



WILLIAM WOODS
UNIVERSITY

Cybersecurity Annual Assessment 2021-2022

Table of Contents

CyberSecurity Annual Assessment 2021-2022 1

Annual Assessment 2021-2022..... 3

 Cybersecurity 3

 Program Profile 3

 Program Assessment 5

 Curriculum Map 6

 Assessment Findings 7

 Program Activities 11

 Appendix: Rubric 12

 Appendix: Supplemental Documentation 14

Annual Assessment 2021-2022

Cybersecurity

Program Profile

Program Mission Statement

Please insert your program mission statement here

William Woods University's business programs provide an exceptional learning environment that empowers students to succeed as they continue their education or pursue professional endeavors. The cybersecurity program is designed around identified core knowledge areas supporting information security. The program prepares students to enter the IT and cybersecurity workforce or continue their education in a professional graduate degree program.

Program Data

Delivery Method

Traditional On Campus
 Online (selected)
 Hybrid

	Student Majors	Student Minors
2020-2021	10	-
2021-2022	9	-

Concentrations 2020-2021

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

N/A

Concentrations 2021-2022

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

N/A

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

The program is in the third year of offering. As we enroll students and develop data points on initial retention, persistence and degree completion percentages (first graduates pending), we will be better able to identify trends and establish expectations. That being said, the program has maintained a 100% retention rate.

Beginning in the fall of 2021, the program will begin being offered on campus and a fulltime faculty member is being sought. This will allow students to come to campus and complete this program instead of being completely online. The program also has approval to develop a Cyber Lab on campus which will be used by both on-ground and online students. We are also partnering with the Missouri Military Academy on cyber initiatives as they are working with the Department of the Army in obtaining funding to offer cyber courses on their campus. In the fall of 2021, their qualifying students will be able to complete CSS 210-Introduction to Cybersecurity either online or on our campus. There is ample opportunity for growth but awareness of the program to potential students must be increased.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

150

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

The program is designed to meet the NSA accreditation requirements and when the program is eligible, this distinction will be sought.

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

We have developed a fact sheet; webpages have been created and we provided information for the Marketing department to develop a flyer (draft attached).

The program needs an increase in awareness in the St. Louis and Kansas City areas which are hubs for cybersecurity in the region. Additionally, awareness to small businesses, local/county government agencies in the rural areas of the state of Missouri would be beneficial.

Video testimonies from current students and faculty would improve the webpage.

Marketing Material

Cyber_marketing_materials.docx

Cyber_Flyer.pdf

03110019_309_Cybersecurity_Program_Sheet_proof.pdf

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
CSS.1	Discuss the impact of cybersecurity on society and organizations.
CSS.2	Develop presentations and documentation to communicate technical content.
CSS.3	Describe the process of designing a computer system.
CSS.4	Design and implement cybersecurity solutions based on a set of requirements.
CSS.5	Identify and compare computer networks and architectures.
CSS.6	Communicate computer security principles and their application.

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

This program offers a technical education that is specific to the IT industry. Program objectives align with University objectives as follows.

CSS 1 to WWU 1, 2, 3 and 4.

CSS 2 to WWU 1 and 4.

CSS 3 to WWU 1 and 4.

CSS 4 to WWU 1 and 4.

CSS 5 to WWU 1 and 4

CSS 6 to WWU 1 and 4.

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

There are no general education courses in the major core courses.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did the program integrate the three NSSE objectives determined by the faculty in the fall of 2019? The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

Interdisciplinary work in the major focuses on cyber, management information and criminal justice coursework. General education and other such interdisciplinary coursework occur outside the core major courses.

This program connects learning to current issues in IT and cybersecurity. Courses such as Cyber Attacks and Defenses, Critical Infrastructures and Cybercrime and Information Warfare draw upon major issues found in the information security realm and that impact society as a whole.

This program is designed to meet the National Security Agency Center of Academic Excellence in Cyber Defense and coursework focuses on meeting the requirements for this designation.

Curriculum Map

- A - Assessed
- R - Reinforced
- I - Introduced
- M - Master

Cybersecurity Curriculum Map

	CMJ 385	CMJ 440	CMJ 447	CSS 210	CSS 300	CSS 310	CSS 324	CSS 325	CSS 401	CSS 410
CSS.1 Discuss the impact of cybersecurity on society and organizations.			I	I	R	I				M, A
CSS.2 Develop presentations and documentation to communicate technical content.	I		R	I, R	A	R	R	R	I	
CSS.3 Describe the process of designing a computer system.					R		R		R	
CSS.4 Design and implement cybersecurity solutions based on a set of requirements.	I	I	I	I	R	I	I	I	A	A, M
CSS.5 Identify and compare computer networks and architectures.			I		R		R	R		R
CSS.6 Communicate computer security principles and their application.	I	I	R	I, R	R	R		R	A	

	CSS 420	CSS 440	CSS 451	CSS 452	CSS 490	MIS 100	MIS 225	MIS 250	MIS 350	MIS 425	MIS 450
CSS.1 Discuss the impact of cybersecurity on society and organizations.			R	R	A, M	I					
CSS.2 Develop presentations and documentation to communicate technical content.			R	R	M, A	I	I		R		
CSS.3 Describe the process of designing a computer system.	R, M	R	R	R	M, A			I			I
CSS.4 Design and implement cybersecurity solutions based on a set of requirements.	R, M	R, M	R	R	M, A						
CSS.5 Identify and compare computer networks and architectures.	R, M		R	R	M, A			I		I	I
CSS.6 Communicate computer security principles and their application.	R, M	R, M	R	R	M, A		I	I	I		I

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

No changes were made from the previous year.

Assessment Findings

Assessment Findings for the Assessment Measure level for Cybersecurity Curriculum Map

Standard/Outcome				
CSS.1 Discuss the impact of cybersecurity on society and organizations.				
Assessment Measures				
CSS 410				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Students will average a score of 75% or higher on the Social Engineering Case Study Final Paper in CSS 410. Been met yet?			
CSS 490				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The student will write a 20–25-page final research paper based on an area within the cybersecurity domain. The student will present a 15–20-minute oral presentation to a faculty panel. The final research paper and oral presentation will be assessed at 75% or better as graded by a faculty panel. Been met yet?			
Direct - Final Exam	Has the criterion Students will score on average at or above 75% on the outbound assessment exam. Been met yet?			

Standard/Outcome				
CSS.2 Develop presentations and documentation to communicate technical content.				
Assessment Measures				
CSS 300				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Students will average a score of 75% or higher on the final research study in CSS 300. been met yet?			

CSS 490				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The student will write a 20–25-page final research paper based on an area within the cybersecurity domain. The student will present a 15–20-minute oral presentation to a faculty panel. The final research paper and oral presentation will be assessed at 75% or better as graded by a faculty panel. Been met yet?			
Direct - Final Exam	Has the criterion Students will score on average at or above 75% on the outbound assessment exam. Been met yet?			

Standard/Outcome CSS.3 Describe the process of designing a computer system.				
Assessment Measures				
CSS 490				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion Written User-Case Scenario. The student will be given a User-Case Scenario from which a series of multiple-choice or short answer questions will be answered. The answers will be assessed at 75% or better by a faculty panel. Been met yet?			
Direct - Final Exam	Has the criterion Students will score on average at or above 75% on the outbound assessment exam. Been met yet?			

Standard/Outcome CSS.4 Design and implement cybersecurity solutions based on a set of requirements.				
Assessment Measures				
CSS 401				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Research Paper	Has the criterion Students will average a score of 75% or higher on the Encryption Case Study Final Paper in CSS 401. been met yet?			
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CSS 410				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Students will average a score of 75% or higher on the Social Engineering Case Study Final Paper in CSS 410. Been met yet?			

CSS 490				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion Written User-Case Scenario. The student will be given a User-Case Scenario from which a series of multiple-choice or short answer questions will be answered. The answers will be assessed at 75% or better by a faculty panel. Been met yet?			
Direct - Final Exam	Has the criterion Students will score on average at or above 75% on the outbound assessment exam. Been met yet?			

Standard/Outcome
 CSS.5 Identify and compare computer networks and architectures.

Assessment Measures

CSS 490				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion Written User-Case Scenario. The student will be given a User-Case Scenario from which a series of multiple-choice or short answer questions will be answered. The answers will be assessed at 75% or better by a faculty panel. Been met yet?			
Direct - Final Exam	Has the criterion Students will score on average at or above 75% on the outbound assessment exam. Been met yet?			

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Standard/Outcome
CSS.6 Communicate computer security principles and their application.

Assessment Measures

CSS 401				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Students will average a score of 75% or higher on the Encryption Case Study Final Paper in CSS 401. been met yet?			

CSS 490				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion Written User-Case Scenario. The student will be given a User-Case Scenario from which a series of multiple-choice or short answer questions will be answered. The answers will be assessed at 75% or better by a faculty panel. Been met yet?			
Direct - Final Exam	Has the criterion Students will score on average at or above 75% on the outbound assessment exam. Been met yet?			

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

This program is only offered in an online format, student performance days are not applicable.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

This is an online program, senior showcase is not applicable.

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service-Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

Appendix: Rubric

Annual Assessment Rubric 2022				20.000 pts 51.28%
Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	The program is aligned to the old mission and objectives - this will need to be updated			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of how the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:	this question is asking that the General Education courses that are required provide a foundation to the program -- how does the program take the foundational skills learned through GE and specialize those skills?			
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the Identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the Identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the Identified NSSE objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision.	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	no changes were made.			

Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	no changes were discussed			
Data Driven Decision-making weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:	no data or assessment was presented. If the course was not taught due to rotation or lack of students in the course, then note that in the assessment findings.			
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:				
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:	at the time of this report, this was an online only program and SPR is not required.			
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:	at the time of this report, this was an online only program and Senior Showcase is not required.			
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:	at the time of this report, this was an online only program and faculty are not expected to contribute to LEAD events.			
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of Information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

Appendix: Supplemental Documentation

CYBERSECURITY

WILLIAM WOODS UNIVERSITY



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flourish!

Learn by Doing

This program includes theoretical and practical hands-on approaches preparing students to enter the IT and cybersecurity workforce or continue their education in a profession graduate degree program. The creation of a cyber-lab in support of this program will provide students with opportunities to learn about cybersecurity through 'hands-on' practice.



Cloud
Security

Social
Engineering

Cyber
Crime and
Information
Warfare

Cyber
Attack and
Defense

This program prepares graduates to secure information security positions immediately upon graduation by immersing them in a cybersecurity program grounded in theory and based upon practice. This experience will prepare students in specialty areas associated with the CompTIA Security-Plus (Security+) examination(s). This will provide a bachelors level education that prepares students for the cyber certification examination covering Network Security, Compliance and Operational Security, Threats & Vulnerabilities, Application, Data and Host Security, Access Control & Identity Management and finally, Cryptography.

Advantages and Benefits:

- 100% online
- Convenient 8-week courses
- Digital classroom available anywhere anytime
- Taught by professionals in the field of Cybersecurity





..... ONLINE COURSES

Our Cybersecurity program is fully online and affords students the opportunity to learn through our secure cyber lab.

..... UNIQUE OPPORTUNITIES

In the cyber program, students will be provided the opportunity to complete an internship or independent study project. The program will offer courses through a secure cybersecurity lab where students will be able to apply their knowledge in areas such as cyber-attacks and defenses, cloud security, and cybercrime and information warfare.

..... TRANSFER CREDITS

William Woods University is a transfer-friendly institution. Students who maximize transfer of credits may be able to complete the Cybersecurity program in 2 years.

CAREER OPPORTUNITIES

- Computer Systems Analyst
- Computer System Administrator
- Chief Information Security Officer
- Incident Responder
- Information Systems Manager
- Information Security Analyst
- Security Consultant
- and many more

“What is exciting about this program is the opportunity to bring cybersecurity education to Mid-Missouri and be able to reach students ‘where they are’ through our online program. Our graduates will fill an urgent need of for highly skills cyber and information security professionals in private, military and governmental agencies.”

~Stephen Forsha, Director of the School of Business and Technology

CYBERSECURITY

ONLINE BACHELOR OF SCIENCE



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Secure a degree in a fast growing industry

This program includes theoretical and practical hands-on approaches preparing students to enter the IT and Cybersecurity workforce or continue their education in a professional graduate degree program; and, our cyber-lab allows student real world Cybersecurity, through 'hands-on' practice.



Cloud Security

Social Engineering

Cyber Crime and Information Warfare

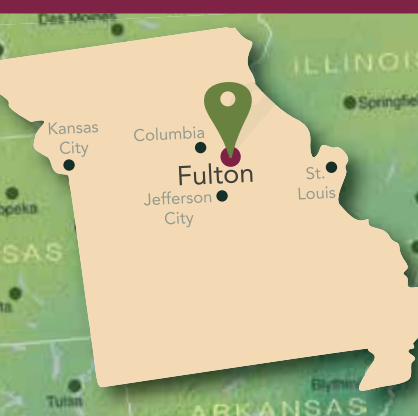
Cyber Attack and Defense

The William Woods University Cybersecurity degree program prepares you to secure the most sought after IT positions immediately upon graduation. By immersing yourself into this online program that is grounded in theory and based upon practice, you will earn your bachelor's ready to enter an industry that, according to several employment reports, has grown 37% year-after-year since 2012.

This is not just a degree program! You will learn what you need in order to prepare for specialty areas associated with the CompTIA Security-Plus (Security+) examination(s).

Advantages and Benefits:

- 100% online
- Convenient 8-week courses
- Digital classroom available anywhere anytime
- Taught by professionals in the field of Cybersecurity





ONLINE COURSES

Our Cybersecurity program is fully online and affords students the opportunity to learn through our secure cyber lab.

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~Stephen Forsha, Director of the School of Business and Technology

Cybersecurity Has Become One of the Fastest Growing Fields

Advances in technology and globalization have created an interconnected world that needs to be safeguarded against malicious actors. A 2018 Cybersecurity Market Report predicts cumulative spending on cybersecurity products will exceed \$1 trillion over the next five years. New, lucrative job titles are being spawned in this growing field. For instance, Information Security Analysts – earning salaries of more than \$95,000 – are expected to grow at an annual rate of 28% through 2026. This massive growth is prompted by a need to secure the personal, corporate, and governmental spheres of our lives.