# Program Assessment Report

## Program Information

<table>
<thead>
<tr>
<th>Degree Program(s):</th>
<th>M.S.</th>
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<tbody>
<tr>
<td>Department:</td>
<td>ISE</td>
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**Next Program Review?** 2012

Note: Schedule is posted at: http://www.sjsu.edu/ugs/programplanning/

## Archival Information

<table>
<thead>
<tr>
<th>Location:</th>
<th>Person to Contact:</th>
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<tbody>
<tr>
<td>(Bldg/Room #)</td>
<td>(Name) (Phone)</td>
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Does the information (e.g., Mission, Goals, and/or Learning Outcomes) posted on the web (see, http://www.sjsu.edu/ugs/assessment/programs/) for this program need to be updated?

- [ ] Yes  
- [x] No  

If yes, please submit changes to jacqueline.snell@sjsu.edu

## Schedule of Assessment Activities*

Please complete the schedule of assessment activities below by listing all program Student Learning Outcomes (SLOs) by number down the left column and indicating when data were/will be collected (C) and when they were/will be discussed (D) by your faculty. You can also schedule/track program changes resulting from your assessment activities by indicating an “I” (implemented changes) where relevant. This schedule is meant to be fluid; providing a proposed schedule for future assessment while at the same time, providing a record of your efforts as the program planning cycle progresses.

<table>
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<tr>
<th>SLOs</th>
<th>F 05-</th>
<th>S 05-</th>
<th>F 06-</th>
<th>S 06-</th>
<th>F 07-</th>
<th>S 07-</th>
<th>F 08-</th>
<th>S 08-</th>
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<tr>
<td>1-9</td>
<td>C, D, I</td>
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*Note: This template is based on a five-year program planning cycle. If your program planning follows another cycle (e.g., based on accreditation), please feel free to add (or subtract) columns as necessary.
Student Learning Outcome #1 to #9

- Be able to function effectively and provide leadership within an organization
- Be able to form, facilitate, lead, coordinate and participate in teams
- Be able to understand organizational processes and behaviors
- Have knowledge and methodological and computational skills with which to operate effectively
- Be able to collect, analyze, and interpret data
- Be able to approach unstructured problems and to synthesize and design solutions for this problem
- Be able to evaluate the impact of these solutions in the broader context of the organization and society
- Be able to effectively present and sell solutions in the form of written, oral and electronic media
- Be able to accomplish life-long growth within the field/profession of ISE

RECORD OF ASSESSMENT

Begin generating a record of assessment for this Student Learning Outcome in which you record the following areas of assessment activity. Start each entry with the semester in which the activity(s) occurred followed by a description of the activity(s). These dates and activities should correspond with the “Schedule of Assessment Activities” on the first page of this report.

I. Data Collection:
   a. For this assessment cycle, how were the data collected and what were the results?
      ISE course topic surveys and Black belt Exam

II. What have you learn about this Student Learning Outcome?
   Spring 2011: Based on the results in part I., briefly summarize the discussion surrounding this outcome, i.e., what does the faculty conclude about student learning for this SLO?

   Black Belt Exam Data Analysis
   Based on the performance of the students in ISE 250 questions (questions#16 to #30), 83% of the students scored 70% or higher. ISE 250 course questions map to all the outcomes. Therefore, all the outcomes are achieved.

   However, only 34% of the students score 70% or above in questions related to ISE 202 (question numbers 31 to 45). These questions map to outcome numbers 4, 5, 6, 8, and 9.

   ISE 200 Topics Survey Data Analysis
   At least 70% of the students rated all the outcomes at 80% or higher level. However, for each topic the average rating of how important is this course topic to your educational objectives was greater than the corresponding average rating of the % of the material covered on this topic in this course do you feel you have learned/achieved. On average the students feel that their learning of each topic is not at the level they would have liked to.

III. Action Item(s) (if necessary):
   Spring 2011: – Based on the discussion in part II., what actions will the department take to improve student learning, e.g., program changes, changes in pedagogy, process changes, resources requests, etc?

   Instructor of ISE 202 is changed in Spring 2011 and is now using pedagogical techniques to improve learning of the outcome numbers 4, 5, 6, 8, and 9. All the students who took the
Black Belt exam had different instructors for ISE 202.

The instructor of ISE 200 is aware of the results and has made a plan to improve learning of each topic by assigning more homework problems and discussing more problems in the class.