Observations by the Dean, Associate Dean, SIS Council Chair, and Program Chairs
(BSIS, GIST, TeleNet, LIS)

1. **Changes in the School / Program over the past 5 years driven by or related to assessments.**
   a. The assessment process has induced the GIST faculty to reconsider the entire MSIS program in terms of student outcome parameters.
   b. A faculty retreat was held early in the 2010 Summer Term to explore potential changes to the curriculum and to individual courses.
   c. The introduction of tracks to the curriculum has been introduced to attract students with specific interests and to serve as a guide for students to pursue those interests.
   d. Capstone courses have been added to the curriculum as a component of the tracks.
2. **Exogenous trends that have impacted or influenced the changes that have been made.**
   a. In spite of the lackluster economy, there has been an upward swing in available positions in IT-related fields. We have seen a corresponding increase in both the total number of applicants and in the number of qualified applicants.
   b. Specific interest from industry in network security and other specialized IT fields has coincided with the introduction of our specializations.
3. **Dominant challenges and risks to SIS and its programs that are informed or driven by current assessments.**
   a. Preparation of students. Assessments in some courses indicate that a significant fraction of students enroll in classes without having had adequate preparation, leading to a certain number of students dropping and/or the instructor adding remedial material to the lectures.
   b. A large influx of students from a single country, China, is evident this year. If the MSIS program is dominated by international students, any future immigration policy restricting visas could present serious enrollment ramifications.
4. **Notable opportunities that have become apparent as a result of current assessments.**
   a. We will probably have the opportunity to integrate material *across* our courses in a systematic way, such that skills acquired in one course can be used in some subsequent classes – i.e. certain courses should lay the conceptual groundwork for other courses.

b. The Introduction to Information Science course will be revamped to add the introduction of certain skills (e.g., html) and knowledge to the course goals that will be applied by students in later courses.