

## **FY2008 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT**

### **Department of Information Networking and Telecommunications Fort Hays State University**

#### **I. Departmental Overview**

The Department of Information Networking and Telecommunications (INT) offers Bachelors of Arts, Bachelors of Science, Bachelors of Business Administration, and Bachelors of General Studies degrees and concentrations at the undergraduate level. Minors are offered in each of the areas. It offers a series of Masters of Liberal Studies options and Masters of Business Administration concentrations at the Graduate level. The department also offers multiple academic certificates.

Information Networking and Telecommunications (INT) Bachelors of Arts and Science concentrations are offered in: Media Studies, Computer Networking and Telecommunications, and Web Development. Both the Bachelors of Science and the Bachelors of Arts degrees provide extensive theoretical, hands-on and cutting-edge technology experience. The department offers a Bachelors of Business Administration in Management Information Systems (MIS). The MIS degree provides students the knowledge and skills to solve problems for business using information technology. The department offers INT and MIS concentration in the Bachelors of General Studies. It offers Masters of Liberal Studies concentrations in Computer Networking and Telecommunications, Web Development, Information Assurance, Media Studies, and Management Information Systems. The Department provides Masters of Business Administration concentrations in Management Information Systems and Information Assurance. The department also offers four certificates: Internetworking, Web Development, Web Development e-Commerce, and Business Information Systems. The department is a partner in offering the Cinema Studies, Information Justice Studies, and Music Technology certificates.

The INT department emphasizes balanced development of technical, analytical, communication, and leadership skills in order to open long-term career options. Information Networking focuses on the concept of the effective use and movement of information. Students in Media Studies and Web Development learn to become the content creators for the media of today and tomorrow. Computer Networking and Telecommunications students learn to create the high powered networks that deliver electronic content. Management Information Systems students gain vital information technology skills, a depth of knowledge of businesses processes and the ability to readily translate business

requirements into value-added business information solutions. All INT students learn critical skills used to apply information in powerful ways for business, government, education, health care, entertainment and other sectors.

## **A. Departmental Mission and Vision Statements**

### **Mission Statement**

The original mission statement was developed as part of the Proposal to Establish a Department of Information Networking and Telecommunications as submitted to the Kansas Board of Regents in 1996. This mission was amended in January 2009 after the merger of the Department of Information Networking and Telecommunications and the Management Information Program.

The mission of the Department of Information Networking and Telecommunications is dedicated to teaching, research, and service built around the core concept of “the use and movement of information.” In carrying out its mission, it will:

- (1) develop and maintain a curricular program based on the converging broadcast, computer, and telecommunications industries and areas of study
- (2) foster a liberal arts philosophy that develops advanced critical thinking skills and prepares students for productive careers
- (3) initiate and maintain relationships between the various broadcast, computer and telecommunications using industries and the department for the development of internship and career opportunities
- (4) posture the department as a leader in information technologies for the purpose of promoting technology development and utilization
- (5) employ a multidisciplinary approach to instruction by developing a challenging curriculum that is practical and applicable to multidimensional market needs

### **Vision Statement**

**The Fort Hays State University Department of Information Networking and Telecommunications will become the Department of Informatics on July 1, 2009**

#### **I. The Vision**

The Department of Informatics’ offerings are “forward thinking,” and continually evolving. Its faculty and students embrace innovation and are highly entrepreneurial. It is known for its unique culture of close student/faculty interaction in the classroom, studio, lab, student organizations, and research. Its graduates are highly successful in their respective fields and maintain close connections to the department and its faculty. Alumni are part of a two-way flow of information – providing information

to the department and turning to the department for life-long learning, knowledge and skills upgrades. The department's offerings are built on the vision of convergence of computing, telecommunications, and electronic media. The Department emphasizes balanced development of technical, analytical, communication, and leadership skills. Its students participate in "hands on learning opportunities" from the freshman year forward. Its students understand the global reach, challenges, implications, and opportunities offered by information technology and electronic media. Its on-campus offerings will be the programs of choice for certificates, undergraduate, and graduate students in a Mid-West Region ranging from the "Truman Library to Eisenhower Tunnel." It will be a premier provider of domestic distance learning and will offer high quality targeted international distance learning. It will maintain unique relationships with the United States Navy, the Federal Bureau of Investigation, the Kansas Air National Guard, and other state and federal agencies seeking quality distance learning education for their members and employees.

The Department of Information Networking and Telecommunications will seek and obtain distinctions of quality such as: Cisco Academy recognitions, the National Center of Excellence in Information Assurance, International Telecommunications Education and Research Association (ITERA) Program of the Year, and its BBA and MBA offerings will meet and exceed AACSB standards. As programs continue to evolve, they may be accredited with other national and international organizations.

### Some Key Elements of the Vision

#### **Curriculum**

The program's courses are built on a multidisciplinary foundation, drawing on faculty and experts from the fields of:

- Electronic Media
- Technology
- Business and Organizational Management
- Public Policy
- Social Theory, Communication and Leadership

It draws on resources from the colleges of Business and Arts and Sciences.

Courses will be offered for a cohesive learning experience from lower division through a senior seminar, along with involvement in the Masters of Liberal Studies and Masters of Business Administration programs. *Technology* courses focus on the technical means to store, display, retrieve, process and transmit information with emphasis on the needs of the end user of the information, whether the user is an individual, an organization or an institution.

*Management and leadership* courses treat the specific management and ethical problems associated with information development, movement and use.

*Policy* courses examine the public policy implications of information regulation, use, retention, distribution, and access for individuals, organizations and the

concerns of local, regional, national and global entities. They may examine roles and responsibilities of content creators in media, business, and government.

*Social theory, communication and other liberal arts* courses provide students with an appreciation and sensitivity for the political and societal implications and impact of information networking and technology.

## **Interactivity/Outreach**

The program's co-curricular, extracurricular and public outreach activities and arrangements provide linkages and opportunities in the following areas:

- Ties to university, local and state economic development efforts;
- Opportunities for students to partake in service learning that provide students an opportunity to use their unique skills for the benefit of others and to develop a sense of their abilities to make a positive impact.
- Ties to the American Democracy Project – helping to promote and to disseminate information about the project through communication channels such as television programming, news stories, PSA creation, and website development;
- Ties to state, national and global corporate partnerships;
- Grant opportunities and access to worldwide experts (visiting lectures, speakers, researchers, etc.);
- Enhanced student involvement in the form of internships, apprenticeships and job placements with a special emphasis on relationships with alumni and other stakeholders to create unique opportunities for students and graduates;
- Strengthening the university's commitment to continuous improvement by producing information networkers and navigators who are broadly-educated and appreciate teamwork and the need for lifelong learning;
- Encouraging student and faculty entrepreneurship creating businesses and economic opportunities for themselves, their employees, and their communities; and

- The ability to recruiting students and faculty on a regional, national, and international level based on attributes of unique and innovative programs and a highly supportive and successful organizational culture.

## II. The Outcome

The Department of Information Networking and Telecommunications has infused its learning community with an innovative structure and set of programming arrangements designed to produce a special kind of graduate, or what Jay Gillette has referred to as the “T”-person. Because Information Networking and Telecommunications is a multidisciplinary field, it requires the attention and participation of people who are more than technicians. At a minimum, graduates from this department should have background or expertise in understanding information creation and use, technology, business management and public policy (Gillette, 1991). This “T”-person has skills and technical proficiency not only in *depth*, but develops *breadth* by networking with other people and disciplines to gain expertise in business and the formulation of public policy. The Bellcore Information Networking Institute has identified an additional set of attributes which the “T”-person and knowledge workers should possess (Gillette, 1991):

- A) *Strategy-minded* (they see the big picture including the political, social and economic context of which they are a part)
- B) *Creative/Flexible* (they analyze problems from a fresh perspective)
- C) *Innovative/Adaptive* (they are knowledgeable about new technologies and how to deploy them)
- D) *Persistent* (they go the extra mile, don’t give up and pay attention to detail)
- E) *Cooperative* (they are team players and able to see the end-client’s point of view)
- F) *Competitive/Desire to Improve* (they are aware of marketplace dynamics and organizational realities; they stay ahead of change by initiating change)
- G) *Knowledgeable* (they use theories about the nature and behavior of information to manage its movement and use in a networked society)

In summation, the programs offered in the Department of Information Networking and Telecommunications are designed to reflect an emphasis on continuous learning and self and professional development in an information economy. Understanding the implications of media, information technology, business, and public policy will contribute to that potential.

## III. Reference

Gillette, Jay, ed. (1991). *Contributions in information networking: Toward a field definition*. Morristown, NJ: Bellcore Information Networking Institute.

## B. Departmental Goals, Objectives, and Strategic Priorities

The INT Department has established departmental meta goals for a five year Period 2005 – 2010. These were major multi-year goals. An assessment of achievement as of June 2009 is as follows:

- Obtain curriculum certification and designation as a Center of Academic Excellence in Information Assurance
  - The Information Assurance Curriculum certified by the CNSS in June 2008 for the 4011 and 4013e standards for a five year period.
  - Center of Excellence designation was granted by the Federal Government in June 2009 for five year period.
- Continued on-campus traditional student growth and improvement of qualifications of incoming students.
  - Growth has continued, albeit at a slower rate than desired. Qualifications of entering students have edged upward.
- Greater footholds in major metropolitan areas for recruitment of traditional students
  - Kansas City and Denver recruitment success has continued to be minimal. The Department has gained some success with Wichita suburban schools such as Maize and Derby.
- Maintain Kansas Cisco Networking Academy System
  - The Kansas Cisco Networking Academy System has continued for a decade. It has struggled and shrunk along with the overall Cisco Networking Academy system; however, it is still significant and has provided a steady feed of talented students.
- International enrollment (controlled growth)
  - International student enrollment on campus has increased some.
- Expanded military enrollment (controlled growth)
  - Navy enrollment continues at a steady pace and Kansas Air National Guard enrollment started in 2008-2009 with three students.
- 450 undergraduates split among tracks and between on-campus and Virtual College
  - As of 2009, this 2010 goal is not met, but may be on track.
- 100 graduate students
  - As of June 2009, Department of Information Networking and Telecommunications graduate students number in the lower 20's.
- Full Masters of Science – perhaps shared with other FHSU IT departments offered through the Virtual College – 90% distance learning students, 10% on-campus; enhanced tuition (w/qualified admission policy)
  - As of June 2009, the department has received approval of additional courses from Faculty Senate and the Graduate Council, gathered some important information and continues to build the qualifications of its faculty before submitting this degree program for approval.
- More faculty (also PhD faculty)
  - Since 2005, the Department has added Keyu Jiang, Ph.D. through the Information Assurance Initiative. Bob Meier, Ph.D., Gladys Swindler, Ph.D., Shane Schartz, MBA joined the department through the merger of the MIS program. Robert Swindler, MBA

is assigned half-time to the department. Several adjunct and part-time faculty have joined the department. These include: Patricia Anderson, Martin Kollman, and Erich Spengler. Anderson will begin a Ph.D. program in the Fall 09 semester. Kollman is a Ph.D. student and Spengler has completed coursework and is working on his dissertation.

- Endowed incentive system for faculty performance
  - An endowed incentive program for faculty performance is still being pursued in 2009.
- Endowed scholarships \$500,000
  - As of June 2009, Endowed Scholarships total approximately \$150,000. The economic recession has created substantial challenges in raising significant funds.
- Enhance faculty research and scholarship that enhances undergrad education
  - Faculty Scholarship in the 2008-2009 Academic Year was substantial. The majority of the faculty in the department published or presented scholarly works.
- New building facilities pulling the INT Department into one building with adequate offices, labs, studios, and work areas.
  - The Computer Networking and Telecommunications labs and faculty were moved to Tomanek Hall in 2008. The size and condition of the labs improved with this move. Additional faculty offices were added. Division of the department among three buildings is less than optimal, but all facilities are relatively high quality.

### C. Department Productivity and Distinctive Accomplishments

Fort Hays State University was designated as a National Center of Academic Excellence in Information Assurance Education on June 3, 2009 in Seattle. While centers are university-wide designations, the effort was led by the Department of Information Networking and Telecommunications. This followed its 2008 efforts which resulted in receiving 100% curriculum certification from the National Committee on National Security Systems for its 4011 and 4013E standards. The designation is for a five year period. It is a mark of distinction and serves as accreditation in the field. It also opens for participation in multiple federal funding programs.

Students and alumni were hired by companies and organizations including: Cargill, Koch Industries, Nex-Tech, Eagle Communications, Spirit Aerospace, and Zappos.com.

KFHS Television distribution expanded to a total of 50 Nex-Tech cable systems and continued to be carried by 4 Eagle Communication cable systems. KFHS Television also webcast and then tape delayed all home football games and basketball games during the 2008-2009 academic year.

KFHS provided studios, student staffing, engineering, and faculty support for the Smoky Hills Public Television program "Doctors on Call" which is broadcast across the Western 3/5ths of Kansas.

At the close of the FY 2008 year and beginning of the FY 2009 year, the Department of Information Networking and Telecommunications received two substantial equipment grants and a very helpful smaller grant. Nortel Networks donated equipment with a value of \$282,785. Cisco donated equipment with an estimated value of \$750,000. Nex-Tech donated money to purchase equipment

cabinets to mount the Cisco equipment. The value of this donation was \$5,600. Juniper Networks donated equipment with an estimated value of \$8,000 in July 2008.

## II. DEPARTMENTAL PERFORMANCE METRICS

### A. Department Performance Indicators

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Freshmen	25	31	20	31	20
Transfer Students	16	34	39	33	101
Undergraduate (first majors/second majors)	184/8	205/6	219/4	226/4	327/6
MLS Majors	33	24	24	21	19
Major Retention	70%	66.38%	61.69%	56.08%	65.61%
Undergraduate Student Credit Hours	3675	3591	3672	3562	6759
Graduate Student Credit Hours	443	393	283	340	388
Tenured or Tenure-track Faculty (Headcount)	5	5	6	6	8
Non Tenure-Track Faculty (Headcount)	1	1	1	0	3
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT]					1.00 On-Campus 4.0 Virtual FTE
Undergraduate Degrees	42	24	33	30	32
MLS Degrees	8	9	6	8	4
Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators.					
The INT Department made significant curriculum changes to the MIS degree. It added new IA and Media Studies courses. It made an important personnel change in Web Development after the loss of several students due to the performance of an adjunct faculty member. The Department produced four new brochures, produced a new departmental video, and new advising guides to help recruit and to retain students. The Department also increased its efforts in working with the Kansas Air National Guard and the FBI's Regional Computer Crime Lab.					
Number of books, book chapters, and <b>refereed</b> articles published	3	2	5	5	12
Percent of faculty publishing <b>refereed</b> books, chapters, or articles	50%	33%	66%	86%	42%
Number of <b>non-refereed</b> articles and presentations	3	6	4	16	20
Percent of faculty publishing <b>non-refereed</b> articles or presentations	50%	100%	66%	100%	50%
Number of scholarly performances and other creative activities				1	2
Percent of faculty in scholarly performances or other creative activities				14%	16%
Total number of external grant applications submitted/percent of faculty submitting	2/33%	2/33%	6/83%	6/50%	4/33%

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Total number of funded external grants/percent of faculty funded	1/17%	2/34%	1/17%	1/14%	2/33%
Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators. Drs. Bob Meier and Keyu Jiang have taken leadership roles in providing scholarship in the department and in working with other faculty to assist in scholarly development.					
[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]					
<p>Direct Outcome 1</p> <p>Outcome/Indicator 1: Pre-Post Test: The INT Department has worked for several years to develop and to refine a pre-post test that is administered in INT300 Foundations of Information Networking and in INT490 Capstone in Information Networking. Statistical improvement of scoring is an important quality measure.</p> <p>* In the spring of 2004, seniors were not offered any credit for taking the exam and the instructor believed the results were very unreliable.</p> <p>In the spring of 2005, seniors were required to take the test as part of their grade for INT490. Seniors did well on the 60 point exam.</p> <p>The 05-06 test was more difficult than the 04-05 test. The tests will not be identical as curriculum and faculty change.</p> <p>The same exam was used in 06-07 as in the previous year. It was reworked for 07-08 as technology and law have already changed.</p> <p>A new test was administered to all Foundations and Capstone students during the 07-08 academic year.</p> <p>We have a statistically significant difference in the scores of Capstone students compared to Foundations students in 2006, 2007, 2008 &amp; 2009. However, the percentage correct is disappointing as faculty believe that the Post-Test information is information that all INT students should know.</p>	<p><b>Pre-Test 05-06</b> <u>On-Campus</u> Mean: 54.8%</p> <p><b>Post-Test Spring 2005</b> <u>On-Campus</u> Mean: 65.5%</p> <p>The first test was administered only to on-campus students. The mean was 53.33 or 88.89%. The test was revised for 05-06 to reflect changes in curricula and technologies. Therefore, year-to-year</p>	<p><b>Pre-Test 06-07</b> <u>On-Campus</u> Mean: 48.5%</p> <p><b>Post-Test Spring 2006</b> <u>On-Campus</u> Mean: 62.4</p> <p><b>T-Test</b> comparing on-campus to on-campus pre and post test results:</p>	<p><b>Pre-Test 07-08</b> <u>On-Campus</u> Mean: 49.3%</p> <p><b>Post-Test Spring 2007</b> <u>On-line</u> Mean: 62.98%</p> <p><b>T-Test</b> comparing on-campus to on-campus pre and post test results:</p>	<p><b>Pre-Test 07-08</b> <u>On-Campus</u> Mean: 49.3%</p> <p><b>Post-Test Spring 2008</b> <u>On-Line</u> Mean: 56.13%</p> <p><b>T-Test</b> comparing on-campus to on-campus pre and post test results:</p>	<p><b>Pre-Test 08-09</b> <u>On-Campus</u> Mean: 51.9%</p> <p><b>Post-Test Spring 2009</b> <u>On-Line</u> Mean: 61.4%</p> <p><b>T-Test</b> comparing on-campus to on-campus pre and post test results:</p>



Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
					Employed in Major field or in graduate school 4 of 5 MIS BBA graduates 80% Employed outside field 0 Overall placement 80%
Indirect Indicator 2 Indirect Indicator 2  The Kansas Broadcasters Association administers an awards and scholarship program open to all Kansas colleges and universities. Fort Hays State University INT traditionally does well in these programs.		Awards 1 <sup>st</sup> Place: 1 2 <sup>nd</sup> Place: 1  Internship Stipends/Scholarships 2	Awards 1 <sup>st</sup> Place: 3 2 <sup>nd</sup> Place: 1 Honorable Mention: 1  Internship Stipends/Scholarships 2	Awards 1 <sup>st</sup> Place: 3 2 <sup>nd</sup> Place: 0 Honorable Mention: 1  Internship Stipends/Scholarships 2	Awards 1 <sup>st</sup> Place 0 2 <sup>nd</sup> Place 0 Honorable Mention: 2  Internship Stipends/Scholarships 1
Senior students' Level of Academic Challenge			52.16	54.46	51.52
Senior students' Active and Collaborative Learning			44.64	47.24	39.76
Senior students' Student-Faculty Interaction			43.80	45.49	43.00
Senior students' Enriching Educational Experiences			40.08	39.42	29.03
Senior students' Supportive Campus Environment			56.04	54.90	56.11
Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators.  Faculty have discussed the higher level of scoring of Virtual College students who take the Pre/Post Test in an unmonitored setting and who are typically older and more experienced than on-campus students. Faculty have not been able to isolate the factors. Faculty have also noted the decrease in achievement in Kansas Association of Broadcasters awards and scholarships.					
[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]					
Outcome/Indicator 1					

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Awards of Excellence offered to students with 22 ACT or Above:				64	22
Outcome/Indicator 2 Awards of Excellence Accepted by students with a 22 ACT or Above:				9	8
Outcome/Indicator 3 Awards of Excellence Offered to students with 20 ACT or Above:				84	26
Outcome/Indicator 4 Awards of Excellence Accepted by students with a 20 ACT or Above:				13	9
<p>Briefly note 2-3 improvements over the last year prompted from the above indicators.                      The Department of Information Networking and Telecommunications seeks to strategically recruit students. It has created new brochures, updated its website, and created a new DVD/video to enhance recruitment efforts.</p>					

**C. Department Quality Initiatives and Results**

FY2009 Quality Initiatives	Responsible Party, Resources, and Plan
Complete developing credentials and seek to become a National Center of Academic Excellence in Information Assurance (NACE)	Information Assurance faculty and Department Chair. Several other faculty and staff contributed to the effort. This plan was successful!!! The process led to curriculum review, planning, increased organization, and website updating.
Examine MIS curriculum and INT curriculum to determine means of leveraging faculty expertise and competitive structure of MIS degree. Examine aligning curriculum with ABET accreditation standards.	Management Information Systems faculty and Department Chair. This effort led to the creation of four new courses. Two have been approved by Faculty Senate and two others are in-process.
Conducted curriculum mapping of Media Studies curriculum.	Media Studies Faculty and Department Chair. Curriculum was mapped and modified. Mapping led to several course changes, greater faculty understanding of course sequencing and purposes, and the creation of two new courses.

FY2010 Quality Initiatives	Responsible Party, Resources, and Plan
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Continued development of Information Assurance coursework, advising systems, and laboratory exercises.	Information Assurance faculty and Department Chair. Greatly expanded enrollment and first offerings of courses will lead to new challenges.
Continue examining MIS curriculum and INT curriculum to determine means of leveraging faculty expertise and competitive structure of MIS degree. Examine aligning curriculum with ABET accreditation standards.	Management Information Systems faculty and Department Chair.

**D. Institutional Quality Results**

<b>FY2009 University Initiatives</b>	<b>Department Activities/Results</b>
Increase access and retention for Hispanic students	During the spring of 2009, the Department of Information Networking and Telecommunications held TigerNet Challenge. This was a virtual networking competition that involved in excess of 100 high school and community college students. By offering a virtual competition, the department was able to provide access to a variety of students from diverse backgrounds.
Increase the quantity and quality of K-12 teachers educated	<p>The Department of Information Networking and Telecommunications has placed a series of students in K-12 education as IT and Network Coordinators. School districts including Hutchinson, Hays, Desoto, Scott City, and Hill City employ alumni.</p> <p>The Department of Information Networking and Telecommunications offers INT 650 Interactive Systems Design which is a required course for the Masters of Instructional Technology. It offers INT 658 Law of Cyberspace which is an elective course for the Masters of Instructional Technology. Both courses are offered both on-campus and on-line and involve a growing number of teachers.</p>
Improve undergraduate students' foundational skills	All FHSU students are required to take MIS 101. The Department of Information Networking and Telecommunications added fundamental Information Assurance concepts to this course in 2009. The reviewers of the National Center of Academic Excellence in Information Assurance application commended FHSU for this visionary step. A post-test of MIS 101 students in the spring 2009 showed students had retained this information.
Enhance physical wellness of students, faculty, and staff	The INT 300 Foundations of Information Networking course includes a unit on time management and identifies physical exercise as a part of time management and personal and professional wellness.
Internationalize the campus and curriculum	The Department of Information Networking and Telecommunications participates in the International Telecommunications Education and Research Association – an international association of educators and scholars. It has included international topics in courses such as INT 430 Leadership in INT and INT 660 Global Telecommunications. The Department encourages students to take a modern language to open international

	career opportunities.
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### III. FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

#### A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

Current Strengths	Current Needs
<ul style="list-style-type: none"> <li>• Solid program</li> <li>• Solid faculty and staff –retain them</li> <li>• Converged program: Media, Web, MIS, Net</li> <li>• Track record of building new things</li> <li>• Carry through to completion</li> <li>• Placement of students &amp; alumni</li> <li>• Type of student dept attracts                             <ul style="list-style-type: none"> <li>○ Students want to be in program</li> <li>○ Students with good work ethic</li> </ul> </li> <li>• Alumni diverse use of education</li> <li>• Dept thinks beyond Kansas &amp; very forward thing</li> <li>• Media students’ ability to move back and forth between television, radio, and the web</li> <li>• National Center of Academic Excellence in Information Assurance</li> <li>• Departmental name change</li> <li>• Alumni dedication</li> <li>• Industry relationships and support of program</li> </ul>	<ul style="list-style-type: none"> <li>• No MySpace/Facebook presence to speak of...? ... needed</li> <li>• OOE Budget does not address needs and opportunities.</li> <li>• Cisco Academy Network is suffering from a lack of a person devoted to servicing it.</li> <li>• FHSU and FHSU INT lack name recognition and awareness in key population centers.</li> <li>• Challenge of integrating two faculty sets into one team and culture.</li> <li>• Shortage of faculty</li> <li>• Admissions confusion as to where to send students</li> <li>• Web – need to diversity from Adobe for Web Development</li> <li>• Need to continue successes</li> <li>• Networking – need to move to openness &amp; multiple vendors                             <ul style="list-style-type: none"> <li>○ Use international information centers for recruitment of students</li> <li>○ Potential to do cross marketing of KFHS TV list on Eagle Channel guide</li> </ul> </li> <li>• MIS enrollment</li> <li>• Name change – in short term is a weakness</li> <li>• Need for better adverting &amp; promotion. E.g. Search Engine Optimization</li> </ul>
Future Opportunities	Future Threats
<ul style="list-style-type: none"> <li>• Opportunity to grow MIS</li> <li>• Health information records</li> <li>• Name change</li> </ul>	<ul style="list-style-type: none"> <li>• National economy</li> <li>• Constant change</li> <li>• KU has been named NACE</li> <li>• KSU – now Cisco local academy</li> </ul>

<ul style="list-style-type: none"> <li>• Distance learning mini-conferences/workshops for business</li> <li>• New grant opportunities - opening of federal funding sources available for Centers of Academic Excellence in Information Assurance</li> <li>• Cross marketing of KFHS</li> <li>• Potential to work with more cable systems such as Golden Belt and Cox.</li> <li>• Potential to offer more on-location media programming</li> <li>• Social networking with partners             <ul style="list-style-type: none"> <li>○ Companies</li> <li>○ Alumni</li> </ul> </li> <li>• Government</li> <li>• Communication message of what &amp; why – trips etc.             <ul style="list-style-type: none"> <li>○ Use video, web, social media</li> </ul> </li> <li>• Graduates can work for others or for themselves</li> <li>• E-ship</li> <li>• Press releases explaining trips and unique activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Push w/Comm. Dept – Journalism</li> <li>• Bioscience emphasis could over shadow</li> <li>• When other university begin to hire, FHSU is at a disadvantage</li> </ul>
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**B. Opportunities for Improvement**

Short-Term OFI	Resources Required	Expected Result and Completion Date
Revamp all recruiting materials – brochures, video, web, and social networking materials to reflect new FHSU Branding and departmental name change.	Time is the primary resource required. Support from University Relations and Academic Marketing will also be important.	Changes need to be made during the Summer of 2009. The expected result will be continued and improved recruitment for all areas of Information Networking and Telecommunications.
Continue to build joint recruiting program with the Kansas Air National	Expanded website, brochures, pre-prepared email messages. Education	This will be a continuing 2009-2010 effort. The hoped for result is a

Guard and FHSU Admissions Office	of both KANG and FHSU recruiters.	steady stream of KANG service men and women enrolled in Information Networking and Telecommunications programs.
Continue to build distance learning and campus laboratories	Multiple facets will be involved. If a grant application filed with Koch Industries is funded, a new server will be installed to allow an important upgrade in offering the Oracle Database curriculum. PC's need to be replaced in TH 125 and a variety of other upgrades are needed. INT will continue to expand NetLab capabilities and expect a donation of additional Juniper Equipment.	The result will be higher quality up-to-date technology delivery for students. Timing will be dependent on funding.

[NOTE: Long-term OFIs are meant to be resource-intensive changes requiring permanent or one-time resources that can favorably impact the department over the long-term.]

Long-Term Strategic Initiatives	Resources Required	Expected Result
Exploit FHSU's new status as a National Center of Academic Excellence in Information Assurance.	The primary resource required is time. This will require a team effort.	Exploiting the designation should include: 1) student recruitment; 2) industry support; 3) Federal grant opportunities; 4) increased articulation with community colleges. All of these efforts will be long-term.
Revamp and set up a sustainable system for Cisco Networking Academies at the high school level.	The position and budget in the Information Assurance legislative appropriation must be released to provide staffing, travel and other resources.	Significant expansion of on-campus students in INT and MIS concentrations. This should result in at least 200 headcount within four years and expand dual credit activities.
Establish an INT Honors Program	The INT Honors Program will require a faculty member's focus as a primary service activity and will require some private gifting to support awards and dinners.	The INT Department expects to recruit and to retain highly capable students. It also expects to establish lasting ties with these students that will extend throughout their careers.
Integrate MIS faculty and resources with INT faculty and resources. Revive MIS/CIS degree and enrollments. To regain credibility, one strategy is become ABET accredited.	This process is early and the resources needed have not yet been identified. MIS has lost two faculty positions in the last five years. Faculty are concerned about the ability to offer all required classes and a reasonable set of quality electives. MIS Faculty are concerned	Several steps taken in 2009-2010 have resulted in renewed momentum in the MIS program. The creation of a Virtual College MIS option in 09-10 has already led to rapid growth in distance learning MIS enrollment.

	that the faculty member teaching nearly all of the MIS 101 classes is stretched too thin and that students may need more assistance than they are receiving in this class.	
Mount a Masters of Science degree with a core and multiple concentrations.	The INT Department needs to add an additional core faculty member. It will need additional OOE for recruitment and support.	FHSU has the opportunity to develop a nationally known and significant on-line and on-campus masters program that will continue to build relationships with industry, prepare students for outstanding careers, and increase credit hour production.

## IV. SUPPORTING MATERIALS

### A. Department Degree Program Affinity Diagram(s)

#### College of Arts and Sciences

#### Department of Information Networking and Telecommunications Affinity Diagram (ver. 6.21.08)

What are the **elements/building blocks** of a degree program in Information Networking and Telecommunications that will meet the educational needs of the prospective information networker?

Characteristics of Information Networkers	Expected ← Learning Outcomes	← Curriculum	Assessment Approach and Methods	Desired Outcomes
<p><b>Knowledgeable</b> They use theories about the nature and behavior of information to manage its movement and use in a networked society.</p> <p><b>Creative/Flexible</b> They analyze problems from a fresh perspective using solid analytical tools. They can change organizational and personal directions to respond to environmental changes.</p> <p><b>Strategy Minded</b> They see the big picture including the political, social and economic context of information and information distribution systems.</p> <p><b>Innovative/Adaptive</b> They are knowledgeable about new opportunities and threats in electronic media and distributions systems.</p> <p><b>Persistent</b> They go the extra mile, don't give up, and pay attention to detail.</p> <p><b>Cooperative</b> They are team players and see the end-user's point of view.</p> <p><b>Competitive/Desire to Improve</b></p>	<p><b>Goal A</b> To understand that creating and providing valuable information to the end user is the purpose of information networking.</p> <p><b>Objective #1</b> To understand user needs and the ability to develop media or web content, or to provide network conduits or retrieval systems to provide the user with valuable information.</p> <p><b>Objective #2</b> To think creatively and strategically to create improved content or delivery systems and to understand that the tools available constantly improve and that user expectations evolve rapidly.</p> <p><b>Goal B</b> To implement information networks using knowledge, skills, electronic visual and aural media, computer processing, and telecommunications.</p> <p><b>Objective #1</b> To illustrate and explain the major models of information movement and use and to understand the convergence of technologies.</p> <p><b>Objective #2</b></p>	<p><u>Program Core Curriculum</u></p> <p><b>Develops Knowledge</b> INT 300 Foundations of Information Networking INT 250 Introduction to Web Development Cognate: MATH 250 Elements of Statistics INT 405 Research Methods in Information Networking INT 430 Leadership for Information Networking</p> <p><b>Develops Perspective</b> Cognate: COMM 318 Introduction to Organizational Communications INT 610 Public Policy, Ethics &amp; Law in Information Networking INT 490 Capstone Seminar in Information Networking</p> <p><u>Media Studies Concentration (Core Curriculum)</u></p> <p><b>Develops Knowledge</b> INT 140 Introduction to Electronic Media</p> <p><b>Develops Skills</b> INT 348 Beginning Audio Production INT 346 Video Production INT 624 Broadcast Continuity Writing INT 342 Campus Radio Station Operation INT 349 Campus Television Station Operation</p>	<p><b>Knowledge</b></p> <p>1. <b>Pre-test/Post-test</b> which tests knowledge and student competencies obtained from the degree core for all students within the major.</p> <p>2. <b>Industry Certifications</b> Networking students are required to assess their mastery through the CCNA examination. Other students will be encouraged to take certifications corresponding with their areas of expertise. E.g. Web, Video Editing, Wireless Networking, Security, etc.</p> <p><b>Skills</b></p> <p>1. <b>Capstone Project</b> development and evaluation for each student. Project will be assessed by INT Faculty and also evaluated by an independent panel of industry leaders and specialists.</p> <p><b>Perspective</b></p> <p>1. <b>Senior Focus Groups, Survey &amp; Exit Interviews</b> to identify satisfaction with learning experiences, choice of major and department policies and procedures.</p> <p>2. <b>INT Advisory Council</b> meetings provide feedback from current students,</p>	<p><b>Knowledge</b></p> <p>1. <b>Pre-test/Post-test</b> Graduating students will have substantially greater knowledge than incoming students. This will be measurable statistically.</p> <p>2. <b>Industry Certifications</b> <b>Students</b> will achieve certifications that meet national and international standards. Such certifications are administered by third parties providing objectivity and neutrality.</p> <p><b>Skills</b></p> <p>1. <b>Capstone Project</b> <b>Students</b> will create high quality group capstone projects demonstrating knowledge and application. Students will also be required to individually reflect on lessons learned in this culminating project.</p> <p><b>Perspective</b></p> <p>1. <b>Senior Focus Groups, Survey &amp; Exit Interviews</b> INT and FHSU will receive unvarnished feedback and critique. Ideally, much of this will be positive, but INT and FHSU need to be aware of opportunities and needs for improvement.</p>

<p>They are aware of marketplace dynamics and organizational realities; they stay ahead of change through visionary thinking and initiating change.</p>	<p>To explain the importance of social integration of information systems and how they interact with people – particularly with adoption of new innovations and technologies.</p> <p><b>Objective #3</b> To demonstrate critical thinking and problem-solving skills engaging assessment, implementation, and synthesis components.</p> <p><b>Goal C</b> To develop skills related to visual and aural literacy skills.</p> <p><b>Objective #1</b> To demonstrate concepts of visual and aural information and human-technology interaction.</p> <p><b>Objective #2</b> To demonstrate techniques that enable creativity, aesthetic design, and production processes.</p> <p><b>Objective #3</b> To identify and understand ethical, policy and legal issues in digital content creation and distribution.</p> <p><b>Goal D</b> To develop leadership skills and the ability to manage people, information, and resources to deliver information services.</p> <p><b>Objective #1</b> To develop skills as team players and effective communicators.</p> <p><b>Objective #2</b> To develop an understanding of business plans, consulting proposals, and effective use of project time lines.</p> <p><b>Objective #3</b> To develop fundamental time and project management skills.</p> <p><b>Objective #4</b> To develop a fundamental understanding of statistical research methods and of financial data and the ability to use</p>	<p><b>Develops Perspective</b> INT 476 Apprenticeship in INT</p> <p><b>Computer Networking Concentration (Core Curriculum) Develops Skills</b> INT 291 Internetworking I INT 292 Internetworking II</p> <p><b>Develops Knowledge</b> INT 291 Internetworking I PHYS 230 Telecommunications Electronics INT 680 Network Arch &amp; Data Communications I</p> <p><b>Develops Perspective</b> INT 681 Network Arch &amp; Data Communications II</p> <p><b>Web Development Concentration (Core Curriculum) Develops Skills &amp; Knowledge</b> INT 650 Interactive Systems Design INT 651 Advanced Web Development INT 652 Intensive Web Development</p> <p><b>Develops Perspective</b> INT 658 Law of Cyberspace ART 240 Basic Design</p>	<p>alumni, and non-affiliated industry representatives. Council members provide guidance and feedback on external and internal ecosystem changes, curriculum, student preparation, and department scholarly activities.</p> <p>3. <b>Market studies</b> to identify industry trends and technology integration within media, web networking and telecommunications industries. Market studies will be used to identify educational needs and will originate from industry and governmental sources such as the U.S. Department of Labor.</p>	<p><b>2. INT Advisory Council</b> This council should provide guidance, ideas, linkages, and feedback. It is able to provide valuable perspective through alumni and employer voices. The Advisory Council should help maintain and grow a healthy ecosystem for recruitment, learning, internships, and placement.</p> <p><b>3. Market Studies</b> Market studies performed by industry of governmental organizations such as the U.S. Department of Labor identify technology trends and skills needs and provide a powerful tool for planning and curriculum alignment.</p>
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	<p>statistical and financial tools as leaders.</p> <p><b>Goal E</b> To demonstrate familiarity with the ethical issues and the public policy regarding telecommunications systems.</p> <p><b>Objective #1</b> To understand conceptual foundations of freedom of speech, information regulation, and intellectual property.</p> <p><b>Objective #2</b> To understand the general framework and key areas of media, telecommunications, and intellectual property regulation in the United States and globally.</p> <p><b>Objective #3</b> To be able to transfer knowledge of changes in the regulatory environment to business strategy and solutions for end users.</p> <p><b>Goal F</b> To develop skills and attitudes of professionalism.</p> <p><b>Objective #1</b> To be thoroughly familiar with professional standards of conduct.</p> <p><b>Objective #2</b> To be aggressive life-long learners and capable of finding, storing and effectively using information and knowledge.</p> <p><b>Objective #3</b> To be well acquainted with the legal and social environment of the information networking professions.</p> <p><b>Objective #4</b> To understand the systems of certifications and licenses that affect information networking professions.</p>			
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## College of Business and Leadership Affinity Diagram for Degree Programs

What are the **elements/building blocks** of degree in the Department of Information Networking and Telecommunications that will meet the educational needs of the Management Information Systems major?

Characteristics of Management Information Systems Graduates	Expected Learning Outcomes	Curriculum	Preliminary Assessment Approach and Methods
<p><u>BUSINESS &amp; REAL WORLD PERSPECTIVE</u></p> <p>Span and integrate all organizational levels and business functions</p> <p>Enable organizational strategy</p> <p><u>ANALYTICAL AND CRITICAL THINKING SKILLS</u></p> <p>Use system concepts for understanding and framing problems</p> <p>Possess skills in modeling organizational process and data, defining and implementing technical solutions, managing projects, and integrating systems</p> <p>Organizational productivity is the desired result; people are the focus.</p> <p><u>COMMUNICATION AND TEAM SKILLS</u></p> <p>MIS design and management demands excellent communication (oral, written, and listening)</p> <p>MIS requires curiosity, creativity, risk taking and a tolerance of these abilities in others</p>	<p style="text-align: center;">GOAL</p> <p>To prepare knowledge workers who focus on ethical and technological leadership in a globally, digitally and technologically based economy.</p> <p style="text-align: center;">GOAL</p> <p>To demonstrate an in depth knowledge of business processes, the ability to readily translate business requirements into value-added business information solutions, and the ability to develop and implement models of excellence for integrated business processes.</p> <p style="text-align: center;">GOAL</p> <p>To possess the ability to respond to rapid technological changes.</p>	<p style="text-align: center;">BUSINESS CORE</p> <p>ACCT 203 Financial Accounting ACCT 204 Managerial Accounting GBUS 204 Business Law I BCOM 301 Business Communication MGT 301 Management Principles MKT 301 Marketing Principles ECFI 305 Managerial Finance MGT 402 Business Policy MGT 502 Production and Operations Management</p> <p style="text-align: center;">MANAGEMENT INFORMATION SYSTEMS CORE</p> <p>MIS 201 Intro to Procedural Prog. MIS 203 Ethical Issues in Technology MIS 304 Mgt Info Systems MIS 330 Object-oriented Development I: Fundamentals MIS 602 Info Sys Design &amp; Dev. MIS 603 Database Systems MIS 605 Information Security MIS 650 Networks and Data Comm. MIS 610 Systems Development Project Seminar</p>	<p>Annual survey of graduating seniors to revise curriculum and individual courses.</p> <p>Management Information Systems Advisory Board meeting to discuss major and curriculum revisions.</p> <p>Survey of identified employers of recent graduates to determine employer satisfaction.</p> <p>Evaluation of students by instructors using assignments, case studies, simulations, major projects, presentations and examinations.</p> <p>Comparison of management information system curriculum to peer institutions.</p>

**B. Department Staffing Plan**

**College of Business**  
**Department of Information Networking and Telecommunications Staffing Plan and**  
**Assignments**  
**(Projected 2009-2010)**

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Current Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birth date)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track
Department Chair	Bannister, Mark	Administrative		.5	Chair 1999	Juris Doctorate	Administration
Information Networking Theory	Bannister, Mark	Law and Policy INT Degree Core		.5	Associate Professor 2005	Juris Doctorate	Tenured
MBA MIS and BBA MIS core offerings – Programming and Business Technology Strategy	Meier, Robert	MBA MIS and BBA MIS core offerings – Programming and Business Strategy		1.0	Professor 1972	Ph.D.	Tenured
Internetworking/ Telecommunications	Shaffer, Kevin	Advanced Internetworking/ Telecommunications		1.0	Associate Professor 2005	Masters – PhD in progress	Tenured
MIS 101	Swindler, Gladys	Delivery of Introductory Computer Course via blended distance learning		1.0	Assistant Professor	Ph.D.	Tenured
Web Development/Networking	Walters Angela	INT Degree Core/ Web Development MLS Core		1.0	Assistant Professor 2005	Masters – PhD in progress	Tenure Track
Media Studies	Hanks, Mel	Broadcast Journalism/ Continuity Writing/News/Radio/ Communication theory		1.0	Assistant Professor 2005	Masters	Tenure track
Media Studies/Web Development	Schleicher, Steven	New Media Video Production/ Web Development		1.0	Associate Professor 2006	Masters	Tenured
Network Security	Jiang, Keyu	Network Security		1.0	Associate Professor 2009	Ph.D.	Tenure Track
Internetworking/Telecommunications/Network Security	Tholstrup, John	Internetworking/Telecommunications/Network Security		0.9	Instructor 2002	Masters	Instructor
Information Networking Theory and Telecommunications	Martine, Roberta	Information Networking Theory and Telecommunications		1.0	Instructor	Masters – Ph.D. in Progress	Instructor – China Program
MIS Programming and Business Technology Strategy & Implementation	Shane Schartz	MIS Programming and Business Technology Strategy & Implementation		1.0	Instructor 2003	Masters – Ph.D. in progress	Instructor
Information Networking Theory	New Hire	INT Degree Core/Leadership, Research Methods, Foundations		1.0 FTE	Full-time Instructor	Masters – Ph.D. preferred	Tenure Track
MIS Software, Hardware, and Computer Forensics	Swindler, Robert	MIS Software, Hardware, and Computer Forensics		.5 FTE	Instructional Technology Coordinator	Masters – Ph.D. in Progress	Administrative
Internetworking	Hoffman, Gary	Internetworking		.25 FTE	Engineer	Masters	Classified
Internetworking	Li, Livy	Internetworking		Contractual Employee .5 FTE	Graduate Assistant	Masters – Second Masters in Progress	Graduate Assistant

Information Networking Theory	Jamison, Gabe	Information Networking Theory and Web Development		Seasonal – 2 classes fall 2009 for Walters Maternity Leave	Seasonal	Bachelors – Masters in Progress	Graduate Student
Internetworking	Cure, Douglas	Internetworking		Fall 2009	GTA	Bachelors – Masters in Progress	Graduate Student
Media Studies	Koerner, Mike	Video Production		Seasonal S, F, & U, Virtual College	Adjunct Instructor	Masters	Part-time
INT Core	Leikam, Mike	INT Core, Video and Web		Virtual College F	Adjunct Instructor	Masters	Part-time
Networking	Wu, Woody	Linux & Unix		Virtual College S	Adjunct Instructor	Masters	Part-time
Information Networking Theory, Networking, & Web Development	Rohlf, Mark	Foundations of INT		Virtual College S, F, & U	Adjunct Instructor	Masters	Part-time
Web Development	Patricia Anderson	Web Development		Virtual College S & F	Adjunct Instructor	Masters	Part-time
Internetworking	Helm, Eric	Internetworking		Virtual College S	Adjunct Instructor	Masters student	Part-time
Linux	Wu, Woody	Linux		Virtual College S & F	Adjunct Instructor	Masters	Part-time
Information Networking Theory	Huff, Jerry	Information Networking Theory/Law of Cyber Space Class		Virtual College S	Adjunct Instructor	Juris Doctorate	Part-time
Law and Policy in Information Networking	Melissa Hunziker-Walburn	Law and Policy in Information Networking		Virtual College S & F	Adjunct Instructor	Juris Doctorate	Part-time
Project Management	King, Dennis	Project Management		Virtual College S & F	Adjunct Instructor	Masters	Overload
Web Development	Kollman, Martin	Web Development		Virtual College S & F	Adjunct Instructor	Masters	Part-time
Information Assurance	Spengler, Erich	Information Assurance		Virtual College S	Adjunct Instructor	Masters – Ph.D. in progress	Part-time
MIS 101	Holder, Kelly	Information Systems		Virtual College F & S	Adjunct Instructor	Masters – Ph.D. in progress	Part-time
Media Studies	Wellbrock, Gerard	Sports Announcing		Virtual College S & F	Adjunct Instructor	Bachelors	Part-time

Action plans for future positions:

Web Development & Web Security	New Hire	Network Security		1.0 FTE	Assistant Professor	Ph.D.	Tenure Track
Information Assurance Program Specialist	New Hire	Information Assurance, Internetworking and administrative skills		1.0 FTE	Program Specialist	Bachelors	Program Specialist

### C. Bibliography of Departmental Scholarly Activity

#### Department of Information Networking and Telecommunications Bibliography of Scholarly Activity FY 2009

#### INT Department Bibliography 2008-2009

##### Books

Schleicher, *Adobe Classroom in a Book: Adobe After Effects CS4*, Adobe Press; 1 Pap/Dvdr edition (January 2, 2009) **ISBN-10:** 0321573838, **ISBN-13:** 978-0321573834

##### Journal Articles

Mr. Cole Engel, Dr. Robert Meier, Mr. Michael Martin, and Mrs. Joan Rumpel received a best paper award at the International Academy of Business and Public Administration Disciplines (IABPAD) Conference at Dallas, Texas in April 2009. The paper entitled '*Predicting Young Consumers' Usage of Electronic Social Networking Devices*' was co-authored and presented by Dr. Reginald Bell of Prairie View A & M University, Prairie View, Texas.

Stark, Jerrold; Rumpel, Joan; Meier, Robert and Bell, Reginald, "Rural and Ethnic Young Consumers' Perceptions of Bundled Cellular Telephone Features". *Academy of Marketing Studies Journal*, Volume 12, Number 2, Fall 2008.

Meier, Robert and Guyot, Wally, "Engaging Students with Interactive Technology." *Southwest Business Symposium*, University of Central Oklahoma, Edmond, OK, March 26, 2009.

Hanks, Mel. "Fairness Under the Law," pp 11-15, Feedback, Journal of the Broadcast Education Association, Volume 49, Number 4, July, 2008.

Jiang, Keyu and Mark Bannister, "Using a Cutting the Cake Peer Assessment Method in a Leadership in Information Networking and Telecommunications Course," Journal of Business and Leadership, 2008, Vol 4. No. 2.

Jiang, Keyu and Mark Bannister, "Enhancing IA Performance Capability through an Active Learning Capstone Seminar." *Information Security Curriculum Development Conference*, Kennesaw State University, Kennesaw, GA, September 26-27 2008. Proceedings of the Information Security Development Conference, 2008.

Jiang, K., X. Yuan, and H. Zeng, "Using Elluminate Live to Assistant Distance Learning of Information Assurance Capstone Seminar," Journal of Computing Sciences in Colleges. 2009

Jiang, Keyu, and Bannister, Mark, “Enhancing IA Performance Capability Through an Active Learning Capstone Seminar”, 2008 Proceedings of the Information Security Curriculum Development Conference, Kennesaw, GA, September 2008

Murthy, S., X. Yuan, K. Jiang, and H. Yu. “Teaching Contingency Planning: A Case Study Approach.” Proceedings of the Annual Conference on Education in Information Security 2009, Ames, IA, 18-19 Feb, 2009. Iowa State University, Ames, IA.

Jones, J., X. Yuan, K. Jiang and H. Yu. “Experiences of Teaching Risk Management Using Case Studies.” Proceedings of the Annual Conference on Education in Information Security 2009, Ames, IA, 18-19 Feb, 2009. Iowa State University, Ames, IA.

Jiang, Keyu, and Bannister, Mark, “Secure ‘Information at Your Fingertips’ – Just One Course can Help”, Proceedings of the 12th Colloquium for Information Systems Security Education, Dallas, TX, June 2008.

Eng, Annie, and Jiang, Keyu, “Preemptive LWVF with VRR – A Scheduling Algorithm for I/O Bounded Process”, *CSA Academic Perspective*, ISSN 1936-1246, Volume 4, 2008.

#### Paper Presentations (Without Articles):

Bannister, Mark; Jiang, Keyu; Zeller, Jason and Meier, Robert, "Security Practices of Consumers with Wireless Access Points: A Pilot Study." *Business & Leadership Symposium*, Fort Hays State University, Hays, KS, September 30, 2008.

Bannister Mark, Keyu Jiang, “Fort Hays State University Information Assurance,” Front Range Information Security Colloquium, University of Colorado, Colorado Springs, Colorado, October 10, 2008.

#### **Non-refereed articles and presentations (sample)**

Schleicher, Stephen

Coolness Roundup podcast, [www.coolnessroundup.com](http://www.coolnessroundup.com), creator and host DVice, [www.dvice.com](http://www.dvice.com), contributor

Major Spoilers, [www.majorspoilers.com](http://www.majorspoilers.com), creator

Major Spoilers Podcast, co-creator and host

**D. Department Program Assessment Results**

The INT Seniors in INT 490 Capstone in INT compiled their own SWOT analysis of the INT Department. This feedback from seniors is very relevant and has been considered by faculty and the INT Advisory Council.

**2008-2009  
Capstone S.W.O.T. Analysis  
Departmental**

Strengths

Excellent Faculty  
Experienced Faculty  
Good Relationships with Faculty (First Name Basis)  
Knowledgeable Staff  
Small Classes  
Diversified Learning  
Freedom to Choose Curriculum  
Hands on Experience  
Large amount of Technology at our disposal (from freshman year up)  
Open Source  
Application Development  
Partnerships with Cisco and other Companies  
Up-to-date Technology  
Community Business Contacts  
Active Student Organizations  
Awards  
Alumni reach out to students  
Very useful field trips

Weaknesses

Low Number of Available Courses  
Lack of Design Focus (Web)  
Information should/could be split into separate courses  
Need more film aspect courses  
Focuses too much on news/video  
No lab fee  
Radio is overlooked  
Not all teachers use Blackboard  
Over priced books  
Some books are never used  
Too much reliance on Dreamweaver  
Need more scripting classes

Opportunities

Media Convergence  
Business visits  
Improve internal networks to be more efficient  
Email filters  
Separating classes by department  
Connecting with outside organizations  
More generalized classes  
Develop online video conferencing for Virtual Courses  
Working with small businesses (not just for Capstone)  
Learning from local businesses instead of books  
Better Career Fairs (INT concentrations better represented)  
Web and Media could integrate  
Finding additional partnerships for KFHS to become more like a major station  
Continued work with outside vendors  
Implementation of more security classes  
Local conferences to help generate vendor interest

Threats

Biosciences!!!  
Basic Knowledge of web is increasing (we must become better than the next guy)  
Networking classes have gotten smaller (may be a threat to the entire university – the larger the class more engagement in real discussions over learning)  
Jason Zeller leaving  
Virtual expansion  
Rebranding

**2008-2009**  
**Capstone S.W.O.T. Analysis**  
**University**

Strengths

Career Services  
Nice Green Grass  
Look of Campus  
Affordability  
Financial Aid  
Short walk to classes  
Renovation of the union  
Emergency Message System  
Intramural Opportunities  
Net Lab

Weaknesses

Parking  
Too much emphasis on Virtual College  
Unnecessary spending on painting (i.e. Sheridan Hall) and soccer complex  
Waste money on projects  
Waste money on name changes  
Cutting faculty to cover unnecessary spending  
Blackboard  
Emergency Notification System failures  
Administrative decisions do not take into account students needs.  
Laptop policy – Yet teachers do not allow  
Can't walk on grass  
Projectors don't work  
Farm is south of town blowing smell north to campus  
Outdated computers

Opportunities

Business conferences could get more people to the university  
Partnerships with more companies and universities  
More variety of speakers at presentations

**E. Other Departmental Information**

Mark Bannister received the Pilot Award for 2009. Keyu Jiang was the College of Business' nominee for the university research award in 2009.

**F. Special AQIP Report**

INT Media faculty completed mapping the Media Studies curriculum in the Fall of 2008. The Media Studies faculty initiated several course changes and two new courses as a result of this work.

The INT Department is in the process of developing multiple affinity diagrams to illustrate the INT concentrations in the Masters of Liberals Studies. This include: Web Development, Computer Networking and Telecommunications, Information Assurance, Management Information Systems and a general emphasis.

The MIS program underwent several curricular changes in 2008 and is in the process of developing a new affinity diagram.