

ASSESSMENT REPORT – 2016/2017Name Dr. Saleem Abuleil Program / Department MIS/MMMIS**PART 1: ASSESSMENT REPORT****Evidence to Support Achievement of Student Learning**

INSY3270 Management Information Systems: The result came as follows: number of students who did both pre-test and post-test is 16, 43% of students their knowledge increased by at least 60% between pre-test and post-test. Percentage increased in each learning outcome area as following: (1, 34.1%), (3, 43.7%), (5, 47.4%), (6, -17.9%), and (7, 77.8%). See appendix and attached worksheet.

INSY4300 System Analysis and Design: The result came as follows: number of students is 3 teamed up in one group, number of groups above the average [80%] is 1 [3 students], and number of groups below the average is 0 [0 students]. 67% of the students received 80% or better in the project. Overall class average in all parts is 83.8%, class average in part #1: Team Work is 77.8%, part #2: Oral Presentation is 85.0%, part #3: Writing Reports is 80.0%, part #4: Creativity is 86.7%, part #5: System Planning is 85.7%, part #6: System Analysis & Process/Data Modeling is 85.7%, and part #7: System Design is 86.7%. Class average in each learning outcome area as following (learning outcome#, average): (1, 86.2%), (2, 82.1%), (3, 86.0%) and (4, 86.7%). See appendix and attached worksheet.

Senior Exit Questionnaire: Number of students who filled out the questionnaire is 1, advisors collected Senior Exit Questionnaire application from just one student and the results came as following: average in core subjects (MIS, 100%), (MGMT, 100%), (MKTG, 100%), (FIN, 100%) and (ACCT, 100%). Students satisfaction in overall courses offered in the College of Business is 100%, students satisfaction in overall courses offered in the MIS concentration is 100%. Student satisfaction in each learning outcome came as following: (1, 100%), (2, 100%), (3, 100%), (4, 100%), (5, 100%), (6, 100%), and (7, 100%). For more information about the Questionnaire results see appendix and attached Excel spreadsheet and summary document.

ETS Major Field Test: the exams are not conducted this academic year due to budget issue and lack of money.

Analysis and Program Change

INSY3270: Dr. Alsamara continues to demonstrate the pre-test and the post-test for this assessment tool in his course (INSY3270). He continues to educate students about the assessment process and how it is important to improve the quality of education and services in the department and college. Result shows better result in pre-test vs. post-test in student learning outcome #6 “Assess organizational diversity in a business environment”, this unexpected result will be discussed in our assessment meetings.

INSY4300: the result shows more improvement in the following areas [oral presentation and writing reports]. Already the COB started to handle this issue by offering workshops and seminars to improve soft skills in COB students and offering a course to address those issues [MGMT 1020: Career Fluency].

Senior Exit Questionnaire: not all MIS graduates filled out the questionnaire, in the past when advising was taking place in the department/college was more organized and high percentage of graduates were filling the questionnaire. Students in many occasions complain about advising process. There is a big need to improve students advising process by moving it back to the department/college.

Based on our interpretation of the assessment findings and the discussions we had with faculty and administrators we recommend the following:

- Restructure the MIS Curriculum to allow MIS students to individualize their curricula with special minor options such cybersecurity, computer science, etc. Adding a minor to the MIS major provides an extra dimension to education and enhances career opportunities.
- Restructure the COB curriculum to allow COB students to minor in COB areas (disciplines). Adding a minor to the MIS major provides an extra dimension to education and enhances career opportunities.
- Improve students advising process, we suggest moving it back to the department/college to achieve a better performance.

Achievement and improvement from last year:

- A new MIS certification with several tracks (project management, e-commerce, network management, and database management) has been approved by CCC and UCC
- A new course has been developed “INSY 4200 Project Management Principles and Practices” to address the need of business students and to support the MIS certification
- INSY 1360 “Introduction to Computer Information System” approved as credited course for all COB students
- Continue to offer tutoring sessions for INSY2840 (Java Programming) class
- Continue to offer workshops and seminars to educate students about soft skills

Assessment as a Departmental Priority

All parties in the college/program [Dean, Assistant Dean, Chair, Advisors, Faculty, and Curriculum Committee] share and discuss the assessments analysis, assessment findings and the recommendations to improve the learning process.

- Advisers use assessments findings and recommendations to advice students what courses to take and when to take them especially the elective courses.
- Curriculum committee uses assessment finding and recommendation as one of the main factors when they discuss the curriculum and all issues about it.
- MIS Faculty members informed about the assessments results
- COB Faculty members informed about the assessments results [Senior Exit Questionnaire] to present what areas students are not satisfied with to improve it.

Publicizing Student Learning

The results of the assessment are published on the department website.

The results of the assessment distributed to the dean, assistant dean, chair, faculty members and staff.

The results of the assessment will be broadcasted on the LCD screens in the BHS building in the fourth floor and fifth floor.

Summary of Evidence and Improvements

Instruments	2015/16 Results	Improvements	2016/17 Results	Improvements	2017/18 Results	Improvements
Indirect Assessment Instrument: Senior Exit Questionnaire (survey)	<p>Student satisfaction in each learning outcome came as following: (1, 75%), (2, 93%), (3, 75%), (4, 75%), (5, 75%), (6, 87.5%), and (7, 75%).</p> <p>students satisfaction in overall courses offered in the College of Business is 75%</p> <p>students satisfaction in overall courses offered in the MIS concentration is 75%</p>	1 – 8	<p>Student satisfaction in each learning outcome came as following: (1, 100%), (2, 100%), (3, 100%), (4, 100%), (5, 100%), (6, 100%), and (7, 100%).</p> <p>students satisfaction in overall courses offered in the College of Business is 100%</p> <p>students satisfaction in overall courses offered in the MIS concentration is 100%</p>	9-13		
Direct Assessment Instrument 1: INSY3270 (Tests)	<p>54% of students their knowledge increased by at least 60% between pre- test and post test</p> <p>Percentage increased in each learning outcome area as following: (1, 64.3%), (3, 51.5%), (5, 33.3%), (6, 76.9%), and (7, 75.0%).</p>	1 – 8	<p>43% of students their knowledge increased by at least 60% between pre- test and post test</p> <p>Percentage increased in each learning outcome area as following: (1, 34.1%), (3, 43.7%), (5, 47.4%), (6, -17.9%), and (7, 77.8%).</p>	9-13		
Direct Assessment Instrument 2: INSY4300 (Project)	<p>75% of the students received 80% or better in the project</p> <p>Class average in each learning outcome as following: (1, 85.8%), (2, 83.3%), (3, 89.9%) and (4, 88.8%)</p>	1 – 8	<p>67% of the students received 80% or better in the project</p> <p>Class average in each learning outcome as following: (1, 86.2%), (2, 82.1%), (3, 86.0%) and (4, 87.7%)</p>	9-13		
Indirect Assessment Instrument: ETS Major Field Test	<p>Test Average in Information Systems area is 44%</p>	1 - 8	No Results	----		

2015/2016

1. Develop new course for COB core courses: MGMT 1020 Career Fluency
2. Develop new course for COB core courses: MGMT 1045 Intro to Entrepreneurship
3. Develop new course for COB core courses: QBA 3500 Quantitative Business Analysis
4. Offer INSY 3250 Website development class for the first time [developed last year]
5. Offer INSY 3200 Business Problem Solving class for the first time [developed last year]
6. Upgrade MS-Office from 2010 to 2013 for INSY1370
7. Continue to offer tutoring sessions for INSY2840 (Java Programming) class
8. Continue to offer workshops and seminars to educate students about soft skills

2016/2017

9. A new MIS certification with several tracks (project management, e-commerce, network management, and database management) has been approved by CCC and UCC
10. A new course has been developed “INSY 4200 Project Management Principles and Practices” to address the need of business students and to support the MIS certification
11. INSY 1360 “Introduction to Computer Information System” approved as credited course for all COB students
12. Continue to offer tutoring sessions for INSY2840 (Java Programming) class
13. Continue to offer workshops and seminars to educate students about soft skills

PART 2: ASSESSMENT PLAN**Mission**

The MMMIS at college of business is to provide an academic environment in which students can develop business skills supported by a liberal arts and science background as they mature future professionals. The Management Information Systems (MIS) program is dedicated to preparing successful graduates for professional business careers emphasizing the application of information technology to business processes and to engaging in service and research, which serve the information technology needs of the society.

Student Learning Outcomes

When a student graduates from the Management Information Systems program, he or she will:

1. Critically evaluate IT issues.
2. Organize thoughts to effectively communicate in a business environment.
3. Integrate technology to provide solutions to business problems
4. Evaluate entrepreneurial opportunities.
5. Integrate IT in a global business environment.
6. Assess organizational diversity in a business environment.
7. Determine ethical issues and select appropriate actions.

Mapping program objectives, student learning outcomes and MIS Courses

Student Learning Outcome #1: Critically evaluate IT issues.

Program Objectives	Coursework
1. Students will learn how to be problem solvers and critical thinkers.	INSY 1360 Intro to Comp Info Sys INSY3200 Business Problem Solving INSY 4300 Sys Analysis & Design INSY 2840 Object-Orient Programming INSY 4250 Mobile Apps Dev INSY 3280 Database Technologies QBA 3500 Quantitative Business Applications
2. Students will demonstrate the ability to access and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.	INSY3200 Business Problem Solving INSY 4300 Sys Analysis & Design INSY 3270 MGMT Info Systems INSY 3280 Database Technologies

Student Learning Outcome #2: Organize thoughts to effectively communicate in a business environment

Program Objectives	Coursework
3. Students will demonstrate the ability to communicate clearly and effectively.	INSY 4300 Sys Analysis & Design MGTM 1020 Career Fluency
4. Students will demonstrate effective teamwork by collaborating in group settings to solve selected business problems.	INSY 4300 Sys Analysis & Design INSY 2840 Object-Orient Programming MGTM 1020 Career Fluency
5. Students will demonstrate the interpersonal skills required when developing organizational information systems.	MGTM 1020 Career Fluency INSY 4300 Sys Analysis & Design
6. Summarize the results of the analysis of an issue in a clear set of conclusions.	INSY 4300 Sys Analysis & Design MGTM 1020 Career Fluency

Student Learning Outcome #3: Integrate technology to provide solutions to business problems

Program Objectives	Coursework
7. Use computer software tools to organize data for analysis to solve business problems.	INSY 1370 Microcomputer Apps in Bus INSY 3200 Business Problem Solving QBA 3500 Quantitative Business Applications INSY 3270 MGMT info systems INSY 3280 Database Technologies

<p>8. Utilize standard technologies to provide solutions to business problems</p>	<p>INSY 1360 intro to comp info sys INSY 3200 Business Problem Solving INSY 1370 Microcomputer Apps in Bus INSY 4300 Sys Analysis & Design QBA 3500 Quantitative Business Applications INSY 2840 Object-Orient Programming INSY 4250 Mobile Apps Dev INSY 4450 Data Com and Computer NET INSY4250 Mobile Apps Dev INSY 3270 MGMT Info Systems INSY 3280 Database Technologies INSY 3250 Business Website Dev</p>
<p>9. Students will be able to use a variety of technology applications to improve the effectiveness of personal understanding, scholarly pursuits and professional performance.</p>	<p>INSY 1370 Microcomputer Apps in Bus INSY 3200 Business Problem Solving QBA 3500 Quantitative Business Applications INSY 3270 MGMT Info Systems INSY 3280 Database Technologies INSY 2900 E-Commerce INSY 4300 Sys Analysis & Design</p>
<p>10. Students will apply systems theory and information concepts in the analysis of organizational problems and opportunities</p>	<p>INSY 2900 E-Commerce INSY 4300 Sys Analysis & Design INSY 3270 MGMT info systems</p>
<p>11. Students will demonstrate the ability to apply project and risk management principles and techniques to information systems projects</p>	<p>INSY 4300 Sys Analysis & Design</p>
<p>12. Students will be fluent in techniques for acquiring, converting, transmitting, and storing data and information.</p>	<p>INSY3200 Business Problem Solving INSY 2900 E-Commerce INSY 3280 Database Technologies</p>
<p>13. Students will demonstrate the ability to develop a computer program using a contemporary programming language, programming algorithms and data structures.</p>	<p>INSY 2840 Object-Orient Programming INSY 3250 Business Website Dev INSY 4250 Mobile Apps Dev INSY 4470 INSY4250 Mobile Apps Dev</p>
<p>14. Students will demonstrate the ability to properly use and implement a database using a contemporary database management system.</p>	<p>INSY 3280 Database Technologies INSY 4300 Sys Analysis & Design</p>
<p>15. Students will understand the architectural concepts of computer networks and enterprise information systems</p>	<p>INSY 4450 Data Com and Computer NET</p>

Student Learning Outcome #4: Evaluate entrepreneurial opportunities

<p>Program Objectives</p>	<p>Coursework</p>
<p>16. Be creative and come up with unique ideas for implementation and know how to implement it</p>	<p>MGTM 1045 Intro to Entrepreneurship INSY 2900 E-Commerce INSY 4300 Sys Analysis & Design</p>
<p>17. Apply MIS techniques to a firm in the earlier stages of the life cycle.</p>	<p>MGTM 1045 Intro to Entrepreneurship INSY 4300 Sys Analysis & Design</p>

Student Learning Outcome #5: Integrate IT in a global business environment

Program Objectives	Course
18. Demonstrate an awareness of the economic, social and cultural environments within which international businesses operate.	INSY 1360 Intro to Comp Info Sys INSY 2900 E-Commerce INSY 3270 MGMT info systems INSY 3250 Business Website Dev INSY 4250 Mobile Apps Dev
19. Demonstrate awareness of the political and technological environments within which international businesses operate	INSY 2900 E-Commerce INSY 3270 MGMT Info Systems
20. Demonstrate awareness of how contemporary international events influence global business	INSY 2900 E-Commerce INSY 3270 MGMT Info Systems


Student Learning Outcome #6: Assess organizational diversity in a business environment

Program Objectives	Coursework
21. Students will be able to appreciate a diversity of views, a diversity of people, and a diversity of cultures.	INSY 3270 MGMT Info Systems INSY 2900 E-Commerce
22. Students will promote social justice at the individual, organizational, and societal level to create an appropriate environment for diverse individuals.	INSY 3270 MGMT info systems INSY 2900 E-Commerce

Student Learning Outcome #7: Determine ethical issues and select appropriate actions

Program Objectives	Coursework
23. Demonstrate understanding of major ethical concerns	INSY 1360 Intro to Comp Info Sys INSY 4480 Ethics in IT INSY 3270 MGMT Info Systems
24. Students will explain the impact of leadership and ethical behavior on the systems development process.	INSY 4480 Ethics in IT INSY 3270 MGMT Info Systems

Curriculum Map: Student Learning Outcomes Mapped to Management Information Systems Program (MIS) / COB

	INSY 1360	INSY 1370	MGTM 1020	MGMT 1045	QBA 2000/QBA 3500	INSY 3200	INSY 2840	INSY 2900*	INSY 3250	INSY 3280	INSY 3270*	INSY 4300	INSY 4250	INSY 4450	INSY 4470	INSY 4480	Capstone: MGMT 4890
[1] Critically evaluate IT issues	K				K	K	A			A	S	S	S				S
[2] Organize thoughts to effectively communicate in a business environment			K				A					S					S
[3] Integrate technology to provide solutions to business problems	K	K			K	K	K, A	K, A	A	A	S	S	S	S	S		S
[4] Evaluate entrepreneurial opportunities				K				A				A					S
[5] Integrate IT in a global business environment	K						K	K			A		S				S
[6] Assess organizational diversity in a business environment							K				A						S
[7] Determine ethical issues and select appropriate actions	K										A					S	S

* Writing-Emphasis Course

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Assessment Instruments

Student Learning Outcomes	Program Objectives	Assessments Instruments	Criteria *
1, 3, 5, 6, 7	2, 8, 9, 10, 18, 19, 20, 21, 22, 23, 24	Direct Assessment (Pre-Test & Post-Test) INSY 3270 MGMT INFO SYSTEMS	75 % of students their knowledge and understanding of the tested concepts increased by 60% or better students knowledge in each learning outcome increased by 50% or better
1, 2, 3, 4	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 14, 16, 17	Direct Assessment (Project) INSY 4300 SYS ANALYSIS & DESIGN	75% of students receiving a minimum of 80% or better Class average in each learning outcome 70% or better
1 – 7	1 – 24	Indirect Assessment Senior Exit Questionnaire (Questionnaire)	students satisfaction in each learning outcome is 70% or better students satisfaction in overall courses offered in the College of Business is 80% or better students satisfaction in overall courses offered in the MIS concentration is 85% or better
1 - 7	1 - 24	Indirect Assessment Capstone Course: MGMT4890 ETS-Major Field Test	Test Average in Information Systems area is greater than 60%

* Definitions and Explanations

Senior Exit Interview (Questionnaire): All MIS students in the last semester in their program and when they fill out the complete of study form they are asked to answer and complete a survey. The purpose of this exit interview tool is to determine how well students understand our expectations of what they should know upon completion of their degree requirements. It covers different areas such as demographic information, rating general education skills, rating CSU and major, college activities in

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addition to rating the core course in Management, Marketing, QBA, Accounting, Finance, and Management Information Systems.

ETS Major Field Test:

The ETS Major Field Test is a comprehensive undergraduate and MBA outcomes assessments designed to measure the critical knowledge and understanding obtained by students in a major field of study. The Major Field Tests go beyond the measurement of factual knowledge by helping you evaluate students' ability to analyze and solve problems, understand relationships and interpret material from their major field of study.

ETS offers comprehensive national comparative data for the Major Field Tests, enabling you to evaluate your students' performance and compare your program's effectiveness to programs at similar institutions nationwide.

Offered in more than a dozen undergraduate fields of study, including the Associate Degree in Business and the Master's degree in Business Administration (MBA), the Major Field Tests help you:

- prepare students to succeed by using test results to improve curricula
- demonstrate the strengths of your program to prospective students and faculty
- compete for performance funding
- help ensure your students have mastered their field of study
- use your time to focus on other aspects of accreditation

INSY 3270 –MGMT Info System:

This course addresses the need for managers to understand and manage the technology necessary for competitive advantage in an increasingly dynamic business environment. Topics include the identification technological competencies, the evaluation of technology, the design and management of systems technological innovation and the integration of technology into the organization. Case studies will

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emphasize analysis of current business issues using technology such as spreadsheets and presentation graphics

Students in this instrument are evaluated based on a pre-test and post-test which are designed for the purpose of the assessment. Each learning outcome will be tested by one question, the pre-test contains 15 questions used in the beginning of the semester to expose student's knowledge in each area of the student learning outcomes and a post-test contains the same questions used toward the end of the semester.

INSY 4300 – System Analysis and Design:

Is a comprehensive study of the analysis, design, and implementation stages of the System Development Life Cycle (SDLC). The emphasis is on planning tools, information gathering techniques, data flow diagrams, E-R diagrams, project management tools: GANTT and PERT charts, and data dictionaries. Object-Oriented Analysis and Design (UML) will be covered also. Student will participate in group to plan and design a total computer system

Students in this instrument are evaluated based on a comprehensive group project. The purpose of the group project is to give students an opportunity to apply the concepts covered in class to real life situations.

Project description:

- The project consists of 2-3 students.
- Each group identifies a systems analysis and design project.
- The project has four components: System Planning, System Requirements Modeling, System Data & Process Modeling, and System Design.
- Each group gives a written and an oral report on each component. The reports are listed below:
 - ❖ A Preliminary Report: System Planning and System Requirements Modeling

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- ❖ An Intermediate Report: System Planning, System Requirements Modeling, and System Data & Process Modeling
- ❖ A Final Report: System Planning, Requirements Modeling, Data & Process Modeling and Design

The project/students are evaluated as follows:

Project part	Student Learning Outcome
Team work [10%]	2
Oral presentations [10%]	2
Writing reports [10%]	2
Creative ideas and work (come up with a unique idea for the project to implement and the way it is implemented) [10%]	4
System Planning [20%]	2, 3
System Analysis [20%]	1, 3
System Design [20%]	1, 3

PART 3: APPENDIX

Meetings:

College Curriculum Committee

College of Business Faculty and Staff In attendance: Dr. Alsamara, Dr. Abuleil, Dr. Jackson, Dean Collins, Dr. Coupet, Professor Bibb.

Assessment recommendation: Offer MIS certifications for MIS and COB students

Dr. Abuleil submitted a proposal for the formal certification in Management Information Systems (MIS)

Note: A copy of this document was forwarded to all COB faculty, via email, prior to today's meeting.

The MIS Proposal was initiated by the Dean and highlights the importance and the key role of certifications in the College of Business. The proposal Dr. Abuleil presented outlines new certifications for MIS. As he noted, certification are important factors in recruitment and in helping students develop skills employers seek.

The certification is for two types of people – those without prior MIS education and those who have a degree in MIS who want to refresh their memory about new developments in the field of IT. Dr. Abuleil noted the different tracks (there are 6 tracks) in the proposal; the tracks represent different areas or concentrations (see document).

The basic requirements for certification: Students would be required to take 3 courses for each track and earn a minimum grade of "B." See the proposal for a complete description of the 6 tracks. Dr. Abuleil also noted that "we are using the TPS course for Track #2, which is a course currently offered in Technology and Performance Improvement Studies (TPS 4110); those students will take courses from the COB (i.e., we will work in partnership with another college, using an existing course rather than developing a similar offering in the COB).

There were questions about the tracks.

The tracks are designed to prepare students to sit for various national or industrial exams. Dr. Abuleil noted, "We looked into and picked some [exams] for which students would be certified (e.g., Certified Associate in Project Management (CAPM)). So if a student completes track #2, he/she will be prepared to sit for this exam (CAPM). The track 2 material and curriculum cover what is required in the CAPM exam. Track #2 also prepares students for the Project Management Professionals (PMP) exam; however, the requirements for the PMP are higher (i.e., students must have experience in the field, 100 hours or more). Again, see the proposal for a list of the possible certifications and exams for which students may sit.

"To have any one of these certifications on a resume is a big plus for any person applying for a job." The certificates give students an opportunity to compete. This proposal is for non-degree certifications. Thus, we can target people from anywhere, not just Chicago State University (CSU) students. The vision is to target the community. We need to reach out as a college and this proposal offers one way to do so.

Students could earn two certificates: One from CSU and one from a professional association.

The Dean asked if we have information to tell students how to apply for and sit for certification. Not yet. Drs. Alsmara and Abuleil noted that there is some testing that can take place on campus, in our building. Dr. Kpo provided information about the COB as a certified training site. There is currently a site at the College of Education that has been attracting people from outside (i.e., off campus and not affiliated with CSU) to come to the CSU campus to take the certification exams. CSU is a testing site for professionals. "The problem is marketing. The first place to market is MIS alums. That is low-hanging fruit."

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Dr. Coupet asked if it were possible to offer a course that prepares students for the exam itself. He asked if, after completing the courses, would students be ready to sit for the exams?

Dr. Alsamara indicated that we could prepare students to sit for the exam. “The biggest prize is the certificates ... If it can be done, it would be worthwhile to ensure that certification is met. For example, I have taken 10 practice exams. Anyone who sits for certification in these courses will be exposed to the practice exams. We can expose students to practice exams.” It was also mentioned that we may wish to consider adding a course so that students can practice the exams. The Dean asked, are practice exams provided by publishers? Yes and we can link to the site and download the exam. Dr. Coupet asked, is this available in a secondary market? Yes. Further, we can help students access practice test resources.

It was also noted that we are using existing courses; thus, we need to ensure that students properly sequence the courses to complete their chosen concentrations.

Dr. Coupet moved to approve the proposal for the MIS concentration; Dr. Jackson seconded the motion. We are pending an e-vote from the entire body of College Curriculum Committee members.

Assessment recommendation: To improve the results of the ETS Major Field Test and to educate and enrich the knowledge of COB students in the IT field we recommend offering a general introductory course in IT such as INSY1360 to be required course for all COB students.

Dr. Abuleil noted that “we are not happy with the results” from the assessment tests (ATS) that Dr. Kpo administers (i.e., our students are not scoring well on the assessment). “We do not teach students what is tested (the IT stuff).” Dr. Abuleil suggested that we teach “this stuff in 1360.” Further he suggested that, “program advisors recommend this course as a business elective.” We need to make this course (1360) a business elective.

Dr. Alsamara added, “our decisions about curriculum should be driven by market demand (versus certification testing). While true, the thought is, what do you (as the student) need to know? What are the basics that we need to know (part of what is in 1360)?”

Dr. Coupet moved and Professor Bibb seconded a motion to allow 1360 to be used as business elective course. Five committee members present voted in favor of this motion. A vote will be put forth for the committee members not present.

Mapping Student Learning Outcome and Senior Exit Survey (Questionnaire) Instrument

SLO1: Critically evaluate IT issues

Question	Responds			
	Excellent	Good	Adequate	Total
Understand Managerial Skills (MGMT-Q1)	1			
Understand Leadership Styles (MGMT-Q2)	1			
Understand organizational Behavior Objectives (MGMT-Q3)	1			

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SLO2: Organize thoughts to effectively communicate in a business environment.

Question	Responds			
	Excellent	Good	Adequate	Total
Has Written & Oral Language Skills (General Edu Skills-Q1)	1			
Speak persuasively and confidently (General Edu Skills-Q10)	1			
Understand human behavior and relationships (General Edu Skills-Q9)	1			

SLO3: Integrate technology to provide solutions to business problems.

Question	Responds			
	Excellent	Good	Adequate	Total
Understand Applications software in business (MIS-Q1)	1			
Understand Computer hardware and peripheral devices (MIS-Q2)	1			
Understand Database technologies (MIS-Q3)	1			
Understand System Analysis and Design (MIS-Q5)	1			
Understand Object-Oriented Languages: Java and/or C++ (MIS-Q7)	1			
Understand Telecommunications & Computer Networks (MIS-Q9)	1			
Understand Project Management using MS-Project (MIS-Q10)	1			
Understand E-Commerce concepts (MIS-Q13)	1			

SLO4: Evaluate entrepreneurial opportunities.

Question	Responds			
	Excellent	Good	Adequate	Total
Understand System Analysis and Design concepts (MIS-Q5)	1			
Understand E-Commerce concepts (MIS-Q13)	1			

SLO5: Integrate IT in a global business environment

Question	Responds			
	Excellent	Good	Adequate	Total
Understand E-Commerce concepts (MIS-Q13)	1			
Contrasting the difference between international business and domestic business (MGMT-Q7)	1			

SLO6: Assess organizational diversity in a business environment.

Question	Responds			
	Excellent	Good	Adequate	Total
Understand human behavior and relationships (General Edu Skills-Q9)	1			
Understand behavior and human relations management process in corporations and nonprofit	1			

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organizations (MGMT-Q5)				
	Extremely Important	Very Important	Important	
How do you rate the importance of diversity in Business/organizations?	1			


SLO7: Determine ethical issues and select appropriate actions.

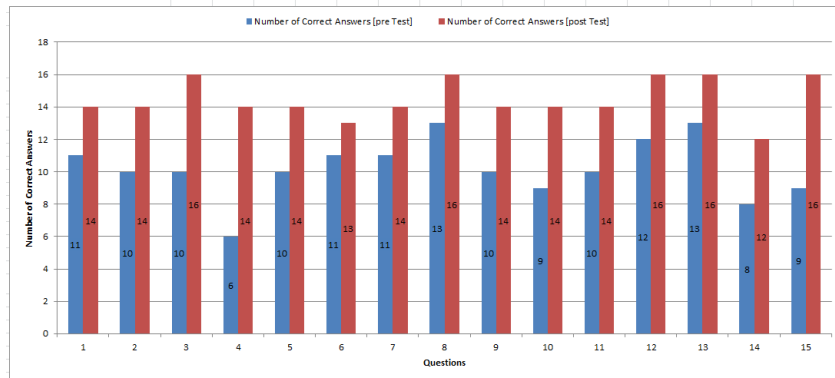
Question	Responds			
	Excellent	Good	Adequate	Total
Understand Ethics in IT (MIS-Q8)	1			

Rating CSU and the Major

Question	Rating in Percentage	
	CSU	The Major
Overall instruction by faculty	Excellent	Excellent
Accessibility of instructors	Excellent	Excellent
Individual attention from instructors	Excellent	Excellent
Academic advising	Excellent	Excellent
Availability of needed courses	Excellent	Excellent
Library collection	Excellent	Excellent
Preparation for employment	Excellent	Excellent
Preparation for graduate school	Excellent	Excellent

Pre-Test vs. Post-Test Instrument - INSY3270: Management Information Systems

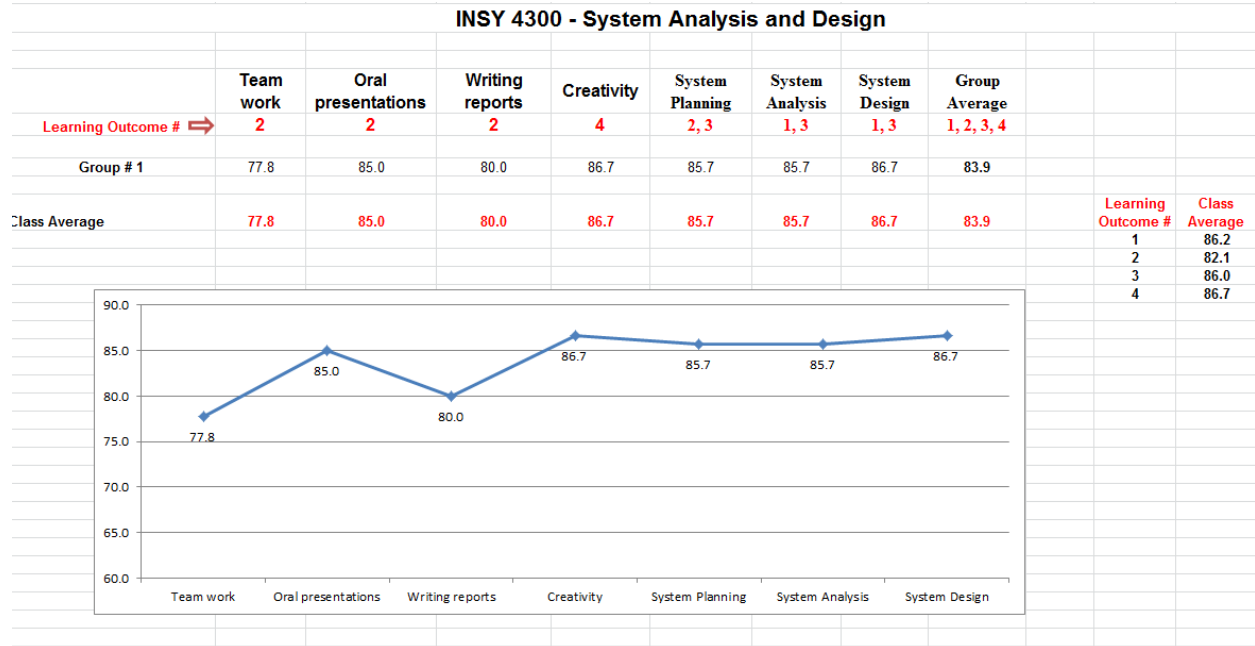
Questions	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	total	average		
Student Learning Outcome #	3	3	3	3	3,5	1	3	3	1	5	3	1	6	1	7	1, 3, 5, 6, 7			Number of possibilities
Number of Correct Answers [pre Test]	11	10	10	6	10	11	11	13	10	9	10	12	13	8	9	153	64%		240
Number of Correct Answers [post Test]	14	14	16	14	14	13	14	16	14	14	14	16	16	12	16	217	90%		
% Increase in Students Knowledge																	42%		



Student Learning Outcome #	Number of Correct Answers [pre Test]	Number of Correct Answers [post Test]	% Increase in Students Knowledge
1	64%	86%	34.1%
3	63%	91%	43.7%
5	59%	88%	47.4%
6	81%	67%	-17.9%
7	56%	100%	77.8%

FORM 201BCC: ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS

Project Instrument - INSY4300: System Analysis and Design



FORM 201BCC: ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS

DEMOGRAPHIC INFORMATION

Name: Nwakanwa K Ekekchikwu
 Permanent Address: 6701 S Chappel Ave. Chicago, IL 60649
 Telephone Number(s): 1. 773-987-9718 2. _____
 Email: 1. _____ 2. _____

Employment & Graduate School Plans (Please check All that apply):

- [a]. I am currently employed in my field (major).
- [b]. I have a job offer in my field (major) after graduation
- [c]. I have admission to Graduate School. Which University? _____
- [d]. I plan on applying to Graduate school within one year. Which University? Chicago State University

Directions: Circle the letter with the appropriate response: enter only one response per question.

1. What is your age group? [a]. Less than 20 [b]. 20-26 [c]. 26-30 [d]. 31-40 [e]. Over 41
2. What is your gender? [a]. Female [b]. Male
3. Where did you attend high school? [a]. Chicago Public School [b]. Suburban Public School [c]. Chicago Private School
 [d]. Other (Name: Other Private School)
4. Are you a transfer student? [a]. Yes {If "yes" continue to question 5.}
 [b]. No {If "no" skip to question 10.}
5. From where did you transfer? (If more than one, name the institution from which you took the most courses?)
 [a]. Chicago City College [Name: _____]
 [b]. Suburban Community College [Name: Sutton Community College]
 [c]. Other (out-of-state, international) [Name: _____]
6. How many hours were transferred into the College of Business?
 [a]. Less than 15 hour's [b]. 16-30 hours [c]. 31-40 hour's [d]. Over 41 hours [e]. None

Directions: Please circle all the apply

7. Which of the following college level courses in business did you take prior to entering the College of Business?

<input type="checkbox"/> a. Principles of Management	<input type="checkbox"/> b. Introductory Accounting
<input type="checkbox"/> c. Principles of Marketing	<input checked="" type="checkbox"/> d. Introductory computer course
<input type="checkbox"/> e. Business law	<input type="checkbox"/> f. Principles of Finance
8. Which of the following college level courses did you take prior to entering the College of Business?

<input checked="" type="checkbox"/> a. English Comp (I and /or II)	<input checked="" type="checkbox"/> b. College Algebra
<input type="checkbox"/> c. Business Writing	<input type="checkbox"/> d. Economics I and/or II
9. Did you complete an associate degree or equivalent at a two-year institution? [a]. Yes [b]. No

Directions: Answer the appropriate response to the following. Only one response per question.

10. What is your GPA? [a]. Less than 2.0 [b]. 2.1 - 2.5 [c]. 2.6 - 3.0 [d]. 3.1 - 3.5 [e]. 3.6 - 4.0 [f]. Don't know
11. What type of student are you? (Answer according to when you take most of your classes) Part time is less than 11 hours per semester

<input checked="" type="radio"/> [a]. Full-time day	<input checked="" type="radio"/> [b]. Full-time evening	<input type="checkbox"/> [c]. Part-time day
<input type="checkbox"/> [d]. Part-time evening	<input type="checkbox"/> [e]. Summer only	
12. What is your major? [a]. accounting [b]. Finance [c]. Information Systems
 [d]. Management [e]. Marketing [f]. Board of Governors
13. How satisfied are you with your College of Business experience? [1] Very Dissatisfied [2] Dissatisfied [3] Not Sure
 [4]. Satisfied [5] Very satisfied.
14. How do you rate the importance of diversity in business/organizations? [1] Extremely Important [2] Very Important
 [3] Important [4] Not Sure [5] Not Important

FORM 201BCC: ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS

GENERAL EDUCATION SKILLS

Directions: Please respond to the following questions by rating each item on the 1 to 5 point scale, where 5 is effective and 1 is ineffective. Please circle the appropriate response.
 5 =Very Effective; 4 =Moderately Effective; 3 =Effective; 2 =Moderately Ineffective; 1 =Ineffective; 0 =Not Applicable/unable to rate.

A. Rate the effectiveness of your education at CSU in helping you to do each of the following:

	Very Effective	Moderately Effective	Effective	Moderately In-effective	In-effective	N/A
1. Write with clarity.....	5	4	3	2	1	0
2. Think for myself	3	4	3	2	1	0
3. Develop solutions to problems.....	5	4	3	2	1	0
4. Develop leadership skills	5	4	3	2	1	0
5. Use mathematical concepts	5	4	3	2	1	0
6. Interpret statistical data	5	4	3	2	1	0
7. Perform mathematical calculations	5	4	3	2	1	0
8. Use computers in my major field of study.....	5	4	3	2	1	0
9. Understand human behavior and relationships....	5	4	3	2	1	0
10. Speak persuasively and confidently	5	4	3	2	1	0
11. Have confidence in my intellectual abilities	5	4	3	2	1	0

Rating CSU and Your Major

Directions: Please respond to the following questions by rating each item on the 1 to 4 point scale provided, where 4 is excellent and 1 is poor. Please circle the appropriate response.
 4 = Excellent; 3 = Good; 2 = fair; 1 = Poor; 0 = Not Applicable/Unable to rate.

B. Rate the quality of each of the following by both the University and your Major:

	At CSU					In My Major				
	Excellent	Good	Fair	Poor	N/A	Excellent	Good	Fair	Poor	N/A
1.) Overall instruction by faculty	4	3	2	1	0	4	3	2	1	0
2.) Accessibility of instructors	4	3	2	1	0	4	3	2	1	0
3.) Individual attention from instructors	4	3	2	1	0	4	3	2	1	0
4.) Academic advising	4	3	2	1	0	4	3	2	1	0
5.) Availability of needed courses	4	3	2	1	0	4	3	2	1	0
6.) Library collection	4	3	2	1	0	4	3	2	1	0
7.) Preparation for employment	4	3	2	1	0	4	3	2	1	0
8.) Preparation for graduate school	4	3	2	1	0	4	3	2	1	0

FORM 201BCC: ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS

COLLEGE ACTIVITIES

Directions: Please respond to the following questions by rating each item on the 0 to 4 point scale provided, where 4 is Very often and 1 is Never and 0 is Not Applicable/unable to rate (N/A). Please circle the appropriate response.

C. Experiences with faculty:

	Very Often	Often	Occasional	Never	N/A
1.) Visited informally and briefly with an instructor after class	4	3	2	1	0
2.) Made an appointment to meet with a faculty member in his/her office	4	3	2	1	0
3.) Discussed ideas for a term paper or class project with a faculty member	4	3	2	1	0
4.) Discussed your career plans and ambitions with a faculty member	4	3	2	1	0
5.) Discussed personal problems or concerns with a faculty member	4	3	2	1	0

D. Student involvement in learning (class and assignments)

	Very Often	Often	Occasional	Never	N/A
1.) Took detailed notes in class	4	3	2	1	0
2.) Participated in class discussions	4	3	2	1	0
3.) Underlined major points in the readings	4	3	2	1	0
4.) Tried to see how different facts and ideas fit together	4	3	2	1	0
5.) Thought about practical applications of the material	4	3	2	1	0
6.) Worked on a project where I had to integrate ideas from various sources	4	3	2	1	0
7.) Summarized major points and information in my readings	4	3	2	1	0
8.) Tried to explain the material to other students	4	3	2	1	0
9.) Did additional readings on topics that were introduced and discussed in class	4	3	2	1	0

E. Clubs and organizations

	Very Often	Often	Occasional	Never	N/A
1.) Met with faculty advisor to discuss the activities of a student organization	4	3	2	1	0
2.) Attended a meeting of a club or student government group	4	3	2	1	0
3.) Voted in a student election	4	3	2	1	0

The remainder of this questionnaire is devoted to questions within your major. Please complete the next section under your major ONLY. Thank you.

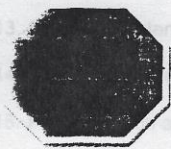
FORM 201BCC: ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS

BUSINESS CORE COURSES

Directions: Please respond to the following questions by rating each item on the 0 to 4 point scale provided, where 4 is excellent, 1 is poor and 0 is Not applicable/unable to rate. Please circle the appropriate response. 4 = Excellent; 3 = Good; 2 = Adequate; 1 = Poor; 0 = Not Applicable/unable to rate (N/A).

A. How would you rate your understanding of the following concepts, principles and topics?

	Excellent	Good	Adequate	Poor	N/A
Finance					
1.) Time value of money	4	3	2	1	0
2.) Rates of return and risk	4	3	2	1	0
Accounting					
1.) Phases or steps of accounting cycle	4	3	2	1	0
2.) Components of the following financial statements: statement of income, balance sheet, statement of cash flow	4	3	2	1	0
3.) Elements of contract law	4	3	2	1	0
Management Information System					
1.) MS-Office Applications: Word, Excel, Access, & Power Point	4	3	2	1	0
2.) Total Quality Management	4	3	2	1	0
3.) Decision models under certainty (linear programming, PERT, inventory model)	4	3	2	1	0
4.) Decision models under uncertainty	4	3	2	1	0
5.) Using decision models (under certainty & uncertainty) in business	4	3	2	1	0
6.) Probability distributions	4	3	2	1	0
7.) Testing hypothesis	4	3	2	1	0
Management					
1.) Managerial skills	4	3	2	1	0
2.) Leadership styles	4	3	2	1	0
3.) Objectives of organizational behavior	4	3	2	1	0
4.) Ability to present, discuss and defend organizational views through written and oral languages	4	3	2	1	0
5.) Behavior and human relations management process in corporations and nonprofit organizations	4	3	2	1	0
6.) Management	4	3	2	1	0
7.) Contrasting difference between international & domestic business	4	3	2	1	0
8.) Trade deficit and its effects on the U.S. government and business	4	3	2	1	0
9.) Personality processes, emotional stress in organizations	4	3	2	1	0
Marketing					
1.) Marketing vocabulary, principles, concepts, and strategies to deliver consumer satisfaction via marketing mix	4	3	2	1	0
2.) Development of marketing plan	4	3	2	1	0
3.) Development media plan	4	3	2	1	0



The remainder of this questionnaire is devoted to questions within your major. Please complete the next section under your major ONLY. Thank you.



Management Information Systems Program ONLY

A. Course Learning

Directions: Please respond to the following questions as a Management Information Systems Major by rating each item on the 0 to 4 point scale provided, where 4 is excellent, 1 is poor, and 0 is Not Applicable/unable to rate. Please circle the appropriate response.

4 = Excellent; 3 = Good; 2 = Adequate; 1 = Poor; 0 = Not Applicable/unable to rate (N/A).

Rate your understanding, knowledge, or proficiency of the following concepts, principles and topics.....

	Excellent	Good	Adequate	Poor	N/A
Management Information Systems					
1. Applications software in business	4	3	2	1	0
2. Computer hardware and peripheral devices.....	4	3	2	1	0
3. Database technologies.....	4	3	2	1	0
4. DBMS applications such as MS-Access	4	3	2	1	0
5. System Analysis and Design.....	4	3	2	1	0
6. Spreadsheets in accounting and finance.....	4	3	2	1	0
7. Object-Oriented Languages: java and/or C++.....	4	3	2	1	0
8. Ethics in IT.....	4	3	2	1	0
9. Telecommunications & Computer Networks.....	4	3	2	1	0
10. Project Management using MS-Project.....	4	3	2	1	0
11. Database Tool: SQL.....	4	3	2	1	0
12. CASE tools such as MS-Visio.....	4	3	2	1	0
13. E-Commerce and E-Business	4	3	2	1	0
14. Statistical Analysis of Data	4	3	2	1	0
15. Estimation and hypothesis testing methods.....	4	3	2	1	0
16. Inventory and Just-in-time Concepts.....	4	3	2	1	0
17. Forecasting techniques and error Measurement.....	4	3	2	1	0
18. Operations Systems Design.....	4	3	2	1	0
19. Quality Control Techniques.....	4	3	2	1	0
20. Linear Programming and Transportation Problems.....	4	3	2	1	0
21. Service operation versus production systems.....	4	3	2	1	0
22. Strategic and operational decision making.....	4	3	2	1	0

AGAIN, CONGRATULATIONS ON YOUR ACADEMIC ACHIEVEMENT!