MIS Annual Assessment 17-18

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Management Information Systems

Program Profile

Program Mission Statement
Please insert your program mission statement here

The Management Information Systems Mission is to provide students with a theoretical, technological and business base to effectively compete in the business world.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

	Minors	Majors
2017-18	8	13
2016-17	12	16

Concentrations 2016-17
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

There are no concentrations for the Major

Concentrations 2017-18
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

There are no concentrations for the Major

Student Demographics
Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

The MIS program has an excellent retention, persistent and completion rates. The graduation rate for MIS majors is also high. A majority of our students learn of the major after they have entered WWU. We have a high rate of double majors as well. Students can easily complete the MIS major in four years. In addition it is well suited to transfer students since there are few prerequisites. All courses are offered at least once a year. In addition, the minor and concentration have built in flexibility as well.

The MIS program is heavily suited to hands-on projects through the coursework. We believe this contributes to a high rate of retention since most students perform better on projects versus rote memorization on exams. In addition, the student has a robust portfolio when they begin their career search. We believe the hire rate is hire due to the fact employers can see and witness their academic levels based on the projects produced.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation
Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation?If no, why?

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
MIS.1	Students must utilize technology and end user software to solve complex management information systems issues.
MIS.2	Students must incorporate detailed, well established networking principles to project based learning situations.
MIS.3	Students must apply best practices to design, develop and manage website related projects.
MIS.4	Students must research and develop solutions to real-life situations using management information systems principles.

General Education Alignment to Program
How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual.

See attached for more detailed breakdown.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

MIS Curriculum Map(Imported)

	MIS 100	MIS 125	MIS 250	MIS 225	MIS 325	MIS 350
MIS.1 Students must utilize technology and end user software to solve complex management information systems issues.	I	I, R, M, A	R			I, R, M
MIS.2 Students must incorporate detailed, well established networking principles to project based learning situations.			I, M, A			
MIS.3 Students must apply best practices to design, develop and manage website related projects.					I, R, M, A	
MIS.4 Students must research and develop solutions to real-life situations using management information systems principles.						I, R, M

	MIS 370	MIS 403	MIS 425	MIS 450	MIS 475	Student Performance Review
MIS.1 Students must utilize technology and end user software to solve complex management information systems issues.			R, M			A
MIS.2 Students must incorporate detailed, well established networking principles to project based learning situations.						A
MIS.3 Students must apply best practices to design, develop and manage website related projects.						
MIS.4 Students must research and develop solutions to real-life situations using management information systems principles.	M	R, M	M, A	R, M	M, A	A

Assessment Map

Assessment Map for MIS Curriculum Map(Imported)

MIS.1 Students must utilize technology and end user software to solve complex management information systems issues.

MIS 125		
Assessment Measure	Criterion	Attachments
Indirect - External Evaluation	75% of the students will pass the SimNet Application exams in Word, Excel, and Access.	

Student Performance Review		
Assessment Measure	Criterion	Attachments
Direct - External Testing	75% of the students will pass the SimNet application exam in Word, Excel, and Access.	
Indirect - External Evaluation	85% of MIS Seniors will pass theComputer Application portion of the IC3 Certification Exam.	

MIS.2 Students must incorporate detailed, well established networking principles to project based learning situations.

MIS 250		
Assessment Measure	Criterion	Attachments
Direct - External Testing	75% of the students will pass the TestOut networking certification exam.	

Student Performance Review		
Assessment Measure	Criterion	Attachments
Indirect - External Evaluation	75% of the students will pass the TestOut networking certification exam.	

MIS.3 Students must apply best practices to design, develop and manage website related projects.

MIS 325		
Assessment Measure	Criterion	Attachments
Direct - Portfolio Review	80% of the students will be assessed as Mastered or better.	

MIS.4 Students must research and develop solutions to real-life situations using management information systems principles.

MIS 425		
Assessment Measure	Criterion	Attachments
Direct - Final Exam	75% of the students will pass the performance based exam.	

MIS 475		
Assessment Measure	Criterion	Attachments
Indirect - External Evaluation	85% of the students assessed as Agree or better on Capstone Project Survey	

Student Performance Review		
Assessment Measure	Criterion	Attachments
Indirect - External Evaluation	80% of the students will pass all 3 sections of the IC3 national certification exam.	

Assessment Findings

Assessment Findings for the Assessment Measure level for MIS Curriculum Map(Imported)

MIS.1 Students must utilize technology and end user software to solve complex management information systems issues.				

MIS 125				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Indirect - External Evaluation	Has the criterion 75% of the students will pass the SimNet Application exams in Word, Excel, and Access. been met yet? Met	30/40= 75% passed the SimNet application exams in Word, Excel, and Access.	Copy_of_SIMnet_Gradebook_EXams_BY_STUDENTS.xlsx	

Student Performance Review				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - External Testing	Has the criterion 75% of the students will pass the SimNet application exam in Word, Excel, and Access. been met yet? Met	19/22 = 86% passed the SimNet application exams in Word, Excel, and Access.	Copy_of_SIMnet_Gradebook_EXams_BY_STUDENTS.xlsx	
Indirect - External Evaluation	Has the criterion 85% of MIS Seniors will pass theComputer Application portion of the IC3 Certification Exam. been met yet? Met	5/5 = 100% of MIS Seniors will pass theComputer Application portion of the IC3 Certification Exam	IC3_Overall_Exam_Results.JPG	

MIS.2 Students must incorporate detailed, well established networking principles to project based learning situations.				

MIS 250				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - External Testing	Has the criterion 75% of the students will pass the TestOut networking	10/11 = 91% of the students passed the TestOut certification	Certifications_Fall17.pdf	

certification exam. been met yet? Met		exam.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion 75% of the students will pass the TestOut networking certification exam. been met yet? Met	2/2= 100% of the students passed all certification exams.	IC3_Exam_Results_Fall_ 17.xls	

MIS.3 Students must apply best practices to design, develop and manage website related projects.

MIS 325				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of the students will be assessed as Mastered or better. been met yet? Met	Brown-Fall 17-11/12 Mastered Brown-Spring 18- 5/6 Mastered Total:17-18 - 16/18 = 89% Mastered	FinalProjectRubric_SP18_ Final.xlsx	

MIS.4 Students must research and develop solutions to real-life situations using management information systems principles.

MIS 425				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 75% of the students will pass the performance based exam. been met yet? Met	100% of the students passed the performance based exam.	Finals_Final_Exam.zip	

MIS 475				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion 85% of the students assessed as Agree or better on Capstone Project Survey been met yet? Met	Due to a number of scheduling conflicts, and only 2 students in the capstone course, the capstone project survey was not conducted with other students as it has been done in the past. The capstone students did meet all the criteria for their project and professional portfolio.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion 80% of the students will pass all 3 sections of the IC3 national certification exam. been met yet? Met	2/2=100% of the students passed all 3 sections of the IC3 National Certification Exam.	IC3_Exam_Results_Fall_17.xls	
Indirect - External Evaluation	Has the criterion 80% of the students will pass all 3 sections of the IC3 national certification exam. been met yet? Met	2/2=100% of the students passed all 3 sections of the IC3 National Certification Exam.	IC3_Exam_Results_Fall_17.xls	

Analysis of the Assessment Process
Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

1. Student are required while in the Capstone class to complete the Internet and Computing Core (IC3) National Certification Exam. This exam validates the digital literacy skills required in today's academic and work environments. It is recognized globally as the standard for digital literacy.

IC³ certification helps you learn and demonstrate Internet and digital literacy through a worldwide industry standard. To become IC³ certified, you must pass the following three exams.

- Computing Fundamentals:
     a. Computer Hardware
     b. Computer Software
     c. Using an Operating System
- Key Applications:
     a. Common Program Functions
     b. Word Processing Functions
     c. Spreadsheet Functions
     d. Presentation Software Functions
- Living Online:
     a. Networks and the Internet
     b. Electronic Mail
     c. Using the Internet
     d. The Impact of Computing and the Internet on Society

Changes to the Assessment

MIS 250 - The second year of this assessment seems to be successful. The only student to fail the certification exam was a student who missed a significant number of course meetings.

MIS475 - With only two students in the capstone course this past year, the number of projects was reduced down to one. There are more students enrolled for the same class next year, so the students should be able to cope with more projects.

Improvement Narrative List

Assessment Findings for the Assessment Measure level
No improvement narratives have been added.

Program Activities

Student Performance Review
Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

1. Focus Group – All MIS majors required to attend focus group. Questions and answers are aggregated and reported back to faculty. New programs, activities developed based on areas reported as weak.
2. MIS Advisory Board – All MIS majors required to attend the Advisory Board panel discussion and curriculum advancement meetings. Information is aggregated from these two meetings and curriculum change forms initiated based on information collected.
3. IC3 Pre-test: Any incoming freshman or sophomore takes the IC3 fast test as a pre-test for the final IC3 certification exams the seniors take during the capstone course.

Senior Professional Portfolio presentations. Students normally present during Senior Achievement Day or Assessment Day.

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.
MIS_Student_Performance_Days_List_of_events_WITH_HEADER_Sp18.docx

Senior Showcase
Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Seniors were required to present their professional portfolios and were assessed using a peer rubric (See Appendix C). This activity consisted of:

1. Professional resume – Rubric scored
2. Online Professional Portfolio – with projects, embedded resume, references, etc.-Rubric Scored
3. LinkedIn Portfolio completed – Rubric Scored
4. Description of their internship
5. Plans for career future
6. Articulating strengths and weaknesses of the MIS program.

Graduates have noted our required internships as one of the important factors in obtaining good jobs upon graduation. Today students are expected to have a wealth of portfolio support/evidence from their academic experiences.

Benefits the program gains involves being able to track graduates through LinkedIn, along with a collection of an internship database.

Benefits to the student: The student has a professional portfolio, a robust LinkedIn, a resume and cover letter by the Fall of their Senior Year.

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes (selected)
No

Service Learning Component
If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

SWAT – The Student Website Advancement Team is a select group of students skilled in advanced website development. They work closely with the community to help develop websites, conduct usability testing and training as needed. Usually complete 50% - 65% of the projects for non-profits.

Website Development class – Students have the option of selecting a business or organization in need of a website for their final exam project.

Capstone Class - Worked on updating a database for the International Oak Society.

LEAD Events
Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Hosted "Escape Room" - LEAD - SWAT - both fall and Spring semesters.

Student Accomplishments
Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Tim Buehne
Help Desk Technician
Zobrio - Financial Consultant-St. Louis MO

Faculty Accomplishments
Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.
Eric Brown completed coursework for Doctorate degree, and is now engaged in working on the final dissertation for the program.

	Go Aueument Reflects Best Practices	**e ⌂ Aueument Meets the llJ!ectations of the University,**	**Go Aueument Needs Dneto Dment**	**@ Assessment is Inadequate**	
Learning Objectives weight:1.000	• Detailed, measurable program learning objectives • **Objectives are shared with** students and faculty	• Measurable program learning objectives. • **l**earning **objectives arc available to** students.	- Program learning objectives are identified and *are* generally **measuraJte**	• Program learning objectives arc not clear **or measurable**	N/A
Comment:					
Assessment **Measures** weight:1.000	• Multiple measures arc used to assess a student - leamlng objectives. • Rubrics or guides are used for the **measures. • All** measurements are clearly described**.** • External **evaluation of student learning** included .	- Assessment measures relate to program learning **objectiives. -Various measures** are used to assess student **learning.** • **Measures chosen** provide useful information about student learning.	- Assessment focuses on class content only. - Minimal description of how the assessment relates to the **objective.** • **Minimal assessment measures** established.	• Assessment measures not connected to objectives. - Assessment measures arc not clear. • **No assessment measures** are established .	N/A
Comment:					
Assessment Results weight:1.000	• All objectives are assessed annually, or a rotation schedule is provided . - Data are collected and analyzed to **show learning over time.** • Standards for performance and gaps in student learning are clearly identified.	• Most objectives assessed annually. - Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. - Some data from non-coursc based **content.**	- Data collected for at cast one program objective. - Data collection is incomplete. • Gaps in **student learning not** identified . • lacking external data to support **course data.**	• learning objectives are **not routinely assessed .. Routine data is not** collected.• No discussion on gaps in student learning. • No usc of external data to support **student learning.** • Assessment data not yet collected.	N/A
Comment:					
Faculty Analysis and Conclusions weight:1.000	• Data is shared that incorporates multiple faculty from the program. • **Discussions on data results** incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external **sourcCls when possible.**	• Multiple program faculty **receive assessment results.** • Assessment results arc **discussed** • **Specific** conclusions about student learning are made based on **the available assessment** results.	• Minimal faculty input about results is sought -Oat< not used to determine suc:css **or not to the objective.** • Minimal conclusions made.	• Faculty input is not sought. - Conclusions about student learning are not identified.• N/A Program recently started or too few graduates to suggest any changes.	N/A
Comment:					
Actions to lmprove Learning and **Assessment** weight:1.000	• All assessment methods, timetable for assessing, and evaluating the effectiveness **modifications are included.** • Changes to assessment arc inclusive of multiple faculty.• **Description of changes is** detailed and and linked to **assessment results.**	• *More* than one change to assessment is proposed, timetable for assessment, and **evaluating the change is** provided. • Changes to **assessment measures is** highlighted.• Changes are realistic, with a good probability of improving **learning or assessment.**	- At least one change t⊳ **improve teaming or** assessment is identified.• The proposed action(relates to faculty conclusions about arNs for **improvement.** • **Adjustments** to the assessment arc proposed but not clea y connected to data	• lacking actions to improve student learning. • Actions **dis<ussed lack** supportive data. • Lacking discussion of the **effectiveness of the** assessment plan	N/A
Comment:	no changes were noted for the academic year as only one student was in the capstone course and srudents the lowtr courses met the objectives being assessed. The program is holding and evaluating how to keep up In *the* mali<etand looking at dat.> to determine academic changes.				