

ASSESSMENT MATRIX

PROGRAM OR SCHOOL

Assessment Coordinator
for Program or School

Program or School Mission Statement

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The Mission of the School of Information Sciences is to support and advance the broader education, research and service mission of the University by educating students, furthering knowledge and contributing our expertise to advance humankind's progress through information.

Program or School Goals

To educate students about the role of people, information and technology in today's society.
To educate students and give them the experiences necessary to compete in a global economy.
To develop the leadership and communication abilities of students.
To provide students with a competitive skill set to design, build, and implement today's information systems.
To enhance students appreciation of how information systems can add value to the individual, organization and society.

Learning Outcomes *What will students know and be able to do when they graduate?*

1. Students will possess an understanding of the core principles of programming, databases, computer operations, systems analysis, networking and human computer interaction.

Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*

1. A committee of three faculty members will review the exams and papers biannually of a sample of students from across the core courses.
2. *A second option of looking at a capstone course systems project or other major class projects which includes the skills taught in the core classes was added in 2008. (edited to include projects from other classes other than capstone , 2012)*

Standards of Comparison *How well should students be able to do on the assessment?*

1. All students should be able to demonstrate proficiency of the major constructs in each of the core courses.
2. Students should be able to highlight selected constructs by demonstrating a working example of an assignment. (Ex. Interface, code project)

Interpretation of Results *What do the data show?*

Updated 2012: The majority of students showed proficiency in the core areas within the context of a design project. Students created design projects representing real world assignments. The projects utilized interface design, programming, graphics and project management skills. These projects were an improvement over last year and they showed a higher degree of understanding in regards to programming and system cccdesign con

Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*

Updated 2012: Faculty are reviewing the projects and the feedback is being directed to the program chair. This information is being used to adjust course content: new content has been added to reflect current trends such as grid design and a special training module has been added to assist in the development of graphics skills. The course is strongly connected to the other two courses in the concentrationconcentyration.

Learning Outcomes <i>What will students know and be able to do when they graduate?</i>	Assessment Methods <i>How will the outcome be measured? Who will be assessed, when, and how often?</i>	Standards of Comparison <i>How well should students be able to do on the assessment?</i>	Interpretation of Results <i>What do the data show?</i>	Use of Results/Action Plan <i>Who reviewed the finding? What changes were made after reviewing the results?</i>
2. Students will possess an understanding of how information systems and data are used on a local, national and global basis and how they add value to an individual, organization or society. In particular, data and systems will be examined from a global perspective in order to appreciate the impact they have both economically, politically and socially.	1. Annually, a committee of three faculty members will select a sample of students from the internship experience, capstone course and independent study course for an interview.	1. All students should be able to give a presentation about their experience and explain the details of how their work affects individuals, groups and society. .	design conceptualization. A few of the projects were made available for public use.	concentration.
3. Students will demonstrate leadership and project management capabilities with large and small groups.	1. The percentage of students, who complete a capstone course, hold a campus leadership position, manage a class assigned project or complete a project management course, will be tabulated.	1. Students should be able to articulate their leadership styles and give examples of tools and techniques they have used along with examples of current leadership practices. 2) At least 25% of our students should meet this requirement.	Nearly 50% of our students completed a capstone class which was much higher than our 25% minimum. Student Services is in the process of developing a system to track the other criteria.	In progress. The feedback from the capstone class shows that students desire more hands-on activities. This was discussed at an undergraduate faculty meeting and the beginning Information Science courses have introduced more lab work.
4. Students will possess specialized knowledge in at least one area of offered concentrations making them competitive in the marketplace.	1. The percentage of students completing a concentration requirement will be tabulated.	1. 100% of the students should complete a concentration.	Students have a strong interest in concentrations. There is a current discussion about adding another concentration around geographic information systems. A self-design option was added to the curriculum and now all students participate in some type of concentration.	Updated 2012: Discussion is underway around creating a new Data Analytics concentration and adding specialized concentration courses to the Application Development concentration.

Learning Outcomes <i>What will students know and be able to do when they graduate?</i>	Assessment Methods <i>How will the outcome be measured? Who will be assessed, when, and how often?</i>	Standards of Comparison <i>How well should students be able to do on the assessment?</i>	Interpretation of Results <i>What do the data show?</i>	Use of Results/Action Plan <i>Who reviewed the finding? What changes were made after reviewing the results?</i>
	2. Job placement rates, titles, and salaries of graduating students will be collected via surveys on a yearly basis.	2) Placement rates should be over 90% and over 30% of the placements should be with major, national corporations.	In the most recent data from the Career Services office nearly 90% of our students were employed or in graduate school.	Program chair reviewed findings and sees that this high placement rate represents a strong competitive curriculum
	3. Acceptance rates for students seeking admission to graduate and professional schools	3. At least 80% of students seeking graduate admission will be successful	A system is being developed in conjunction with the Director of Student Services to track the appropriate student data.	In progress
5. Students will demonstrate a basic appreciation for the relationship between culture and information systems design	1. During their final term, each student will incorporate into at least one project or paper an international perspective. A 2-member faculty team will randomly sample 10 projects or papers for evidence of global awareness.	1. Each student's work should offer evidence of an international perspective, e.g., a multilingual interface or incorporation of design features that reflect an understanding of cultural or policy differences from those of the US.	To be initiated in the 2012-2013 (edited) academic year.	Ongoing
6. Students will be proficient in thinking critically and analytically.	The Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Module will be administered biannually to a random sample of BSIS students.	75% of the students should perform above the national 50 th percentile.	Updated 2012: The test was administered to 38 students in the spring term of 2012 to an introductory Information Science class. 95%% performed at or better than the national 50 th percentile.	Updated 2012: The program chair reviewed the findings. See attached report: Assessment Summary Report for Information Science Undergraduate Program2012.docx

The Assessment Matrix is based on the University of Virginia Assessment Matrix Template