

# Program Assessment Report

2007-2008 Academic Year

Master of Science in Information Systems

Marshall University  
College of Information Technology and Engineering  
Division of Engineering and Computer Science

December 2008

## **I. Student Learning Outcomes**

The Information Systems Program prepares people to be effective users, designers, and developers of information systems, people who can add value to processes and products in organizations. The Program also helps participants improve their professional writing, presentation, and teamwork abilities. When students complete the MS Program in Information Systems they will be able to:

- § Document situations as a system, specifying components, boundaries, and interfaces
- § Effectively participate in teams, collaborate with managers and assist colleagues in working on IT issues
- § Design and configure efficient hardware and software computer system components
- § Develop appropriate specifications for software systems
- § Gather and use information needed as an information systems professional
- § Deploy information technologies in various organizational settings
- § Communicate effectively, both orally and in writing, in professional contexts

We have modified these goals slightly as a result of our attention to the assessment process this year. Table 1 shows the Program courses addressing these goals.

## **II. Assessment Activities**

Table 2 lists the assessment measures the Information Systems Program has been using for each of the learning outcomes. Our approach has been very traditional with no consistent application of rubrics to the evaluation of written or oral work, and there have been no benchmarks for student achievement.

Table 3 is a rubric developed this fall that we will begin using next semester to evaluate students' final project reports. Our benchmark for that evaluation is listed in Table 2.

## **III. Plans for the current year**

As we continue attempting to improve assessment of our students we will develop and begin applying rubrics for the evaluations listed in Table 2. We will begin applying the rubric in Table 3 to final (capstone) project submissions in the 2009 spring semester. Our next effort will be to develop rubrics and benchmarks for the other five outcomes in Table 2 that relate to the capstone. We hope to have those ready to apply at the end of the spring semester as students submit their final projects.

## **IV. Assistance needed**

We need the following:

- A College or Division effort to plan and implement assessment improvement.
- Research assistants to collect assessment data by retrieving records from Banner and compiling assessment data from faculty.
- Support for faculty development activities allowing us to stay current in a rapidly changing field and thus better evaluate our students.

**Table 1**

<b>Relationship Between Learning Goals and Course Work</b>										
Student Learning Outcomes	IS 600	IS 605	IS 610	IS 621	IS 622	IS 623	EM 660	IS 656	TE 698	TE 699
Document situations as a system, specifying components, boundaries, and interfaces	I	C	R			C		C		R
Effectively participate in teams, collaborate with managers, and assist colleagues in working on IT issues	I	C	C				C	C		R
Design and configure efficient hardware and software computer system components	I	I	C			C		C		R
Develop appropriate specifications for software systems	I		C	C	C	C				R
Gather and use information needed as an information systems professional	I	C	C	R	R	R	R	R	R	R
Deploy information technologies in various organizational settings	I	C	C			C		R		R
Communicate effectively, both orally and in writing, in professional contexts	I	C	C	R	R	R	C	C	R	R

Legend: I - Introduced, C - Core presentation, R - Reinforced

**Table 2**

<b>Student Learning Outcomes</b>	<b>Assessment Measures</b>	<b>Benchmarks</b>	<b>Results</b>	<b>Analysis/ Planned Actions</b>
Describe a situation as a system	IS 605 project, IS 623 project, Capstone			
Participate effectively in team efforts	Class projects, peer evaluations			
Identify and recommend efficient hardware and software system components and their configurations	IS 600 assignment, IS 610 project, Capstone project			
Develop appropriate specifications for a software system	IS 605 project, IS 623, Capstone			
Gather and use information needed by information systems professionals	IS 600 project, IS 623 project, Capstone			
Deploy information technologies in various organizational settings	IS 610 project, IS 623 project, Capstone			
Communicate effectively, orally and in writing, in the discourse of the discipline	Written and oral assignments in most Program courses, Capstone	95% of students will score 10 or better on capstone project document		

**Table 3**  
**Information Systems Program**  
**Comprehensive Project Report (Capstone) Evaluation Rubric**

<b>Report element</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Evaluation</b>
Introduction/ background/ methods	Written clearly, without jargon, no more than two grammar, punctuation, or spelling errors	Only occasional use of jargon, unclear sentences, or grammar, punctuation, spelling errors	Frequent jargon, unclear sentences, or grammar, punctuation, spelling errors	
Analysis	Complete and accurate documentation	Minor problems	Inadequate documentation	
Design	Complete and accurate documentation	Minor problems	Inadequate documentation	
Testing	Thorough testing processes documented	Testing could be improved	No evidence of testing	
User interface	Attractive, easy to use	Only minor problems	Unattractive or cumbersome	
Format	Clear and consistent format	Only occasional problems	Unclear or inconsistent format	

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