

Program Outcomes Assessment

BS in Management Informat Systems

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General Information (Program Outcomes Assessment)

Standing Requirements

❖ Mission Statement

The MIS program at Indiana State University prepares students for careers where they develop and maintain information systems as solutions to business problems.

❖ Outcomes Library

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome	Mapping
Outcome 1.1: Develop Goals (PSM-1) Develop project goals and objectives for an Information Systems problem (PSM-1)	No Mapping
Outcome 1.2 Identify Solution Steps (PSM-2) Identify steps, sequencing and resources needed to complete a project (PSM-2)	No Mapping
Outcome 1.3: Manage a Team (SIM-1) Manage a team to successful project or sub-project completion (SIM-1)	No Mapping

OBJ 2: Analytical

Outcome	Mapping
Outcome 2.1: Develop Logical Model (PSA-1) Develop a logical model for an information system based on stated user requirements (PSA-1)	No Mapping
Outcome 2.2: Evaluate Alternatives (PSA-2) Use appropriate analytical tools to evaluate solution alternatives to an information based problem (PSA-2)	Foundational Studies: 2. Critically evaluate the ideas of others.
Outcomes 2.3: Respond to Change (SIA-1) Modify implementation plan appropriately in response to unexpected requirements or environmental change. (SIA-1)	No Mapping

OBJ 3: Technical

Outcome	Mapping
Outcome 3.1: Apply Program Structures (PST-1) Select and apply appropriate programming structures and techniques based on specific problem context. (PST-1)	No Mapping
Outcome 3.2: Design Specifications (SIT-1) Design specifications for a program which conforms to stated user requirements (SIT-1)	No Mapping

Outcome 3.3: Develop Applications (SIT-2) No Mapping
Develop computer based application to meet a user need in an organizational context (SIT-2)

Outcome 3.4: System Administration (SIT-3) No Mapping
Demonstrate understanding of system administration in an organizational context (SIT-3)

📄 Curriculum Map

Active Curriculum Maps 📄

📄 **MIS Curriculum Map** (See appendix)
Alignment Set: MIS Program Specific Outcomes
Created: 06/25/2010 2:01:55 pm CST
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📄 Communication of Outcomes

Each program/major within the Scott College should choose some or all of the following ways to communicate its student learning outcomes to constituents:

1. Post learning goals on their website.
2. Include learning goals on all course syllabi.
3. Include learning goals in any promotional materials for the major/program.
4. Share learning goals with advisory boards.
5. Create posters or flyers to display learning goals near offices or classrooms.
6. Share learning goals with freshmen in BUS 100.
7. Make employers or potential employers aware of student learning outcomes.

This list is not meant to be exhaustive; some programs may wish to share learning outcomes in other ways not listed here. Ultimately, it is up to faculty in specific programs to decide which communication methods are appropriate for their learning goals.

Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

 **Archive**

2009-2010 Assessment Cycle

Assessment Plan

Outcomes and Measures

BS in Management Information Systems Outcome Set

OBJ1: Competencies in MIS

Students will demonstrate various competencies in Management Information Systems.

Outcome 1.1: Technical

Technical: Understanding of the mechanics of information technology and the importance of system performance in achieving organizational goals. Ability to use information technology tools.

▼ **Measure:** Program development
 Direct - Student Artifact

Details/Description: Student able to solve a technical problem and develop a simple program using a programming language.

Target: 75% of students will achieve a 3 or higher on the assignment

Implementation Plan (timeline): Students will be measured in BUS 180 and MIS 310 every class starting Fall 2010

Responsible Individual(s): Faculty members responsible for teaching these classes.

Outcome 1.2: Analytical

Analytical: Ability to identify organizational problems and locate their root causes. This includes problem framing and boundary issues as well as logical cause and effect.

No measures specified

Outcome 1.3: Communicative

Communicative: Ability to communicate verbally and in writing cogently and succinctly. This includes the ability to frame a problem in business terms and to structure communications in acceptable business format.

No measures specified

Outcome 1.4: Managerial

Managerial: Ability to coordinate and direct the efforts of others toward an organizational goal. This includes the ability to identify, state and execute goal directed plans.

No measures specified

Assessment Findings

Finding per Measure

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BS in Management Information Systems Outcome Set

OBJ1: Competencies in MIS

Students will demonstrate various competencies in Management Information Systems.

Outcome 1.1: Technical

Technical: Understanding of the mechanics of information technology and the importance of system performance in achieving organizational goals. Ability to use information technology tools.

▼ **Measure:** Program development
Direct - Student Artifact

Details/Description: Student able to solve a technical problem and develop a simple program using a programming language.

Target: 75% of students will achieve a 3 or higher on the assignment

Implementation Plan (timeline): Students will be measured in BUS 180 and MIS 310 every class starting Fall 2010

Responsible Individual(s): Faculty members responsible for teaching these classes.

Findings for Program development

Summary of Findings: We found 80% of students were successful in doing the assignments.

Results: Target Achievement: Exceeded

Recommendations : We would like to see 100%. No changes in the courses needed.

Reflections/Notes :

These Findings are associated with the following Actions:

Increase Lab & Class Time
(Action Plan; 2011-2012 Assessment Cycle)

Outcome 1.2: Analytical

Analytical: Ability to identify organizational problems and locate their root causes. This includes problem framing and boundary issues as well as logical cause and effect.

No measures specified

Outcome 1.3: Communicative

Communicative: Ability to communicate verbally and in writing cogently and succinctly. This includes the ability to frame a problem in business terms and to structure communications in acceptable business format.

No measures specified

Outcome 1.4: Managerial

Managerial: Ability to coordinate and direct the efforts of others toward an organizational goal. This includes the ability to identify, state and execute goal directed plans.

No measures specified

Overall Recommendations

The assessment committee needs to do XYZ. program faculty need to reconsider course outcomes or sequence. (this is just testing, not actual recommendations).

Overall Reflection

No text specified

2010-2011 Assessment Cycle

Assessment Plan

Outcomes and Measures

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome 1.1: Develop Goals (PSM-1) *No measures specified*

Develop project goals and objectives for an Information Systems problem (PSM-1)

Outcome 1.2 Identify Solution Steps (PSM-2) *No measures specified*

Identify steps, sequencing and resources needed to complete a project (PSM-2)

Outcome 1.3: Manage a Team (SIM-1)

Manage a team to successful project or sub-project completion (SIM-1)

▼ **Measure:** Group Development Project
Direct - Student Artifact

Details/Description: MIS 420 - Data and Knowledge Management

Target: 75% of students will contribute substantially to project based on quality of project and peer evaluation of each team member.

Implementation Plan (timeline): Will be assessed in Spring 2011. Summary of findings and action plan to follow. This measure will be observed and quantified again in the 2013/2014 assessment cycle.

Responsible Individual(s): Course Instructor

OBJ 2: Analytical

Outcome 2.1: Develop Logical Model (PSA-1) *No measures specified*

Develop a logical model for an information system based on stated user requirements (PSA-1)

Outcome 2.2: Evaluate Alternatives (PSA-2) *No measures specified*

Use appropriate analytical tools to evaluate solution alternatives to an information based problem (PSA-2)

**Outcomes 2.3:
Respond to Change
(SIA-1)**

Modify implementation plan appropriately in response to unexpected requirements or environmental change. (SIA-1)

▼ **Measure:** Group Development Project
Direct - Student Artifact

Details/Description: MIS 420 – Database Management

Target:

Implementation Plan (timeline):

Responsible Individual(s): Course instructor

OBJ 3: Technical

**Outcome 3.1: Apply
Program Structures
(PST-1)**

Select and apply appropriate programming structures and techniques based on specific problem context. (PST-1)

▼ **Measure:** Apply Programming Structures - MIS 300 or MIS 376
Direct - Student Artifact

Details/Description: Student will apply appropriate programming structure based on context given and desired goal.

Target: 75 percent of class will successfully complete task with a pass/fail scoring approach

Implementation Plan (timeline): Data will be collected once every three years, beginning with the 2010 - 2011 Assessment Cycle. Data will be summarized, analyzed and reported to program faculty by the end of the Assessment Cycle. An improvement plan, if needed, will be implemented in the following assessment cycle.

Responsible Individual(s): Ayman Abuhamdiah

**Outcome 3.2: Design
Specifications (SIT-1)**

Design specifications for a program which conforms to stated user requirements (SIT-1)

▼ **Measure:** Student Application Project - MIS 420
Direct - Student Artifact

Details/Description: Students will design and build a software application which solves a business problem. The application will be responsive to domain context and input from end users.

Target: 80 % of students will score at a level of 'Satisfactory' or 'Superior' using scoring levels of:

Superior - Exceeds Expectations
Satisfactory - Meets Expectations
Developing - Slightly Below Expectations
Deficient - Far Below Expectations

Implementation Plan (timeline): Data will be collected once every three years, beginning with the 2010 - 2011 Assessment Cycle. Data will be summarized, analyzed and reported to program faculty by the end of the Assessment Cycle. An improvement plan, if needed, will be implemented in the following assessment cycle.

Responsible Individual(s): Joseph Harder

**Outcome 3.3: Develop
Applications (SIT-2)**

Develop computer based application to meet a user need in an organizational context (SIT-2)

No measures specified

**Outcome 3.4: System
Administration (SIT-3)**

Demonstrate understanding of system administration in an organizational context (SIT-3)

No measures specified

Finding per Measure

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome 1.1: Develop Goals (PSM-1) *No measures specified*

Develop project goals and objectives for an Information Systems problem (PSM-1)

Outcome 1.2 Identify Solution Steps (PSM-2) *No measures specified*

Identify steps, sequencing and resources needed to complete a project (PSM-2)

Outcome 1.3: Manage a Team (SIM-1)

Manage a team to successful project or sub-project completion (SIM-1)

▼ **Measure:** Group Development Project
Direct - Student Artifact

Details/Description: MIS 420 - Data and Knowledge Management

Target: 75% of students will contribute substantially to project based on quality of project and peer evaluation of each team member.

Implementation Plan (timeline): Will be assessed in Spring 2011. Summary of findings and action plan to follow. This measure will be observed and quantified again in the 2013/2014 assessment cycle.

Responsible Individual(s): Course Instructor

Findings for Group Development Project

Summary of Findings: In Spring 2010, MIS 420 was taught with 14 students enrolled. This semester, a personal project was assigned in place of a group project. Samples of work and final grades have not been retained by Blackboard and are not presently available.

Of the 14 students, 11 received grades of 88 or better and 3 received grades of 0, indicating that they did not submit a project on time.

While this is a far less than perfect measure for managing a group, it is a reasonable proxy for individual responsibility and management of time, resources, and goals.

Results: Target Achievement: Met

Recommendations : Based on the weak proxy for team management, we find that the students should possess these skills. 11 of 14 students performed well. In the next cycle, MIS 450 will be used to assess this outcome. However, where practicable, MIS 420 should incorporate a group project.

Reflections/Notes : In the next assessment cycle for this outcome, MIS 450 (Project Management) will be used to collect data. MIS 450 was not taught in the 2010/2011 cycle.

Substantiating Evidence:

- Download of final grades for student projects (Word Document (Open XML)) (See appendix)
- MIS420_SP2011.docx (Word Document (Open XML)) (See appendix)

OBJ 2: Analytical

Outcome 2.1: Develop Logical Model (PSA-1)

No measures specified

Develop a logical model for an information system based on stated user requirements (PSA-1)

Outcome 2.2: Evaluate Alternatives (PSA-2)

No measures specified

Use appropriate analytical tools to evaluate solution alternatives to an information based problem (PSA-2)

Outcomes 2.3: Respond to Change (SIA-1)

Modify implementation plan appropriately in response to unexpected requirements or environmental change. (SIA-1)

▼ **Measure:** Group Development Project
Direct - Student Artifact

Details/Description: MIS 420 – Database Management

Target:

Implementation Plan (timeline):

Responsible Individual(s): Course instructor

Findings for Group Development Project

Summary of Findings: In Spring 2010, MIS 420 was taught with 14 students enrolled. This semester, a personal project was assigned in place of a group project. Samples of work and final grades have not been retained by Blackboard and are not presently available.

Of the 14 students, 11 received grades of 88 or better and 3 received grades of 0, indicating that they did not submit a project on time.

Real world projects such as the one referenced here invariably involve changes to design parameters while the project is in progress. Pedagogy involved with the project assignment involves periodic 'status reports' which are scored on clarity, completeness and demonstrated responsiveness to changes in requirements. These scores are incorporated in the final score.

Results: Target Achievement: Met

Recommendations : This finding is favorable. However, the final scores less than perfect proxy for responsiveness to change, since the component score was not retained. In the future, this outcome will be assessed using the MIS 450 class (Project Management), which is now required of all MIS majors. The course was not taught in the 2010/2011 cycle.

Reflections/Notes : The MIS program has shifted the bulk of Project Management skills development to a dedicated class - MIS 450. This class will offer excellent opportunities to capture and report Project Management outcomes (responsiveness to change) in the 2013/2014 cycle.

Substantiating Evidence:

-  MIS420_SP2011.docx (Word Document (Open XML)) (See appendix)
-  MIS420Project_SP11.xlsx (Excel Workbook (Open XML)) (See appendix)

OBJ 3: Technical

Outcome 3.1: Apply Program Structures (PST-1)

Select and apply

▼ **Measure:** Apply Programming Structures - MIS 300 or MIS 376
Direct - Student Artifact

appropriate programming structures and techniques based on specific problem context. (PST-1)

Details/Description: Student will apply appropriate programming structure based on context given and desired goal.

Target: 75 percent of class will successfully complete task with a pass/fail scoring approach

Implementation Plan (timeline): Data will be collected once every three years, beginning with the 2010 - 2011 Assessment Cycle. Data will be summarized, analyzed and reported to program faculty by the end of the Assessment Cycle. An improvement plan, if needed, will be implemented in the following assessment cycle.

Responsible Individual(s): Ayman Abuhamdieh

Findings for Apply Programming Structures - MIS 300 or MIS 376

Summary of Findings: In MIS 376, two student projects are assigned (see attached syllabus and scoring rubric handout). One project must be done using Microsoft Excel and the other using Microsoft Access. In the projects, students must demonstrate the appropriate use of features, functions, and programming tools. Projects are scored on a 0 to 50 scale.

In this cycle, using a very conservative 80% as a pass/fail cutoff, 75% of students achieved a passing grade on the Excel project, and 83% achieved a passing grade on the Access project.

Results: Target Achievement: Met

Recommendations : Access is typically the more difficult tool for MIS 376 students to use. The better scores might indicate a better understanding of expectations by the time the Access project is submitted. Faculty could make an effort to clarify expectations and show examples of past projects early in the semester.

Reflections/Notes : Student projects in MIS 376 are excellent ways to reinforce learning. More emphasis should be placed on them and more granular data kept regarding achievement of desired outcomes.

Substantiating Evidence:

 Expectations and Grading Rubric for MIS 376 Projects.docx (Word Document (Open XML))

(See appendix)

 MIS376_S11.doc (Microsoft Word) (See appendix)

 MIS376_SP11_ProjectGrades.xlsx (Excel Workbook (Open XML)) (See appendix)

Outcome 3.2: Design Specifications (SIT-1)

Design specifications for a program which conforms to stated user requirements (SIT-1)

Measure: Student Application Project - MIS 420 Direct - Student Artifact

Details/Description: Students will design and build a software application which solves a business problem. The application will be responsive to domain context and input from end users.

Target: 80 % of students will score at a level of 'Satisfactory' or 'Superior' using scoring levels of:
Superior - Exceeds Expectations
Satisfactory - Meets Expectations
Developing - Slightly Below Expectations
Deficient - Far Below Expectations

Implementation Plan (timeline): Data will be collected once every three years, beginning with the 2010 - 2011 Assessment Cycle. Data will be summarized, analyzed and reported to program faculty by the end of the Assessment Cycle. An improvement plan, if needed, will be implemented in the following assessment cycle.

Responsible Individual(s): Joseph Harder

Findings for Student Application Project - MIS 420

Summary of Findings: In Spring 2011, MIS 420 was taught. The midterm exam was devoted exclusively to Database Design, focusing on Entity-Relationship Diagrams (ERD's). A narrative account was given of an enterprise where a database application would be valuable. Students were to present an ERD (hand-drawn) which accurately reflected the business rules and relationships contained in the narrative.

Using 85% as a cutoff score for 'satisfactory', 93 percent of students achieved 'Satisfactory' or 'Superior' scores.

Results: Target Achievement: Exceeded

Recommendations : Much of MIS 420 is devoted to Database Design, so accurately drawing an ERD from narrative cues is definitely something that student should be able to do. The only non-complying scores were from students who missed the midterm. No change in approach is necessary.

Reflections/Notes : Students are obviously getting the concepts of Database Design by midterm, so perhaps other material could be successfully covered prior to midterm.

Substantiating Evidence:

-  MidtermExam_MIS420.doc (Microsoft Word) (See appendix)
-  MIS420_SP2011.docx (Word Document (Open XML)) (See appendix)
-  MIS420Midterm_SP11.xlsx (Excel Workbook (Open XML)) (See appendix)

Outcome 3.3: Develop Applications (SIT-2)

No measures specified

Develop computer based application to meet a user need in an organizational context (SIT-2)

Outcome 3.4: System Administration (SIT-3)

No measures specified

Demonstrate understanding of system administration in an organizational context (SIT-3)

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome 1.3: Manage a Team (SIM-1)

Manage a team to successful project or sub-project completion (SIM-1)

▼ Action: Implement Project Management Class in MIS Program

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: This competency has been found to be very critical to MIS students and practitioners. By the time the next assessment cycle is in place, a new course, MIS 450-Project Management, will be in place. This course will take team management / project management to the

level of an entire course focus.

Implementation Plan (timeline): In the 2011-2012 Academic year, catalog changes will have been implemented showing MIS 450 as a required course for MIS majors.

Key/Responsible Personnel: MIS faculty, Department Chair.

Measures: Catalog descriptions for 2011-2012 AY.

Resource Allocations: MIS faculty has already created the class and put through appropriate paperwork for implementation of new course.

Priority: High

OBJ 2: Analytical

Outcomes 2.3: Respond to Change (SIA-1)

Modify implementation plan appropriately in response to unexpected requirements or environmental change. (SIA-1)

▼ Action: Implement Project Management Class in MIS Program

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: In the 2011-2012 Academic Year, MIS program requirements will have changed to indicate that a new course, MIS 450-Project Management, is required for MIS majors. This will move team management / project management to a higher level of emphasis for MIS majors.

Implementation Plan (timeline): 2011-2012 AY

Key/Responsible Personnel: MIS faculty / Department Chair.

Measures: 2011 / 2012 Undergraduate Academic Catalog will indicate that MIS 450 has been added, and that it is a required class for MIS majors.

Resource Allocations: MIS faculty has created the class and submitted the appropriate paperwork to ensure inclusion in the 2011 / 2012 AY Undergraduate Catalog.

Priority: High

OBJ 3: Technical

Outcome 3.1: Apply Program Structures (PST-1)

Select and apply appropriate programming structures and techniques based on specific problem context. (PST-1)

▼ Action: Increase Emphasis on Student Projects

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: In the next assessment cycle (2011 / 2012) the syllabus for MIS 376 will be modified to incorporate both an Excel project and an Access project.

Implementation Plan (timeline): AY 2011 / 2012

Key/Responsible Personnel: MIS 376 Instructor(s)

Measures: Syllabus will incorporate Excel and Access projects, and faculty will adhere to syllabus.

Resource Allocations: No additional resources needed.

Priority: Medium

Supporting Attachments:

-  Spring 2012 MIS 376 Syllabus (Microsoft Word) (See appendix)
-  Student Artifact - Access Project from MIS 376 (Spring 2012) (File) (See appendix)
-  Student Artifact - Excel Project from MIS 376 (Spring 2012) (Excel Workbook (Open XML)) (See appendix)

Outcome 3.2: Design Specifications (SIT-1)

No actions specified

Design specifications for a program which conforms to stated user requirements (SIT-1)

 **Status Report**

Action Statuses

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome 1.3: Manage a Team (SIM-1)

Manage a team to successful project or sub-project completion (SIM-1)

▼ **Action:** Implement Project Management Class in MIS Program

Action Details: This competency has been found to be very critical to MIS students and practitioners. By the time the next assessment cycle is in place, a new course, MIS 450-Project Management, will be in place. This course will take team management / project management to the level of an entire course focus.

Implementation Plan (timeline): In the 2011-2012 Academic year, catalog changes will have been implemented showing MIS 450 as a required course for MIS majors.

Key/Responsible Personnel: MIS faculty, Department Chair.

Measures: Catalog descriptions for 2011-2012 AY.

Resource Allocations: MIS faculty has already created the class and put through appropriate paperwork for implementation of new course.

Priority: High

Status for Implement Project Management Class in MIS Program

Current Status: Completed

Resource Allocation(s) Status: No extraordinary resources were needed.

Next Steps/Additional Information: This competency will be assessed again in 2013 / 2014

OBJ 2: Analytical

Outcomes 2.3: Respond to Change (SIA-1)

Modify implementation plan appropriately in response to unexpected

▼ **Action:** Implement Project Management Class in MIS Program

Action Details: In the 2011-2012 Academic Year, MIS program requirements will have changed to indicate that a new course, MIS 450-Project Management, is required for MIS majors. This will move team management / project management to a higher level of emphasis for MIS majors.

requirements or
environmental change.
(SIA-1)

Implementation Plan (timeline): 2011-2012 AY

Key/Responsible Personnel: MIS faculty / Department Chair.

Measures: 2011 / 2012 Undergraduate Academic Catalog will indicate that MIS 450 has been added, and that it is a required class for MIS majors.

Resource Allocations: MIS faculty has created the class and submitted the appropriate paperwork to ensure inclusion in the 2011 / 2012 AY Undergraduate Catalog.

Priority: High

Status for Implement Project Management Class in MIS Program

Current Status: Completed

Resource Allocation(s) Status: No additional resources were needed.

Next Steps/Additional Information: This competency will be assessed again in 2013/2014

OBJ 3: Technical

Outcome 3.1: Apply Program Structures (PST-1)

Select and apply appropriate programming structures and techniques based on specific problem context. (PST-1)

▼ **Action:** Increase Emphasis on Student Projects

Action Details: In the next assessment cycle (2011 / 2012) the syllabus for MIS 376 will be modified to incorporate both an Excel project and an Access project.

Implementation Plan (timeline): AY 2011 / 2012

Key/Responsible Personnel: MIS 376 Instructor(s)

Measures: Syllabus will incorporate Excel and Access projects, and faculty will adhere to syllabus.

Resource Allocations: No additional resources needed.

Priority: Medium

Supporting Attachments:

-  Spring 2012 MIS 376 Syllabus (Microsoft Word) (See appendix)
-  Student Artifact - Access Project from MIS 376 (Spring 2012) (File) (See appendix)
-  Student Artifact - Excel Project from MIS 376 (Spring 2012) (Excel Workbook (Open XML)) (See appendix)

Status for Increase Emphasis on Student Projects

Current Status: Completed

Resource Allocation(s) Status: No additional resources were needed.

Next Steps/Additional Information: This competency will be assessed again in 2013 / 2014

Outcome 3.2: Design Specifications (SIT-1)

Design specifications for a

No actions specified

program which conforms to
stated user requirements
(SIT-1)

Status Summary

All steps completed. Each program specific competency is on a three year assessment cycle, so re-assessment will occur in AY 2013 / 2014

Summary of Next Steps

No text specified

2011-2012 Assessment Cycle

Assessment Plan

Outcomes and Measures

BS in Management Information Systems Outcome Set

OBJ1: Competencies in MIS

Students will demonstrate various competencies in Management Information Systems.

Outcome 1.1: Technical

Technical: Understanding of the mechanics of information technology and the importance of system performance in achieving organizational goals. Ability to use information technology tools.

▼ **Measure:** Exam Question
Direct - Exam

Details/Description: Data modeling is the foundation of creating usable, professional quality database applications for business. Each semester, the midterm exam contains a practical exercise which requires students to read a narrative description of a business database requirement and create a conceptual model (Entity Relationship Diagram or 'ERD') which accurately represents the data design implied by the narrative. Students must create an ERD which is both syntactically correct (uses accepted symbology) and semantically correct (accurately reflects business rules stated in the narrative). A superior exam response would have no errors of either type.

Target: At least 70% of students should perform at the satisfactory or superior levels.

Implementation Plan (timeline): Spring 2012 and spring semesters of even numbered years

Responsible Individual(s): MIS faculty & course instructor

Outcome 1.2: Analytical

Analytical: Ability to identify organizational problems and locate their root causes. This includes problem framing and boundary issues as well as logical cause and effect.

▼ **Measure:** Exam Question
Direct - Exam

Details/Description: Data modeling is the foundation of creating usable, professional quality database applications for business. Each semester, the midterm exam contains a practical exercise which requires students to read a narrative description of a business database requirement and create a conceptual model (Entity Relationship Diagram or 'ERD') which accurately represents the data design implied by the narrative. Students must create an ERD which is both syntactically correct (uses accepted symbology) and semantically correct (accurately reflects business rules stated in the narrative). A superior exam response would have no errors of either type.

Target: At least 70% of students should perform at the satisfactory or superior levels.

Implementation Plan (timeline): Spring 2012 and spring semesters of even numbered years

Responsible Individual(s): MIS faculty & course instructor

Outcome 1.3: Communicative

Communicative: Ability to communicate verbally and in writing cogently and succinctly. This includes the ability to frame a problem in business terms and to structure communications in acceptable business format.

No measures specified

Outcome 1.4: Managerial

No measures specified

Managerial: Ability to coordinate and direct the efforts of others toward an organizational goal. This includes the ability to identify, state and execute goal directed plans.

Assessment Findings

Finding per Measure

BS in Management Information Systems Outcome Set

OBJ1: Competencies in MIS

Students will demonstrate various competencies in Management Information Systems.

Outcome 1.1: Technical

Technical: Understanding of the mechanics of information technology and the importance of system performance in achieving organizational goals. Ability to use information technology tools.

Measure: Exam Question Direct - Exam

Details/Description: Data modeling is the foundation of creating usable, professional quality database applications for business. Each semester, the midterm exam contains a practical exercise which requires students to read a narrative description of a business database requirement and create a conceptual model (Entity Relationship Diagram or 'ERD') which accurately represents the data design implied by the narrative. Students must create an ERD which is both syntactically correct (uses accepted symbology) and semantically correct (accurately reflects business rules stated in the narrative). A superior exam response would have no errors of either type.

Target: At least 70% of students should perform at the satisfactory or superior levels.

Implementation Plan (timeline): Spring 2012 and spring semesters of even numbered years

Responsible Individual(s): MIS faculty & course instructor

Findings for Exam Question

Summary of Findings: % Exceeds Expectations - 19%
% Meets Expectations - 63%
% Not Meeting Expectation - 18%

Therefore, 82% of students performed at satisfactory levels.

Results: Target Achievement: Exceeded

Recommendations : None. Students met target and are performing at satisfactory levels.

Reflections/Notes : Results show that some improvements in each learning goal are needed. While many students did very well in Analytical skills, almost a third of the class was scored as not meeting expectations. More labs and extra class time would be appropriate. In the Technology skills area, less than 20% of the class was scored not meeting expectations, but only a few achieved a superior rating. More labs would again be appropriate with emphasis on being thorough. These results will be shared with other MIS faculty in the Fall of 2012 or sooner at a program level meeting.

Substantiating Evidence:

-  MIS 420 Assurance of Learning Strategy.docx (Word Document (Open XML)) (See appendix)
-  MIS420_Examples_Spring2012.pdf (Adobe Acrobat Document) (See appendix)
-  MIS420_Spring_2012.xls (Microsoft Excel) (See appendix)

These Findings are associated with the following Actions:

Increase Lab & Class Time

(Action Plan; 2011-2012 Assessment Cycle)

**Outcome 1.2:
Analytical**

Analytical: Ability to identify organizational problems and locate their root causes. This includes problem framing and boundary issues as well as logical cause and effect.

▼ **Measure:** Exam Question
Direct - Exam

Details/Description: Data modeling is the foundation of creating usable, professional quality database applications for business. Each semester, the midterm exam contains a practical exercise which requires students to read a narrative description of a business database requirement and create a conceptual model (Entity Relationship Diagram or 'ERD') which accurately represents the data design implied by the narrative. Students must create an ERD which is both syntactically correct (uses accepted symbology) and semantically correct (accurately reflects business rules stated in the narrative). A superior exam response would have no errors of either type.

Target: At least 70% of students should perform at the satisfactory or superior levels.

Implementation Plan (timeline): Spring 2012 and spring semesters of even numbered years

Responsible Individual(s): MIS faculty & course instructor

Findings for Exam Question

Summary of Findings: % Exceeds Expectations - 50%
% Meets Expectations - 19%
% Not Meeting Expectation - 31%

Therefore, 69% of students performed at satisfactory levels.

Results: Target Achievement: Not Met

Recommendations : Results show that some improvements in each learning goal are needed. While many students did very well in Analytical skills, almost a third of the class was scored as not meeting expectations. More labs and extra class time would be appropriate. In the Technology skills area, less than 20% of the class was scored not meeting expectations, but only a few achieved a superior rating. More labs would again be appropriate with emphasis on being thorough. These results will be shared with other MIS faculty in the Fall of 2012 or sooner at a program level meeting.

Reflections/Notes :

Substantiating Evidence:

-  MIS 420 Assurance of Learning Strategy.docx (Word Document (Open XML)) (See appendix)
-  MIS420_Examples_Spring2012.pdf (Adobe Acrobat Document) (See appendix)
-  MIS420_Spring_2012.xls (Microsoft Excel) (See appendix)

These Findings are associated with the following Actions:

Increase Lab & Class Time

(Action Plan; 2011-2012 Assessment Cycle)

**Outcome 1.3:
Communicative**

Communicative: Ability to communicate verbally and in writing cogently and succinctly. This includes the ability to frame a problem in business terms and to structure communications in acceptable business format.

No measures specified

**Outcome 1.4:
Managerial**

Managerial: Ability to coordinate and direct the efforts of others toward an organizational goal. This includes the ability to identify, state and execute

No measures specified

goal directed plans.

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions

BS in Management Informat Systems Outcome Set

OBJ 1: Competencies in MIS

Students will demonstrate various competencies in Management Information Systems.

Outcome 1.1: Technical

Technical: Understanding of the mechanics of information technology and the importance of system performance in achieving organizational goals. Ability to use information technology tools.

▼ Action: Increase Lab & Class Time

This Action is associated with the following Findings

Findings for Program development

(Assessment Plan and Assessment Findings; 2009-2010 Assessment Cycle)

Summary of Findings: We found 80% of students were successful in doing the assignments.

Findings for Exam Question

(Assessment Plan and Assessment Findings; 2011-2012 Assessment Cycle)

Summary of Findings: % Exceeds Expectations - 19%

% Meets Expectations - 63%

% Not Meeting Expectation - 18%

Therefore, 82% of students performed at satisfactory levels.

Action Details: Results show that some improvements in each learning goal are needed. While many students did very well in Analytical skills, almost a third of the class was scored as not meeting expectations. More labs and extra class time would be appropriate. In the Technology skills area, less than 20% of the class was scored not meeting expectations, but only a few achieved a superior rating. More labs would again be appropriate with emphasis on being thorough.

Implementation Plan (timeline): These results will be shared with other MIS faculty in the Fall of 2012 or sooner at a program level meeting.

Key/Responsible Personnel: MIS Faculty & Course Instructor

Measures:

Resource Allocations:

Priority: Medium

Outcome 1.2: Analytical

Analytical: Ability to identify organizational problems and locate their root

▼ Action: Increase Lab & Class Time

This Action is associated with the following Findings

Findings for Exam Question

causes. This includes problem framing and boundary issues as well as logical cause and effect.

(Assessment Plan and Assessment Findings; 2011-2012 Assessment Cycle)

Summary of Findings: % Exceeds Expectations - 50%
% Meets Expectations - 19%
% Not Meeting Expectation - 31%

Therefore, 69% of students performed at satisfactory levels.

Action Details: Results show that some improvements in each learning goal are needed. While many students did very well in Analytical skills, almost a third of the class was scored as not meeting expectations. More labs and extra class time would be appropriate. In the Technology skills area, less than 20% of the class was scored not meeting expectations, but only a few achieved a superior rating. More labs would again be appropriate with emphasis on being thorough.

Implementation Plan (timeline): These results will be shared with other MIS faculty in the Fall of 2012 or sooner at a program level meeting.

Key/Responsible Personnel: MIS Faculty & Course Instructor

Measures:

Resource Allocations:

Priority: Medium

Status Report

Action Statuses

BS in Management Informat Systems Outcome Set

OBJ 1: Competencies in MIS

Students will demonstrate various competencies in Management Information Systems.

Outcome 1.1: Technical

Technical: Understanding of the mechanics of information technology and the importance of system performance in achieving organizational goals. Ability to use information technology tools.

▼ Action: Increase Lab & Class Time

Action Details: Results show that some improvements in each learning goal are needed. While many students did very well in Analytical skills, almost a third of the class was scored as not meeting expectations. More labs and extra class time would be appropriate. In the Technology skills area, less than 20% of the class was scored not meeting expectations, but only a few achieved a superior rating. More labs would again be appropriate with emphasis on being thorough.

Implementation Plan (timeline): These results will be shared with other MIS faculty in the Fall of 2012 or sooner at a program level meeting.

Key/Responsible Personnel: MIS Faculty & Course Instructor

Measures:

Resource Allocations:

Priority: Medium

Status for Increase Lab & Class Time

Current Status: Completed

Resource Allocation(s) Status: MIS 420 is using a new textbook with more clarity in the area

of Entity-Relationship Diagramming. The program has moved to a new building. A small private lab with an excellent layout for design teaming is being used for MIS 420.

Next Steps/Additional Information:

**Outcome 1.2:
Analytical**

Analytical: Ability to identify organizational problems and locate their root causes. This includes problem framing and boundary issues as well as logical cause and effect.

▼ **Action:** Increase Lab & Class Time

Action Details: Results show that some improvements in each learning goal are needed. While many students did very well in Analytical skills, almost a third of the class was scored as not meeting expectations. More labs and extra class time would be appropriate. In the Technology skills area, less than 20% of the class was scored not meeting expectations, but only a few achieved a superior rating. More labs would again be appropriate with emphasis on being thorough.

Implementation Plan (timeline): These results will be shared with other MIS faculty in the Fall of 2012 or sooner at a program level meeting.

Key/Responsible Personnel: MIS Faculty & Course Instructor

Measures:

Resource Allocations:

Priority: Medium

Status for Increase Lab & Class Time

Current Status: Completed

Resource Allocation(s) Status: MIS 420 is using a new textbook with more clarity in the area of Entity-Relationship Diagramming. The program has moved to a new building. A small private lab with an excellent layout for design teaming is being used for MIS 420.

Next Steps/Additional Information:

Status Summary

This class is a keystone in the MIS program in the areas of Analytical and Technical competencies. The Scott College of Business moved to a new facility in the 2012/2013 cycle. In that move, a small private lab was built into the new facility design. This lab makes it possible for students to work on database design and database application projects in teams. The class will continue to be used to collect key elements of MIS Program Assessment.

Summary of Next Steps

MIS 420 will continue to be used to assess key competencies in the MIS Program.

2012-2013 Assessment Cycle

Assessment Plan

Outcomes and Measures

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome 1.2 Identify Solution Steps (PSM-2)

Identify steps, sequencing and resources needed to complete a project (PSM-2)

Measure: MIS 450 - Work Breakdown Structure Assignment Direct - Student Artifact

Details/Description: MIS 450 is a Project Management Class. Students learn to create Gantt Charts with Microsoft Project. Before entering information into the project management software, they learn to break a project down into tasks and sub-tasks, identifying time and cost for each component. The format for the assignment is an Excel Spreadsheet. Grading rubric is as follows:
Exceeds Expectations - Task steps and grouping are logical and exhaustive. All costs are identified and summarized appropriately.

Meets Expectations - Task steps are grouped logically with only minor omissions in identifying relevant costs or time.

Developing - Tasks are poorly grouped and/or major omissions in identifying relevant cost or time requirements

Target: 80% of students will meet or exceed expectations.

Implementation Plan (timeline): Data will be collected and summarized during the Spring semester of 2013. Feedback and action plan will be completed by the end of the fall semester 2013.

Responsible Individual(s): Course Instructor

OBJ 2: Analytical

Outcome 2.2: Evaluate Alternatives (PSA-2)

Use appropriate analytical tools to evaluate solution alternatives to an information based problem (PSA-2)

Measure: MIS 300 - Exam Question Group Direct - Student Artifact

Details/Description: Prior to the first exam in MIS 300, comparative project evaluation techniques are covered. At least eight questions regarding this topic are included on the first exam. Performance on these questions will be captured and analyzed. Rubric will be as follows:

Exceeds Expectations - 8 Correct

Meets Expectations - 6 or 7 Correct

Developing - 5 or less Correct

Target: 80% of students will meet or exceed expectations.

Implementation Plan (timeline): Data will be collected in Fall 2012 and analyzed before the end of Spring 2013. Action plan will be implemented during the 2013 - 2014 AY.

Responsible Individual(s): Course Instructor

OBJ 3: Technical

Outcome 3.3: Develop Applications (SIT-2)

Develop computer based application to meet a user need in an organizational context (SIT-2)

Measure: MIS 376 semester project Direct - Student Artifact

Details/Description: In MIS 376, students are required to create a Microsoft Excel application that would satisfy an organizational need. They must demonstrate both technical competence and

the ability to create a new application to meet a stated need. Levels of competence demonstrated will be assessed according to the following rubric:

Exceeds expectations: The correct number of Excel functions are properly used. Functionality is used correctly to address the stated problem. The application is user-friendly enough to be used by a person with little or no understanding of Excel.

Meets Expectations: The correct number of Excel functions are used and everything works properly. A basic understanding of the business problem is demonstrated. A user with some Excel knowledge would be able to use the application productively.

Developing: The required number of Excel functions are not present or are not properly implemented. Little understanding of how Excel could address the business problem is demonstrated.

Target: 80% of student projects will be judged as meeting or exceeding expectations.

Implementation Plan (timeline): Data will be collected and analyzed during the 2012-13 academic year.

Responsible Individual(s): Joseph Harder

Outcome 3.4: System Administration (SIT-3)

Demonstrate understanding of system administration in an organizational context (SIT-3)

▼ **Measure:** MIS 420 Final Exam
Direct - Student Artifact

Details/Description: Five Exam questions relating to system design and administration will be incorporated into the Final Exam for MIS 420. Responses to these questions will be collected and tallied. Competency will be assessed according to the following rubric:

Exceeds Expectations - 5 out of 5 questions correct

Meets Expectations - 4 out of 5 questions correct

Developing - 3 or fewer questions correct.

Target: 80% of class will meet or exceed expectations.

Implementation Plan (timeline): Data will be collected in the Spring 2013, which will be the only session of MIS 420 during the 2013/14 Academic Year.

Responsible Individual(s): Joseph Harder

Assessment Findings

Finding per Measure

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome 1.2 Identify Solution Steps (PSM-2)

Identify steps, sequencing and resources needed to complete a project (PSM-2)

▼ **Measure:** MIS 450 - Work Breakdown Structure Assignment
Direct - Student Artifact

Details/Description: MIS 450 is a Project Management Class. Students learn to create Gantt Charts with Microsoft Project. Before entering information into the project management software, they learn to break a project down into tasks and sub-tasks, identifying time and cost for each component. The format for the assignment is an Excel Spreadsheet. Grading rubric is as follows:
Exceeds Expectations - Task steps and grouping are logical and exhaustive. All costs are identified and summarized appropriately.

Meets Expectations - Task steps are grouped logically with only minor omissions in identifying relevant costs or time.

Developing - Tasks are poorly grouped and/or major omissions in identifying relevant cost or time requirements

Target: 80% of students will meet or exceed expectations.

Implementation Plan (timeline): Data will be collected and summarized during the Spring semester of 2013. Feedback and action plan will be completed by the end of the fall semester 2013.

Responsible Individual(s): Course Instructor

Findings for MIS 450 - Work Breakdown Structure Assignment

Summary of Findings: Of 13 students in the class, all but one met or exceeded expectations. This computes to over 92%, exceeding the 80% goal. The lab was actually done in Microsoft Project, which is the appropriate tool for it. Excel was specified in the assessment plan because it was uncertain whether students would have access to Microsoft Project.

Results: Target Achievement: Exceeded

Recommendations : I believe this is a good metric, and students seemed to comprehend the concepts.

Reflections/Notes : The section was a small one, and students were all very capable. Instructors must be careful to explain the concepts fully so that even larger and more diverse sections will perform up to standard in the future.

Substantiating Evidence:

 Lab_Exceeds.pdf (Adobe Acrobat Document) (See appendix)

Example of student lab which meets expectations.

 Project_meets.pdf (Adobe Acrobat Document) (See appendix)

Example of student project which meets expectations.

OBJ 2: Analytical

Outcome 2.2: Evaluate Alternatives (PSA-2)

Use appropriate analytical tools to evaluate solution alternatives to an information based problem (PSA-2)

▼ **Measure:** MIS 300 - Exam Question Group
Direct - Student Artifact

Details/Description: Prior to the first exam in MIS 300, comparative project evaluation techniques are covered. At least eight questions regarding this topic are included on the first exam. Performance on these questions will be captured and analyzed. Rubric will be as follows:

Exceeds Expectations - 8 Correct
Meets Expectations - 6 or 7 Correct
Developing - 5 or less Correct

Target: 80% of students will meet or exceed expectations.

Implementation Plan (timeline): Data will be collected in Fall 2012 and analyzed before the end of Spring 2013. Action plan will be implemented during the 2013 - 2014 AY.

Responsible Individual(s): Course Instructor

Findings for MIS 300 - Exam Question Group

Summary of Findings: No findings are available for this outcome, as the exam results have been misplaced. Since this outcome was not done in the 2012/13 cycle, it will be included in the 2014/15 cycle with high priority.

Recommendations : Assess in 2014/15 with high priority.

Reflections/Notes :

OBJ 3: Technical

Outcome 3.3: Develop Applications (SIT-2)

Develop computer based application to meet a user need in an organizational context (SIT-2)

▼ **Measure:** MIS 376 semester project
Direct - Student Artifact

Details/Description: In MIS 376, students are required to create a Microsoft Excel application that would satisfy an organizational need. They must demonstrate both technical competence and the ability to create a new application to meet a stated need. Levels of competence demonstrated

will be assessed according to the following rubric:

Exceeds expectations: The correct number of Excel functions are properly used. Functionality is used correctly to address the stated problem. The application is user-friendly enough to be used by a person with little or no understanding of Excel.

Meets Expectations: The correct number of Excel functions are used and everything works properly. A basic understanding of the business problem is demonstrated. A user with some Excel knowledge would be able to use the application productively.

Developing: The required number of Excel functions are not present or are not properly implemented. Little understanding of how Excel could address the business problem is demonstrated.

Target: 80% of student projects will be judged as meeting or exceeding expectations.

Implementation Plan (timeline): Data will be collected and analyzed during the 2012-13 academic year.

Responsible Individual(s): Joseph Harder

Findings for MIS 376 semester project

Summary of Findings: Out of 11 students in the class, 4 were judged as exceeding expectations, 5 were judged as meeting expectations, and 2 did not meet expectations (developing). Examples of each finding are attached.

Results: Target Achievement: Exceeded

Recommendations : Students in this section seemed to understand the requirements of the project, and took it seriously enough to put forth the necessary effort. In the future, intermediate deliverables should be required so that students are not tempted to put the project off until the end of the semester.

Reflections/Notes : I believe that the two students who did not submit satisfactory projects could have done better.

Substantiating Evidence:

- 📎 Example of Project Exceeding Expectations (Excel Workbook (Open XML)) (See appendix)
- 📎 Example of Project Meeting Expectations (Excel Workbook (Open XML)) (See appendix)
- 📎 Example of Project Not Meeting Expectations (Excel Macro-enabled Workbook (Open XML)) (See appendix)

Outcome 3.4: System Administration (SIT-3)

Demonstrate understanding of system administration in an organizational context (SIT-3)

▼ **Measure:** MIS 420 Final Exam
Direct - Student Artifact

Details/Description: Five Exam questions relating to system design and administration will be incorporated into the Final Exam for MIS 420. Responses to these questions will be collected and tallied. Competency will be assessed according to the following rubric:

Exceeds Expectations - 5 out of 5 questions correct

Meets Expectations - 4 out of 5 questions correct

Developing - 3 or fewer questions correct.

Target: 80% of class will meet or exceed expectations.

Implementation Plan (timeline): Data will be collected in the Spring 2013, which will be the only session of MIS 420 during the 2013/14 Academic Year.

Responsible Individual(s): Joseph Harder

Findings for MIS 420 Final Exam

Summary of Findings: No findings are available for this outcome, as the exam results for MIS 420 (final) cannot be located. Outcome SIT-3 will be assessed in the 2014/15 Academic Year with high priority.

Recommendations : Assess in 2014/15.

Reflections/Notes :

Overall Recommendations

The MIS Program should be constantly finding ways to measure and improve outcomes. Findings from this assessment cycle show that outcomes are at the target level or above, but could always be improved. Some students that failed to demonstrate the target competency levels simply did not put forth the effort to do the required work. Emphasis on timely completion of assignments and projects needs to be emphasized. Additionally, we must do a better job of managing records so that all scheduled assessments will be done on cycle.

Overall Reflection

Our program is performing adequately in teaching the current curriculum, but as the field is changing rapidly, we should evaluate currency of material as well as effectiveness in teaching it.

Action Plan

Actions

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome 1.2 Identify Solution Steps (PSM-2)

Identify steps, sequencing and resources needed to complete a project (PSM-2)

▼ Action: PSM-2 (Identify Solution Steps)

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: Assessment of this competency demonstrated a level of achievement at or above target level. The program should strive to maintain this level by reviewing the current syllabus and looking for even more hands-on exercises to reinforce.

Implementation Plan (timeline): The syllabus will be reviewed prior to the 2013/2014 academic year to find better ways to teach task identification and sequencing.

Key/Responsible Personnel: Course instructor.

Measures: Review by faculty teaching this course.

Resource Allocations: No resources required other than time.

Priority: Medium

OBJ 2: Analytical

Outcome 2.2: Evaluate Alternatives (PSA-2)

Use appropriate analytical tools to evaluate solution alternatives to an information based problem (PSA-2)

▼ Action: PSA-2 Evaluate Alternatives

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: Will be assessed in 2014/15

Implementation Plan (timeline): Collect data in 2014/2015

Key/Responsible Personnel: Course instructor.

Measures:

Resource Allocations:

Priority: High

OBJ 3: Technical

Outcome 3.3: Develop Applications (SIT-2)

Develop computer based application to meet a user need in an organizational context (SIT-2)

▼ Action: Develop Applications (SIT-2)

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: The student project has long been a cornerstone of MIS 376. It requires students to demonstrate that they can use Excel skills to solve a business problem. Most students who expend the effort show that they are able to do so. Students falling short of the mark must be monitored as to progress throughout the semester. This can be done by designating class days to work on projects.

Implementation Plan (timeline): This change can be implemented by modifying the syllabus to incorporate 'project days' after mid semester for students to work on projects and report their progress.

Key/Responsible Personnel: Class instructor.

Measures: Designation of project days on syllabus.

Resource Allocations: No special resources required.

Priority: Medium

Outcome 3.4: System Administration (SIT-3)

Demonstrate understanding of system administration in an organizational context (SIT-3)

▼ Action: SIT-3 System Administration

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: Assess in 2014-2015

Implementation Plan (timeline): Collect data in 2014/2015

Key/Responsible Personnel: Course Instructor

Measures:

Resource Allocations:

Priority: High

Status Report

Action Statuses

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome 1.2 Identify Solution Steps (PSM-2)

Identify steps, sequencing and resources needed to complete a project (PSM-2)

▼ Action: PSM-2 (Identify Solution Steps)

Action Details: Assessment of this competency demonstrated a level of achievement at or above target level. The program should strive to maintain this level by reviewing the current syllabus and looking for even more hands-on exercises to reinforce.

Implementation Plan (timeline): The syllabus will be reviewed prior to the 2013/2014 academic year to find better ways to teach task identification and sequencing.

Key/Responsible Personnel: Course instructor.

Measures: Review by faculty teaching this course.

Resource Allocations: No resources required other than time.

Priority: Medium

Status for PSM-2 (Identify Solution Steps)

Current Status: Completed

Resource Allocation(s) Status: The action item for this outcome (review and update of syllabus) was completed in the 2013/14 AY.

Next Steps/Additional Information:

OBJ 2: Analytical

Outcome 2.2: Evaluate Alternatives (PSA-2)

Use appropriate analytical tools to evaluate solution alternatives to an information based problem (PSA-2)

▼ Action: PSA-2 Evaluate Alternatives

Action Details: Will be assessed in 2014/15

Implementation Plan (timeline): Collect data in 2014/2015

Key/Responsible Personnel: Course instructor.

Measures:

Resource Allocations:

Priority: High

Status for PSA-2 Evaluate Alternatives

Current Status: Not started

Resource Allocation(s) Status:

Next Steps/Additional Information: Data for the 2012/13 cycle was misplaced, so this will be assessed as top priority in 2014/2015.

OBJ 3: Technical

Outcome 3.3: Develop Applications (SIT-2)

Develop computer based application to meet a user need in an organizational context (SIT-2)

▼ Action: Develop Applications (SIT-2)

Action Details: The student project has long been a cornerstone of MIS 376. It requires students to demonstrate that they can use Excel skills to solve a business problem. Most students who expend the effort show that they are able to do so. Students falling short of the mark must be monitored as to progress throughout the semester. This can be done by designating class days to work on projects.

Implementation Plan (timeline): This change can be implemented by modifying the syllabus to incorporate 'project days' after mid semester for students to work on projects and report their progress.

Key/Responsible Personnel: Class instructor.

Measures: Designation of project days on syllabus.

Resource Allocations: No special resources required.

Priority: Medium

Status for Develop Applications (SIT-2)

Current Status: Completed

Resource Allocation(s) Status: The action item for this outcome (incorporation of project days) was implemented in the 2013/14 AY.

Next Steps/Additional Information:

Outcome 3.4: System Administration (SIT-3)

Demonstrate understanding of system administration in an organizational context (SIT-3)

▼ Action: SIT-3 System Administration

Action Details: Assess in 2014-2015

Implementation Plan (timeline): Collect data in 2014/2015

Key/Responsible Personnel: Course Instructor

Measures:

Resource Allocations:

Priority: High

Status for SIT-3 System Administration

Current Status: Not started

Resource Allocation(s) Status:

Next Steps/Additional Information: This was not completed in 2012/13, so it will be added to the 2014/2015 assessment plan as a top priority.

Status Summary

Two of the four outcomes to be assessed were completed with satisfactory levels of achievement demonstrated.

The other two were not completed due to misplacement of the specified data, so they will be added to the 2014/2015 assessment cycle as top priorities.

Summary of Next Steps

Add PSA-2 and SIT-3 to the 2014/2015 assessment cycle.

2013-2014 Assessment Cycle

Assessment Plan

Outcomes and Measures

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome 1.3: Manage a Team (SIM-1)

Manage a team to successful project or sub-project completion (SIM-1)

▼ **Measure:** Manage one or more tasks within a student project
Direct - Other

Details/Description: Within the context of MIS 450 (Project Management) student project groups will be directed to assign one or more tasks to every group member, Reliable task completion will be monitored by the instructor and validated by peer assessments upon project completion. Each student will be assessed by the following rubric:

Contributed Exceptionally - the student met his/her commitments 100% of the time and facilitated other tasks toward project completion.

Contributed - the student met his/her commitments with few if any exceptions

Did not Contribute - the student failed to meet a significant number of commitments

Target: 80 % of the students in the class section assessed will be graded as 'Contributed Exceptionally' or 'Contributed'

Implementation Plan (timeline): MIS 450 is taught every spring. In the Spring of 2014, the assessment data outlined above will be collected and analyzed

Responsible Individual(s): Course Instructor

OBJ 2: Analytical

Outcomes 2.3: Respond to Change (SIA-1)

Modify implementation plan appropriately in response to unexpected requirements or environmental change. (SIA-1)

▼ **Measure:** MIS 450 Assignment
Direct - Other

Details/Description: MIS 450 (Project Management) is taught in Spring each year and is required of MIS majors. Skills learned in the class include understanding implications of design changes on project resources and deliverables. Students will demonstrate their understanding of managing these trade-offs by evaluating the impact of a sudden change in project circumstances, offering alternative solutions, and selecting the best one based on financial, organizational, and technical criteria. Performance on the assignment will fall into four categories:

Exceptional: No cue in the problem narrative goes unaddressed. All quantifiable and intangible inputs are evaluated and an optimal solution is arrived at.

Satisfactory: The student recognizes all or almost all of the cues given in the assignment narrative and evaluates them appropriately toward a workable solution.

Needs Improvement: Significant cues in the assignment narrative are overlooked and/or not evaluated appropriately.

Unsatisfactory - The student demonstrates little or no ability to recognize pertinent cues that would lead to a workable solution to the requirements or environmental change.

Target: 80% of students assessed in the 2013/2014 cycle will be rated as Satisfactory or Exceptional

Implementation Plan (timeline): Data will be collected about this assignment in Spring 2014 and will be analyzed for feedback to program faculty.

Responsible Individual(s): Course instructor.

OBJ 3: Technical

Outcome 3.2: Design Specifications (SIT-1)

Design specifications for a program which conforms to stated user requirements (SIT-1)

▼ **Measure:** MIS 420 MidTerm Exam
Direct - Student Artifact

Details/Description: In MIS 420 (Data and Knowledge Management) students learn how to evaluate user requirements and data structures implied for a new application by reading narrative descriptions of business problems. They demonstrate their understanding of program requirements by creating schematic diagrams called Entity-Relationship Diagrams (ERD's) The mid-term exam for MIS 420 includes a narrative which must be evaluated to create the appropriate ERD. Performance on this exam segment will be scored as:

Exceptional - Completely responsive to implied design parameters and correct symbology used

Satisfactory - Responsive to implied design parameters with few errors in symbology

Needs Improvement - Substantive gaps in responsiveness to implied design parameters and/or numerous errors in symbology

Unsatisfactory - Minimally responsive or unresponsive to implied design parameters and/or minimal correct use of symbology

Target: 80% of students will be rated as Satisfactory or Exceptional in the class assessed.

Implementation Plan (timeline): MIS 420 is a required course for MIS majors and is taught every spring. In the Spring of 2014, this class will be assessed.

Responsible Individual(s): Course instructor

Assessment Findings

Finding per Measure

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome 1.3: Manage a Team (SIM-1)

Manage a team to successful project or sub-project completion (SIM-1)

▼ **Measure:** Manage one or more tasks within a student project
Direct - Other

Details/Description: Within the context of MIS 450 (Project Management) student project groups will be directed to assign one or more tasks to every group member, Reliable task completion will be monitored by the instructor and validated by peer assessments upon project completion. Each student will be assessed by the following rubric:

Contributed Exceptionally - the student met his/her commitments 100% of the time and facilitated other tasks toward project completion.

Contributed - the student met his/her commitments with few if any exceptions

Did not Contribute - the student failed to meet a significant number of commitments

Target: 80 % of the students in the class section assessed will be graded as 'Contributed Exceptionally' or 'Contributed'

Implementation Plan (timeline): MIS 450 is taught every spring. In the Spring of 2014, the assessment data outlined above will be collected and analyzed

Responsible Individual(s): Course Instructor

Findings for Manage one or more tasks within a student project

Summary of Findings: Since the only section of MIS 450 with data available during the cycle was a web class, there was not a hands-on project to monitor. An assignment was substituted where students were to research a project and then report on the role of teams in the success of the project. Reports which demonstrated complete or substantial knowledge of the role of teams were judged meeting or exceeding expectations (score of 7 or more out of 10). Papers which showed poor understanding were judged to be developing. Six of the 10 papers submitted were judged as meeting or exceeding expectations, and four were judged as developing. Therefore, the target of 80% was not met.

Results: Target Achievement: Not Met

Recommendations : Additional emphasis should be placed on team dynamics and characteristics of successful teams.

Reflections/Notes : Since web sections of MIS 450 are expected to grow in size and number, special attention must be given to teaching team dynamics and allowing students to manage small projects when taking the class via distance.

Substantiating Evidence:

 Example of Exceeding. (Adobe Acrobat Document) (See appendix)

Student paper which showed very good understanding of the role of teams in project management.

 Paper categorized as developing (Adobe Acrobat Document) (See appendix)

Little attention was paid to the role of teams in managing the project.

OBJ 2: Analytical

Outcomes 2.3: Respond to Change (SIA-1)

Modify implementation plan appropriately in response to unexpected requirements or environmental change. (SIA-1)

▼ Measure: MIS 450 Assignment Direct - Other

Details/Description: MIS 450 (Project Management) is taught in Spring each year and is required of MIS majors. Skills learned in the class include understanding implications of design changes on project resources and deliverables. Students will demonstrate their understanding of managing these trade-offs by evaluating the impact of a sudden change in project circumstances, offering alternative solutions, and selecting the best one based on financial, organizational, and technical criteria. Performance on the assignment will fall into four categories:

Exceptional: No cue in the problem narrative goes unaddressed. All quantifiable and intangible inputs are evaluated and an optimal solution is arrived at.

Satisfactory: The student recognizes all or almost all of the cues given in the assignment narrative and evaluates them appropriately toward a workable solution.

Needs Improvement: Significant cues in the assignment narrative are overlooked and/or not evaluated appropriately.

Unsatisfactory - The student demonstrates little or no ability to recognize pertinent cues that would lead to a workable solution to the requirements or environmental change.

Target: 80% of students assessed in the 2013/2014 cycle will be rated as Satisfactory or Exceptional

Implementation Plan (timeline): Data will be collected about this assignment in Spring 2014 and will be analyzed for feedback to program faculty.

Responsible Individual(s): Course instructor.

Findings for MIS 450 Assignment

Summary of Findings: As in the prior section, the available data for MIS 450 was a distance section, so direct demonstration of the competency could not be achieved. An assignment was given instead where students were directed to assess project report data and evaluate what it meant. Students who were able to analyze the data correctly and completely, reaching the correct conclusion were judged to be meeting or exceeding expectations. Students who did not complete the analysis fully and accurately were judged 'developing'. Out of 10 students, 7 were judged as meeting or exceeding expectations, two were developing and one student did not turn in the assignment. Therefore the performance of the class was 70% meeting or exceeding. The goal was

not met, although performance was not far below what was desired.

Results: Target Achievement: Not Met

Recommendations : Additional emphasis must be placed on evaluating project performance and formulating an appropriate strategy when conditions change or milestones are not met.

Reflections/Notes : In web sections, assignments and self-directed small projects should be added to that project management performance can be evaluated as realistically as possible.

Substantiating Evidence:

 Assignment Exceeding Expectations (Adobe Acrobat Document) (See appendix)

Student performed calculations completely and accurately, and reached the correct conclusions.

 Developing (Adobe Acrobat Document) (See appendix)

Student did not perform all the analyses that were appropriate, given the data that was available.

OBJ 3: Technical

Outcome 3.2: Design Specifications (SIT-1)

Design specifications for a program which conforms to stated user requirements (SIT-1)

▼ **Measure:** MIS 420 MidTerm Exam
Direct - Student Artifact

Details/Description: In MIS 420 (Data and Knowledge Management) students learn how to evaluate user requirements and data structures implied for a new application by reading narrative descriptions of business problems. They demonstrate their understanding of program requirements by creating schematic diagrams called Entity-Relationship Diagrams (ERD's) The mid-term exam for MIS 420 includes a narrative which must be evaluated to create the appropriate ERD. Performance on this exam segment will be scored as:

Exceptional - Completely responsive to implied design parameters and correct symbology used

Satisfactory - Responsive to implied design parameters with few errors in symbology

Needs Improvement - Substantive gaps in responsiveness to implied design parameters and/or numerous errors in symbology

Unsatisfactory - Minimally responsive or unresponsive to implied design parameters and/or minimal correct use of symbology

Target: 80% of students will be rated as Satisfactory or Exceptional in the class assessed.

Implementation Plan (timeline): MIS 420 is a required course for MIS majors and is taught every spring. In the Spring of 2014, this class will be assessed.

Responsible Individual(s): Course instructor

Findings for MIS 420 MidTerm Exam

Summary of Findings: Data were gathered from the fall section of MIS300 rather than the spring section of MIS420 since the regular instructor for MIS420 was on sabbatical. Student homework assignments creating 'use cases' to support process modeling measures the same competency and can be scored using the same rubric. Results are as follows:

Exceeding Expectations - 8

Meeting Expectations - 18

Needing Development - 6

Overall class performance is 81.25%, therefore meeting the target.

Results: Target Achievement: Met

Recommendations : Even though the target was met, modeling should continue to be emphasized in MIS 300, incorporating hands on assignments and group projects to reinforce learning.

Reflections/Notes : In the next cycle where this competency is assessed, MIS 420 will be used. The ERD assignment in MIS 420 is somewhat more difficult, so is a keener measure of students' learning.

Substantiating Evidence:

- 📎 Use Case - Developing (Word Document (Open XML)) (See appendix)
An example of student homework showing significant development needs in the area of process modeling.
- 📎 Use Case - Exceeding (Word Document (Open XML)) (See appendix)
An example of student work exceeding expectations on the 'Use Case' assignment in MIS 300.
- 📎 Use Case - Meets Expectations (Word Document (Open XML)) (See appendix)
An example of student homework meeting expectations on the Use Case assignment in MIS 300.

Overall Recommendations

The MIS program missed its target by a small amount in two out of three competencies. Additional emphasis on these areas is recommended.

Overall Reflection

In addition to the specific recommendations for the courses used to assess learning, the MIS program would benefit by meeting as a faculty more often to share the assessment plan and make sure that planned data collection is performed no matter who teaches a class.

📅 Action Plan

Actions

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome 1.3: Manage a Team (SIM-1)

Manage a team to successful project or sub-project completion (SIM-1)

▼ Action: Project Management / Team Participation

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: MIS 450 - Project Management involves a major group project. Each student team member has the opportunity to demonstrated responsible execution of his or her portion of the project, which will involve coordination with other team members and the client. Student performance in this area is gauged both by the quality of the finished project and evaluation of each team member's contribution by other team members.

Implementation Plan (timeline): Spring of A/Y 2014-15

Key/Responsible Personnel: Course instructor.

Measures: Observation, input from external stakeholders (clients), peer evaluation.

Resource Allocations: None outside of resources normally used in this class.

Priority: High

OBJ 2: Analytical

Outcomes 2.3: Respond to Change

▼ Action: Assess Students' Skills at Respinging to Change.

(SIA-1)

Modify implementation plan appropriately in response to unexpected requirements or environmental change. (SIA-1)

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: In the course of managing a project, students must understand what tools are available to them to respond to unforeseen events which disrupt the schedule of the project. One such tool is known in Project Management as 'Crashing' which is the optimal use of available resources to speed up completion of a project that is behind schedule. Quizzes, homework, and exam questions may be used to gauge student's ability to use this technique. The goal will be that 80% of students perform at a satisfactory level on the items used to measure the skill

Implementation Plan (timeline): Spring of A/Y 2014-15.

Key/Responsible Personnel: Course Instructor

Measures: Exams, quizzes, homework.

Resource Allocations: None outside of normal resources used in the class.

Priority: High

OBJ 3: Technical

Outcome 3.2: Design Specifications (SIT-1)

Design specifications for a program which conforms to stated user requirements (SIT-1)

▼ **Action:** MIS 420 Mid-Term: Entity-Relationship Diagrams

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: A major modeling tool used to translate user requirements into data structures is known as Entity-Relationship Diagramming. Students demonstrate this skill on the MIS 420 midterm by translating a narrative set of requirements into a correctly mapped data model. The goal will be for 80% of the class to perform at a satisfactory level on this part of the mid-term.

Implementation Plan (timeline): Spring of A/Y 2014-15

Key/Responsible Personnel: Course Instructor

Measures: Mid-Term exam. Scoring rubric shown in Assessment Plan will be used.

Resource Allocations: None outside of resources normally used for the class.

Priority: Medium

 **Status Report**

Action Statuses

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome 1.3: Manage a Team (SIM-1)

Manage a team to successful project or sub-project completion (SIM-1)

▼ **Action:** Project Management / Team Participation

Action Details: MIS 450 - Project Management involves a major group project. Each student team member has the opportunity to demonstrate responsible execution of his or her portion of the project, which will involve coordination with other team members and the client. Student performance in this area is gauged both by the quality of the finished project and evaluation of each team member's contribution by other team members.

Implementation Plan (timeline): Spring of A/Y 2014-15

Key/Responsible Personnel: Course instructor.

Measures: Observation, input from external stakeholders (clients), peer evaluation.

Resource Allocations: None outside of resources normally used in this class.

Priority: High

Status for Project Management / Team Participation

Current Status: Completed

Resource Allocation(s) Status: Opportunities for team leadership were given in the Project Management course as well as the Data and Knowledge Management course in Spring 2015. MIS students are required to take both classes. Improvements in outcomes will be evaluated on cycle in a coming semester.

Next Steps/Additional Information: Improvements will continue to be made in opportunities for Team Management in the MIS program.

OBJ 2: Analytical

Outcomes 2.3: Respond to Change (SIA-1)

Modify implementation plan appropriately in response to unexpected requirements or environmental change. (SIA-1)

▼ Action: Assess Students' Skills at Responding to Change.

Action Details: In the course of managing a project, students must understand what tools are available to them to respond to unforeseen events which disrupt the schedule of the project. One such tool is known in Project Management as 'Crashing' which is the optimal use of available resources to speed up completion of a project that is behind schedule. Quizzes, homework, and exam questions may be used to gauge student's ability to use this technique. The goal will be that 80% of students perform at a satisfactory level on the items used to measure the skill

Implementation Plan (timeline): Spring of A/Y 2014-15.

Key/Responsible Personnel: Course Instructor

Measures: Exams, quizzes, homework.

Resource Allocations: None outside of normal resources used in the class.

Priority: High

Status for Assess Students' Skills at Responding to Change.

Current Status: Completed

Resource Allocation(s) Status: Normal resources were used in the teaching of MIS 420. Students used their own laptops and some University machines in the development of a database application.

Next Steps/Additional Information: Three student groups did real-world projects for local clients. Their ability to respond to requirements changes was observed. This type of project will continue to be used in this class.

Substantiating Evidence:

 Student Project (File) (See appendix)

Membership and Dues application for a business fraternity. The application is operational and will be used by the fraternity.

OBJ 3: Technical

Outcome 3.2: Design Specifications (SIT-1)

Design specifications for a program which conforms to stated user requirements (SIT-1)

▼ Action: MIS 420 Mid-Term: Entity-Relationship Diagrams

Action Details: A major modeling tool used to translate user requirements into data structures is known as Entity-Relationship Diagramming. Students demonstrate this skill on the MIS 420 midterm by translating a narrative set of requirements into a correctly mapped data model. The goal will be for 80% of the class to perform at a satisfactory level on this part of the mid-term.

Implementation Plan (timeline): Spring of A/Y 2014-15

Key/Responsible Personnel: Course Instructor

Measures: Mid-Term exam. Scoring rubric shown in Assessment Plan will be used.

Resource Allocations: None outside of resources normally used for the class.

Priority: Medium

Status for MIS 420 Mid-Term: Entity-Relationship Diagrams

Current Status: Completed

Resource Allocation(s) Status: Normal resources were used in the teaching of MIS 420 in Spring of 2015.

Next Steps/Additional Information: Competency will be re-assessed on cycle.

Status Summary

No text specified

Summary of Next Steps

No text specified

2014-2015 Assessment Cycle

Assessment Plan

Outcomes and Measures

BS in Management Information Systems Outcome Set

OBJ1: Competencies in MIS

Students will demonstrate various competencies in Management Information Systems.

Outcome 1.1: Technical

Technical: Understanding of the mechanics of information technology and the importance of system performance in achieving organizational goals. Ability to use information technology tools.

▼ **Measure:** Exam Question
Direct - Exam

Details/Description: Data modeling is the foundation of creating usable, professional quality database applications for business. Each semester, the midterm exam contains a practical exercise which requires students to read a narrative description of a business database requirement and create a conceptual model (Entity Relationship Diagram or 'ERD') which accurately represents the data design implied by the narrative. Students must create an ERD which is both syntactically correct (uses accepted symbology) and semantically correct (accurately reflects business rules stated in the narrative). A superior exam response would have no errors of either type.

Target: At least 70% of students should perform at the satisfactory or superior levels.

Implementation Plan (timeline): Spring 2012 and spring semesters of even numbered years

Responsible Individual(s): MIS faculty & course instructor

Outcome 1.2: Analytical

Analytical: Ability to identify organizational problems and locate their root causes. This includes problem framing and boundary issues as well as logical cause and effect.

▼ **Measure:** Exam Question
Direct - Exam

Details/Description: Data modeling is the foundation of creating usable, professional quality database applications for business. Each semester, the midterm exam contains a practical exercise which requires students to read a narrative description of a business database requirement and create a conceptual model (Entity Relationship Diagram or 'ERD') which accurately represents the data design implied by the narrative. Students must create an ERD which is both syntactically correct (uses accepted symbology) and semantically correct (accurately reflects business rules stated in the narrative). A superior exam response would have no errors of either type.

Target: At least 70% of students should perform at the satisfactory or superior levels.

Implementation Plan (timeline): Spring 2012 and spring semesters of even numbered years

Responsible Individual(s): MIS faculty & course instructor

MIS Program Specific Outcomes

OBJ 2: Analytical

Outcome 2.2: Evaluate Alternatives (PSA-2)

Use appropriate analytical tools to evaluate solution alternatives to an information based problem (PSA-2)

▼ **Measure:** MIS 300 - Exam Question Group
Direct - Exam

Details/Description: Prior to the first exam in MIS 300, comparative project evaluation techniques are covered. At least eight questions regarding this topic are included on the first exam. Performance on these questions regarding this topic are included on the first exam. Performance on these questions will be captured and analyzed. Rubric will be as follows:

Exceeds Expectations - 8 correct
Meets Expectations - 6 or 7 correct
Developing - 5 or less correct

Target: 80% of students will meet or exceed expectations

Implementation Plan (timeline): Data will be collected in Fall 2014 and analyzed before the end of Spring 2015. Action plan will be implemented in the 2015-16 AY.

Responsible Individual(s): Course Instructor

OBJ 3: Technical

Outcome 3.4: System Administration (SIT-3)

Demonstrate understanding of system administration in an organizational context (SIT-3)

▼ **Measure:** MIS 420 Final Exam
Direct - Exam

Details/Description: Five exam questions relating to system design and administration will be incorporated into the final exam for MIS 420. Responses to these questions will be collected and tallied. Competency will be assessed according to the following rubric:

Exceeds Expectations - 5 correct
Meets Expectations - 4 correct
Developing - 3 or fewer correct

Target: 80% of students will meet or exceed expectations.

Implementation Plan (timeline): Data will be collected in the Spring of 2015. Data will be analyzed at the end of the spring semester.

Responsible Individual(s): Course Instructor.

Assessment Findings

Finding per Measure

BS in Management Information Systems Outcome Set

OBJ1: Competencies in MIS

Students will demonstrate various competencies in Management Information Systems.

Outcome 1.1: Technical

Technical: Understanding of the mechanics of information technology and the importance of system performance in achieving organizational goals. Ability to use information technology tools.

▼ **Measure:** Exam Question
Direct - Exam

Details/Description: Data modeling is the foundation of creating usable, professional quality database applications for business. Each semester, the midterm exam contains a practical exercise which requires students to read a narrative description of a business database requirement and create a conceptual model (Entity Relationship Diagram or 'ERD') which accurately represents the data design implied by the narrative. Students must create an ERD which is both syntactically correct (uses accepted symbology) and semantically correct (accurately reflects business rules stated in the narrative). A superior exam response would have no errors of either type.

Target: At least 70% of students should perform at the satisfactory or superior levels.

Implementation Plan (timeline): Spring 2012 and spring semesters of even numbered years

Responsible Individual(s): MIS faculty & course instructor

Findings for Exam Question

Summary of Findings: The final exam was used rather than the midterm. 20 students were in the class. Of the 20:

4 ERD's were scored "Superior"

12 ERD's were scored "Satisfactory"

4 ERD's were scored "Developing" or "Unsatisfactory"

Therefore, the 70% threshold was exceeded.

Results: Target Achievement: Exceeded

Recommendations : Continue to stress Entity Relationship Modeling in MIS 420

Reflections/Notes : MIS 420 has a combination of MIS and IT majors, but it is still a valid mechanism for assessing the MIS program.

Substantiating Evidence:

 Examples of ERD's on final exam (Adobe Acrobat Document) (See appendix)

First page - Exam Question

Second page - Example of 'Superior' performance

Third page - Example of 'Unsatisfactory' performance

Outcome 1.2: Analytical

Analytical: Ability to identify organizational problems and locate their root causes. This includes problem framing and boundary issues as well as logical cause and effect.

▼ **Measure:** Exam Question
Direct - Exam

Details/Description: Data modeling is the foundation of creating usable, professional quality database applications for business. Each semester, the midterm exam contains a practical exercise which requires students to read a narrative description of a business database requirement and create a conceptual model (Entity Relationship Diagram or 'ERD') which accurately represents the data design implied by the narrative. Students must create an ERD which is both syntactically correct (uses accepted symbology) and semantically correct (accurately reflects business rules stated in the narrative). A superior exam response would have no errors of either type.

Target: At least 70% of students should perform at the satisfactory or superior levels.

Implementation Plan (timeline): Spring 2012 and spring semesters of even numbered years

Responsible Individual(s): MIS faculty & course instructor

Findings for Exam Question

Summary of Findings: Analytical and Technical competency were assessed with the same measure. See the results above for specifics.

Results: Target Achievement: Exceeded

Recommendations : Continue to stress Entity Relationship Modeling in MIS 420

Reflections/Notes : MIS 420 contains both MIS and IT majors, but is still a valid way to assess the MIS program.

MIS Program Specific Outcomes

OBJ 2: Analytical

Outcome 2.2: Evaluate Alternatives (PSA-2)

Use appropriate analytical tools to evaluate solution alternatives to an information based problem (PSA-2)

▼ **Measure:** MIS 300 - Exam Question Group
Direct - Exam

Details/Description: Prior to the first exam in MIS 300, comparative project evaluation techniques are covered. At least eight questions regarding this topic are included on the first exam. Performance on these questions regarding this topic are included on the first exam. Performance on these questions will be captured and analyzed. Rubric will be as follows:

Exceeds Expectations - 8 correct

Meets Expectations - 6 or 7 correct

Developing - 5 or less correct

Target: 80% of students will meet or exceed expectations

Implementation Plan (timeline): Data will be collected in Fall 2014 and analyzed before the end of Spring 2015. Action plan will be implemented in the 2015-16 AY.

Responsible Individual(s): Course Instructor

Findings for MIS 300 - Exam Question Group

Summary of Findings: Of the 8 questions tallied, the following results were observed:

8 Correct - 3 students
7 Correct - 2 students
6 Correct - 2 students
5 Correct - 2 students
4 Correct - 1 student

Results: Target Achievement: Not Met

Recommendations : Additional class exercises should be assigned to make sure students have more complete understanding of comparative project evaluation techniques.

Reflections/Notes : Only 10 students were enrolled in MIS 300 last fall and it was taught in the same room at the same time as MIS 301. In the future, the two sections will be separated so more attention can be given to each section.

Substantiating Evidence:

 First exam, MIS 300 (Fall 2014) (Word Document (Open XML)) (See appendix)

Questions 8, 12, 15, 31, 34, 36, 37, and 38 were used. The total score on this group of questions was tallied for each of the MIS 300 students.

OBJ 3: Technical

Outcome 3.4: System Administration (SIT-3)

Demonstrate understanding of system administration in an organizational context (SIT-3)

▼ **Measure:** MIS 420 Final Exam
Direct - Exam

Details/Description: Five exam questions relating to system design and administration will be incorporated into the final exam for MIS 420. Responses to these questions will be collected and tallied. Competency will be assessed according to the following rubric:

Exceeds Expectations - 5 correct
Meets Expectations - 4 correct
Developing - 3 or fewer correct

Target: 80% of students will meet or exceed expectations.

Implementation Plan (timeline): Data will be collected in the Spring of 2015. Data will be analyzed at the end of the spring semester.

Responsible Individual(s): Course Instructor.

Findings for MIS 420 Final Exam

Summary of Findings: Rather than a group of 5 exam questions, a quiz over the appropriate content was used as the measure. Student performance on the quiz was as follows:

7-8 questions correct - 13 students
5-6 questions correct - 5 students
5 or fewer questions correct - 3 students

Based on the cutoff of 4/5 or 80%, the target was not achieved.

Results: Target Achievement: Not Met

Recommendations : System administration needs more coverage in class and possibly practical lab experience. This can be implemented in the Spring 2016 section of MIS 420.

Reflections/Notes : Overall performance was close to the target. However, improvements to this class can be made in the area of system administration.

Substantiating Evidence:

 ItemAnalysis (Adobe Acrobat Document) (See appendix)

Item Analysis of MIS 420 quiz

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome 1.2 Identify Solution Steps (PSM-2)

Identify steps, sequencing and resources needed to complete a project (PSM-2)

▼ Action: PSM-2 (Identify Solution Steps)

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: Assessment of this competency demonstrated a level of achievement at or above target level. The program should strive to maintain this level by reviewing the current syllabus and looking for even more hands-on exercises to reinforce.

Implementation Plan (timeline): The syllabus will be reviewed prior to the 2013/2014 academic year to find better ways to teach task identification and sequencing.

Key/Responsible Personnel: Course instructor.

Measures: Review by faculty teaching this course.

Resource Allocations: No resources required other than time.

Priority: Medium

OBJ 2: Analytical

Outcome 2.2: Evaluate Alternatives (PSA-2)

Use appropriate analytical tools to evaluate solution alternatives to an information based problem (PSA-2)

No actions specified

OBJ 3: Technical

Outcome 3.3: Develop Applications (SIT-2)

Develop computer based application to meet a user need in an organizational

▼ Action: Develop Applications (SIT-2)

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

context (SIT-2)

Action Details: The student project has long been a cornerstone of MIS 376. It requires students to demonstrate that they can use Excel skills to solve a business problem. Most students who expend the effort show that they are able to do so. Students falling short of the mark must be monitored as to progress throughout the semester. This can be done by designating class days to work on projects.

Implementation Plan (timeline): This change can be implemented by modifying the syllabus to incorporate 'project days' after mid semester for students to work on projects and report their progress.

Key/Responsible Personnel: Class instructor.

Measures: Designation of project days on syllabus.

Resource Allocations: No special resources required.

Priority: Medium

Outcome 3.4: System Administration (SIT-3)

No actions specified

Demonstrate understanding of system administration in an organizational context (SIT-3)

 **Status Report**

Action Statuses

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome 1.2 Identify Solution Steps (PSM-2)

Identify steps, sequencing and resources needed to complete a project (PSM-2)

▼ **Action:** PSM-2 (Identify Solution Steps)

Action Details: Assessment of this competency demonstrated a level of achievement at or above target level. The program should strive to maintain this level by reviewing the current syllabus and looking for even more hands-on exercises to reinforce.

Implementation Plan (timeline): The syllabus will be reviewed prior to the 2013/2014 academic year to find better ways to teach task identification and sequencing.

Key/Responsible Personnel: Course instructor.

Measures: Review by faculty teaching this course.

Resource Allocations: No resources required other than time.

Priority: Medium

Status for PSM-2 (Identify Solution Steps)

No Status Added

OBJ 2: Analytical

Outcome 2.2: Evaluate Alternatives (PSA-2)

No actions specified

Use appropriate analytical tools to evaluate solution alternatives to an information based problem (PSA-2)

OBJ 3: Technical

Outcome 3.3: Develop Applications (SIT-2)

Develop computer based application to meet a user need in an organizational context (SIT-2)

▼ **Action: Develop Applications (SIT-2)**

Action Details: The student project has long been a cornerstone of MIS 376. It requires students to demonstrate that they can use Excel skills to solve a business problem. Most students who expend the effort show that they are able to do so. Students falling short of the mark must be monitored as to progress throughout the semester. This can be done by designating class days to work on projects.

Implementation Plan (timeline): This change can be implemented by modifying the syllabus to incorporate 'project days' after mid semester for students to work on projects and report their progress.

Key/Responsible Personnel: Class instructor.

Measures: Designation of project days on syllabus.

Resource Allocations: No special resources required.

Priority: Medium

Status for Develop Applications (SIT-2)

No Status Added

Outcome 3.4: System Administration (SIT-3)

No actions specified

Demonstrate understanding of system administration in an organizational context (SIT-3)

Status Summary

No text specified

Summary of Next Steps

No text specified

2015-2016 Assessment Cycle

Assessment Plan

Outcomes and Measures

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome 1.3: Manage a Team (SIM-1)

Manage a team to successful project or sub-project completion (SIM-1)

▼ **Measure:** Manage one or more tasks within a student project
Direct - Other

Details/Description: Within the context of MIS 450 (Project Management) student project groups will be directed to assign one or more tasks to every group member. Reliable task completion will be monitored by the instructor and validated by peer evaluations upon project completion. Each student will be scored according to the following rubric:

'Contributed Exceptionally': The student met his/her commitments 100% of the time and facilitated other tasks toward their completion.

'Contributed': The student met his/her commitments with few if any exceptions

'Did Not Contribute': The student failed to meet a significant number of milestones / commitments

Target: 80% of the class will be scored at the 'Contributed Exceptionally' or 'Contributed' level.

Implementation Plan (timeline): MIS 450 is taught every spring. In the Spring of 2016, assessment data will be collected and analyzed

Responsible Individual(s): Course instructor

OBJ 2: Analytical

Outcomes 2.3: Respond to Change (SIA-1)

Modify implementation plan appropriately in response to unexpected requirements or environmental change. (SIA-1)

▼ **Measure:** MIS 450 Assignment
Direct - Other

Details/Description: MIS 450 (Project Management) is taught in Spring each year and is required of MIS majors. Skills learned in the class include understanding implications of design changes on project resources and deliverables. Students will demonstrate their understanding of managing these trade-offs by evaluating the impact of a sudden change in project circumstances, offering alternative solutions, and selecting the best one based on financial, organizational, and technical criteria. Performance on the assignment will fall into four categories:

Exceptional: No cue in the problem narrative goes unaddressed. All quantifiable and intangible inputs are evaluated and an optimal solution is arrived at.

Satisfactory: The student recognizes all or almost all of the cues given in the assignment narrative and evaluates them appropriately toward a workable solution.

Needs Improvement: Significant cues in the assignment narrative are overlooked and/or not evaluated appropriately.

Unsatisfactory - The student demonstrates little or no ability to recognize pertinent cues that would lead to a workable solution to the requirements or environmental change.

Target: 80% of students assessed in the 2013/2014 cycle will be rated as Satisfactory or Exceptional

Implementation Plan (timeline): Data will be collected in Spring 2016 and analyzed by program faculty

Responsible Individual(s): Course Instructor

OBJ 3: Technical

Outcome 3.2: Design Specifications (SIT-1)

Design specifications for a program which conforms to stated user requirements (SIT-1)

▼ **Measure:** MIS 420 Midterm Exam
Direct - Student Artifact

Details/Description: In MIS 420 (Data and Knowledge Management) students learn how to evaluate user requirements and data structures implied for a new application by reading narrative descriptions of business problems. They demonstrate their understanding of program requirements by creating schematic diagrams called Entity-Relationship Diagrams (ERD's) The mid-term exam for MIS 420 includes a narrative which must be evaluated to create the appropriate ERD. Performance on this exam segment will be scored as:

Exceptional - Completely responsive to implied design parameters and correct symbology used

Satisfactory - Responsive to implied design parameters with few errors in symbology

Needs Improvement - Substantive gaps in responsiveness to implied design parameters and/or numerous errors in symbology

Unsatisfactory - Minimally responsive or unresponsive to implied design parameters and/or minimal correct use of symbology

Target: 80% of students in the class will be scored as 'Exceptional' or 'Satisfactory'.

Implementation Plan (timeline): Data will be collected and analyzed in Spring 2016.

Responsible Individual(s): Course instructor

Assessment Findings

Finding per Measure

MIS Program Specific Outcomes

OBJ 1: Managerial

Outcome 1.3: Manage a Team (SIM-1)

Manage a team to successful project or sub-project completion (SIM-1)

▼ **Measure:** Manage one or more tasks within a student project
Direct - Other

Details/Description: Within the context of MIS 450 (Project Management) student project groups will be directed to assign one or more tasks to every group member. Reliable task completion will be monitored by the instructor and validated by peer evaluations upon project completion. Each student will be scored according to the following rubric:

'Contributed Exceptionally': The student met his/her commitments 100% of the time and facilitated other tasks toward their completion.

'Contributed': The student met his/her commitments with few if any exceptions

'Did Not Contribute': The student failed to meet a significant number of milestones / commitments

Target: 80% of the class will be scored at the 'Contributed Exceptionally' or 'Contributed' level.

Implementation Plan (timeline): MIS 450 is taught every spring. In the Spring of 2016, assessment data will be collected and analyzed

Responsible Individual(s): Course instructor

Findings for Manage one or more tasks within a student project

No Findings Added

OBJ 2: Analytical

**Outcomes 2.3:
Respond to Change
(SIA-1)**

Modify implementation plan appropriately in response to unexpected requirements or environmental change. (SIA-1)

▼ **Measure:** MIS 450 Assignment
Direct - Other

Details/Description: MIS 450 (Project Management) is taught in Spring each year and is required of MIS majors. Skills learned in the class include understanding implications of design changes on project resources and deliverables. Students will demonstrate their understanding of managing these trade-offs by evaluating the impact of a sudden change in project circumstances, offering alternative solutions, and selecting the best one based on financial, organizational, and technical criteria. Performance on the assignment will fall into four categories:

Exceptional: No cue in the problem narrative goes unaddressed. All quantifiable and intangible inputs are evaluated and an optimal solution is arrived at.

Satisfactory: The student recognizes all or almost all of the cues given in the assignment narrative and evaluates them appropriately toward a workable solution.

Needs Improvement: Significant cues in the assignment narrative are overlooked and/or not evaluated appropriately.

Unsatisfactory - The student demonstrates little or no ability to recognize pertinent cues that would lead to a workable solution to the requirements or environmental change.

Target: 80% of students assessed in the 2013/2014 cycle will be rated as Satisfactory or Exceptional

Implementation Plan (timeline): Data will be collected in Spring 2016 and analyzed by program faculty

Responsible Individual(s): Course Instructor

Findings for MIS 450 Assignment

No Findings Added

OBJ 3: Technical

Outcome 3.2: Design Specifications (SIT-1)

Design specifications for a program which conforms to stated user requirements (SIT-1)

▼ **Measure:** MIS 420 Midterm Exam
Direct - Student Artifact

Details/Description: In MIS 420 (Data and Knowledge Management) students learn how to evaluate user requirements and data structures implied for a new application by reading narrative descriptions of business problems. They demonstrate their understanding of program requirements by creating schematic diagrams called Entity-Relationship Diagrams (ERD's). The mid-term exam for MIS 420 includes a narrative which must be evaluated to create the appropriate ERD. Performance on this exam segment will be scored as:

Exceptional - Completely responsive to implied design parameters and correct symbology used

Satisfactory - Responsive to implied design parameters with few errors in symbology

Needs Improvement - Substantive gaps in responsiveness to implied design parameters and/or numerous errors in symbology

Unsatisfactory - Minimally responsive or unresponsive to implied design parameters and/or minimal correct use of symbology

Target: 80% of students in the class will be scored as 'Exceptional' or 'Satisfactory'.

Implementation Plan (timeline): Data will be collected and analyzed in Spring 2016.

Responsible Individual(s): Course instructor

Findings for MIS 420 Midterm Exam

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Status Report

2016-2017 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

2017-2018 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

2018-2019 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

2019-2020 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

Appendix

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- A. **MIS Curriculum Map** (Curriculum Map)
 - B. **Download of final grades for student projects** (Word Document (Open XML))
 - C. **Expectations and Grading Rubric for MIS 376 Projects.docx** (Word Document (Open XML))
 - D. **MidtermExam_MIS420.doc** (Microsoft Word)
 - E. **MIS376_S11.doc** (Microsoft Word)
 - F. **MIS376_SP11_ProjectGrades.xlsx** (Excel Workbook (Open XML))
 - G. **MIS420_SP2011.docx** (Word Document (Open XML))
 - H. **MIS420_SP2011.docx** (Word Document (Open XML))
 - I. **MIS420_SP2011.docx** (Word Document (Open XML))
 - J. **MIS420Midterm_SP11.xlsx** (Excel Workbook (Open XML))
 - K. **MIS420Project_SP11.xlsx** (Excel Workbook (Open XML))
 - L. **Spring 2012 MIS 376 Syllabus** (Microsoft Word)
 - M. **Student Artifact - Access Project from MIS 376 (Spring 2012)** (Unknown File)
 - N. **Student Artifact - Excel Project from MIS 376 (Spring 2012)** (Excel Workbook (Open XML))
 - O. **MIS 420 Assurance of Learning Strategy.docx** (Word Document (Open XML))
 - P. **MIS 420 Assurance of Learning Strategy.docx** (Word Document (Open XML))
 - Q. **MIS420_Examples_Spring2012.pdf** (Adobe Acrobat Document)
 - R. **MIS420_Examples_Spring2012.pdf** (Adobe Acrobat Document)
 - S. **MIS420_Spring_2012.xls** (Microsoft Excel)
 - T. **MIS420_Spring_2012.xls** (Microsoft Excel)
 - U. **Example of Project Exceeding Expectations** (Excel Workbook (Open XML))
 - V. **Example of Project Meeting Expectations** (Excel Workbook (Open XML))

- W. **Example of Project Not Meeting Expectations** (Excel Macro-enabled Workbook (Open XML))
 - X. **Lab_Exceeds.pdf** (Adobe Acrobat Document)
 - Y. **Project_meets.pdf** (Adobe Acrobat Document)
 - Z. **Use Case - Meets Expectations** (Word Document (Open XML))
 - AA. **Use Case - Developing** (Word Document (Open XML))
 - AB. **Use Case - Exceeding** (Word Document (Open XML))
 - AC. **Paper categorized as developing** (Adobe Acrobat Document)
 - AD. **Developing** (Adobe Acrobat Document)
 - AE. **Example of Exceeding.** (Adobe Acrobat Document)
 - AF. **Assignment Exceeding Expectations** (Adobe Acrobat Document)
 - AG. **Student Project** (Unknown File)
 - AH. **Examples of ERD's on final exam** (Adobe Acrobat Document)
 - AI. **ItemAnalysis** (Adobe Acrobat Document)
 - AJ. **First exam, MIS 300 (Fall 2014)** (Word Document (Open XML))
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