

Student Outcomes Assessment and Success Report AY2020-21

Unit/Program Name: Management Information Systems Contact Name(s) and Email(s) Aruna Chandra, aruna.chandrasekaran@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

NOTE: If data is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance? Target (all outcomes) 90% Proficient	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.
1. PSM-1: Develop Project Goals	1) Create a Proposal for a computer application project 2) MIS 420, Spring 2021	<u>Deficient:</u> No clear goals are stated <u>Developing:</u> Goals are stated, but lack clarity or are contradictory <u>Proficient:</u> Goals are clearly and succinctly stated	<u>Deficient:</u> None <u>Developing:</u> 1/41 (2.5%) <u>Proficient:</u> 40/41 (97.5%) Target Met	While the target was met, this class will continue to emphasize that projects must have measurable goals in order to gauge success.
2. PSA-2: Evaluate Solution Alternatives	1) Complete a course assignment where NPV, ROI, and Payback methods are used to evaluate and compare multiple project alternatives 2) MIS 450, Spring 2021	<u>Deficient:</u> Correct results not achieved <u>Developing:</u> Correct results fully or partially achieved but not properly interpreted <u>Proficient:</u> Correct results are achieved and properly interpreted	<u>Deficient:</u> None <u>Developing:</u> 2/9 (22%) <u>Proficient:</u> 7/9 (78%) Target Not Met	In the Developing cases, students did not interpret results. Given the primary mode of distance delivery, podcasts will be added that show the entire process of calculation and interpretation of project performance.
3. SIT-2: Develop an application to meet user needs	1) Using Microsoft Access, construct and demonstrate an end user application which achieves the goals stated in the proposal 2) MIS 420, Spring 2021	<u>Deficient:</u> Application does not function properly and/or does not meet stated objectives <u>Developing:</u> Application partially functions and/or partially meets objectives <u>Proficient:</u> Application functions properly and meets stated objectives	<u>Deficient:</u> 4/35 (11.5%) <u>Developing:</u> 2/35(5.5%) <u>Proficient:</u> 29/35 (83%) Target Not Met	Submitting a project early for critique will be mandated earlier in the semester. Deficient and developing projects had major deviations from the proposal. Catching those sooner will give students more time to fix them.

Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

- 1) Cohort Sizes
- 2) Year-to-Year Retention
- 3) 5-Year Graduation Rate (undergraduate); Average time to completion (graduate)

Management Information Systems

Number of Majors Enrolled

Student Level	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Undergraduate	30	22	17	18

UG Degree Seekers Fall to Fall Return Rates

Student Level	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Undergraduate	92.86%	85.71%	77.27%	93.75%	91.67%	90.91%

5 Year Retention

	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016
	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %
MIS	3	100.00%	1	100.00%	2	100.00%	4	100.00%	1	100.00%	6	50.00%

What worked well in supporting student success this year?

Student success is inextricably related to career readiness. MISBE focused on integrating career readiness into all classes in a variety of ways. We use department meetings as a vehicle to share and discuss career readiness efforts in classes with a view to disseminating best practices.

Another initiative linked to the career readiness was focused on holding special meetings with faculty teaching core courses at the 100/300/400 levels. The intent was to create seamless links among career readiness assignments in these classes to provide students a cumulative experience in certain areas, such as building their LinkedIn profiles integrating theory from the classes and building on the previous ones.

What are the most significant opportunities for improvement upon which to focus in the coming year?

New beginnings provide new opportunities. As we transition to the new Canvas LMS, we see tremendous opportunity for faculty to rethink pedagogy and to infuse new practices / technologies in our classes. We will provide faculty an opportunity to share best practices in Canvas as we learn and acclimatize to the new LMS.

We will be focusing on the pedagogy in distance classes as well as the 'substantive' interaction requirement in these classes which is open to interpretation but quite firmly defined by the Department of Education. This is a non-negotiable requirement of distance classes that could potentially hurt student financial aid / learning experience as well as the university, if it is found to be in violation of the 'substantive' interaction requirement in pure Web classes.

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

- 1) **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex:**
 - a. What specifically do students know and do well—and less well?
 - Of the three competency clusters (Managerial, Analytical, and Technical, students seem to do the best in Managerial. Target was met in setting project goals
 - Analytical Skills (evaluate alternatives) and Technical Skills (develop an application) need relatively more improvement. Improvement plans are noted in column e
 - b. What evidence can you provide that learning is improving?
 - These three outcomes were assessed in 2017-18 in accordance with our three year cycle. Relative to that cycle, performance on Managerial and Analytical competencies have improved significantly. Performance on Technical has dropped, but only slightly.
 - c. How might learning, success, and career readiness overlap?
 - Learning goals and outcomes in the MIS program are informed in part by communication with potential employers and current alums.
 - d. What questions do your findings raise?
 - Program faculty are always interested in making the most current technologies a part of the program. Assessment results are always used to promote industry awareness of new technologies.
- 2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**

Noted in Part 1a, box e
- 3) **what your assessment plan will focus on in the coming year**
 - a. In the upcoming (now current) assessment cycle, the following three learning outcomes will be assessed.
 - Manage a Team
 - Respond to unexpected changes
 - Design program specifications
 - Demonstrate understanding of System Administration
- 4) **how this information will be shared with other stakeholders**
 - a. Program assessment results are shared with faculty at program meetings and department meetings. Meeting minutes will reflect presentation of results, analysis, and proposed changes in response.

Thank you so much for sharing your assessment process and findings for AY 2020-21 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: Management Information Systems B.S.	Overall Rating: Mature (2.94/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Learning outcomes are clear and measurable. • Learning activities and direct measures give students a variety of hands-on, problem-based opportunities to demonstrate mastery of outcomes. • Evaluation uses a clear range of three descriptive performance levels to determine the degree of student mastery. Expectations for performance are clearly stated and reasonable. • Actual student performance is clearly described relative to the evaluation descriptors. • Thoughtful strategies are given to improve student performance in the two areas where expectations were not met, with consideration given to the distance format of delivery and opportunities to provide more formative feedback so students can improve their learning and performance prior to the final product in class. • Clear information is provided about how assessment is used and shared among faculty. 	<ul style="list-style-type: none"> •

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<p>Student Learning Outcomes</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
<p>Performance Goals & Measures</p>	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

<p>Analysis & Results</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided.</p>
<p>Sharing & Use of Results for Continuous Improvement</p>	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results is provided.</p>
<p>Overall Rating</p>	<p><input type="checkbox"/> Exemplary</p>	<p><input checked="" type="checkbox"/> Mature</p>	<p><input type="checkbox"/> Developing</p>	<p><input type="checkbox"/> Undeveloped</p>