

## ASSESSMENT MATRIX



<b>PROGRAM OR SCHOOL</b>			
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<b>Program or School Mission Statement</b>	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.		
<b>Program or School Goals</b>	<p>To educate students about the role of people, information and technology in today's society.</p> <p>To educate students and give them the experiences necessary to compete in a global economy.</p> <p>To develop the leadership and communication abilities of students.</p> <p>To provide students with a competitive skill set to design, build, and implement today's information systems.</p> <p>To enhance students appreciation of how information systems can add value to the individual, organization and society.</p>		

<b>Learning Outcomes</b> <i>What will students know and be able to do when they graduate?</i>	<b>Assessment Methods</b> <i>How will the outcome be measured? Who will be assessed, when, and how often?</i>	<b>Standards of Comparison</b> <i>How well should students be able to do on the assessment?</i>	<b>Interpretation of Results</b> <i>What do the data show?</i>	<b>Use of Results/Action Plan</b> <i>Who reviewed the finding? What changes were made after reviewing the results?</i>
<p>1. Students will possess an understanding of the core principles of programming, databases, computer operations, systems analysis, networking and human computer interaction.</p>	<p>1. A committee of three faculty members will review the exams and papers biannually of a sample of students from across the core courses.</p> <p>2. A second option of looking at a capstone course systems project which includes all of the skills taught in the core classes has been added. 2008</p>	<p>1. All students should be able to demonstrate proficiency of the major constructs in each of the core courses.</p> <p>2. Students should be able to highlight selected constructs by demonstrating a working example of an assignment. ( Ex. Interface, code project)</p>	<p>The majority of students showed proficiency in the core areas within the context of a systems project. However, there were some concerns about the knowledge level regarding databases. And, students showed much variability in interface design and inventiveness. Overall, students showed</p>	<p>The results were reviewed by a team of faculty members and the Associate Dean. The undergraduate faculty will look at using more systems examples in home works and require the use of project-oriented assignments. Also, faculty will be encouraged to use more real-life examples. The user centered design course will be reviewed and a set of specific learning outcomes will be established.</p>

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			high levels of proficiency in writing programs, designing interfaces, building databases and implementing a fully functioning web based system.	
<b>2.</b> Students will possess an understanding of how information systems are used on a local, national and global basis and how they add value to an individual, organization or society.	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 or society.	In progress	In progress
<b>3.</b> 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.	A system is being developed in conjunction with the Director of Student Services to track the appropriate student data.	In progress
<b>4.</b> Students will possess specialized knowledge in at least one area of offered concentrations making them competitive in the	1. The percentage of students completing a concentration requirement will be tabulated.	1. 100% of the students should complete a concentration.	A system is being developed in conjunction with the Director of Student Services to track the appropriate student data.	100% of students in the program have met with the academic advisor and has selected an area of concentration. No further action recommended.

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<b>5.</b> Students will be successful in finding employment or admittance to graduate and professional schools.	1. Survey statistics will be collected every other year. Job placement rates, titles, and salaries of graduating students will be collected via surveys on a yearly basis	1. 90% of those students seeking employment/graduate education should be successful.	Currently 84% of the class has obtained employment/graduate school admittance.	Reviewed by Program Chair. A job search/employer seminar sponsored by the student group PRISM will be held in the next academic year.
<b>6. Geberal Education: Students will possess critical thinking skills developed from general education requirements</b>	The administration of the CAAP test for 50% of the IS class. Specifically, the critical thinking module will be administered and evaluated. The test will be administered every two years	The majority of the students should perform at least at the 50% percentile compared to the national sample.	86% of the students performed at or better than the national 50 <sup>th</sup> percentile. However, females, part-time, older and transfer students performed slightly less well than their counterparts.	Findings reviewed by Program Chair, Director of Student Services and Dean. Review of females, part-time, older and transfer students academic performance to find any low performance academic records and notification of said students for targeted academic advising.
<b>7. Geberal Education: Students will possess oral communication skills developed from general education requirements</b>	On a yearly basis, a review of project presentations in project oriented classes such as INFSCI 1059 and INFSCI 1052	80% of the students should be able to show an ability to clearly communicate an executive summary of their project utilizing oral communication and media skills to a peer audience.	Students in INFSCI 1052 presented their web design projects in-class and the minimum standard was met.	Findings reviewed by Program Chair and students met the minimum requirement.