ASSESSMENT MATRIX

PROGRAM OR SCHOOL	M.S. in Information Science		
Assessment Coordinator for Program or School	**Name:** Paul Munro	**Email:** pmunro@sis.pitt.edu	**Phone:** 624-9427
Program or School Mission Statement	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 progress within an organization or across society in general through information.		
Program or School Goals	• **Theoretical Understanding**: Understand and appreciate the respective roles of people, information and technology in the development of information systems. • **Proficiency in Information-related skills**: Acquire proficiency in skills that span a broad range with a significant level of depth and understanding. Ideally the graduate's skill set should include the ability to analyze information system structure and performance, to design databases, and to manage software projects. • **Ability to apply theory and skills**: Experience project work both as individuals and in teams that demonstrates the ability to apply classroom knowledge in novel ways in real-world settings		

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
1) Theory: Students will demonstrate fundamental knowledge of the abstract, theoretical principles of information science. These include, but are not limited to information theory, graph theory, statistical and/or probabilistic methods	Courses in this area will test the competency of students to perform specific calculations, to be determined by the faculty, for each of the content areas (eg entropy, matrix inversion, disjunctive normal form). Courses in this area will incorporate items into exams to be used as indicators for these specific competencies.	80% of the sampled projects or papers are expected to meet or exceed expectations in demonstrating a working knowledge of the formal constructs underlying information science.	About 1 in 4 students are lagging in the theory area (see attachment).	Faculty will examine the curriculum and the outcomes further to determine contributing factors and to identify approaches to improving student performance.
2) Analysis: Students will evaluate the structure and analyze the performance of an existing information system with respect to technical capabilities and organizational	Two faculty members will examine a representative sample of student projects or case studies from the "Systems and Technology Area – General Systems and Technology" (e.g., INFSCI 2510 Information	80% of the sampled projects or case studies are expected to meet or exceed expectations in applying best practices in eliciting and interpreting system requirements and		

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requirements.	Systems Analysis) biannually using a faculty-developed rubric: 1. Exceeds expectations 2. Meets expectations 3. Does not meet expectations	constructing UML-compliant models (class, state, and activity diagrams).		
3) Design: Students will design information systems supporting functional and performance requirements that reflect an understanding of the cognitive information processing capabilities of humans.	Two faculty members will examine a representative sample of student projects from the "Cognitive Area – Cognitive Science and Systems" (e.g., INFSCI 2470 Interactive System Design) biannually using a faculty-developed rubric: 1. Exceeds expectations 2. Meets expectations 3. Does not meet expectations	80% of the sampled projects will employ best contemporary practices in interactive programming and usability engineering.		
4) Employment: Students will be employed and successful in their first professional positions.	1. Graduates will be surveyed for employment status one year following graduation. 2. Members of the Industrial Advisory Committee (IAC) will report on the progress of SIS graduates 3-5 years after being hired into their organizations.	1. 95% of MSIS graduates seeking employment will be professionally employed within one year of graduation. 2. 90% of MSIS graduates employed by IAC member organizations will meet or exceed employer expectations.		

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