Board of Regents Program Action Request
Discontinue

1b. School or College   1c. Department or Program

3. Type of Program:

                                                                    X

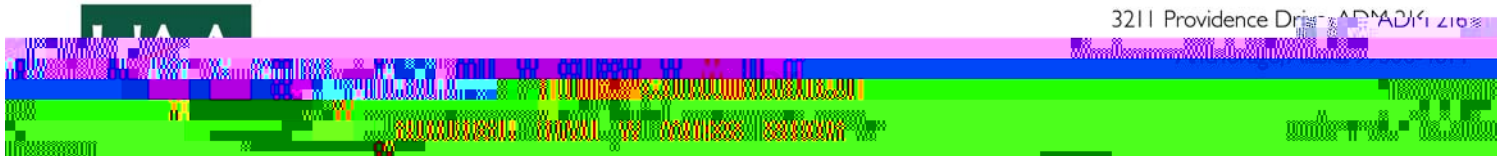4. Type of Action: X

5. Other programs affected by the proposed action, including those at other campuses (please list):

6. Specialized accreditation or other external program   7. Aligns with University or campus mission, goals, core themes, and
certification needed or anticipated. List all that apply or 'none':   objectives (list):

8. Teachout Plan (attached)

                 disapproval

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Date: March 9, 2020

To: Cathy Sandeen

From: John Stalvey, Interim Provost

Cc: Karen Markel, Dean, College of Business and Public Policy
             Bogdan Hoanca, Chair, Information Systems & Decision Sciences Department
             Susan Kalina, Vice Provost for Academic Affairs
             Claudia Lampman, Vice Provost for Student Success

Re: **AY20 Expedited Program Review Template – Management Information Systems BBA**

I have reviewed the dean's findings, the program area's response to the dean's findings, and the
Expedited Program Review Template for the Management Information Systems BBA.

Recommendations

My recommendation is to support the decision, the decision and recommendations of the dean, with the condition
that the request to the Management Information Systems courses, the request to the Management Information Systems courses be retained. Students interested in this field may take
Management Information Systems courses as electives.

Decision

Recommend Deletion

Date: February 28, 2020

To: John Stalvey, Interim Provost

From: Bogdan Hoanca, Ph.D.
               Professor of Management Information Systems
               Chair, Info. Systems and Decision Sciences Department

Cc: Karen Markel, Ph.D.

Nowadays, technology is an increasingly important element in all areas of business. In her review, Dean Markel views the MIS area as a key contributor to the success of our students and as an area of high workforce demands. Her comments indicate a desire to transform the program to better meet the resources in the College, rather than a desire to discontinue a program that fails to meet its goals. Given this shared understanding of the importance of MIS at a time when more majors should be technology-literate, when CBPP faculty have endorsed a curriculum core that should include more business analytics courses, suspending the BBA MIS might send the wrong signal to our students and to our stakeholders alike. If the ultimate goal is to reinvent a program that delivers key benefits to students, employers, and the state, it might be more appropriate to place the program on Continued Review.

At the tactical level we recognize that suspending the BBA MIS program is almost an obvious choice, given the faculty resources, the low enrolment, and the recent and upcoming budget cuts to the University of Alaska. Tactical pressures are difficult to ignore at the dean level, where budget cuts have left very little choice of where to save money. At the same time, from a strategic point, we would hope that the program can be allowed an opportunity to develop to its potential, with resources commensurate with the challenge. Investing in the BBA MIS program is not a risky proposition: it is almost certain that MIS will continue to be relevant for business, and only increasingly so. The program review we submitted included data about graduates getting good and well-paying jobs and about numerous job openings that are yet unfilled because we are not graduating sufficient students. The only area where the BBA MIS program suffers is in the initial recruiting of students. The completion rate of the BBA MIS program is excellent. The curriculum provides students with a broad set of skills, including in communications and business, skills not emphasized in other IT-related programs at UAA. Thanks to their skills, the graduates are in high demand, get excellent jobs, and remain in the state. Employers have a difficult time recruiting graduates from out of state for their unfilled IT jobs. If the program is suspended and ultimately deleted, it will have to be re-created from scratch in the not too distant future.

We hope that strategic thinking can overcome the tactical pressures of impending budget cuts. Strategically, placing the BBA MIS program on Continued review will create an opportunity to develop an area that will be even more critical for CBPP and for Alaska in the coming years.

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Submission date: February 9, 2020

Program/s in this review: <u>Management Information Systems BBA (BBA MIS)</u>

Specialized accrediting agency (if applicable): <u>AACSB</u>

Campuses where the program is delivered: <u>Anchorage</u>

Members of the program review committee:

1. Centrality of Program Mission and Supporting Role (700 words or less)

The BBA MIS program is currently running with a very lean faculty staff, which has in turn led to challenges in recruiting students. Having lost more than half of its peak of ten faculty members and having only hired one faculty member in the last fourteen years, the program is in need of infusion of new hires. Two positions (one tenure-track and one term) have been approved and will be recruited in spring 2020, but the market is highly competitive and the timing is already past the optimum hiring window.

2. Program Demand (including service to other programs), Efficiency, and Productivity (7 year trend; 1400 words or less)

The number of degrees awarded has fluctuated over the years, but has remained too low for the needs of local employers. The program has not had a marketing budget and has not been able to attract sufficient students to meet the workforce needs in the state. Three initiatives are likely to lead to a healthy increase in the number of students enrolled:

Partnership with K-12 institutions in Anchorage

Three features stand out about the BBA MIS program, as compared to other IT-related programs in Alaska. First, it is accredited by the AACSB, along with the other BBA programs in the College of Business and Public Policy. Second, it provides direct value to the community, as graduating seniors work on a project for a community member, typically a small or disadvantaged business. Third, the program curriculum and structure ensure that every graduate has hands-on experience, some in multiple areas of MIS and on multiple projects. The end result is a high-quality program, with a high placement rate and salary for the program graduates.

4. Program Duplication / Distinctiveness (300 words or less)

The UAA BBA MIS program is unique in the state. The only similarly intended program, the UAS BBA MIS, is not AACSB accredited, offers fewer electives, and has less technical depth. Although there are areas of some overlap between the UAA BBA MIS and the UAA BS CS/CES program, the latter is more focused on theory and geared for professionals who would work to develop IT. Instead, the BBA MIS program trains students to deploy IT that is aligned with the needs of businesses. BBA MIS graduates are well-versed in technology, but MIS graduates are also conversant in the language of business, finance, understand business law and organizational behavior. MIS graduates are excellent communicators, especially when it comes to bridging between technology staff and non-tech business users. Because of their ability to communicate across business functions, many BBA MIS students end up working as project managers or system analysts rather than as developers. To develop similar business acumen as a BBA MIS graduate, a CS graduate would have to spend many years working in a business or a non-MIS BBA graduate would have to get a master's degree in IT or in project management, both expensive and time-consuming endeavors. Similar considerations apply to the UAF CS program.

Another related but not duplicative program is the UAA BS ATL program that takes professionals with technology backgrounds but without a college degree and helps them get a deeper understanding of business, to prepare them for a managerial career. The BS ATL program is not developing the IT side of the student, and their graduates cannot compete
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