

2010-11 ANNUAL ASSESSMENT UPDATE: BBA IN MANAGEMENT INFORMATION SYSTEMS

1. Prior Assessment Activities

For reasons which are beyond the scope of this Assessment Update, a report for the BBA in MIS has not been filed for two years. The 2008 – 2009 Program Assessment Report provided information on the following Assessment activities. Items A – D are from the previous report. Please see that report for further details and indicated sections/attachments/etc.

A. Assessment Measures (Tools)

- a. *General Core Knowledge* – Integrative Themes Test (Available from LCOB AOL director, Harlan Smith)
- b. *Written Communication* - See attached rubric (attached to prior report).
- c. *Oral Communication* – in progress
- d. *Critical Thinking and Problem Solving* – The Cornell Critical Thinking Test
- e. *Discipline Specific Knowledge* – MIS faculty have developed two content rubrics; others in development.

B. Benchmarks

- a. *Written Communication* – minimum average evaluation score of “Proficient”.
- b. *All other benchmarks in progress.*

C. Results/Analysis – data were gathered but no analyses were performed during this assessment year.

D. Analysis/Planned Action

See “Cycles of the BBA in MIS AOL Program” for proposed action plan. Assessment activities for this reporting period were disrupted during this reporting period due to multiple changes in leadership (Dean and Division Head) but will resume in Spring 2010.

Since this time, AOL activities in preparation for AACSB Re-accreditation have dominated the attention of the College. MIS has played very little role in data collection and analysis. At approximately the time of the last report, MIS faculty were asked to develop a set of MIS specific questions to be placed on the Integrative Themes Test for the purpose of assessing General Core Knowledge. No feedback from the results of that portion have been provided. Furthermore, this Test was not directed specifically at assessing General Core Knowledge specifically within the MIS program. Lastly, given the emphasis on re-accreditation, the assessment activities of the College have transformed as indicated in the following item.

2. The College-Wide Undergraduate Student Learning Outcomes

The faculty of the COB have established a set of four Student Learning Outcomes for all undergraduate major programs. These Outcomes are as follows:

- **General/Core Knowledge:** The student will acquire the general or core knowledge required to understand the environment within which business operates.
- **Written Communications:** The student will be able to communicate effectively in writing within a business environment.
- **Oral Communications:** The student will be able to communicate orally in an effective and professional manner.
- **Problem Solving & Critical Thinking:** The student will develop the thought processes necessary to use logic, information, and assumptions to successfully solve problems.

3. Current Assessment Activities

- A. Written Communications – Currently a College-wide rubric for assessment of Written Communication skills has been adopted. No formal assessment of this area has been performed within MIS since the previous report.
- B. Oral Communications - Currently a College-wide rubric for assessment of Oral Communication skills has been adopted. No formal assessment of this area has been performed within MIS for this reporting period.
- C. General/Core Knowledge - Currently a College-wide rubric for assessment of General/Core Knowledge has been adopted. No formal assessment of this area has been performed within MIS since the previous report.
- D. Problem Solving and Critical Thinking - Currently a College-wide rubric for assessment of Problem Solving and Critical Thinking has been adopted. No formal assessment of this area has been performed within MIS since the previous report.
- E. Discipline-Specific Knowledge – Although not a formal part of the current AOL effort, discipline-specific knowledge is an area in which it makes sense to assess the performance of students. MIS faculty collectively decided to use the results of a semester-long assignment from MIS 475 Strategic Management Information Systems. MIS 475 is the program capstone course. Given the nature of this course and the broader nature of MIS, it was felt that students would be able to demonstrate, through the use of an appropriate measure, the attainment of discipline specific knowledge at an advanced level that also integrated with general business knowledge. The relevant rubric is provided in Appendix 1.

In the Spring 2011 semester, each student of MIS 475 generated an MIS topics wiki. Student were instructed to write on particular topics that matched the required knowledge areas of the capstone course. Students were judged on MIS knowledge

breadth and depth, MIS and business knowledge integration, and knowledge communication.

A small sample (5 students) was chosen from the class and evaluated with the rubric. Average results are shown in yellow. In general, the results show that students are able to accumulate a relatively broad knowledge of MIS topic areas, while coming up short in MIS/Business Knowledge integration and knowledge communication. On average, student appeared Proficient in MIS Knowledge Depth and Integration.

However, it has since been judged that the open nature of the wiki assignment is not controlled enough to be of continued use as a means of assessment. A project or exam may prove to be a better situation in which to apply the rubric.

4. Future Assessment Activities Planning

The University will soon embark on a new mode of Assessment in which the MIS Program will need to operate. The project will see the creation of a Degree Profile as indicated below:

- *Specialized knowledge* (understanding of terminology, theory, methods, tools literature, complex programs or applications, and cognizance of the limits of the field);
- *Broad integrative knowledge* (practice in core fields ranging from science and the social sciences through the humanities and arts and development of global, cultural and democratic perspectives);
- *Intellectual skills* (fluency in oral and written communications, analytic inquiry, quantitative fluency, use of information resources, engaging diverse perspectives);
- *Applied learning* (demonstration of interaction of academic and non-academic settings and the corresponding integration of theory and practice);
- *Civic engagement* (capacity to use analysis and reflection in out-of-class experiences).

The MIS Program will be positioned very well to function within this new system, given the current close match between the assessment areas and the Degree Profile learning areas.

Appendix 1: MIS General/Core Knowledge Rubric

Last Revised: Fall 2011

Category	Excellent(4)	Proficient(3)	Needs Improvement(2)	Unacceptable(1)
Knowledge Breadth 3.40	Displays exceptionally broad knowledge of MIS topics	Displays relatively broad knowledge of MIS topics	Displays limited range in knowledge of MIS topics	Displays inferior range in knowledge of MIS topics
Knowledge Depth 3.00	Displays exceptionally 'deep' knowledge of MIS topics	Displays relatively 'deep' knowledge of MIS topics	Displays limited depth of knowledge of MIS topics	Displays surface knowledge of MIS topics
MIS Knowledge Integration 3.00	Displays exceptional integration of MIS knowledge areas	Displays relatively good integration of MIS knowledge areas	Displays limited integration of MIS knowledge areas	Displays little or no integration of MIS knowledge areas
MIS/Business Knowledge Integration 2.60	Displays exceptional connection of MIS knowledge with general business knowledge	Displays relatively good connection of MIS knowledge with general business knowledge	Displays difficulty in making connections of MIS knowledge with general business knowledge	Displays little or no ability in making connections between MIS knowledge and general business knowledge
Knowledge Communication 2.80	Communicates general and integrated knowledge in an exceptional manner	Communicates general and integrated knowledge in a relatively good manner	Communicates general and integrated knowledge in a limited manner	Communicates general and integrated knowledge poorly