

University of Maryland College Park
College of Information Studies
Master of Information Management
Program Self-Study

I. Strategic Overview of the Program

Information Management is the application of information through data collection, management, and critical thinking, allowing data to be logically evaluated for efficient and effective decision-making.

The Masters of Information Management program at the UMD College of Information Studies (iSchool) aims to educate information management professionals with knowledge needed to ensure accessibility, accuracy, availability, integrity, and security of information as well it's precise interpretation. The MIM program is committed to providing educational excellence through a carefully designed information management curriculum. Our program balances between theory and practice of information management, providing the students with the strong fundamental information management theory. Our students are further involved in the effective application of information management theory through a proactive program of experiential opportunities.

Mission

Our mission is to provide a strong foundation for information management students, through theoretical and practical experiences, in order to prepare the students for a competitive job market, and to make significant contributions to the information management field.

Vision

The MIM program strives to be a recognized leader in educating information management professionals who establish successful strategies, effectively designing and implementing information functions capable of integrating information management processes into both profit and nonprofit organizations in the private, government, and academic sectors.

Through educational innovations and research, we want to be recognized by domestic and international students, local communities, organizations, and industry partners.

Program Strategic Goals and Objectives (5-10 years)

Program growth and diversity

Goal 1: Increase domestic student population to 50%.

- Partner with local IM chapters (e.g. Society for Information Management (SIM) - Capital Area Chapter, Association for Information and Image Management (AIIM)

- Attend local and regional IM conference to attract a diverse population of high-quality applicants who have interest to become leaders in information management.

Curriculum

Goal 2: Develop an innovative and sustainable curriculum responsive to current information management industry trends to be implemented in Fall 2019.

- Conduct full program evaluation during 2018-19 academic year
- Include industry professionals, alumni, faculty and students in the evaluation process.

Goal 3: Implement additional student practicum information management experiences into the program curriculum.

- Provide opportunities for iSchool partners and students to work together.

Faculty

Goal 4: Attract and retain a well-balanced, high-quality information management faculty specializing in the areas of data analytics, data mining, predictive analytics, machine learning, big data tools and software, data visualization.

Goal 5: Implement an Associate Director position to assist the demands of the growing program. In addition, an Associate Director will be significant in the upcoming full program evaluation, and helping to ensure that the outcomes are adapted into the program.

Partners, Professional Network, and Collaboration

Goal 6: Formulate a MIM organization that will allow Information Management professionals to connect with each other in an academic setting. Since the Information Management professional organizations are industry focused and do not collaborate much with academia, creating such an organization will foster a professional environment allowing industry experts, faculty and students to provide support for each other and frequent interaction.

Goal 7: Designate a working area for Information Management professionals to interact with our students, whether on class projects or meeting about future employment. The collaboration space will include the ability to meet in person and virtually. The students will also be allowed to use the workspace for group projects for classes or independent research.

Program Learning Outcomes

After graduating from the MIM program, students should be able to:

- Successfully lead organizations, bridging the gap between technology-oriented staff, functional personnel, and management;
- Strategically identify and manage information and technology assets and teams to fulfill critical information needs and functions in organizations;
- Provide leadership in the information management field through the study of ethical, political, social, and technical issues related to information management in modern society;
- Lead organizations in the formation of information policies, development and application of information systems and services, and the use of information management technologies and methods.

Program Educational Objectives

The MIM Program educates students who demonstrate:

1. Expertise in a variety of information management areas, such as:
 - a. Information management consultant
 - b. Information architect
 - c. Data analyst
 - d. Technology developer, including User experience and Cybersecurity specialists
 - e. Strategic and project manager
2. Continuous career improvement, evidenced by continuously increasing responsibility and leadership or transitioning into executive technical, academic or managerial careers.
3. Awareness of social and ethical implications of their work and their behavior.

II. Curriculum Design, Content, and Integration

Curriculum Content

The MIM program prepares students to be leaders in the use of information and technology in an organization. Drawing from management, computer science, information systems, and information science, the MIM program provides students with the skills and knowledge necessary to successfully meet users' information needs, lead efforts to develop organizations' information management capabilities, develop and deploy emerging technologies, and manage high-value information resources. MIM graduates are equipped with skills and knowledge required to become leaders in the information field, performing tasks such as information research, source filtering, market, and feasibility analysis.

The MIM academic program is defined by its curriculum, which includes the courses and other educational experiences, the methods of course delivery, and the structure of requirements and electives. The MIM curriculum consists of a successful completion of 36 credit hours of a graduate level academic work. This includes:

- A structured general Information Management program (referred to as “the Core”), consisting of
 - 4 core courses and
 - 2 capstone practicum courses.
- 6 elective courses.

Course-related assignments, projects, and in-class activities give students an opportunity to gain theoretical knowledge and skills necessary to successfully evaluate information needs in the organization and to identify appropriate technology solutions to support those information needs. Further, through the MIM practicum courses, students are able to practice applying those skills in the organizational decision-making and problem-solving processes.

MIM Core Courses

MIM core courses provide students with a foundation of skills and knowledge related to information, technology, user analysis, and management. These are opportunities for students to determine which aspects of information management they find most interesting and appealing.

- **INFM 600 Information Environments** - this course covers the spectrum of activities in information management cycle. It provides a hands-on introduction to contextualized data analysis and information management skills. Topics include locating and evaluating data for decision support; data organization, manipulation, analysis, and interpretation; data and process documentation; and presentation of supporting data and recommendations designed for a specific target audience. Ethical, legal, and social implications of managing and using data to support decisions in diverse organizational contexts are discussed and applied in inquiry-driven analysis.
- **INFM 603 Information Technology and Organizational Context** – this course focuses on application of communication and information technologies to support work processes, including technology-enhanced communication networks, computer-supported collaborative work, decision-support systems, interactive systems, and systems analysis.
- **INFM 605 Users and Use Context** – this course discusses the use of information by individuals, nature of information, information behavior and mental models. It covers characteristics of problems, task analysis, problem solving, and decision making. It also focuses on methods for determining information behavior and user needs, information access, and information technology as a tool in information use.
- **INFM 612 Management of Information Programs and Services** – this course covers key aspects of management - focusing on planning, organizing, leading and controlling. Topics include the evolution of management, innovative management for the changing world, management styles and leadership, managerial planning, goal setting and decision making. The course discusses ethical issues, designing adaptive organizations responding to change, global environment, diversity, and utilizing the appropriate technology to provide effective management of information programs and services.

Students who previously completed coursework and/or have sufficient work experience that provide a comparable, systematic coverage of the skills, knowledge, and issues discussed in some core courses (INFM 603, INFM 605, and INFM 612), are allowed to waive those courses, in which case they are required to take a more advanced information management course in place of a waived one.

These core classes are prerequisites for a lot of MIM advanced elective courses; therefore, students are strongly encouraged to complete all core course in the first 18 credits in the program. The program completes a very thoughtful planning of elective prerequisites, ensuring that students have a higher chance of further success within the program.

MIM Practicum Courses (Capstone Experience)

The MIM Capstone Experience is a core requirement of the MIM program. It consists of 2-full semester courses, totaling 6 credits. In capstone experience, students work with an external client on an information management related project. The capstone project can be either research or design oriented and involves identifying an information problem in a real-world setting and developing the means to address this problem.

To make sure students have sufficient information management background to deal with a presented information management issue, they are required to complete all MIM core classes and at least 2 elective courses from their chosen specialization prior to enrolling in INFM 736.

The MIM Capstone Experience is an essential part of the MIM curriculum. Capstone courses allow students to demonstrate skills and knowledge they have gained during their course of study. The MIM capstone experience provides a rich environment for testing and developing the students' abilities to recognize and capitalize on opportunities that use information management techniques to efficiently improve organizations. It also provides students a variety of experiences tackling real information management challenges faced by organizations in all sectors of society.

MIM Capstone courses involve the following components:

INFM 736 Information Management Experience (3 credits)

- Must be taken prior to INFM 737
- Curriculum covers:
 - Project Requirements Gathering
 - Project Planning

INFM 737 Information Management Capstone Experience (3 credits)

- Curriculum covers:
 - Project Execution
 - Project Conclusion

During INFM 736 the students are presented with a list of the capstone projects offered during that academic year. From this list, students choose and indicate the projects of their interest. Project assignments are made by the instructor, based on the information (i.e. project necessary skills, prior knowledge and experience) provided by the students and the clients. Full-time students and those doing an on-campus employment are also encouraged to cooperate with their current employers in finding and bringing to the class their own capstone projects.

Project clients work with the students to complete the requirements gathering and develop a project plan, including a full project definition and scope in INFM 736.

In the second half of the capstone project, the students work independently for 10-hours each week to complete their projects. Students are expected to schedule a 1 hour weekly virtual or in-

person meeting with their clients, to allow the student and the clients the opportunity to evaluate the progress and direction of the projects. At the end of INFM 737, student projects are showcased at the iSchool Experiential Learning Expo, where the students present a poster about their projects. Current and potential clients as well as other iSchool partners are encouraged to attend the Expo, allowing an opportunity for the clients to meet the students and faculty at the iSchool, and view current student projects. At the same time, this event also allows our students to network with industry professionals and showcase the skills and knowledge they gained during their studies in the MIM program.

MIM Elective Courses

To help students choose from various available in the program elective courses, the MIM program groups those into seven university-approved informal specializations. These specializations are based upon professional areas of expertise in the information management field. They are designed to advise students of the many ways to complete their coursework for graduation and serve as pathways through the degree curriculum.

MIM Specializations

- **Data Analytics** - focuses on the manipulation and mobilization of data in order to support decision-making process and organizational goals in a variety of sectors. Students completing this specialization will be able to use quantitative analysis, methods, and tools for examining, cleaning, transforming, and modeling data to create valuable information. This specialization prepares students for a variety of positions, such as data scientist, data analyst, or information analyst.
- **Strategic Management** - focuses on managerial, administrative, and organizational aspects of information analysis. Students gain a strong understanding of the role information and technology play in the management and operation of organizations as well as the knowledge and skills required to support organizations in developing and managing strategic information strategies. This specialization prepares students for such positions as project manager, information systems consultant, business analyst, and chief information officer (CIO).
- **User Experience** - focuses on the design, creation, and evaluation of interactive information systems and implementation of user interfaces. This specialization prepares students for such positions as user interface/user experience designer, usability analyst, and website developer.
- **Technology Development** – Technology Development: focuses on the development, implementation, and maintenance of systems that support information management. The coursework is designed to provide an understanding of the technical, design, and managerial issues which arise during the creation and implementation of information systems. This specialization prepares students for positions such as systems analyst, senior developer, and chief technology officer (CTO).
- If students are interested in developing a general course of study, taking electives from two or more available knowledge areas, they may pursue the **Individualized Program Plan**

specialization. In the Individualized Program Plan, students design a custom specialization that best meets their interests and needs.

- There is also an option for the thesis track, titled **Information Management Research**. Information Management Research specialization focuses on conducting research advancing the state-of-the-art and state-of-the-practice in information management and technology, where the student will conduct specific research and present the result as a thesis. It prepares students for advanced study in information science doctoral programs and careers in cutting-edge corporate or entrepreneurial environments.
- In addition, the MIM program has a joint specialization with the iSchool's Master of Library and Information Science program (MLIS) in **Archives and Digital Curation**. This particular specialization focuses on the role of archivists, data curation managers and specialists, and other information professionals in contemporary society; linkages between analog and digital assets and how to manage diverse holdings and collection; the records life cycle from pre-creation activities through creation, use, preservation, and access; the intersection of legal, ethical, policy, and political sensitivities in managing analog and/or digital assets.

Internship Program

An internship was a required part of the program just until a few years ago. MIM students with at least 2 years of work experience in the information management were able to waive this requirement. Therefore, the majority of students (since MIM program requires its applicants to have at least one year of professional work experience) were not doing internship programs. Since 2015 academic year, internship is not a required part of the program. However, MIM students are strongly encouraged to complete the internship program, as it gives them real-world working experience.

Currently, on average 75% to 80% of our students complete an internship program, usually taking place in summer between their first and second academic years in the program. The internship provides students the opportunity to work in an Information Management role within a business or organization, giving them an excellent opportunity to experience what the US professional world is.

Students are provided with a MIM internship course that can be taken along with students' internship program (this course is optional). The course teaches the students to function as professionals and have a proper work etiquette throughout their internship programs. Through course assignments and tasks, students are able to develop interpersonal and intrapersonal competence. Many MIM students have received job offers after completing their internships as a result of their exceptional internship performance.

MIM Curriculum allows the program to produce competent and confident graduates well suited to workplace responsibilities in a broad variety of domains, including business, healthcare, government, and non-profit organizations, or further studies in Information Management.

Through a rigorous coursework, students develop strong analytical and critical thinking skills, allowing them to successfully identify, frame, and solve information management issues.

III. Program Staffing and Resources

MIM Program Leadership

The MIM program has a very active system of leadership that enables the program to realize its mission and goals. The MIM program is led by the Program Director, Program Coordinator, and the MIM committee.

The main responsibility of the Program Director is to communicate program's mission and vision, ensuring short-term and long-term program growth and direction. At the same time, the MIM program coordinator performs program administrative duties necessary to achieve communicated by the director program's goals and objectives. The MIM program Director and the MIM program Coordinator are both a part of the MIM program committee, which also includes iSchool's Associate Dean, the Director of iSchool Academic Programs, MIM full-time faculty members, and the MIM student representative. The committee meets once a month through the academic year to discuss the current standing of the MIM program and make crucial decision affecting the program. This committee is responsible for overseeing maintenance, development, and support of the MIM program. This includes, but is not limited to, reviewing and approving any substantive change to the program curriculum as well as making recommendations to the iSchool PCC regarding policies that affect the MIM program. The committee also sets MIM admissions criteria, recommends appropriate actions for students having academic difficulty, works with the Awards Committee to identify MIM candidates for recognition, and provides general guidance for the MIM program, ensuring that the program is developing in a fashion that is consistent with the goals of the College as whole.

MIM Student Support

There are multiple university as well as college-specific departments available for the MIM student support. Program staff and faculty members seek to cultivate a positive relationship with their students in order to help guide them to academic and into career success. Our main intention is to create an environment where MIM students can learn and contribute to their peer learning. All student support resources work together to encourage student participation outside if the classroom through office hours, organized career and social activities, and events. Each department works with graduate students on various aspects of their studies including advising on research or assisting with administrative tasks as requested by the student.

Student support starts from the admission into the program stage. Every incoming MIM student is assigned a current MIM student to help answer those "how does this work" questions (via email, social media, or in-person), assist new students with how to get involved on campus, and provide tips and tricks on the best places to eat, shop, socialize, etc. in College Park and surrounding area.

The Program Coordinator plays a crucial role in student support in the MIM program. This staff person makes a concerted effort to establish a working relationship with each student in the program and have an active role in academic advising and career counseling. The program coordinator proactively uses online resources to help students grow and develop professionally and meets each student at the point of his/her need.

Graduate Student Services play a crucial role in stimulating student's personal, social, and cultural development. Supporting and enhancing student academic and social experience from the admission point through becoming an alumni is one of the main goals of the iSchool Student Services department, which is also critical success factor for both students and the program. Student Services advisers help students design an appropriate program of study. They also support students in postgraduate planning and assist in the resolution of personal, financial, or academic problems.

University Career Center, located in the Hornbake Building, South Wing, helps the MIM students define their unique career vision, and connect students to the necessary resources, people, organizations and opportunities that enable them to make their vision a reality.

MIM students also have access to the university libraries, which in collaboration with in-classroom work teach students learning skills that they can apply beyond the university. Libraries also enable students to develop critical inquiry, information literacy, and research skills that are essential for further student in-classroom and out-of-classroom success.

IV. Evaluating Program Effectiveness

Program growth and diversity Goals

A main goal for the MIM program involves increasing the domestic student population. As noted in Table 2, in 2012 the ratio between international and domestic students was almost 4:1. Each year since that time the ratio has started to even out, with the ratio in 2016 being 2:1.

The MIM program is focused on having a diverse population, bringing in students from a variety of countries. In 2012, there were three countries outside the United States represented in the incoming class. Since that time, we continue to welcome students from countries that have not been represented in the past.

MIM Curriculum Goals

The MIM program is in the beginning stages of a full evaluation, which will incorporate interactions with faculty, staff, alumni, current students, and industry professionals with a goal of strengthening the program. During this evaluation, the MIM program will develop an innovative curriculum based on the findings that will successfully educate our students, providing them with IM theory and practical experiences that will allow them to make a significant contribution to the IM field.

Currently, to ensure that students are presented with a high quality, rigorous academic program, MIM designs and continuously re-visits its curriculum and evaluates classroom instructions. Current Student survey, implemented once a year, helps MIM understand general student satisfaction with the program curriculum and processes. The program is also in the process of organizing the Advisory Board, consisting of experts from different information management focus areas. This would help us get a feedback on our current program practices, and how these can be improved to reflect necessary industry trends and standards. At the same, using course evaluation surveys that students submit at the end of each semester for every course section they take that semester, the MIM program evaluates classroom instructions for all offered by the program courses.

MIM Faculty

During the full evaluation mentioned above, it is expected that the MIM program will identify areas that need to have additional faculty teaching and research. These areas that will be identified will allow us to recruit the appropriate faculty going forward to support the teaching and research of the students, and allow us to become leaders in the IM field.

MIM Partners and Professional Network

A strong professional network and connections with IM partners will help strengthen all of our goals. The network of partners will include industries such as technology, health care, cybersecurity, aviation, and financial. The partners will be invited to participate in MIM events, such as class projects and capstone projects, educational events such as DataChallenge, and networking event such as the iSchool's Internship and Networking Fair. The partners will also be encouraged to interview MIM students for internships and full time employment positions.

V. Program Accomplishments and Challenges

The following document section highlights MIM program accomplishments and challenges.

MIM Accomplishments:

MIM Students Stronger and More Distinct

Current MIM student population is higher in their academics, more professional, and arrives with stronger backgrounds, allowing them to be more successful in the program. According to the Student Accomplishments section, included in the Longitudinal Data of this document, the MIM program has been able to increase the strength of the admitted students over time. For example, the average GPA has increased from 3.41 in 2012 to 3.51 in 2017. The average GRE scores have also increased: verbal 147 in 2012, 154 in 2017; quantitative 160 in 2012 - 162 in 2017; and analytics 3.5 in 2012 - 3.7 in 2017. TOEFL scores have also significantly increased: 103 in 2012 - 111 in 2016.

MIM Admissions and Graduation Rates

The number of degrees awarded in the MIM program has increased from 43 in FY14 to 76 in FY17, meaning the program has been able to attract more students and educate more information management professionals.

The MIM program has been successful in bringing large numbers of international students. This has contributed to the school's goal of becoming more diverse.

Student Employment Rate and Variety of Jobs:

The program has a 95% student employment rate. For example, at the time of graduation in May 2016, 75% of the graduating class who responded to the graduating survey reported having secure employment. 20% of the remaining population was employed 1-3 months after graduation. Our students are employed for managerial and technology-oriented positions by big well-known and small start-up companies in both, private and government sectors.

A list of companies employing our students includes but is not limited to:

Accenture	Harris Corporation
American University	Johns Hopkins HealthCare
Bank of America	PwC
Capital One	SalesForce
Cisco	US Census Bureau
Ernst and Young	World Bank
Goldman Sachs	

Our students are also hired for a great variety of positions, ranging from very technical ones, such as Software Developer and database Manager to the more managerial ones, such as Business Analyst and Project Manager.

MIM Curriculum

The MIM program has a very comprehensive and flexible curriculum, allowing students to select their own area of concentration. The MIM program offers 7 informal specializations, guiding students through available elective courses and allowing them to focus their studies on a specific information management area. Students are also allowed to take and transfer up to 4 graduate level courses from a different university department.

Program Communication Channels

According to the Current Student Survey results, the program has been very effective in communicating with its students. This ranges from communicating MIM degree requirements (through a 2-year course plan, MIM specialization checklists, and iSchool and MIM websites) to providing information about available on-campus and out of-campus employment opportunities (through MIM and iSchool Listserves).

Events

Our students have also been actively involved with out-of-class activities organized by the iSchool and university. Furthermore, our students are very eager to organize the events that involve not only other iSchool students but also other university students and faculty. For example, on November 18-19, 2016, the Master of Information Management Students Association (MIMSA) organized and hosted its first Hackathon event at the UMD College of Information Studies. DataLeague focused on the use of open data, with a goal of promoting unrestricted access to information fostering innovation, transparency, and civic engagement. The event encouraged sharing and collaboration across all various universities and majors. Over a 24- hour period, developers, data analysts and UX designers worked in teams to hack their way through data and build applications, visualizations, and models. In addition, one of our MIM students was one of the 2016 Maryland's all-women hackathon, Technica, winners.

The MIM, with the assistance of the MIMSA officers, have also hosted events such as specialization days, where professionals and alumni provide details about working in each specialization area, and which MIM courses are most helpful to getting a job in the industry and relevant to the every day work. Other events included an Internship and Networking Fair, and Resume building workshops.

MIM Student Association (MIMSA)

At the end of Spring 2014, 10 MIM students formed the Master of information Management Student Association. The goal was to provide an organization that provides social, academic and networking events for all MIM students to attend. Unlike other student organizations, all MIM students are included in MIMSA and there is no annual fee. MIMSA is extremely active assisting with MIM and iSchool events. And in addition, MIMSA provides two major and two minor social events each year. At the beginning of the year, the new students are welcomed with MIMSYNC, allowing students to get to know current MIM students. And at the end of the year, there is a graduation celebration for the graduating class. The MIMSA events are highly attended by the students, and continue to be a strong way for connections to be made.

MIMSA has also formed a Peer Support program for incoming student to be connected with the current students. Starting in the late spring, incoming students are provided contact information for current students who are willing to share information about getting settled in MD and at UMD.

MIM Challenges:

MIM Admissions and Graduation Rates

The department loses some good quality graduate students to other universities due to a limited number of scholarships, fellowships, graduate assistantships and other tuition funding opportunities the department can offer in student's first academic semester in the program.

MIM Curriculum

MIM curriculum can also be viewed as a challenge of the program. Due to the fact that Information Management field is constantly changing, the MIM curriculum needs to be flexible enough to adapt and successfully reflect those changes. Therefore, the MIM program administration along with the assigned program committee needs to continuously re-visit MIM curriculum, including MIM in-classroom and out of-classroom activities to make sure those reflect essential industry knowledge, skills, and standards, making our graduates competitive in a job market. In particular, the MIM program needs to closely monitor its Technology Development and Data Analytics specializations, making sure students get knowledge about most recent Information Management technologies.

Furthermore, the program curriculum needs to be different enough to satisfy educational and career interests and goals of our different student populations (i.e. offering sufficient course variety for every MIM Specialization, offering an adequate theory vs. practice balance in MIM courses, offering sufficient number of courses at both, Shady Grove and College Park, program campuses, etc.).

MIM Core courses needs to be reviewed and revised to make sure those support the MIM goal of introducing the students to major concepts in information management (information, technology, management, and user experience) as well as allowing them to make a thorough decision about which information management knowledge area they are interested in.

MIM needs to re-visit its practicum program requirement (capstone courses), making sure those meet expectations of different student populations (working professionals and students). In addition, having a 2-semester long capstone project decrease our competitiveness with other information management and information systems programs, allowing their students to complete a degree in 18-months.

Faculty Challenges

The program doesn't have sufficient faculty resources to support its further growth and expansion. Specifically, the program lacks faculty members to teach more advanced courses in MIM Technology Development, Data Analytics specializations. In particular, the program lacks faculty members knowledgeable in the following IM tools and technologies:

- Data analytics (i.e. data mining, predictive analytics, machine learning, big data tools and software, data visualization);
- Object-oriented and procedural programming languages (i.e. Python, Visual Basic .NET, Perl, Ruby, Swift, advanced R, PL/SQL).

MIM Recruitment, Admission, and Retention

Though MIM international population has been increasing, helping us to meet our diversity goal, the MIM program is still striving to increase its domestic student population. One of the biggest MIM challenges is to restructure and organizing our recruitment efforts, trying to attract more of the domestic students to the program.

Our program is located in a crowded marketplace competing for students with over 20 other higher education institutions. Therefore, it is essential for the program to strategically plan our student recruitment, admission, and retention efforts.

In addition to these, recent political changes may potentially negatively affect our international student recruitment processes, and consequently increase our international student population in the program. For example, the Executive Orders of January 27, 2017, and the March 6, 2017, suspended entry into the United States of visa holders from six Middle East and North African countries. Furthermore, the U.S. Department of Commerce has commenced investigation into a significant revision of the H-1B visa program, which could jeopardize students' ability to work in the United States after graduation.

VI. Longitudinal Data

Admission Statistics 2013-2017

According to the MIM admissions historical data summarized in the Table 1, the MIM number of applications had been steadily increasing and reached its pick in fall 2015 (the program received 623 applications); however, the numbers have been declining since then. The number of admitted into the program students has been decreasing consequently. However, in 2017, though the number of applications received by the MIM program was the lowest since the Fall 2012 admission cycle, the program was able to achieve one of the highest acceptance rates of 48% if compared to previous admission years.

Table 1: MIM Admissions Statistics (2013-2017)

Year	Applied	Admitted	Acceptance Rate	Enrolled
Fall 2017	206	98	48%	TBD
Fall 2016	458	133	29%	46
Fall 2015	623	221	35%	78
Fall 2014	603	125	21%	67
Fall 2013	385	173	45%	82
Fall 2012	304	103	34%	30

Program Demographics Breakdown of Students

Tables 2-4 summarize a demographic breakdown of students in the MIM program by gender, ethnicity, and country of origin (domestic vs. international)

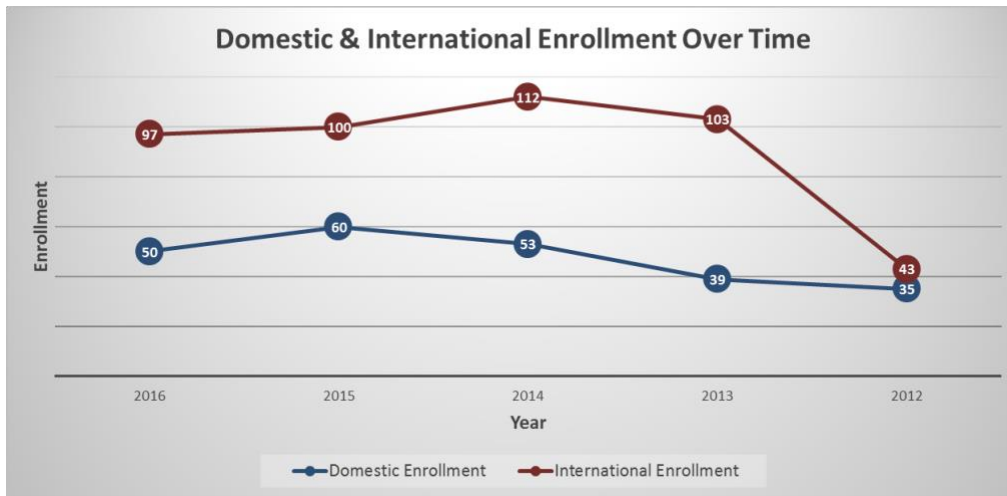


Table 2:
Program
Demographic
Breakdown by
the Country of
Origin (2012-
2017)

Year	Total Enrollment	Gender M/F
2017	TBD	TBD
2016	147	81/66
2015	160	87/73
2014	165	91/74
2013	142	80/62
2012	78	43/35

Year	Total Program Enrollment	International/Domestic
2017	TBD	TBD
2016	147	97/50
2015	160	100/60
2014	165	112/53
2013	142	103/39
2012	78	43/35

Table 3: Program Demographic Breakdown by Gender (2012-2017)

Table 4: Program Demographic Breakdown by Ethnicity (2012-2017)

Year	Total Enrollment		Race/Ethnicity	
2017	TBD	TBD	TBD	TBD
2016	147	Domestic		50
			Asian	9
			Black/African-American	9
			Hispanic	4
			Two or More	2
			Unknown	1
			White	25
		International		97
2015	160	Domestic		60
			Asian	8
			Black/African-American	12
			Hispanic	4
			Two or More	3
			Unknown	1
			White	32
		International		100
2014	165	Domestic		53
			Asian	12
			Black/African-American	9
			Hispanic	2
			Two or More	2
			Unknown	1
			White	27
		International		112
2013	142	Domestic		39
			Asian	7
			Black/African-American	8
			Hispanic	1
			Two or More	0
			Unknown	3
			White	20
		International		103
2012	78	Domestic		35
			Asian	5
			Black/African-American	8
			Hispanic	2
			Two or More	0
			Unknown	4
			White	16
		International		43

Program Enrollment 2012-2016

Semester/Year	Total Program Enrollment	Part-time vs. Full-time
Fall 2017	TBD	TBD
Spring 2017	136	54/82
Fall 2016	147	41/106
Spring 2016	147	51/96
Fall 2015	160	48/112
Spring 2015	154	62/92
Fall 2014	165	41/124
Spring 2014	127	26/101
Fall 2013	142	30/112
Spring 2013	85	27/58
Fall 2012	78	23/55
Spring 2012	66	23/43

Table 5: Program Enrollment Numbers over Time

According to the Program Enrollment data in Table 5, the program has been always able to attract more full-time than part-time students. The majority of full-time students tend to be internationals (F1 student visa students). The majority of program's domestic students tend to be enrolled part-time due to their full-time and part-time professional involvement.

Student Accomplishments

The following tables, 6-8, summarize MIM student accomplishments, including their average GPA, GRE, TOEFL scores and student graduation rate over time.

Table 6: Graduation Rate

Year	Enrolled	Graduated	Degree Recipients International/Domestic	Degree Recipients Male/Female
2016	46	53	36/17	31/22
2015	78	81	72/9	46/35
2014	67	43	25/18	22/21
2013	82	29	18/11	19/10
2012	30	32	15/17	18/14

Table 7: Average GPA and GRE

Year	Average GPA	Average GMAT/GRE		
		Verbal	Quant	Analytical
2017	3.51 (63)	154 (80)	162 (47)	3.7
2016	3.32 (51)	151 (79)	161 (42)	3.5
2015	3.4 (47)	150 (79)	161 (42)	3.5
2014	3.42 (47)	150 (79)	161 (17)	3
2013	3.39 (42)	149 (76)	160 (17)	3
2012	3.41 (34)	147 (76)	160 (42)	3.5

Table 8: Average TOEFL

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Applied	99	101	102	102	103
Admitted	103	104	107	107	111
Enrolled	103	103	106	107	111
Did Not Enroll	103	105	107	108	111

Course Offerings & Enrollment

According to the data highlighted in table 9, the majority of MIM courses have an average enrollment of 10-19 students per semester. The maximum enrollment number per course is 30.

Table 9: Course Enrollment Statistics

Semester/Year	Course Enrollment					Average Course Size
	< 5 students	5-9 students	10-19 students	20-29 students	> 30 students	
Spring 2017	21	11.3	38.7	24.2	4.8	14
Fall 2016	7.4	11.1	42.6	27.8	11.1	17
Spring 2016	23.1	18.5	24.6	27.7	6.2	14
Fall 2015	19.4	11.1	37.5	27.8	4.2	15
Spring 2015	17.4	13	47.8	17.4	4.3	14
Fall 2014	16.7	7.6	34.8	31.8	9.1	17
Spring 2014	22.2	18.1	36.1	19.4	4.2	13
Fall 2013	9.8	13.1	34.4	31.1	11.5	17
Spring 2013	7	19.3	42.1	22.8	8.8	16
Fall 2012	3.6	16.1	42.9	30.4	7.1	17
Spring 2012	8.8	12.3	50.9	24.6	3.5	15

Table 10: MIM Course Offerings

Courses	Semester Offered
INFM	
INFM 600 Information Environments	Fall 2012 Spring 2013 Fall 2013 Spring 2014 - 2 sections Fall 2014 - 2 sections Spring 2015 - 2 sections Fall 2017 - 2 sections

INFM 603 Information Technology and Organizational Context	Fall 2012 Spring 2013 Fall 2013 Spring 2014 - 2 sections Fall 2014 Spring 2015 Fall 2017
INFM 605 Users and Use Context	Fall 2012 Spring 2013 Fall 2013 - 2 sections Spring 2014 Fall 2014 - 2 sections Spring 2015 Summer 2015 Spring 2017 Summer 2017 Fall 2017 - 2 sections
INFM 612 Management of Information Programs and Services	Fall 2012 Spring 2013 Fall 2013 - 3 sections Spring 2014 - 2 sections Fall 2014 - 2 sections Spring 2015 Spring 2017 Fall 2017
INFM 620 Introduction to Strategic Information Management	Fall 2012 Spring 2013 Spring 2014 Spring 2015 Spring 2017
INFM 700 Information Architecture	Spring 2013 Fall 2013 Spring 2014 Fall 2014 Spring 2015 Spring 2017
INFM 706 Project Management (later was converted into INST 706)	Fall 2012 - 2 sections Fall 2013
INFM 711 Financial Management of Information Projects	Spring 2015 Spring 2017

INFM 714 Principles of Competitive Intelligence	Fall 2012 Fall 2014 Fall 2017
INFM 732 Information Audits and Environmental Scans	Fall 2013 Spring 2015 Spring 2017
INFM 736 Information Management Team Experience (Internship course - all semesters before Fall 2016)	Fall 2012 Summer 2013 Summer 2014 - 2 sections Fall 2014 Spring 2015 Summer 2015 - 2 sections
INFM 736 (Capstone I)	Fall 2016 Fall 2017
INFM 737 Solving Problems in Information Management (Capstone course - all semesters Spring 2017)	Fall 2012 Spring 2013 Fall 2013 Spring 2014 Fall 2014 Spring 2015 - 2 sections
INFM 737 (Capstone II)	Spring 2017
INFM 741 Social Computing Technologies and Applications	Fall 2012
INFM 743 Development of Internet Applications	Fall 2012 Fall 2013 Fall 2014 Fall 2017
INFM 750 Advanced Data Science (also offered as "From Data to Insights")	Spring 2015 Fall 2017
INFM 757 (INFM 718V) Organizational and Business Process Modeling	Fall 2012 Fall 2014
INST	
INST 603 Systems Design and Analysis	Fall 2013 Fall 2014 Fall 2017
INST 610 Information Ethics	Fall 2012 Fall 2013 Fall 2014 Fall 2017
INST 611 Privacy and Security in a Networked World	Spring 2015 Spring 2017

INST 612 Information Policy	Spring 2013 - 2 sections Fall 2013 Spring 2014 - 2 sections Summer 2014 Spring 2015 - 2 sections Spring 2017
INST 621 Managing Digital Innovations in Organizations	Spring 2014 Spring 2015 Spring 2017
INST 627 Data Analytics for Information Professionals	Spring 2015 - 2 sections Spring 2017 Summer 2017 Fall 2017 - 2 sections
INST 630 Introduction to Programming	Fall 2012 Fall 2013 Fall 2014 Spring 2015 Fall 2017 - 2 sections
INST 631 Fundamentals of Human-Computer Interaction	Fall 2012 Spring 2014 Spring 2015 Fall 2017
INST 632 Human-Computer Interaction Design Methods	Fall 2012 Fall 2013 Fall 2014 Spring 2017
INST 633 Analyzing Social Networks and Social Media	Summer 2013 Summer 2014 Winter 2014 Summer 2015 Summer 2017 Winter 2017
INST 660 21st Century Leadership	Spring 2013 - 2 sections Fall 2013 Spring 2014 Fall 2014 Spring 2015 Fall 2017
INST 670 Introduction to JavaScript	Summer 2017 Winter 2017
INST 671 Introduction to Programming	Summer 2017 Winter 2017

INST 701 Research Methods	Spring 2013 Summer 2013 Spring 2014 Summer 2014 Fall 2017
INST 702 Advanced Usability Testing	Fall 2013 Spring 2015 Spring 2017
INST 706 Project Management	Fall 2012 Spring 2014 Summer 2014 Fall 2014 - 2 sections Spring 2015 Summer 2015 Summer 2017 Fall 2017
INST 714 Information for Decision-making	Summer 2013 Fall 2013 Spring 2014 - 2 sections Fall 2014 Fall 2017
INST 715 Knowledge Management	Spring 2013 Summer 2013 Summer 2014 Summer 2015 Summer 2017
INST 733 Database Design	Spring 2013 Fall 2013 Spring 2014 Fall 2014 Spring 2015 - 2 sections Spring 2017 - 2 sections Fall 2017
INST 734 Information Retrieval Systems	Spring 2014 Fall 2014
INST 735 Computational Linguistics I	Fall 2013 Fall 2014 Fall 2017
INST 736 Computational Linguistics II (also offered under Special Topics INST 728C)	Spring 2013 Spring 2014 Spring 2015 Spring 2017

INST 737 Introduction to Data Science (offered as "Digging into Data" previously)	Spring 2013 Spring 2014 Fall 2014 Spring 2015 Spring 2017 - 2 sections Fall 2017
INST 741 Social Computing Technologies and Applications	Fall 2013 Spring 2017
INST 760 Data Visualization (was offered as a INST 728 special topic before)	Fall 2017
INST 762 Visual Analytics (was offered as a INST 728 special topic before)	Spring 2017
INST 767 Big Data Infrastructure	Spring 2015