

Student Outcomes Assessment and Success Report AY2017-18

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Part 1a: Summary of Assessment Activities

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results?</p>	<p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report?</p>
<p>1.Develop Project Goals (Outcome 1.1)</p>	<p>(1) Proposal for Personal Project. Assignment relating to semester project. (2) MIS 420 – Data and Knowledge Management</p>	<p>Deficient – No goals specified Developing – Goals mentioned but not fully defined. Proficient – Goals fully developed. Benefits to stakeholders identified</p> <p>TARGET – 90% Proficient</p>	<p>Deficient – 0 Developing – 3 (23%) Proficient – 10 (77%)</p> <p>Target not achieved</p>	<p>Formal System Request form will be used for submitting project proposal, prompting student to explicitly state benefits and justify the project.</p>
<p>2.Evaluate Project Alternatives (Outcome 2.2)</p>	<p>(1) Subset of Exam Questions. Twelve of the 40 questions on the first exam deal with Business Value of IS and evaluation of IS System Alternatives. (2) MIS 300 – Systems Analysis and Design</p>	<p>Deficient – Student scores less than 60% on this subset Developing – Student Scores between 60 and 79% Proficient – Student scores 80% or better</p> <p>TARGET – 90% Proficient</p>	<p>Deficient – 3 (14%) Developing – 8 (38%) Proficient – 10 (48%)</p> <p>Target not achieved</p>	<p>An additional in-class lab will be added to MIS 300 in order for students to practice evaluating and comparing project alternatives.</p>
<p>3.Develop Working Application (Outcome 3.3)</p>	<p>(1) Personal Project – Working application developed in Microsoft Access. Fully functional. (2) MIS 420 – Data and Knowledge Management</p>	<p>Deficient – Project not finished or contains numerous flaws Developing – Project completed but contain one or more flaws. Proficient – Project completed and fully functional. No significant flaws.</p> <p>TARGET – 90% Proficient</p>	<p>Deficient – 0 Developing – 1 (8%) Proficient – 12 (92%)</p> <p>Target Achieved</p>	<p>Currently, significant in class time is devoted to allowing students to work on individual original applications and receive help with design / coding. This will be continued.</p>

Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Part 1b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

Outcome 1.1

- 1) In the first learning goal (PSM1), it became apparent that students were not applying material from the chapter to their assignment to submit a project proposal. It was stated in the assignment that goals should be mentioned, but students concentrated more on features and form than what problem they were going to solve.
- 2) There is no baseline for this measure, as the current cycle is the first time it has been measured since learning outcomes for the MIS program were updated. The program will continue to monitor this learning outcome and implement improvements as needed.
- 3) In the next assessment cycle, outcomes 1.3, 2.3, 3.2, and 3.4 will be assessed.

Outcome 2.2

- 1) Performance on this outcome is far below expectations. The targets have been raised in the current cycle, due to insights into good assessment practices on the part of program faculty, but performance still is not above the level of the prior assessment.
- 2) While the exam questions used were not exactly the same, the content covered was essentially the same, so the results may be taken to indicate that, at least in this class, the learning objective is not being achieved. This is being addressed in the current semester, since MIS 300 is taught in the fall.
- 3) See Outcome 1.1(3)

Outcome 3.3

- 1) The target was met on this goal. MIS 420 places great emphasis on the semester project, so a quality project is a good measure. Students put design principles to work, and create a real-world project that can be used (often IS used) by a client.
- 2) While the target was met in the most immediate prior assessment (2012-13), the bar was raised this time, so it can be stated that performance has improved.
- 3) See Outcome 1.1 (3)

Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
<p>1. Removing barriers to graduation</p> <p>2. Freshmen designation</p> <p>3. MIS removed 2 classes- MIS 210 and MIS 470 from the curriculum. Content from the wo classes was strategically distributed among appropriate MIS classes.</p>	<p>Streamlining curriculum through review of core and required courses.</p> <p>Working with Economics and Math to create a better curricular fit with business requirements.</p> <p>Incoming freshmen are classified as Business non-designated to allow a more informed choice of Major allowing them to make their first data driven decision in selecting a major that offers a good fit with their aptitude and competencies.</p>	<p>Revised curriculum, reduced credit hours by 6 hours.</p> <p>Implementing the Business non-designated choice to allow freshmen to choose majors <u>after</u> completing the required College of Business courses.</p>	<p>Removing courses is not an easy process due to turf wars.</p> <p>In addition, removing or adding courses to required foundation courses affects every major in the College.</p>	<p>The process will continue over the next few years.</p> <p>Courses will be added / updated in response to market needs.</p> <p>Ongoing participation in Majors fair and increased marketing of fair to students.</p>
<p>2. Career Readiness Skills</p>	<p>MIS acquired a new computer lab to support data analysis that includes new hardware and software.</p> <p>Dr. Joe Harder developed a new course MIS 435/535 Managing Big Data.</p>	<p>MIS 435 / 535 will be offered in 2019.</p>		
<p>3. Global Business Awareness</p>	<p>Faculty engaged in discussions to infuse global awareness into the curriculum. The Management</p>	<p>Graduate and undergraduate students (18 total) went on the trips offered in 2018</p>	<p>Funding to support student trips is always an issue, but we were able to secure support from grants and</p>	<p>Infusing global content into courses is an ongoing process.</p>

	Program continues providing the option of short term, immersive, course-embedded study abroad trips to students.		other sources to offer particle support	
4. Assurance of Quality in web classes	Meetings with instructional designer at Departmental meetings to focus on specific aspects of online pedagogy. Moving to OICC (Online Instructor Course Certificate) training for all faculty.	5 Full time and 5 Part time faculty have taken the OICC training. Two meetings with online instructional designer at department meetings.	Focused on the topic of Substantive interaction in online classes and discussed specific strategies.	This is a new goal that is set to continue for the coming year.

Notes

- a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
- c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.

Part 2b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?

1. Student performance, retention and completion is an inter-related process that is viewed comprehensively, not as discrete units, in the Scott College of Business. Over time, the curriculum had become bloated with courses that no longer served a clear purpose in student development and success in the workplace. Curricular revisions have twin goals of increasing the timeliness of the curricular offering to better align with market opportunities and career paths, while removing impediments to timely graduation. Revisions were not conducted in a vacuum, but were carefully considered in light of competitor offerings, student competencies, the resources constraints we face as a department / College, new and emerging career pathways, sector of job growth, etc. This type of comprehensive alignment of student needs and curricular offerings that require faculty resources / competencies to realize has been made possible at the Scott College via a coordinated effort by the Dean, Associate Dean and Department Chairs and faculty. Dr. Kelly Wilkinson, Associate Dean, Scott College has called several meetings the past year to make these changes, get faculty input and support and then put the modifications through curriculog. We discovered faculty buy in is critical to successful changes and this issue was navigated skillfully.
2. The emphasis on career focused skills all the way from freshmen to senior student levels starting with workshops at the Meis Center and continuing on to career readiness skill infusion into foundational studies and other SCoB courses is expected to close the loop between theory and practice in a meaningful way providing students with actionable skills and competencies that may be leveraged in a resume and on to a job. At the departmental level, we emphasize and incentivize faculty to infuse career skills components into courses. One faculty in the management area, piloted infusion of a career readiness module into her class and there is discussion under way to prepare a pathway to infuse career skills components into other courses gradually. The MIS 435 / 535 Managing Big Data is a course that is focused clearly on a market opportunity and is expected to increase student career options.

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific--assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.

Dear Aruna,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

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

Sincerely,

Kelley (x7975)

Program: Management Information Systems	
Assessment Practice Overall Rating: Mature (2.56/3.00) Student Success Practice Overall Rating: Mature (2.00/3.00) <i>*see second rubric below</i>	
Strengths	Recommendations
<ul style="list-style-type: none">• Specific, clear learning outcomes provided.• Good assessment plan with clear information about the specific assignments and portions of assignments used. Good use of various courses across the curriculum for a broader, program-level understanding of student performance.• Clear targets and description of rubric ratings.• Good analysis of findings and accompanying information on changes to support improved student performance and continuation of processes that seem to be promoting student success.• Positive strategies like streamlined curriculum, a new computer lab for students to engage in managing big data, and ongoing faculty development.	<ul style="list-style-type: none">• Adding a note about any rubric development for evaluating written work or pilot testing done with tests and/or surveys or how those have been adjusted from past use based on issues would be a good way to demonstrate instrument validity/reliability when applicable.• Share information about how faculty are informed of assessment results and involved in discussions regarding their use to inform practice.

Scoring Rubric is included below.

Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p>Student Learning Outcomes</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.) based on issues</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p>Performance Goals & Measures</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

Analysis & Results	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
Sharing & Use of Results for Continuous Improvement	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)Unit/Program:

Office of Student Success/Office of Assessment & AccreditationEvaluation Date:

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
Goals/ Objectives	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
Action Steps	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
Data that Informs Progress on Each Goal/Objective	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
Assessment of Outcomes and Continuous Improvement	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results. No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
Overall Rating	<input type="checkbox"/> Undeveloped	<input type="checkbox"/> Developing	<input type="checkbox"/> Mature	<input type="checkbox"/> Exemplary