COURSE ASSESSMENT REPORT

Background Information

I. Course assessed:

Course Discipline Code and Number: CIS 288

Course Title: Systems Analysis and Design

Division Code: BCT Department Code: CIS

II. Semester assessment was administered (check one):

- ☐ Fall 20__
- ☒ Winter 2006
- ☐ Spring/Summer 20__

III. Assessment tool used (check one):
Please attach a copy of the tool and scoring rubric used.

- ☐ Portfolio
- ☐ Standardized test
- ☐ Other external certification/licensure exam (please describe):_____
- ☐ Survey
- ☐ Prompt
- ☐ Departmental exam
- ☒ Capstone experience (please describe): 10-week systems analysis project, evaluated by an outside expert (Assistant Director Enterprise Application Services, Michigan Administrative Information Services, University of Michigan)
- ☐ Other (please describe):_____

Has this tool been used before?

- ☐ Yes
- ☒ No

If yes, has this tool been altered since its last administration? If so, briefly describe changes made.

_____

IV. Please list the section(s) in which this tool was administered:

all (01) _____ _____ _____

_____ _____ _____ _____

V. How many students were assessed? all (8)

Results

I. Briefly describe assessment results based on data collected for the course assessed, demonstrating to what extent students are achieving the learning outcomes as found in the master syllabus (see attached).
Please attach any data collected.

The full report from the outside expert is attached. Here are summary comments:
"Although the PowerPoint presentation implied that the analysis had been performed, not much supporting documentation was available."
"While many of the objectives seem to be expressed in the final presentations, since they were team projects, it is not clear how well all students absorbed the class material.

II. Based on the outcomes outlined in the master syllabus for the course assessed, did students meet expectations of the learning outcomes of that course?

☒ Yes
☐ No

Percentage of students meeting outcomes: n/a % (see second comment above)

III. What areas of strength and weakness in students' achievement of the learning outcomes of the assessed course (as stated in the master syllabus) did assessment results show?

Strengths:
"Students were able to demonstrate the use of System Analysis productivity tools such as the 'PIECES' chart, Data Flow Diagrams, and ERD Diagrams."

Weaknesses:
"Students did not demonstrate the same comfort with planning and utilizing planning tools. Also, supporting documentation for the hardware assessment was not provided."
"The greatest weakness is the inability to determine at what level each individual student was able to meet the objectives. Consideration should be given to common homework requirements for all students."

Changes influenced by assessment results

I. If weaknesses were found (see III above) or students did not meet expectations, what action will be taken to address this?

Although the outside expert was not able to assess individual student achievement, that is not a major problem in student evaluation. During class presentations, individual students are evaluated on the oral and written presentation skills, and given individual feedback. Quizzes, midterm, and final exam are also given to evaluate individual performance. Further, the use of group teamwork is in response to repeated Advisory Board urgings that students be given experience in group work, and hence should not be eliminated or even greatly reduced.

I have to agree that the use of planning tools, and the analysis of hardware options, was glossed over in class this year. Students complained to me, and on the SOQs, of overwork, so before adding more assignments it will be necessary to determine ways in which the students can be more efficient.
I believe this can be accomplished by changing the manner in which team work is organized. In this class, I asked the students in each team to organize their own division of labor. I recommend next time the course is offered, the instructor assign individual team members their tasks.
This will make it possible for them to do more work independently, while still coordinating with their team to produce a final presentation and documentation. In addition, it will allow the instructor to monitor individual student contributions more closely.

II. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

☒ Master syllabus
Description and rationale: The following curricular changes need to be incorporated into the Master Syllabus.

☒ Curriculum
Description and rationale: Since the curriculum was developed ten or more years ago, there have been three major changes in the field of Systems Analysis which need to be addressed:
(1) **New software tools** to assist in modeling and planning systems; these tools need be presented to students, who should master their use;
(2) **New techniques** for modeling systems, such as the Universal Modeling Language (UML) and ??? which should also be made available and mastered by students
(3) **New processes** for carrying out systems analysis and design. In addition to the Standard Development Process (SDP), we need to incorporate Joint Application Development (JAD) and Rapid Application Development (RAD) into the curriculum.

☒ Teaching methodology
Description and rationale: Although teamwork projects will continue as part of the methodology, closer supervision, especially of individual task allocation, should ameliorate the problems identified by the outside expert.

☒ Other: Incorporation of software tools for planning and analysis

Description and rationale: The outside evaluator identified lack of planning and analysis skills as a weakness of the course. Software tools that are routinely used and widely accepted in business should be made available to students so they can gain skill in their use and in the theories undergirding them.

Future plans

I. Was the assessment tool used effective in measuring student achievement of learning objectives for this course? If not, why?
The assessment tool was largely effective, though the lack of individual student data prevented the outside assessor from applying the percentage-based rubric.

II. If the assessment tool was not effective, what changes will be made in future assessments?
It may be helpful either to adjust the rubric or to provide information about individual student contributions to team efforts. The overall goal of team projects is (generally) to produce a seamless whole in which individual contributions are not noticeably different from one another in tone or quality; this would imply that a more appropriate rubric is the better solution.

Submitted by:

Name: _____ Date: 9-5-2006

Department Chair: _____ Date: 10-13-06

Dean: _____ Date: 11/3/06

Please return completed form to the Office of Curriculum & Assessment, SC 247.