A. Learning Outcomes

The M.S. in Management Information Systems (M.S./MIS) program in the Department of Operations Management and Information Systems will develop leadership-oriented information technology (IT) professionals who can plan, manage, lead, develop, and evaluate organizational information systems as shown in the following figure.

Learning Goal 1 and Outcomes:
The M.S./MIS program provides advanced study to prepare students with **professional skills, values, and attitudes** for the challenges of the professional practice of information systems.
technology. The learning outcomes for this goal are - Students will be able to:

P1) Communicate effectively both written and orally.
P2) Work effectively in teams to solve MIS/Business-related problems.
P3) Understand the role of leadership in carrying out IT strategy and directing teams.
P4) Demonstrate strong ethical principles and apply professional rules of conduct.
P5) Demonstrate analytical skills in terms of effective decision-making and problem solving.

Learning Goal 2 and Outcomes:
The M.S./MIS program provides advanced study to prepare students to be able to make solid **business driven decisions**. The learning outcomes of this goal are - Students will be able to:

D1) Understand the role of MIS in supporting organizational decision-making and for achieving competitive advantage.
D2) Develop appropriate IT strategies & policies for organizations.
D3) Understand the social, political, & strategic value of information creation, access, ownership, & use in a global environment.
D4) Research & evaluate emerging technologies and MIS trends in order to develop innovative organizational solutions.

Learning Goal 3 and Outcomes:
The M.S./MIS program provides advanced study to prepare students to have **MIS knowledge and skills**. The learning outcomes of this goal are- Students will be able to:

S1) Demonstrate skills in modeling organizational processes, business rules, and data, as well as defining and implementing technical and process solutions.
S2) Apply project management concepts, processes, knowledge areas, and tools to plan and manage IT projects that bring value to organizations.
S3) Develop a computer-based application using a contemporary computer language or development tool.
S4) Demonstrate a socio-technical understanding that systems consist of people, processes, software, hardware, and data.
S5) Design and evaluate secure computer networks.

B. Explanation of Methods

The M.S./MIS program is assessed on three major learning goals through (1) course performance assessment, (2) exit survey of graduates, (3) alumni survey, (4) internship performance, (5) faculty review of student learning in the curriculum, and (6) Executive Advisory Council review of student learning in the curriculum. As seen below, the department utilizes multiple methods and multiple courses to gather information related to the M.S./MIS program assessment.
The department has an assessment committee for program assessment. In addition, a faculty member is designated as the Assessment Coordinator for the department. This individual works closely with the chair to plan, implement, and report assessment activity. The coordinator is also a member of the college’s assessment committee. The department faculty and instructors have attended and presented at assessment workshops offered by the college, university, and the Association for the Advancement of Collegiate Schools of Business (AACSB).

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Method</th>
<th>Timeline</th>
<th>Person Responsible</th>
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<tbody>
<tr>
<td>Professional skills, values, &amp; attitudes</td>
<td>Course Performance Exit Survey of Graduates Internship Performance Alumni Survey Faculty Review Executive Advisory Council</td>
<td>Every year Every semester Every summer Annually Every 2 years Every 2 years</td>
<td>Course Instructor Academic Advisor Academic Advisor Chair/Assessment Coordinator Chair/faculty members Chair</td>
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<tr>
<td>Business-driven decisions</td>
<td>Course Performance Exit Survey of Graduates Internship Performance Alumni Survey Faculty Review Executive Advisory Council</td>
<td>Every year Every semester Every summer Annually Every 2 years Every 2 years</td>
<td>Capstone Instructor Academic Advisor Academic Advisor Chair/Assessment Coordinator Chair/faculty members Chair</td>
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<td>MIS knowledge &amp; skills</td>
<td>Course Performance Exit Survey of Graduates Internship Performance Alumni Survey Faculty Review Executive Advisory Council</td>
<td>Every year Every semester Every summer Annually Every 2 years Every 2 years</td>
<td>Course Instructor Academic Advisor Academic Advisor Chair/Assessment Coordinator Chair/faculty members Chair</td>
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A description of each assessment method is given below:

Course Performance Assessment: All M.S./MIS faculty and instructors in the department were required to submit a course template for each course they taught to specify how the course learning objectives could contribute to the program learning objectives and
outcomes. The assessment committee worked with each M.S./MIS faculty to identify the learning outcomes to be assessed in the M.S./MIS curriculum as shown the table below.

The department chair and assessment committee chair then wrote a letter to selected M.S./MIS course instructors on learning objectives and timeline to complete the necessary assessment. All course assessment used a standard form to complete the course assessment. Target: 80% of each class students will meet or exceed expectations on each learning objectives.
### Assessing Program Learning Goals by M.S. in MIS courses – X for each learning goals assessed in a course.

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MEMORANDUM 8/31/2011
To: Brian Mackie

From: Chang Liu, Chair
Jack Marchewka, Curriculum Committee Chair

Re: MIS Program Direct Assessment Report and Related Guidelines

Thank you for your support for the MIS program assessment to provide a standardized way of reporting direct assessment information to the Curriculum Committee. You may use one or combinations of the following for the direct assessment: quizzes/exams; individual projects; individual presentations; individual papers; case study/article analysis; computer simulations/games. The MIS Learning Objectives assessed in your OMIS 660 – Business Telecommunication and Computing Environments, fall 2011 are:

D3) Understand the social, political, & strategic value of information creation, access, ownership, & use in a global environment.
D4) Research & evaluate emerging technologies and MIS trends in order to develop innovative organizational solutions.

Your direct assessment report should include the following items, in this order:

(1) One page summary of the assessment activity (see next page). The summary should include a brief description (2 or 3 sentences) of the assessment activity along with the completion of the following table. Note: If more than one learning goal was assessed, please complete a summary for each learning objective assessed.

<table>
<thead>
<tr>
<th>Assessment Outcome</th>
<th>Does Not Meet &lt;60%</th>
<th>Meets &gt;=60% &lt;80%</th>
<th>Exceeds &gt;=80%</th>
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<td>Number of students</td>
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<td>Percentages</td>
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(2) A written analysis (no more than three paragraphs) of the assessment results including:

- Were you generally pleased with the results? If so, why? If not, why not? In your opinion, what percentage of students should either meet or exceed the objective assessed?
- A brief discussion of methods used in class to accomplish desired results;
- A brief discussion of what changes might be made in the future to improve outcomes.

(3) Please attach a copy of the guidelines/information provided to students and copy of the assessment rubric used.

If you have any questions in completing this information, please contact either Chang or Jack. We ask you to return your direct assessment report no later than December 15, 2011. THANK YOU!
Exit Survey of Graduates: An exit survey is conducted by the academic advisor every semester for graduating M.S./MIS students. The exit survey is completed through SurveyMonkey.com. Each learning outcome is measured on a 5 point Likert scale with 5 equating to superior preparation provided by the department. Target: The average rating on each of the learning objectives evaluated will be 4.0 (good) or higher. Types of data on the survey include:

- Job placement
- Salary
- Graduate appraisal of job preparedness
- Overall satisfaction with the program
- Quality of the program
- Program strengths and weaknesses
- Effectiveness of the curriculum in various topic areas
- Continuing education

Internship Performance: The department academic advisor reviews all reports filed from employers, conducts on-site visitations, and reads students’ internship reports. All internship supervisors at hiring firms are asked to complete and return a survey which includes questions rating the department in its effectiveness in preparing students in terms of each of the learning outcomes. Each learning outcome is rated on a 5 point Likert scale with 5 equating to superior preparation provided by the department. Target: The average rating on each of the learning objectives evaluated will be 4.0 (good) or higher. Types of data collected on internship performance include:

- Employer intern hiring levels
- Employer appraisal of interns’ abilities
- Employer requests for internship resumes
- Level of permanent position hiring of interns
- Level of responsibility assigned to interns
- Students meet specified learning outcomes

Alumni Survey: The NIU Office of Assessment Services sends M.S./MIS graduates a survey one, five and nine years post-graduation. The survey includes questions about the M.S./MIS program and alumni perceptions of the Department in terms of its effectiveness in its teaching and each of the learning outcomes. Each learning outcome is rated on a 5 point Likert scale with 5 equating to superior preparation provided by the Department. Target: The average rating on each of the learning objectives evaluated will be 4.0 (good) or higher.

Faculty Review: Feedback from department faculty and instructors are also used to review student learning outcomes. The department curriculum and department assessment
committees meet every month during a regular semester. All faculty and instructors will complete and return a survey which includes questions rating the department in its effectiveness in preparing graduates of the respective programs in terms of each of the learning outcomes every two years. Each learning outcome is rated on a 5 point Likert scale with 5 equating to superior preparation provided by the department. Target: The average rating on each of the learning objectives evaluated will be 4.0 (good) or higher.

Executive Advisory Council (EAC): This council, made up of faculty, alumni, and business professionals from the disciplines of operations management and information systems, meets on campus twice a year to advise the department on programs, curricula, job placement, and assessment issues. Feedback from EAC business members is used to assess student learning outcomes. Every two years, all EAC business members are been asked to complete and return a survey which includes questions rating the department in its effectiveness in preparing graduates of the respective programs in terms of each of the learning outcomes. Each learning outcome is rated on a 5 point Likert scale with 5 equating to superior preparation provided by the department. Target: The average rating on each of the learning objectives evaluated will be 4.0 (good) or higher.