Learning Objective 1:

1. MSIS students will demonstrate relevant domain knowledge in two of the following areas: database or data warehouse management, networking or telecommunications, security or risk evaluation/management, geospatial technologies, electronic commerce, systems analysis and design or application development, programming, healthcare IT, social media use, innovation or agility, business intelligence applications, or business analytics.

First Means of Assessment for Learning Objective 1 Identified Above:

1a. Means of Program Assessment & Criteria for Success:
MSIS students will provide the final written project report completed in ISMN 7980 (MIS Project) as a sample of that student’s domain knowledge in his or her area of concentration. Three MIS faculty members will independently evaluate the student’s report using a 5-point scale measuring domain knowledge where 5 = excellent and 1 = unacceptable. (Please see rubric in Appendix A). At least 80 percent of MSIS students sampled will achieve an average rating of 4.0 or higher using the rating scale described above. 12 students graduated during the 2013-2014 assessment period and are included in this analysis.

1a. Summary of Assessment Data Collected: 100% of the students scored 4 or higher with an average of 4.68.

Learning Objective 1 – Domain Knowledge – 4.68
Learning Objective 2 – Analysis and Modeling Skills – 4.82, 4.85
Learning Objective 3 – Communication Skills (Oral, Writing, Presentation) – 4.5, 4.47, 4.76

1a. Use of Results to Improve Instructional Program: This number is up from last year. Big data and predictive modeling courses were brought online in Fall, 2012 to increase opportunities for students to increase their breadth of knowledge. Faculty will continue to offer opportunities for students to increase their domain knowledge through updated course material.

Second Means of Assessment for Learning Objective 1 Identified Above:

1b. Means of Program Assessment & Criteria for Success:
During the final year of enrollment, at least 30 percent of MSIS students will pass a professionally sponsored certification exam evaluating relevant domain content knowledge covering the student’s field of concentration. The student will show proof of such certification. 12 students graduated during the 2013-2014 assessment period and are included in this analysis.
1b. Summary of Assessment Data Collected: 50% of the students attempted and passed certification exams. Doing so is not a requirement of the program. These exams are professionally administered by a number of accreditation agencies and specifics of the pass grade are not available.

1b. Use of Results to Improve Instructional Program: The number attempting certification depends on the number of students graduating and the specific certifications being offered. The number attempting certifications is up from the previous year. Cost of exams and narrow focus of exams in network and security areas limit the number of students who choose to obtain certification. Certifications will continue to be encouraged and, as appropriate, in class certification opportunities will be implemented.
Learning Objective 2:

2. MSIS students will demonstrate skills in the analysis of problems, opportunities, and the modeling of IT-based solutions.

First Means of Assessment for Learning Objective 2 Identified Above:

| **2a. Means of Program Assessment & Criteria for Success:** |
| MSIS students will provide the final written project report completed in ISMN 7980 (MIS Project) as a sample of that student’s **skill in modeling IT-based solutions** in his or her area of concentration. Three MIS faculty members will independently evaluate the student’s report using a 5-point scale measuring domain knowledge where 5 = excellent and 1 = unacceptable. (Please see rubric in Appendix A.) At least 80 percent of MSIS students sampled will achieve an average rating of 4.0 or higher using the rating scale described above. 12 students graduated during the 2013-2014 assessment period and are included in this analysis. |

| **2a. Summary of Assessment Data Collected:** |
| 100% of the students scored 4 or higher with an average of 4.85. |

| Learning Objective 1 – Domain Knowledge – 4.68 |
| Learning Objective 2 – Analysis and Modeling Skills – 4.82, 4.85 |
| Learning Objective 3 – Communication Skills (Oral, Writing, Presentation) – 4.5, 4.47, 4.76 |

| **2a. Use of Results to Improve Instructional Program:** |
| This number is up from last year. This is likely due, in part, to an enhanced project intensive collaboration across the curriculum where students may start a project earlier in their career (e.g., in a database class) and continue to work on that project until its completion. The faculty will continue to offer opportunities for students to increase their ability to model IT-based solutions. |

Second Means of Assessment for Learning Objective 2 Identified Above:

| **2b. Means of Program Assessment & Criteria for Success:** |
| MSIS students will provide a final written project report completed in ISMN 7980 (MIS Project) as a sample of that student’s **skill in analyzing problems and opportunities**. Three MIS faculty members will independently evaluate the student’s final written project report using a 5-point scale measuring the level of problem and opportunity analysis demonstrated by the student’s report where 5 = excellent and 1 = unacceptable. (Please see rubric in Appendix A.) At least 80 percent of MSIS students will achieve an average rating of 4.0 or higher using the rating scale described above. 12 students graduated during the 2013-2014 assessment period and are included in this analysis. |

| **2b. Summary of Assessment Data Collected:** |
| 92% of the students scored 4 or higher with an average of 4.82. |

| **2b. Use of Results to Improve Instructional Program:** |
| This number is marginally down (-.01) from last year. The faculty will continue to offer opportunities for students to increase their ability to analyze problems and opportunities. |
Learning Objective 3:
3. MSIS students will demonstrate effective oral, presentation, and written communication skills.

First Means of Assessment for Learning Objective 3 Identified Above:

3a. Means of Program Assessment & Criteria for Success:
MSIS students will present their final project completed in ISMN 7980 (MIS Project) as a sample of that student’s oral and presentation communication skill effectiveness in his or her area of concentration. Three MIS faculty members will independently evaluate the student’s presentation using a 5-point scale measuring domain knowledge where 5 = excellent and 1 = unacceptable. At least 75 percent of MSIS students sampled will achieve an average rating of 4.0 or higher using the rating scale described above. 12 students graduated during the 2013-2014 assessment period and are included in this analysis.

3a. Summary of Assessment Data Collected: 92% of the students scored 4 or higher with an oral skills average of 4.5; 100% of the students scored 4 or higher with a presentation skills average of 4.76.

Learning Objective 1 – Domain Knowledge – 4.69
Learning Objective 2 – Analysis and Modeling Skills – 4.83, 4.72
Learning Objective 3 – Communication Skills (Oral, Presentation, Writing) – 4.42, 4.61, 4.74

3a. Use of Results to Improve Instructional Program: Both scores are up from last year. More emphasis on presentations and speaking has been added throughout the curriculum. Faculty will continue to provide opportunities for students to increase their oral and presentation communication skill effectiveness.

Second Means of Assessment for Learning Objective 3 Identified Above:

3b. Means of Program Assessment & Criteria for Success:
MSIS students will provide a final written project report completed in ISMN 7980 (MIS Project) as a sample of that student’s written communication skill effectiveness. Three MIS faculty members will independently evaluate the student’s final written project report using a 5-point scale measuring the level of problem and opportunity analysis demonstrated by the student’s report where 5 = excellent and 1 = unacceptable. (Please see rubric in Appendix A.) At least 75 percent of MSIS students will achieve an average rating of 4.0 or higher using the rating scale described above. 12 students graduated during the 2013-2014 assessment period and are included in this analysis.

3b. Summary of Assessment Data Collected: 92% of the students scored 4 or higher with an average of 4.47.

3b. Use of Results to Improve Instructional Program: This number is down from last year. More emphasis on writing has been added across the curriculum but there are more foreign students enrolled. Faculty will continue to provide opportunities for students to increase their written communication skill effectiveness and to encourage foreign students to engage in language skills opportunities across campus.
Program Objective:
4. MSIS students will demonstrate sufficient knowledge and professional demeanor to enable them to obtain professional or managerial positions in private or public organizations.

First Means of Assessment for Learning Objective 4 Identified Above:

4a. Means of Program Assessment & Criteria for Success:
At the time of graduation, 25% of MSIS graduates will have obtained employment in their career field or been accepted for enrollment in an advanced graduate degree program. Measurement of this criterion will be by direct communication with graduates using personal contact or written responses specific communication prior to graduation. 12 students graduated during the 2013-2014 assessment period and are included in this analysis.

4a. Summary of Assessment Data Collected: 50% of the students (6) who were looking for jobs had obtained employment at the time of graduation.

4a. Use of Results to Improve Instructional Program: This number is down from last year; we are in a very competitive job market. In addition, 58% of the graduates were foreign born, making it even more difficult to secure employment. The faculty will continue to work with companies and our students to help them acquire employment in their field.

Second Means of Assessment for Program Objective 1 Identified Above:

4b. Means of Program Assessment & Criteria for Success:
Within one year of graduation, 80% of MSIS graduates who were looking for jobs will have obtained employment in their career field. Measurement of this criterion will be by direct communication with graduates using personal contact or written responses to specific communication through email. 12 students graduated during the 2013-2014 assessment period and are included in this analysis.

4b. Summary of Assessment Data Collected: There was insufficient data to ascertain whether the graduates were employed within one year of graduation. Most who were not employed at the time of graduation return to their countries and are no longer in communication.

4b. Use of Results to Improve Instructional Program: The present employment market is a difficult one for this field and opportunities for foreign students are severely restricted. However, the faculty continues to work with companies and our students to help them acquire employment in their field.
Appendix A

GUIDELINES FOR MSIS PROJECT EVALUATIONS

Evaluation, domain knowledge (LO1)
On a scale from 1 (unacceptable) to 5 (excellent), rate the project in terms of the student’s knowledge and understanding of the core components illustrated in the project. For example,
1. Is the solution appropriate for the problem given the core component?
2. Does the solution use current technology?
3. Does the solution demonstrate a clear understanding of information needs and flows for the given context?
4. Does the solution demonstrate appropriate relationships between components?
5. If working, does the solution demonstrate appropriate output given input?
6. Has any output been properly analyzed, with a clear discussion of ways forward?

Evaluation, analytical and modeling skills (LO2)
On a scale from 1 (unacceptable) to 5 (excellent), rate the project in terms of the student’s knowledge and understanding analysis and modeling skills. For example, for conceptualization and analysis,
1. Is the appropriate problem addressed in the solution?
2. Have all alternative problems been addressed/discarded?
3. Has appropriate background material been gathered?
4. Has an appropriate analysis technique been employed?
5. Are diagrams, schemas, blueprints, and other material appropriate for the problem?

For example, for modelling the solution:
1. Do the analysis and the design flow naturally together?
2. Has an appropriate technique been applied to the modeling?
3. Has appropriate background material been gathered?
4. Are diagrams, schemas, blueprints, and other material appropriate for the model?
5. Are input and output screens reasonable (easy to use, appealing, clear and consistent format)?
6. If working, does the model demonstrate reliability?
7. If working, does the model demonstrate accuracy?
8. If working, has testing been adequately done?
9. If working, is the interface easy to navigate?

Evaluation, communication skills (LO3)
On a scale from 1 (unacceptable) to 5 (excellent), rate the project in terms of the student’s communication skills. For example, for written skills,
1. Is the document written clearly and without grammatical/typographical/etc. mistakes?
2. Is the document geared to a lower-level reader such as an end user or manager without offending higher level readers (diverse audience)?
3. Does the document flow well from executive summary to appendices?
4. Is there appropriate use of tables, figures, etc.?
5. Is the problem and opportunity clearly and concisely stated?
6. Have all the steps from problem conceptualization to final solution been described?

For example, for oral skills,
1. Is volume appropriate for the room/audience?
2. Is speed appropriate for the room/audience?
3. Is speech clear and enunciated?
4. Is the flow of speech appropriate (smooth, appropriate pauses, lack of “ums”)?
5. Is there good eye contact?
6. Does the oral presentation match the slides?

For example, for presentation skills,
1. Is the presentation an appropriate length given the audience and project?
2. Are the slides of good quality (clear, not crowded, no grammatical/typographical/etc. issues)?
3. Is the flow of the slides presentable (has a logical start and stop, matches oral presentation, in general order of project process)?
4. Are graphics appropriate given the content?
5. Do the slides match what is being presented without being a crutch (bullets that are developed during the oral presentation, slides not being read, etc.)?

**Evaluation, professional placement (PO1)**
1. Is the student looking for a job based on this degree?
   a. If yes,
      i. Has the student accepted an offer at the time of graduation? (asked during exit interview)
      ii. Did the student accept an offer between graduation and one year? (asked in follow up email)
   b. If no, is the student planning to enroll in higher education?
      i. If yes, has the student been accepted at the time of graduation? (asked during exit interview)
      ii. Has the student been accepted between graduation and one year? (asked in follow up email)

Additional exit interview question:
Has the student passed any certifications, and if so, which ones?