

Weber State University
Annual Assessment of Evidence of Learning

Department/Program: IST
Academic Year of Report: 2014-15
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Report author: Wendy Fox Kirk

Contact Information:
Phone: (801) 626-6030
Email: wendyfoxkirk@weber.edu

A. Brief Introductory Statement:

A bachelor's degree in Information Systems & Technologies provides students with a broad background in basic business knowledge, problem solving, and computer systems analysis and design skills. Depending on the electives, students will also study advanced software development, systems analysis and design, advanced networks, or information security and computer forensics. Graduates will be prepared to help organizations use computer technology to support their business processes. Students will learn how to work with people to understand how they do their jobs and where computer technology can be most effective, as well as implementing computer-based solutions.

B. Mission Statement

The Information Systems and Technologies degree prepares job-ready graduates by providing outstanding instruction in current information technologies, integrating practical business and technical knowledge, and promoting strong communication skills and effective team work.

C. Student Learning Outcomes:

At the end of their study at WSU, students graduating from the IST program will meet the following standards and expectations:

- Know how to train people to use complex computer systems
- Be able to install and troubleshoot hardware
- Be capable of implementing software and networks
- Adept at helping management understand and plan for the best new technologies to integrate organization's business processes.

D. Curriculum: Information is not current; updates below.

Curriculum Map

Course # & Title	Student Learning Outcomes		
	1	2	3
BSAD 3200: Legal Environment	M	H	L
BSAD 3330: Business Ethics	M	H	M
BSAD 3500: Intro to Business Research	L	H	L
BSAD 4620: Executive Lecture Series	L	L	L
BSAD 4680: Internship in Business Admin	H	M	H
BSAD 4780: Strategic Management	H	H	H
FIN 3200: Financial Management	M	H	L
IST 1100: The Wired Society	L	M	L
IST 2010: Business Computer Skills	O	L	L

IST 2110: Software Development (I)	L	L	L
IST 2410: Systems Architecture	M	M	M
IST 3110: IS&T for Business	M	H	M
IST 3210: Database Design/Implementation	L	L	M
IST 3610: Networks & Data Communications (I)	M	L	M
IST 3620: Networks & Data Communications (II)	M	L	L
IST 3700: E-business Tech & Web Develop	M	L	M
IST 3710: Global Issues in IS&T	L	H	L
IST 3730: Systems Analysis and Design	L	M	M
IST 4600: Information Security I	L	L	H
IST 4700: Information Security II	L	L	L
IST 4710: Enterprise Software Development	O	L	L
IST 4730: Senior Practicum (Project Mgmt.)	H	H	H
MGMT 3010: Organizational Behavior	H	M	H
MGMT 3300: Human Resources Management	H	H	H
MGMT 4300: Groups and Team Influence	H	H	H
MGMT 4310: Compensation	L	H	M
MGMT 4320: Staffing & Selection	M	H	H
MGMT 4350: Training & Development	H	H	H
MGMT 4400: Advanced Org. Behavior	H	H	H
MGMT 4650: Negotiations	H	H	H
MKTG 3010: Concepts	M	H	M
MKTG 3100: Consumer Behavior	M	H	M
MKTG 3200: Selling	H	H	M
MKTG 3450: Promotion	H	H	M
MKTG 4400: Marketing Strategy	H	H	M
MKT 3600: International Marketing	L	H	M
SCM 3050: Operations	L	H	L
SCM 3500: Models & Applications	L	H	L
SCM 4100: Quality	M	H	M
SCM 4860: Internship in SCM	H	M	H

KEY: Level of Contribution towards Student Learning Objectives: L = low level of contribution; M = medium level of contribution; H = high level of contribution.

E. Assessment Plan

Learning Outcomes Assessment Plan for IST Program	
Outcome	Assessment Plan
<i>Learning Outcome 1</i> Demonstrate proficient writing skills	Continue to assess written and oral communication through NTM 3250, every semester.
<i>Learning Outcome 2</i>	Continue to assess core discipline knowledge through the Major Field Test, twice a year.

Demonstrate knowledge of business concepts	
<i>Learning Outcome 3</i> Implement interpersonal skills and effective team working	Continue to assess through team work rubrics across courses whilst waiting for the new assessment process from AoL committee.

F. Student Learning Outcomes and Assessment.

Outcome	Objective	Methods of Measure	Threshold for Evidence of Student Learning	Data Collection Point	Findings Linked to Learning Outcome 2014	Closing the Loop
1. Proficient communication skills	Goddard graduates will write coherent documents to diverse audiences	In class writing assignment	80% of students achieve 80% or above	NTM 3250	Students scored an average of 83%. Only 74% met or exceeded the 80% threshold	Exploration with the Head of English to identify potential changes to the curriculum to address this downward trend
	Goddard graduates will deliver coherent oral presentations to diverse audiences	In class presentation	80% of students achieve 80% or above	NTM 3250	Students scored an average of 90%. 90% met or exceeded the 80% threshold	No action
2. Knowledge of concepts	Demonstrate knowledge of core business disciplines.	ETS Major Field Test for a bachelor of business.	80% of students achieve 80% or above	BSAD 4780	Students scored an average of 88% on the ETS field test.	No action
3. Work effectively in teams	Meaningfully contribute to a team process on a business issue.	Peer evaluation form administered among group members on project	Students receive an average of above a rating of 3 on the 1-5 rating scale	MGMT 3010	Exceeded threshold	The current measure is thought to lack sufficient discrimination. The Assurance of Learning Committee has consulted with faculty to identify a better tool for assessment.

G. Summary of Artifact Collection Procedure.

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Scores for Writing Test	Graduates will be able to demonstrate proficient communication skills.	Spreadsheet of results received from NTM at end of each semester.	Electronic copies in Goddard School's AoL Dropbox.
Scores for Oral Presentation	Graduates will be able to demonstrate proficient communication skills.	Spreadsheet of results received from NTM at end of each semester.	Electronic copies in Goddard School's AoL Dropbox.
Scores from Major Field Test	Graduates will exhibit knowledge of theoretical concepts, ideas, and topics taught in the areas of Business Administration & Management, Human Resource Management, Information Systems and Technology, Marketing, Finance, and Supply Chain Management.	Spreadsheet of results received from external testing company at the end of two semesters each year.	Electronic copies in Goddard School's AoL Dropbox.

Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: March 2014	Recommendation	Progress Description
Ensure that provision aligns with the department's mission statement.	The committee determined that students need greater depth of learning in spreadsheet applications among all Goddard School students, expanded knowledge of both data analytics for Information Systems & Technologies (IST) and Supply Chain Management (SCM) majors, and social media for marketing majors.	New IST faculty have been appointed and a full review of IS&T courses is underway. Alignment with other majors is an integral part of this process.
Consider providing Excel certification for GSBE students.	The committee strongly recommends that the department and/or Goddard School consider requiring Microsoft Excel certification as part of the admissions process.	The department faculty concluded that switching to the MyEducator platform for the IST 2010 was a better option than Excel certification, and has now made the switch.
Engage in strategic hiring for future faculty.	The review committee recommends that the department hire strategically as future faculty replacements occur or new faculty lines emerge. The review committee strongly recommends hiring the new IST faculty member strategically. For example, data analytics is a course that could complement (or possibly be worked into) the existing database course, offering students exposure to important and relevant content.	The department was able to successfully hire two new tenure-track IST faculty; they were brought on board for the Fall 2015 semester.

<p>Build an IST advisory board.</p>	<p>It is recommended that IST faculty reach out to the technical community locally and regionally to build an Advisory Board as well as build relationships with potential employers to identify key technologies and find job opportunities for graduates.</p>	<p>This is still under development. It is currently being explored by one of our new IST hires.</p>
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Appendix B

The table below shows the full-time and adjunct faculty contracted for the IST program during the last academic year (summer through spring, 2014-2015). **Please complete for IST faculty only.**

Faculty	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	
Full-time Tenured	2
Full-time Non-Tenured (includes tenure-track)	2
Part-time	2
With Master's Degrees	
Full-time Tenured	
Full-time Non-Tenured	6
Part-time	
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	
Full-time Tenured	2
Full-time Non-tenured	2
Part-time	8

Please respond to the following questions.

- 1) Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

This year progress has continued with the review of methods and processes for assurance of learning, both at the college, department and program levels. More robust, effectively targeted and appropriate data collection methods are being devised with a view to providing more meaningful information, which will then strengthen a continuous improvement cycle.

- 2) With whom did you share the results of the year's assessment efforts?

Assessment results have been shared with faculty and administration in the Goddard School of Business and Economics.

- 3) Based on your program's assessment findings, what subsequent action will your program take?

In response to a particular concern to enhance students communication skills, strategic partnerships with the WSU honors program and the English Department are being developed to create or draw upon courses that teach higher level communication skills, which can be appropriately transferred to the business environment. In addition, a thorough review is underway of how the campus general education curriculum is supporting the development of students' critical thinking, analytical reasoning and writing skills. The College Curriculum Committee will make a number of proposals regarding the reconfiguration of foundation and core provision. Consultation regarding the introduction of either ENGL 3110 or a bespoke course developed by the English Department will also be sought at the same time. Finally, during fall 2015, the IST curriculum is undergoing an extensive revision—the first one in 20 years—with the goal of modernizing content, courses, and streamlining the path to graduation for students entering the major. This revision is being conducted with a keen eye to benchmarking similar programs at peer and aspirant universities.