

Program: **MSIS Degree** (Fogelman College of Business & Economics) - Spring 2019

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## Executive Summary

### *2018-2019*

Summary: The MSIS Degree is a new program in the Fogelman College and this represented the first formal assessment of the program in its history. It was initially aligned with MSBA program and shared a common set of learning goals and outcomes with the Masters in Finance program. Those initial MSBA goals and outcomes were used in this assessment cycle. However, the MSIS program has developed a new set of learning goals and outcomes that are better aligned with the specific nature of the program. Those updated goals will be used in future assessment cycles.

For the MSIS Degree (Masters in Information Systems), four (4) learning goals including a total of eight (8) individual learning outcomes were assessed in AY 2018-19. Faculty teaching the identified sections were provided with a pre-defined rubric for evaluating student skills across the degree's learning outcomes. For the MSIS degree the degree goals assessed were in these four broad areas: (1) technology skills, (2) Communication Skills, (3) Identifying Threats & Opportunities, and (4) Problem Solving Skills. Within each of those were two specific and measurable learning outcomes (LOs) that were individually assessed. A rubric of Fair (score=1), Good (score=2), or Exemplary (score=3) was used to assess each student's skills within a given LO. The scores of all students were consolidated and a benchmark of no more than 10% at the fair level (score=1) for a given LO was established for corrective actions.

Results: A broad cross-section of MSIS students enrolled in multiple course sections were assessed in this cycle (Fall 2018/Spring 2019) with three LOs falling short of the 10% benchmark: LO1/Obj1 (11% fair).LO2/Obj1 (15% fair), and LO2/Obj2 (12% fair)

Improvements taken: For LO1/Obj1 (Technology Skills), the assessment committee concluded that the nature of the shared MSIS/Finance (MSBA) learning outcome and assessment methodology did not accurately assess the actual level of technology skills among the MSIS students. While there may be some technical skills needs, the committee preferred seeing future results using the new MSIS program goals. However for LO2 (Communication Skills), the committee felt the need to improve communication skills was accurate and expanded the program to include communication-specific activities and/or courses in line with the MBA program.

OUTCOMES	MEANS OF ASSESSMENT & BENCHMARKS/TASKS	RESULTS	ACTION TAKEN & FOLLOW-UP
<p><b>LO1:</b> Students will be competent in the use of technology.</p> <p><b>Outcome Status:</b> Active</p>	<p><b>Course Embedded Assessments –</b> In Fall 2018 / Spring 2019 semesters students were assessed in identified MSIS course sections using a predefined rubric. A total of 32 student assessments were conducted across multiple sections by multiple faculty. Individual students were scored at one of three levels:  1=Fair, 2=Good, 3=Exemplary The results for all students included in the assessment were consolidated by LO and reviewed by a faculty committee.</p> <p><b>Benchmark (and how determined):</b> The department’s goal is that any LO with a Fair (score=1) of 10% or more required corrective action.</p>	<p><b>Reporting Cycle:</b> 2018 - 2019 <b>Result Type:</b> Criterion Not Met A review of results from the assessment process showed that 11% of the students scored at the Fair Level (1) in the area of using business technology. However, the committee did not feel the assessment methodology accurately measured student skills in this area. (See executive summary.)</p>	<p><b>Action Taken:</b> The 11% Fair level fell below the program’s benchmark, but because of concerns about the assessment methodology, the committee did not recommend a specific teaching change. Instead, the program developed a new set of learning outcomes and related assessment rubric that better reflect the nature of the MSIS program. This new assessment framework will be used in future reviews of the MSIS program.</p>
<p><b>LO2:</b> Students will be effective communicators.</p> <p><b>Outcome Status:</b> Active</p>	<p><b>Course Embedded Assessments –</b> In Fall 2018 / Spring 2019 semesters students were assessed in identified MSIS course sections using a predefined rubric. A total of 32 student assessments were conducted across multiple sections by multiple faculty. Individual students were scored at one of three levels:  1=Fair, 2=Good, 3=Exemplary The results for all students included in the assessment were</p>	<p><b>Reporting Cycle:</b> 2018 - 2019 <b>Result Type:</b> Criterion Not Met A review of results from the assessment process showed that 15% of the assessed MSIS students scored at the Fair (1) level on the ability to state business problems clearly and communicate solutions and 12% scored at the Fair (1) level on organizing information using data-centric tools. Both of these failed to meet</p>	<p><b>Action Taken:</b> The issue of communication skills (15% and 12% Fair) was perceived to be real and merited attention. The committee noted that many students come into the MSIS program as international students with strong technical skills, but limited proficiency in communication skills in the English language. To address this deficiency, the MSIS program has expanded the</p>

	<p>consolidated by LO and reviewed by a faculty committee.</p> <p><b>Benchmark (and how determined):</b> The department’s goal is that any LO with a Fair (score=1) of 10% or more required corrective action.</p>	<p>the established benchmark and thus merited corrective action.</p>	<p>program to include communication-specific activities and/or courses in line with the MBA program.</p>
<p><b>LO3:</b> Students will be knowledgeable about threats and opportunities in a global society.</p> <p><b>Outcome Status:</b> Active</p>	<p><b>Course Embedded Assessments –</b> In Fall 2018 / Spring 2019 semesters students were assessed in identified MSIS course sections using a predefined rubric. A total of 32 student assessments were conducted across multiple sections by multiple faculty. Individual students were scored at one of three levels:</p> <p style="padding-left: 40px;">1=Fair, 2=Good, 3=Exemplary</p> <p>The results for all students included in the assessment were consolidated by LO and reviewed by a faculty committee.</p> <p><b>Benchmark (and how determined):</b> The department’s goal is that any LO with a Fair (score=1) of 10% or more required corrective action.</p>	<p><b>Reporting Cycle:</b> 2018 - 2019 <b>Result Type:</b> Criterion Met A review of results from the assessment process showed that only 99% of the assessed MSIS students scored at the Good (2) or Exemplary (3) levels on this LO and thus met the benchmark.</p>	<p><b>Action Taken:</b> Because the benchmark was met on this LO, not actions were required.</p>
<p><b>LO4:</b> Students will be problem solvers.</p> <p><b>Outcome Status:</b> Active</p>	<p><b>Course Embedded Assessments –</b> In Fall 2018 / Spring 2019 semesters students were assessed in identified MSIS course sections using a predefined rubric. A total of 32 student assessments were conducted across multiple sections by multiple faculty. Individual students were scored at one of three levels:</p>	<p><b>Reporting Cycle:</b> 2018 - 2019 <b>Result Type:</b> Criterion Met A review of results from the assessment process showed that only 100% of the assessed MSIS students scored at the Good (2) or Exemplary (3) levels on this LO and thus met the benchmark.</p>	<p><b>Action Taken:</b> Because the benchmark was met on this LO, not actions were required.</p>

	<p>1=Fair, 2=Good, 3=Exemplary</p> <p>The results for all students included in the assessment were consolidated by LO and reviewed by a faculty committee.</p> <p><b>Benchmark (and how determined):</b></p> <p>The department's goal is that any LO with a Fair (score=1) of 10% or more required corrective action.</p>		
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