

# Annual Assessment Report to the College 2008-2009 *DRAFT*

College: COBAE

Department: Information Systems

Program: B.S. in Information Systems

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## 1. Overview of Annual Assessment Project(s)

1a. **Assessment Process Overview:** In general, program assessment activities are coordinated by the College Assessment Director. Faculty members teaching core courses design and collect course embedded measures. All assessment results are distributed to and reviewed by three committees: (1) Administrative Council; (2) Curriculum Review and Policy Committee, and (3) Strategic Planning. More specifically, there is an assessment coordinator in the IS Department and IS faculty review the assessment findings. This year, six program learning goals were directly assessed with course embedded measures in all upper-division business core courses; and in two required upper-division IS courses.

1b. **Implementation and Modifications:** No unplanned modifications.

## 2. Student Learning Outcome Assessment Project:

### 2a. Which Student Learning Outcome was measured this year?

Recognize and analyze ethical problems

### 2b. What assessment instrument(s) were used to measure this SLO?

FIN 303: Multiple-choice exam questions covered students' knowledge of financial ethics and regulatory requirements.

MGT 360: Multiple-choice exam questions covered students' knowledge of ethics.

### 2c. Describe the participants sampled to assess this SLO:

FIN 303: Exam answers from roughly 613 (459) students were assessed in fall (spring). Only students enrolled in traditional classes (i.e., not online) were assessed.

MGT 360: In fall (spring), instructors teaching four (two) large sections with roughly 600 (300) students adopted two common exam questions to assess students' understanding of ethics.

**2d. Describe the assessment design methodology:** Cross-sectional samples which provide a snapshot of the student population, at one point in time.

**2e. Assessment Results & Analysis of this SLO:**

FIN 303: In fall (spring), some 91% (87%) of students correctly answered questions covering financial ethics.

MGT 360: in both fall and spring, on average, 66% of the students correctly answered questions on ethics.

**2f. Use of Assessment Results of this SLO:** None this year.

**2a. Which Student Learning Outcome was measured this year?**

Effectively communicate orally and in writing

**2b. What assessment instrument(s) were used to measure this SLO?**

IS 335 and 451: Students' oral communication skills were assessed within a group presentation.

MKT 304 (fall only): Students' writing skills were assessed with either a full strategic marketing plan or a situation audit.

SOM 306: Case analysis or essay exam questions were used to assess students' ability to clearly communicate and interpret results from operations management problems.

**2c. Describe the participants sampled to assess this SLO:**

IS 335 and 451: Students enrolled in the course during the spring semester.

MKT 304: Random sampling was used so that every fifth report was assessed. A total of 48 reports were assessed.

SOM 306: The work of roughly 887 (766) students were assessed in fall (spring).

**2d. Describe the assessment design methodology:** Cross-sectional samples which provide a snapshot of the student population, at one point in time.

**2e. Assessment Results & Analysis of this SLO:**

IS 335 and 451: Focusing on presentation elements (e.g., get audience involved) that are shared by both courses, it is fairly clear that students do better on their oral presentations later in the program. Student groups in both courses seem to have some problems with "getting the audience involved." By contrast, students in both courses seem to create very good power point presentations (e.g., the element "Electronic Visuals").

IS students are required to give presentations in several IS classes which are taken between IS 335 and IS 451, which means they have much more practice with presentations by the time they enroll in IS 451. This may explain these results.

MKT 304: Some 67% of the students' writing was deemed outstanding or good, 19% was deemed acceptable, and 15% was deemed unacceptable.

SOM 306: In fall (spring), some 81% (87%) of students demonstrated good or very good writing skills; while 19% (13%) demonstrated writing skills that were considered not good enough.

**2f. Use of Assessment Results of this SLO:**

IS 335 and 451: In future semesters, having a comprehensive set of matching elements will aid in a more complete assessment of the presentation skills in both of these courses. Tips on getting the audience involved and emphasis on practicing the presentation will be a renewed focus in both courses.

MKT 304: Faculty teaching the course will continue to emphasize the written strategic marketing plan as a requirement for all students. This provides students with an opportunity to improve their writing skills.

**2a. Which Student Learning Outcome was measured this year?**

Apply critical thinking and problem solving skills

**2b. What assessment instrument(s) were used to measure this SLO?**

MKT 304 (fall only): Students' critical thinking and problem solving skills were assessed with either a full strategic marketing plan or a situation audit.

FIN 303: Multiple-choice exam questions were used to assess students' knowledge of investment decisions, finance decisions, and the use of financial data. All questions require students to have strong problem solving skills.

**2c. Describe the participants sampled to assess this SLO:**

MKT 304: Random sampling was used so that every fifth report was assessed. A total of 48 reports were assessed.

FIN 303: Exam answers from roughly 613 (459) students were assessed in fall (spring). Only students enrolled in traditional classes (i.e., not online) were assessed.

**2d. Describe the assessment design methodology:** Cross-sectional samples which provide a snapshot of the student population, at one point in time.

**2e. Assessment Results & Analysis of this SLO:**

MKT 304: Some 48% of the students' critical thinking was deemed outstanding or good, 40% was deemed acceptable, and 13% was deemed unacceptable. Additionally, 54% of the students' problem solving was deemed outstanding or good, 33% was deemed acceptable, and 13% was deemed unacceptable.

FIN 303: in fall (spring), roughly 86% (83%) of students correctly answered questions covering investment decisions; 77% (79%) answered questions covering financing decisions; and 76% (74%) answered questions covering the use of financial data.

**2f. Use of Assessment Results of this SLO:**

FIN 303: Assessment findings were shared with finance faculty who teach 303. These faculty were asked to review their course structure and to improve students' knowledge/understanding of the "regulatory environment."

**2a. Which Student Learning Outcome was measured this year?**

Understand individual and group dynamics of project teams

**2b. What assessment instrument(s) were used to measure this SLO?**

IS 335 and 451: both courses have semester-long group projects which include a final report and an oral presentation. At the beginning of the semester, a peer evaluation form is presented to students in both classes. The evaluation forms are due after the final reports and presentations are completed.

MGT 360: Multiple-choice exam questions covered students' knowledge of teams.

**2c. Describe the participants sampled to assess this SLO:**

IS 335 and 451: Students enrolled in the course during the spring semester.

MGT 360: In fall (spring), instructors teaching four (two) large sections with roughly 600 (300) students adopted two common exam questions to assess students' understanding of teams.

**2d. Describe the assessment design methodology:** Cross-sectional samples which provide a snapshot of the student population, at one point in time.

**2e. Assessment Results & Analysis of this SLO:**

IS 335 and 451: student groups in 451 seem to do much better at teamwork than those in 335. None of the groups in 451 ranked any of their group members in the "Not Acceptable" range. If groups worked exceptionally well together, they gave each other rankings of "4" for all teamwork elements. In IS 335, three groups (or 30%) were in this "exceptional" category, whereas five groups (or 50%) were rated as "exceptional" in 451.

MGT 360: in both fall and spring, on average, 72% of the students correctly answered questions on teams.

**2f. Use of Assessment Results of this SLO:** None this year.

**2a. Which Student Learning Outcome was measured this year?**

Research IS literature

**2b. What assessment instrument(s) were used to measure this SLO?**

IS 335 and IS 451: Both courses have semester-long group projects. Both projects require the students to research the IS literature and to prepare their final reports in APA style.

**2c. Describe the participants sampled to assess this SLO:**

IS 335 and 451: Students enrolled in the course during the spring semester.

**2d. Describe the assessment design methodology:** Cross-sectional samples which provide a snapshot of the student population, at one point in time.

**2e. Assessment Results & Analysis of this SLO:**

Student groups in IS 451 seem to be somewhat better at researching the IS literature and formatting their reports in APA style than those in IS 335. It seems that some groups in both classes are still having problems with three elements which describe proper APA formatting. All groups, in both classes, seem to be able to meet the rest of the report requirements.

**2f. Use of Assessment Results of this SLO:** An APA Style Guide is reviewed with the students in both classes. Perhaps having an APA referencing homework assignment, prior to the final project, will help to improve the students' ability to master the use of APA style in their reports.

**2a. Which Student Learning Outcome was measured this year?**

Understand and apply basic business concepts

**2b. What assessment instrument(s) were used to measure this SLO?**

ETS-MFT: The Major Field Test contains 120 multiple-choice questions which test students' knowledge of accounting, economics, management, quantitative business analysis, finance, marketing, legal environment, information systems, and international issues.

BUS 302L: Students take a multiple-choice exam in each of the six lower-division core business subjects: financial and managerial accounting; business law; micro and macroeconomics; and statistics. Students must score a minimum of 50% on each exam to pass BUS 302L and they have three opportunities to take each exam.

FIN 303: Multiple-choice exam questions were used to assess students' knowledge of investment decisions, finance decisions, and the use of financial data.

MKT 304 (fall only): Students' knowledge and application of key marketing principles were assessed with either a full strategic marketing plan or a situation audit.

SOM 306: Students' knowledge of basic operations management concepts was assessed with exam questions.

**2c. Describe the participants sampled to assess this SLO:**

ETS-MFT: The Major Field Test in Business was given to 142 students enrolled in evening sections of the capstone course. Evening sections were used because the exam is designed to be taken over a two-hour time period.

BUS 302L: All students enrolled in BUS 302L.

FIN 303: Exam answers from roughly 613 (459) students were assessed in fall (spring). Only students enrolled in traditional classes (i.e., not online) were assessed.

MKT 304: Random sampling was used so that every fifth report was assessed. A total of 48 reports were assessed.

SOM 306: The work of roughly 887 (766) students were assessed in fall (spring).

**2d. Describe the assessment design methodology:** Cross-sectional samples which provide a snapshot of the student population, at one point in time.

**2e. Assessment Results & Analysis of this SLO:**

ETS-MFT: results are pending.

BUS 302L: Consistently high failure rates (i.e., roughly 15%) are seen in the financial and

managerial accounting exams and the statistics exam. Alternatively, fairly low failure rates are seen in the business law exam (less than 6%).

FIN 303: in fall (spring), roughly 86% (83%) of students correctly answered questions covering investment decisions; 77% (79%) answered questions covering financing decisions; and 76% (74%) answered questions covering the use of financial data.

MKT 304: Some 77% of the students' marketing knowledge was deemed outstanding or good, 13% was deemed acceptable, and 10% was deemed unacceptable.

SOM 306: In fall (spring), some 73% (69%) of students demonstrated good or very good knowledge of operations management concepts; while 27% (31%) demonstrated knowledge that was considered not good enough.

**2f. Use of Assessment Results of this SLO:** BUS 302L: Relevant departments (systems and operations management, business law, economics, and accounting) are reviewing and updating their exam questions. Online review materials are also being improved. (This process is ongoing.) The BUS 302 steering committee is also working to construct reliability measures for the exam questions.

**3. How do your assessment activities connect with your department's strategic plan?**

Assessment is an integral part of our College mission --to provide high quality education.

**4. Overall, if this year's program assessment evidence indicates that new resources are needed in order to improve and support student learning, please discuss here.**

Teaching students to write well requires that they have numerous opportunities to write and receive meaningful feedback from instructors. Given that most of our upper-division core courses are taught in large lecture halls with 130 to 160 students, faculty are reluctant to assign (and assess) written work. Thus, it would be helpful to assign teaching assistants to faculty who teach such large sections.

**5. Other information, assessment or reflective activities not captured above.**

Students in the capstone course complete the EBI Student Satisfaction Survey every spring semester. Student responses in 2009 indicate that we are very similar to our "select six" comparison business schools in terms of demographics and student satisfaction with various aspects of our undergraduate programs. When examining factor means, our highest student ratings go toward "critical thinking and problem

solving" and "effective communication and teamwork." Students rate us least favorably in "placement and career services" and "advisement."