textbooks, Book Chapters, Cases, Software, Etc.:

- Profport Webfolio System, 2001-2003

Professional Memberships:

ÿ Member of Association of Information Systems

### **Name: Gerald W. McKean**

Initial Date of Employment at Illinois State: 1974

Degrees: Doctor of Philosophy, Educational Administration, Illinois State University, 1985; Masters of Science, Business Administration, Illinois State University, 1975; Bachelor of Science, Business Administration, Illinois State University, 1972.

Current Area(s) of Specialization: Business Information Systems

Teaching Assignment at Illinois State: Information Computer Programming for Business (ACC 260),

Accounting Information Systems (ACC 263),

Advanced Business Systems Analysis (ACC 362),

Advanced Business Data Processing (ACC 366), Developing Business Function-Based Systems (ACC386),

Management Information Systems: Organizational and Technological Issues (ACC 468),

Current Issues in Business Information Systems Consulting (ACC 482).

Journal Publications:

ÿ Portfolios to Webfolios and Beyond: Levels of Maturation, EDUCAUSE Quarterly, Forthcoming, 2004.

ÿ Special Education Teacher Preparation and the Electronic Portfolio, Journal of Special Education Technology, Volume 18, Number 3, Summer 2003.

ÿ Implementing Web-Based Electronic Portfolios, EDUCAUSE Quarterly, Number 2, 2002, pp. 29-37.

Conference Papers:

- ProfPort Webfolio System: Implementation, Curriculum and Assessment, EDUCAUSE 2003, Anaheim, California, November 2003.
- Assessment & Technology Forum: Portfolio Assessment Gallery Walk, International Society for Technology in Education (ISTE), Seattle, Washington, June 28, 2003.
- Assessment & Technology Forum: A Digital Portfolio Walk-Through, International Society for Technology in Education (ISTE), San Antonio, Texas, June 14, 2002.
- Preservice Teacher Standards and the Magnetic Connections Electronic Portfolio, American Educational Research Association (AERA) 2002 Annual Meeting, New Orleans, Louisiana, April 1, 2002.

Other Presentations:

- Electronic Portfolios and Teaching: Concepts, Opportunities and Strategies, University-Wide Portfolio Workshop, Illinois State University, Normal, Illinois, May 14, 2003.

- Mining the Profport Webfolio System Repository for Assessment, presented at the California Lutheran University Fall Conference, Thousand Oaks, California, October 5, 2002.
  - Electronic Portfolios in Schools of Education, presented to Illinois State University, College of Education, Normal, Illinois, February 15, 2002.
  - Road to ePortfolios: Webfolio System Tools, presented at the Region-wide K12 ePortfolio Summit, July 16, 2002, Bloomington, Illinois, July 16, 2002.
  - Magnetic Connections Technology Workshop, California Lutheran University, Thousand Oaks, California, May 14-16, 2001.
- Textbooks, Book Chapters, Cases, Software, Etc.:
- ISO Certification of Shop Processes, Chip's Tool and Machine Works, Peoria, Illinois, May- Augst, 2003.
  - Work-In-Process System, Chip's Tool and Machine Works, Peoria, Illinois, June-August, 2002.
  - Job Processing – Shop Floor Manufacturing Systems, Chip's Tool and Machine Works, Peoria, Illinois, May-August, 2002.
  - ÿ Instructional Software Development, Adaptive Collection Tool (ACT), Chestnut Health Systems, Bloomington, Illinois, June 2000.
  - Regional Glass Company POS System, Glass Specialty, Inc., Bloomington, Illinois, May-August, 1999.

Grant Awards:

- ÿ Illinois State University, Departmental Technology Research Grant, 2001, \$5,000

Professional Honors, Awards, And Distinctions:

- ÿ Department of Accounting Outstanding Teacher Award, 2002.

Professional Memberships:

- ÿ Member of Association of Information Systems

**Name: Matthew L. Nelson**

Initial Date of Employment at Illinois State: 2003

Degrees: Doctor of Philosophy, Business Administration, University of Illinois, 2003; Masters of Business Administration, Eastern Michigan University, 1997; Bachelor of Business Administration (Accounting) 1989.

Current Area(s) of Specialization: Business Information Systems

Teaching Assignment at Illinois State: Information Systems in Organizations (ACC 270), Management Information Systems: Organizational and Technological Issues (ACC 468),

Journal Publications:

- ÿ A Preference Scoring Technique for Personalized Advertisements on Internet Storefronts, Mathematical and Computer Modeling, (forthcoming)
- ÿ Application of Decision-Tree Induction Techniques to Personalized Advertisements on Internet Storefronts. International Journal of e-Commerce (5:3) Spring 2001, pp.45-62.

Conference Papers:

- ÿ Co-Adoption of XML-Based Interorganizational Systems, *proceedings from the Americas Conference on Information Systems 2002, Dallas, Texas (August 2002)*.
- ÿ Benefits and Valuations of Technology Alliances in Supply Chains, *Inform Annual Meeting 2002, e-Business: Integrating Academic and Industrial Personnel track, San Jose, CA (November 2002)*.
- ÿ Governance Issues in Institutionally-Related Foundations, *proceedings from the American Accounting Association 1999 National Meeting, Public Interest Section (1999)*.

Textbooks, Book Chapters, Cases, Software, Etc.:

- ÿ e-Business Management Models: A Services Perspective and Case Studies, *a book chapter in e-Business Management (ed. Michael J. Shaw)*, Springer-Verlag, Berlin, Heidelberg (2002).
- ÿ Co-Adoption of XML-based Interorganizational Systems: A Case of Adopting RosettaNet Standards, *a book chapter in e-Business Management (ed. Michael J. Shaw)*, Springer-Verlag, Berlin, Heidelberg (2002).

Grant Awards:

- ÿ Center for International Business Education and Research (CIBER), Dissertation Research Award Recipient

Professional Honors, Awards, And Distinctions:

- ÿ Beta Gamma Sigma, 1989
- ÿ Maize and Blue Award for Distinguished Scholarship (University of Michigan)
- ÿ Graduate Teaching Certificate (University of Illinois)

Professional Memberships:

- ÿ Michigan Association of Certified Public Accountants
- ÿ Association for Information Systems

Other Relevant Activities:

- ÿ 9 years of full-time working experience in the Information Technology industry prior to beginning Ph.D. program.

**Name: Thomas P. Schambach**

Initial Date of Employment at Illinois State: 1994

Degrees: Doctor of Philosophy, Business Administration, University of South Florida, 1994; Masters of Business Administration, Florida Institute of Technology 1986; Bachelor of Science, Business Administration, George Mason University, 1975.

Current Area(s) of Specialization: Business Information Systems, Managing Information Systems, and Systems Analysis and Design.

Teaching Assignment at Illinois State: Information Management Information Systems: Organizational and Technological Issues (ACC 468), Business Systems Analysis (ACC 261), Software Quality Assurance and Testing (ACS468), Systems Development Tools and Issues (ACS365), Systems Development I (ACS 261).

Journal Publications:

- ÿ Systems Development Practices: Circa 2001, Journal of Computer Information Systems, Winter 2002-2003 (43:2), pp.87-92.
- ÿ "The Professional Development Challenge for IT Professionals" in the Communications of the ACM, Vol. 45:4, April 2002, pp. 83-87.
- ÿ "Age, Motivation, and Participation in Professional Development" The Journal of Computer Information Systems, Vol. 41, No. 4, Summer 2001, pp. 57-64.
- ÿ "YES: Women Do Have an Aptitude for Programming!" reprinted in JISE as a nominee for outstanding paper of ISECON 1999, Journal of

Information Systems Education, 10:2, Fall 1999.

ÿ "Factors Effecting Professional Competence of Information Technology Professionals," Computer Personnel, 19:3, July 1998, pp. 4-19.

Conference Papers:

- ÿ "Newly Minted IT Professionals: A Conversation With Their Prospective Employers," in the Proceedings of the ACM SIGCPR Conference sponsored by the Special Interest Group on Computer Personnel Research (SIGCPR) of the Association for Computing Machinery (ACM), May 2002, Kristiansand, Norway, pp. 103-105.
- ÿ "Nature Of Work Effects On Motivation Of Information Technology Professionals," in the Proceedings of the 2002 Americas Conference on Information Systems (AMCIS) August 2002, Dallas, Texas, USA, pp. 2151-2156.
- ÿ "Student Perceptions Of Internship Experiences," (with Jim Dirks) in the Proceedings of the International Conference on Informatics Education and Research (ICIER) December 2002, Barcelona, Spain, pp. 1-8.
- ÿ "Locus of Control, Achievement Need and Self-Efficacy as Determinants of the Motivation of Information Technology Professionals to Participate in Professional Development" in the Proceedings of the 31<sup>st</sup> Annual Meeting of the Decision Sciences Institute, November 2000, Orlando, Florida, USA, pp. 753-755.
- ÿ "Relationships Between Personal Demographics and Motivation of Information Technology Professionals to Participate in Professional Development," in the Proceedings of the 2000 ACM SIGCPR Conference, April 2000, Chicago, Illinois, USA, pp. 171-173.
- ÿ "Investigating How Female Computing Students Differ from Other Students: A Second Look," in the Proceedings of the 14<sup>th</sup> Annual Conference of the International Association for Information Management (IAIM) December 1999, Charlotte, North Carolina, USA, pp. 68-74.
- ÿ "YES: Women Do Have an Aptitude for Programming!" in the Proceedings of ISECON'99 Information Systems Education Conference, October 1999, Chicago, Illinois, USA, pp.231-234, Best Paper Finalist.
- ÿ "Updating Activities of Older Professionals " in the Proceedings of the Fifth Americas Conference on Information Systems, August 1999, Milwaukee, Wisconsin, USA, pp. 505-507.
- ÿ "An Evaluation of Factors Affecting Professional Obsolescence of Information Technology Professionals," published in the 31st Hawaii International Conference on System Sciences (HICSS), January 1998.
- ÿ "Investigating How Female Computing Students Differ from Other Students - Phase I," published in Proceedings of ISECON'98 Information Systems Education Conference, October 16-18, 1998, San Antonio, Texas.
- ÿ "Do I/S Students Value Internship Experiences?" (with David Kephart).in Proceedings of the 12<sup>th</sup> Annual Conference of the International Academy for Information Management, Atlanta, GA, December 1997, pp. 236-241.
- ÿ "What Motivates Today's Information Systems Graduates?" (with Carol Chrisman) in Proceedings of the 12<sup>th</sup> Annual Conference of the International Academy for Information Management, Atlanta, GA, December 1997, pp. 137-145.

Grant Awards:

- ÿ Caterpillar Faculty Scholarship Award, 1999
- ÿ Researcher on IBHE Research Grant (2001), "IT Higher Education in Illinois: Convergence or Divergence in Addressing Employer Needs?"

Professional Honors, Awards, And Distinctions:

- ÿ AITP Bronze Award (1998), AITP Silver Award (2002): Individual Performance Award for Services and Contributions to the Association of Information Technology Professionals

Professional Memberships:

- ÿ Member of Association of Information Systems
- ÿ Member of Academy of Management
- ÿ Research Chair: International Academy of Information Systems Management

**Name: Kent A. Walstrom**

Initial Date of Employment at Illinois State: 1998

Degrees: Doctor of Philosophy, Business Administration, Oklahoma State University, 1994; Masters of Business Administration, Western Illinois University, 1990; Bachelor of Science, Agricultural Occupations Education, 1981.

Current Area(s) of Specialization: Business Information Systems

Teaching Assignment at Illinois State: Information Systems in Organizations (ACC 270), Management Information Systems (ACC 370), Management Information Systems: Organizational and Technological Issues (ACC 468), The Professional Accountant as a Manager of Information Systems (ACC 472).

Journal Publications:

- ÿ Implications Regarding Computer Technology Attitudes of New Employees, Information Systems Management, Spring 2003 (20:2), pp. 26-31.
- ÿ Changes in Student Computer Technology Attitudes Over Time, Journal of Computer Information Systems, Spring 2003 (43:3), pp. 27-33.
- ÿ Systems Development Practices: Circa 2001, Journal of Computer Information Systems, Winter 2002-2003 (43:2), pp.87-92.
- ÿ A Review of the Relative Prestige of Business Research Journals, The Serials Librarian, 2001 (41:2), pp. 85-99.
- ÿ Forums for Information Systems Scholars: III, Information & Management, October 2001 (39:2), pp.117-124.
- ÿ Consumer Perspectives on Service Quality of Electronic Commerce Web Sites, Journal of Computer Information Systems, Spring 2001 (41:3), pp. 8-14.
- ÿ Influencing African Americans Decisions to Select an Information Technology Major, Journal of Computer Information Systems, Fall 2000 (41:1), pp. 56-60.
- ÿ Citation Classics From The Information Systems Literature, Information & Management, 2000 (38:2), pp. 59-72.
- ÿ Perceptions About Electronic Money: Form and Function, Journal of Computer Information Systems, Winter 1998-99, pp. 15-25.
- ÿ Forums for Management Information Systems Scholars: Update. Communications of the ACM, November 1997 (40:11), pp. 119-124.

Conference Papers:

- ÿ Identifying the Information Requirements of Civilian Decision-Makers Who Manage Terrorist-Targeted Critical Infrastructure: EIS Versus C4I. Advanced Simulation Technologies Conference (ASTC), Infrastructure Protection/Emergency Management Symposium (IPEM 02) Society for Computer Simulation Intl., San Diego, CA USA, April 2002.
- ÿ Systems Development Practices: Circa 2001, 2001 Proceedings of the 16<sup>th</sup> Annual Conference of the International Academy for Information Management, December 2001, pp. 373-374.
- ÿ A Survey of Transdisciplinary Business Research Forums" 1999 Proceedings of the AIS Americas Conference on Information Systems, August 1999,

pp.423-425.

- Executive Information Systems Milestone Works: A Preliminary Investigation, 1998 Proceedings of the AIS Americas Conference on Information Systems, August 1998, pp. 926-928.

Grant Awards:

- Illinois State University, Departmental Summer Research Grant, 2002, \$5,00

Professional Honors, Awards, And Distinctions:

- Beta Gamma Sigma, 1989

Professional Memberships:

- Member of Association of Information Systems
- Member of Academy of Management

## **• Faculty evaluation, and reward structure;**

Faculty are evaluated and rewarded annually using the Department of Accounting Department Faculty Status Committee (DFSC) Policies, Procedures, and Evaluative Criteria. A copy of this document is available upon request.

## **• Adequacy of library and related resources;**

Current computer equipment located in the College of Business computer laboratory and classrooms in Williams Hall is adequate to meet demands of the proposed change from a Business Information Systems sequence to a Bachelor of Science in Business Information Systems.

In December 2004, the College of Business will be moving to a new building. This new building was designed from the ground up to support new technologies, enhanced teaching methods and growth. To support the Business Information Sequence and its transition to a major, key features of the new facility have been dedicated specifically to support the BIS program.

These changes include a dedicated BIS computer lab designed to facilitate both individual and group work projects. There is also a BIS mini-lab that will be available in the faculty wing to support individual or small group work with the instructor. This will facilitate project development and proficiency with BIS tools. This mini-lab is also intended to provide a place where students can work with an actual server to learn networking support infrastructure and its relationship to project implementation.

In addition to these dedicated resources the building will feature a computer classroom/open lab area that doubles the number of computers in the current Williams Hall facility. All of our regular classrooms have been wired to support the use of student laptops connecting through both network ports and future wireless networking developments.

Generally, the current library holdings in the disciplines of business information systems are adequate to support the proposed program change. Faculty members frequently assign journal articles for classroom preparatory reading. These articles are usually available either in print form or through one of the electronic periodicals databases the library contracts.

## **• Adequacy of student support services, support staff, equipment, and other resources; and**

Since the proposed program requests a change from a sequence in Business Information Systems to a Bachelors of Science in Business Information Systems, the support services, staff, equipment, and other resources are already in place. The same mechanisms in place to support the Business Information Systems sequence will be adequate to support the Bachelors of Science degree.

## • **Demonstration of teaching/scholarship effectiveness and course evaluation;**

Faculty teaching and scholarship effectiveness are evaluated each calendar year by the Department Faculty Status Committee. Courses offered by the Department of Accounting are evaluated each semester at the end of the semester using a standard evaluation form for all courses. Evaluative information regarding both the course and the individual instructor are collected.

### **QUALITY ASSURANCE**

#### **13. Program/Student Learning Outcomes Assessment**

##### **13.1. Describe the program's assessment plan, which should include the following elements**

###### **• Statement of program objectives and intended learning outcomes**

The graduate with a BIS major has a skill set that qualifies her/him for entry-level business analyst, programmer/analyst, or software developer/implementer positions. The graduate's understanding of the business enterprise and its functional areas opens employment opportunities not only in the organization's IS department, but also in functional areas of the business. Whether the position is in the IS department or a functional area, the graduate often will perform the roles of a business IS consultant ranging from analyzing business and technical requirements to maintaining business solutions.

Although the BIS curriculum provides a foundation for the graduate to develop deep expertise in business information systems development activities, the curriculum is intended for those that wish to move from entry-level jobs to top-level positions where the graduate would use a combination of business and technical knowledge to lead the design, development, and implementation of leading-edge enterprise solutions. These positions involve analyzing business requirements, defining the solution architecture, building and deploying leading-edge business solutions, and maintaining business solutions at the enterprise level. Later career progression involves increasing responsibility for the planning and management of the enterprise's information systems, its human resources, and its development activities.

It is anticipated those who successfully complete the BS degree in Business Information Systems will be able to:

- Ø Develop desktop business information system applications;
- Ø Develop Web-based business information system applications;
- Ø Design database schemes, data security, and data manipulation for business information systems;
- Ø Analyze, describe, and document business processes;
- Ø Design and document the design of business information systems;
- Ø Deploy (implement, integrate, train, and review) business information systems;
- Ø Align MIS strategy and business information system activities with business strategies;
- Ø Analyze and understand integrated enterprise systems;
- Ø Communicate effectively with team members (oral);
- Ø Communicate effectively with team members (written);
- Ø Communicate effectively with stakeholders members (oral);
- Ø Communicate effectively with stakeholders (written);
- Ø Work effectively in teams;
- Ø Demonstrate basic project management skills;
- Ø Demonstrate an understanding of a professional code of ethics ;

- Ø Create and maintain a professional development plan which includes identification of new BIS technologies and plans for mastery.

In addition to the learning outcomes above, the student majoring in Business Information Systems will have a solid foundation in Business Fundamentals through Accounting, Finance, Law, Management, and Marketing courses that are part of the Business Core.

- **End-or-near-end-of-program Assessment of Student Learning; in addition to course-by-course assessment such as: (1) evaluation of capstone experiences (senior projects), recitals, exhibits, portfolios, etc.); (2) pre- and post-testing (value-added assessment)**

For each of the learning outcomes identified above, the student will provide one or more work samples that demonstrates her/his mastery of the objective. Each work sample will be assessed using a standard BIS rubric for the associated learning objective. Assessment will be done by faculty and external stakeholders. Work samples for some objectives will be collected several times throughout a student's program to measure growth.

- **Multiple performance measures, if necessary, that reflect the uniqueness of the academic program and discipline such as: (1) standardized or other comprehensive examinations; (2) certification examinations;**

Student performance will be evaluated and monitored by two complementary measures. The first measure, course grades, will help determine a student's overall comprehension of individual course competencies with a quantitative score. The second measure, a collection of both student selected and required work samples for key program competencies, will allow program monitors to measure and evaluate a student's performance, ability, and growth in business information systems against the program's objectives and learning outcomes.

- **Feedback from key stakeholders (current students, alumni, employers, graduate schools, etc);**

Following are several examples of how program feedback will be obtained on the Business Information Systems major and students.

- Ø The Business Information Systems Coordinator and Business Information Systems faculty will meet with employers and alumni that recruit Business Information Systems majors at job fairs and advisory meetings.
- Ø The Business Information Systems Coordinator will schedule meetings with key employers of Business Information students on an annual basis to discuss their employment trends, performance of Business Information Systems majors, and the alignment of the Business Information Systems' program objectives and learning outcomes with industry trends.
- Ø Selected alumni, employers, and industry experts will act as mentors to Business Information Systems students. Mentors will review student work samples on selected program goals and learning outcomes and provide comments directly to the student. The comments will be maintained in a database, linked to the work sample, and reviewed by Business Information Systems faculty.
- Ø Program feedback will be obtained from current students as they exit the College of Business through the AACSB/EBI survey. The AACSB/EBI survey provides indirect measures of student outcomes assessment. The instrument contains information regarding student perceptions of learning in all of the core business curriculum areas as well as a number of skills and student services areas.

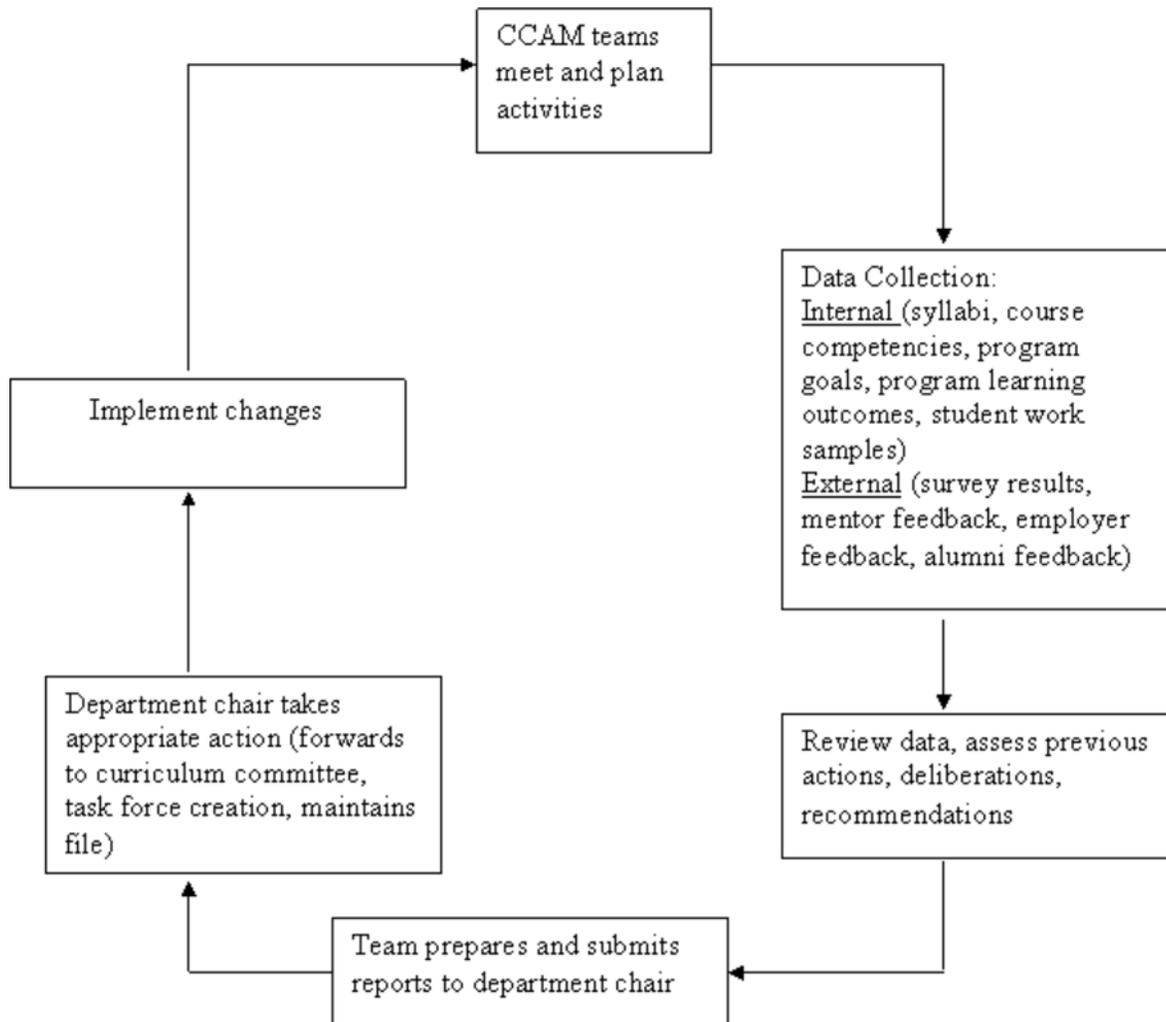
**Evidence of formal feedback/improvement mechanism, i.e., that the program/unit has a regular review process in place and that the results of this process are used to improve curriculum, instruction, and learning.**

The Department of Accounting and the Business Information Systems program have adopted a Collegial Curriculum Assessment Model (CCAM). The objectives of the CCAM are to:

- Ø Continually improve curriculum
- Ø Plan the content, technology, and pedagogy of courses
- Ø Share the content, technology, and pedagogy of the courses within the unit
- Ø Regularly review the content, technology, and pedagogy of the courses within the unit
- Ø Recommend changes to content, technology, and pedagogy of the courses within the unit
- Ø Consider ways to implement integration between courses

The following diagram summarizes the continuous improvement cycle of the CCAM process.

### CCAM Process



CCAM teams and the CCAM techniques will be applied to the Business Information Systems major to continually review, monitor, and improve the Business Information Systems' courses, program objectives, learning outcomes, and course content.

## **APPENDIX A**

### **LETTERS OF SUPPORT FROM WITHIN THE COLLEGE OF BUSINESS AND FROM THE PROFESSIONAL COMMUNITY**