

**Student Outcomes Assessment and Success Report AY2018-19** Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.

**Unit/Program Name:** BS – Management Information Systems **Contact Name(s) and Email(s)** Aruna Chandra

**Part 1a: Summary of Student Learning Outcomes Assessment**

<p><b>a. What learning outcomes did you assess this past year?</b></p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p><b>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?</b></p>	<p><b>c. What were your expectations for student performance?</b></p> <p><i>Target (All Outcomes) - 90% Proficient</i></p>	<p><b>d. What were the actual data/results?</b></p>	<p><b>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.</b></p>
<p>SIM-1 (1.3): Manage a team to successful project or sub-project completion</p>	<p>(1) Individual contribution to team project as measured by peer evaluations. (2) MIS 300 – System Analysis and Design</p>	<p>Deficient – Average rating less than 4 out of 5 Developing – Average Rating between 4 and 4.75 Proficient – Average Rating greater than 4.75</p>	<p>Proficient – 75% Developing – 10% Deficient – 15% <b>Target not met</b> Evidence – summary spreadsheet</p>	<p>Additional time will be spent in 'team building' and communication exercises in class.</p>
<p>SIA-1 (2.3): Modify implementation plan appropriately in response to unexpected requirements or environmental change</p>	<p>(1) Chapter quiz over critical path method and responding to change. (2) MIS 300 – System Analysis and Design</p>	<p>Deficient – Score of less than 70% Developing – Score between 70% and 89% Proficient – Score of 90% or greater</p>	<p>Proficient – 50% Developing – 36% Deficient – 14% <b>Target not met</b> Evidence – Grade distribution from Blackboard.</p>	<p>Critical path method is a key concept in this class. Group work has been helpful in other conceptual area. An additional in-class lab will be used to practice the skill</p>
<p>SIT-1 (3.2): Design specifications for a program which conforms to stated user requirements.</p>	<p>(1) Individual semester project creating a database application to solve a real world problem (2) MIS 420 – Data and Knowledge Management</p>	<p>Deficient - does not meet minimum specifications Developing – meets minimum specifications but not all features functional Proficient – meets minimum specifications and all features functional</p>	<p>Proficient – 82% Developing – 0% Deficient or missing – 18% <b>Target not met</b> Evidence – two Access files which are exemplars of Proficient and Deficient</p>	<p>The class will continue to emphasize hands-on practice designing data structures and lab exercises building forms, queries, and reports.</p>
<p>SIT-3 (3.4): Demonstrate understanding of system administration in an organizational context</p>	<p>(1) Lab assignment requiring that system security parameters be set appropriately (2) MIS 420 – Data and Knowledge Management</p>	<p>Deficient – assignment not completed or security parameters not set correctly Proficient – security parameters correctly set</p>	<p>Proficient – 72% Deficient or Missing – 28% <b>Target not met</b></p>	<p>Most scored as deficient were actually missing. Will do more practice examples in class so students will not get frustrated trying to get the feature to work.</p>

## Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you):

- 1) Cohort Sizes
- 2) Year-to-Year Retention
- 3) 5-Year Graduation Rate

*Report accompanies this document.*

### **What worked well in supporting student success this year?**

*Implementation of Handshake, a university sponsored interface that links students with potential employers and allows students to create profiles that employers can scan to identify suitable candidates for internships / jobs. The MISBE department has been directing students and faculty in various classes to promote use of Handshake.*

*Early warning system- a system of identifying at-risk students earlier in the semester has been put into place in order to reach these students and address some of the issues restricting their progress. Faculty are sent lists of their at-risk advisees and are then asked to contact these students for a face-to face meeting to discuss concerns and to provide development feedback.*

*Participation in Majors fair- the University sets up a fair every Fall semester to promote various majors across campus. The MISBE Department participates in these fairs to broadcast the benefits of the Management Major and the two minors, Human Capital and Entrepreneurship as well as the Management Information Systems Major. The updated majors with new minor options and revised curricula that are designed to link to career paths in the respective areas are promoted to the campus during these fairs.*

*Career Readiness Skills and Competencies- in Fall 2017, faculty at the Scott College of Business met to identify skills and competencies related to the key areas in each functional area. In this cycle, several courses have infused career readiness skills into the curricula based on the identified competencies. For instance, two Management faculty have received career readiness grants to survey employers in Indiana regarding the skills they look for when hiring graduates. The data from this survey will be used to address curricular gaps.*

*Advisory Board- The MISBE department chair has created an Advisory Board to initiate a process of creating employer linkages and to get feedback on curricula from practicing human resource and management professionals. The board members bring a rich network of connections that can be used to connect students to employers.*

*Emphasis has been put on contacting students who are falling behind with some success. Very few students who show up every day and turn in work on time wind up with poor grades.*

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

*Recruitment- one significant opportunity this year and in the coming years is the recruitment of students in Indiana and the region. With this goal in sight, we have organized special events for the Business Professionals of America (BPA) high school students to visit the Scott College and to learn about the programs we offer. We have similar events for DECA (Distributive Education Clubs of America), a non-profit, career and technical student organization that prepares emerging leaders in a range of management related areas for colleges. We plan to place greater focus on using these*

*vehicles as recruitment engines for the department by collecting survey feedback from attendees to assess their areas of interest and to determine ways of marketing our programs to this target group.*

*Aside from recruiting domestically, international recruitment is also on our radar with Brazil, South America as a target country. The chair is currently working with the Enrollment management office to identify approaches of reaching this market to recruit both undergraduate and graduate students.*

*Leveraging the MISBE Board- another area of focus will be on leveraging the MISBE Advisory Board to set up regular, structured events to connect employers to students for internships and jobs. The Board offers rich and untapped potential that we expect to tap in the coming year to benefit students and the college.*

*There is still much work to be done (re- falling behind), as several students missed turning in work. If all work had been turned in, some targets would have been met. Notifications of advisees who are at risk is helping in this regard.*

### **Part 1c: Summary of Career Readiness Activities (OPTIONAL FOR GRADUATE PROGRAMS)**

*The map accompanies this report*

### **Part 2: Continuous Quality Improvement**

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

**1) the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness**

Focusing on real world projects (some are for external clients, others are personal, but useful applications) has been a 'trademark' of the MIS program for many years. It still works well. Activities in class impart skills that are then applied to projects in new and unfamiliar contexts. In order to use this approach to its full potential, students must learn the skills of dealing with each other. New generations of students come with new ways of working cooperatively and communicating. Many traditional constructs (respect, listening, team spirit....) still apply, but need to be imparted to new students in modalities that they are familiar with.

**2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**

Even after the addition of a project management class to the curriculum, student project groups still have frequent problems with free-riding. Individual projects sometimes are done poorly not because the student does not have the skill, but because of poor time management or lack of motivation. Paying even more attention to teamwork and cooperation should help us improve student achievement. Use of social media or social media type applications for work projects is the norm, so those things have to be woven into our teaching.

**3) what your assessment plan will focus on in the coming year**

For AY 2019-2020, the following outcomes will be assessed: 1.2 – Identify Solution Steps; 2.1 – Develop a Logical Model; 3.1 – Apply Program Structures. This will complete all program outcomes based on the outcomes library in a three year period.

#### 4) how this information will be shared with other stakeholders

Assessment data collected in the 2018-19 academic year and reported above are kept on a department Blackboard site which is available to all department faculty as soon as it is collected. Additionally, data will be presented and discussed at a department meeting with opportunities for discussion among program faculty during the semester that the data is reported. Notes will be made in meeting minutes to reflect this.

***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 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment 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)

<b>Program: B.S. Management Information Systems</b>	<b>Overall Rating: Mature (2.25/3.00)</b>
<b>Strengths</b>	<b>Recommendations</b>
<ul style="list-style-type: none"><li>• Learning outcomes are clear, specific, and measurable.</li><li>• Clear information is provided about the courses and assignments/surveys used as assessment measures.</li><li>• Expected and actual student performance are clearly described. Analysis is enhanced by the breakout of scores by performance level.</li><li>• Plans for addressing lower than expected performance are actionable and achievable.</li><li>• Assessment is clearly shared and used among faculty.</li></ul>	<ul style="list-style-type: none"><li>• I know the Business Core is the focus of alignment to the AACSB standards in SCOB, but note any alignment of your learning outcomes, as applicable.</li><li>• Due to the reporting of scores by different performance levels, I assume a rubric was used, but there wasn't a note about this.</li><li>• Consider taking multiple points of assessment for outcomes where the breakdown of learning isn't exactly clear. This will help better pinpoint assignments, teaching methods, etc. for adjustment to have the greatest impact on improvement.</li><li>• For outcome 3.4 it's noted that missing data influenced the scores. It is okay to remove missing data (make a note of it) so it doesn't influence the data for analysis. You want to understand the degree to which students learned, and missing assignments won't give you that information.</li></ul>

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p><b>Student Learning Outcomes</b></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.)</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><b>Performance Goals &amp; Measures</b></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>

<b>Analysis &amp; Results</b>	<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 accretor 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>
<b>Sharing &amp; Use of Results for Continuous Improvement</b>	<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>
<b>Overall Rating</b>	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped