



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. **Degree Level and Program Name:** MS Information Technology
2. **College/School:** College of Humanities, Arts & Social Sciences
3. **Assessment Overview** - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The MS Information Technology has four student learning outcomes, with two outcomes assessed each year. Faculty assess student learning outcomes using direct measures from embedded assignments: hands-on technical lab, exams, design cases, and projects using rubrics.

4. **Student Learning Outcomes & Benchmarks** -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

SLO#1: Apply knowledge of computing to produce effective designs and solutions for specific problems. Benchmark for SLO #1 - at least 75% of the students earn a rubric equivalent total score of B or better on the midterm exam question assignment.

SLO#2: Demonstrate the use of techniques, skills, and tools necessary for the effective management of IT systems in a complex environment. Benchmark for SLO #2 - at least 70% of the students earn a rubric equivalent total score of B or better on the technical hands-on lab assignment.

5. **Institutional Outcomes** - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
Yes	I. Jesuit & Mercy Values
Yes	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	IV. Communication
Yes	V. Professionalism
Yes	VI. Lifelong Learning



6. **Assessment Period:** Select the academic year for which you are reporting results (i.e. when data were collected):
2024-2025
7. **Program Assessment Results** -Briefly summarize the assessment results and how they relate to benchmark(s).

Outcome#1: 70% (7/10) of the Fall 2024_CIS5200, Systems Analysis and Design (3 credits) students earned a rubric equivalent score of B or better on a midterm exam essay question. The aggregate mean rubric scores, using a 4-point scale, indicated students' strength were in their ability to evaluate and address the technical aspects of the question but lacked basic grammar and proper written communication expected at the graduate level. The 70% score fell below expected levels of 75%.

Outcome#2: 60% (3/5) of the Fall 2024, Introduction to Information Systems students earned a rubric equivalent score of B or better on a hands-on technical lab that consisted of eight parts and a reflection. The aggregate mean rubric scores, using a 20-point scale, indicated students' strength in their ability to troubleshoot and provide the correct technical Linux commands. The weaknesses in the students who fell short were failing to follow basic instructions, proper written communication expected at the graduate level, and some missing answers. The 60% score fell below expected levels of 70%.

8. **Planned Actions and/or Actions Taken in Response to Assessment Results** - Briefly summarize how you are using the assessment results to enhance student learning and improve program quality.

In response to the assessment results, the department reviewed the identified areas and incorporated additional resources to improve written communication for students in which English is not their first language.