

# AACSB Assurance of Learning (AoL) Report & Recommendations

Fogelman College of Business & Economics

MSIS Program

Reporting Cycle (2018-19)

## Executive Summary (MSIS 2018-19 Report)

### MSIS Committee:

Srikar Velichety, Brian Janz, Jong Seok Lee, Sandy Schaeffer (ex-officio Dean's Office)

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### Program Notes:

Students successfully completing the MSIS program in the Fogelman College have demonstrated exceptional knowledge and skills in the field of information systems to prepare them for successful careers in academics, government, or industry.

Degree goals used in this baseline assessment affirmed that MSIS graduates must be:

- Competent in the use of technology.
- Effective communicators.
- Knowledgeable about global threats and trends.
- Problem Solvers.

Links to resources used in assessing the MSIS program (effective Sept 2019):

- [MSIS Learning Outcomes \(new 2019\)](#)
  - [MSIS Assessment Rubric \(new 2019\)](#)
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### Assessment Methodology:

The MSIS program is the newest graduate degree in Fogelman and this assessment cycle functioned as the initial review of the program. The MSIS degree was initially grouped with the MSBA program which also contained a masters in Finance with a common set of learning outcomes for both areas. This initial assessment cycle was based on those original learning goals. However, all future assessment cycles will be based on a new set of MSIS-specific learning goals that were developed and published in 2019.

Data for this assessment cycle were collected from active MSIS students over the period of Fall 2017 through Fall 2018. For this cycle, individual students enrolled in selected MSIS courses were scored on all learning outcomes using a 3-point scale of 1=Fair, 2=Good, 3=Exceptional. The assessment committee agreed that any learning outcome with a 10% or greater score at the Fair (1) level merited attention.

Faculty submitting assessment data: Gillenson, Richardson, Schaeffer, Zhang, Velichety, Lee

Courses used for assessment: MIS-7321, MIS-7610, MIS-7620, MIS-7621, MIS-7640, MIS-7650

**Summary of Findings:**

Overall, the assessed MSIS students showed good or exemplary competence across the majority of the degree's learning outcomes. However, there were two areas where students feel short of the 10% fair (score=1) benchmark. [See Appendix A for a full detailed review of the assessment outcomes for each Program Learning Goals (PLG) by Measured Learning Outcome (MLO) in the MSIS program.]

Under Goal #1 (Technology Skills) in the area of using typical business software tools a total of 11% of the assessed students scored at the fair level. However, the committee had concerns about the methodology of how this was assessed and did not feel it merited a teaching-based intervention. Instead, the committee perceived this was an artifact of how the original set of degree goals were established and recommended instead that a new set of more appropriate goals and accompanying assessment rubrics be developed for the MSIS degree. (See actions taken below.)

Under Goal #2 (Communication Skills) students fell short of the benchmark for both learning objectives: Stating Problems and Communicating Solutions (15% fair) and Using Data-centric Tools to Organize Information (12% fair). For these two shortfalls, the committee perceived the results to be accurate and merited attention. They noted that many students come into the MSIS program as international students with strong technical skills, but limited proficiency in communication using the English language. The committee focused its primary attention on addressing the two areas related to Communication Skills.

**Recommendations for Improvement:**

1. Develop a new set of learning goals for the MSIS degree and associated assessment rubric.
2. Expand the MSIS program to include more communication-specific activities in selected courses central to the MSIS program.
3. Explore availability of course-embedded communication activities in other graduate level courses often taken by MSIS students (e.g., shared MBA courses).

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**Implementation and Actions on Current (2018-19) Recommendations:**

To ensure the committee's recommendations are implemented and reassessed for impact, the MSIS AoL committee met in Spring 2019 and identified the following steps for each recommended program improvement:

Recommendation: Develop an MSIS-specific framework (degree goals, measurable objectives, and assessment rubric).

Action: Faculty committee from MSIS met in Spring 2019 and published a new assessment framework specific to the MSIS program. [This action was completed in the Summer of 2019 and will be used in future assessments of the MSIS program.]

Recommendation: Expand the MSIS program to include more communication-specific activities in selected courses central to the MSIS program.

Action: Require all core MSIS classes to include a minimum of one communication-specific activity that has an impact on their final grade in the course.

- The activity (or activities) can be defined by the individual instructor and can address a variety of communication skills including data analytics, oral communication, presentation skills, or written communications.
- The relative impact on the student's grade can be defined by the individual instructor, but it should be explicit to students that this is a communication-related activity and the value significant enough for them to give it full attention (e.g., 5% minimum impact on overall outcome in the course).

Recommendation: Explore availability of course-embedded communication activities in other graduate level courses often taken by MSIS students (e.g., shared MBA courses).

Action: The MSIS program should participate in a college-wide effort to develop a standardized definition of what it means to be a good communicator.

Attributes of this definition:

- Overall, generalized across disciplines but with areas to emphasize specific communication needs of specific disciplines. For example, MSIS students will need good skills in data visualization.
- Contain elements of written, verbal, and presentation skills.
- Include a structured assessment rubric for scoring objectively and in a variety of contexts.

Action: The MSIS program should participate in a college-wide effort to ensure all FCBE graduate-level programs include communication-related learning outcomes and related course-embedded activities.

Notes on this effort:

- Development of updated curriculum maps for all FCBE graduate programs should be completed in AY 2019-20 and include course-specific locations where communications skills are taught and reinforced across the college.
- If there are shortfalls in the teaching of communication skills, departments and faculty will be encouraged to introduce additional elements and activities that strengthen students' communication skills.

Reassessment of these recommended changes:

- Communication Assessment data will be collected in sections of MIS-7650
  - All MSIS students must take MIS-7650. (Also required for all MBA/IMBA/EMBA and many MSBA students.)
  - Will be a predefined activity that lends itself to the content MIS-7650, but with a variety of iterations (details). For example, could be to explain a technical infrastructure concept without using technical jargon. The submitted deliverable would include both a written component and a verbal/presentation component (e.g., self-produced “talking head” video).

**Note: These recommendations should be presented and discussed for adoption during the MSIS Spring 2020 faculty retreat.**

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**Previous AoL Review and Notes:**

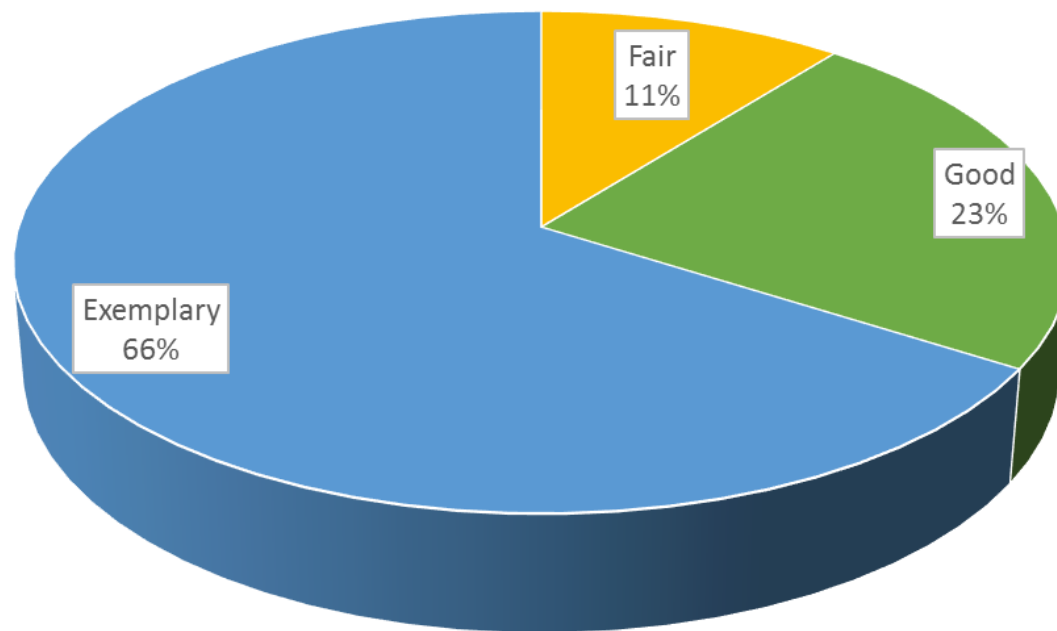
Not applicable as this was the initial assessment for the MSIS program.

**Appendix A:**  
**FCBE MSIS AoL, Assessment Results by Goal/Objective (Fall 2018-19)**

Learning Outcome Area (Goal)		%Fair (1)	%Good (2)	%Exemplary (3)	(n)
Goal 1: Competent in the Use of Technology	Obj1	11%	23%	66%	173
	Obj2	4%	25%	71%	170
Goal 2: Effective Communicators	Obj1	15%	27%	58%	232
	Obj2	12%	16%	72%	205
Goal 3: Knowledgeable about global threats/trends	Obj1	1%	27%	72%	75
	Obj2	0%	28%	72%	75
Goal 4: Problem Solvers	Obj1	6%	31%	63%	50
	Obj2	2%	22%	76%	51

Goal 1 - Students will be competent in the use of technology

Objective 1 - Students can use typical business application software packages effectively



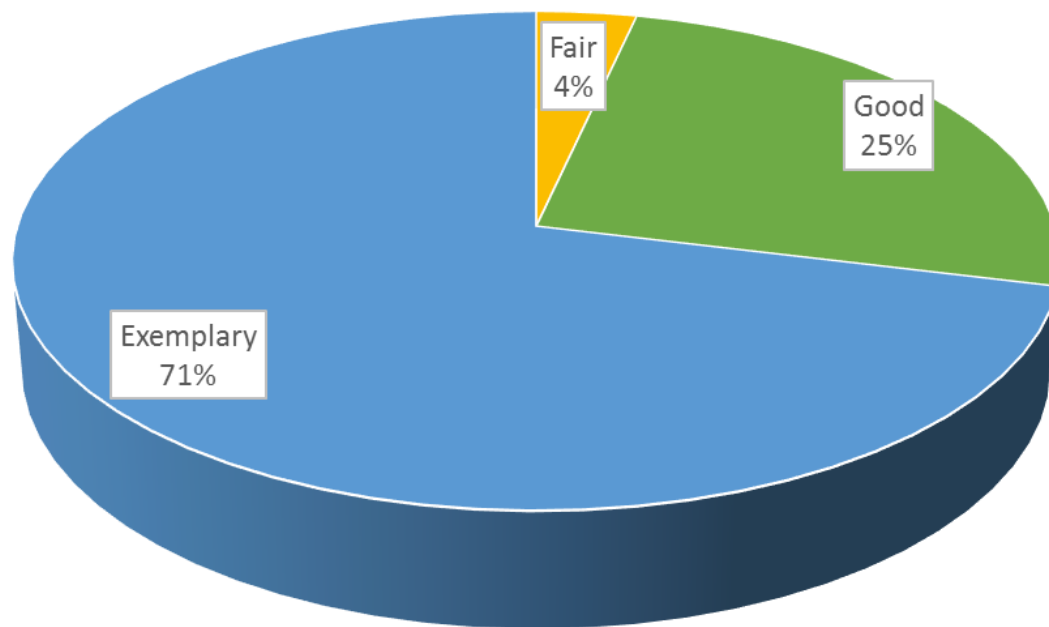
n=173

Fall 2017/Fall2018

Fair Good Exemplary

Goal 1 - Graduates will be competent in the use of technology

Objective 2 - Students can demonstrate how to use data analytics to achieve business objectives

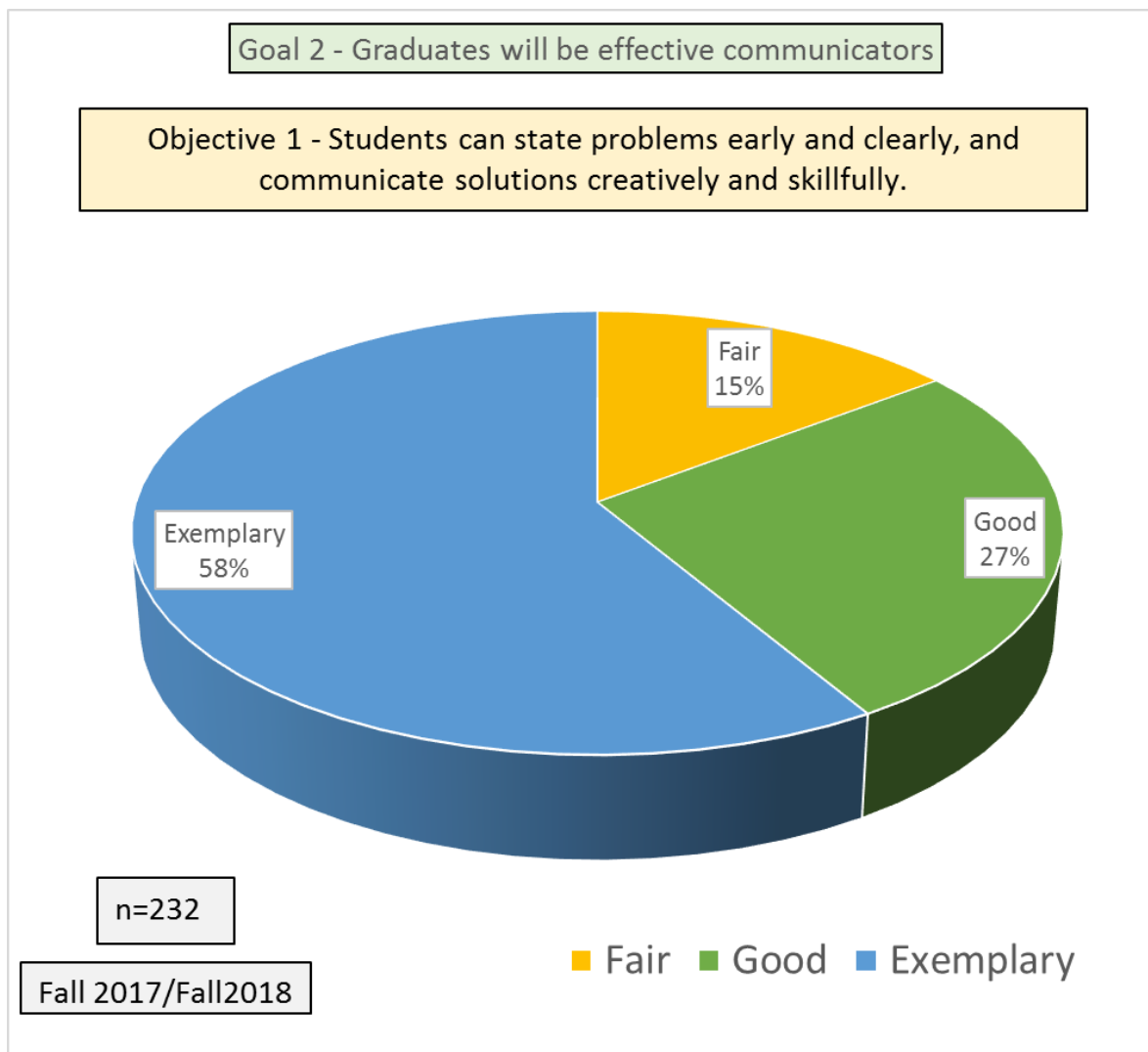


n=170

Fall 2017/Fall2018

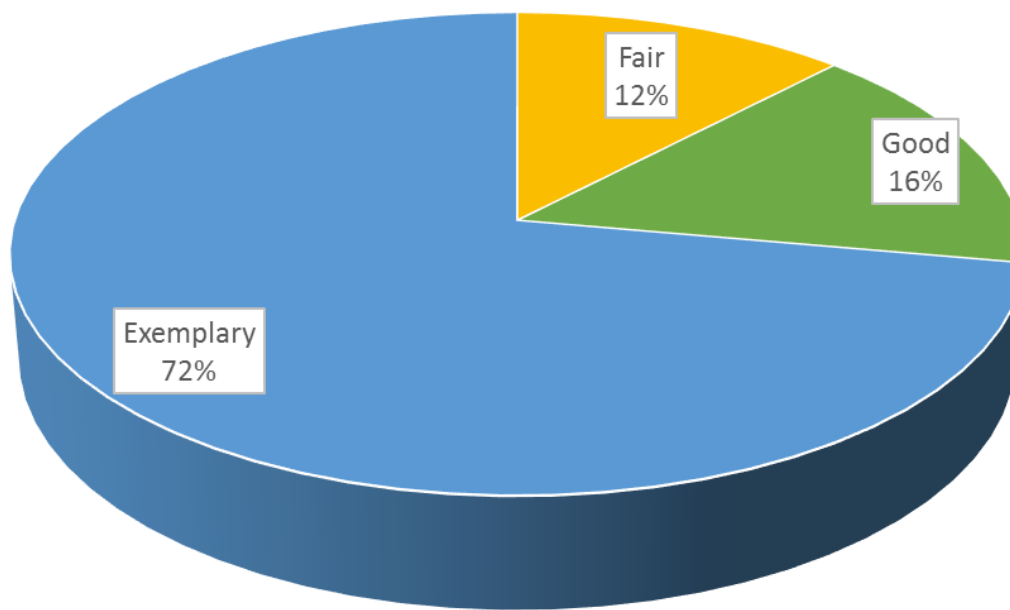
Fair Good Exemplary





Goal 2 - Graduates will be effective communicators

Objective 2 - Students can organize information using data-centric tools and procedures to support effective business communication.



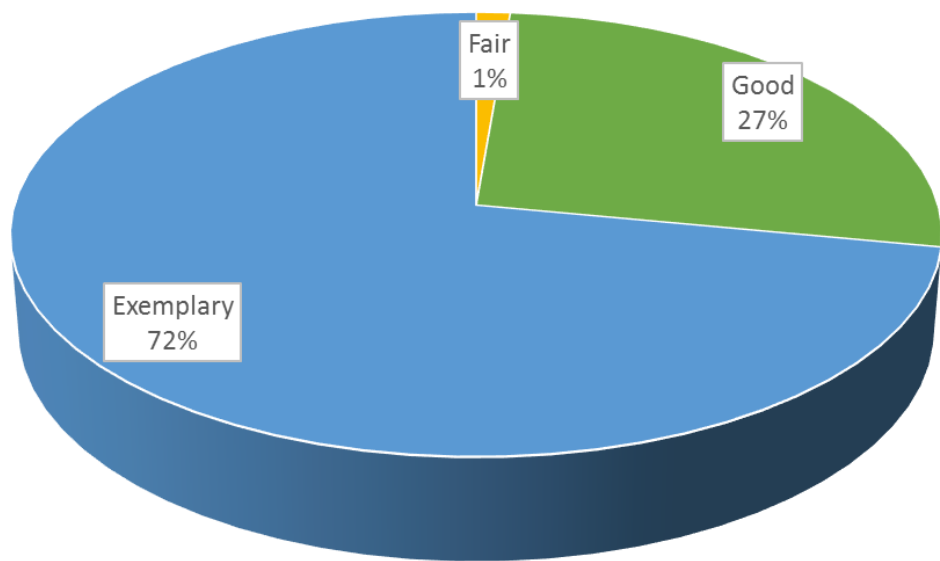
n=205

Fall 2017/Fall2018

Fair Good Exemprary

Goal 3 - Graduates will be knowledgeable about threats and opportunities in the contemporary business environment

Objective 1 - Students can identify sources of information needed to track global trends affecting organizations.



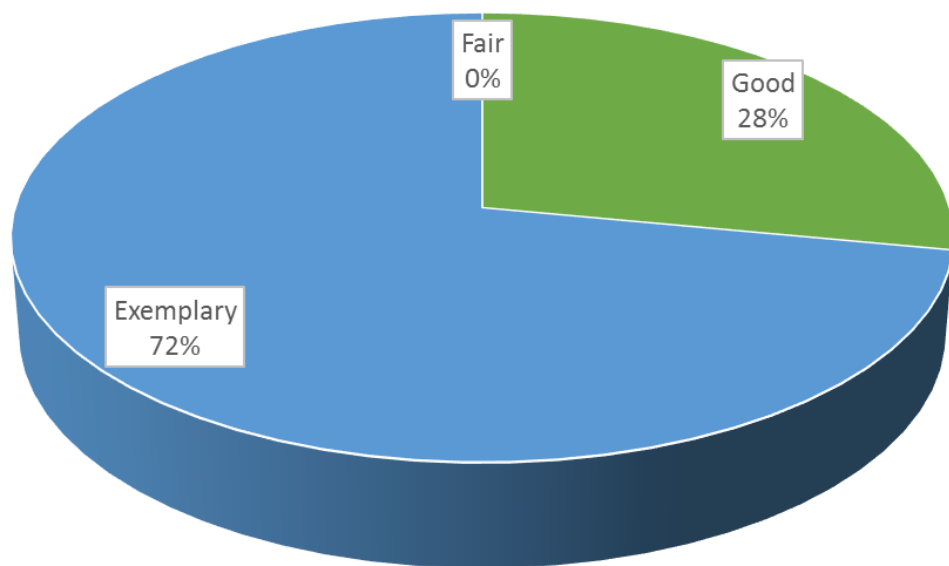
n=75

Fall 2017/Fall2018

■ Fair ■ Good ■ Exemplary

Goal 3 - Graduates will be knowledgeable about threats and opportunities in the contemporary business environment

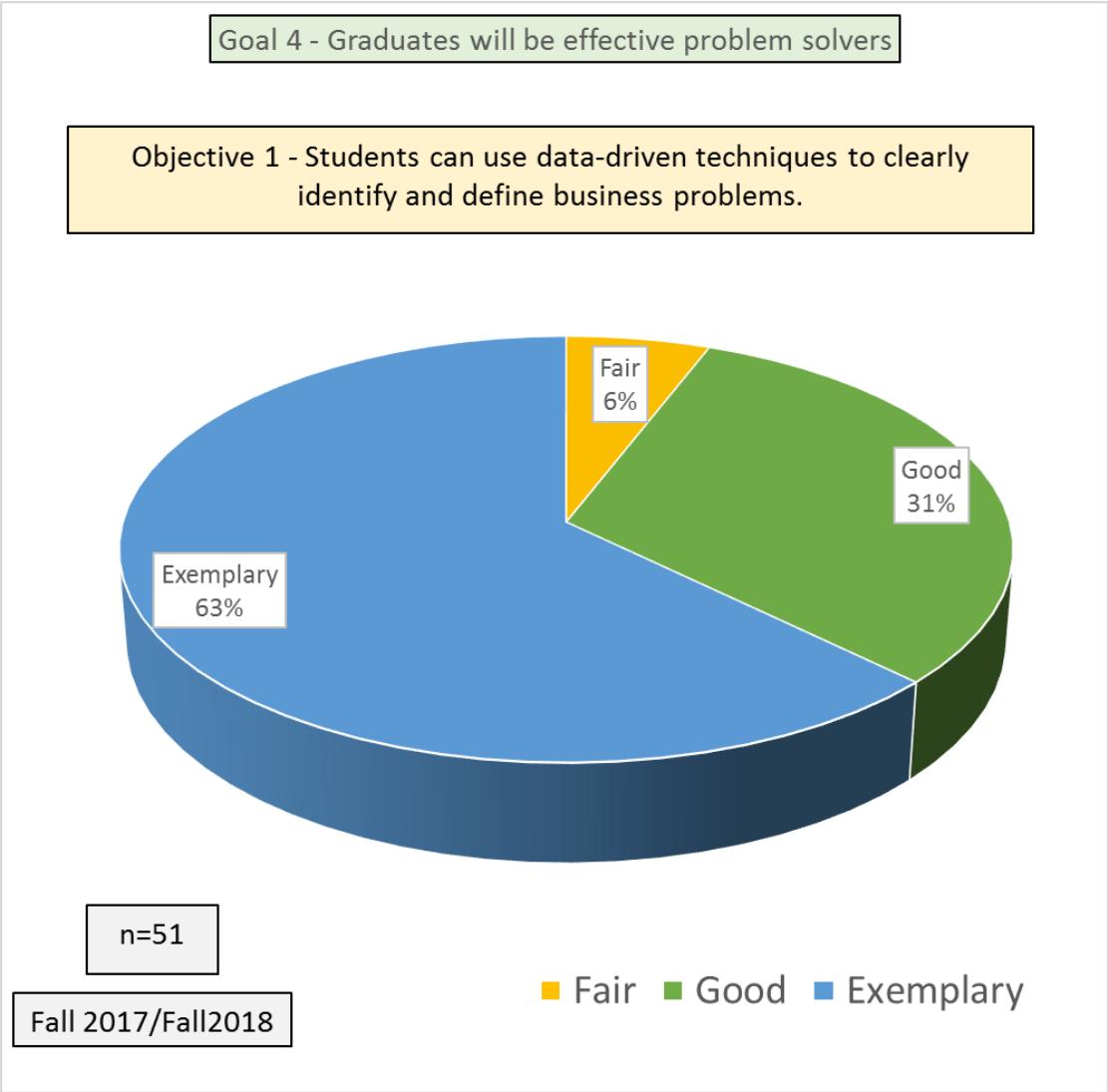
Objective 2 - Students can use an evidence-based approach to assess threats and opportunities affecting organizations, and to prioritize



n=75

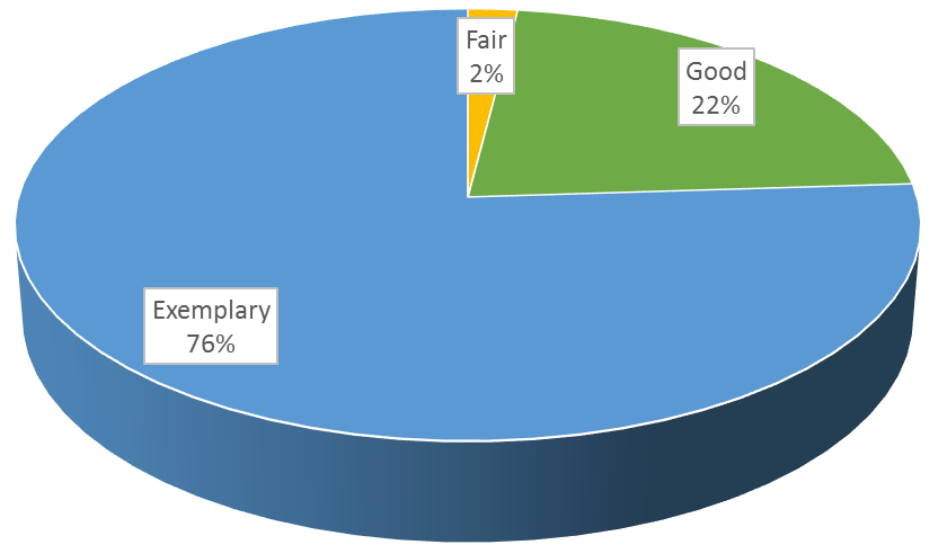
Fall 2017/Fall2018

■ Fair ■ Good ■ Exemplary



Goal 4 - Graduates will be effective problem solvers

Objective 2 - Students can evaluate and apply appropriate problem-solving methodologies to address business problems.



n=50

Fall 2017/Fall2018

■ Fair ■ Good ■ Exemplary