

## Assessment Plan and Report

Academic Year 2011-2012

Department/Program of Study:  AIS/MIS

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Action	Due Date	CAC Approval
Submit initial Assessment Plan (below)	Fall 2011	
Conduct process	2011-2012 academic year	
Submit findings in Assessment Report (below)	4th Friday Spring 2012	

### Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Graduates demonstrate appropriate levels of technical business communications skills	Graduates will be able to write documents that support business decision-making on technical matters.	Homework assignments during the Winter Quarter, 2012. Students will be given vendor responses to a real-life EWU RFP, will evaluate them based on a standard set of criteria, and will write a business recommendation as to which vendor to chose.	Given a set of technical documents requiring a recommendation for a business decision, students will present their evaluation of the documents in a form usable by a non-technical business decision-maker.	Students will be scored on how well they articulate their decision and the reasons for that decision. Scoring will be on a 10 point scale, with 10 being the highest.	60% of the students will score 6 or higher.

### Assessment Report

7	8	9	10	11
Observations from Summary Data	Conclusions about Student Learning	Actions Recommended Based on Observations	Plan and Timetable for Taking Action	Overall Reflection on Assessment
<p>Four of 13 students (30%) scored 6 or higher. Five (38%) scored between 5 and 6. The average score was 5.3.</p> <p>Most students provided a good qualitative discussion of the RFP requirements, and many of them led off the discussion with a firm conclusion, backed up later. Where they fell down was in their ability to write in short, declarative sentences and</p>	<p>The students can write, but they can't communicate. The impression one gets is that they are writing to impress the professor, not to inform a business decision-maker.</p> <p>The fact that so many students were within one point or less of meeting the standard is encouraging. The skills required here are not as complex as the standard writing skills they are</p>	<p>Expand the lecture content dealing with technical communication and the needs of business decision makers.</p>	<p>New content will be incorporated into the next iteration of this course, in the Fall of 2012</p>	<p>The skills evaluated are crucial to the effectiveness of a business MIS person. The assessment technique is minimalist (one assignment) but appears to capture the various dimensions of the problem. The methodology allows individual aspects of the problem to be assessed, and so appears to satisfy requirements for assesment.</p>

<p>in the fact that fewer than half of them included a meaningful discussion of price issues.</p> <p>In all but one or two instances, the students demonstrated a mastery of the actual writing process, producing meaningful sentences that followed the standard rules of grammar</p>	<p>built on top of. We would expect that a proper emphasis on the business side of technical business communications would bring scores up and allow standards to be raised.</p>			
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**Definitions/Instructions:**

1. Observations from Summary Data: Findings and analysis of findings from data and assessment process; e.g. students barely meet/fail some elements while excelling in others.
2. Conclusions about Student Learning: Based on your scoring and expectation standards, what conclusions do you reach? Have your students collectively accomplished the learning outcome goal? To what extent? With what reservations?
3. Actions Recommended Based on Observations: What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
4. Plan and Timetable for Taking Action: How will the recommended actions be implemented and in what timeframe?
5. Overall Reflection on Assessment: Address the larger question of whether the objective is still appropriate for the program and whether the assessment of it is producing important and meaningful data. Does the strategy for assessing the objective give you confidence in your teaching and the students' subsequent knowledge/skills/abilities?