Information Systems (IS) Masters Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

I. PROGRAM LEARNING OUTCOMES

There are 4 Learning Outcomes and 12 Learning Objectives. A mapping of the Learning Outcomes and Learning Objectives are listed below LG 1. Master of Information System graduates will demonstrate an understanding of current information systems theories and practices. LO 1.1. Understand and apply current IS practices (e.g. Enterprise Resource Planning, Business Intelligence, Enterprise Application Integration, Customer Relationship Management) LO 1.2. Understand and apply current IS management techniques (e.g. Total Cost of Ownership, Enterprise Service Bus, Critical Success Factors, Business Process Management, Project Management, outsourcing, portfolio management) LO 1.3. Model and design appropriate business processes for IS solutions. LO 1.4. Develop or adopt appropriate metrics and benchmarks for business and IS activities. LG 2. Master of Information System graduates will be proficient in the management of IT-related organizational resources. LO 2.1. Be able to utilize information technology to increase competitiveness of organization. LO 2.2. Be familiar with leading IT applications and methods to select products, vendors, and consultants. LO 2.3. Determine and evaluate the composition of globally balanced workforce and services. LG 3. Master of Information Systems graduates will demonstrate the capacity to perceive, analyze, and solve business problems using information systems technology. LO 3.1. Understand and analyze major issues and standards for capturing and managing information. LO 3.2. Be proficient in the use of technology such as Internet/Customer Relationship Management/Enterprise Resource Planning to solve business issues. LO 3.3. Use data mining, diagramming tools, risk assessment and classification to analyze problems and make decisions. LG 4. Master of Information Systems graduates will demonstrate the capacity to perceive, analyze and resolve information systems related ethical issues. LO 4.1. Be aware of the ethical standards of the IS profession. LO 4.2. Have the capability to evaluate the legal and ethical implications of organizational privacy and security policy and practice.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Each Learning Objective for a course has questions assigned to it. The questions can be part of an exam or course activity. These Learning Objectives are spread across the following classes (coverage chart attached) MIS 7000, MIS 7100, MIS 7200, MIS 7300, MIS 7400, MIS 7500, MIS 7600, MIS 7700, MIS 7800, MIS 7900. The related assessment data is entered into the Access My Program (AMP) system. AMP is an internal database for aggregating assessment data and supporting accreditation efforts. The AMP process is as follows 1. Define/Refine using the institution's Mission and Vision statements, define/refine Program Goals, Objectives and Outcomes for your program 2. Cover the learning outcomes by designing Assessment Instruments mapped onto courses that are used for assessment 3. Implement the assessment process and enter the collected assessment data 4. Analyze the data via a set of reports such as the course assessment reports 5. Identify gaps between desired and actual results via Business Intelligence Reports and other Assurance of Learning analysis reports 6. Document results based on the reports and indicate required and implemented improvements Instructor Level 1. The raw assessment data for each course is entered at its completion by the instructor into AMP 2. The assessment data is analyzed by the instructor for areas of improvement and the then recorded into AMP 3. The area of improvement are assessed after the next time the course is taught Curriculum Committee Level 1. The AMP data results for the program are reviewed annually 2. Review past years' assessments by course 3. Revise L. Outcomes/L. Objectives as required for program 4. Revise L. Outcomes/L. Objectives coverage by course as required 5. Revise specific course content to provide sufficient L. Outcomes/L. Objectives coverage

B. Scoring of Student Work

There are two main assessment methods 1. Using an answer key, assess the number of students that entered the correct response and represent the data as a percentage (primary method) that is associated with a Learning Objective. 2. Using a rubric, assess the students' success on a project. This is the primary assessment tool for the capstone experiential learning evaluation. The results are presented as an percentage of students success as measured by the rubric that is associated with a Learning Objective.

C. Indirect Assessment

The department publishes a survey at the end of the program for graduating students. The program does an indirect assessment of all learning outcomes by giving graduating students a list of the program learning outcomes and have them rate the degree to which they feel they have mastered each outcome. (provided as an attachment). The instructor/professor of all courses are assessed online by

the students through a university program with the results being distributed to the instructor/professor as well as the department chair. In addition, we publish a survey for the outstanding instructor/professor for the program each year.

III. ASSESSMENT RESULTS/INFORMATION:

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LG/LO 2017-2018 2018-2019 2019-2020 2020-2021 1 86.19 84.44 83.93 82.10 1.1 95.56 89.00 85.99 82.24 1.2 78.04 82.84 84.75 81.67 1.3 88.84 76.77 73.81 61.90 1.4 86.50 88.81 89.26 88.49 2 86.35 80.87 84.94 87.24 2.1 87.69 73.70 81.42 77.97 2.2 89.22 92.17 92.47 94.35 2.3 81.21 75.44 79.17 91.11 3 79.73 79.24 78.09 83.53 3.1 88.94 80.95 88.55 83.44 3.2 77.14 81.43 78.28 88.56 3.3 73.42 76.79 70.80 81.68 4 72.33 67.80 71.15 81.99 4.1 66.97 64.28 64.30 83.79 4.2 79.37 71.82 82.62 79.31 Overall 82.30 79.35 80.39 83.78

[Analysis]

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Each faculty who teaches an assessment-related course has access to AMP. At the end of each year, the faculty reviews the assessment scores and outlines plans to make improvements. Below are the current improvement plans identified for related courses where neccessary. Course Analysis and Improvement/Target term/Covered Learning Objectives Score Item No MIS 7000 Outsourcing decisions, and the importance of organizational factors which may impact the decision continues to be a problem in the course, as demonstrated by quiz performance. An in-class exercise will be devised to illustrate this slippery slope before the next offering of the course in fall semester / 1.3 Fall 2020 1.3 MIS 7100 Students' understanding of performance management concepts improved from last year although there is more room for improvement. Dedicate more time to the discussion on performance management systems such as lean six sigma, and Balanced scorecard. Fall 2020 1.4 MIS 7200 The concept of using data mining for project management is not stressed enough. Place more emphasis on the concept. Fall 2020 3.3 MIS 7200 The concept is covered but questions 5 & 19 on Quiz 5 are not effective Revise questions 5 & 19 on Quiz 5 Fall 2020 4.1 MIS 7300 Students seem to have difficulty understanding CRM systems. Students will be given access to Dynamics CRM and POS systems to develop a better understanding of CRM and its benefits. 3.2 MIS 7400 Results were very good. The one exception was on the concept of "adverse selection risk". Need to include a discussion of "adverse selection" during the residency. Spring 2021 2.2 MIS 7800 Several questions suffered from the change of textbook after 10 years - out of print. In particular, the issue of privacy was missed. Add a module to the course content on Privacy. Spring 2021 4.2

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.