

FY2011 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Informatics Fort Hays State University

I. DEPARTMENTAL OVERVIEW

The Department of Informatics 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.

Informatics 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, Management Information Systems, and Digital Cinema Studies. The Department provides Masters of Business Administration concentrations in Management Information Systems and Information Assurance. The department also offers six certificates: Internetworking, Web Development, Web Development e-Commerce, Information Networking for Criminal Justice, National Security Systems, and Business Information Systems. The department is a partner in offering the Cinema Studies, Information Justice Studies, and Music Technology certificates.

The Informatics 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 students in the Informatics department 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

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 Informatics 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

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 Informatics 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 recruit 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 Informatics 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 Informatics 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 Informatics 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 Informatics Department has established departmental meta goals for a five year Period 2011 – 2016. These are major multi-year goals. An assessment of achievement as of June 2011 is as follows:

- Obtain curriculum re-certification and re-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.
 - Work is beginning on gathering and preparing for recertification in 2013.
 - Center of Excellence designation was granted by the Federal Government in June 2009 for five year period.
 - Work is beginning on gathering and preparing for re-designation in 2014.
- Continued on-campus traditional student growth and improvement of qualifications of incoming students.
 - Growth has continued at a rate that continues to meet departmental expectations. Qualifications of entering students have edged upward, but the department would like to see students with higher ACT scores enter the major.
- 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 at our partner institute in China has slowed. However, international enrollment on campus continues to grow.
- Expanded military enrollment (controlled growth)
 - Military enrollment continues at a steady pace with inquiries from military students on the rise.
- 650 undergraduates split among tracks and between on-campus and Virtual College
 - At the beginning of this goal period, the Department has an undergraduate enrollment of 523 undergraduate students with a first major in Informatics with 6 students declaring a second major in Informatics.
- 100 graduate students
 - As of June 2011, Department of Informatics graduate students number in the lower 30s, which is an increase from the year before.

- 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 2011, the department continues to build the qualifications of its faculty before submitting this degree program for approval. The department is still several years away from meeting the minimum requirements for a Masters of Science program
- 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 may teach one course per year for the department. Adjunct and part-time faculty continue to join the department. In FY2010, Dr. Melissa Hunsicker Walburn joined the faculty.
 - In FY2012 a search will begin for two new faculty positions; one for media studies, and one for the newly created Information Systems Engineering program.
- Endowed incentive system for faculty performance
 - An endowed incentive program for faculty performance is still being pursued in 2011.
- Endowed scholarships \$500,000
 - As of June 2009, Endowed Scholarships total approximately \$162,000. This is an improvement from the last year, but still disappointing due to the recession creating fundraising challenges
- Enhance faculty research and scholarship that enhances undergrad education
 - Faculty Scholarship in the 2010-2011 Academic Year was not as high as the year previous, the expectation for FY2012 is all faculty will prepare papers for submission to relevant journals and publications.
- New building facilities pulling the INT Department into one building with adequate offices, labs, studios, and work areas.
 - In March 2011, plans were put into place to construct a new building to house 95% of the department of Informatics, including labs, faculty offices, and expanded studio space. This building will be shared with the Center for Teaching Excellence and Learning Technology. Expected move in date is Summer 2014.
- Grow the Information Systems Engineering program to meet or exceed enrollment of other programs in the department.
 - The ISE program was officially approved by the Board of Regents in May 2011.
 - A search will begin for new faculty/program lead in FY2012.

C. Department Productivity and Distinctive Accomplishments

Seven faculty were recognized for their work this year:

2011 Pilot Award Nominees - Mr. Mel Hanks, Mr. Kevin Shaffer, Dr. Gladys Swindler, Mr. Jon Tholstrup

Outstanding Advisor - Dr. Keyu Jiang

College of Business and Leadership Service Award - Dr. Robert Meier

College of Business and Leadership Outstanding Faculty Award – Mr. Jon Tholstrup

Service Recognition Award - Mr. Stephen Schleicher

The Department of Informatics continues to be a Cisco Regional Academy serving schools throughout Kansas and the region, and continues its National Center of Academic Excellence in Information Assurance Education standing. The Department became a VMWare Academy this past year, and started offering the curriculum to students beginning in the Spring 2011 semester. Likewise, the department is preparing to offer a CIW Certification for Javascript to students in the Web Development program.

KFHS Television continues to be carried by 4 Eagle Communication cable systems, and over 50 Nex-Tech cable channels. KFHS Television streamed and then tape delayed all home football games and basketball games during the 2010-2011 academic year, as well as some of the home volleyball games. KFHS also streamed the Kansas Cup wrestling tournament live as well.

The MIS Program successfully completed an intensive program review, and continues to develop methods to improve the program going forward. The MIS Program has scheduled a MIS Day for October 2011 to attract potential students. The Digital Cinema Studies program was successfully launched during the Summer 2010 semester, having one MLS student

completing course work and graduating. Finally, students and alumni continue to be hired by companies and organizations including: Cargill, Koch Industries, Nex-Tech, Eagle Communications, KWCH, Google, and Payless Shoes.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Freshmen [20 TH DAY FALL SEMESTER, HEADCOUNT]	26	36	20	28	28
Information Networking & Tele (BA,407-0699)	20	31	16	24	24
Management Info Systems (BBA,407-0703)	6	5	4	4	4
Transfer Students [20 TH DAY FALL SEMESTER, HEADCOUNT]	39	37	101	114	103
Information Networking & Tele (BA,407-0699)	39	33	92	103	95
Management Info Systems (BBA,407-0703)	0	4	9	11	8
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	251/8	260/9	327/6	439/3	523/6
Information Networking & Tele (BA,407-0699)	219/4	226/4	290/2	386/2	463/5
Management Info Systems (BBA,407-0703)	32/4	34/5	37/4	53/1	60/1
MLS Majors [20 TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]	0	0	1	22	32
Major Retention [20 TH DAY FALL SEMESTER, PERCENT OF MAJORS RETURNING]	58.43%	58.19%	65.49%	70.00%	70.93%
Information Networking & Tele (BA,407-0699)	61.69%	56.80%	65.61%	71.83%	71.24%
Management Info Systems (BBA,407-0703)	46.30%	67.74%	64.71%	55.56%	68.63%
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	3672	3562	6810	8830	9389
Graduate Student Credit Hours [TOTAL GRAD SCH]	283	340	391	765	764
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	6	6	8	7	7
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	1	0	3	3	3
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT]				1 HC 4.0 FTE	
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	41	35	32	36	78
Information Networking & Tele (BA,407-0699)	33	30	26	30	71
Management Info Systems (BBA,407-0703)	8	5	6	6	7

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
MLS Degrees [MLS DEGREES AWARDED BASED ON 120-4901 ADVISEES IN DEPT]	0	0	1	2	6
Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators. <ul style="list-style-type: none"> The large jump in undergraduate degrees awarded is due in part to the number of international students who received degrees this year. Of the 71 degrees conferred, 30 of those were international students. This indicates our internationalization efforts to bring students from partner schools, is working effectively. While it is only a slight increase in the number of MIS graduates from the previous year, it is important to note that the number of graduates continues to improve (albeit slightly) during a time of program review and improvement. The MLS programs continues to attract and retain students and there is a marked increase in the number of graduates, which indicates the material and information being offered to students is worthwhile and valuable. 					
Number of books, book chapters, and refereed articles published [TOTAL NUMBER PUBLISHED]	5	5	12	10	3
Percent of faculty publishing refereed books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2011 (FACULTY PUBLISHING/TOTAL FACULTY)]	66%	86%	42%	30%	40%
Number of non-refereed articles and presentations [TOTAL NUMBER COMPLETED]	4	16	20	8	17
Percent of faculty publishing non-refereed articles or presentations [PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]	66%	100%	50%	70%	80%
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]		1	2	2	3
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]		14%	16%	20%	20%
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	6/83%	6/50%	4/33%	3/20%	3/33%
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	1/17%	1/14%	2/33%	0/0%	1/10%
Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators. <ul style="list-style-type: none"> While the number of books, and referred articles is down this year, the number of presentations made by faculty, and the percent of faculty participating in both categories is up significantly. This is due to the number of faculty actively engaged in their field, as well as a number of faculty invited to participate in 					

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
<p>these events.</p> <ul style="list-style-type: none"> The number of external grants remains the same, but the success rate of 33% is the second best return over the last five years. 					
<p>[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>					
<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 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>The post test scores for the 2011 semester were lower than expected across the board due to outdated questions, and one instructor not following the learner outcomes expected for a course. This means the Pre-Post Test will need to be updated over the next academic year to ensure the exam is relevant to current course outcomes.</p>	<p>Spring 2007</p> <p><u>On-Campus</u> Mean: 62.4</p> <p><u>On-line</u> Mean: 80.7%</p> <p>T-Test comparing on-campus to on-campus pre and post test results: P Value 1.26 E -4</p>	<p>Spring 2008</p> <p><u>On-Campus</u> Mean: 73.0%</p> <p><u>On-line</u> Mean: 79.3%</p> <p>T-Test comparing on-campus to on-campus pre and post test results: P Value 4.41875E-08</p> <p>T-Test comparing VC to VC pre and post test results: 3.25E-06</p>	<p>Spring 2009</p> <p><u>On-Campus</u> Mean: 65.9%</p> <p><u>On-line</u> Mean: 75.6%</p> <p>T-Test comparing on-campus to on-campus pre and post test results: P Value 1.27 E-02</p> <p>T-Test comparing VC to VC pre and post test results: 1.23E-02</p>	<p>Spring 2010</p> <p><u>On-Campus</u> Mean: 56.25%</p> <p><u>On-line</u> Mean: 78.17%</p> <p>T-Test comparing on-campus to on-campus pre and post test results: P Value 3.04 E-03</p> <p>T-Test comparing VC to VC pre and post test results: 5.02 E-12</p>	<p>Spring 2011</p> <p><u>On-Campus</u> Mean: 53%</p> <p><u>On-line</u> Mean: 59%</p> <p>T-Test comparing on-campus to on-campus pre and post test results: P Value 7.82 E-11</p> <p>T-Test comparing VC to VC pre and post test results: 1.03 E-05</p>
<p>Direct Outcome 2</p> <p>National Certification Exams: Cisco Certified Network Associate (CCNA) Certification Exam Scores - The exam is an excellent mechanism for weighing student achievement using an outside assessment tool.</p> <p>Outcome/Indicator 2: The Cisco Certified Network Professional (CCNP) Certification requires passage of four exams. This certification is extremely valuable and reflects advanced skills and</p>	<p>CCNA 3</p> <p>CCNP 3</p>	<p>CCNA 7</p> <p>CCNP 4</p>	<p>CCNA 5</p> <p>CCNP 0</p>	<p>CCNA 6</p> <p>CCNP 0</p>	<p>CCNA 10</p> <p>CCNA SIAS 35</p> <p>CCNP 3</p>

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
knowledge. Upper division students and graduate students venture this series of exams.					
Indirect Indicator 1 Informatics Student Placement Six Months after Graduation: Employability of students is a market driven indicator of approval of knowledge and skills gained while matriculating in the university environment. Placement can and will be affected by external market factors and ideally would be weighed against placement data from other institutions. Such benchmarking is currently not possible due to a lack of data.	Employed 92.5% Employed outside field 0 Overall placement 93%	Employed in Major field or in graduate school 22 of 24 BA and BS graduates 91.7% Employed outside field 2 Overall placement 100%	Employed in Major field or in graduate school 27 of 34 BA, BS & BBA graduates 79% Employed outside field 3 Overall placement 85%	Employed in Major field or in graduate school 24 of 30 BA, BS & BBA graduates 80% Employed outside field 3 Overall placement 90%	Employed in Major field or in graduate school 29 of 35 BA, BS & BBA graduates 83% Employed outside field 4 Overall placement 94%
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 st Place: 3 2 nd Place: 1 Honorable Mention: 1 Internship Stipends/Scholarships 2	Awards 1 st Place: 3 2 nd Place: 0 Honorable Mention: 1 Internship Stipends/Scholarships 2	Awards 1 st Place 0 2 nd Place 0 Honorable Mention: 2 Internship Stipends/Scholarships 1	Awards 1 st Place 3 2 nd Place 1 Honorable Mention: 1 Internship Stipends/Scholarships 0	Awards 1 st Place 5 2 nd Place 4 Honorable Mention: 0 Internship Stipends/Scholarships 0
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	54.15 52.16	53.87 54.46	54.65 51.52	55.9 52.43	56.4 55.46
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	44.61 44.64	45.85 47.24	45.34 39.76	46.1 38.10	43.9 41.99
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]	44.19 43.80	44.73 45.49	45.34 43.00	41.0 35.65	38.5 32.10
Dept senior students' Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]	33.44 40.08	34.09 39.42	34.72 29.03	34.0 28.17	32.9 30.43
Dept senior students' Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE, N, %]	59.06 56.04	57.30 54.90	59.57 56.11	60.3 54.59	60.8 59.65
Number of NSSE participants	24	17	20	46	38

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
[NUMBER OF DEPT SR STUDENTS, PERCENT]	35%	23.3%	27.4%	47.9%	36.5%
<p>Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators.</p> <ul style="list-style-type: none"> • Direct Indicator results from Pre/Post test show that students are learning during their time at FHSU, however, post test results are lower due to information learned differed from the questions asked, and in some cases, the material presented in the post test was not covered in the appropriate course by the instructor teaching the course. The Pre-Post Test will need to be updated over the next academic year to ensure the exam is relevant to current course out comes. The number of CCNA exams successfully completed is up this past year, and is an indication that students are retaining the knowledge over three semester information is being presented. This was the first year the CCNA exam was taken at SIAS, and we are pleased with the initial results, although some concern over academic honesty has been raised. This data will need to be tracked over a couple of years to establish a baseline of success. • Indirect Indicator results for job placement are up during a time when unemployment rates are at an all time high, indicating our students are well prepared to secure employment. The department is extremely pleased with the number of first and second place awards won at KAB as it indicates the quality of the work being generated has improved from years past and is a good measure of how students stand up against other media programs in the Regents system. • NSSE data for the department aligns fairly close to the University score, with the exception of Student/Faculty interaction. This is an area that will need to be worked on moving forward. 					
<p>[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.)]</p>					
Outcome/Indicator 1 Awards of Excellence offered to students with 22 ACT or Above:		64	22	22	31
Outcome/Indicator 2 Awards of Excellence Accepted by students with a 22 ACT or Above:		9	8	7	5
Outcome/Indicator 3 Awards of Excellence Offered to students with 20 ACT or Above:		84	26	29	36
Outcome/Indicator 4 Awards of Excellence Accepted by students with a 20 ACT or Above:		13	9	9	8
<p>Briefly note 2-3 improvements over the last year prompted from the above indicators.</p> <p>The number of AoE scholarships accepted is lower than it has been for several years. Part of this is the inclusion of the score by potential students when applying to FHSU, and verification and reporting of the by the Admissions Office. In 2008, the number of AoE scholarships offered was high due to the office manager spending a considerable amount of time mining the data by herself. Student help in FY2012 should increase the number of offerings next year.</p> <p>The other concern is the continued drop in the number of AoE awards accepted by students with an ACT of 22 or higher. Many of these students are being courted by other universities that are able to make much higher up front scholarship and tuition assistance offerings than FHSU can match. While there is no short term solution in terms of available monies, it is hoped that reward systems (such as honors programs and courses for high ACT students) can be developed as incentives to draw them to campus.</p>					

C. Department Quality Initiatives and Results

FY2011 Quality Initiatives	Results
The MIS curriculum will need to go through an academic review during the fiscal year to ensure the program meets KBOR minima and rigor.	A review of the program was completed. Several courses were adjusted to meet current student and industry needs, and others were combined with existing courses to reduce duplication and reduce high course load of faculty. Courses that were revamped were delivered as Seminar courses in the Spring 2011 semester, and will move through the Course Approval Process during AY2012.
New departmental goals will be developed throughout the year to ensure the various programs remain ahead of the competition.	New and updated departmental goals were developed as indicated above. Of the previous goals (2006-2010) set by the department, seven of the thirteen were completed successfully.

FY2012 Quality Initiatives	Responsible Party, Resources, and Plan
Revise Student Learner Outcomes for the entire department, with additional learner outcomes for each program area.	All faculty members of the department will participate in identifying learner outcomes. Methods of measuring these outcomes will be developed and deployed in the Spring 2012 semester, with results available soon after.
The Media Studies concentration needs to have all courses required for a degree offered through the virtual college.	Faculty who teach in the media studies program will need to identify the courses to be offered virtually, identify how to overcome equipment costs and distance barriers for courses involving practical hands on exercises, and submit courses to the Virtual College's course development program. It is expected this will take two years to fully complete.

D. Institutional Quality Results

FY2011 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	<p>The Department of Informatics has not specifically targeted Hispanic students, however, many of the departmental initiatives and activities that target students from target regions. The department hosted TigerNet Challenge that involved both Virtual College students and students visited the campus. By offering a virtual competition, the department was able to provide access to a variety of students from diverse backgrounds. Likewise, the department co-hosted the CyberCon day long conference that included students from community colleges from the region.</p> <p>The Management Information Systems area developed a recruitment/information day in 2011, but weather forced the cancellation of that event. It has been rescheduled for October 2011. This event is targeted to high schools in the western half of the state, which includes a large Hispanic population.</p>
Increase the quantity and quality of K-12 teachers educated	<p>The Department of Informatics 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 Informatics 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-</p>

	<p>campus and on-line and involve a growing number of teachers.</p> <p>The department continues to be a Cisco Regional Academy and offers support and training to our local academies and the high school instructors who teach those technology heavy courses.</p> <p>Future efforts will include presenting to K-12 educators to help them increase their understanding of technology and how to use it effectively in the classroom to engage students.</p>
<p>Improve undergraduate students' foundational skills</p>	<p>All FHSU students are required to take MIS 101. A post-test of MIS 101 students in the spring 2011 showed students had retained fundamental skills to be used as they progress with their undergraduate studies.</p> <p>Pre-Post for AY2010-11 MIS101 Pre-Concepts: 56.3% Post-Concepts: 64.2%</p> <p>Pre-Software App: 45.65% Post-Software App: 81.3%</p> <p>The Kansas Board of Education has dropped the requirement that K-12 students have computer skills and knowledge prior to graduation. Students coming to FHSU may have lower Pre-concept and App knowledge, which makes it more difficult to get the student up to acceptable levels through the MIS 101 course. Instructors teaching MIS 101 constantly monitor pre/post test scores, as well as voice concerns over the lack of basic computer skills at the state level. Evaluations of the pre/post tests are then used to modify and improve the course for the next academic year to best meet student and university needs. Currently, efforts to improve understanding are increasing, as post test have improved over last year. However, it is unknown if post scores will continue to improve, if basic entry skills suffer due to KBOE changes, thus bringing down the overall spread.</p>
<p>Enhance physical wellness of students, faculty, and staff</p>	<p>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.</p> <p>KFHS Television and students aided CTELT in the studio set up and recording of the fourth Boot Camp exercise videos for Dr. Jeff Burnett and the Wellness Initiative. All four of the programs currently air on KFHS television. While it is impossible to track how many people watch the airing of these shows via our cable partners throughout Northwest Kansas, hits to the FHSU website, where the videos are streamed, show 495 hits for the latest video. This is higher than expected, considering the core course that was initially posted in 2009 only has 1,600 views to date.</p> <p>Students in the Beginning Video Production and Advanced Video Production courses are required to produce public service announcements as part of their skills testing, and a number of those deal with healthy living and exercise. These spots are then aired during local and regional live broadcasts, as well as streamed nationally during the broadcast of FHSU home football and basketball games.</p>

Internationalize the campus and curriculum	<p>The Department of Informatics 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.</p> <ul style="list-style-type: none">• Kevin Shaffer is the current FHSU representative to sit on the ITERA board, which demonstrates the importance of the FHSU program to the rest of the member schools and organizations involved. <p>The Department encourages students to take a modern language to open international career opportunities.</p> <ul style="list-style-type: none">• 31 of the 78 2011 graduates are international students. Dialogue between local and international students is strong, however, only 1 student graduated this past year with a BA degree. While this is a very low number, government agencies who look to employ students seek those with Mandarin Chinese, and Arabic language skills. Fort Hays State University currently does not offer the Arabic language, but it has offered Beginning Chinese I and Chinese II courses for the last two years. The importance of these language skills will need to be explained to students earlier in their academic careers to increase this goal. <p>The department offers the Computer Networking and Telecommunications concentration in China, and encourages students to seek an MLS in Information Assurance by becoming members of the on-campus student body.</p>
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III. FY2011 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

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

This SWOT Analysis was done early in the 2010 year, and some of these issues have been addressed. Those that have had action taken are noted with a *.

Current Strengths	Current Needs
<ul style="list-style-type: none"> • New areas pull together many emphases: CIS, MIS, Networking, & WEB. • Hands on experience as freshman – “Experiential Learning”. • Networking with alumni. • Internship availabilities. • Partnership – organizations in the community & beyond. • Student reaction to campus visits. • Information Assurance is hot/attractive. • Faculty – innovative. • Student organizations. • Strong reputation. • Increased GTA in addition to 4 BA’s for MIS • Cinema studies – certificate programs. 	<ul style="list-style-type: none"> • Television and video equipment updates • Revamping computer labs* • Increase recruitment through advertising • Continued contact with alumni • Informatics/Career Services relationship • Department needs to be in one building for increased collaboration and communication* • Dedicated recruiter for department who understands each area in the program and can travel to promote program at K-12, and community college level.
Future Opportunities	Future Threats
<ul style="list-style-type: none"> • Tracking how students found programs. • Convergence. • Need to motivate students to use Career Services. • Greater communication with students. • Communication with Art & Design Department. • Utilizing Career Services. • Bringing in outside companies through student organizations & programs (VMWare).* • Bringing in non-transfer certificates & non-degree certificates.* • Taking advantage of Social Networking between faculty to build programs. • CIW Partnership.* • HDTV – opportunity to generate content. • HTML 5 causes changes. 	<ul style="list-style-type: none"> • K-12 Education budgets changing (cutting funding) – losing academics (INT programs are often electives). • Kansas Board of Education dropping computer requirement will impact MIS 101 courses. • Growing competition online. • College budget – limited resources. • Shrinking western Kansas population.

B. Opportunities for Improvement

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
Increase advertising of all on-campus and virtual courses.	Support from University Relations and Academic Marketing necessary to identify marketing opportunities and develop campaigns is vital to the	Increase VC and on-campus enrollments across all programs in department. Will continue to explore and implement throughout Fall

	success of this opportunity.	semester.
Continued contact with current students and alumni	A regular electronic method of communication with alumni and current students will be developed with the assistance of University Relations and the Alumni Association. All faculty will be expected to contribute.	Once a distribution list has been created, the Chair will develop a format and structure for the various electronic methods of communication. Faculty, staff, and students will participate. It is hoped greater contact with students and alumni will result in greater satisfaction from students and increased willingness to contribute to departmental growth from alumni.
Provide High Definition programming for local cable providers, and high quality streaming delivery to viewers around the world.	Additional funding will be required to make this improvement opportunity successful. Grants (public and private), donations (corporate and private), and actions plans will be sources used to gain funding.	With new hardware and software in place, the media studies program will be able to compete and surpass threats to the program. At the same time it will provide high quality, high definition content to the primary service area, as well as increased visibility to audiences world wide. New equipment will also attract new students into the program thus increasing overall enrollment of the department.
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.	Significant expansion of on-campus students in INT and MIS concentrations. This should result in at least 400 headcount within four years and expand dual credit activities.

IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

Department of Informatics

Information Networking and Telecommunications (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>Knowledgeable They use theories about the nature and behavior of information to manage its movement and use in a networked society.</p> <p>Creative/Flexible 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>Strategy Minded They see the big picture including the political, social and economic context of information and information distribution systems.</p> <p>Innovative/Adaptive They are knowledgeable about new opportunities and threats in electronic media and distributions systems.</p> <p>Persistent They go the extra mile, don't give up, and pay attention to detail.</p> <p>Cooperative They are team players and see the end-user's point of view.</p> <p>Competitive/Desire to Improve They are aware of marketplace dynamics</p>	<p><i>Goal A</i> To understand that creating and providing valuable information to the end user is the purpose of information networking.</p> <p>Objective #1 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>Objective #2 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><i>Goal B</i> To implement information networks using knowledge, skills, electronic visual and aural media, computer processing, and telecommunications.</p> <p>Objective #1 To illustrate and explain the major models of information movement and use and to understand the convergence of technologies.</p> <p>Objective #2 To explain the importance of social integration of information systems and how they interact with people – particularly with adoption of new</p>	<p><u>Program Core Curriculum</u> Develops Knowledge 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>Develops Perspective Cognate: COMM 318 Introduction to Organizational Communications INT 610 Public Policy, Ethics & Law in Information Networking INT 490 Capstone Seminar in Information Networking</p> <p><u>Media Studies Concentration (Core Curriculum)</u> Develops Knowledge INT 140 Introduction to Electronic Media</p> <p>Develops Skills 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>Develops Perspective INT 476 Apprenticeship in INT</p>	<p><i>Knowledge</i> 1. Pre-test/Post-test which tests knowledge and student competencies obtained from the degree core for all students within the major. 2. Industry Certifications 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><i>Skills</i> 1. Capstone Project 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><i>Perspective</i> 1. Senior Focus Groups, Survey & Exit Interviews to identify satisfaction with learning experiences, choice of major and department policies and procedures. 2. INT Advisory Council meetings provide feedback from current students, alumni, and non-affiliated industry representatives. Council members provide guidance and feedback on external and internal</p>	<p><i>Knowledge</i> 1. Pre-test/Post-test Graduating students will have substantially greater knowledge than incoming students. This will be measurable statistically. 2. Industry Certifications Students will achieve certifications that meet national and international standards. Such certifications are administered by third parties providing objectivity and neutrality.</p> <p><i>Skills</i> 1. Capstone Project Students 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><i>Perspective</i> 1. Senior Focus Groups, Survey & Exit Interviews 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. 2. INT Advisory Council This council should provide guidance, ideas, linkages, and feedback.</p>

<p>and organizational realities; they stay ahead of change through visionary thinking and initiating change.</p>	<p>innovations and technologies.</p> <p>Objective #3 To demonstrate critical thinking and problem-solving skills engaging assessment, implementation, and synthesis components.</p> <p>Goal C To develop skills related to visual and aural literacy skills.</p> <p>Objective #1 To demonstrate concepts of visual and aural information and human-technology interaction.</p> <p>Objective #2 To demonstrate techniques that enable creativity, aesthetic design, and production processes.</p> <p>Objective #3 To identify and understand ethical, policy and legal issues in digital content creation and distribution.</p> <p>Goal D To develop leadership skills and the ability to manage people, information, and resources to deliver information services.</p> <p>Objective #1 To develop skills as team players and effective communicators.</p> <p>Objective #2 To develop an understanding of business plans, consulting proposals, and effective use of project time lines.</p> <p>Objective #3 To develop fundamental time and project management skills.</p> <p>Objective #4 To develop a fundamental understanding of statistical research methods and of financial data and the ability to use statistical and financial tools as leaders.</p> <p>Goal E To demonstrate familiarity with the ethical issues and the public policy regarding telecommunications</p>	<p>Computer Networking Concentration (Core Curriculum) Develops Skills INT 291 Internetworking I INT 292 Internetworking II</p> <p>Develops Knowledge INT 291 Internetworking I PHYS 230 Telecommunications Electronics INT 680 Network Arch & Data Communications I</p> <p>Develops Perspective INT 681 Network Arch & Data Communications II</p> <p>Web Development Concentration (Core Curriculum) Develops Skills & Knowledge INT 650 Interactive Systems Design INT 651 Advanced Web Development INT 652 Intensive Web Development</p> <p>Develops Perspective INT 658 Law of Cyberspace ART 240 Basic Design</p>	<p>ecosystem changes, curriculum, student preparation, and department scholarly activities.</p> <p>3. Market studies 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>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>3. Market Studies 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>systems.</p> <p>Objective #1 To understand conceptual foundations of freedom of speech, information regulation, and intellectual property.</p> <p>Objective #2 To understand the general framework and key areas of media, telecommunications, and intellectual property regulation in the United States and globally.</p> <p>Objective #3 To be able to transfer knowledge of changes in the regulatory environment to business strategy and solutions for end users.</p> <p>Goal F To develop skills and attitudes of professionalism.</p> <p>Objective #1 To be thoroughly familiar with professional standards of conduct.</p> <p>Objective #2 To be aggressive life-long learners and capable of finding, storing and effectively using information and knowledge.</p> <p>Objective #3 To be well acquainted with the legal and social environment of the information networking professions.</p> <p>Objective #4 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 MIS Degree Programs (2007)**

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

Characteristics of Management Information Systems Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<u>KNOWLEDGEABLE</u> Graduates are aware	GOAL To integrate	BUSINESS CORE ACCT 203 Financial	Annual survey of graduating seniors to		

Characteristics of Management Information Systems Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>of the theoretical and technological principles that influence the ever-changing computer environment.</p> <p><u>ANALYTICAL</u> They have the ability to apply problem-solving skills and to analyze various computer programs to achieve maximum efficiency.</p> <p><u>SKILLFUL</u> They have the ability to develop computer programs using procedural programming languages (e.g., COBOL and RPGR IV) and object-oriented programming languages (e.g., Visual Basic, .Net, Java, and C++).</p> <p><u>PROGRESSIVE</u> They embrace technological advances and consistently strive to achieve a new perspective by challenging traditional practices.</p>	<p>knowledge of current technology and business theory with practical applications.</p> <p>GOAL To demonstrate subject-matter competency in preparation for business-oriented careers in information technology. In addition to the common body of knowledge in business, the subject matter competency includes: procedural programming languages, object-oriented languages, management information systems design and analysis, and database management systems.</p> <p>GOAL To possess the ability to respond to rapid technological changes.</p> <p>GOAL To demonstrate problem-solving skills in the application of computer programs to solve real-business scenarios.</p>	<p>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 602 Production and Operations Management</p> <p>MANAGEMENT INFORMATION SYSTEMS CORE MIS 201 Intro to Procedural Programming MIS 301 COBOL Programming MIS 304 Mgt Info Systems MIS 306 Visual Basic MIS 330 Object-oriented Development I: Fundamentals</p> <p>MIS 335 Object-oriented Development II: Application MIS 602 Information Systems Design & Development MIS 603 Database Systems</p>	<p>revise curriculum and individual courses.</p> <p>Annual Accounting and Information Systems Department 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

(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	Schleicher, Stephen	Administrative		.5	Chair, 2009	Masters	Administration
Information Networking Theory	Hunsicker Walburn, Melissa	Law and Policy INT Degree Core		1.0	Instructor, 2009	Juris Doctorate	Instructor
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	Tenured
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, Stephen	New Media Video Production/ Web Development		.5	Associate Professor 2006	Masters	Tenured
Network Security	Jiang, Keyu	Network Security		1.0	Associate Professor 2009	Ph.D.	Tenured
Internetworking/Telecommunications/Network Security	Tholstrup, John	Internetworking/Telecommunications/Network Security		1.0	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		.25 FTE	Instructional Technology Coordinator	Masters – Ph.D. in Progress	Administrative
Internetworking	Hoffman, Gary	Internetworking		.25 FTE	Engineer	Masters	Classified
Internetworking	Li, Livi	Internetworking for China Program (SIAS)		Contractual Employee .5 FTE	Graduate Assistant	Masters – Second Masters in Progress	Graduate Assistant
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,S	Adjunct Instructor	Ph.D.	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 and Program Management		Virtual College S & F	Adjunct Instructor	Masters	Part-time

Linux	Wu, Woody	Linux		Virtual College S & F	Adjunct Instructor	Masters	Part-time
Risk Management	Sands, Susan	Information Assurance		Virtual College S	Adjunct Instructor	Ph.D.	Part-time
Web Development	Kollman, Martin	Web Development		Virtual College S & F	Adjunct Instructor	Masters	Part-time
Media Studies	Wellbrock, Gerard	Sports Announcing		Virtual College S & F	Adjunct Instructor	Bachelors	Part-time
Media Studies	Gray, David	Audio Production		Seasonal F	Adjunct Instructor	Masters	Part-Time

C. Bibliography of Departmental Scholarly Activity

Presentations

- **Hunsicker Walburn, Melissa J** (Moderator), Kansas Broadband Summit, "Broadband and Rural Economic Development," State of Kansas, Wichita. (October 25, 2010).
- **Hunsicker Walburn, Melissa J** (Moderator), Fort Hays State Business and Leadership Symposium, "Business Communication and the Role of Technology," Fort Hays State University, Kansas. (October 5, 2010).
- Yuan, Xiaohong (Author & Presenter), **Jiang, Keyu** (Author), The 8th International Conference on Education and Information Systems , Technology and Application, "Teaching Security Management with Case Studies: Experiences and Evaluation," Orlando, FL. (June 29, 2010).
- **Meier, Robert J** (Author & Presenter), Guyot, Wally M (Author & Presenter), 2010 Southwest Business Symposium, "Incorporating a Computerized Simulation in Selected Business Courses," University of Central Oklahoma, Edmond, Oklahoma.
- Guyot, Wally M (Author & Presenter), **Meier, Robert J** (Author & Presenter), 2010 Southwest Business Symposium, "Using Electronic Portfolios in Higher Education," University of Central Oklahoma, Edmond, Oklahoma.
- Guyot, Wally M (Author & Presenter), **Meier, Robert J** (Author & Presenter), 2011 Southwest Business Symposium, "Using Social Networking in Business," University of Central Oklahoma, Edmond, Oklahoma.
- **Meier, Robert J** (Author & Presenter), Guyot, Wally M (Author & Presenter), 2011 Southwest Business Symposium, "What does it take to become a CIO?," University of Central Oklahoma, Edmond, Oklahoma.
- **Shaffer, Kevin A** (Presenter), **Tholstrup, Jon N** (Presenter), 2011 Cisco Networking Academy Conference, "Strengthening IP Addressing Knowledge and Skills with Theoretical Subnetting Activities for the Advanced Student," San Jose, CA. (June 29, 2011).
- **Shaffer, Kevin A** (Presenter), CyberCon 2011, "'The User is the Enemy' and Other Falsehoods of User Authentication," Fort Hays State University, Hays, KS. (April 27, 2011).
- **Walters, Angela A**, Spring 2010 INT Faculty Research Retreat, "Studying Online Trust Using a Mixed Methodology," Hays, KS.
- **Walters, Angela A** (Panelist), Glover, Jacob, Hober, Christine L, Ward, Kathleen R, Sander, Teal A, Smith, Stacey L, 7th Annual Fort Hays State University Research and Creative Activities Week, "Reusable Learning Objects and Study Mate - Results of a Pilot Program," Fort Hays State University, Hays, KS. (April 20, 2011).
- **Walters, Angela A** (Author & Presenter), Smith, Stacey L (Author & Presenter), Zhou, Grace (Author & Presenter), EDUCAUSE West/Southwest Regional Conference 2011, "M-Learning from the Student's Perspective: An Exploration of Attitudes, Intentions, and Behavior," Austin, TX. (February 2011).
- **Walters, Angela A** (Author & Presenter), Summer Institute of Distance Learning and Instructional Technology, "A Hidden Gem: Using Blackboard's Self & Peer Assessment Tool to Increase Student Interaction," Overland Park, KS. (August 4, 2010).

Published Works

Other Intellectual Contributions

- *Broadcast Media (Published)*
Hanks Jr, M. L. (2011). Topeka, Kansas: Kansas Association of Broadcasters.
- *Regular Column in Journal or Newspaper (Published)*
Hanks Jr, M. L. (2010). Technology a Means, Not the End. *Hays Daily News*.

Non-Refereed Journal Articles

Journal Article, Academic Journal (Published)

- Yuan, X., **Jiang, K.**, Murthy, S., Jones, J., Yu, H. Teaching Security Management with Case Studies: Experiences and Evaluation. *Journal on Education, Informatics and Cybernetics*.
- Bell, R. I., Guyot, W. M., **Meier, R. J.**, Martin, P. H. (2011). The Power of Religion, Upbringing, Certification, and Profession to Predict Moral Choice. *Journal of Legal, Ethical, and Regulatory Issues*, 14(1), 23.

Refereed Journal Articles

Journal Article, Academic Journal (Accepted)

- Engel, C. J., Bell, **R. L.**, **Meier**, R. J., Martin, M. J., and Rumpel J. H. (In press). Young Consumers in the New Marketing Ecosystem: An Analysis of their Usage of Interactive Technologies. Academy of Marketing Studies.

Conference Proceedings

Conference Proceedings (Published)

- **Walters, A. A.** (2010). Examining the Predictive Nature of Trusting Intentions toward Trust-Related Behavior in the Electronic Commerce Environment (vol. 5, pp. 10-18). Proceedings of the Society of Business, Industry, and Economics.

Books

Book, Non-Scholarly-Revised (Published)

- **Schleicher, S. F.** (2010). In Andrew Faulkner, Elaine Gruenke, Brie Gyncild (Ed.), *Adobe After Effects CS5 Classroom in a Book* (1st ed., pp. 96-122,190-376). Berkeley, California: Adobe Press.
www.adobepress.com/bookstore/product.asp?isbn=0321704495

D. Department Program Assessment Results

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

Strengths

-relationships between instructor and students, able to talk more like mentor versus student-instructor
 -likewise the learning opportunities between students
 -hands-on experience early in the curriculum
 -sandbox learning experience where mistakes are not fatal to a job
 -every class includes time management principles
 -instructors care about content of course and willing to expand beyond the book and encourage continued research
 -hands-on
 -social networking
 -knowledgeable faculty
 -facilities
 -independent learning opportunities (media)
 -one-on-one small student/faculty ratio
 -advisory council
 -Hands on from the beginning
 -friendly
 -open door policy
 -fairly solid advising
 -you are a name not a number

-small classes
 -small campus size
 -good facilities/classrooms
 -Always developing new programs, such as the new VMware class, and mobile application programming course
 -Faculty are willing to work with student needs to develop the program
 Access to the networking lab is very helpful
 -Hands on Experience Freshman Year
 -Quality of Equipment
 -Student Run Live Experience
 -Open Door Policy
 -Small Class Sizes
 -One on One communication with Instructors
 -After Hours assistance from Instructors
 -Building Accessibility after hours
 -Cross in other Department
 -INT Department Trips
 -Departments reach out to Alumni for Job Opportunities
 -Faculty willing to help you succeed and get interviews
 -We get to use Enterprise Equipment

Weaknesses

- web needs more “micro projects”; start to finish, team-based, real-world
- networking needs more “micro simulation”; real-world (mimic or real) application; catching up to a current network; administration just engineering
- more projects that work across emphasis and media convergences
 - i.e.: scripting in a network or management environment
 - video and media in a web environment
 - class projects that work with the whole content + presentation + delivery when content =media, presentation=web, delivery=network, the question is “how to do this as a package?”
- reliable and maintainable equipment and software; better schedule of updating the tools used. See Media for specifics (“deco” and “Qclip) (not brand new necessarily, but something closer to what will be in potential jobs
- reexamine certain classes’ curriculum (MIS101)
- too much virtual emphasis, reducing opportunity for on-campus classes and the hands on and networking possibilities
- no editing training (media)
- old equipment (media and networking)
- one teacher (web)

- mobile development (web)
- virtualization (networking)
- civic involvement
- Inter-departmental collaboration
- nimble-small size
- web and graphic design
- involvement, development of virtual college better
- cost
- networking between professors and students and faculty
- updated technology in classrooms (Davis)

- a lack of updated or more recent tools and techniques (specifically media, perhaps web) places students in a weaker position in competition to other college’s students
- Curriculum development flexibility has a potential of being too slow to respond to market changes
- lack of funding
- low recruitment
- internal segmentation
- evolving industry
- location
- management of funds/budgeting

- narrow scope, Cisco Only or Oracle Only (networking and web)
- Keyu Jiang
- no photoshop/illustrator
- fire alarms
- tenure process/post tenure review and assessment
- updated (lack of) technology
- course evaluations
- MIS 101
- language barriers
- Media studies equipment and networking equipment is sometimes outdated
- Online courses are significantly lacking in value. Very little actual learning
- Online-only professors take a very long time to administer course feedback of any kind, courses feel as if they cheat you out of learning
- Online advanced web development is a huge joke (at least Summer of 2010 it was) absolutely nothing valuable was learned, students who applied themselves were able to teach themselves, but absolutely nothing 'advanced' was covered at all.
- Some Classes are Virtual Only – We want hands on Learning
- Less Funded than other schools (rely on donations a lot)
- Need Newer Media Equipment

Opportunities

- Media students have lots of chances to work different shows
- Lots of chances to work directly with faculty individually
- Chances to work on campus in a live network environment are great (We wish we had more of a chance to learn how FHSU does things alongside us learning other methods)
- VMware - Networking and Servers
- On Campus Job Placement
- Connections with Area Businesses
- Support from Local Technology Businesses

Outside Threats

- Why is there a Computer Science degree with a Networking emphasis? Shouldn't we absorb that responsibility to better our department? Test prep is tough when you have never touched a router.
- Networking - Too much Cisco, not enough non-Cisco (Foundry, Juniper)
- No Server Admin Program – This could hurt students when looking for employment. ----Especially in an IT / Networking field. Many Businesses want you to run their network and servers since they are not large enough for 5 different Network Admins.

E. Other Departmental Information

Dr. Keyu Jiang and Angela Walters were tenured in May 2011.

General Parameters

3. No more than 20 pages, excluding appendix information.
4. Report submitted electronically to Dean, Assistant Provost for Quality Management, and Provost.
5. Note deadlines attached below.

Annual Timeline for Department Annual Report

March 1	Draft template distributed to Deans.
April 15	Final template and Directions distributed to Department Chairs. Selected enrollment data (fall 20 th day counts) distributed to Chairs and Deans in the departmental template.
June 1	Student system information (graduates, NSSE) delivered to Chairs.
June 1	Final cutoff date for elements to be considered in the Department's Annual Report.
June 30	Complete Department Annual Report due to Deans, Assistant Provost for Quality Management, and Provost. Submit electronically.
August 15	Completed College Annual Report due to Assistant Provost for Quality Management and Provost.