

San Diego State University

Detailed Assessment Report 2016-2017 CBA Management Information Systems, MSIS *As of: 5/12/2017 08:48 AM PST*

Program Mission

To produce students who can lead organizations in the evaluation, adoption, implementation, and management of information systems and technologies for the strategic benefit of organizations.

Program Learning Goals

PLG 1: Design and use technology-supported solutions to improve decision making and create value
PLG 1: Design and use technology-supported solutions to improve decision making and create value

PLG 2: Create value through the development of data, information, or knowledge strategies and the management of processes or projects
PLG 2: Create value through the development of data, information, or knowledge strategies and the management of processes or projects

PLG 3: Demonstrate business professional skills
PLG 3: Demonstrate business professional skills

Degree Learning Outcomes / Objectives, with Any Associations and Related Measures, Benchmarks, Findings, and Closes the Loop

DLO 1: Analyze and define information requirements
DLO 1: Analyze and define information requirements

Related Measures

M 2: Comprehensive Case Analysis in MIS 790

Students in MIS 790, the MSIS Culminating Experience course, complete a comprehensive case analysis that addresses the first seven degree learning outcomes/objectives (DLOs) for the MSIS program. The case was internally developed and specifically crafted to address the DLOs. Students answer seven essay questions, each of which has been mapped to one of the degree learning outcomes in the program.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Benchmarks:

70% of MSIS students must meet or exceed expectations.

Finding (2016-2017) - Benchmarks: Met

In Fall 2016, a total of 10 students completed MIS 790 and the embedded comprehensive case analysis that measured this degree learning outcome. A specific essay question which was mapped to the DLO was asked. It was rated by the classroom instructor via a rubric that was developed independently by the MIS Department Chair. Results indicated that 50% of students Exceeded Expectations, 40% of students Met Expectations, and 10% of students fell Below Expectations.

The following holistic rubric was used:

- **Exceed Expectations:** The student demonstrates a deep understanding of the problem, including cause and effect relationships, and demonstrates the connection between constructs and data. Additional data gathering is argued from both a feasibility in solving the problem and feasibility in terms of cost and availability.
- **Meets Expectations:** The student demonstrates sufficient understanding of the problem. Potential data sources are identified but limited concern expressed for cost and feasibility. Analysis context is limited.
- **Fails to Meet Expectations:** Student fails to demonstrate understanding of the problem. Suggests additional data sources without explaining their relationship to the problem itself.

DLO 2: Design or use solutions to store, secure, retrieve, or communicate data, information, or knowledge
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It was rated by the classroom instructor via a rubric that was developed independently by the MIS Department Chair. Results indicated that 50% of students Exceeded Expectations, 40% of students Met Expectations, and 10% of students fell Below Expectations.

The following holistic rubric was used:

- **Exceed Expectations:** Student response explores technical, operational, and financial feasibility of data and information management. Methods recommended are tied directly to organizational objectives and addresses issues such as scalability and obsolescence. Addresses the tradeoff between security and communication needs.
- **Meets Expectations:** Student response explores technical requirements but solution does not fully address larger organizational goals. A workable solution is provided with little assumptions surfaced about the organization but does systematically address issues of storage, security, and communication.
- **Fails to Meet Expectations:** Student suggests technical requirements but solution is incomplete. Fails to address one or more of the major issues in the question.

DLO 3: Explain information technology infrastructure and architecture

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Source of Evidence: Comprehensive/end-of-program subject matter exam

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Finding (2016-2017) - Benchmarks: Met

In Fall 2016, a total of 10 students completed MIS 790 and the embedded comprehensive case analysis that measured this degree learning outcome. A specific essay question which was mapped to the DLO was asked. It was rated by the classroom instructor via a rubric that was developed independently by the MIS Department Chair. Results indicated that 40% of students Exceeded Expectations, 30% of students Met Expectations, and 30% of students fell Below Expectations.

The following holistic rubric was used:

- **Exceed Expectations:** Student response addresses IT infrastructure relative to the entire enterprise. Discusses hardware, software, networks and data center as well as technology for building, designing, and testing systems. Identifies lessons that extend beyond the Botnet Project to higher order challenges and opportunities.
- **Meets Expectations:** Student response address most aspects of enterprise computing needs related to an organization. Identifies lessons directly germane to Botnet Project without extending beyond.
- **Fails to Meet Expectations:** Student response fails to consider IT infrastructure at the enterprise level. Leaves out critical aspects of enterprise requirements. Lessons are more or less limited to technological issues relevant to the Botnet Project.

DLO 4: Develop data, information, or knowledge strategies, processes, or projects

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Source of Evidence: Comprehensive/end-of-program subject matter exam

Benchmarks:

70% of MSIS students must meet or exceed expectations.

Finding (2016-2017) - Benchmarks: Met

In Fall 2016, a total of 10 students completed MIS 790 and the embedded comprehensive case analysis that measured this degree learning outcome. A specific essay question which was mapped to the DLO was asked. It was rated by the classroom instructor via a rubric that was developed independently by the MIS Department Chair. Results indicated that 30% of students Exceeded Expectations, 50% of students Met Expectations, and 20% of students fell Below Expectations.

The following holistic rubric was used:

- **Exceed Expectations:** Student articulates Tesla Motors' DIK strategy as it relates to competitive advantage and position in industries. Response ties directly to needs of Tesla as a new company. DIK strategies are positioned in light of this analysis.
- **Meets Expectations:** Student response ties DIK strategies to the needs of Tesla Motors but fails

- deliver a concrete DIK strategy necessary to place Tesla in a larger competitive context.
- **Fails to Meet Expectations:** Student discusses DIK strategies but evidences little research and understanding of relating that to the uniqueness of Tesla Motors relative to other organizations.

DLO 5: Align data, information, or knowledge strategies, processes, or projects with organizational strategy

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Finding (2016-2017) - Benchmarks: Met

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The following holistic rubric was used:

- **Exceed Expectations:** Student response expands on previous answer by making a clear connection between Tesla Motors business strategy and DIK initiatives. Evidences clear reasoning from competitive environment to Tesla Motor's business strategy, to DIK strategies.
- **Meets Expectations:** Student response expands on previous answer with more specifics on DIK strategies as they related to Tesla Motors. Student demonstrates clear connection as to how Tesla objectives can be achieved through DIK strategies.
- **Fails to Meet Expectations:** Student discusses advantages of DIK strategies but fails to adequately tie them to Tesla Motor's business strategy specifically. Answer is general in nature.

DLO 6: Measure value created by data, information, or knowledge strategies, processes, or projects

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Source of Evidence: Comprehensive/end-of-program subject matter exam

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Finding (2016-2017) - Benchmarks: Met

In Fall 2016, a total of 10 students completed MIS 790 and the embedded comprehensive case analysis that measured this degree learning outcome. A specific essay question which was mapped to the DLO was asked. It was rated by the classroom instructor via a rubric that was developed independently by the MIS Department Chair. Results indicated that 20% of students Exceeded Expectations, 50% of students Met Expectations, and 30% of students fell Below Expectations.

The following holistic rubric was used:

- **Exceed Expectations:** Student discusses how the DIK strategies can lead to better and more efficient decision making. More specifically, student answer systematically and effectively ties DIK strategies with improved revenue and profitability to the organization. End consumer experience is also discussed.
- **Meets Expectations:** Student discusses how the DIK strategies can lead to better and more efficient decision making and focuses on revenue and profitability as well as the end user experience. Response is thorough but not organized first and foremost on revenue, profitability and end consumer experience. The discussion is also weak in logical flows.
- **Fails to Meet Expectations:** Student discusses DIK strategies leading to improvements in efficiency and effectiveness without tying them to revenue and profitability aspects. No mention made of end consumer experience.

DLO 7: Propose solutions for managing risks associated with data, information, or knowledge strategies, processes, or projects

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Source of Evidence: Comprehensive/end-of-program subject matter exam

Benchmarks:

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Finding (2016-2017) - Benchmarks: Met

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The following holistic rubric was used:

- **Exceed Expectations:** Student identifies broad number of risk categories and discusses how they could impact revenue, profitability, and strategic positioning in the marketplace. Student discusses how brand and end consumer experience could be affected. Answer presents potential solutions that are framed in terms of operational, technical, and financial feasibility.
- **Meets Expectations:** Student identified broad number of risk categories and discusses how the threats could be damaging but are less complete in terms of their discussion of impact on revenue, profitability and strategic positioning. Solutions are suggested and are framed in terms of operational, technical, and financial feasibility but less specific.
- **Fails to Meet Expectations:** Students discuss a limited number of risks categories but largely focus on technical aspects of threats. Solutions tend to be technically focused with limited discuss on feasibility.

DLO 8: Exhibit leadership and collaboration skills in team-based tasks

DLO 8: Exhibit leadership and collaboration skills in team-based tasks

Related Measures

M 3: Team Project/Exercise in MIS 686

MSIS students in MIS 686 will participate in a team-based project/exercise that will require them to demonstrate leadership and collaboration skills. These skills will be evaluated by team mates.

Source of Evidence: Project, either individual or group

DLO 9: Write effective business communication

DLO 9: Write effective business communication

Related Measures

M 4: Written Assignment in MIS 790

Students' writing on required assignments will be assessed using a rubric in MIS 790, the MSIS Culminating Experience course.

Source of Evidence: Written assignment(s), usually scored by a rubric

DLO 10: Create and deliver professional oral presentations

DLO 10: Create and deliver professional oral presentations

Related Measures

M 5: Oral Presentation in MIS 790

Students' oral communications skills will be assessed, using a rubric, during a required presentation in MIS 790, the MSIS Culminating Experience course.

Source of Evidence: Presentation, either individual or group

Details of Closes the Loop for This Cycle (by Established cycle, then alpha)

Additional case examples and exercises; utilization of guest speakers

1) Provide additional case examples during the course on how global supply chains and economic development in newly industrialized countries give rise to opportunities and challenges; 2) Require students to perform exercises during the semester of relating case examples to the key concepts of the course; 3) Bring in guest speakers who are subject matter experts.

Established in Cycle: 2012 - 2013

Implementation Status: Planned

Priority: High

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Implementation Status: Planned

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Implementation Status: Planned

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