



**Computer Information Systems
(PhD, MS, BS)
Year-Six
Program Self-Study
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Section 1: Institutional History

Mission Change

Since 1881, Dakota State University (DSU) has provided challenging academic programs in one of the best educational environments in South Dakota. In 1984, the Legislature of the State of South Dakota ([South Dakota Codified Law §13-59-2.2](#)) authorized Dakota State University with the primary purpose of providing instruction in computer management, computer information systems, business, electronic data processing, and teacher education. DSU has the authority to credential certificates, associate degrees, baccalaureate degrees, master's degrees, and doctoral degrees through formal approval by the South Dakota Board of Regents (SDBOR) and the Higher Learning Commission (HLC), DSU's institutional accreditor.

Special Focus Institution

The SDBOR has identified DSU as a “special focus” STEM University with an emphasis in computer management, computing information technologies, cybersecurity, and related undergraduate and graduate degrees. DSU's emerging research and focus on cybersecurity is propelling the workforce, economy, and student experience to protect and advance South Dakota and beyond.

Institutional Mission

DSU's mission is to prepare cyber-savvy graduates who are lifelong learners, problem solvers, innovators, and leaders to live lives of positive purpose and consequence.

Institutional Vision

Innovative, entrepreneurial, and resilient since 1881, DSU will continue to rise through short - and long-term success of our students and graduates, increased strength in applied research and athletics, and deep engagement with our stakeholders, in an environment infused with quality improvement.

Institutional Values

- Distinguished and effective teaching
- Integrity
- Clear communication
- Innovation
- Inclusion
- Quality

Institutional Accreditation

Dakota State University is accredited by the [Higher Learning Commission \(HLC\)](#), founded in 1895, and is one of several institutional accreditors in the United States. HLC accreditation indicates that DSU has the standards, processes, and assurance that it delivers quality educational experiences. DSU must meet core components within the four HLC Criteria for

Accreditation. The University completes periodic reviews for reaffirmation of accreditation through HLC's Open Pathway, a ten-year cycle with an assurance review in year four and a comprehensive evaluation in year ten. The Open Pathway also includes an improvement component, the Quality Initiative, between years four and ten, that provides DSU the opportunity to pursue improvement projects that meet institutional needs. The institution's most recent comprehensive reaffirmation visit in October 2018 resulted in a positive review without any requirement for monitoring reports. In October 2022, DSU also met all core components during its mid-cycle assurance review.

Section 2: Program History

Information Systems (PhD)

- **When, How, and Why the Program Was Developed:**
The PhD in Information Systems program was first approved in 2005 and began offering courses in 2006 as a Doctor of Science (DSc) program. It transitioned to a PhD in Information Systems in 2018, reflecting the growing recognition of the need for a comprehensive doctoral program in this field. The program was developed to meet the need for high-level research in information systems, with a focus on applied scholarship and research that addresses real-world problems in business and industry.
- **Program Alignment with DSU's Institutional Mission:**
The PhD IS program aligns with DSU's institutional mission by preparing students for careers in academic research, teaching, and applied research within the information systems field. The program emphasizes applied scholarship, which is central to DSU's mission to integrate technology and research in order to create graduates who can contribute to economic growth and prosperity.
- **Results of Last Comprehensive Program Review:**
The last comprehensive review of the PhD IS program, conducted in 2019, highlighted the program's research productivity but suggested that more emphasis should be placed on improving the balance between research and teaching. The review also pointed to the need for a stronger research culture and the development of more technical courses to support the growing field of data analytics. The transition from DSc to PhD in 2018 was seen as a positive move to further enhance the program's reputation and attract more high-quality students.
- **Changes Made to the Academic Program Since the Last Review:**
Since the last review, the PhD IS program has made several significant changes:
 - The program transitioned from a DSc to a PhD in 2018 to better align with academic standards and increase its appeal to prospective students.
 - New research specializations in Analytics and Decision Support and Healthcare Information Systems were added to reflect emerging trends in information systems research.

- Additional electives in data analytics and cybersecurity were introduced to better prepare students for leadership roles in these growing fields.
- Program History Strengths:
The PhD IS program has several notable strengths:
 - Applied Research Focus: The program emphasizes applied research, allowing students to engage in real-world problem-solving in industries like business, healthcare, and cybersecurity.
 - Strong Faculty Research: Faculty members are highly productive in research and contribute to the program's growth, particularly in interdisciplinary and applied research projects.
 - Reputation and Growth: The transition to a PhD and the addition of new specializations have significantly enhanced the program's reputation, attracting more students and faculty interested in cutting-edge research areas.

Information Systems (MS)

- When, How, and Why the Program Was Developed:
The MS in Information Systems (MSIS) program was established in 1999, following approval by the Higher Learning Commission. It was developed to meet the growing need for advanced education in information systems, combining technical knowledge with management strategies. The program was designed to serve both recent graduates from various fields and working professionals who needed to upgrade their skills to remain competitive in the rapidly changing information technology landscape.
- Program Alignment with DSU's Institutional Mission:
The MSIS program aligns with DSU's institutional mission to provide technology-driven education that prepares graduates for leadership roles in their fields. The program blends technical skills with managerial expertise, enabling graduates to effectively lead information systems projects in business and organizational settings. This supports DSU's mission to develop skilled professionals who can contribute to economic growth at local, national, and global levels.
- Results of Last Comprehensive Program Review:
The MSIS program underwent a comprehensive review in 2019, which recognized the program's success in preparing graduates for careers in information systems management. The review highlighted the program's flexibility, which accommodates students from diverse educational backgrounds, and noted that the program was closely aligned with faculty research. However, it also pointed out that the MSIS program faced competition from the newly established Master of Science in Analytics (MSA) program, which led to a decline in enrollment. The review recommended marketing the MSIS program as a STEM program and addressing faculty salary disparities.

- **Changes Made to the Academic Program Since the Last Review:**
Since the last review, several changes were made to the MSIS program:
 - A new specialization in Information Assurance was added to align with growing industry needs in cybersecurity.
 - The program's structure was updated to allow more flexibility, including the option for students to take courses from multiple specializations.
 - Efforts to market the program as a STEM-focused graduate degree were implemented to better compete with other programs and attract more students.
- **Program History Strengths:**
The MSIS program has several key strengths:
 - **Strong Industry Connections:** The program remains closely tied to industry needs, with specialized tracks in areas like information assurance and healthcare information systems.
 - **Flexible Learning Options:** The MSIS program offers both online and in-person options, making it accessible to working professionals.
 - **Career Success:** Graduates of the program have a high placement rate and are well-regarded in the industry, particularly in data management, cybersecurity, and information systems management.
 - **Diverse Student Body:** The program attracts a wide range of students, from recent graduates to professionals seeking career advancement.

Computer Information Systems (BS)

- **When, How, and Why the Program Was Developed:**
The BS in Computer Information Systems (CIS) program at Dakota State University was developed in response to the growing demand for skilled professionals in information technology and business systems. The program was initially created in 1984, as part of the state's initiative to specialize DSU in technology-driven degree programs, particularly those focused on computer and information systems. The program was designed to provide students with the knowledge and skills needed to solve business problems using technology, ensuring that graduates would be ready for the evolving job market in the information systems field.
- **Program Alignment with DSU's Institutional Mission:**
The BS CIS program aligns closely with DSU's institutional mission to integrate technology and innovation to develop graduates prepared for local, national, and global prosperity. The program emphasizes both technical and business skills, ensuring that students are ready to contribute to various industries by leveraging information systems to improve business processes. This aligns with DSU's mission to provide high-quality education that prepares students for leadership roles in technology and business.

- **Results of Last Comprehensive Program Review:**
The last comprehensive review of the BS CIS program was conducted in 2019. The review highlighted the program's strengths in providing students with a solid foundation in both computing and business. However, it emphasized the need for increased enrollment and more focus on practical, hands-on learning opportunities. The review also noted that while the program was aligned with industry needs, the loss of certain specializations, such as network administration (which was moved to a separate degree program), negatively impacted enrollment.
- **Changes Made to the Academic Program Since the Last Review:**
Since the last review, the BS CIS program underwent several key changes:
 - The name of the program was reverted to "Computer Information Systems" from "Information Systems" to better align with the public's understanding of the program.
 - Several specializations were introduced, including Business Analytics, Project Management, and Web Development.
 - The program's curriculum was updated to better align with industry needs, incorporating more focus on data analytics and information security.
 - Efforts to increase enrollment were implemented, such as the formation of the BS CIS Advisory Board to provide industry input on curriculum and recruiting strategies.
- **Program History Strengths:**
The BS CIS program has several strengths:
 - **Strong Industry Alignment:** The program has maintained strong ties with the industry, ensuring that the curriculum meets the needs of employers.
 - **Adaptability:** The program has continuously evolved to stay relevant with changes in the technology and business sectors, adding specializations like business analytics, project management, and health informatics.
 - **Hands-on Learning:** The program has consistently emphasized practical learning opportunities through internships and real-world projects.
 - **Dedicated Faculty:** The faculty is highly dedicated to the success of the students, frequently updating their teaching methods and materials to align with industry trends.

Section 3: Program Trends within the Discipline

- **International, National, Regional, and State Trends in the Academic Program**
 - **International Trends:**
Global demand for information systems education continues to rise as organizations worldwide accelerate digital transformation. Employers increasingly seek graduates who can bridge technology and business needs—supporting digital adoption, improving processes, and enabling data-driven decision-making. This

demand is especially strong in areas central to modern IS practice, including AI-enabled applications, data analytics, cybersecurity and risk management, cloud platforms, and network security. As these capabilities spread across all sectors—not just technology firms—IS programs internationally are emphasizing applied, workforce-aligned skills alongside strong foundations in systems analysis, project management, and responsible technology use.

At the same time, delivery models are evolving. Institutions globally have expanded hybrid and online formats to meet student preferences for flexibility and to broaden access for working professionals and international learners. For IS programs, this shift is often paired with cloud-based labs and collaboration tools to support hands-on learning across locations. Because remote delivery increases cross-border competition, international trends also point to the importance of clear program differentiation, stronger student support, and measurable outcomes such as placement, skill attainment, and timely completion.

- National (U.S.) Trends:

The U.S. labor market projects faster-than-average growth for information systems professionals—with roles such as information security analysts, systems analysts, and IT managers showing strong growth rates.

Skills related to cybersecurity, data analytics, and AI integration are consistently emphasized as critical technical competencies by industry professionals.

According to the AIS–Temple IS Job Index (2024)¹, information systems professionals “apply and develop information technology (IT) on organizations” and make up a significant portion of the IT labor market. These professionals often move into roles such as systems and business analysts, application and software developers, data analysts, and chief information/technology officers. The report continues to show strong student outcomes: the average salary reported for graduates is \$77,758 (BS) and \$96,164 (MS), and information systems ranks as the highest average salary major among business majors in the cited NACE Winter 2024 salary survey. Placement remains solid as well, with the IS Job Index reporting 62.3% placement at graduation and 61.8% placement six months after graduation for IS bachelor’s graduates, outpacing the business school average in the same reporting.

Consistent with this demand signal, the U.S. Bureau of Labor Statistics² projects continued growth across multiple IS-related occupations from 2024 to 2034, especially in security, software, and data-oriented roles. Table 1 provides representative examples.

¹ <https://isjobindex.com/fullreport/>

² <https://www.bls.gov/ooh/computer-and-information-technology/>

Table 1. Projected growth from 2024 to 2034 for representative IS-related occupations

Occupation	Job outlook (2024 to 2034)	Base (# of jobs in 2024)
Software Developers, QA Analysts, and Testers	15%	1,895,500
Information Security Analysts	29%	182,800
Data Scientists	34%	245,900
Computer and Information Systems Managers	15%	667,100
Computer Systems Analysts	9%	521,100
Web Developers and Digital Designers	7%	214,900
Database Administrators and Architects	4%	144,900
Network and Computer Systems Administrators	-4%	331,500

Sources: U.S. Bureau of Labor Statistics, Occupational Outlook Handbook (occupation pages).

- Regional/State Trends:
 - Across the Midwest and plains states, programs that combine technical competencies with business understanding remain competitive, especially in sectors such as healthcare, finance, and government systems.
 - Demand for graduates with practical experience and applied skills continues to rise due to the growing presence of tech employers and technology adoption in regional businesses.
- Overall Trend Summary:

Information systems education is moving toward hybrid learning, applied and interdisciplinary skills (AI, analytics, cybersecurity), flexible formats (online or hybrid), and career-ready competencies that align with labor market projections.
- How Trends Influence Curricular and Instructional Decisions
 - Curricular Influence:
 - AI and Data Analytics Integration: Programs nationwide are integrating AI fundamentals, analytics courses, and machine learning pathways or recommendations—as evidenced in recent academic research highlighting AI skill demand and curriculum implications.
 - Cybersecurity Emphasis: Cybersecurity continues to emerge as a core component of information systems education to align with modern risk and defense priorities.
 - Hybrid and Flexible Delivery Models: Demand for flexible scheduling and online/hybrid offerings influences instructional design, particularly for graduate programs where student work commitments vary.

- Instructional Influence:
 - Courses emphasize hands-on projects, applied research, real-world tools, and industry simulations, preparing students for evolving workplace technologies.
 - Programs integrate cross-disciplinary content, blending business strategy, analytics, and ethics to reflect industry expectations for well-rounded IS professionals.

- Any Limitations Relative to the Trends and What Is Needed to Address Those Limitations
 - Limitations Identified:
 - Pace of Technological Change:
 - Curriculum development may lag behind rapid changes in technology (e.g., AI, quantum computing). Programs must evolve continually to remain relevant.
 - Skills Gap in Emerging Technologies:
 - Although programs cover foundational skills, there can be gaps in advanced specialization—particularly for areas like AI implementation, cloud architecture, and quantum computing frameworks where dedicated coursework is less common.
 - Access and Flexibility Constraints:
 - Students in remote or working roles may have limited access to real-time labs or collaborative research unless hybrid/online formats are expanded.
 - What Is Needed:
 - Curriculum Enhancement:
 - Add or strengthen offerings in cutting-edge areas such as AI-focused modules, advanced analytics, cloud engineering, and blockchain fundamentals.
 - Flexible Learning Infrastructure:
 - Expand asynchronous learning options, integrate virtual labs, and leverage adaptive learning platforms to support hybrid delivery.
 - Industry Partnerships:
 - Increase partnerships with local/state industries for internships, capstone projects, and research collaborations to ensure students graduate with applicable skills.

- Program Trends within the Discipline Strengths
 - Strength 1 — Strong Labor Market Demand:

Information systems graduates enjoy robust employment prospects with projected growth above average—for roles in cybersecurity, data analytics, systems management, and IT leadership.
 - Strength 2 — Industry Relevance of Curriculum:

IS programs that combine technical and business education align well with employer needs, emphasizing analytical thinking and solution-oriented skills across sectors.

- Strength 3 — Increasing Flexibility and Access:
The trend toward hybrid and online learning expands accessibility for diverse student populations, supporting lifelong learning and professional advancement.
- Strength 4 — Emergence of Applied Research:
Across U.S. institutions, doctoral and graduate IS programs increasingly emphasize applied research that links academic inquiry to industry problems, enhancing both graduate education and local economic impact.

Section 4: Program Features and Curriculum

Information Systems (PhD)

Program's Mission Statement, Guiding Principles:

The mission of the PhD in Information Systems program is to provide students with a strong foundation in both theoretical and applied research in information systems. The program aims to develop scholars who can contribute to the advancement of knowledge in information systems and its application in various sectors, including business, healthcare, and government.

Degrees Offered within the Program:

- Doctor of Philosophy in Information Systems (PhD IS)

Options if Applicable (Specializations, Tracks, Minors, Certificates):

- Research Specializations:
 - Analytics and Decision Support
 - Healthcare Information Systems
 - Information Systems Cyber Security

Comparison of the Program with Other Programs in the Region or State:

The PhD in Information Systems at DSU is unique in its focus on applied research with interdisciplinary opportunities. The program prepares students for academic and industry leadership roles, offering specialized research tracks that align with growing fields like analytics and cybersecurity. Compared to other PhD programs in the region, DSU's program emphasizes practical research that directly addresses industry needs.

Students' Typical Progression through the Program, Frequency of Course Offerings:

The PhD program typically takes 4-6 years to complete, with students required to complete coursework in the first two years, followed by comprehensive exams and dissertation research. The program offers flexible learning options, including both in-person and online components. Students are expected to engage in research from the beginning and participate in research seminars throughout the program.

Multiple Locations (Provide Information for Each Location if Applicable):

- Madison, SD (Main Campus): The primary location for PhD IS courses, offering in-person and hybrid learning options.
- Online Options: Many courses are available online to accommodate part-time and remote students.

Program Features and Curricular Strengths:

- Interdisciplinary Research: The program emphasizes interdisciplinary research, allowing students to explore areas like healthcare information systems, data analytics, and cybersecurity.
- Research Seminars: Students are required to participate in research seminars, providing opportunities to present and discuss their research ideas with peers and faculty.
- Industry Collaboration: The PhD program offers opportunities for students to collaborate with industry leaders, ensuring that their research is aligned with current industry challenges and innovations.

Information Systems (MS)

Program's Mission Statement, Guiding Principles:

The mission of the Master of Science in Information Systems program is to provide advanced knowledge and skills in information systems to students from diverse backgrounds. The program aims to prepare professionals to lead and innovate in the rapidly changing technology landscape. It combines technical knowledge with management strategies, focusing on creating leaders who can strategically apply technology to solve organizational problems.

Degrees Offered within the Program: Master of Science in Information Systems (MSIS)

Options if Applicable (Specializations, Tracks, Minors, Certificates):

- Specializations:
 - Application Development
 - Data Management
 - Information Systems Cybersecurity
 - Network Administration & Security
 - Healthcare Information Systems
 - General Specialization

Comparison of the Program with Other Programs in the Region or State:

The MSIS program at DSU is distinguished by its blend of technical and managerial education, preparing students to lead in both information systems and business contexts. It offers a variety of specializations, including unique tracks in healthcare information systems and information assurance. Compared to other regional programs, DSU's MSIS

stands out for its strong alignment with industry needs, including its online format, which makes it accessible to working professionals.

Students' Typical Progression through the Program, Frequency of Course Offerings:

The MSIS program typically takes two years to complete for full-time students. Core courses are offered every semester, while specialization courses are available in both the fall and spring. The program is flexible, with online and on-campus options. Students can opt for a general specialization or select one of the specific career tracks, taking a total of 30 credit hours, with additional options for projects or research-based coursework.

Multiple Locations (Provide Information for Each Location if Applicable):

- Madison, SD (Main Campus): The MSIS program is offered with both online and in-person options.
- Online: Via the internet

Program Features and Curricular Strengths:

- Specializations for Career Advancement: The program offers specializations in emerging fields like cybersecurity, healthcare information systems, and data management.
- Online Flexibility: The MSIS program is designed for flexibility, with an option to complete coursework entirely online, making it ideal for working professionals.
- Applied Learning: Students engage in practical, real-world projects and internships, preparing them for leadership roles in the industry.

Computer Information Systems (BS)

- Program's Mission Statement, Guiding Principles:
The mission of the BS in Computer Information Systems program is to prepare students for a successful career in information systems by integrating technical knowledge, business skills, and hands-on experience. The program aims to develop professionals who can design, implement, and manage technology solutions to solve business problems. DSU emphasizes student success, industry collaboration, and a curriculum aligned with the needs of the rapidly evolving information technology field.
- Degrees Offered within the Program:
 - Bachelor of Science in Computer Information Systems (BS CIS)
- Options if Applicable (Specializations, Tracks, Minors, Certificates):
 - Specializations:
 - Business Analytics
 - Project Management
 - Web Development
 - Health Informatics (new)
 - Recent Addition: Health Informatics Specialization

A recent addition to the BS in Computer Information Systems program is the Health Informatics specialization, which expands the program's applied technology offerings into the healthcare sector. The specialization combines computer information systems with healthcare, information management, and business concepts to prepare students for technology-focused roles in healthcare environments. In this specialization, students develop skills related to electronic health records, health data organization and analysis, clinical workflow improvement, documentation practices, and data security. The specialization is offered on campus as part of the 120-credit BS CIS degree and supports career pathways such as health information manager, health data analyst, privacy officer, and HIM director.

- **Comparison of the Program with Other Programs in the Region or State:**
The BS in CIS program at DSU stands out in the region for its strong industry connections, comprehensive curriculum, and its focus on emerging fields such as business analytics and software/web development. The program is designed to be flexible, allowing students to choose a specialization based on their career interests. Compared to other programs in the region, DSU's program emphasizes a practical approach to technology integration in business, making graduates highly competitive in the job market.

Within South Dakota, one emerging comparator for the BS in Computer Information Systems is Northern State University's newly revised BS in Information Systems. NSU's program is a 120-credit degree offered on campus and online; it emphasizes a blend of core business principles and information systems coursework, with sample courses in systems analysis and design, telecommunications and networks for business, IT security and risk management, database management systems, and information systems strategy. NSU also notes that its program is STEM certified and aligned with the ACM/AIS IS 2020 curriculum guidelines. By comparison, DSU's BS in Computer Information Systems is likewise a 120-credit program offered on campus and online, but it is differentiated by its broader customization options and stronger specialization structure, allowing students to focus in application development, business analytics, health informatics, or project management while building skills in programming, web development, SQL, data management, networking, and business-technology integration. Taken together, NSU's recently revised program increases in-state competition, but DSU's CIS program remains distinctive in the state through its wider set of specialization pathways and its explicit integration of technical, managerial, and sector-specific preparation.

Students' Typical Progression through the Program, Frequency of Course Offerings:
Students typically complete the BS CIS degree in four years. The curriculum includes a strong foundation in computing and business principles during the first two years, followed by specialized courses in the latter half. Core courses are available every

semester, and the program offers several specializations, which rotate in frequency. Internship opportunities and practical projects are encouraged during the final year to provide real-world experience.

- Multiple Locations (Provide Information for Each Location if Applicable):
 - Madison, SD (Main Campus): The primary location for the BS CIS program, offering in-person instruction.
 - Online: Via the internet
- Program Features and Curricular Strengths:
 - Hands-on Experience: The program emphasizes practical learning through internships, real-world projects, and collaborations with industry partners.
 - Industry-Relevant Specializations: The curriculum is aligned with current industry trends, including business analytics, project management, and software/web development.
 - Experienced Faculty: The program’s faculty members bring both academic and industry experience, ensuring students are well-prepared for the workforce.

Section 5: Program Enrollment, Persistence, Retention, & Graduation

Information Systems (PhD)

- Admissions standards for the program; compare/contrast with other programs in the College

Admissions standards: A bachelor's and master's degree from an accredited institution in information systems or a related field. Minimum 3.0 GPA. Transcripts showing areas of knowledge in business fundamentals and information systems. The enrollment funnel, shown in Table 2 below, indicates a moderately selective program with meaningful variation by year:

Table 2. PhD Information Systems Enrollment Funnel

PhD Information Systems						
Enrollment Funnel						
	AY20-21	AY21-22	AY22-23	AY23-24	AY24-25	AY25-26
Applications	133	145	120	142	298	289
Admitted	36	31	28	38	55	64
Enrolled	16	17	21	27	36	28

Admit rate ranged from ~18% to ~27% (lowest in AY24–25 when applications surged).

Yield ranged from ~44% to ~75% (highest in AY22–23; lowest in AY25–26).

Compare/contrast with other College programs: The attached file includes College-level enrollment totals (graduate) but does not include comparable admissions funnel metrics (applications/admit/yield) or published admissions standards for other graduate programs in the College.

- Enrollment trends (past six years) and actions taken in recent history to grow/limit enrollments

Enrollment trend (Fall 2020–Fall 2025): Total PhD IS enrollment increased steadily from 67 → 84 over six fall terms (+17 students; ~25% growth). Year-to-year changes were modest but consistently positive, with larger gains in Fall 2022 and Fall 2025.

Context vs. College and University: Over the same period, the College’s graduate enrollment fluctuated (181 → 196, peaking at 210 in Fall 2023), while overall University enrollment increased (3186 → 3842). PhD IS grew more consistently than the College graduate total, suggesting program demand and recruitment effectiveness even when broader graduate totals varied.

Table 3. PhD Information Systems, College, and University Enrollments

PhD Information Systems, College, and University Enrollments						
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
PhD Information Systems	67	68	74	76	78	84
<i>Analytics & Decision Support Specialization</i>	40	45	42	42	38	38
<i>Healthcare Information Systems Specialization</i>	5	5	9	8	7	12
<i>Information Assurance & Computer Security Specialization</i>	22					
<i>Information Systems Cyber Security Specialization</i>		18	23	26	33	34
College of Business & Information Systems (Graduate Level)	181	186	182	210	204	196
Dakota State University (All)	3186	3219	3241	3509	3774	3842

Actions taken: While the file does not describe specific marketing or recruitment initiatives, it does show clear admissions-side actions:

In the most recent two cycles, the program expanded admits (55 in AY24–25; 64 in AY25–26) relative to prior years (typically 28–38), consistent with an effort to increase enrollment throughput.

Enrollments rose to 36 in AY24–25 (highest in the six-year funnel) before declining to 28 in AY25–26, suggesting that yield/conversion (not just application volume) became a limiting factor in the most recent cycle.

- Changes in enrollments impacted by the trends described in Section 3
 - The most visible drivers of enrollment change are:
 - Application volume increased sharply beginning AY24–25 (298 and 289 applications in the last two cycles versus 120–145 previously).
 - The program responded with higher admits, but yield declined in AY25–26 (enrolled/admitted fell to ~44%), which likely constrained enrollment growth even with strong demand.
 - Despite College-level graduate enrollment fluctuations, the PhD IS headcount continued to increase through Fall 2025, indicating that program-specific demand/positioning offset broader pressures.

- Student demographic trends (past six years)—gender, ethnicity, transfer, in-state, out-of-state, etc.; efforts to increase diversity.
 - Female representation increased from ~16% (Fall 2020) to a peak of ~23% (Fall 2024), then ~19% (Fall 2025).
 - The share categorized as White decreased over time, and the “Other Races/Unknown” category increased.

- Efforts to increase diversity (reportable actions you can state without inventing numbers):
 - Strengthen targeted outreach and partnerships to broaden applicant pools (especially where gender imbalance persists).
 - Improve yield for underrepresented candidates via clearer advising, cohort onboarding, and early research mentorship structures.
 - Track and report disaggregated demographic categories (beyond “Other/Unknown”) to better measure outcomes over time.

Table 4. PhD Information Systems Student Diversity - Gender & Ethnicity

Student Diversity - Gender & Ethnicity						
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
PhD Information Systems						
Gender						
Female	11	10	12	15	18	16
Male	56	58	62	61	60	68
Ethnicity						
White	28	29	32	28	29	22

Number of Degrees Awarded by Academic Year						
	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24	AY24-25
PhD Information Systems	7	2	6	5	12	11
<i>Analytics & Decision Support Specialization</i>	4	0	4	3	9	7
<i>Healthcare Information Systems Specialization</i>	0	0	0	0	1	1
<i>Information Assurance & Computer Security Specialization</i>	3					
<i>Information Systems Cyber Security Specialization</i>		2	2	2	2	3
College of Business & Information Systems (Graduate Level)	57	56	48	81	84	78
Dakota State University (All)	565	565	561	643	656	716
Other Races/Unknown	39	39	42	48	49	62
College of Business & Information Systems (Graduate Level)						
Gender						
Female	50	55	49	59	60	62
Male	131	131	133	151	144	134
Ethnicity						
White	100	77	65	67	78	72
Other Races/Unknown	81	109	117	143	126	124
Dakota State University						
Gender						
Female	1139	1194	1156	1279	1482	1490
Male	2047	2025	2085	2230	2292	2352
Ethnicity						
White	2534	2541	2493	2619	2772	2741
Other Races/Unknown	652	678	748	890	1002	1101

- Numbers of degrees awarded trends (past six years) are shown in Table 5 below.

Table 5. PhD Information Systems Number of Degrees Awarded by Academic Year

After a low point in AY20–21 (2 degrees), completions rose, with the strongest outcomes in AY23–24 (12) and AY24–25 (11).

Six-year total: 43 degrees; average ~7.2/year across these years.

Table 6. Retention Rates for PhD Information Systems

Retention Rates for PhD Information Systems																		
	Fall 2019 Cohort			Fall 2020 Cohort			Fall 2021 Cohort			Fall 2022 Cohort			Fall 2023 Cohort			Fall 2024 Cohort		
	Number of Students	% Returned Next Fall	Number Returned Next Fall	Number of Students	% Returned Next Fall	Number Returned Next Fall	Number of Students	% Returned Next Fall	Number Returned Next Fall	Number of Students	% Returned Next Fall	Number Returned Next Fall	Number of Students	% Returned Next Fall	Number Returned Next Fall	Number of Students	% Returned Next Fall	Number Returned Next Fall
All PhD Information Systems	76	78%	59	67	79%	53	68	85%	58	74	88%	65	76	80%	61	78	90%	70
First-Time Graduate Student - PhD Information Systems	21	67%	14	13	77%	10	12	67%	8	15	80%	12	18	67%	12	25	88%	22

- Retention rates (past six years)
 - Using the same “returned next fall” metric as retention, all PhD IS students: retention ranged from 78% to 90% across Fall 2019–Fall 2024 cohorts.
 - First-time PhD IS students (subset): 67%, 77%, 67%, 80%, 67%, 88% across the same cohorts.
 - Interpretation: the program retains continuing/returning students at a relatively strong level, while first-time cohort retention shows more volatility, improving notably in the most recent cohort (Fall 2024: 88%).
- Graduation rates (past six years)

Table 5 provides annual counts of degrees awarded. Based on those data, the PhD IS program awarded 7 degrees in AY2019-20, 2 in AY2020-21, 6 in AY2021-22, 5 in AY2022-23, 12 in AY2023-24, and 11 in AY2024-25. These figures indicate that doctoral completions have remained steady overall, with a noticeable increase in the two most recent academic years. Given the nature of doctoral study, year-to-year variation is expected, since dissertation completion timelines differ across students and specializations. Overall, the recent increase in degrees awarded suggests positive momentum in doctoral completion and continued program productivity.

Information Systems (MS)

- Admissions standards for the program, if appropriate. Compare/contrast admissions standards with other programs in the College:

Admissions standards:

A bachelor's and master's degree from an accredited institution. Minimum 2.7 GPA. Transcripts showing areas of knowledge in both business fundamentals and information systems or a bachelor’s in information systems, a bachelor’s in business administration combined with information systems work experience, A combination of any baccalaureate degree and appropriate work experience. International applicants must have a degree equivalent to a U.S. four-year degree.

Table 7 below provides an admissions funnel that indicates how selective the program has been in practice.

Table 7. MS Information Systems Enrollment Funnel

MS Information Systems						
Enrollment Funnel						
	AY20-21	AY21-22	AY22-23	AY23-24	AY24-25	AY25-26
Applications	75	140	236	436	729	319
Admitted	53	90	141	153	192	174
Enrolled	28	53	49	53	33	20

Selectivity and conversion (calculated from the file):

- Admit rate (admitted/applications): approx. **71%, 64%, 60%, 35%, 26%, 55%**
- Yield (enrolled/admitted): approx. **53%, 59%, 35%, 35%, 17%, 11%**
- Enrollment trends (past six years) and actions taken in recent history to grow/limit enrollments:

Trend summary: Enrollment (Table 8 below) rose sharply from Fall 2020 to a peak in Fall 2023, followed by two consecutive declines, with a substantial drop in Fall 2025.

Program actions visible in the data (recent history):

- The admissions funnel shows a significant expansion in “top-of-funnel” volume (applications peaked at **729** in AY24–25).
- The program increased admits in the last two cycles (**192** in AY24–25; **174** in AY25–26), suggesting an effort to sustain or grow enrollment.
- Despite higher admits, enrollments declined in the last two cycles (**33** in AY24–25; **20** in AY25–26), indicating conversion/yield became a key constraint.

Table 8. MS Information Systems, College, and University Enrollments

MS Information Systems, College, and University Enrollments						
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
MS Information Systems	29	53	49	74	60	31
<i>Analytics Specialization</i>				1	4	4
<i>Application Development Specialization</i>	1	5	2	2	1	
<i>Data Management Specialization</i>	11	17	18	46	29	7
<i>Information Assurance & Computer Security Specialization</i>	1					

<i>Information Systems Cyber Security Specialization</i>	2	3	4	10	13	11
<i>Network Administration & Security Specialization</i>	5	6	5	4	3	1
<i>Healthcare Information Systems Specialization</i>	3	8	4	3	5	2
<i>General Specialization</i>	7	15	17	8	6	6
College of Business & Information Systems (Graduate Level)	181	186	182	210	204	196
Dakota State University (All)	3186	3219	3241	3509	3774	3842

- The cleanest evidence-based linkage is to the trends it *does* show:
 - **Yield/conversion pressure:** Although applications remained elevated in the most recent cycles, the yield dropped to its lowest level (approx. **17%** in AY24–25 and **11%** in AY25–26). This reduces new-student inflow and can pull down total headcount over time.
 - **High completions can reduce headcount:** Degrees awarded were very high in AY23–24 (**46**) and AY24–25 (**39**). When completions are high and new enrollments soften (33 then 20), total enrollment can decline quickly (consistent with Fall 2025).
 - **Retention variability:** One-year return rates (see below) show strong recent performance for “All MS IS,” but the first-time subgroup dips in the newest cohort (Fall 2024 cohort), which can also contribute to headcount softening.
- Student demographic trends (past six years)—gender, ethnicity, transfer, in-state, out-of-state, etc. Describe efforts to increase diversity:

Table 9. MS Information Systems Student Diversity - Gender & Ethnicity

Student Diversity - Gender & Ethnicity						
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
MS Information Systems						
Gender						
Female	3	14	16	21	18	7
Male	26	39	33	53	42	24
Ethnicity						
White	18	18	10	9	17	15
Other Races/Unknown	11	35	39	65	43	16
College of Business & Information Systems (Graduate Level)						
Gender						
Female	50	55	49	59	60	62
Male	131	131	133	151	144	134
Ethnicity						
White	100	77	65	67	78	72
Other Races/Unknown	81	109	117	143	126	124
Dakota State University						

Gender						
Female	1139	1194	1156	1279	1482	1490
Male	2047	2025	2085	2230	2292	2352
Ethnicity						
White	2534	2541	2493	2619	2772	2741
Other Races/Unknown	652	678	748	890	1002	1101

Efforts to increase diversity (reportable initiatives you can include without inventing metrics):

- Track and report disaggregated race/ethnicity categories (reduce “Unknown” where possible) to improve measurement and targeting.
- Strengthen recruitment partnerships that broaden applicant pools and improve yield among underrepresented groups.
- Improve early-program support (onboarding, advising, tutoring, cohort community) to increase first-year persistence, especially for first-time graduate students.
- Number of degrees awarded trends (past six years):

Table 10. MS Information Systems Number of Degrees Awarded by Academic Year

Number of Degrees Awarded by Academic Year						
	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24	AY24-25
MS Information Systems	13	20	15	40	46	39
<i>Analytics Specialization</i>					0	2
<i>Application Development Specialization</i>	2	0	2	0	0	0
<i>Data Management Specialization</i>	6	8	6	31	39	27
<i>Information Systems Cyber Security Specialization</i>		2	2	1	4	6
<i>Network Administration & Security Specialization</i>	3	7	1	2	2	0
<i>Healthcare Information Systems Specialization</i>	1	1	1	5	0	4
<i>General Specialization</i>	1	2	3	1	1	1
College of Business & Information Systems (Graduate Level)¹	57	56	48	81	84	78
Dakota State University (All)	565	565	561	643	656	716

Trend summary: Degrees awarded increased substantially beginning AY22–23, peaking in AY23–24, and remaining high in AY24–25.

- Retention rates (past six years):
Table 11 below reports retention for four recent fall cohorts rather than a full six-year series. For all MSIS students, fall-to-fall retention was 80.0% for the Fall 2019 cohort, 75.0% for Fall 2020, 79.0% for Fall 2021, and 94.0% for Fall 2022. For first-time graduate students, retention was 82.0%, 64.0%, 85.0%, and 94.0% across those same cohorts. Overall, the data indicate generally strong retention in the MSIS program, with particularly strong outcomes in the most recent cohort reported.

Table 11. MS Information Systems Retention Rates for MS Information Systems

Retention Rates for MS Information Systems									
	Fall 2022 Cohort			Fall 2023 Cohort			Fall 2024 Cohort		
	<i>Number of Students</i>	<i>% Returned Next Fall</i>	<i>Number Returned Next Fall</i>	<i>Number of Students</i>	<i>% Returned Next Fall</i>	<i>Number Returned Next Fall</i>	<i>Number of Students</i>	<i>% Returned Next Fall</i>	<i>Number Returned Next Fall</i>
All MS Information Systems	49	94%	46	74	91%	67	60	88%	53
First-Time Graduate Student - MS Information Systems	18	94%	17	29	93%	27	19	74%	14
Retention Rates for MS Information Systems									
	Fall 2019 Cohort			Fall 2020 Cohort			Fall 2021 Cohort		
	<i>Number of Students</i>	<i>% Returned Next Fall</i>	<i>Number Returned Next Fall</i>	<i>Number of Students</i>	<i>% Returned Next Fall</i>	<i>Number Returned Next Fall</i>	<i>Number of Students</i>	<i>% Returned Next Fall</i>	<i>Number Returned Next Fall</i>
All MS Information Systems	35	80%	28	29	75%	21	53	79%	42
First-Time Graduate Student - MS Information Systems	11	82%	9	11	64%	7	27	85%	23

- Graduation rates (past six years):

The numbers of degrees awarded by academic year are shown in Table 10. Based on those data, the program awarded 13 degrees in AY2019-20, 20 in AY2020-21, 15 in AY2021-22, 40 in AY2022-23, 46 in AY2023-24, and 39 in AY2024-25. These figures show clear growth in completions over the six-year period, with a substantial increase beginning in AY2022-23 and sustained high completion counts in the two most recent academic years. Overall, the trend suggests strong recent momentum in degree production for the MSIS program.

Computer Information Systems (BS)

- Admissions standards for the program, if appropriate. Compare/contrast admissions standards with other programs in the College:
 - Admissions Standards for the Program

For the BS in Computer Information Systems (BS CIS), admissions follow DSU’s general undergraduate admissions standards rather than a separate program-specific set of requirements. DSU’s undergraduate admissions policy indicates that first-time

baccalaureate applicants may qualify through one of the standard institutional pathways, including meeting baccalaureate admission requirements, ranking in the top 60% of the high school graduating class, earning an ACT composite of 18 or higher, or presenting a 2.6 high school GPA. For transfer applicants, students with 24 or more transfer credit hours and a cumulative GPA of at least 2.0 may transfer into baccalaureate degree programs.

- Comparison with Other Programs in the College of BIS
Compared with other undergraduate programs in the College of Business & Information Systems, BS CIS is like other undergraduate BIS majors, generally sharing the same university-level entry standards.

- Enrollment trends (past six years) and actions taken in recent history to grow/limit enrollments:

Enrollment shows a one-year spike in Fall 2021 (67) followed by a return to a stable band in the low 40s (41–43) from Fall 2023 through Fall 2025. Over the six-year window, total enrollment is essentially flat (43 → 42, about -2%).

Table 12. Computer Information Systems, College, and University Enrollments

Computer Information Systems, College, and University Enrollments						
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
BS in Computer Information Systems	43	67	47	41	43	42
<i>Application Development Specialization</i>	10	10	12	14	14	13
<i>Business Analytics Specialization</i>	20	28	22	14	16	14
<i>Data Science Specialization</i>	2	1				
<i>Health Informatics Specialization</i>						2
<i>Project Management Specialization</i>	25	22	11	12	13	13
<i>Software Development Specialization</i>	12	6	3	2		
College of Business & Info Systems Undergrad	322	299	275	279	303	329
College of Business & Info Systems	503	485	457	489	507	525
Dakota State University	3186	3219	3241	3509	3774	3774

Context (College and University):

College undergraduate headcount: 322, 299, 275, 279, 303, 329 (slight net increase over the period), College total headcount: 503 → 525, and Dakota State University total headcount: 3186 → 3774 (strong growth overall).

Actions taken to grow/limit enrollments (evidence available in the file):

The dataset does not narrate specific recruitment/marketing actions. However, it does show ongoing program structuring through specializations with tracked enrollments (Fall 2020–Fall 2025), including: Application Development (10 → 13), Business Analytics (20 → 14), and Project Management (25 → 13).

A new/visible Health Informatics specialization appearing in Fall 2025 (2)

These specialization structures represent a curricular lever that can support recruitment by aligning the degree with labor-market interests, though the file does not document the implementation timeline or related recruitment strategies.

- Changes in enrollments, if any, impacted by the trends described in Section 3:

The program’s enrollment has been stable at ~41–43 students in the most recent three fall terms (Fall 2023–Fall 2025).

In contrast, overall university enrollment grew substantially during the same window, suggesting the BS CIS program has not fully captured broader institutional growth.

Given the small program size, year-to-year changes are sensitive to incoming cohort size and retention patterns (see persistence/retention sections), which can amplify short-term fluctuations.

- Student demographic trends (past six years)—gender, ethnicity, transfer, in-state, out-of-state, etc. Describe efforts to increase diversity:

Table 13 below reports demographic counts by gender and ethnicity (White vs. Other Races/Unknown) for Fall 2020–Fall 2025.

Gender Summary: Female representation ranged roughly from the mid-20% to mid-30% band over the six-year period, with the lowest female headcount in Fall 2024 (11) and a rebound in Fall 2025 (14).

Table 13. BS Computer Information Systems Student Diversity - Gender & Ethnicity

Student Diversity - Gender & Ethnicity						
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
BS Computer Information Systems						
Gender						
Female	19	21	16	13	11	14
Male	49	46	31	28	32	28
Ethnicity						
White	56	51	40	28	29	25
Other Races/Unknown	12	16	7	13	14	17
College of Business & Information Systems (Undergraduate)						
Gender						
Female	135	97	90	85	109	123

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Male	187	202	185	194	194	206
Ethnicity						
White	268	240	207	204	213	237
Other Races/Unknown	54	59	68	75	90	92
College of Business & Information Systems (All)						
Gender						
Female	185	152	139	144	169	185
Male	318	333	318	345	338	340
Ethnicity						
White	368	317	272	271	291	309
Other Races/Unknown	135	168	185	218	216	216
Dakota State University						
Gender						
Female	1139	1194	1156	1279	1482	1490
Male	2047	2025	2085	2230	2292	2352
Ethnicity						
White	2534	2541	2493	2619	2772	2741
Other Races/Unknown	652	678	748	890	1002	1101

Efforts to increase diversity (reportable actions consistent with the data)

Improve demographic reporting granularity (reduce “Unknown” where possible).

Strengthen targeted outreach in pathways that grow female participation and underrepresented populations (e.g., articulation partners, high school engagement, scholarships when available).

Pair recruitment with retention supports that improve first-year continuation (advising, belonging, early academic support), since small cohorts make diversity gains sensitive to persistence.

- Number of degrees awarded trends (past six years):

Summary: Degree counts increased to a peak in AY22–23 (16) and remained strong in AY23–24 (14), then dropped in AY24–25 (5). Because annual counts are small, degree totals can swing with cohort size and time-to-degree variation.

Table 14. BS in Computer Information Systems Number of Degrees Awarded by Academic Year

Number of Degrees Awarded by Academic Year						
	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24	AY24-25
BS in Computer Information Systems	9	13	8	16	14	5
<i>Application Development Specialization</i>		1	0	3	3	2
<i>Business Analytics Specialization</i>	0	2	3	8	4	0
<i>Data Science Specialization</i>	2	0	1	0	1	
<i>Project Management Specialization</i>	4	5	4	3	5	3
<i>Software Development Specialization</i>	3	5	0	2	1	
College of Business & Info Systems (Undergrad)¹	80	73	65	75	57	55
College of Business & Info Systems (Undergrad & Grad)¹	137	129	113	156	141	133
Dakota State University (All)	583	565	561	643	656	716

- Persistence rates (past six years):
Over the past six cohorts, persistence (Tables 15 a & b below) in the BS in Computer Information Systems has shown a mixed but generally solid pattern for first-time, full-time freshmen, although results are influenced by very small cohort sizes. Freshman persistence from fall to the subsequent spring was 86% for the Fall 2019 cohort, 86% for Fall 2020, 60% for Fall 2021, no freshman cohort was reported for Fall 2022, 100% for Fall 2023, and 88% for Fall 2024. Persistence among incoming transfer students was more variable and lower overall, at 73%, 55%, 44%, 50%, 67%, and 33% across the same six cohorts. Overall, the data suggest that freshman persistence in the program has often been strong, while transfer persistence remains a more inconsistent area to monitor and support.

Table 15a. Persistence Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshman (Fall 2019 to Fall 2024 Cohorts)

Persistence Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshman (Fall 2019 to Fall 2024 Cohorts)												
	Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort		Fall 2022 Cohort		Fall 2023 Cohort		Fall 2024 Cohort	
	Number of Students	% Returned in Spring	Number of Students	% Returned in Spring	Number of Students	% Returned in Spring	Number of Students	% Returned in Spring	Number of Students	% Returned in Spring	Number of Students	% Returned in Spring
BS in Computer Information Systems	8	86%	7	86%	5	60%	0	-	4	100%	8	88%
College of Business & Information Systems	44	80%	33	79%	49	76%	47	77%	50	82%	61	75%
Dakota State University	399	89%	355	83%	345	90%	354	90%	354	90%	364	82%

**Table 15 b. Persistence Rates for Incoming Degree-Seeking Transfers
(Fall 2019 to Fall 2024 Cohorts)**

Persistence Rates for Incoming Degree-Seeking Transfers (Fall 2019 to Fall 2024 Cohorts)												
	<i>Fall 2019 Cohort</i>		<i>Fall 2020 Cohort</i>		<i>Fall 2021 Cohort</i>		<i>Fall 2022 Cohort</i>		<i>Fall 2023 Cohort</i>		<i>Fall 2024 Cohort</i>	
	<i>Number of Students</i>	<i>% Returned in Spring</i>	<i>Number of Students</i>	<i>% Returned in Spring</i>	<i>Number of Students</i>	<i>% Returned in Spring</i>	<i>Number of Students</i>	<i>% Returned in Spring</i>	<i>Number of Students</i>	<i>% Returned in Spring</i>	<i>Number of Students</i>	<i>% Returned in Spring</i>
BS in Computer Information Systems	11	73%	11	55%	9	44%	2	50%	6	67%	3	33%
College of Business & Information Systems	39	85%	33	70%	36	72%	31	81%	34	88%	36	89%
Dakota State University	245	78%	207	78%	183	84%	210	80%	237	89%	266	87%

- Retention rates (past six years):

Retention (Table 16 a&b below) in the BS in Computer Information Systems likewise reflects the effects of small cohort sizes, but the program has shown several strong outcomes among first-time, full-time freshmen. Freshman retention from fall to the subsequent fall was 50% for the Fall 2019 cohort, 86% for Fall 2020, 60% for Fall 2021, no freshman cohort was reported for Fall 2022, 100% for Fall 2023, and 63% for Fall 2024. Retention among incoming transfer students was 64%, 55%, 44%, 50%, 50%, and 67% across the six cohorts. In summary, freshman retention has been uneven but at times quite strong, while transfer retention has been more modest and variable, suggesting continued attention to transition support and advising for transfer students.

Table 16a. Retention Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshman (Fall 2019 to Fall 2024 Cohorts)

Retention Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshman (Fall 2019 to Fall 2024 Cohorts)												
	Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort		Fall 2022 Cohort		Fall 2023 Cohort		Fall 2024 Cohort	
	<i>Number of Students</i>	<i>% Returned Next Fall</i>	<i>Number of Students</i>	<i>% Returned Next Fall</i>	<i>Number of Students</i>	<i>% Returned Next Fall</i>	<i>Number of Students</i>	<i>% Returned Next Fall</i>	<i>Number of Students</i>	<i>% Returned Next Fall</i>	<i>Number of Students</i>	<i>% Returned Next Fall</i>
BS in Computer Information Systems	8	50%	7	86%	5	60%	0	-	4	100%	8	63%
College of Business & Information Systems	44	48%	33	67%	49	51%	47	53%	50	60%	61	57%
Dakota State University	399	71%	355	72%	345	75%	353	75%	383*	76%	364	68%

Table 16b. Retention Rates for Incoming Degree-Seeking Transfers (Fall 2019 to Fall 2024 Cohorts)

Retention Rates for Incoming Degree-Seeking Transfers (Fall 2019 to Fall 2024 Cohorts)												
	Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort		Fall 2022 Cohort		Fall 2023 Cohort		Fall 2024 Cohort	
	<i>Number of Students</i>	<i>% Returned Next Fall</i>	<i>Number of Students</i>	<i>% Returned Next Fall</i>	<i>Number of Students</i>	<i>% Returned Next Fall</i>	<i>Number of Students</i>	<i>% Returned Next Fall</i>	<i>Number of Students</i>	<i>% Returned Next Fall</i>	<i>Number of Students</i>	<i>% Returned Next Fall</i>
BS in Computer Information Systems	11	64%	11	55%	9	44%	2	50%	6	50%	3	67%
College of Business & Information Systems	39	69%	33	64%	36	53%	31	58%	34	67%	36	67%
Dakota State University	245	62%	207	57%	183	61%	210	65%	237	76%	265	79%

- Graduation rates (past six years):

Graduation rates (Table 14 on page 29) for the BS in Computer Information Systems reflect small cohort sizes, which can produce substantial year-to-year variation, but the available data show both modest long-term outcomes in earlier cohorts and a stronger recent 4-year result. For first-time, full-time, baccalaureate degree-seeking freshmen, the 4-year graduation rate was 0% for the Fall 2016 cohort (n=1), 22.2% for Fall 2017 (n=9), 0% for Fall

2018 (n=4), 12.5% for Fall 2019 (n=8), 71.4% for Fall 2020 (n=7), and 20.0% for Fall 2021 (n=5). The 6-year graduation rate, which is available only for the earlier cohorts, was 0% for Fall 2016, 33.3% for Fall 2017, 25.0% for Fall 2018, and 12.5% for Fall 2019. Overall, the data suggest that graduation outcomes in the program have been uneven across cohorts, but recent 4-year performance shows the potential for improvement.

Section 6: Faculty Credentials

- Academic credentials for faculty who teach courses in the discipline: All faculty members who teach courses in the PhD IS and MSIS programs have PhD degrees (including national top IS graduate programs such as University of Arizona Eller College of Business and University of California Irvine Merage School of Business) in Information Systems or a related field. Two instructors who teach courses in the BS CIS programs has master's degrees in information systems or a related field (for example, Master of Science in Analytics or Cybersecurity).
- Academic credentials for faculty who teach support courses: All faculty members who teach support courses have PhD degrees (tenured or tenure-track) or master's degrees (instructors) in their respective field.
- Summary of grant activity by faculty who teach in the program: Faculty who teach in the program has recently received substantial grants from both public and private sources that contribute to program excellence, institutional reputation, and research outputs. The representative grants awarded to IS faculty include National Artificial Intelligence Research Resource (NAIRR) AI Classroom Award; Using Generative AI for Business Process Automation, Data Visualization, and Content Generation sponsored by a private company; and a number of grants from SDBOR, EPSCoR, and the university (including SRART grants and Faculty Research Initiative, or FRI grants).
- Summary of faculty and/or faculty-student research linked to the program. Relate this research to faculty expertise, economic development, institutional mission, etc.: Faculty (and faculty-student teams) have regularly published their research papers at top peer-reviewed journals in Information Systems including MIS Quarterly, and presented at top international, national, and regional conferences in the field. IS Faculty have also been serving as editors at peer-reviewed journals in Information Systems, leading sessions at conferences. IS graduate students have regularly presented their research at conferences and served as reviewers.
- Service to community/region provided by both faculty and students enrolled in the academic program: Faculty teaching in the IS programs have been regularly contribute to the community/region by presenting and leading workshops at regional conferences, IT summits, and other venues (e.g. Data Science Symposium at South Dakota State

University, Siouxland IT Symposium in Sioux Falls, Midwest Cybersecurity and Technology Summit, RST Sicangu Resource Development Professional's Conference, Scholarship of Teaching & Learning Symposium, etc.). Faculty regularly attends, presents, and leads sessions at national and regional conferences such as ICIS, AMCIS, DSI, HICSS, IACIS, MWAIS, and SAIS. Students enrolled in the IS program regularly attend and present at regional and local conferences, professional meetings, and competitions such as AI for Everyone in Sioux Falls, Data Analytics Competition sponsored by Sanford, Midwest Undergraduate Data Analytics Competition (MUDAC) organized by Minnesota State University. Students in the program also actively participate in annual DSU Day of Service, providing service to local communities.

- Anticipated changes in staffing because of retirements, program growth, etc.:
No substantial changes in staffing are anticipated in the foreseeable future. An adjunct instructor position may be open as the BS in CIS program grows.

Section 7: Academic and Financial Support

- Academic support provided to faculty/students:
 - Student organization(s) directly related to the academic program, if any, and impact on student learning:
Academic Support Provided to Faculty/Students
- Student Organization(s) Directly Related to the Academic Program
 - Student Chapter of the Association for Information Systems (AIS):
The AIS student chapter provides an excellent platform for information systems students to engage in professional development, networking, and leadership opportunities. As a part of a global organization, the DSU chapter helps students connect with industry professionals, attend conferences, and participate in activities that enhance their academic and career prospects. Participation in AIS fosters a deeper understanding of the role of information systems in business and promotes collaboration with peers and faculty members. It has a significant impact on student learning by offering industry exposure and real-world knowledge beyond the classroom.
 - Future Business Leaders of America (FBLA – Collegiate):
Students from the College of Business & Information Systems have competed at state and national levels, gaining leadership, strategic thinking, and professional skills relevant to CIS and IS careers.
 - NSA Codebreaker Challenge & CCDC Team:
These competitive teams provide real-world experience in cybersecurity, problem solving, and systems security—important components of the IS discipline. Other student clubs with computing or business focus support networking, teamwork, and practical experience.
Impact on Student Learning: These organizations build professional competencies, enhance resumes, and create networking opportunities with peers and employers.

- Library materials: While DSU’s academic programs don’t list discipline-specific library holdings publicly, the university’s Karl Mundt Library provides students and faculty with access to:
 - Academic journals in information systems and computing
 - Research databases that support IS and technology research
 - Interlibrary loan services for specialized materials
 - These resources support coursework, research, and capstone projects for undergraduate, master’s, and doctoral students.
- Technology infrastructure:
 - DSU maintains robust technology support for students and faculty through Information Technology Services (ITS), which handles institutional hardware, networking, and software support.
 - Support Desk & Repair Center assists with troubleshooting hardware, software, and networking issues.
 - Campus infrastructure supports online and hybrid learning, essential for modern IS programs.
 - Computer hardware and software:
 - Students in all information systems programs have access to:
 - Campus-wide computing labs with current hardware (e.g. Madison Cyber Labs on DSU campus via the Center for Business Analytics Research or CBAR, and Center for Advancement of Health IT, or CAHIT).
 - The CBAR Lab hosts active relationships with regional banks as well as insurance and health care firms.
 - Faculty also consult relationships for analytics projects, place student interns and graduates, have active involvement in technology user groups, and ensure the availability of a skilled and qualified workforce for analytics in South Dakota.
 - CBAR’s previous work includes:
 - Active industry-faculty partnership through SAS and R user groups, Leadership roles in analytics and business intelligence areas, Academic alliance partnerships with global leaders in analytics, Academic alliance programs with SAS, IBM, and EMC2, and a private-sponsored grant that has about 20 graduate IS students involved in R&D work, or training.
 - The CAHIT MadLab focuses on research, service, and workforce development opportunities in the cyberhealth space including areas such as:
 - Digital health technologies in all aspects of healthcare, including but not limited to:
 - Telehealth, Virtual care/remote patient monitoring, Patient generated health data (PGHD), Healthcare interoperability, Population health, Health equity/social determinants of health, Opportunities and impact of artificial intelligence (AI) in healthcare, Privacy and security in healthcare

- Data analytics in healthcare, including but not limited to:
Data/information/AI governance in healthcare, Data analytics combining multiple healthcare data sources
- Industry-standard software for database systems, analytics, development, and cybersecurity: Virtual labs and computing environments that support remote learners (especially for graduate and doctoral students) such as National Research Platform (NRP) Nautilus Clusters (via a NAIRR AI Classroom Award), JetStream2 platform by University of Indiana, Google Colabs, AWS Academy labs, and DSU's MadLabs.
- Training/professional development: Faculty professional development support through the College and University for teaching and research (workshops, conferences, research grant support). Faculty Professional Advancement Activities provided by CTL (Center for Teaching & Learning) are described below.

CTL Faculty Professional Advancement Activities

- Faculty Development
Since the establishment of the Center for Teaching and Learning (CTL) in 2018, Dakota State University has continued to expand its support for teaching excellence, instructional innovation, and student-centered course design. The CTL serves as the institutional hub for faculty development, working collaboratively with academic leadership and faculty to identify instructional priorities and provide responsive programming and support.

The CTL is staffed by a Director, an Instructional Designer, and a Technology Specialist, supporting faculty across all colleges and instructional modalities. Despite a lean structure, the CTL delivers scalable, high-impact programming and course support aligned with institutional priorities.

The CTL provides comprehensive support across face-to-face, hybrid, and online modalities. Services include instructional design consultation, technology integration, faculty training, and the development of instructional resources. Faculty development priorities are informed by institutional data, faculty feedback, and emerging trends in teaching and learning.

- Key Developments Since 2019
Course Quality Assurance (SDBOR QA Review) Expansion
The CTL coordinates a structured SDBOR QA (Quality Assurance) Review process aligned with state standards. Courses are selected for review based on criteria such as new course development, instructor changes, and periodic review cycles. The QA process emphasizes alignment of course outcomes, assessments, instructional materials, and accessibility, with a focus on improving clarity, consistency, and the overall student experience.

The scale of QA review has increased significantly. In Spring 2024, 17 courses were reviewed, followed by 22 in Summer 2024 and 51 in Fall 2024. A subsequent audit determined that approximately 20 percent of online courses had previously undergone QA review, leading to the implementation of a three-year review cycle to address the remaining courses.

As part of this expansion:

- Spring 2025: 85 courses reviewed
- Summer 2025: 42 courses reviewed
- Fall 2025: 117 courses reviewed
- Spring 2026: 135 courses reviewed

All courses included in QA review are evaluated for both SDBOR quality standards and accessibility.

- Institution-Wide Accessibility Monitoring and Support
 - In response to evolving federal accessibility requirements, the CTL has begun implementing an institution-wide accessibility monitoring process using YuJa Panorama.
 - This process applies to all courses, regardless of modality, and focuses on reviewing accessibility scores to determine alignment with accessibility standards.
 - Courses that meet established thresholds require no additional action.
 - Courses below the threshold receive targeted outreach, training, and ongoing monitoring.
 - This phased approach prioritizes achievable progress while supporting continuous improvement across the institution.
- Shift to Ongoing Monitoring and Support

Faculty support has evolved from one-time workshops and reviews to a continuous improvement model. Courses are supported through recurring review cycles, targeted outreach, and just-in-time guidance to improve both instructional design and accessibility. The CTL has begun focusing on College-specific needs, from AI-integrated instruction to accessibility.
- Expansion of Faculty Development Programming

The CTL has increased the breadth and frequency of programming, including workshops, webinars, faculty series, professional learning communities, and discipline-specific sessions.

Topics reflect both foundational teaching practices and emerging areas such as:

 - Generative AI
 - Inclusive teaching
 - Accessibility
 - Student engagement

- **Data-Informed Faculty Support and Engagement**
The CTL utilizes LMS reporting, QA review data, and accessibility data to identify trends, prioritize support, and guide faculty outreach.

Faculty engagement in CTL programming is strong across the institution. During the 2024–2025 academic year:

- 97 unduplicated full-time faculty participated
- 83% participation rate (97 of 117 faculty)
- Participation exceeded institutional targets and met long-term benchmarks ahead of schedule
- CTL events during this period recorded 259 total attendees, including 216 faculty participants, with engagement across all academic colleges.

- **Current Academic Year Faculty Development Activities**
The following CTL faculty development activities have been offered during the current academic year 2025-2026:

- D2L Basics and Advanced: The New Content Experience
- Speaker Event: Grading for Growth with Dr. Robert Talbert
- Book Club: Grading for Growth (three-session series)
- Advising Series: Using TrojanConnect Automations to Support Students
- Promotion and Tenure Workshop
- CTL Event: Student Submissions with Panopto
- Teaching with AI and Lesson Design
- Dual Credit Teaching Roundtable

- **Representative Faculty Development Activities (2023–2025)**

The following examples illustrate the range and focus of CTL programming in recent years:

- Neurodiversity and the College Campus
- Supporting Neurodiverse Learners: Case-Based Learning
- Speed Sharing Teaching Strategies and Tools
- Reading Group: Connected Teaching
- Academic Advisor Series
- Project-Based Learning with Generative AI
- Empowering Education: Transforming Lesson Planning with ChatGPT
- Teaching and Thinking with AI (Guest Speaker)
- AI-Inclusive Assignment Design
- Professional Learning Communities (AI Competencies)
- Workshop: D2L Intelligent Agents
- D2L Drop-In Sessions and College Zoom-Ins
- Building a Feedback Rhythm in D2L
- Accessibility Training (Document Design and YuJa Panorama)
- Student Submissions with Panopto
- Promotion and Tenure Workshops

- New Faculty Orientation (CTL instructional strand)
- Additional Support and Services
The CTL supports faculty and academic programs through:
 - Individual and small group consultations on course design and instructional strategies
 - Support for D2L Brightspace tools and instructional technologies
 - Development of instructional materials, guides, and resources
 - Coordination of New Faculty Orientation and faculty development programming
 - Support for advising practices and student engagement strategies
- Future Directions: CTL Foundational Program Model
To support continued growth in faculty development and align with institutional priorities, the CTL is developing a structured program model to expand professional learning, teaching innovation, and dissemination of effective instructional practices. This model provides a scalable and adaptable framework that supports faculty learning, experimentation, and continuous improvement in teaching, while also aligning with external funding opportunities related to accessibility, instructional design, emerging technologies, and student engagement.
 - Core Program Components
 - CTL professional learning and certification
 - Summer Teaching and Learning Institute
 - Faculty fellows program
 - Faculty mentor program
 - Faculty mini-grant program
 - Teaching innovation showcase
 - Teaching innovation resource hub
 - Dissemination and scholarship of teaching and learning
 - Program Cycle
This model establishes a continuous cycle of faculty learning and instructional improvement, including professional development, faculty cohorts, course implementation, and dissemination of effective practices, with faculty mentors supporting future cohorts.
 - Institutional Impact
This model is designed to support faculty professional learning, cross-department collaboration, scalable teaching innovation, and sustained improvement in teaching and learning across the institution.

Academic Support Provided by the Research and Economic Development Division

The Research and Economic Development (RED) Division provides comprehensive support for faculty research, compliance, and sponsored projects across the university. In recent years, DSU refined its research compliance structure by integrating key responsibilities into existing leadership and staff roles. Human subjects and IRB-related compliance

functions were incorporated into the administrative support role, resulting in a substantial increase in IRB intake and improved coordination of compliance processes. Export controls and broader research compliance responsibilities were also strengthened through administrative restructuring, leading to a major overhaul in how export control activities are documented and managed on campus, with especially notable improvements in compliance among international travelers. More recently, the university aligned with NSPM-33 and related federal guidance by adding a Research Security training course in D2L while continuing to support required compliance training through CITIprogram.org.

RED has also expanded its support for sponsored programs. In fall 2022, DSU added a full-time Sponsored Programming Analyst, which significantly increased both pre-award and post-award support for principal investigators. Functions that had previously been housed in the Business Office were moved into RED, creating a more integrated structure for proposal development, award administration, and project oversight. Post-award services now include periodic budget updates for PIs, which has strengthened project management and improved visibility into award progress. Together, these changes have created a “cradle-to-grave” support model in which RED assists faculty and investigators from the concept stage of a project through proposal submission, award management, compliance oversight, and closeout, with the goal of sustaining research activity and supporting continuity across funding cycles.

The current RED administrative structure (Table 17 below) includes the Vice President for Research and Economic Development / Chief Research Officer and Institutional Official for Research Compliance, the Associate Vice President for RED, the Executive Director of the Applied Research Lab, the Sponsored Programming Analyst, and an Administrative Assistant. In addition, the university’s Chief Technology Officer supports certain research-related functions, and several research personnel within MadLabs also report through the RED leadership structure. Collectively, this organization provides DSU faculty with coordinated support for compliance, proposal development, project administration, and the broader growth of the university’s research enterprise.

Table 17. The Research & Economic Development administrative structure

Name	Title
Ashley Podhradsky, DSc	Vice President for Research and Economic Development / Chief Research Officer and Institutional Official for Research Compliance
Pete Hoelsing, PhD, CRA	Associate Vice President for RED
Joel Wohnoutka, PhD	Executive Director of the Applied Research Lab
Teresa Maier	Sponsored Programming Analyst
Beth Delzer	Administrative Assistant

Sponsored Program Trend

The sponsored program data (Appendix E) shows a research portfolio that has remained active but somewhat cyclical from FY2018 through the most recent year reported. Proposal volume has fluctuated between 26 and 47 submissions per year, while funded awards have ranged from 12 to 22 annually, indicating a generally steady level of external grant activity. Success rates were typically in the mid-40% to low-50% range, with a notable high of 73% in FY2023 before returning closer to historical norms in the following years. In dollar terms, submitted proposals have been volatile but strong, including peaks of \$28.8 million in FY2019 and \$24.1 million in the most recent year, while funded proposal dollars reached their highest point in FY2023 at about \$9.1 million and then remained solid at roughly \$5.5 million in each of the two most recent years. Expenditures show that DSU sustained a substantial sponsored-program base throughout the period, generally near or above \$10 million annually before declining in the latest year reported. Overall, the trend suggests a sponsored programs portfolio with consistent proposal activity, periodic large-year funding gains, and a stable research support base that has remained significant over time.

Student research grants: Undergraduate and graduate research grants are awarded each year to support independent study and scholarship, facilitated by RED and the Office of Graduate Studies. Students from BS in CIS, MSIS, and PhD in IS have been receiving student research grants in the past years.

Academic Support Provided by the Office of Graduate Studies

The Office of Graduate Studies (Table 18 below) at Dakota State University has a coordinating, compliance, and support role in the function of each graduate program. Graduate Studies manages graduate application organization, review and post-review communication. Once students are admitted to the program they are assigned to a Graduate Enrollment Advisor. Enrollment advisors contribute to MSIS student success by facilitating a smooth transition into graduate study. This includes onboarding support such as orientation to university organizations and processes, clarification of program requirements, and coordination with academic departments and faculty chairs/advisors.

Table 18. Office of Graduate Studies

Title	Personnel	Academic Duties
Dean of Graduate Studies	Mark Hawkes, Ph.D.	Provide leadership for graduate programs toward academic quality, policy compliance, and alignment with institutional priorities. Oversee admissions, student progress, and degree completion support. Work on program development and marketing with colleges, institutional planning, accreditation, and external partnerships.

Title	Personnel	Academic Duties
Graduate Enrollment Advisors	Abby Chowning, MA BriannaMae Feldhaus, MS Eve Skajewsky, MS	Reach out to prospective students investigating programs and track applicant progress supporting application completion. Maintain consistent communication with new students through onboarding and orientation. Advise through program planning and scheduling, track progress and assist through program completion.
Administrative Assistant II	Samantha Dirksen, MS	Manage communications with and between students and faculty. Coordinate application and admissions communications. Maintain documentation, records and student progress databases. ETD <i>ProQuest</i> Administrator for dissertation archival.

The MSIS program is one of 8-10 graduate programs or certificates one enrollment advisor supports. The advisor guides the graduate student in developing a plan of study—the academic roadmap for each student. The advisor assists students through course substitutions, credit transfer and other program documentation. When a plan for sequencing course work is approved the advisor tracks the students’ key academic milestones, and a mid-point progress conference is held with each student. The advisor will also assist the student with program hiatus (when necessary) and application to graduation.

This layer of student support is part of the overall role of Graduate Studies in ensuring graduate policies and requirements act in compliance with Regental policies. Graduate Studies also administers graduate assistantships, promotes and assists in external funding development, and facilitates cross-program and interinstitutional collaboration.

The Office of Graduate Studies also works with program faculty to define a targeted marketing and recruitment strategy to support MSIS enrollment focusing on working professionals at the regional national levels, as well as the one-campus student populations—including international applicants. Partnerships play a key role in recruitment and pipeline development, and Graduate Studies works to leverage collaborations with the business, industry and education institutions vested in information and data science. The marketing outreach seeks local, regional and national levels. The goals is to identify qualified applicants, and support pathways to MSIS graduate education.

- Graduate Education Governance
The MSIS program chair and the College of Business and Information Systems Dean sit on the Graduate Council which is the oversight body for DSU Graduate Programs. The Council, chaired by the Graduate Dean is responsible for reviewing and recommending approval of graduate curriculum, including new programs, course proposals, and modifications to existing programs. The council also reviews policy and policy implementation for relevance and efficiency. The Graduate Council also reviews and

approves graduate faculty applications. In these roles, the Council ensures that graduate curricula remain aligned with institutional mission and academic standards.

- **Academic Support**

From the writing and tutoring center Trojan Tutoring is available free to all students in person and online. The Writing Center also supports students across disciplines with one-on-one help and workshops in reading, study skills, research, and scholarly formatting. DSU also provides disability services and counseling support that contribute to student persistence and academic success.

The Center for Teaching and Learning (CTL) at Dakota State University provides support to faculty in the areas of instructional effectiveness, course design, and student engagement and interaction. The CTL offers professional development opportunities that include workshops, training sessions, and individualized consultations by faculty peers and the instructional design team. These sessions have recently focused on emerging technologies—specifically AI. But concentration is also given to innovative teaching approaches, and the use of emerging digital tools and instructional platforms.

No major financial needs or concerns by the program. But here are a few ways we support students in financial ways.

At the institutional level, graduate assistantships are one of the most common graduate funding sources of direct student support. The university also funds Graduate Research Initiative (GRI) awards annually to graduate students. In a competitive proposal process, graduate students can receive \$500 towards their faculty mentored research or process/product development idea. A similar program is available for graduate faculty (Faculty Research Initiative). For students working in municipal and state agencies, in 2023 the State of South Dakota extended their tuition reduction benefit to state employees to include online courses (the previous policy only included on campus courses). With the 50% tuition reduction to state employees—available any term of the academic year, MSIS affordability increased substantially for the not inconsequential number of state employees in our programs.

Services provided via Office of Online Education

- **Student Union in LMS**

The student union is a virtual student union available as a course in every online student's D2L (LMS). The interactive union allows online students to connect with peers and ask questions and access campus events available virtually to participate in.

- **State Authorization and Global Compliance**

Online Education manages the university's state authorization and global compliance to ensure students are aware of state and country regulations that govern educational activities. The office maintains the State Authorization Reciprocity Agreement (SARA), a

voluntary, national initiative that allows member states to offer online courses outside their own state by seeking and maintaining state approvals through a streamlined process. The online office maintains participation in SARA assists institutions in remaining compliant with other member states’ regulatory agencies.

Proctoring for exams has transitioned to the library services. Proctoring may be required for certain DSU courses, and students have access to free proctoring services utilizing lockdown browser technology to help them ensure academic integrity is maintained with accessible resources. Tutors to assist students with course materials are offered by the Advising Services. This includes Tutor.com, which provides online 24/7 access to tutoring, providing support for students whenever they need it.

Support staff available for faculty at the College

The College of Business and Information Systems office is the central point of support for undergraduate students with majors within this college. The central office is located in College of Business and Information Systems administration suite that includes the Dean's office, the Department Chair of Information Systems’ office, and workspaces of the Program Assistant and the student assistant (a work-study position). The office is also provided with several work-study positions that are tasked with helping faculty whenever help is requested. Table 19 below lists the office staff of the College of Business and Information Systems. National and regional conference participations by faculty are facilitated by the College.

Table 19. The College of Business and Information Systems Office Staff

Name	Title
Dorine Bennett	Dean of College of Business and Information Systems
Deb Tech	Department Chair of Business
David Zeng	Department Chair of Information Systems
Shannon Vostad	Program Assistant II

- Financial support available to the program, including all revenue sources: Financial support opportunities are expected to come from institutional and private sources. Information Systems faculty have created scholarships specifically designated for IS students. Financial aid policies and procedures for application, award, and distribution have already been developed to support the graduate programs at DSU. The university (via Graduate Studies) offers Graduate Assistantships for outstanding graduate students including students in the IS graduate programs.
- Major financial needs or concerns. Relate those needs to institutional priorities and opportunities for outside funding:

Starting from Fall 2026, Graduate Assistantships funding for the PhD IS program stops, which creates financial needs for outside funding including grants and sponsored projects.

Section 8: Facilities and Equipment

- Facilities such as classrooms, laboratories, and other physical and/or technical facilities used to deliver the academic programs being reviewed:
 - With DSU's 1:1 portable computing environment requiring students to have a Windows or Mac laptop and its expansive secure wireless network, the need for dedicated computer labs is not as prevalent as it has been in the past. Classroom space on campus was significantly increased with the Fall 2017 opening of the Beacom Institute of Technology, the first LEED version 4 building in South Dakota. Dedicated research facilities became available in Fall 2019 with the opening of the MadLabs that include two IS program-related labs: CBAR and CAHIT.
 - Students at DSU are given access to industry-standard software and a virtual IA Lab to meet all of their computing needs. Table 32 below shows the software that is utilized in undergraduate and graduate Information Systems programs at DSU.

- Quality of the facilities, relative to external or professional standards, academic program changes, student usage and feedback:
 - This \$18-million, 40,000-square-foot MadLabs® building is located on the southwestern edge of campus. It is the first research facility of its kind in the Upper Great Plains region.
 - MadLabs® drives innovation and ideas from DSU into the South Dakota economy, the Great Plains, and the nation. At the same time, it draws new talent to the state and the region. The facility and its programs attract elite scholars, researchers, professionals, and partnerships with government, businesses, nonprofits, and other higher education institutions.
 - Researchers within MadLabs primarily focus on projects that explore and advance technology application, information and quality assurance, adverse event planning for businesses, economic growth, and policy improvement across multiple disciplines and fields. Other focus areas include cybersecurity, digital forensics, cyber defense, Artificial Intelligence (AI) and machine learning, reverse engineering, and malicious digital artifacts. MadLabs also fosters partnerships with public and private sectors, to cultivate ideas and transform their research to make a difference in the world.
 - There are five components to MadLabs® game-changing plan to reshape the cyber field in South Dakota.

- Resources: A winning combination of laboratory research space, state-of-the-art hardware and software, faculty expertise, and growing institutional relationships with a wide variety of public and private agencies
 - People: Undergraduate and graduate students, faculty, researchers, interns, and other collaborators
 - Programs: Nationally recognized cyber degrees from the associate to doctoral level, along with other professional development opportunities
 - Research areas and institutes: Focus areas in defined interdisciplinary and multidisciplinary regions, that draw from every college on campus
 - REED Connection: DSU is connected to the South Dakota Research, Education, and Economic Development Network (REED) via a 100 Gbps connection. Providing the campus with connectivity to Internet2, the Great Plains Network, and other research networks.
- Additional facilities needed, if any, to improve the quality of the academic programs being reviewed (relate to the trends identified in Section 3):
A major milestone in 2024 was breaking ground on the Applied Research Lab (ARL), to be opened in the Fall 2026, which promises to shape the future of cyber research in South Dakota. The ARL will provide a state-of-the-art environment for advanced cybersecurity research, empowering our faculty, students, and industry partners to pioneer solutions to today's most pressing cyber challenges.

Section 9: Student Learning Assessment Plans and Results

Table 20. All Three Programs Learning Assessment Overview



All Three Programs Learning Assessment Overview
<p>Impact of New Department Chair Model on the Assessment of Student Learning Starting with the 2025-2026 academic year, Dakota State University replaced its former program “coordinator” model with a new “department chair” model. The coordinator model was troubled by faculty turnover and accountability issues. The department chair model, a positive shift in academic program-level leadership, has resulted in a much-needed revisit of previous program learning outcomes (PLOs) to ensure relevance, measurability, and appropriate rigor. The Department Chair model will also ensure consistency in PLO assessment follow-through going forward.</p> <p>ABET Accreditation at Some Time in Future Note that two of the three programs below will be using ABET’s current PLOs in anticipation of seeking future ABET accreditation: 1) Information Systems (MS) and 2) Computer Information Systems (BS). PLOs for these two degrees will be labeled ABET in the University’s online assessment platform, Trojan Assessment Profile (TAP) to evidence that the language is <i>required by the program accreditor as stated</i> and not PLO statement language developed by DSU faculty.</p> <p>PLO Student Proficiency Baseline 2025-2026 As a result of previous faculty turnover, a new department chair model, and anticipated ABET accreditation, the three programs in this self-study will have only one year of PLO student proficiency results starting with the 2025-2026 academic year (year-one baseline reported at the end of Spring Term 2026).</p>

Information Systems (PhD)

Program Learning Outcomes (PLOs) Statements By the end of the program, students will be able to . . .

- **Acquire advanced knowledge of information systems.**
- **Synthesize scholarly literature related to the chosen area of specialization in information systems.**
- **Communicate a professional synthesis of scholarly literature in the chosen area of specialization.**
- **Generate new knowledge through research/scholarship in the chosen area of specialization in information systems.**

- Measures Used for Each PLO: Faculty teaching fall and spring core courses for the Information Systems PhD program determine the measures they will use to assess student proficiency. See Appendix A for list of PLO measures for the Information Systems PhD program.
- Performance Benchmark for Each PLO (how good is good enough): 80% of students will meet or exceed proficiency.
- Curriculum Mapping: Curriculum mapping occurs in two ways in DSU's Trojan Assessment Profile (TAP):
 - Core courses are mapped to PLOs. See Appendix A for a screen shot of Information Systems PhD program core courses mapped to PLOs.
 - Course learning outcomes (CLOs) are mapped to PLOs. (This is a new feature for DSU in TAP. It is the expectation that all programs will have CLOs mapped to PLOs by the beginning of Fall Term 2026.)
- PLO Student Proficiency Results Trends: Faculty will report baseline student proficiency results at the end of Spring Term 2026.
- Changes Made to Curriculum, Institution, and/or Program Informed by Assessment Data Analyses: Department chairs will annually report the use of PLO baseline results in their new Annual Department Chair Report within the University's online assessment platform Trojan Assessment Profile (TAP). See Appendix D for the Annual Department Chair Report template.

Information Systems (MS)

- Program Learning Outcomes (PLOs) Statements: By the end of the program, students will be able to . . .
 - **Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. (ABET)**
 - **Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. (ABET)**
 - **Communicate effectively in a variety of professional contexts. (ABET)**
 - **Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. (ABET)**
 - **Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. (ABET)**
 - **Support the delivery, use, and management of information systems within an information systems environment. (ABET)**

- Measures Used for Each PLO: Faculty teaching fall and spring core courses for the Information Systems MS program determine the measures they will use to assess student proficiency. See Appendix B for list of PLO measures for the Information Systems MS program.
- Performance Benchmark for Each PLO (how good is good enough): 80% of students will meet or exceed proficiency.
- Curriculum Mapping: Curriculum mapping occurs in two ways in DSU's Trojan Assessment Profile (TAP):
 - Core courses are mapped to PLOs. See Appendix B for a screen shot of Information Systems MS program core courses mapped to PLOs.
 - Course learning outcomes (CLOs) are mapped to PLOs. (This is a new feature for DSU in TAP. It is the expectation that all programs will have CLOs mapped to PLOs by the beginning of Fall Term 2026.)
- PLO Student Proficiency Results Trends: Faculty will report baseline student proficiency results at the end of Spring Term 2026.
- Changes Made to Curriculum, Institution, and/or Program Informed by Assessment Data Analyses: Department chairs will annually report the use of PLO baseline results in their new Annual Department Chair Report within the University's online assessment platform Trojan Assessment Profile (TAP). See Appendix D for the Annual Department Chair Report template.

Computer Information Systems (BS)

- Program Learning Outcomes (PLOs) Statements: By the end of the program, students will be able to . . .
 - **Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. (ABET)**
 - **Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. (ABET)**
 - **Communicate effectively in a variety of professional contexts. (ABET)**
 - **Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. (ABET)**
 - **Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. (ABET)**
 - **Support the delivery, use, and management of information systems within an information systems environment. (ABET)**

- Measures Used for Each PLO: Faculty teaching fall and spring core courses for the Information Systems MS program determine the measures they will use to assess student proficiency.
- Performance Benchmark for Each PLO (how good is good enough): 80% of students will meet or exceed proficiency.
- Curriculum Mapping: Curriculum mapping occurs in two ways in DSU's Trojan Assessment Profile (TAP):
 - Core courses are mapped to PLOs. See Appendix C for a screen shot of Computer Information Systems BS program core courses mapped to PLOs.
 - Course learning outcomes (CLOs) are mapped to PLOs. (This is a new feature for DSU in TAP. It is the expectation that all programs will have CLOs mapped to PLOs by the beginning of Fall Term 2026.)
- PLO Student Proficiency Results Trends: Faculty will report baseline student proficiency results at the end of Spring Term 2026.
- Cross-Curricular Student Proficiency Results Trends: The South Dakota Board of Regents (SDBOR) requires each *undergraduate* program to incorporate three to five (3-5) cross-curricular skills from the list of eleven (11) defined in [SDBOR AAC Guideline 2.3.7.D](#). At DSU, faculty select the cross-curricular skills appropriate to a program and embed them into appropriate PLOs. Faculty teaching core courses in this program will subsequently report baseline proficiency in the selected CC Skills at the end of Spring Term 2026. Below are the CC Skills that will be embedded in the PLOs for the Information Systems Ph.D. program:
 - Inquiry and Analysis
 - Problem Solving
 - Ethical Reasoning
 - Teamwork
- Changes Made to Curriculum, Institution, and/or Program Informed by Assessment Data Analyses: Department chairs will annually report the use of PLO/CC Skills baseline results in their new Annual Department Chair Report within the University's online assessment platform Trojan Assessment Profile (TAP). See Appendix D for the Annual Department Chair Report template.

Section 10: Alumni Placement & Satisfaction

Information Systems (PhD)

- Employment placement information for graduates since the last review:
The graduate outcomes report (Appendix F) provides Class of 2024 data rather than a full multi-year trend since the last review. For the PhD in Information Systems, there were 12 total graduates, 12 graduates accounted for, and 12 employed, for 12 total placements and a 100% program placement percentage. The report lists an average entry salary of \$83,500.00, with a 33.3% salary response rate. Notable employers and positions include Dakota State University – Assistant Professor, Mas Tec Communications Group – Principal Engineer, and Sanford Health – Senior Director, IT Business Solutions.
- Geographic distribution of recent graduates
The report provides only an overall graduate employment residency measure, showing that 69.0% of South Dakota residents were employed in South Dakota and 7.5% of non-residents were employed in South Dakota.

Information Systems (MS)

- Employment placement information for graduates since the last review:
The graduate outcomes report provides Class of 2024 data rather than a full multi-year trend since the last review. For the Master of Science in Information Systems, there were 46 total graduates, with 40 graduates accounted for. Of those, 38 were employed and 2 were continuing education, while 6 were unable to be contacted. The report shows 40 total placements and a 100% program placement percentage among accounted-for graduates. The reported average entry salary was \$232,014.40, with a 13.2% salary response rate, so that salary figure should be interpreted cautiously. Notable employers and positions include 4Consulting, Inc. – Java Software Engineer, DISH Network – Senior Cloud DevOps Engineer, Humana – Python Developer, Moxie IT Solutions – Full-Stack Java Developer, Raven Industries – Software Engineer II, and Sanford Health – Senior Business Informatics Analyst.
- Geographic distribution of recent graduates:
The graduate outcome document reports overall graduate residency outcomes, indicating that 69.0% of South Dakota residents were employed in South Dakota and 7.5% of non-residents were employed in South Dakota.

Computer Information Systems (BS)

- Employment placement information for graduates since the last review:
The 2004 undergraduate outcomes report (Appendix G) reports outcomes for the Class of 2024 rather than a full multi-year period since the last review. For the Computer Information Systems (B.S.) program, there were 13 total graduates, with 11 graduates accounted for. Of those 11, 10 were employed and 1 was continuing education, while 2

graduates were unable to be contacted. The program reported 11 total placements and a 100% program placement percentage among accounted-for graduates. The reported average entry salary was \$60,186.67, based on a 60.0% salary response rate. Notable employers and positions listed for CIS graduates include CAPITAL Services (Project Manager), Colorado State University (System Administrator), and DigiKey (Engineer). The College of Business and Information Systems summary also notes that CIS graduates showed strong outcomes with full placement and competitive starting salaries.

- Geographic distribution of recent graduates:
Employment destinations concentrated most heavily in South Dakota, with additional placements across states including Minnesota, Nebraska, Texas, Florida, California, Iowa, Colorado, North Carolina, North Dakota, Georgia, Ohio, Virginia, Wyoming, Arizona, New Mexico, Arkansas, Indiana, Idaho, Wisconsin, New York, Pennsylvania, South Carolina, Illinois, and Louisiana.

Section 11: Program Opportunities for Improvement

Information Systems (PhD)

- Curricular content areas in need of improvement:
The PhD program could expand its focus on advanced analytics, artificial intelligence, and big data to better prepare students for leadership roles in both academia and industry.
- Instructional areas in need of improvement:
PhD students could benefit from more interdisciplinary collaboration and exposure to research methods from other departments like business administration and data science.
- Faculty supports in need of improvement:
The PhD program would benefit from attracting additional tenured faculty with expertise in cutting-edge research areas like AI and data analytics. Faculty should also receive more support for research grants and collaborative projects to ensure a robust research environment.
- Facilities in need of improvement:
The opening of MadLabs in Fall 2019 will offer new opportunities, but further expansion of research labs for PhD students, with access to advanced computing facilities, is recommended to support high-level research.
- Financial supports in need of improvement:
PhD students would benefit from additional fellowships and research assistantships to help cover living costs and increase the amount of time available for research.
- Other:
Greater focus on collaborative research with industry leaders and academia would give students access to more resources and real-world applications for their research.

Information Systems (MS)

- Curricular content areas in need of improvement:
The MSIS program could benefit from a stronger cybersecurity focus, particularly given the growing industry demand for professionals in this area. Additionally, including more data science and machine learning courses would prepare students for the evolving job market.
- Instructional areas in need of improvement:
Enhancing the online learning experience for remote students, especially in terms of interactive and collaborative tools, would improve accessibility and engagement.
- Faculty supports in need of improvement:
Given the increasing workload, there may be a need for additional faculty to meet growing demand and maintain teaching quality. Additionally, faculty salaries could be adjusted to remain competitive with peer institutions.
- Facilities in need of improvement:
Although DSU has a strong infrastructure, adding more dedicated graduate research labs would provide better support for MSIS students working on research projects and theses.
- Financial supports in need of improvement:
Increased funding for graduate student research and conferences would enable students to gain exposure to the latest trends and innovations in information systems.
- Other (as needed):
Collaborating with industry partners for specialized internship opportunities could help students gain hands-on experience, particularly in data analytics, cybersecurity, and health informatics.

Computer Information Systems (BS)

- Curricular content areas in need of improvement:
Emphasis on expanding course offerings related to data analytics and information security. While the program already includes some foundational courses, there is room to develop specialized courses such as advanced data analysis and software security.
- Instructional areas in need of improvement:
There is a need to further integrate active learning and hands-on experiences in the curriculum, particularly in the software development and database management areas. This would allow students to work more closely with industry-standard tools.
- Faculty supports in need of improvement:
Faculty retention and workload balance could be enhanced with additional support for professional development and research grants. Faculty members would benefit from more dedicated time for research to balance the teaching workload, especially given the increased number of students. Additionally, more support for faculty members in advising student activities such as Student Chapter of AIS, Data Analytics Competition, and undergraduate research would be beneficial.
- Facilities in need of improvement:

The BS CIS program could benefit from a more dedicated research space as the program grows. Although current facilities are adequate, more flexible lab spaces and collaborative environments could enhance student engagement.

- Financial supports in need of improvement:
More scholarships and financial support options for undergraduate students, particularly for those in high-demand specializations like cybersecurity and data analytics, would further strengthen the program.
- Other:
Expanding the partnership with local industries for internships and job placements can enhance the program's appeal and ensure that students gain practical experience in addition to academic knowledge.

Appendix A. Screenshot of PLO-Course Mappings for Information Systems PhD Program

Academic Units <small>1 = 1 - Introduced, 2 = 2 - Developing, 3 = 3 - PLO Assessed for Proficiency</small>												
Mapping/Alignment Options: Curriculum Mapping v	Information Systems Knowledge <small>Acquire advanced knowledge of information systems.</small>			Scholarly Literature Synthesis <small>Synthesize scholarly literature related to the chosen area of specialization in information systems.</small>			Communication of Scholarly Literature <small>Communicate a professional synthesis of scholarly literature in the chosen area of specialization.</small>			New Knowledge Generation <small>Generate new knowledge through research/scholarship in the chosen area of specialization in information systems.</small>		
INFS 780 Info Tech Strategy & Policy	1	2	3	1	2	3	1	2	3	1	2	3
INFS 805 Design Research Methods	1	2	3	1	2	3	1	2	3	1	2	3
INFS 810 Qualitative Research Methods	1	2	3	1	2	3	1	2	3	1	2	3
INFS 815 Quantitative Research Methods	1	2	3	1	2	3	1	2	3	1	2	3
INFS 820 Curr Issues Health Informatics	1	2	3	1	2	3	1	2	3	1	2	3
INFS 830 Decision Support Systems	1	2	3	1	2	3	1	2	3	1	2	3
INFS 834 Knowledge Management	1	2	3	1	2	3	1	2	3	1	2	3
INFS 838 Decision Supp/Know Mgmt Res	1	2	3	1	2	3	1	2	3	1	2	3
INFS 848 Inf Assur/Computr Secur Res	1	2	3	1	2	3	1	2	3	1	2	3
INFS 868 Health Informatics Research	1	2	3	1	2	3	1	2	3	1	2	3
INFS 890 Seminar	1	2	3	1	2	3	1	2	3	1	2	3

Appendix B. Screenshot of PLO-Course Mappings for Information Systems MS Program

Academic Units <small>1 = 1 - Introduced, 2 = 2 - Developing, 3 = 3 - PLO Assessed for Proficiency</small>																								
Mapping/Alignment Options: Curriculum Mapping		Computing Problem Analysis (ABET) Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. (ABET)			Business Ethics (ABET) Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. (ABET)			Productive Teamwork (ABET) Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. (ABET)			Computing Solutions (ABET) Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. (ABET)			Information Systems Environment (ABET) Support the delivery, use, and management of information systems within an information systems environment. (ABET)			Communication (ABET) Communicate effectively in a variety of professional contexts. (ABET)							
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 601 Information Systems		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 605 Foundations of Programming		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 720 System Analysis/Des Case Tools		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 724 Project & Change Management		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 730 Web Application Development		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 732 Emerging Technologies & Issues		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 734 Multi-Tier/Serv-Oriented Arch		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 736 Technology for Mobile Devices		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 750 IT Infrastruct/Tech/Network Mgmt		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 752 Adv Network Tech & Management		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 754 Network Sec/Intrusion Detect		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 756 Cloud Computing & Network Serv		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 760 Enterprise Modeling/Data Mgmt		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 762 Data Warehousing/Data Mining		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 764 Information Retrieval		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 766 Advanced Database		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
INFS 780 Info Tech Strategy & Policy		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					

Appendix C. Screenshot of PLO-Course Mappings for Computer Information Systems BS Program

Academic Units																																					
T=1 - Introduced, 2=2 - Developing, 3=3 - PLO Assessed for Proficiency																																					
Mapping/Alignment Options:		Informed Judgments (ABET) Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. (ABET)						Computing Problem Analysis (ABET) Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. (ABET)						Communication (ABET) Communicate effectively in a variety of professional contexts. (ABET)						Business Ethics (ABET) Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. (ABET)						Productive Teamwork (ABET) Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. (ABET)						Information Systems Environment (ABET) Support the delivery, use, and management of information systems within an information systems environment. (ABET)					
Curriculum Mapping		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 210	QuickBooks I	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 251	Business Applications Prog	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 275	Web Application Prog I	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 325	Management Information Systems	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 330	COBOL I	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 332	Structured Sys Analysis/Design	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 338	Project and Change Management	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 340	Java Programming	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 368	Predictive Analytics	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 372	Programming for Analytics	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 375	Web Application Programming II	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 384	Decision Support Systems	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 424	Software Dev Agile Methodology	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 427	Info Systems Planning & Mgmt	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 438	Advanced Project Management	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 474	Business Intelligence/Big Data	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
CIS 484	Database Management Systems	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												

Appendix D. The Annual Department Chair Report Template

Annual Department Chair Report

** denotes a required field.*

Year of Department Chair Report *
_____ | v

Number of total PLO assignments sent to faculty for the year *

Number of PLO assignments submitted by faculty for the year *

Names of faculty who did not report PLO results assigned to them * [Press ALT + 0 for accessibility help](#)

List the specific knowledge and/or skills that non-proficient students were missing in the PLOs for the academic year * [Press ALT + 0 for accessibility help](#)

What are the conclusions/interpretations from the OL vs F2F proficiency results across all PLOs? * [Press ALT + 0 for accessibility help](#)

What are the conclusions/interpretations from the PLO proficiency results compared with the previous year's results? * [Press ALT + 0 for accessibility help](#)

Describe the greatest strengths in the program. Consider the following: PLO proficiency, financial efficiency, course efficiency, enrollment, graduation rates, retention rates, relevancy, sub-group performance. *

Describe the greatest opportunities for improvement in the program. Consider the following: PLO proficiency, financial efficiency, course efficiency, staffing, enrollment, graduation rates, retention rates, relevancy, sub-group performance. *

What actions will the program take to address improvements needed? * [Press ALT + 0 for accessibility help](#)

Is this program at-risk for program productivity review? * ⓘ
_____ | v

What does this program need to look like by 2040? *

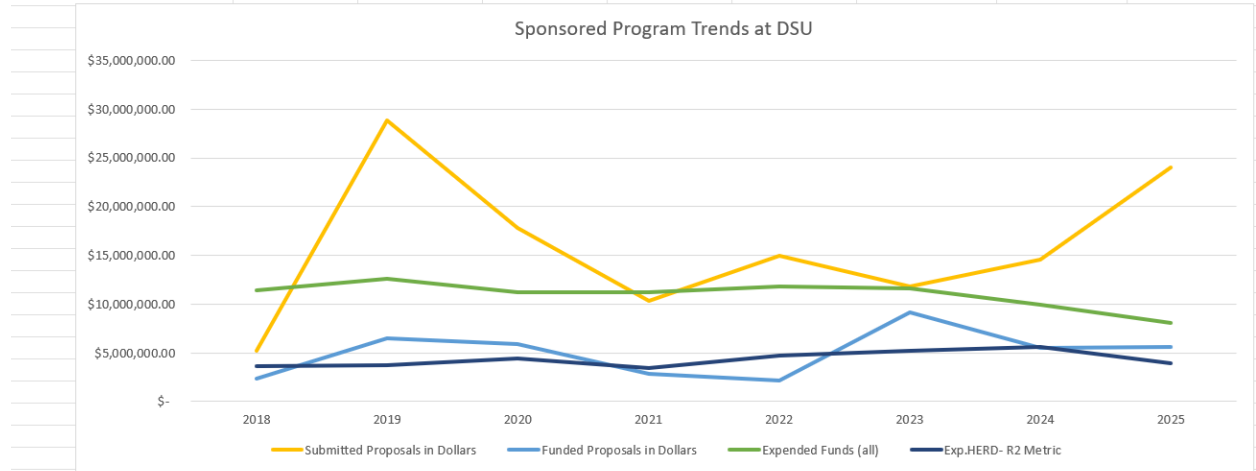
- HOME
- GENERAL INFORMATION
- PLO ASSESSMENT v
- COURSE OUTCOMES & MAPPING v
- BOR PROGRAM EVALUATION v
- ANNUAL DEPARTMENT CHAIR REPORT**
- ASSIGNMENT CONSOLE
- DOCUMENT LIBRARY

Support Documents

Appendix E. The Sponsored Program Trend

Sponsored Program Trends at Dakota State University

Fiscal Year	2018	2019	2020	2021	2022	2023	2024	2025
Submitted Proposals	47	32	42	31	32	26	41	33
Funded Proposals	22	14	22	12	16	19	14	16
Success Rate	47%	44%	52%	39%	50%	73%	34%	48%
Submitted Proposals in Dollars	\$ 5,189,694.00	\$28,834,352.00	\$17,771,149.00	\$10,301,103.00	\$14,999,549.26	\$ 11,788,801.00	\$ 14,558,887.80	\$ 24,066,571.00
Funded Proposals in Dollars	\$ 2,396,866.00	\$ 6,493,257.00	\$ 5,923,216.00	\$ 2,859,090.00	\$ 2,126,863.00	\$ 9,142,619.00	\$ 5,488,024.80	\$ 5,592,148.00
Expended Funds (all)	\$11,441,412.10	\$12,599,477.40	\$11,214,860.23	\$11,220,848.62	\$11,774,567.05	\$ 11,654,800.10	\$ 9,897,727.03	\$ 8,024,630.00
Exp.HERD- R2 Metric	\$ 3,619,000.00	\$ 3,710,000.00	\$ 4,412,000.00	\$ 3,416,000.00	\$ 4,684,000.00	\$ 5,250,000.00	\$ 5,652,000.00	\$3,967,717



Submitted/Funded Proposals and success rates source: DSU Sponsored Programs (RED)
 Expended Funds (all) source: DSU Business Office
 HERD data source: <https://ncesdata.nsf.gov/profiles/site?method=reportsall&tin=U0885001>

Appendix F. The 2024 Graduate Outcomes Report

A separate PDF file is attached.

Appendix G. The 2024 Undergraduate Outcomes Report

A separate PDF file is attached.