



Program Assessment Report (PAR)

Management Info Systems (MIS) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

I. PROGRAM LEARNING OUTCOMES

There are 4 Learning Outcomes and 10 Learning Objectives. A mapping of the Learning Outcomes and Learning Objectives are listed below

1. Prepare individuals to deploy information technology to support organizations
 - a. An ability to apply knowledge of computing to solve business problems
 - c. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
2. Prepare individuals to understand, perform, and manage the process of information systems development
 - b. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
 - d. An ability to function effectively on teams to accomplish a common goal
 - f. An ability to communicate effectively with a range of audiences
3. Prepare individuals for entry-level positions in information technology or in a graduate school program
 - e. An understanding of professional, ethical, legal, security and social issues and responsibilities
 - j. An understanding of processes that support the delivery and management of information systems within today's business organization
4. Prepare individuals for a process of lifelong learning
 - g. An ability to analyze the local and global impact of computing on individuals, organizations, and society
 - h. Recognition of the need for and an ability to engage in continuing professional development
 - i. An ability to use current techniques, skills, and tools necessary to meet organizational IS needs and opportunities

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 1150, MIS 2150, MIS 3000, MIS 3150, MIS 3250, MIS 3450, MIS 3650, MIS 4250, MIS 4500, MIS 4810, and MIS 4950. The related assessment data is input 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

For all learning outcomes, students were scored using an answer key by an instructor. The correct responses were entered as a percentage of the total responses.

C. Indirect Assessment

To date we have participated in the RSCOB's AACSB and ABET assessment requirements and have not focused on indirect assessment of our program of late. Going forward, we will perform an indirect assessment of our learning outcomes by using exit surveys and interviews so students can rate the extent to which they perceive they have mastered each program learning outcome.

III. ASSESSMENT RESULTS/INFORMATION:

1. Prepare individuals to deploy information technology to support organizations
 - a. An ability to apply knowledge of computing to solve business problems
 - c. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
2. Prepare individuals to understand, perform, and manage the process of information systems development
 - b. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
 - d. An ability to function effectively on teams to accomplish a common goal
 - f. An ability to communicate effectively

with a range of audiences 3. Prepare individuals for entry-level positions in information technology or in a graduate school program e. An understanding of professional, ethical, legal, security and social issues and responsibilities j. An understanding of processes that support the delivery and management of information systems within today's business organization 4. Prepare individuals for a process of lifelong learning g. An ability to analyze the local and global impact of computing on individuals, organizations, and society h. Recognition of the need for and an ability to engage in continuing professional development i. An ability to use current techniques, skills, and tools necessary to meet organizational IS needs and opportuniti

LG/LO	2017-2018	2018-2019	2019-2020	2020-2021	1	83.27	93.98	0	0	1.1(A)	0	0	0
1.2(C)	83.27	93.98	0	0	2	82.78	74.1	0	0	2.1(B)	82.78	74.1	0
2.2(D)	0	0	0	0	0	0	0	0	0	2.2(D)	0	0	0
2.3(F)	0	0	0	3	96.44	84.82	90.72	95.42	3.1(E)	98.17	85.76	91.51	95.75
3.2(J)	87.8	80.13	86.78	93.75	4	85.45	73.56	79	83.21	4.1(G)	85.45	73.56	79
4.2(H)	0	0	0	0	4.3(I)	0	0	0	0	Overall	89.62	79.09	84.41
											88.85		

[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 in AMP. At least once a year, the curriculum committee also meets to discuss assessment of learning, the effectiveness of chosen marker questions, and the specific learning outcomes. Except for Learning Outcome 4.1, there seem to be consistently high scores for all Learning Outcomes since the 2017/2018 academic year.

V. SUPPORTING DOCUMENTS

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