Graduate Degree Program Assessment Progress Report Cover Sheet:

Degree: _MS in Information Quality_  For Calendar Year: _2010-2011___
(Date submitted to college committee: ___________ By: ________________)
(Date posted on college assessment website: ___________)

Overall Rating: ____________________________________

Respond to all six parts following the “Degree Program Assessment Progress Report Instructions.” (NOTE: Parts 1 through 4 can be copied from the relevant sections of your assessment plan.) Attach additional pages as needed.

(1) Student learning goal(s) addressed this year:

Goal #4 from the 2008 Assessment Plan that states “Graduates will demonstrate their ability to think analytically and critically in investigating and developing novel solutions to information quality problems.”

(2) Learning outcomes/objectives for those goals addressed this year:

Students will complete a Capstone Project or Thesis that will require them to define a problem, apply appropriate methods/tools, analyze results, and present their findings both orally and in a written report. Experience over past several years has shown that all but 3 of the students completing the program or currently enrolled in the program have elected the Capstone Project Option for the MSIQ program.

(3) Courses & activities where assessed:

Capstone Project Defense (MS)

(4) Methods used:

In this case the method is proposed. There are 15 MSIQ project defenses scheduled for April-May, 2011. We are proposing to develop a Project Defense Evaluation Rubric that will assess the students attainment of Goal 4 “the ability to think analytically and critically in investigating and developing novel solutions to information quality problems.” The proposed rubric will be completed by at least 3 IQ Faculty members required to attend each project defenses and the project sponsor when present. Each rubric question will include a five-level Likert Scale (Strongly Agree to Strongly Disagree) to measure the level of student achievement. Areas of assessment will include

1. The student clearly defined the information quality problem in the organization
2. The student evaluated and made clear the impact of the IQ problem on the organization
3. The student proposed a practical solution utilizing IQ principles and practice
4. The solution used appropriate IQ tools and techniques
5. The student identified the relevant dimensions of IQ and established measurable IQ metrics for each
6. The student took measurements of the metrics at the beginning and at the end of the project that demonstrated improvement
7. The student made clear his/her role, activities, and leadership in the execution of the project
8. The project created value for the organization

(5) What are the assessment findings? How did you analyze them?

The findings are to-be-determined by the end of the spring 2011 semester. The analysis will be based on the average Likert score for each of the rubric questions over all of the projects defended with emphasis on those questions were the average falls below an acceptable level of attainment.

(6) What conclusions were drawn and what decisions were made as a result? How were stakeholder groups involved?

Conclusions and actions are to-be-determined based on the findings.