

Over the last five years all learning goals have been assessed at least twice. The following tables summarize the assessment efforts for the BSIS program highlighting the measures used, outcomes, and comments regarding process or continuous improvements.

BIS Assessment Summary

Business Information Systems			
Learning Goal	Assessed	Measurement Details	Essential Outcomes and Comments
Oral Communication	2013, 2016	Individual presentations evaluated in the BIS capstone course (BIS 496) using the College developed and endorsed oral communication rubric.	<p>Overall, 81% of students in 2016 were rated favorably with either Acceptable or Superior as opposed to 99% in 2013. This is a substantial decrease in proficiency from 2013, although a large majority of students are still proficient in oral communication.</p> <p>Some changes in the use of the traits (professional attire was not evaluated in 2013) may account for the decrease. Generally, the BIS students have some room for improvements. The faculty have agreed to work toward improvements and more diligence in using the oral communications rubric to set expectations.</p>
Written Communication	2012, 2014, 2016	Individual course-embedded assignments were evaluated from the BIS capstone course (BIS 496) using the College developed and endorsed written communications rubric.	<p>Across traits, none met the 70% Acceptable or Superior threshold in AY 2014-2015, with an average of 63%. In 2012 all traits met the 70% threshold. The BIS faculty are diligent about use of the rubric, and as a writing intensive course allow rewrites in the course. It is unclear exactly why the scores went down so much. Likely due to using a BADM 300 (Business Communications) instructor as the rater compared to prior rater.</p>
Integrated Systems Implementation	2015, 2016	Evaluated using a written case in the BIS capstone course (BIS 496) using the systems implementation rubric.	<p>Overall, BIS students have a solid understanding of integrated systems implementations but there is room for improvement. Across the six traits, 69% of students received either the Acceptable or Superior rating. As a follow up, the BIS faculty have formed a committee to review the case and the rubric used for the assessment, and the committee will evaluate the validity of the assessment instruments and make recommendations.</p>
Systems Critical Analysis & Problem Solving	2014, 2016	Evaluated using a written case in the BIS capstone course (BIS 496) using the systems implementation rubric.	<p>Across traits, on average, 80.3% of the students were evaluated at the Developing or Mastering level, surpassing the 70% target. Overall, students did a good job on the case.</p>

Ethics	2014, 2016	Evaluated using a written ethics case in the BIS capstone course (BIS 496) using the COB ethical decision making rubric.	<p>Overall, 73.2% of students had an acceptable or better understanding of ethics. The results from 2016 indicate our students' solid demonstration of identifying the ethical dilemma, identifying relevant facts, and explaining the influence of corporate culture when making business decisions. The areas that need the most focus are understanding the need for additional information and applying moral principles.</p> <p>It is important to note, however, that there were significant reliability issues around Trait 4, "Applies moral standards and ethical principles to better understand the ethical dilemma and decisions needed." The raters were only consistent with 66.7% of the evaluations.</p>
Project Management	2014, 2016	Questions from the BIS 444 (Systems Project Management) final examination were used for the assessments. Final examination questions were grouped into four important traits related to an operating knowledge of project management: project lifecycle, scope, charter and methodology.	Across the traits, students scored an average of 70.9% correct. Students appeared to have strong knowledge related to project lifecycles, and assessing scope, but weaker knowledge related to charter. However, the charter score was significantly improved (24.2% vs. 59.6% correct) from an earlier assessment effort (2011). The faculty have tried to better address charter related issues.
Teamwork	2013, 2015	Individuals were assessed as part of their team project in the BIS capstone course (BIS 496). We have consistently used the Comprehensive Assessment of Team Member Effectiveness (CATME) instrument to assess the teamwork goal. CATME is a psychometrically verified, free web-based tool that allows individuals to evaluate their team members. Each team member is ranked on a scale between 1 and 5 with 1 representing poor performance and 5 representing high performance. We measure five dimensions: contributing to the team's work, interacting with teammates, expecting quality, keeping the team on track, having relevant knowledge, skills and abilities.	Overall average score went from 4.17 in 2013 to 4.48 in 2016. Generally, students appear to have relatively strong teamwork traits. The lowest scoring trait was the contributing to the team measure, which captures the free-rider problem within groups.
Core Business Knowledge Test (CBKT) – Switched to CSU Business Assessment Test (BAT) Spring 16	2014 (CBKT), 2016 (BAT)	Due to concerns about validity and reliability, and desiring the ability to benchmark scores, the BIS faculty decided to experiment in Spring 2016 with the online CSU Business Assessment Test (BAT). The BAT is a standardized business knowledge test being used by a number of CSU COBs. The test covers 11 subject areas and allow for comparisons to other COBs.	<p>The BAT uses the average of 9 other campuses as the benchmark to compare the 11 subject areas. For 2 out of 11 subject areas, our BIS students far exceeds other campuses. In the MIS section, the BIS students scored a 60% compared to the CSU average of 41.7%. This reinforces that our BIS students do have superior knowledge in this IT area than other students at CSU business schools. On the international knowledge area, the BIS students scored a 75.4% vs 65.7% for the CSUs. All other metrics were the same as the CSU averages.</p> <p>Plan to continue use of CSU BAT. Want to better motivate students by having the test count in the course.</p>