

M.S. in Information Systems and Operations Management Academic Assessment Plan

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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for M.S. in Information Systems and Operations Management

Warrington College of Business Administration

A. Mission

Program

The mission of the MS-ISOM program is to educate and train future leaders for professional careers in Information Technology and Supply Chain Management. It is designed to provide students with computing, quantitative and applications skills vital to a business problem-solving setting.

College

To create influential research and educate exceptional business leaders and decision makers who contribute to a better society

University

The University of Florida is a public land-grant, sea-grant and space-grant research university, one of the most comprehensive in the United States. The university encompasses virtually all academic and professional disciplines. It is the largest and oldest of Florida's eleven universities, a member of the Association of American Universities and has high national rankings by academic assessment institutions. Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: teaching, research and service.

The University of Florida belongs to a tradition of great universities. Together with its undergraduate and graduate students, UF faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes and nurtures generations of young people from diverse backgrounds to address the needs of the world's societies.

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

- **Teaching** is a fundamental purpose of this university at both the undergraduate and graduate levels.
- **Research and scholarship** are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses.
- **Service** reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.

The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.

These three interlocking elements — teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.

Shared

The ISOM program goal to educate and train future leaders for professional careers in Information Technology, Supply Chain Management, and Business Analytics is vital and supports the college and university mission to disseminate knowledge.

B. Student Learning Outcomes (SLO) and Assessment Measures

SLO Type	SLO #	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	1	Demonstrate competency in and across business disciplines, specifically demonstrate knowledge and understanding of elements of economics, finance, accounting, marketing, operations management, organizational behavior, business law, information technology, business statistics, and social responsibility.	The capstone course ISM 6485 E-Commerce & Supply Chain Management is required by all students completing the program. The course focuses on managerial issues that require applying the basic knowledge acquired throughout the ISOM program. Embedded in the course are a number of cases used to assess student knowledge. Selection criteria, four case questions and a spreadsheet modeling assignment are assessed utilizing a rubric.	Campus
Skills	2	Specify and implement a framework for identifying a business problem and develop alternative solutions and a set of evaluation criteria	The capstone course ISM 6485 E-Commerce & Supply Chain Management is required by all students completing the program. The capstone course focuses on managerial issues that require applying the basic knowledge acquired throughout the ISOM program applied to practical business problems. Embedded in the course are a number of cases used to assess student knowledge. Two case questions and a spreadsheet modeling assignment are assessed utilizing a rubric.	Campus

SLO Type	SLO #	Student Learning Outcome	Assessment Method	Degree Delivery
Skills	3	Assess the outcomes of a course of action and make appropriate adjustments	The capstone course ISM 6485 E-Commerce & Supply Chain Management is required by all students completing the program. The capstone course focuses on managerial issues that require applying the basic knowledge acquired throughout the ISOM program applied to practical business problems. Embedded in the course are a case analysis and a spreadsheet modeling assignment used to assess student ability to synthesize the knowledge in order to make business decisions. The student responses are assessed utilizing a rubric.	Campus
Skills	4	Solve intricate problems by applying expanded knowledge of ever evolving technologies, processes, and technical skills	The capstone course ISM 6485 E-Commerce & Supply Chain Management is required by all students completing the program. The capstone course focuses on managerial issues that require applying the basic knowledge acquired throughout the ISOM program applied to practical business problems. Embedded in the course are a case analysis and a spreadsheet modeling assignment used to assess student ability to synthesize the knowledge in order to effectively problem solve. Two student case analyses and a spreadsheet modeling assignment are assessed utilizing a rubric.	Campus
Skills	5	Critically assess the impact of business decisions on stakeholders	The capstone course ISM 6485 E-Commerce & Supply Chain Management is required by all students completing the program. The capstone course focuses on managerial issues that require applying the basic knowledge acquired throughout the ISOM program applied to practical business problems. Embedded in the course are a three case analysis questions and a spreadsheet modeling assignment used to assess student ability to synthesize the knowledge in order to apply critical thinking skills. The student responses are assessed utilizing a rubric.	Campus

SLO Type	SLO #	Student Learning Outcome	Assessment Method	Degree Delivery
Professional Behavior	6	Write business documents clearly, concisely, and analytically	The executive summary assignment in GEB 5212 Professional Writing requires students to extract the most salient and persuasive ideas from a Harvard Business Review management article. Students must refine and focus information to promote action in this document. They need to select and present information clearly, concisely, and coherently according to the reader's needs and goals and the business context. The written summaries are assessed using a rubric.	Campus
Professional Behavior	7	Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids	The persuasive presentation assignment in GEB 5215 Professional Communication requires students to deliver and structure an internal business presentation that persuades the audience to adopt the presenter's proposal or recommendation. Students must determine the purposes for presenting, analyze the audience, and use appropriate and compelling information that is logically structured. They need to use well-constructed PowerPoint slides and demonstrate a number of delivery skills. The presentations are assessed using a rubric.	Campus

C. Research

The ISOM Master of Science in Information Systems & Operations Management program is a non-thesis program designed to provide students with computing, quantitative and applications skills vital to a business problem-solving setting. The ISOM program requirements span traditional academic disciplines to produce a multi-disciplinary major.

D. Curriculum Map

Program M.S. in Information Systems and Operations Management
Warrington College of Business Administration

Key: **I**ntrouced

Reinforced

Assessed

SLOs	GEB 5212	GEB 5215	ISM 6128 ISM 6215 ISM 6222 ISM 6257	ISM 6129 ISM 6216 ISM 6223 ISM 6236 ISM 6258 ISM 6259	ISM 6423 MAN 6511 MAN 6528 MAN 6573	MAN 6581 QMB 6358 QMB 6755 QMB 6756	ISM 6485	Selection
Knowledge								
#1							A Case	A
Skills								
#2			I	R			A Case	
#3					R	I	A Case	
#4			I	R	R	I	A Case	
#5					R	I	A Case	
Professional Behavior								
#6	I & A						A Case	
#7		I & A					A Case	

E. Assessment Cycle

Use this Assessment Cycle template for your plan. Add or delete rows as needed to accommodate your SLOs.

Assessment Cycle for:
Program M.S. in Information Systems and Operations Management
Warrington College of Business Administration

Analysis and Interpretation: January to February
 Program Modifications: Completed by May
 Dissemination: Completed by June

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Knowledge							
#1		✓	✓	✓	✓	✓	✓
#2		✓	✓	✓	✓	✓	✓
Skills							
#3		✓	✓	✓	✓	✓	✓
#4		✓	✓	✓	✓	✓	✓
#5		✓	✓	✓	✓	✓	✓
Professional Behavior							
#6		✓	✓	✓	✓	✓	✓
#7		✓	✓	✓	✓	✓	✓

F. Measurement Tools

Two types of assessment measures are used to assess the Assurance of Learning program goals and objectives:

- 1) Selection of all applicants - targets 50% of our admissions as students with business undergraduate degrees. Those without undergraduate degrees are required to take four courses from a selected list of business courses.
- 2) Course embedded measures that include case studies in the capstone course which are administered every two years in the Spring offering of ISM 6485 E-Commerce & Supply Chain Management, a writing assignment embedded in every Spring offering of GEB 5212 Professional Writing, and a speaking assignment embedded in every Spring offering of GEB 5215 Professional Communication.

The following information outlines the methods used for each measure.

Selection

MS ISOM Director of Admissions and Student Services gather information on each student admitted to the program regarding whether they have an undergraduate degree in business or not. This information is gathered in the Fall (for January admissions) and Summer terms (for August admissions) each year.

Course Embedded Measures

Capstone cases

The ISM 6485 E-Commerce & Supply Chain Management capstone course is required by all students completing the program. The course is offered in the Spring and Fall of each year. The capstone course focuses on managerial issues that require applying the basic knowledge acquired throughout the ISOM program applied to practical business problems. Embedded in the course are a number of cases used to assess student ability to synthesize the knowledge gained in the program in order to problem-solve, decision-make, and critically think. These cases also assess basic business knowledge. Every second year (starting in the Spring of 2011), one of the cases selected by the ISOM AOL committee will additionally be used to assess attainment of the program learning outcomes. The case presents material consistent with assessing the ISOM program learning outcomes. The ISOM AOL committee prepares the following information to guide the scoring process.

- Key facets of the case: This is a short sentence describing the main issues of the case.

- Explicit questions for the case analysis: Several explicit questions are provided to guide the students in their analysis. These questions correspond to specific learning goals of the ISOM program. For each question, the AOL committee decide upon:
 - the weight given to each question’s answers. This may be a range, subject to the grader’s discretion.
 - important points to be brought out in the analyses. There may be a number of these for each question. For each such point there is an associated “learning objective” spelled out by the AOL committee.
 - how each question is graded for performance level. The attached scoring document provides a sample rubric used by the AOL committee .The ISOM AOL committee will score these case analyses by the following September for review by the faculty. This data will be stored in a secure location and used for making decisions about future changes or adaptations to the ISOM program.

Writing Assignment

The executive summary assignment in GEB5212 Professional Writing requires students to extract the most salient and persuasive ideas from a Harvard Business Review management article. Students must refine and focus information to promote action in this document. They need to select and present information clearly, concisely, and coherently according to the reader’s needs and goals and the business context. The assignment tests such higher order thinking skills as evaluation and synthesis.

The Communications faculty scores these written summaries and provides the data to the ISOM AOL committee for review by the faculty. This data will be stored in a secure location and used for making decisions about future changes or adaptations to the ISOM program.

(see attached document GEB5212 Executive Summary Rubric)

Speaking Assignment

The persuasive presentation assignment in GEB5215 Professional Communication requires students to deliver and structure an internal business presentation that persuades the audience to adopt the presenter’s proposal or recommendation. Students must determine the purposes for presenting, analyze the audience, and use appropriate and compelling information that is logically structured. They need to use well-constructed PowerPoint slides and demonstrate a number of delivery skills. The assignment tests their ability to design compelling and persuasive presentations and deliver them dynamically.

The Communications faculty will score these presentations and provide the data to the ISOM AOL committee for review by the faculty. This data will be stored in a secure location and used for making decisions about future changes or adaptations to the ISOM program.

(see attached document GEB5215 Persuasive Assessment Rubric)

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Hsing (Kenny) Cheng	Chair -Department of ISOM	hkcheng@ufl.edu	352-392-7068

GEB 5212 Executive Summary Rubric

Component	Possible Score	Your Score
<p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Generalizes efficiently and with reader and purpose in mind. <input type="checkbox"/> Frontloads organizational context that directs reader's attention to article's salience. <input type="checkbox"/> Foregrounds central recommendations for changes in practice, based on article, that are specific to the organization. <input type="checkbox"/> Validates information with facts, logic, and sources for data. <input type="checkbox"/> Emphasizes the important and avoids undue emphasis on the unimportant. <input type="checkbox"/> Focuses on reader's needs and goals persuasively. <input type="checkbox"/> Introduction provides briefing, purpose, and action to frame information. <input type="checkbox"/> Avoids direct quoting of material, except where phrasing is either highly relevant or problematic. <input type="checkbox"/> Shapes paraphrases of content directly to context/task. 	40	
<p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses an appropriate approach, usually deductive. <input type="checkbox"/> Presents supporting details in a logical sequence. <input type="checkbox"/> Condenses major sections of the report <input type="checkbox"/> Conclusion provides closure and summation of key points 	10	
<p>Stylistics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to clarity principles, including using active construction, avoiding expletives and indeterminate subjects. <input type="checkbox"/> Follows concision principles to eliminate redundant ideas and wording. 	30	
<p>Format</p> <ul style="list-style-type: none"> <input type="checkbox"/> Single space lines; leave blank space between paragraphs; do not indent paragraphs; left justify. <input type="checkbox"/> Correct and appropriate document format. <input type="checkbox"/> Use descriptive headings to label major sections. <input type="checkbox"/> Highlight text for emphasis and easy reading (e.g., bulleted or numbered lists and headings). <input type="checkbox"/> Use descriptive, concise subject line <input type="checkbox"/> Passes the "eyeball" test 	10	
<p>Mechanics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that spelling, grammar, and punctuation are perfect. 	10	
<p>Comments:</p>	100	

GEB 5215 Persuasive Assessment Rubric

INTRODUCTION					
<u>Objective, purpose, or final recommendation (clearly stated)</u> <input type="checkbox"/> Unclear <input type="checkbox"/> Skipped (0)	1	2	3	4	5
<u>Importance or Relevance (clearly stated "why.")</u> <input type="checkbox"/> Vague <input type="checkbox"/> Expand and explain <input type="checkbox"/> Skipped (0)	1	2	3	4	5
<u>Smooth and clear introduction (delivery& agenda)</u> <input type="checkbox"/> Choppy <input type="checkbox"/> Rambled <input type="checkbox"/> Unclear agenda <input type="checkbox"/> Skipped agenda	1	2	3	4	5
BODY OF SPEECH					
<u>Logically structured (Points or topics logically arranged)</u> <input type="checkbox"/> Hard to follow arrangement <input type="checkbox"/> Could not follow arrangement	1	2	3	4	5
<u>Information (good use of evidence and support- data, stories, past experiences, etc...)</u> <input type="checkbox"/> Poor use of evidence <input type="checkbox"/> Need or could have used more information <input type="checkbox"/> Need to Cite Sources	1	2	3	4	5
	6	7	8	9	10
<u>Reservations (anticipated concerns or objections and refuted or downplayed them.)</u> <input type="checkbox"/> Skipped (0) <input type="checkbox"/> Did not overcome reservation(s)	1	2	3	4	5
	6	7	8	9	10
<u>Persuasive (convincing and compelling)</u> <input type="checkbox"/> Reasonably persuasive <input type="checkbox"/> Not very persuasive <input type="checkbox"/> Needed more focus on core message/point	1	2	3	4	5
	6	7	8	9	10
CONCLUSION					
<input type="checkbox"/> Did not signal end of presentation <input type="checkbox"/> Did not summarize main points	1	2	3	4	5
<u>Final recommendation/course of action</u> <input type="checkbox"/> Not clearly stated <input type="checkbox"/> Did not follow from points made in speech	1	2	3	4	5
INDICATORS					
<input type="checkbox"/> Not clear and smooth <input type="checkbox"/> Did not use effectively <input type="checkbox"/> Did not use them	1	2	3	4	5
POWERPOINT					
<input type="checkbox"/> Information displayed all at once <input type="checkbox"/> Crowded the slide <input type="checkbox"/> Small font(s) <input type="checkbox"/> Hard to read fonts <input type="checkbox"/> Poor contrast <input type="checkbox"/> Phrases and/or sentences too wordy <input type="checkbox"/> Slides and colors not consistent <input type="checkbox"/> Used clipart <input type="checkbox"/> Poor transitions and use of sound <input type="checkbox"/> More than one major idea per slide <input type="checkbox"/> Too many slides <input type="checkbox"/> Graphs and figures hard to read and/or understand	1	2	3	4	5
	6	7	8	9	10

DELIVERY					
<u>Eye contact</u> (focus on audience) Looked at: <input type="checkbox"/> Floor <input type="checkbox"/> Sides of room <input type="checkbox"/> One side of room too often(left or right) <input type="checkbox"/> Horizon Did you look at the screen (check all that apply)? <input type="checkbox"/> Briefly <input type="checkbox"/> Too long <input type="checkbox"/> Too often <input type="checkbox"/> Read the slides <input type="checkbox"/> Talked to the screen	1	2	3	4	5
	6	7	8	9	10
<u>Voice: volume, expression, rate, and inflection</u> <input type="checkbox"/> Low volume <input type="checkbox"/> One notch above your normal speaking voice <input type="checkbox"/> Voice cracked <input type="checkbox"/> Monotone <input type="checkbox"/> Extemporaneously <input type="checkbox"/> Like you were reading the presentation Was your rate: <input type="checkbox"/> Fast <input type="checkbox"/> Slow <input type="checkbox"/> Just right	1	2	3	4	5
	6	7	8	9	10
<u>Appropriate gestures</u> (Meaningful gestures used to emphasize your point) <input type="checkbox"/> Could have used more <input type="checkbox"/> Work on using meaningful gestures <input type="checkbox"/> More gestures chest/shoulder height Gestures that should have been avoided: <input type="checkbox"/> T-Rex <input type="checkbox"/> Terradactyl <input type="checkbox"/> Stab <input type="checkbox"/> Flag the airplane <input type="checkbox"/> Hip-hop	1	2	3	4	5
	6	7	8	9	10
<u>Stance (squared-up)</u> <input type="checkbox"/> No <input type="checkbox"/> Mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> 45° <input type="checkbox"/> 90° Stances that was suggested not to use: <input type="checkbox"/> The Monk <input type="checkbox"/> The Robot <input type="checkbox"/> Figleaf <input type="checkbox"/> Tee-Pee <input type="checkbox"/> Big Chill <input type="checkbox"/> Heart Attack <input type="checkbox"/> At ease <input type="checkbox"/> General <input type="checkbox"/> Tea Cup <input type="checkbox"/> Hip-pop <input type="checkbox"/> Hands in Pocket Was weight evenly distributed? <input type="checkbox"/> No <input type="checkbox"/> Swayed <input type="checkbox"/> Need to drop hands when not gesturing <input type="checkbox"/> Fidgety	1	2	3	4	5
	6	7	8	9	10
<u>Use of space</u> (movement and removed barriers between you and the audience) <input type="checkbox"/> Stood behind something <input type="checkbox"/> Stood away from audience <input type="checkbox"/> Stood in one place <input type="checkbox"/> Paced <input type="checkbox"/> Danced	1	2	3	4	5
<u>Language</u> <input type="checkbox"/> Unclear <input type="checkbox"/> Inappropriate <input type="checkbox"/> Weak	1	2	3	4	5
<u>Polish (smooth and rehearsed)</u> <input type="checkbox"/> Choppy If any, which fillers were used? <input type="checkbox"/> Umm <input type="checkbox"/> Ahh <input type="checkbox"/> Okay <input type="checkbox"/> M'kay <input type="checkbox"/> Err <input type="checkbox"/> Alright <input type="checkbox"/> So	1	2	3	4	5
	6	7	8	9	10
INTEREST AND DYNAMISIM					
Did you sound or look bored or uninterested? <input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> Need more energy	1	2	3	4	5
COMPOSURE					
<u>Relaxed and Confident</u> Did you appear: <input type="checkbox"/> Somewhat nervous <input type="checkbox"/> Very nervous	1	2	3	4	5
Time =	TOTAL =				