

STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2020-2021

Degree and Program Name:

Bachelor of Science in Business
 Major: Business Analytics and Information Systems

Submitted By:

Dr. Nicholas Robinson
 Assistant Chair for Accounting and Law, BAIS, and Finance



Please use size 10 font or larger.

PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?				Committee/ person responsible? How are results shared?	
1. Comprehend the role of networking in a business environment, and develop technical solutions to the information needs of an organization using networks, including configuration and management activities.	MIS 3200 Lab Projects. Spring 2021 Assessed in MIS 3200 – Networking Fundamentals. Assessed by multi-part comprehensive networking lab project. See the attached rubric.	At least 70% of students will achieve a 3.0 or better (out of 4.0 scale) on all categories on the Assessment Rubric for MIS 3200 Lab Projects.	MIS 3200, Lab Projects Rubric, Spring 2021				Data collected by Dr. Abdou Illia. The Management Information Systems/Operation Management discipline unit acts as an assessment committee of the whole. Results are shared during discipline unit meetings and the Summary Form is distributed to all faculty in the discipline unit.	
				Average	Above 3.0	N		
			Installing and configuring a network operating system (NOS)	3.7	90%	10		
			Disk management including partitioning, defragmenting, quotas	3.6	90%	10		
			Managing user and group accounts. Assigning access rights	3.4	80%	10		
			Implementing directory services and managing domain users.	3.7	90%	10		
			Implementing group policies	3.3	80%	10		
			Configuring Web Services	3.6	90%	10		

	<p>MIS 3200 Final Exam. Spring 2021. Assessed in MIS 3200 – Networking Fundamentals. Assessed by scores on a comprehensive final examination. See the attached rubric.</p>	<p>At least 70% of students will achieve a 3.0 or better (out of 4.0 scale) on all categories on the Assessment Rubric for the MIS 3200 final exam.</p>	<table border="1"> <thead> <tr> <th colspan="4">MIS 3200, Final Exam Rubric, Spring 2021</th> </tr> <tr> <th></th> <th>Average</th> <th>Above 3.0</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Understanding of the OSI and the TCP/IP models including encapsulation.</td> <td>3.7</td> <td>90%</td> <td>10</td> </tr> <tr> <td>Knowledge of internetworking devices (switch, bridge, routers)</td> <td>3.7</td> <td>90%</td> <td>10</td> </tr> <tr> <td>Understanding of data and signal transmission.</td> <td>3.6</td> <td>90%</td> <td>10</td> </tr> <tr> <td>Knowledge of physical and wireless media.</td> <td>3.5</td> <td>90%</td> <td>10</td> </tr> <tr> <td>Understanding of the internet operation and IP addressing.</td> <td>3.7</td> <td>90%</td> <td>10</td> </tr> </tbody> </table>	MIS 3200, Final Exam Rubric, Spring 2021					Average	Above 3.0	N	Understanding of the OSI and the TCP/IP models including encapsulation.	3.7	90%	10	Knowledge of internetworking devices (switch, bridge, routers)	3.7	90%	10	Understanding of data and signal transmission.	3.6	90%	10	Knowledge of physical and wireless media.	3.5	90%	10	Understanding of the internet operation and IP addressing.	3.7	90%	10	<p>Data collected by Dr. Abdou Illia.</p>
MIS 3200, Final Exam Rubric, Spring 2021																																
	Average	Above 3.0	N																													
Understanding of the OSI and the TCP/IP models including encapsulation.	3.7	90%	10																													
Knowledge of internetworking devices (switch, bridge, routers)	3.7	90%	10																													
Understanding of data and signal transmission.	3.6	90%	10																													
Knowledge of physical and wireless media.	3.5	90%	10																													
Understanding of the internet operation and IP addressing.	3.7	90%	10																													
	<p>Senior Survey Question 2.5. Spring 2021. Student satisfaction with knowledge of networking as measured by Senior Survey question 28 (I am able to apply networking principles, and design and manage a computer network for a small business.) See attached Senior Survey results</p>	<p>Students will average at least 6 out of 7 on this question.</p>	<p>Senior Survey Question 2.5, Spring 2021 Results Average = 6.5 (rated 1.5 in reversed scale), Std Dev. = 0.72, n = 2</p>	<p>Data collected by School of Business Senior Survey.</p>																												

<p>2. Demonstrate critical thinking through competent problem-solving and logic skills.</p>	<p>MIS 2000 Homework. Fall 2020. Assessed in MIS 2000 - Assessed by series of 4 homework assignments, each of which test different criteria on the Assessment Rubric. See the attached rubric.</p>	<p>At least 70% of students will achieve a 3.0 or better (out of 4.0 scale) on all categories on the Assessment Rubric for MIS 2000— Homework Assignments 1-4.</p>	<p>MIS 2000, Homework Rubric, Fall 2020</p> <table border="1" data-bbox="829 183 1688 586"> <thead> <tr> <th></th> <th>n</th> <th>Average</th> <th>3 and above</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Logical Reasoning</td> <td>17</td> <td>3.76</td> <td>16</td> <td>94.12%</td> </tr> <tr> <td>Problem solving</td> <td>17</td> <td>3.65</td> <td>15</td> <td>88.24%</td> </tr> <tr> <td>Logic development</td> <td>17</td> <td>3.06</td> <td>15</td> <td>88.24%</td> </tr> <tr> <td>Program documentation</td> <td>17</td> <td>3.53</td> <td>15</td> <td>88.24%</td> </tr> <tr> <td>Program requirements</td> <td>17</td> <td>3.59</td> <td>17</td> <td>100.00%</td> </tr> <tr> <td>Identify user decisions</td> <td>17</td> <td>3.53</td> <td>15</td> <td>88.24%</td> </tr> <tr> <td>Record processing</td> <td>17</td> <td>3.47</td> <td>14</td> <td>82.35%</td> </tr> <tr> <td>Looping constructs</td> <td>17</td> <td>3.41</td> <td>15</td> <td>88.24%</td> </tr> <tr> <td>Modularization techniques</td> <td>17</td> <td>3.12</td> <td>15</td> <td>88.24%</td> </tr> </tbody> </table> <p>techniques 73.07%</p>		n	Average	3 and above	Percentage	Logical Reasoning	17	3.76	16	94.12%	Problem solving	17	3.65	15	88.24%	Logic development	17	3.06	15	88.24%	Program documentation	17	3.53	15	88.24%	Program requirements	17	3.59	17	100.00%	Identify user decisions	17	3.53	15	88.24%	Record processing	17	3.47	14	82.35%	Looping constructs	17	3.41	15	88.24%	Modularization techniques	17	3.12	15	88.24%	<p>Data collected by Simon Lee.</p> <p>The Management Information Systems/Operations Management discipline unit acts as an assessment committee of the whole. Results are shared during discipline unit meetings and the Summary Form is distributed to all faculty in the discipline unit.</p>
	n	Average	3 and above	Percentage																																																		
Logical Reasoning	17	3.76	16	94.12%																																																		
Problem solving	17	3.65	15	88.24%																																																		
Logic development	17	3.06	15	88.24%																																																		
Program documentation	17	3.53	15	88.24%																																																		
Program requirements	17	3.59	17	100.00%																																																		
Identify user decisions	17	3.53	15	88.24%																																																		
Record processing	17	3.47	14	82.35%																																																		
Looping constructs	17	3.41	15	88.24%																																																		
Modularization techniques	17	3.12	15	88.24%																																																		
	<p>Senior Survey Question 2.4. Spring 2021. Student satisfaction with ability to solve business problems as measured by Senior Survey Question 27 (I am able to logically develop a solution to a business problem.). See attached Senior Survey results.</p>	<p>Students will average at least 6 out of 7 on this question.</p>	<p>Senior Survey Question 2.4, Spring 2021 Results Average = 6.50, Std Dev. = 0.71, n = 2</p>	<p>Data collected by School of Business Senior Survey.</p>																																																		

<p>3. Analyze, design, develop and implement a business information system by using system development methodologies and enterprise databases.</p>	<p>MIS 4200 Systems & Database Project.</p>	<p>At least 70% of the students will achieve an 80 or better (out of 100 possible) on all categories on the Assessment Rubric for MIS 4200 Database Project.</p>	<p>MIS 4200, Database Project Rubric, Fall 2020</p> <p>Assessment Rubric (out of 100) Percentage scoring 80 and above (%)</p> <p>Understand and apply activities in the systems development life cycle to produce appropriate deliverables 90.48%</p> <p>Creates appropriate systems process diagrams and documentation to support systems design and development 57.14%</p> <p>Creates complete logical data models and documentation to support systems design and development 71.43%</p> <p>Application of Relational Principles and Structured Query Language 81.25%</p> <p>Application of Principles of Human Interface Design 85.71%</p> <p>Use of Programming Logic Constructs 62.50%</p> <p>Integration of Multiple Programs from within main application; use of global program registries 62.50%</p> <p>Creates complete systems and user documentation 100.00%</p>	<p>Data collected by Tina Wang.</p> <p>The Management Information Systems/Operations Management discipline unit acts as an assessment committee of the whole. Results are shared during discipline unit meetings and the Summary Form is distributed to all faculty in the discipline unit.</p>
	<p>Senior Survey Question 2.1. Spring 2021. Student satisfaction with knowledge of systems development as measured by Senior Survey question 2,1 (I am prepared to use the systems development</p>	<p>Students will average at least 6 out of 7 on this question.</p>	<p>Senior Survey Question 2.1, Spring 2021 Results Average = 6.5, Std Dev. = 0.71, n = 2</p>	<p>Data collected by School of Business Senior Survey.</p>

	life cycle to evaluate and implement solutions to business information needs.)			
	<p>Senior Survey Question 2.2. Spring 2021. Student satisfaction with knowledge of systems development as measured by Senior Survey question 2.2 (I am prepared to use appropriate hardware and software as productivity tools for gathering, processing, storing, and retrieving information.</p>	Students will average at least 6 out of 7 on this question.	<p>Senior Survey Question 2.2, Spring 2021 Results Average = 6.5, Std Dev. = 0.71, n = 2</p>	Data collected by School of Business Senior Survey.
	<p>Senior Survey Question 2.3. Spring 2021. Student satisfaction with knowledge of data base application development as measured by Senior Survey question 2.3 (I am prepared to design, model and develop data base applications using appropriate program logic and constructs.)</p>	Students will average at least 6 out of 7 on this question.	<p>Senior Survey Question 2.3 Results, Spring 2021 Average = 6.50, Std Dev. = 0.71, n = 5</p>	Data collected by School of Business Senior Survey.

<p>4. Design and develop effective business web sites in compliance with usability standards for the variety of devices and with appropriate information architecture using HTML, Cascading Style Sheets, server/client-side scripts, interactive design, and web application software.</p> <p>Objective 4 was formally adopted in Fall 2015 with data collection beginning in 2016-17. This reflects the incorporation of MIS 3530 – Business Web Site Design into the MIS core curriculum beginning with the 2015-16 catalog.</p>	<p>MIS 3530. Fall 2020, Spring 2021 Assessed in MIS 3530– Business Web Site Design. See the attached rubric.</p>	<p>At least 70% of the students will achieve a 3.0 or better (out of 4.0 scale) on all categories on the Assessment Rubric for MIS 3530 website design project.</p>	<p>MIS 3530, Business Website Design Project Rubric, Spring 2021</p> <table border="1"> <thead> <tr> <th>Rubric Criteria</th> <th>n</th> <th>Average</th> <th>Students achieving</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>better</td> </tr> <tr> <td></td> <td></td> <td></td> <td>level 3 or</td> </tr> <tr> <td>Layout/Design</td> <td>23</td> <td>3.48</td> <td>x = 21</td> </tr> <tr> <td>75.0%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Navigation/Links</td> <td>23</td> <td>3.48</td> <td>x = 20</td> </tr> <tr> <td>70.8%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Content</td> <td>23</td> <td>3.26</td> <td>x = 20</td> </tr> <tr> <td>70.8%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Graphics</td> <td>23</td> <td>3.35</td> <td>x = 20</td> </tr> <tr> <td>87.5%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fonts</td> <td>23</td> <td>3.83</td> <td>x = 22</td> </tr> </tbody> </table> <p>MIS 3530, Business Website Design Project Rubric, Fall 2020</p> <table border="1"> <thead> <tr> <th>Rubric Criteria</th> <th>n</th> <th>Average</th> <th>Students achieving</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>better</td> </tr> <tr> <td></td> <td></td> <td></td> <td>level 3 or</td> </tr> <tr> <td>Layout/Design</td> <td>11</td> <td>3.55</td> <td>x = 10</td> </tr> <tr> <td>84.2%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Navigation/Links</td> <td>11</td> <td>3.27</td> <td>x = 10</td> </tr> <tr> <td>84.2%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Content</td> <td>11</td> <td>3.09</td> <td>x = 8</td> </tr> <tr> <td>84.2%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Graphics</td> <td>11</td> <td>3.45</td> <td>x = 11</td> </tr> <tr> <td>52.6%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fonts</td> <td>11</td> <td>3.82</td> <td>x = 11</td> </tr> </tbody> </table>	Rubric Criteria	n	Average	Students achieving				better				level 3 or	Layout/Design	23	3.48	x = 21	75.0%				Navigation/Links	23	3.48	x = 20	70.8%				Content	23	3.26	x = 20	70.8%				Graphics	23	3.35	x = 20	87.5%				Fonts	23	3.83	x = 22	Rubric Criteria	n	Average	Students achieving				better				level 3 or	Layout/Design	11	3.55	x = 10	84.2%				Navigation/Links	11	3.27	x = 10	84.2%				Content	11	3.09	x = 8	84.2%				Graphics	11	3.45	x = 11	52.6%				Fonts	11	3.82	x = 11	<p>Data collected by Simon Lee.</p> <p>The Management Information Systems/Operations Management discipline unit acts as an assessment committee of the whole. Results are shared during discipline unit meetings and the Summary Form is distributed to all faculty in the discipline unit.</p>
Rubric Criteria	n	Average	Students achieving																																																																																																	
			better																																																																																																	
			level 3 or																																																																																																	
Layout/Design	23	3.48	x = 21																																																																																																	
75.0%																																																																																																				
Navigation/Links	23	3.48	x = 20																																																																																																	
70.8%																																																																																																				
Content	23	3.26	x = 20																																																																																																	
70.8%																																																																																																				
Graphics	23	3.35	x = 20																																																																																																	
87.5%																																																																																																				
Fonts	23	3.83	x = 22																																																																																																	
Rubric Criteria	n	Average	Students achieving																																																																																																	
			better																																																																																																	
			level 3 or																																																																																																	
Layout/Design	11	3.55	x = 10																																																																																																	
84.2%																																																																																																				
Navigation/Links	11	3.27	x = 10																																																																																																	
84.2%																																																																																																				
Content	11	3.09	x = 8																																																																																																	
84.2%																																																																																																				
Graphics	11	3.45	x = 11																																																																																																	
52.6%																																																																																																				
Fonts	11	3.82	x = 11																																																																																																	

<p>5. Integrate the various functions of a business using an Enterprise Resource Planning (ERP) system.</p> <p>Objective 5 was formally adopted in Fall 2015 with data collection beginning in 2016-17. This reflects the incorporation of OSC 3430 – Enterprise Resource Planning Systems into the MIS core curriculum beginning with the 2015-16 catalog.</p>	<p>OSC 3430 Final Exam. Assessed in OSC 3430 – Enterprise Resource Planning Systems. Assessed on the Final Exam by means of questions targeted to 6 of the 7 Course Learning Objectives. See attached Course Learning Objectives and results.</p>	<p>At least 70% of the students will achieve an 8 or better (out of 10 possible) on the Final Exam questions directed toward the various course Learning Objectives.</p>	<p>OSC 3430, Final Exam Questions on Course Learning Objectives No data available for Spring 2020-2021 – Class is not being offered anymore</p>	
	<p>OSC 3430 Homework Assignments and Final Exam. Spring 2019. Assessed in OSC 3430 – Enterprise Resource Planning Systems. Assessed by series of homework assignments and exams, each of which test different criteria on the Assessment Rubric for OSC 3430. See the attached rubric from Paul Brown.</p>	<p>At least 70% of students will achieve a 3.0 or better (out of 4.0 scale) on all categories on the Assessment Rubric for OSC 3430—Homework Assignments and Exams.</p>	<p>OSC 3430, Homework Assignments and Final Exam Rubric, Spring 2019 No data available for Spring 2020-2021 – Class is not being offered anymore</p>	
<p>6. Demonstrate proficient communication skills.</p>	<p>This is a learning goal. Look below for the learning objectives.</p>			
<p>6.1. Create effective written communications.</p>	<p>EWP Submissions. Assessed by EWP submissions from MIS students. Students submit written</p>	<p>At least 95% of the student submissions will score at the Satisfactory level (3 out of a possible 4) or above.</p>	<p>AY 2017- 2018EWP Results MIS Average Rating = 3.36; n = 16 University Average Rating = 3.38; n = 3079</p>	<p>Data collected by CASL. The Management Information Systems/Operations</p>

	assignments as part of the EWP. The submissions are evaluated by the faculty.	The average rating will be 3.0 or above.		Management discipline unit acts as an assessment committee of the whole. Results are shared during discipline unit meetings and the Summary Form is distributed to all faculty in the discipline unit.
--	---	--	--	--

	<p>Senior Survey Question 1.2. Spring 2021. Student satisfaction with ability to write effectively as measured by Senior Survey question 1.2 (I can communicate effectively in writing about business matters.)</p>	<p>Students will average at least 6 out of 7 on this question.</p>	<p>Senior Survey Question 1.2 Results, Spring 2021 Average = 6.0, Std Dev. = 1.41, n = 2</p>	<p>Data collected by School of Business Senior Survey.</p>														
<p>6.2. Make effective business presentations.</p>	<p>MIS 4760/4770 Group Project Presentations. Assessed by peer evaluations of team oral presentations for a comprehensive group project. See attached rubric.</p>	<p>At least 70% of the groups will achieve an 8 or better (out of 10 possible) on the each of the components of the MIS 4200 Group Project Presentation Peer Evaluations.</p>	<p>MIS 4200, Group Database Project Presentations Rubric, Fall 2020</p> <table border="0"> <thead> <tr> <th>Presentation Rubric (SoB rubric)</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>scoring 80 and above (%)</td> <td></td> </tr> <tr> <td>Organization</td> <td>85.71%</td> </tr> <tr> <td>Language</td> <td>85.71%</td> </tr> <tr> <td>Content</td> <td>85.71%</td> </tr> <tr> <td>Nonverbal delivery</td> <td>85.71%</td> </tr> <tr> <td>Verbal Delivery</td> <td>85.71%</td> </tr> </tbody> </table>	Presentation Rubric (SoB rubric)	Percentage	scoring 80 and above (%)		Organization	85.71%	Language	85.71%	Content	85.71%	Nonverbal delivery	85.71%	Verbal Delivery	85.71%	<p>Data collected by Tina Wang.</p> <p>The Management Information Systems/Operations Management discipline unit acts as an assessment committee of the whole. Results are shared during discipline unit meetings and the Summary Form is distributed to all faculty in the discipline unit.</p>
Presentation Rubric (SoB rubric)	Percentage																	
scoring 80 and above (%)																		
Organization	85.71%																	
Language	85.71%																	
Content	85.71%																	
Nonverbal delivery	85.71%																	
Verbal Delivery	85.71%																	

PART TWO

Describe your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

To better serve market demands and keep the discipline relevant, we overhauled the program and renamed it as Business Analytics and Information Systems. This change was first implemented in Fall 2020. This change was undertaken as a recognition of redundancies across various computer technology related programs across campus. The comprehensive review of the assessments across the three programs (MIS, CIT, & CSM) guided the planning on the new structure of the program.

Other components of this year's assessment program, from the few courses that remained unaffected by the restructuring, continued elements that have proven effective from prior years.

PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

During the 2019-20 academic year we again revised the MIS major based on analysis of industry trends, offerings at other universities, and assessment data. This resulted in the current name, Business Analytics and Information Systems. Further changes were made to this updated program within the curriculum. Emphasis was added to the business analytics element of the program. We added MIS 3060 – Introduction to Business Intelligence, OSC 4820 – Business Analytics and Data Mining, and MIS 4720 – Business Analytics Project as core required courses. MIS 3060 & 4720 are new courses, OSC 4820 was promoted from an elective offering. MIS 3200 - Networking Fundamentals and MIS 3530 - Business Web Site Design are now offered as electives. One of the key elements of the new program has been the interdisciplinary adoption of data and analytics courses across accounting, computer science, and computer information technology. Four new courses have been added to the electives list from these areas with 4 new electives from the BAIS program.

This restructuring of the program is the culmination of the provost's direction, which started in 2018, to combine the efforts of the computer centric programs to share programs to better cover the material without redundancies. Implementation had initially been difficult but with time we are able to understand the mechanics of the program's structure. This was a major restructuring that took many meetings and efforts from the faculty over the past several years to successfully implement. We believe that this will succeed at preparing our students for the demands of the market and attracting new students to a competitive program.

Our next goal to build off the restructuring success is to implement more student feedback into the assessment. The accounting program has adopted a number of student and employer-driven surveys to assess the needs and desires of the future employees and current employers. We hope to implement similar changes beginning in SP22.

The following pages include the assessment rubrics used in the computations of the data for 2020-2021.

Assessment Rubric for MIS 3200 Lab Projects – Spring 2021

Criteria	Level of Comprehensiveness				
	0	1	2	3	4
Installing and configuring a network operating system (NOS).	Demonstrates no or little skills for installing and configuring a NOS.	Demonstrates limited skills for installing and configuring a NOS.	Demonstrates basic skills for installing and configuring a NOS. 1	Demonstrates good skills for installing and configuring a NOS. 1	Demonstrates extensive skills for installing and configuring a NOS. 8
Disk management including partitioning, de-fragmenting, quotas.	Demonstrates no or little skills for managing disks.	Demonstrates limited skills for managing disks.	Demonstrates basic skills for managing disks. 1	Demonstrates good skills for managing disks. 2	Demonstrates extensive skills for managing disks. 7
Managing user and group accounts. Assigning access rights.	Demonstrates no or little skills for managing user and group accounts, and assigning rights.	Demonstrates limited skills for managing user and group accounts, and assigning rights. 1	Demonstrates basic skills for managing user and group accounts, and assigning rights. 1	Demonstrates good skills for managing user and group accounts, and assigning rights. 1	Demonstrates extensive skills for managing user and group accounts, and assigning rights. 7
Implementing directory services and managing domain users.	Demonstrates no or little skills for implementing directory services and managing domain users.	Demonstrates limited skills for implementing directory services and managing domain users.	Demonstrates basic skills for implementing directory services and managing domain users. 1	Demonstrates good skills for implementing directory services and managing domain users. 1	Demonstrates extensive skills for implementing directory services and managing domain users. 8
Implementing group policies.	Demonstrates no or little skills for implementing group policies.	Demonstrates limited skills for implementing group policies. 1	Demonstrates basic skills for implementing group policies. 1	Demonstrates good skills for implementing group policies. 2	Demonstrates extensive skills for implementing group policies. 6
Configuring Web services.	Demonstrates no or little skills for configuring Web	Demonstrates limited skills for configuring Web services.	Demonstrates basic skills for configuring Web services.	Demonstrates good skills for configuring Web services.	Demonstrates extensive skills for configuring Web

	services.		1	2	services. 7
--	-----------	--	---	---	----------------

Assessment Rubric for MIS 3200 Final – Spring 2021

Criteria	Level of Comprehensiveness				
	0	1	2	3	4
Understanding of the OSI and the TCP/IP models including encapsulation.	No understanding of the OSI and the TCP/IP model.	Limited understanding of the OSI and the TCP/IP models.	Basic understanding of the OSI and the TCP/IP models. 1	Good understanding of the OSI and the TCP/IP models. 1	Complete understanding of the OSI and the TCP/IP models. 8
Knowledge of internetworking devices (switch, bridge, routers)	No knowledge of internetworking device.	Limited knowledge of internetworking devices.	Basic knowledge of internetworking devices. 1	Good knowledge of internetworking devices. 1	Complete knowledge of internetworking devices. 8
Understanding of data and signal transmission.	No understanding of data and signal transmission.	Limited understanding of data and signal transmission.	Basic understanding of data and signal transmission. 1	Good understanding of data and signal transmission. 2	Complete understanding of data and signal transmission. 7
Knowledge of physical and wireless media.	No knowledge of physical and wireless media.	Limited knowledge of physical and wireless media.	Basic knowledge of physical and wireless media. 1	Good knowledge of physical and wireless media. 3	Complete knowledge of physical and wireless media. 6
Understanding of the Internet operation and IP addressing.	No understanding of the Internet operation and IP addressing.	Limited understanding of the Internet operation and IP addressing.	Basic understanding of the Internet operation and IP addressing. 1	Good understanding of the Internet operation and IP addressing. 1	Complete understanding of the Internet operation and IP addressing. 8

SENIOR SURVEYS RESULTS Management Information Systems Majors		n=2	
		Mean	Std Dev
Answer the following questions on a scale of 1-7 where 1=Strongly Disagree and 7=Strongly Agree.			
1.1	I can make effective business presentations.	6.0	1.41
1.2	I can communicate effectively in writing about business matters.	6.0	1.41
1.3	I can communicate effectively orally about business matters.	5.5	2.12
1.4	I understand the interactions between the global environment and individual businesses.	6.0	1.41
1.5	I understand the processes for developing organizational policies, strategies, and objectives.	6.5	0.71
1.6	I understand the effects of laws and regulations on business decision-making.	6.0	1.41
1.7	I can recognize and analyze ethical issues as part of business decision-making.	6.5	0.71
1.8	I understand the implications of diversity in the business environment.	6.5	0.71
1.9	I can analyze financial statements of business organizations.	6.0	1.41
1.10	I understand the finance functions within business organizations.	6.0	1.41
1.11	I understand the role of the customer in meeting organizational objectives.	7.0	0
1.12	I understand pricing, distribution, and promotion of goods and services.	7.0	0
1.13	I understand the functions of managers in planning, organizing, leading, and controlling organizations.	7.0	0
1.14	I understand the role of human interactions in successful organizations.	6.5	0.71
1.15	I understand how operations, finance, and marketing function together to achieve organizational objectives.	6.5	0.71
1.16	I understand the uses of information systems in business decision-making.	6.5	0.71
1.17	I understand the role of technology in organizations.	6.5	0.71
1.18	I am able to work effectively as a member of a team.	7.0	0
1.19	I can analyze and solve business problems.	6.5	0.71
1.20	I can use the computer effectively for business applications.	6.0	1.41
1.21	I am prepared to interpret statistical data for use in business decision-making.	6.5	0.71
1.22	I am prepared to interpret financial data for use in business decision-making.	6.5	0.71
1.23	I can effectively research businesses issues.	6.0	1.41

SCHOOL OF BUSINESS SENIOR SURVEYS RESULTS (continued) Information Systems Majors		Spring 2019	
		n=7	
		Mean	Std Dev
Answer the following questions on a scale of 1-7 where 1=Strongly Disagree and 7=Strongly Agree. Answer the following questions 1-23 based on your <i>information systems program</i> .			
2.1	I am prepared to use the systems development life cycle to evaluate and implement solutions to business information needs.	6.5	0.71
2.2	I am prepared to use appropriate hardware and software as productivity tools for gathering, processing, storing, and retrieving information.	6.5	0.71
2.3	I am prepared to design, model and develop data base applications using appropriate program logic and constructs.	6.5	0.71
2.4	I am able to logically develop a solution to a business problem.	6.5	0.71
2.5	I am able to apply networking principles, and design and manage a computer network for a small business.	6.5	0.71
Using a scale of 7 to 1 where 7 = Very Satisfied and 1 = Very Dissatisfied, indicate your satisfaction with the following aspects of your program in information systems.			
3.1	Availability of faculty outside of class.	6.0	1.41
3.2	Attitude of faculty toward students.	6.5	0.71
3.3	Class size in your major courses.	7.0	0
3.4	Concern shown to you as an individual.	6.5	0.71
3.5	Technology to support your class work.	7.0	0
3.6	Preparation to meet your professional goals.	7.0	0
3.7	Preparation to compete in job market.	5.5	2.12

2. Demonstrate critical thinking through competent problem-solving and logic skills.

MIS 2000 Homework. Assessed by series of 4 homework assignments, each of which test different criteria on the Assessment Rubric for MIS 2000—Homework Assignments 1-4. See the attached rubric for which homework assignments test which criteria.

At least 70% of students will achieve a 3.0 or better (out of 4.0 scale) on all categories on the Assessment Rubric for MIS 2000—Homework Assignments 1-4.

2020 Fall Assignment Rubric for MIS 2000

CRITERIA	Level of Comprehensiveness				
	0	1	2	3	4
Logical Reasoning and Concepts Avg = 3.76 N = 17	Explanation of problem shows no understanding of the underlying concepts needed to solve the problem(s) OR is not written. No evidence of logical reasoning.	Explanation of problem shows very limited understanding of the underlying concepts needed to solve the problem(s) OR is not written. Little evidence of logical reasoning.	Explanation of problem shows some understanding of the logical concepts needed to solve the problem(s). Some evidence of logical reasoning	Explanation of problem shows substantial understanding of the logical concepts used to solve the problem(s). Uses effective logic reasoning	Explanation of problem shows complete understanding of the logical concepts used to solve the problem(s). Uses complex and refined logical reasoning.
Problem-Solving Strategies/ Procedures Avg = 3.65 N = 17	Uses no effective strategy to solve problems. Does not try to solve problems or help others solve problems.	Rarely uses an effective strategy to solve problems. Does not try to solve problems or help others solve problems.	Sometimes uses an effective strategy to solve problems, but does not do it consistently.	Typically, uses an effective strategy to solve the problem(s).	Typically, uses an efficient and effective strategy to solve the problem(s).
			1	2	14
			2	2	13

<p>Algorithm & Logic Development</p> <p>Avg = 3.06 N = 17</p>	<p>The steps in pseudocode are wrong or no pseudocode was written. No logic was used in program. All steps are out of order. Either no steps developed, or the several steps bear no resemblance to the activity. All steps are unclear or contain multiple actions.</p>	<p>The steps in pseudocode are wrong or no pseudocode was written. Little or no logic was used in program. Most of the steps are out of order. Either no steps developed, or the several steps bear no resemblance to the activity. Most steps are unclear or contain multiple actions.</p>	<p>The steps in pseudocode are written partially. Pseudocode not followed and code was inefficient. Two or three steps are out of order or omitted. There is one step that does not appear to be related to the activity. Although each step is outlined, the action may not be clear on one or two; OR one or two obvious actions may be combined in one step.</p>	<p>The steps in pseudocode are written almost correctly. Pseudo code aided the development of logic significantly. However the code was efficient. One step may have been omitted or placed in the wrong order. Steps are written, but may have an ambiguous action; or they are not clear or could not be followed by a reasonable person.</p>	<p>The steps in pseudocode are written correctly. The use of pseudo code aided the development of logic in program substantially. The code was efficient. Order of steps allows completion of activity correctly. Each step is clearly written, related to the activity, can be followed by a reasonable person, and includes only one action leading to completion of the activity.</p>
<p>Program Documentation: Program Purpose, Explanations, Clarity of Coding, and Annotation</p> <p>Avg = 3.53 N = 17</p>	<p>No documentation.</p>	<p>Descriptions for functions are missing or none are well written. Explanation is difficult to understand and is missing several components OR was not included. Student did not explain what any of the code did. Program contains no annotation. Documentation lacking in the program or difficult to follow.</p>	<p>Descriptions for all functions are present, but many (more than 2) are not well written. Explanation is a little difficult to understand, but includes critical components. Student explained what parts of the code did. Program has occasional comments. Fair documentation in the program somewhat easy to follow.</p>	<p>Descriptions (purpose) for all functions are present and only 1 to 2 are not well written. Explanation is clear. Student explained what most of the code did. Program is annotated with a Heading and an occasional comment. Good documentation in the program and easy to follow.</p>	<p>Descriptions (purpose) for all functions are well written. Explanation is detailed and clear. Student explained what exactly the code did. Program is well annotated with both a heading section and comments that correctly describe each section. Excellent documentation in the program and very easy to follow.</p>

<p>Program Requirements and Specifications: Identifies important details and information</p> <p>Avg = 3.59 N = 17</p>	<p>Student identifies no main requirements of the problem. No requirements for the program were met.</p>	<p>Student identifies limited to no main requirements of the problem inaccurately or many details are missing. Unimportant information is highlighted. More than two requirements for the program were not met.</p>	<p>Student identifies some main requirements of the problem accurately, but has some inaccuracies. Does not highlight unimportant information. Two requirements for the program were not met</p>	<p>Student identifies most main requirements of the problem accurately, but may have some inaccuracies. One requirement for the program was not met.</p> <p>7</p>	<p>Student identifies all main requirements of the problem accurately. All requirements for the program are met.</p> <p>10</p>
<p>Identify user decisions; determine implications on logic; use design techniques to implement user decisions</p> <p>Avg = 3.53 N = 17</p>	<p>Student cannot identify user decisions and cannot determine the implications on logic. Cannot use proper design techniques to implement requirements.</p>	<p>Student can identify very few user decisions and cannot determine the implications on logic. Cannot use proper design techniques to implement requirements.</p>	<p>Student can identify most user decisions and determine the implication on logic. Typically uses proper design techniques to implement requirements but may have several that don't meet requirements.</p> <p>2</p>	<p>Student can identify all user decisions and determine the implication on logic. Uses proper design techniques to implement requirements but may have one that doesn't meet requirement.</p> <p>4</p>	<p>Student can identify all user decisions and determine the implication on logic. Uses proper design techniques to implement requirements. All requirements for the program are met.</p> <p>11</p>
<p>Record at a time processing</p> <p>Avg = 3.47 N = 17</p>	<p>Student cannot design and code instructions. All requirements for the program were not met.</p>	<p>Student cannot design and code instructions accurately; many inaccuracies. More than two requirements for the program were not met.</p>	<p>Student can design and code some instructions accurately but may have some inaccuracies. Two requirements for the program were not met.</p> <p>3</p>	<p>Student can design and code most instructions accurately but may have some inaccuracies. One requirement for the program was not met.</p> <p>3</p>	<p>Student can design and code for single record or input from the screen. All requirements for the program are met.</p> <p>11</p>
<p>Looping constructs</p> <p>Avg = 3.41 N = 17</p>	<p>Student cannot design and code any loop constructs. No requirements for the program were not met.</p>	<p>Student cannot design and code some loop constructs accurately; many inaccuracies. More than two requirements for the program were not met.</p> <p>1</p>	<p>Student can design and code some loop constructs accurately but may have some inaccuracies. Two requirement for the program were not met.</p> <p>1</p>	<p>Student can design and code most loop constructs accurately but may have some inaccuracies. One requirement for the program was not met.</p> <p>5</p>	<p>Student can design and code loop constructs accurately. All requirements for the program are met.</p> <p>10</p>

<p>Modularization techniques</p> <p>Avg = 3.12 N = 17</p>	<p>Student cannot design or perform modularization techniques. None meet requirements.</p>	<p>Student can design and perform modularization techniques accurately, but has many to all that don't meet requirements.</p> <p>1</p>	<p>Student can design and perform modularization techniques accurately, but may have several that don't meet requirements.</p> <p>1</p>	<p>Student can design and perform modularization techniques accurately, but may have one that doesn't meet requirements.</p> <p>10</p>	<p>Student can design and perform modularization techniques accurately. All requirements for the program are met.</p> <p>5</p>
--	--	---	--	---	---

MIS 4760/4770 Systems & Database Project Assessment Rubric

Assessment Rubric (out of 100)	Percentage scoring 80 and above (%)
Understand and apply activities in the systems development life cycle to produce appropriate deliverables	90.48%
Creates appropriate systems process diagrams and documentation to support systems design and development	57.14%
Creates complete logical data models and documentation to support systems design and development	71.43%
Application of Relational Principles and Structured Query Language	81.25%
Application of Principles of Human Interface Design	85.71%
Use of Programming Logic Constructs	62.50%
Integration of Multiple Programs from within main application; use of global program registries	62.50%
Creates complete systems and user documentation	100.00%

Website Design Project Rubric for MIS 3530(Spring 2021)

Level of Comprehensiveness				
Topic	1	2	3	4
Layout/Design Avg = 3.48 N = 23	The web pages are cluttered looking or confusing. It is often difficult to locate important elements.	The web pages have a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The web pages have an attractive and usable layout. It is easy to locate all important elements.	The site has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.
	1	2	8	13
Navigation/Links Avg = 3.48 N = 23	Some links do not take the reader to the sites described. A user typically feels lost.	Links for navigation take the reader where s/he expects to go, but some needed links seem to be missing. A user sometimes gets lost.	Links for navigation are clearly labeled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go.	Links for navigation are clearly labeled, consistently placed, allow the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go.
	1	2	5	15
Content Avg = 3.26 N = 23	The site lacks a purpose and theme. There are several inaccuracies in the content provided by the students OR many of the requirements were not met.	The purpose and theme of the site is somewhat vague. Almost all of the information provided on the Website is accurate and almost all of the requirements have been met.	The site has a clearly stated purpose and theme, but may have a few elements that do not seem to be related to it. Almost all the information provided on the Website is accurate and all requirements of the assignment have been met.	The site has a well-stated clear purpose and theme that is carried out throughout the site. All info provided on the Web site is accurate and all the requirements of the assignment have been met.
		3	11	9
Graphics Avg = 3.35 N = 23	Graphics seem randomly chosen, are of low quality, OR distract the reader.	Graphics are related to the theme/purpose of the site, and are of good quality.	Graphics are related to the theme/purpose of the site, are of good quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, are thoughtfully cropped, are of high quality and enhance reader interest or understanding.
		3	9	11
Fonts Avg = 3.83 N = 23	A wide variety of fonts, styles and point sizes was used.	The fonts are consistent and point size varies appropriately for headings and text.	The fonts are consistent, easy to read and point size varies appropriately for headings and text.	The fonts are consistent, easy to read and point size varies appropriately for headings and text. Use of font styles is used
				20

				consistently and improves readability.
--	--	--	--	--

Website Design Project Rubric for MIS 3530(Fall 2020)

Level of Comprehensiveness				
Topic	1	2	3	4
Layout/Design Avg = 3.55 N = 11	The web pages are cluttered looking or confusing. It is often difficult to locate important elements.	The web pages have a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The web pages have an attractive and usable layout. It is easy to locate all important elements.	The site has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.
		1	3	7
Navigation/Links Avg = 3.27 N = 11	Some links do not take the reader to the sites described. A user typically feels lost.	Links for navigation take the reader where s/he expects to go, but some needed links seem to be missing. A user sometimes gets lost.	Links for navigation are clearly labeled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go.	Links for navigation are clearly labeled, consistently placed, allow the reader to easily move from a page to related pages (forward and back),and take the reader where s/he expects to go
		1	6	4
Content Avg = 3.09 N = 11	The site lacks a purpose and theme. There are several inaccuracies in the content provided by the students OR many of the requirements were not met.	The purpose and theme of the site is somewhat vague. Almost all of the information provided on the Website is accurate and almost all of the requirements have been met.	The site has a clearly stated purpose and theme, but may have a few elements that do not seem to be related to it. Almost all the information provided on the Website is accurate and all requirements of the assignment have been met.	The site has a well-stated clear purpose and theme that is carried out throughout the site. All info provided on the Web site is accurate and all the requirements of the assignment have been met.
	1	2	3	5
Graphics Avg = 3.45 N = 11	Graphics seem randomly chosen, are of low quality, OR distract the reader.	Graphics are related to the theme/purpose of the site, and are of good quality.	Graphics are related to the theme/purpose of the site, are of good quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, are thoughtfully cropped, are of high quality and enhance reader interest or understanding.
			6	5
Fonts Avg = 3.82 N = 11	A wide variety of fonts, styles and point sizes was used.	The fonts are consistent and point size varies	The fonts are consistent, easy to read and point size varies	The fonts are consistent, easy to read and point size

		appropriately for headings and text.	appropriately for headings and text.	varies appropriately for headings and text. Use of font styles is used consistently and improves readability.
--	--	--------------------------------------	--------------------------------------	---

Assessment of Presentations in MIS 4760/4770 (Systems and Database Analysis, Design, and Development)
Fall (Wang)

Oral Presentation Data	
Presentation Rubric (SoB rubric)	Percentage scoring 80 and above (%)
Organization	85.71%
Language	85.71%
Content	85.71%
Nonverbal delivery	85.71%
Verbal Delivery	85.71%



May 22, 2020

Austin Cheney
Dean
Eastern Illinois University
Lumpkin College of Business and Technology
Lumpkin Hall 4800
600 Lincoln Avenue
Charleston, IL 61920
acheney@eiu.edu

Dear Dean Cheney:

It is my pleasure to inform you that the peer review team recommendation to extend accreditation for the degree programs in business offered by Eastern Illinois University is concurred with by the Continuous Improvement Review Committee (CIRC) and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of Eastern Illinois University.

Eastern Illinois University has achieved accreditation for five additional years. The next on-site continuous improvement review occurs in the fifth year, 2024-2025. A timeline specific to the school's visit year is available [here](#).

One purpose of peer review is to recognize initiatives that support an environment of continuous improvement of quality programs. As noted in the team report Eastern Illinois University is to be commended on the best practices found on **Attachment A**.

The school should begin to address the concern(s) identified by the peer review team and CIRC. As part of the next Continuous Improvement Review Application, due July 1, 2022, the school is asked to update the CIRC on the progress made in addressing the concerns listed on **Attachment B**.

Please refer to the [Continuous Improvement Review Handbook](#) for more information regarding the processes for continuous improvement reviews. The handbook is evolving and will be updated frequently to provide the latest revisions to the CIR process. Continue to monitor the website for the most current version of the handbook.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the continuous improvement review process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,

A handwritten signature in blue ink that reads "John A. Elliott".

John Elliott, Chair
Board of Directors

cc: peer review team

Americas Headquarters

777 South Harbour Island Blvd.
Suite 750
Tampa, Florida 33602-5730 USA
Main +1 813 769 6500
Fax: +1 813 769 6559

**Europe, Middle East, and
Africa Headquarters**

UP Building, Piet Heinkade 55
1019 GM Amsterdam, The Netherlands
Main: +31 20 509 1070

Asia Pacific Headquarters

331 North Bridge Road
#10-04/05 Odeon Towers
Singapore, 188720
Main: +65 6592 5210
Fax: +65 6339 6511



Lumpkin College of Business and Technology
Office of the Dean

Lumpkin Hall Room 4800
600 Lincoln Avenue, Charleston, Illinois 61920-3099

Office: (217) 581-3526 | eiu.edu/lumpkin

December 8, 2021

Dr. Nic Robinson
Assistant Chair BAIS (formerly MIS)
RE: Year 2 Program Assessment Review

Documents submitted and reviewed:

1. Student Learning Assessment Program Summary Form AY2020-2021
2. Letter to School of Business dated 5/22/20 as Evidence of Ongoing AACSB accreditation of all degree programs in business offered at Eastern Illinois University

Summary of Assessment Evaluation:

In AY 2020, the BSB in Business Analytics and Information Systems program was developed from the former Management Information Systems program (MIS). As such, MIS had a long-established plan for assessing program student learning objectives that were modified to fit the new BAIS program. The former MIS program last underwent AACSB accreditation review during AY2020 based on AY2014-2019. As such, AY 2020 was Year 1 of the next assessment cycle, and AY 2021 was Year 2, resulting in the Year 2 Program Assessment Review in Fall 2021.

It is noted that EIU requirements (as detailed in attachments to a 12/16/19 memo to faculty from Provost Gatrell) that accredited programs submit two elements:

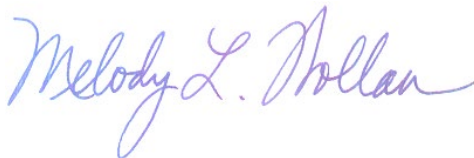
- 1) Evidence of Ongoing Accreditation (provided by Dr. John Willems for programs in the School of Business), and
- 2) Annual (or periodic) Accreditation Report. However, the AACSB annual BSQ (for Business programs) does not include any assessment-related information and is not relevant, nor provided.

Regarding the table that was submitted with columns 1) SLO; 2) How, where, when are they assessed; 3) Expectations; 4) Results; and 5) Who is responsible and how results shared?:

1. This seems to reflect a prior worksheet used in assessment at EIU but also is an important internal document for the assessment process, but not entirely what should be submitted for these reviews. Specifically, what is being asked of EIU undergraduate programs are the following columns:
 - a. SLO [provided]
 - b. University Undergraduate Learning Goals tied to each objective (C,W,S,Q,R,N/A)
 - c. Measures/Instruments – [provided]
 - d. Last column is Expectations (target scores), Results, and a report if expectations were met/not met/partially met for each instrument

2. For Part II of the submitted Year 4 report, there are three components.
 - a. What curricular changes are made during Years 1 & 2 (and later add Years 3 & 4 to the report) as a reflection of results of SLO data (1 – 2 paragraphs or bullets). What future changes, revisions, or interventions are proposed or still pending? [this is provided in your current version on page 10 in two separate questions that are a bit different than what is now being asked]
 - b. Bulleted list or brief description of observed/measured improvements/declines in student learning. [not provided]
 - c. A table with each of the four years in the cycle showing: [not provided]
 - i. Date of annual review
 - ii. Individuals/groups who reviewed the plan
 - iii. Results of the Review (i.e., reference proposed changes, revised SLOs, etc.)

This table is a critical element in the Year 4 Review – it is expected that every program is having a minimum of at least one assessment-intensive review each year with all program faculty participating in the discussion of results and improvements to be made. I am certain that you have all of this information as part of your process, but am reminding and asking for the template and information in the current process be followed for your Year 4 report that receives a full review of the assessment cycle.



Melody L Wollan, PhD, SHRM-SCP
Associate Dean, Lumpkin College of Business and Technology
mlwollan@eiu.edu