

Student Learning Outcomes and Assessment Instruments  
Cameron School of Business Graduate Program(s)  
(IMBA, MBA, MSA, MSCSIS)

**Graduate Programs Goals**

The Cameron School of Business has four masters programs; the MBA, IMBA, MSA, and MSCSIS. Due to the different nature of the programs, learning goals were developed for each program.

**International Master of Business Administration (IMBA)**

The **IMBA** program was developed and approved in March 2007 as a dual degree program delivered jointly with alliance partners through the International Business School Alliance (IBSA). The partner members are 1)University of Westminster, London, England, the University of Valencia, Valencia, Spain, the Hochschule Bremen, University of Applied Sciences, Bremen, Germany, Euromed Marseille, Marseille, France, and the International Business School of Moscow, Moscow, Russia. Course content is delivered over two semesters, “core curriculum” delivered concurrently and alike in all partner schools and “specialization” classes which are unique to each institution. In addition all students are required to complete a thesis in their area of specialization. The CSB offers a specialization in International Finance and Investments. The learning goals for the “core curriculum” were jointly developed by all partner schools and assessment of these goals is clearly published in the program handbook. The CSB specialization classes were developed by the Finance/Economics faculty. As this program is offered off tuition formula and is a part of a global alliance the process for an approval involves quality assurance methods not usual for U.S. institutions but consistent with the British model for national validation.

Learning outcomes of core modules of semester one are the same for each partner institution. Also the common core module outlines are the same and are agreed to by the course management team. Course learning outcomes to be assessed through cross moderation are reflected in Table 1:

Table 1: Learning Outcomes by Core Course

<b>Core Semester One Learning Outcomes</b>	<b>HRM in Global Environment</b>	<b>Global Marketing Strategies</b>	<b>International Finance</b>	<b>Global Strategic Analysis</b>
<b>1.</b>		✓	✓	✓
<b>2.</b>		✓	✓	✓
<b>3.</b>	✓	✓	✓	✓
<b>4.</b>	✓		✓	✓
<b>5.</b>	✓	✓	✓	✓
<b>6.</b>	✓	✓	✓	✓
<b>7.</b>		✓	✓	✓
<b>8.</b>	✓	✓	✓	✓
<b>9.</b>				✓
<b>10.</b>			✓	✓
<b>11.</b>	✓	✓	✓	✓

## Learning Goals and Assessment

1. Analyse the global implications of multi-national decisions and demonstrate a critical awareness of complex, incomplete or contradictory information.

### Assessment:

#### Learning Outcome #1 for Cross Moderation

LEARNING GOAL	UNSATISFACTORY (1)	SATISFACTORY (3)	EXCEPTIONAL (5)
Analyse the global implications of multinational decisions and demonstrate a critical awareness of complex, incomplete or contradictory information.	Student failed to demonstrate implications of multinational decisions.	Demonstrated understanding of multinational decisions.	Clearly understood and utilized information to demonstrate understanding of multinational decisions.
	Student failed to demonstrate a working knowledge of the implications of complex, incomplete, or contradictory information in a multinational context.	Student demonstrated a working knowledge of the implications of complex, incomplete, or contradictory information in a multinational context.	Student demonstrated an exceptional ability to understand and use complex, incomplete, or contradictory information effectively in a multinational context.

2. Synthesise information relating to global business management issues, events, and cases.

### Assessment:

#### Learning Outcome #2 for Cross Moderation

LEARNING GOAL	UNSATISFACTORY (1)	SATISFACTORY (3)	EXCEPTIONAL (5)
Synthesise information relating to global business management issues, events and cases.	Student failed to understand and demonstrate working knowledge of global management issues, events and cases.	Student demonstrated understanding and working knowledge of global management issues, events, and cases.	Student demonstrated exceptional understanding and working knowledge of global management issues, events and cases.

3. Evaluate conceptual outcomes and practical approaches to complex situations within organisational context where affected by global issues

**Assessment:**

**Learning Outcome #3 for Cross Moderation**

<b>LEARNING GOAL</b>	<b>UNSATISFACTORY (1)</b>	<b>SATISFACTORY (3)</b>	<b>EXCEPTIONAL (5)</b>
Evaluate conceptual outcomes and practical approaches to complex situations within organizational context where affected by global issues.	Student failed to understand and demonstrate application of conceptual outcomes to complex situations within organizational context where affected by global issues.	Student understood and demonstrated basic application of conceptual outcomes to complex situations within organizational context where affected by global issues.	Student understood and demonstrated exceptional application of conceptual outcomes to complex situations within organizational context where affected by global issues.
	Student failed to understand and demonstrate practical application approaches to complex situations within organizational context where affected by global issues.	Student understood and demonstrated proficient practical application approaches to complex situations within organization context where affected by global issues	Student had knowledge and demonstrated exceptional practical application approaches to complex situations within organizational context where affected by global issues.

4. Apply problem solving techniques with autonomy, judgement and originality

**Assessment:**

**Learning Outcome #4 for Cross Moderation**

<b>LEARNING GOAL</b>	<b>UNSATISFACTORY (1)</b>	<b>SATISFACTORY (3)</b>	<b>EXCEPTIONAL (5)</b>
Apply problem solving techniques with autonomy, judgment, and originality.	Student failed to demonstrate the ability to apply problem solving techniques.	Student demonstrated basic ability to apply problem solving techniques.	Student understood and demonstrated exceptional ability to apply problem solving techniques.
	Student did not use independent techniques to problem solve.	Student used independent techniques to problem solve	Student effectively used independent techniques to problem solve.
	Student did not use considered reasoning/judgment to problem solve.	Student effectively used considered reasoning/judgment to problem solve.	Student effectively used considered reasoning/judgment to problem solve.

	Student did not exhibit innovation and/or originality in problem solving.	Student exhibited innovation and/or originality in problem solving.	Student exhibited exceptionally innovation and/or originality in problem solving or decision.
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5. Demonstrate critical evaluation of perspectives of leadership, clarify tasks, demonstrate commitment, negotiate and delegate in groups where the members have different cultural and educational backgrounds

**Assessment:**

**Learning Outcome #5 for Cross Moderation**

LEARNING GOAL	OBJECTIVES	UNSATISFACTORY (1)	SATISFACTORY (3)	EXCEPTIONAL (5)
Apply problem solving Demonstrate critical evaluation of perspectives of leadership, clarify tasks, demonstrate commitment, negotiate and delegate in groups where the members have different cultural and educational backgrounds.	Leadership with and through cultural differences	Student was unable to communicate clear goals, vision, and effective guidance and leadership understanding.	Student communicated goals, vision and directions but in an inconsistent manner. Student provided adequate guidance and leadership understanding.	Student provided clear vision, goals, and direction consistently with appropriate guidance and leadership understanding as needed.
	Task clarification with and through cultural differences.	Task assignment was unclear and frequently duplicated.	Task assignment was provided although not always clear and occasionally duplicated.	Task assignment was clear and appropriate. Task assignees were always working towards the same goal.
	Negotiation skills with and through cultural differences.	Student leader was unable to resolve conflict and disparity due to ineffective negotiating skills resulting in dysfunctional teams.	Student leader made some effort in negotiating differences with moderate success.	Student leader developed facilitated negotiation creating a well functioning team.
	Group/team delegation and management with and through cultural differences.	Workload in teams appears disproportionate and centralized indicating little delegation.	Workload in teams appears shared but team leader appears to carry most of workload.	Workload in teams appear appropriately delegated and shared.

6. Work and lead in a way that respects the cultural diversity of multinational and multi-language groups.

**Assessment:**

**Learning Outcome #6 for Cross Moderation**

LEARNING GOAL	UNSATISFACTORY (1)	SATISFACTORY (3)	EXCEPTIONAL (5)
Work and lead in a way that reflects the cultural diversity of multinational and multi-language groups.	Student cannot differentiate between individual differences, cultural differences, and universal similarities.	Student effectively differentiates between individual differences, cultural differences, and universal similarities.	Student effectively differentiates between individual differences, cultural differences, and universal similarities and uses differences effectively.
	Student could not empathize and connect with individuals different from themselves.	Student could empathize and connect with individuals different from themselves.	Student effectively empathizes and connects with individuals different from themselves.
	Student unable to use knowledge of similarities and differences between people to make sensitive and appropriate decisions.	Student can use knowledge of similarities and differences between people to make sensitive and appropriate decisions.	Student effectively used knowledge of similarities and differences between people to make sensitive and appropriate decisions.

7. Manage information related to business management in a global context and act autonomously in matters related to business management in a global context.

**Assessment:**

**Learning Outcome #7 for Cross Moderation**

LEARNING GOAL	UNSATISFACTORY (1)	SATISFACTORY (3)	EXCEPTIONAL (5)
Manage information related to business management in a global context and act autonomously in matters related to business management in a global context.	Unable to use a source to find information or uses a single provided source to find some information that is peripheral.	Identifies, finds, and uses a source of relevant information.	Use multiple sources to find relevant valid information.
	Unable to validate information or just accepts information with no checking.	Utilizes a range of sources to validate information also checking publication dates.	Uses a range of resources, checking publication dates, researching credibility of the author and critiquing the arguments found for and against the stand taken

	Unable to apply information to make a decision or form an opinion.	Can apply information to solve problems, form an opinion, make predictions, or form understanding.	Finds a range of possible solutions and applies information to make insightful decisions where multiple factors, conflicting needs, and opinions need to be considered and catered for.
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8. Solve problems and communicate original solutions at a professional level (both written and spoken) in matters related to business management in a global context.

**Assessment:**

**Learning Outcome for #8 Cross Moderation**

LEARNING GOAL	Outcomes	UNSATISFACTORY (1)	SATISFACTORY (3)	EXCEPTIONAL (6)
Solve problems and communicate original solutions at a professional level (both written and spoken) in matters related to business management in a global context.	Oral Communication	Presentation is unorganized and the topic of arguments is not made clear. Listeners are confused.	Presentation is generally clear and well organized. A few minor points may be confusing.	Presentation is clear, logical and organized. Listener can follow line of reasoning.
		Speaker gave vague nonspecific responses to questions.	Speaker responded hesitantly, but knowledgeable to questions.	Speaker responded to questions fully, knowledgeably, and without hesitation.
		Speaker used ineffective and inappropriate technology (e.g. power points, graphs, etc.)	Speaker used some effective and appropriate technology (e.g. power points and graphs) but information was not presented well (e.g. too many words on slide, etc.)	Speaker used effective and appropriate technology (e.g. power points, graphs, etc.)
	Nonverbal Communication	Nonverbal communication diverted audience attention from the presentation's purpose.	Nonverbal communication was usually supportive of presentation.	Nonverbal communication (professional manner, eye contact, etc.) added purpose to the presentation.
Written Communication -Structure	Organizational Structure and paragraphing have serious and persistent errors.	Written work has adequate beginning, development, and conclusions. Paragraphing and transitions are also adequate.	Written work has clear and appropriate beginning, development, and conclusion. Paragraphing and transitions are also clear and appropriate.	

	Written Communication Content	Written work does not cover the assigned topic, and assertions are not supported by evidence.	The length of the written work is sufficient to cover the topic, and assertions are supported by the evidence.	The length of the written work provides in-depth coverage of the topic, and assertions are clearly supported by evidence.
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9. Operate in the complex and unpredictable context, as the global economy and exercise initiative and personal responsibility at professional level.

**Assessment:**

**Learning Outcome #9 for Cross Moderation**

LEARNING GOAL	UNSATISFACTORY (1)	SATISFACTORY (3)	EXCEPTIONAL (5)
Operated in the complex and unpredictable context, as the global economy, and exercise initiative and personal	Student did not exhibit willingness to understand cultural differences of other student team members.	Student demonstrated understanding of team member differences.	Student clearly understood and utilized cultural differences for more effective team effort.
	Student failed to demonstrate understanding of problem in global context.	Student demonstrated understanding of problems in a global context.	Student used multiple examples to frame problem solution through a global context.
	Student handled him/herself in an ethnocentric approach to problem solving.	Student handled him/herself in a polycentric approach to problem solving.	Student handled him/herself in a geocentric framework for problem solving.

10. Be precise and effective in applying procedures, models and techniques.

**Assessment:**

**Learning Outcome #10 for Cross Moderation**

LEARNING GOAL	UNSATISFACTORY (1)	SATISFACTORY (3)	EXCEPTIONAL (5)
Be precise and effective in applying procedures, models, and techniques.	Student failed to use appropriate model for analysis.	Student used appropriate model for analysis but failed to apply model procedures accurately.	Student used appropriate model for analysis, applied procedures and techniques accurately and effectively.

11. Identify the key success factors for the management of international projects and apply these principles to the analysis of a complex business situation.

**Assessment:**

**Learning Outcome #11 for Cross Moderation**

LEARNING GOAL	UNSATISFACTORY (1)	SATISFACTORY (3)	EXCEPTIONAL (5)
Identify the key success factors for the management of international projects and apply these principles to the analysis of a complex business situation.	Student did not identify the key success factors and failed to apply these principles to a complex situation.	Student identified key success factors for a complex problem but failed to apply these principles to the situation.	Student accurately identified key success factors and made appropriate application of these principles in analyzing a complex situation.

**MBA and MSA Program Development and Learning Goals**

Both the **MBA and MSA** programs followed similar processes in developing learning goals. Both programs developed learning goals in the MBA and MSA committees, respectively. These committees consist of faculty membership from all departments, the Program Director, the Graduate Program Administrator, and student representation (in the case of the MBA from both first year and second year classes). The MSA program also has an external advisory board which also reviewed and approved MSA learning goals. Both program’s goals were approved by the full faculty.

The process for developing MSA goals:

- Goals were originally established in 1995 (the inception of the MSA program) by the MSA Committee. The MSA committee is comprised of faculty teaching within the MSA program which includes members from all CSB departments.
- Goals were revised during fall 2006.
- Dr. Dan Ivancevich, Director of the MSA program and Susan Ivancevich, MSA Committee member composed a draft proposal of learning goals which were reviewed and revised by the MSA committee throughout fall 2006.
- The Advisory Board for the Department of Accountancy & Business Law was consulted and asked to provide feedback on the learning goals.
- During fall 2006, the learning goals were approved by the MSA Committee and in spring, 2007 they were approved by the Department of Accountancy & Business Law.



## Master of Business Administration (MBA)

A student who earns a Masters of Business Administration (MBA) from the Cameron School of Business at the University of North Carolina will:

1. Our graduates will understand the importance of ethics, corporate social responsibility and the need to reflect that understanding in their actions and decisions.
2. Our graduates will have the leadership and team-building skills necessary to lead organizations in a dynamic environment, i.e. can act as change agents.
3. Our graduates will have the necessary oral and written communication skills to effectively interact with their stakeholders.
4. Our graduates will be able to apply knowledge in unfamiliar and dynamic circumstances through a conceptual understanding of relevant disciplines.
5. Our graduates will have the capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.
6. Our graduates will demonstrate an understanding of global business practices that embrace the opportunities of multicultural, diverse environments, as they relate to local, national and global operations.

### Goal 1: Ethics and Social Responsibility Assessment:

Goal	Course & Method	Time Frame	Exceptional (4)	Satisfactory (2)	Unsatisfactory (0)
Ethics	MBA 556 – critical incident	Spring- Year 2	Aware of ethical issue & appropriate action taken	Some awareness of ethical issue & logical reaction	Little awareness of ethical issue & poor judgment
Social responsibility	MBA 556 – CSR case	Spring-2 <sup>nd</sup> year MBA	Aware of CSR issue & appropriate action taken	Some awareness of CSR issue & logical reaction	Little awareness of CSR issue & poor judgment

## Goal 2: Leadership and Team Building Assessment

### Learning Alliance Peer Evaluation Form

#### LEARNING ALLIANCE GROUP

PEER EVALUATION FORM - Summary

Group

# \_\_\_\_\_

You are to rate all group members and yourself on this form. All responses are confidential. Be honest and candid with any feedback you provide for individual group members, to ensure that it can be used to improve skills. Fill in group member names and use the corresponding numbers to rate them on the listed attributes. Please use the following scale:

- 1 - poor performance level
- 2 - below expected performance level
- 3 - met expected performance level
- 4 - exceeded expected performance level
- 5 - superior performance level

Your Name \_\_\_\_\_

Group member 1 \_\_\_\_\_

Group member 2 \_\_\_\_\_

Group member 3 \_\_\_\_\_

Group member 4 \_\_\_\_\_

Group member 5 \_\_\_\_\_

<b>Part I. Interpersonal Skills</b>	<b>Self</b>	<b>GM-1</b>	<b>GM-2</b>	<b>GM-3</b>	<b>GM-4</b>	<b>GM-5</b>
Displays a positive attitude						
Works well with others						
Listens well to others' opinions and suggestions						
Provides appropriate feedback to others						
Displays leadership qualities when needed						
Settles conflicts with others in a positive manner						
<b>Overall rating for interpersonal skills</b>						
<b>Part II. Group Citizenship Skills</b>	<b>Self</b>	<b>GM-1</b>	<b>GM-2</b>	<b>GM-3</b>	<b>GM-4</b>	<b>GM-5</b>
Attends all group meetings						
Committed to team goals						
Provides constructive ideas						
Prepares for meetings						
Shows high level of self-motivation						
<b>Overall rating for citizenship skills</b>						

<b>Part III. Performance Skills</b>	<b>Self</b>	<b>GM-1</b>	<b>GM-2</b>	<b>GM-3</b>	<b>GM-4</b>	<b>GM-5</b>
Completes work on time						
Works in an efficient manner						
Contributes to achieving group goals						
Displays solid critical thinking skills						
Achieves high-quality work						
Produces consistent results						
<b>Overall rating for performance skills</b>						
<b>Part IV: Overall Rating (Parts I, II, and III)</b>	<b>Self</b>	<b>GM-1</b>	<b>GM-2</b>	<b>GM-3</b>	<b>GM-4</b>	<b>GM-5</b>
If you had to divide 100 poker chips to represent the effort exerted by group members throughout this semester, how would you divide them up?						
<p>Please provide comments for each of your team members on the Qualitative Feedback form shown below. <b>Email the Peer Evaluation and Qualitative Feedback to <a href="mailto:nemmersa@uncw.edu">nemmersa@uncw.edu</a> in the Graduate Programs Office or fax it to her at 910-962-2184. (DUE DATE: Tuesday, 11/10/08).</b></p>						
<p><b>PEER EVALUATION FORM</b> - Qualitative Feedback <span style="float: right;">Group</span>  # _____</p> <p>Explain your ratings using specific examples of each person's behavior during the past semester. First, discuss the group member's top three strengths, giving examples and reasons why this person should actively maintain these behaviors. Next, discuss the group member's three most important areas of improvement. Again, give examples and reasons why this person should actively seek to improve these skill areas. <b>(Use a separate page for each group member's evaluation.</b> Qualitative self evaluation is optional.) This feedback will be given anonymously to the individual group members and may be used as a basis for evaluation next semester.</p>						

## Goal 2: Organizational Change Assessment

Goal	Course and Method	Timeframe	Exceptional (4)	Satisfactory (2)	Unsatisfactory (0)
Leading Change	MBA 555 – Organizational Change Exit Case	Fall, Year 2	Aware of organizational issues and relevant change management strategies applied	Aware of organizational issues and some changing management strategies applied	Little awareness of issues and inappropriate actions taken

## Goal 3: Written and Oral Communication Assessment

**Written Communication** – AACSB’s ETS instrument for evaluating written communication will be administered in the spring semester in the MBA556 course.

### Oral Communication

#### Oral Communication Rubric

Points:	4	2	0	
Category:	Exemplary	Satisfactory	Unacceptable	Score
<b>Content</b> What the speaker talked about; the information that was shared.	Presentation is clear, logical and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Presentation is unorganized and the logic of arguments is not made clear. Listeners are confused.	
	Supporting information was provided for statements made, such as examples, descriptions, etc.	Supporting information was provided for some statements made, such as examples, descriptions, etc.	Points were vague and lacked any supporting evidence	
	Speaker responded to questions fully, knowledgeably, and without hesitation.	Speaker responded hesitantly, but knowledgeably to questions.	Speaker gave vague, nonspecific responses to questions.	

Points:	4	2	0	
Category:	Exemplary	Satisfactory	Unacceptable	Score
<b>Delivery</b> How the speaker presented the	Speaker appeared confident and relaxed.	Speaker’s initial nervousness was not distracting.	Speaker’s nervousness was distracting throughout the presentation.	

information; the speaker's performance in front of the audience.	Volume and pace made a positive contribution to the speaker's message, helping to show the speaker's enthusiasm for the topic and engaging listeners in it.	Volume and pace were satisfactory, showing the speaker's interest in the topic, but did nothing to engage listeners.	Unvaried or erratic volume and pace detracted from the presentation, allowing listeners to think the speaker was uninterested or uncomfortable with the topic.	
	Transitions from point to point flowed smoothly.	Most transitions from point to point were smooth.	Transitions from point to point were bumpy or nonexistent.	
	Presentation had originality and creative choice of examples.	Presentation had some originality and creative choice of examples.	Presentation relied fully on the traditional treatment of topic and examples.	
	Accurate visual aids, including charts and graphs, supported, focused, clarified, and reinforced presentation.	Accurate visual aids, including charts and graphs, added some support to the presentation.	Inaccurate or incomplete visual aids including charts and graphs detracted from the presentation and were difficult to see and decipher.	
	Nonverbal communication (professional manner, eye contact, etc.) added purpose to the presentation.	Nonverbal communication was usually supportive of presentation.	Nonverbal communication diverted audience attention from the presentation's purpose.	
	Speaker was appropriately dressed and well-groomed, creating a positive impression on the audience.	Speaker's dress and grooming were adequate for the presentation.	Speaker was dressed and groomed for another occasion.	

Points:	4	2	0	
Category:	Exemplary	Satisfactory	Unacceptable	Score
<b>Organization</b> How the information was put together; the flow of the presentation.	Presentation was structured with a definite beginning, middle, and end.	Beginning, middle and end of presentation were present but not clearly identified.	Beginning, middle and end of presentation were missing.	
	Speaker's main points were easy to follow and logical with points building on each other.	Speaker's main points were easy to follow and logical.	Speaker's main points were so difficult to follow that their logic could not be determined, or they were illogical.	
	Introduction engaged the audience in topic and outline what the presentation was about.	Introduction was interesting and provided a partial description of what the presentation was about.	Introduction was uninteresting and speaker jumped into the presentation without outlining what the presentation was about.	

	Material was suited to length of presentation.	Material was fairly well suited to the length of presentation.	Speaker presented too much or little material for the length of presentation.	
	Presentation came to suitable conclusion with main points clearly summarized.	Conclusion was satisfying, but summary of main points was unclear.	Presentation ended abruptly without a conclusion or summary of key points.	

Points:	4	2	0	
Category:	Exemplary	Satisfactory	Unacceptable	Score
<b>Mechanics</b> Practical application of skills; mechanical or functional details or procedures.	Speaker's terminology was familiar to the audience or clearly explained.	Speaker used a few unfamiliar words and did not explain them, but they could be understood from the context.	Speaker relied on the use of technical terms and did not explain them.	
	Speaker's word choice painted vivid, precise pictures of the topic.	Speaker's word choices were good, but did not trigger images.	Speaker's word choices were traditional and wordy.	
	Speaker used correct grammar and standard English throughout the presentation.	Speaker used correct grammar, occasionally incorporating slang into the presentation.	Speaker's presentation was hampered by grammatical mistakes and reliance on slang.	
	Speaker pronounced words correctly and clearly, making it easy for the audience to understand what was being said.	Speaker pronounced words clearly but mispronounced a few words.	Speaker mumbled and mispronounced words throughout the presentation, making it almost impossible for the audience to understand what was being said.	
	Vocal pauses were used for emphasis rather than being filled with dead words such as "uh," "and," or "like"	Vocal pauses were not used for emphasis.	Speaker filled pauses with dead words such as "uh," "and," or "like"	
	Speaker's use of notes was not distracting and/or noticeable.	Speaker's actions occasionally called attention to the use of notes.	Speaker constantly fumbled with notes.	
	Presentation tools were used smoothly and were not distracting.	Use of presentation tools attracted minor, but not negative, attention.	Use of presentation tools hampered the presentation.	
	Speaker supported presentation with clear and easy-to-see visual aids that used correct grammar and spelling.	Speaker's visual aids were clear, easy-to-see, and contained few errors in spelling and grammar.	Speakers visual aids were too small/faint/dark to be seen easily and contained so many spelling and grammatical errors that they detracted from the presentation.	
			<b>Total:</b>	

#### Goal 4: Critical Thinking Assessment

This rubric will be administered in the MBA 557 and MBA 556 classes in spring each year.

**Critical Thinking Definition:** The ability to analyze, assess and use information for the purpose of forming beliefs and determining action.

**Critical Thinking Rubric**

Points:	4	2	0	
Category:	Proficiency	Some Proficiency	No/Limited Proficiency	Score
Defining and Understanding the issue	Understands the issue.	Understands enough to solve part of the issue or to get part of the solution.	Doesn't understand enough to get started or make progress.	
Considers Multiple Perspectives	Formulates a clear and precise perspective that considers important tradeoffs.	Formulates a perspective that considers weak but not strong alternative positions.	Fails to formulate and clearly express own perspective, (or) fails to anticipate objections.	
Evaluate Evidence	Identifies and evaluates all important evidence offered.	Successfully identifies information but fails to evaluate its credibility.	Fails to identify important information.	
			<b>Total Critical Thinking:</b>	

#### Goal 4: Integration Assessment

Goal	Course and Method	Timeframe	Exceptional (4)	Satisfactory (2)	Unsatisfactory (0)
Integration	MBA556 – Executive Challenge	Spring Year 2	Relevant integration of business functional areas to address key problem areas.	Moderate integration of some business functional areas to address key problem areas	Little or no integration of business function areas to address key problem areas

#### Goal 5: Problem Solving Assessment

This rubric will be administered in MBA557 and MBA556 in the spring semesters.

### Problem Solving Rubric

Points:	4	2	0	
Category:	Proficiency	Some Proficiency	No/Limited Proficiency	Score
Defining and Understanding the Problem	Understands the problem.	Understands enough to solve part of the problem or to get part of the solution.	Doesn't understand enough to get started or make progress.	
Uses Information Appropriately	Uses all appropriate information correctly.	Uses some appropriate information correctly.	Uses inappropriate information.	
Applies Appropriate Procedures	Applies completely appropriate procedures.	Applies some appropriate procedures.	Applies inappropriate procedures.	
Answers the Problem	Correct or well supported solution.	Copying error, computational error, partial answer for problem with multiple answers, no answer statement, answer labeled incorrectly.	No answer or wrong answer based upon an inappropriate plan.	
			Total Problem Solving:	

### Goal 6: Global Perspective Assessment

Goal	Course and Method	Timeframe	Exceptional (4)	Satisfactory (2)	Unsatisfactory (1)
Global perspectives including diversity	MBA 541 – International Case MBA 556 – Critical Incident	Summer 1 Year 2 Spring Year 2	Awareness relevant to global issues and differences, value-added recommendation	Awareness relevant to global issues and differences, non-optimal recommendation	Little awareness global issues and differences - poor recommendation

### Master of Science in Accountancy (MSA)

A student who earns a Masters of Science in Accountancy (MSA) from the Cameron School of Business at the University of North Carolina will:

1. Our graduates will have the skills necessary for critical thinking, professional research, and continuous learning.
2. Our graduates will demonstrate a global perspective of business and accounting practices.
3. Our graduates will have leadership and team building skills.
4. Our graduates will recognize the importance of social responsibility and making ethical business decisions.
5. Our graduates will have effective communication skills and strong interpersonal skills.



**Goal 1: Critical Thinking Assessment:**

**Critical Thinking Definition:** The ability to analyze, assess and use information for the purpose of forming beliefs and determining action. Rubric to be administered in MSA 518, spring semester.

**Critical Thinking Rubric**

<b>Points:</b>	<b>4</b>	<b>2</b>	<b>0</b>	
<b>Category:</b>	<b>Proficiency</b>	<b>Some Proficiency</b>	<b>No/Limited Proficiency</b>	<b>Score</b>
Defining and Understanding the issue	Understands the issue.	Understands enough to solve part of the issue or to get part of the solution.	Doesn't understand enough to get started or make progress.	
Considers Multiple Perspectives	Formulates a clear and precise perspective that considers important tradeoffs.	Formulates a perspective that considers weak but not strong alternative positions.	Fails to formulate and clearly express own perspective, (or) fails to anticipate objections.	
Evaluate Evidence	Identifies and evaluates all important evidence offered.	Successfully identifies information but fails to evaluate its credibility.	Fails to identify important information.	
			<b>Total Critical Thinking:</b>	

**Goal 1: Professional Research Assessment:**

The following assessment tool will be used to review case analysis in the MSA500 course.

<p><b>Professional Research Rubric</b></p> <p><i>(Score each item 1 to 5, where 1 = strongly disagree and 5 = strongly agree.)</i></p> <p>_____ <b>Researcher(s) identified the critical technical issues presented by the case.</b></p> <p>Comments: _____</p> <p>_____ <b>Researcher(s) employed appropriate strategies to identify and access relevant authoritative and professional literature bearing on the technical issues presented by the case.</b></p> <p>Comments: _____</p> <p>_____ <b>Researcher(s) correctly interpreted and applied relevant authoritative and professional literature and identified alternatives consistent with generally accepted accounting principles and other governing authorities.</b></p> <p>Comments: _____</p> <p>_____ <b>Researcher(s) identified and expressed resolutions to the primary issues raised in the case.</b></p> <p>Comments: _____</p> <p>_____ <b>Researcher(s) supported the above resolutions by reference to appropriate authoritative and professional literature and provided appropriate documentation and attribution.</b></p> <p>Comments: _____</p> <p>_____ <b>Researcher(s) prepared a professional quality document evidencing both a solid command of the mechanical aspects of technical writing, and the ability to communicate complex constructs in a clear, concise manner.</b></p> <p>Comments: _____</p>
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### Goal 1: Continuous Learning Assessment:

This will be indirectly assessed through the MSA exit questionnaire and through data directly of those students taking and passing the CPA exam and those attending BAP, IMA, etc.

### Goal 2: Global Perspective and Accounting Practices Assessment

Knowledge assessment being administered online.

### Goal 3: Leadership and Teamwork Assessment

#### Teamwork Rubric

Points:	4	2	0	
Category:	Exemplary	Satisfactory	Unacceptable	Score
Attendance	All members attend all meetings.	Most members attend most meetings.	Members frequently miss meetings.	
Participation	All members take an active role.	Most members take an active role.	Few members take an active role.	
Roles	All team members' roles are clearly defined and followed.	Team members' roles are informally defined and followed.	Team members' are unclear on who does what.	
Communication	All team members are allowed equal opportunity to speak and share thoughts/concerns. Both in meeting as well as via e-mail while not in meetings. Everyone is in the loop.	Team members mostly are allowed opportunity to speak and share thoughts/concerns. The majority of people are in the loop.	Team members do not communicate well at all. It is a one or two person loop.	
Decision Making	Clear procedures are used to come to a decision.	Informal procedures are used in most cases to come to a decision.	Decisions are typically made by individuals, without a clear procedure.	
Member Support	All team members are treated with respect. Members help each other when necessary.	Most team members are respectful of each other. Sometimes members help each other.	The atmosphere is competitive, and generally not supportive and cooperative.	
Conflict Resolution	Conflicts are consistently resolved through a clear process.	Members are generally able to resolve conflicts, but the process is informal.	Conflicts arise and do not get resolved.	
Meetings	All meetings are scheduled, posted to members, and held at defined times.	Meetings are not held regularly, and/or are not communicated clearly to members.	Meetings are rare.	
Goals	Realistic, documented goals were established by the group.	Goals were understood by members, but not clearly documented.	Goals were not clear or documented.	
Success	The team met its goals.	The team met some of its goals.	The team did not meet its goals.	
			<b>Total Teamwork:</b>	

**Leadership Definition:** The ability to balance the forces of stability and change in order to maximize human and collective organizational performance; knowing when and how to apply techniques, technologies, and strategies that promote required or desired change.

**Leadership Rubric**

	<b>4</b>	<b>2</b>	<b>0</b>	
<b>Criteria</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Unacceptable</b>	<b>Score</b>
Facilitation	Facilitated all team processes: decision making, goal setting, conflict resolution.	Facilitated some team processes.	Did not facilitate team processes.	
Motivation	Motivated all team members individually.	Motivated some team members.	Did not motivate team members.	
Guidance	Individual tasks were assigned and checked on. Team members were always working towards the same goals.	Individual tasks were not always assigned or checked on. Sometimes team members duplicated work or did not know what to do.	Individual team members did not have guidance. Work was duplicated and team members did not know what to do.	
Team Building	The leader developed team interaction and cooperation to achieve a well-functioning team.	The leader made some effort in developing the team.	The leader did not develop the team; the team did not function well.	
Vision	The leader provided a consistent, clear set of goals, how they fit together, and what the team would achieve.	The goals were communicated inconsistently and it was sometimes unclear what the team was meant to achieve.	It was unclear what the goals were and what the team was meant to achieve.	
			<b>Total Leadership:</b>	

**Leadership and Teamwork:** This rubric will be course imbedded and administered in the MSA 516. Students in this class are expected to work in teams to analyze cases throughout semester. All teams will be requested to complete an assessment rubric on all other team members on demonstrated leadership and team skills. The faculty member teaching the class will be expected to review the rubric with students prior to assessment. The intent of these learning goals is not just content based but application as well.

**Goal 4: Ethics and Social Responsibility Assessment**

**Ethics:** Content knowledge assessment being developed by faculty for administration online.

**Social Responsibility:** Indirect methods using the MSA exit questionnaire and volunteer participation numbers in BAP, community projects, VITA, MSA Association community projects and Service Projects.

**Goal 5: Written and Oral Communication assessment.**

**Written:** Written communication will be assessed using AACSB’s ETS instrument to be administered in MSA 530 each spring.

**Oral Communication:** The following rubric will be used on an exercise in the MSA530 course each spring.

**Oral Communication Rubric**

<b>Points:</b>	<b>4</b>	<b>2</b>	<b>0</b>	
<b>Category:</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Unacceptable</b>	<b>Score</b>
<b>Content</b> What the speaker talked about; the information that was shared.	Topic is clear and discussion is relevant and well supported.	Topic is generally clear and discussion is mostly relevant and supported.	Topic is vague and/or discussion is often off point or lacking sufficient support.	
	Speaker responded to questions fully, knowledgeably/honestly, and without hesitation.	Speaker responded hesitantly, but knowledgeably/honestly to questions.	Speaker gave vague, nonspecific responses to questions.	
<b>Delivery</b> How the speaker presented the information; the speaker’s performance in front of the audience.	Speaker appeared confident, engaged, and relaxed.	Speaker’s momentary nervousness or distant demeanor was not distracting.	Speaker’s nervousness or distant demeanor was distracting throughout the presentation.	
	Volume, pace, nonverbal communication and call for audience participation made a positive contribution to the speaker’s message, showing the speaker’s enthusiasm for the topic and engaging listeners in it.	Volume, pace, and nonverbal communication were satisfactory, showing the speaker’s interest in the topic, but did nothing to engage listeners.	Unvaried or erratic volume and pace or distracting nonverbal communication detracted from the presentation, leading listeners to think the speaker was uninterested or uncomfortable with the topic.	
	Transitions from point to point flowed smoothly.	Most transitions from point to point were smooth.	Transitions from point to point were bumpy or nonexistent.	
	Presentation style and any examples or visual aids, supported, focused, clarified, and reinforced the message for the particular audience.	Presentation style and any examples or visual aids had some fit with the audience	Presentation style and any examples or visual aids did not fit with the audience.	
	Speaker maintained constant eye contact with the audience throughout the presentation.	Speaker maintained some eye contact with the audience throughout the presentation.	Speaker maintained little or no eye contact with the audience throughout the presentation.	
	Speaker’s main points were easy to follow and logical with points building on each other.	Speaker’s main points were easy to follow and logical.	Speaker’s main points were so difficult to follow that their logic could not be determined, or they were illogical.	

	Speaker kept audience focused on where discussion was going within an overall framework.	Speaker kept audience partially focused on where discussion was going within an overall framework.	Audience was lost during the presentation.	
	Material was suited to length of presentation.	Material was fairly well suited to the length of presentation.	Speaker presented too much or little material for the length of presentation.	
	Presentation came to suitable conclusion with main points clearly summarized.	Conclusion was satisfying, but summary of main points was unclear.	Presentation ended abruptly without a conclusion or summary of key points.	
<b>Mechanics</b> Practical application of skills; mechanical or functional details or procedures.	Speaker's terminology was familiar to the audience or clearly explained.	Speaker used a few unfamiliar words and did not explain them, but they could be understood from the context.	Speaker relied on the use of technical terms and did not explain them.	
	Speaker's word choice fit the audience and purpose of the presentation.	Speaker's word choices were good, but did not appropriately fit the audience or presentation purpose.	Speaker's word choices missed their mark.	
	Speaker pronounced words correctly and clearly, making it easy for the audience to understand what was being said.	Speaker pronounced words clearly but mispronounced a few words.	Speaker mumbled and mispronounced words throughout the presentation, making it almost impossible for the audience to understand what was being said.	
	Vocal pauses were used for emphasis rather than being filled with dead words such as "uh," "and," or "like"	Vocal pauses were not used for emphasis.	Speaker filled pauses with dead words such as "uh," "and," or "like"	
	Speaker's use of notes, tools, or visual aids was not distracting and/or noticeable.	Speaker's actions occasionally called attention to the use of notes, tools, or visual aids.	Speaker constantly fumbled with notes or tools or focused on visual aids rather than the audience.	
			<b>Total:</b>	

**Master of Science in Computer Science and Information Systems (MSCSIS)**  
Department of Computer Science – College of Arts and Sciences  
Department of Information Systems & Operations Management – Cameron School of Business

**Last Revised: January 23, 2009**

*Approved by the ISOM/CSC Industry Advisory Board, the ISOM Department and the CSC  
Department*

**Overview:**

The Information Systems and Operations Management Department from the Cameron School of Business and the Computer Science Department from the College of Arts and Sciences began the Master of Science in Computer Science and Information Systems in fall 2005. This is the first interdisciplinary program of its kind at UNCW.

The MS CSIS is aimed at preparing students to take on leadership roles in the development and implementation of computer and information systems. The curriculum requires a minimum of 36 semester hours of graduate study. This includes six required core courses (18 hours) providing a mix of theoretical underpinning, technical skills, and information technology perspectives and elective courses (12 to 15 hours) that provide the opportunity for additional study in a variety of areas to be determined by the student and his/her advisory committee. A research project (3 hours), or a thesis (6 hours), serves as the capstone experience.

Applicants to the MS CSIS program must have a strong overall academic record and have successfully completed the undergraduate level prerequisites in computer science and information systems courses or their equivalent: two programming courses, and a course in each of data structures, database, software engineering or analysis and design, data communications or networking, financial accounting, marketing, finance and management. Deficiencies in a student's undergraduate preparation are ascertained by the MS CSIS Advisory Committee.

Students can complete the degree as a full-time student or a part-time student. Full-time students can expect to complete the MS CSIS degree in two years and part-time students can expect to complete the degree in as few as three years.

**Learning Goals and Objectives:**

UNCW MSCSIS graduates will demonstrate the skills in the following categories.

*1. Discipline Specific Knowledge, Skills, Behavior and Values*

- Graduates will be able to formulate and solve problems using advanced mathematics and numerical methods, and computer information systems-based techniques.

- Graduates will demonstrate knowledge of ethics and professionalism, and understand contemporary issues such as green computing, data security, privacy, and compliance with regulations.
- Graduates will be able to complete analysis and design of business processes employing the latest information technology techniques, including the unified process model.

2. *Critical Thinking*

- Graduates will be able to build complex information system models and understand change management processes, information technology strategies, and project management skills.
- Graduates will be able to apply science and business principles to analyze and interpret data, using analytic and computer-based techniques.

3. *Communication*

- Graduates will demonstrate effective communication through written and oral presentations.
- Graduates will be exposed to a variety of advanced technology communications tools, such as web-conferencing, wiki's, social networking software.

**MEASUREMENT:**

<b>LEARNING GOAL/OUTCOME</b>	<b>CRITERIA</b>	<b>ASSESSMENT PROCESS/METHOD</b>
1. Graduates will be able to formulate and solve problems using advanced mathematics and numerical methods, and computer information systems-based techniques.	Students must demonstrate knowledge of mathematical definitions associated with such mathematical concepts as algorithms for sorting, searching, pattern matching, and polynomial arithmetic, cryptography, as well as study of greedy algorithms and graph algorithms.  They must be able to identify relevant algorithms, and use them in the logical construction of a valid solution to a problem.	The assessment procedure is based a Content Knowledge Assessment instrument given at the end of the semester in the CSC 532 (Design and Analysis of Algorithms) course.  Minimal course competencies have been developed by designated departmental faculty who normally teach the CSC 532 course. These minimal competencies ensure adequate and consistent coverage of course topics.
2. Graduates will demonstrate knowledge of ethics and	Students must demonstrate an awareness of concepts such as risk assessment,	Student presentations and classroom discussions of case studies relating to computer ethics



<p>professionalism, and understand contemporary issues such as green computing, data security, privacy, and compliance with regulations.</p>	<p>planning, protection, and incident and disaster response measures, as well as emerging privacy, legal and ethical issues.</p>	<p>and professionalism. Security, privacy, and regulations are assessed in MIS 534 (Information Security Management). The assessment procedure is based a Content Knowledge Assessment instrument given at the end of the semester.</p>
<p>3. Graduates will be able to complete analysis and design of business processes employing the latest information technology techniques, including the unified process model.</p>	<p>Students must demonstrate knowledge of software life cycle models; cost and schedule estimation; project management; risk management; formal technical reviews; analysis, design, coding and testing methods; configuration management and change control; software reliability estimation; and iterative software development processes.</p> <p>Students will design and develop of software using modern integrated software environments such as Visual Studio or Eclipse.</p>	<p>The software development process is the focus of many of the courses in the program. Students are required to use of modern software development tools.</p> <p>To ensure appropriate coverage of course topics, faculty members have developed minimal competencies for the two courses that address this learning objective. Both MIS 565 (Analysis, Modeling, and Design) and CSC 550 (Software Engineering) are required of all students in the program. The assessment procedure is based a Content Knowledge Assessment instrument given at the end of the semester in the both courses.</p> <p>Student presentations and classroom discussions of case studies relating to learning objective criteria are required in both the MIS 565 and CSC 550 course.</p>
<p>4. Graduates will be able to apply science and business principles to analyze and interpret data, using analytic and computer-based techniques.</p>	<p>Students must be able to identify patterns and trends in data; be familiar with database terminology; analyze data from different perspectives and summarize it into useful data models;</p>	<p>Many computer systems use databases to store data and to facilitate analysis. All students in the program are required to complete MIS 555 (Database Management Systems).</p>

	write efficient queries to retrieve relevant data; analyze, design, and implement a DBMS to solve a real world problem.	The assessment procedure is based a Content Knowledge Assessment instrument given at the end of the semester.
5. Graduates will demonstrate effective communication through written and oral presentations.	Students must demonstrate that they are effective communicators through both written and oral presentations.	Data for the assessment will come from the written documentation and oral presentations required as part of the capstone project (both the thesis and project option).  Oral Communication Rubric is used in CSC 550 and MIS 565. In addition, a Capstone Assessment Form is used to collect data at the student's capstone presentation.
6. Graduates will be exposed to a variety of advanced technology communications tools, such as web-conferencing, wiki's, social networking software.	Students must demonstrate knowledge of definitions associated with such concepts as client/server computing, network programming interfaces, distributed computing, security, and network protocols.  Students must demonstrate working knowledge network-based software tools and will implement web-based distributed network software tools.	The assessment procedure is based a Content Knowledge Assessment instrument given at the end of the semester in the CSC 544 (Network Programming) course.  Minimal course competencies have also been developed by faculty who normally teach the CSC 544 course.

The MS CSIS program uses both direct and indirect assessment measures to determine whether students attained prescribed educational goals. First, all students are required to complete a project and/or thesis before they graduate. This capstone experience requires students to apply concepts and principles studied in earlier courses. Second, a “Capstone Assessment Form” (conducted during the project/thesis presentation – attached below) and a “Post Graduate Student

Survey” (completed by all graduating students six months after graduation – attached below) is administered to all students.

The MS CSIS program also relies on feedback from employers to assess the quality of its students and curriculum. Many of our students participate in student internship experiences with local businesses. After the experience, both the student and employer are required to complete a questionnaire assessing the internship and how well our program prepared the student for the specific tasks they were responsible for. Additional feedback from the business community comes by way of our “Industry Advisory Board”. Members of this board consist of professionals in the field who provide feedback on how well students are able to adapt to the work environment and the content covered in our curriculum – assessing both strengths and weaknesses. When appropriate, these professionals may also serve on a student’s capstone project.

### **Goal 1: Problem solving with Mathematical Models Assessment**

Under development

### **Goal 2: Ethics and Social Responsibility Assessment**

Content Knowledge Assessment - Under Development

### **Goal 3: Business Process Analysis Assessment**

#### **MIS 565 - Business Processes Analysis Content Knowledge Assessment Form**

##### **Multiple Choice**

*Identify the choice that best completes the statement or answers the question.*

- \_\_\_\_\_ 1. The first step to an analyst’s approach to problem solving is to \_\_\_\_\_.
- a. define the requirements for solving the problem
  - b. develop a set of possible solutions
  - c. research and understand the problem
  - d. verify that the benefits of solving the problem outweigh the costs
- \_\_\_\_\_ 2. Research done by the Standish Group has discovered that projects fail, or are only partially successful due to \_\_\_\_\_.
- a. too much user involvement
  - b. lack of executive support
  - c. complex technology
  - d. excessively detailed project plans

- \_\_\_ 3. Which of the following business modeling activities should be completed first?
- Identify business events.
  - Create a list of primary business benefits.
  - Describe the problem or need.
  - Create the system vision
- \_\_\_ 4. Which of the following is an example of system scope in regards to a new inventory management system?
- defining how much acceptance testing will be required
  - describing whether the project will include data conversion
  - describing whether the project will include staff training
  - defining the capabilities that need to be included
- \_\_\_ 5. \_\_\_ are tasks that are performed by one person in one place, in response to a business event, that add measurable business value and leave the system and its data in a consistent state.
- Temporal events
  - System controls
  - Whole-part hierarchies
  - Elementary business processes
- \_\_\_ 6. A(n) \_\_\_ diagram shows the things that are important in the users' work: problem domain classes, their associations, and their attributes.
- activity
  - domain model class
  - use-case
  - statechart
- \_\_\_ 7. Which of the following models is developed during the design discipline?
- location diagram
  - storyboard
  - database schema
  - activity diagram
- \_\_\_ 8. The \_\_\_ discipline encompasses activities that help control the complexity associated with testing and supporting a system through multiple development and operational versions.
- implementation
  - testing
  - deployment
  - configuration and change management
- \_\_\_ 9. In a \_\_\_ deployment, a new system is installed and quickly made operational, and any overlapping systems are then turned off.
- phased
  - partial
  - parallel
  - direct
- \_\_\_ 10. The primary disadvantage of parallel deployment is \_\_\_.
- complexity
  - cost
  - risk
  - Time

## Goal 4: Data Base Management Assessment

### Content Knowledge Assessment Questions

MIS555: Database Management Systems

- 1. The main purpose of referential integrity constraints in a relational database is to:**
  - A. Improve performance
  - B. Maintain data quality
  - C. Facilitate data extraction
  - D. All of the above
  - E. None of the above
  
- 2. Structured Query Language is a(n):**
  - A. Data Definition Language (DDL)
  - B. Data Manipulation Language (DML)
  - C. Data Control Language (DCL)
  - D. All of the above
  - E. None of the above
  
- 3. A foreign key must:**
  - A. Be unique
  - B. Be non-null
  - C. Refer to a valid value in the referenced table
  - D. All of the above
  - E. None of the above
  
- 4. As compared to other data structures, Balanced Trees are used in relational databases because they:**
  - A. Reduce physical data access
  - B. Reduce CPU load
  - C. Reduce data redundancy
  - D. Improve data integrity
  - E. None of the above
  
- 5. Data Fragmentation is helpful in what type of system?**
  - A. Online Transaction Processing (OLTP)
  - B. Online Analytic Processing (OLAP)
  - C. Data Warehouse
  - D. None of the above – it is always problematic

- 6. The “I” in the ACID transaction requirements stands for:**
- A. Identical
  - B. Independent
  - C. Immutable
  - D. Implicit
  - E. None of the above
- 7. One purpose of an SQL View is to:**
- A. Speed retrieval performance
  - B. Control user access to data
  - C. Reduce data redundancy
  - D. All of the above
  - E. None of the above
- 8. Transaction collisions without loss of data integrity are accomplished with**
- A. Referential integrity constraints
  - B. Triggers
  - C. Locks
  - D. Cursors
  - E. None of the above
- 9. Relational databases were created to:**
- A. Improve system performance
  - B. Reduce program-data dependence
  - C. Reduce storage requirements
  - D. All of the above
  - E. None of the above
- 10. Clustered Indexes perform especially well on**
- A. Foreign keys
  - B. Character data
  - C. Range conditions in the where clause
  - D. When fragmentation is high
  - E. None of the above

**Goal 5: Oral and Written Assessment**

**Master of Science in Computer Science and Information Systems (MS CSIS)  
Capstone Assessment Form**

**Faculty Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Course Number:** \_\_\_\_\_

Rate this student in comparison to other students at UNCW using the following scale. The level of performance demonstrated by this student is:

- 1 – Significantly Below Expected Levels
- 2 – Below Expected Levels
- 3 – At Expected Levels
- 4 – Above Expected Levels
- 5 – Significantly Above Expected Levels

With respect to:

- \_\_\_\_\_ 1. Selecting and narrowing a topic worthy of further research investigation or project implementation.
- \_\_\_\_\_ 2. Using computer literacy skills and information databases to find relevant research articles.
- \_\_\_\_\_ 3. Independently reading papers in the computer science and information systems literature.
- \_\_\_\_\_ 4. Applying concepts, principles, and theories in research or real practice.
- \_\_\_\_\_ 5. Critically analyzing and evaluating the results of the project or thesis.
- \_\_\_\_\_ 6. Assessing the conclusions and implications of the research or a project that solves a particular scientific or business problem.
- \_\_\_\_\_ 7. Presenting the findings of the research or project implementation in a clear, coherent, and succinct way.
- \_\_\_\_\_ 8. Evaluating the work of others objectively and fairly.
- \_\_\_\_\_ 9. Critically analyze a business user’s needs and develop a strategy for solving a business problem.
- \_\_\_\_\_ 10. The combination of learning from both the computer science and information systems disciplines was beneficial to the student’s future research or business opportunities.

Comment on the student’s strengths and/or weaknesses:

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## Oral Communication – Used in CSC550 and MIS544

### Oral Communication Rubric

Points:	4	2	0	
Category:	Exemplary	Satisfactory	Unacceptable	Score
<b>Content</b> What the speaker talked about; the information that was shared.	Presentation is clear, logical and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Presentation is unorganized and the logic of arguments is not made clear. Listeners are confused.	
	Supporting information was provided for statements made, such as examples, descriptions, etc.	Supporting information was provided for some statements made, such as examples, descriptions, etc.	Points were vague and lacked any supporting evidence	
	Speaker responded to questions fully, knowledgeably, and without hesitation.	Speaker responded hesitantly, but knowledgeably to questions.	Speaker gave vague, nonspecific responses to questions.	

Points:	4	2	0	
Category:	Exemplary	Satisfactory	Unacceptable	Score
<b>Delivery</b> How the speaker presented the information; the speaker's performance in front of the audience.	Speaker appeared confident and relaxed.	Speaker's initial nervousness was not distracting.	Speaker's nervousness was distracting throughout the presentation.	
	Volume and pace made a positive contribution to the speaker's message, helping to show the speaker's enthusiasm for the topic and engaging listeners in it.	Volume and pace were satisfactory, showing the speaker's interest in the topic, but did nothing to engage listeners.	Unvaried or erratic volume and pace detracted from the presentation, allowing listeners to think the speaker was uninterested or uncomfortable with the topic.	
	Transitions from point to point flowed smoothly.	Most transitions from point to point were smooth.	Transitions from point to point were bumpy or nonexistent.	
	Presentation had originality and creative choice of examples.	Presentation had some originality and creative choice of examples.	Presentation relied fully on the traditional treatment of topic and examples.	
	Accurate visual aids, including charts and graphs, supported, focused, clarified, and reinforced presentation.	Accurate visual aids, including charts and graphs, added some support to the presentation.	Inaccurate or incomplete visual aids including charts and graphs detracted from the presentation and were difficult to see and decipher.	
	Nonverbal communication (professional manner, eye contact, etc.) added purpose to the presentation.	Nonverbal communication was usually supportive of presentation.	Nonverbal communication diverted audience attention from the presentation's purpose.	



	Speaker was appropriately dressed and well-groomed, creating a positive impression on the audience.	Speaker's dress and grooming were adequate for the presentation.	Speaker was dressed and groomed for another occasion.	
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Points:	4	2	0	
Category:	Exemplary	Satisfactory	Unacceptable	Score
<b>Organization</b> How the information was put together; the flow of the presentation.	Presentation was structured with a definite beginning, middle, and end.	Beginning, middle and end of presentation were present but not clearly identified.	Beginning, middle and end of presentation were missing.	
	Speaker's main points were easy to follow and logical with points building on each other.	Speaker's main points were easy to follow and logical.	Speaker's main points were so difficult to follow that their logic could not be determined, or they were illogical.	
	Introduction engaged the audience in topic and outline what the presentation was about.	Introduction was interesting and provided a partial description of what the presentation was about.	Introduction was uninteresting and speaker jumped into the presentation without outlining what the presentation was about.	
	Material was suited to length of presentation.	Material was fairly well suited to the length of presentation.	Speaker presented too much or little material for the length of presentation.	
	Presentation came to suitable conclusion with main points clearly summarized.	Conclusion was satisfying, but summary of main points was unclear.	Presentation ended abruptly without a conclusion or summary of key points.	

Points:	4	2	0	
Category:	Exemplary	Satisfactory	Unacceptable	Score
<b>Mechanics</b> Practical application of skills; mechanical or functional details or procedures.	Speaker's terminology was familiar to the audience or clearly explained.	Speaker used a few unfamiliar words and did not explain them, but they could be understood from the context.	Speaker relied on the use of technical terms and did not explain them.	
	Speaker's word choice painted vivid, precise pictures of the topic.	Speaker's word choices were good, but did not trigger images.	Speaker's word choices were traditional and wordy.	
	Speaker used correct grammar and standard English throughout the presentation.	Speaker used correct grammar, occasionally incorporating slang into the presentation.	Speaker's presentation was hampered by grammatical mistakes and reliance on slang.	

	Speaker pronounced words correctly and clearly, making it easy for the audience to understand what was being said.	Speaker pronounced words clearly but mispronounced a few words.	Speaker mumbled and mispronounced words throughout the presentation, making it almost impossible for the audience to understand what was being said.	
	Vocal pauses were used for emphasis rather than being filled with dead words such as “uh,” “and,” or “like”	Vocal pauses were not used for emphasis.	Speaker filled pauses with dead words such as “uh,” “and,” or “like”	
	Speaker’s use of notes was not distracting and/or noticeable.	Speaker’s actions occasionally called attention to the use of notes.	Speaker constantly fumbled with notes.	
	Presentation tools were used smoothly and were not distracting.	Use of presentation tools attracted minor, but not negative, attention.	Use of presentation tools hampered the presentation.	
	Speaker supported presentation with clear and easy-to-see visual aids that used correct grammar and spelling.	Speaker’s visual aids were clear, easy-to-see, and contained few errors in spelling and grammar.	Speakers visual aids were too small/faint/dark to be seen easily and contained so many spelling and grammatical errors that they detracted from the presentation.	
			<b>Total:</b>	

## Goal 6: Network Programming Assessment

### Content Knowledge Assessment Questions

#### CSC544: Network Programming

**1. The main difference between TCP and UDP is:**

- F. TCP is a data link protocol and UDP is a network protocol
- G. TCP is connection-oriented and UDP is connectionless
- H. TCP is unreliable and UDP is reliable
- I. All of the above
- J. None of the above

**2. World Wide Web technologies include:**

- A. Hypertext Markup Language (HTML)
- B. Hypertext Transport Language (HTTP)
- C. Uniform Resource Locators (URLs)
- D. All of the above
- E. None of the above

- 3. When developing a network application, the primary programming interface is:**
- A. I/O channels
  - B. structured query language (SQL)
  - C. sockets
  - D. All of the above
  - E. None of the above
- 4. Examples of distributed computing/programming paradigms include:**
- A. Grid computing
  - B. Client/server computing
  - C. N-tier programming
  - D. Java Remote Method Invocation (RMI)
  - E. All of the above
- 5. Which of the following are social networking sites:**
- A. FaceBook
  - B. MySpace
  - C. Twitter
  - D. All of the above
  - E. None of the above
- 6. Wireshark is an example of:**
- A. Network Sniffer
  - B. Secure Email
  - C. Public Key System
  - D. All of the above
  - E. None of the above
- 7. ARP refers to:**
- A. Automatic Request Protocol
  - B. Address Resolution Protocol
  - C. Address Routing Protocol
  - D. Address Request Paradigm
  - E. None of the above

- 8. DNS refers to:**
- A. Denial of Network Services
  - B. Direct Network System
  - C. Domain Name System
  - D. Domain Network Services
  - E. None of the above
- 9. Network security technologies include:**
- A. Secure Sockets Layer (SSL)
  - B. Public Key Infrastructure (PKI)
  - C. Pretty Good Privacy (PGP)
  - D. All of the above
  - E. None of the above
- 10. Database management systems used for web programming include:**
- A. MySQL
  - B. MS SQL Server
  - C. Oracle
  - D. MS ACCESS
  - E. All of the above

### MSCSIS Indirect Measurements

**Master of Science in Computer Science and Information Systems (MS CSIS)  
Post Graduate Student Survey Form**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The purpose of this survey is to collect data to be used in an on-going assessment program to evaluate the MS CSIS Program at the University of North Carolina Wilmington. As a graduate of this program, we need your feedback on how well the program prepared you for your career.

Your responses to this survey will remain anonymous. Results will be analyzed and reported in terms of group statistics and collected comments.

For each statement that follows, please indicate your level of agreement. Space is provided for your comments that explain or clarify your answer. While we are principally interested in the courses in the program, you may add comments on other courses at the university if you wish but please make clear to which courses you are referring.

1. I learned a great deal in the MS CSIS program.

Strongly Disagree  Disagree  Not Sure  Agree  Strongly Agree

Comment:

2. I was well prepared for employment or continued graduate study.

Strongly Disagree  Disagree  Not Sure  Agree  Strongly Agree

Comment:

3. The work required for the program was:

Too Difficult  Difficult  Reasonable  Easy  Too Easy

Comment:

4. Faculty were readily available for assistance on course work.

Strongly Disagree  Disagree  Not Sure  Agree  Strongly Agree

Comment:

5. The quality of teaching in the program was good.

Strongly Disagree  Disagree  Not Sure  Agree  Strongly Agree

Comment:

6. The classrooms and computer labs that support the program were satisfactory.

Strongly Disagree  Disagree  Not Sure  Agree  Strongly Agree

Comment:

7. Independent study opportunities were encouraged.

Strongly Disagree  Disagree  Not Sure  Agree  Strongly Agree

Comment:

8. The core courses in the program were appropriate.

Strongly Disagree  Disagree  Not Sure  Agree  Strongly Agree

Comment:

9. I can analyze, design and implement efficient computerized solutions to “real life” problems.

Strongly Disagree  Disagree  Not Sure  Agree  Strongly Agree

Comment:

10. I can write technical documents such as specifications, design and users’ manuals in a specified format.

Strongly Disagree  Disagree  Not Sure  Agree  Strongly Agree

Comment:

11. I am comfortable orally presenting a technical topic.

Strongly Disagree  Disagree  Not Sure  Agree  Strongly Agree

Comment

12. I have a good general background in Computer Science and Information Systems.

Strongly Disagree  Disagree  Not Sure  Agree  Strongly Agree

Comment:

13. The prerequisite courses provided a good background to prepare me for the program.

Strongly Disagree  Disagree  Not Sure  Agree  Strongly Agree

Comment:

14. What did you like best about the program?

15. What did you like least about the program?

16. What would you recommend to improve the program?

Please return the completed survey to:

Graduate Coordinator - MS CSIS Program  
Computer Information Systems Building  
UNC Wilmington  
601 South College Road  
Wilmington, NC 28403