



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA

Program Assessment Report

2022 - 2023

CAS - Library & Information Studies (MLIS)

General Information

Mission

The Master of Library and Information Studies program at the University of Oklahoma is accredited by the American Library Association Committee on Accreditation, with the status of Continued accreditation. The next comprehensive review visit is scheduled for Spring 2029.

College

Arts & Sciences

Department/School/Division

School of Library and Information Studies

Assessment Liaison

DH Monobe

SLO 1, Core Knowledge

Student Learning Outcome (SLO)

Graduates should demonstrate advanced knowledge of LIS theories, principles, and practices.

Outcome Status

Active

Direct - Portfolio

Assessment Method Description

End of MLIS Program Assessment: ePortfolio and Portfolio (an earlier version of the ePortfolio), which highlights how School of Library and Information Studies (SLIS) SLOs (Students Learning Objectives) connect with student artifacts (course assignments) and which showcases student goals, philosophies, participation in professional organizations, service activities, and potential for leadership.

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/09/2023

Assessment Results

-100% (32 students) met or exceeded expectations with the ePortfolio. The use of an updated example ePortfolio and updated rubric enhanced the creation (by students) and evaluation (by faculty) of the ePortfolio.

-100% (11 students) met or exceed expectations with the Portfolio (an earlier version of the ePortfolio).

Results Status

Target Met

Number of Students Assessed

43

USE OF ASSESSMENT RESULTS

Other

The MLIS Program student exit survey and the American Library Association (ALA) School of Library and Information Studies (SLIS) Student Chapter (OLISSA) provides continued ePortfolio feedback, which will be used to make updates to the ePortfolio design and student experience.

Direct - Course Embedded Assessment

Assessment Method Description

LIS 5053: "Analyzing Your Own Information Behavior" course assignment. The assignment is a multi-stage project that offers students the option of writing about 1) an information group setting; or 2) the information behavior of a particular group of people. The assignment requires students to research the kinds of behavior that either occur in a given setting (e.g., cafes, libraries, online communities, etc.) or among categories of people such as teens, older adults, farmers, IT professionals, etc. Part of the assignment is to either observe an information ground or to interview a member of the group being studied and compare the literature with what was observed or learned from the informant. The assignment instructs students to offer a synthesis of the literature as well as how to apply it to their chosen topic. The paper also asks students to describe why it is important for LIS professionals to learn about their groups, and requires APA citation style. The project includes a draft, designated as "Version 1" with the stipulation that the better Version 1 is, the less work they will have to do for the Final Version. Students are also required to develop some sort of presentation (PowerPoint, Prezi, etc.) and to share their slides with other students who then provide commentary.

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

08/06/2023

Assessment Results

93.97% (37 Students) met or exceeded expectations. Students generally did a good job in demonstrating the knowledge of information behavior theories, but sometimes have difficulties in terms of 1) characterizing real-life information behaviors with the theories learned in class, and 2) differentiating similar concepts from different models.

Results Status

Target Met

Number of Students Assessed

39

USE OF ASSESSMENT RESULTS

Curriculum

Continue to make assignments as clear and real-world applicable as possible, and update readings, especially in regard to diverse populations and recent technologies involved in information behavior research.

Direct - Course Embedded Assessment

Assessment Method Description

LIS 5033: Information and Society Paper. The assignment is a paper (in APA citation style) about a particular topic discussed in the textbook (which covers core knowledge in the profession) in which students are to do further research on. Students examine the topic and do a literature review of peer-reviewed articles in addition to the text to develop their understanding. They then discuss why the topic is useful to the practice.

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

07/22/2023

Assessment Results

24 students (91.30%) met or exceed expectations with two students not meeting expectations. As for the final paper, students choose a topic from the textbook that interests them personally and then used research techniques, peer-reviewed sources, and critical thinking to create an essay. They demonstrated skill in relating their selected subject to more general topics in the textbook and other readings. While several students initially struggled to choose a topic, after getting feedback on their initial choices, they ultimately made excellent decisions.

Moreover, students that met or surpassed expectations showed that they could understand fundamental ideas and efficiently synthesize the information obtained. Those that did not meet expectations had trouble putting acquired knowledge into a coherent whole and comprehending fundamental concepts.

The virtual meet-up helped first-semester students feel more connected to the program, which was especially helpful given that they were taking an online, asynchronous class. Because of the opportunity to work on activities that aided in developing their portfolios, students regarded the interview/shadowing assignment to be quite beneficial in knowing the LIS sector better.

Overall, it was found that the assignments had a favorable effect on the students' creativity and engagement with the material and with one another.

Results Status

Target Met

Number of Students Assessed

26

USE OF ASSESSMENT RESULTS

Methods of Assessment

-The instructors plan to include more interactive elements to lectures in order to improve the learning experience. This will help students communicate professionally while also studying course material.

-Using course feedback, etc., the instructors' goal of improving assignment clarity continues.

-Since the Rubin and Rubin textbook does not include the far east history of printing, paper, and books-- articles will be added to modules to address this omission.

Direct - Course Embedded Assessment

Assessment Method Description

LIS 5023: Final Project (Strategic Plan Assignment). These project determines if students demonstrated advanced knowledge and conceptual foundations (core knowledge) of LIS theories, principles, and practices. The quality of the Strategic Plan Assessment was determined by using a generic rubric with specific criteria associated with the project and a rating scale.

Performance Target

80% of students meet or exceed expectations.

Related Documents

[Spring-2018-LIS5023-Assignment7-Rubric.docx](#)

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

06/12/2023

Assessment Results

100% (69 students) met or exceeded expectations. Students are doing exceptionally well in their understanding of the value of research for expanding the body of knowledge in the subject of library and information studies, as well as in their comprehension of the fundamental concepts and ethical issues related to this field. They also demonstrate a deep understanding of the significance of library and information studies. As they struggle to appreciate the connections between LIS and diverse fields, students have trouble appreciating the complex symbiotic relationship that exists between library and information studies and other disciplines.

Results Status

Target Met

Number of Students Assessed

69

Related Documents

[5033 Assessment FALL 2018.docx](#)

USE OF ASSESSMENT RESULTS

Curriculum

The following three changes are based on library community and student feedback:

-Rather than giving students the option to work in groups on the Strategic Plan Assignment, student groups will be assigned. This will better reflect the real-world nature of information organization work—especially when strategic plans are created.

-Management case studies discussions will be incorporated, which should help students with current or future management challenges.

-Within the Competency Conversations assignment, which has students discuss and reflect on the American Library Association core competencies for managers, soft skills will be included—since soft skills are invaluable for competent and effective management.

After Fall Semester 2023, a new textbook will be selected, (the current text book was published in 2017) to additionally improve student learning experience.

Direct - Course Embedded Assessment

Assessment Method Description

LIS 5063: Research Paper in the form of a technology briefing (requiring core knowledge) for a specific information organizational need.

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/14/2023

Assessment Results

96.96% (32 students) met or exceeded expectations. Students are successful in all aspects of this PLO. An area of improvement includes connecting theory to practice in some instances.

Results Status

Target Met

Number of Students Assessed

33

USE OF ASSESSMENT RESULTS

Curriculum

-Planning ahead, the instructor will evaluate the student discussions to build out additional readings on theory and practice.

-The Instructor will also refine the generative AI assignment as this technology continues to change.-

Direct - Course Embedded Assessment

Assessment Method Description

LIS 5043: Organization System Project: Over the course of the semester students develop an organization system for a collection of their choosing (within specific parameters, ex. not more than 2 format types). They conduct a user analysis, information needs assessment, develop the field structure, semantics, input rules, and develop 5 sample records using the input rules. They also reflect on their experiences developing the system. The system is designed with user-centered principles in mind. Students submitted portions of the paper at optional checkpoints in 3 phases with the collection idea and description (1.1-1.4) during the 8th week of the course, parts 1-4.1 (user groups, demographics, types/levels of knowledge, user problems, system design, and field names & semantics) in week 10, and the Final Project (includes Parts 1-6). More students submitted drafts during the scheduled checkpoints than in previous semesters and those who elected to receive feedback incorporated those suggestions into their Final Project without fail.

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/23/2023

Assessment Results

98.50% (66 students) met or exceeded expectations.

-Instructor noticed that students who sought out the videos to clarify assignment questions and received overall increased points/participation in the weekly assignments/discussions. Final grades increased slightly although it is difficult to determine if this was the result of the videos or not.

-Encouraging the draft submissions of assignment that students found difficult as well as providing feedback on the Final Project throughout the semester seemed to result in higher grades in the course overall. Additionally, the instructor felt that the feedback allowed for her to offer supplemental resources and instruction for portions of the curriculum that students found challenging.

Results Status

Target Met

Number of Students Assessed

67

USE OF ASSESSMENT RESULTS

Curriculum

-Create a greater bond with students, which is important in an synchronous environment--which should indirectly enhance their Organization System Project. (Creating weekly videos would be one method.)

-Encourage one-on-one connections with students and devote time and attention that students need to succeed in the course in the method most advantageous to them as individuals.

-Encourage students to submit drafts of their Organizational System Project.

SLO 2, Intellectual Skills

Student Learning Outcome (SLO)

Graduates demonstrate an ability to evaluate, critically analyze, and synthesize information from multiple sources.

Outcome Status

Active

Direct - Portfolio

Assessment Method Description

End of MLIS Program Assessment: ePortfolio and Portfolio (an earlier version), which highlights how School of Library and Information Studies (SLIS) SLOs (Students Learning Objectives) connect with student artifacts (course assignments) and which showcases student goals, philosophies, participation in professional organizations, service activities, and potential for leadership.

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/20/2023

Assessment Results

-100% (32 students) met or exceeded expectations with the ePortfolio. The use of an updated example ePortfolio and updated rubric enhanced the creation (by students) and evaluation (by faculty) of the ePortfolio.

-100% (11 students) met or exceed expectations with the Portfolio (an earlier version of the ePortfolio).

Results Status

Target Met

Number of Students Assessed

43

USE OF ASSESSMENT RESULTS

Other

The student exit survey and the American Library Association (ALA) School of Library and Information Studies (SLIS) Student Chapter (OLISSA) provides continued ePortfolio feedback, which will be used to make updates to the ePortfolio design and experience for students.

Direct - Course Embedded Assessment

Assessment Method Description

LIS 5053: The assignment is a multi-stage project that offers students the option of writing about 1) an information group setting; or 2) the information behavior of a particular group of people. The assignment requires students to research the kinds of behavior that either occur in a given setting (e.g., cafes, libraries, online communities, etc.) or among categories of people such as teens, older adults, farmers, IT professionals, etc. Part of the assignment is to either observe an information ground or to interview a member of the group being studied and compare the literature with what was observed or learned from the informant. The assignment instructs students to offer a synthesis of the literature as well as how to apply it to their chosen topic. The paper also asks students to describe why it is important for LIS professionals to learn about their groups, and requires APA citation style. The project includes a draft, designated as "Version 1" with the stipulation that the better Version 1 is, the less work they will have to do for the Final Version. Students are also required to develop some sort of presentation (PowerPoint, Prezi, etc.) and to share their slides with other students who then provide commentary.

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

08/06/2023

Assessment Results

92.30% (36 Students) met or exceeded expectations. Most students have demonstrate good skills in collecting, evaluating and critically analyzing relevant theories and references and incorporating them into

research papers. Some of the students find it challenging in synthesizing information extracted from diverse theories within a coherent framework. Furthermore, some students have difficulty organizing their papers despite very explicit instructions; others just don't know how to write an academic paper. Those who do well are the ones who understand (perhaps just read) how to put together a paper.

Results Status

Target Met

Number of Students Assessed

39

USE OF ASSESSMENT RESULTS

Curriculum

Continue to make assignments as clear and real world applicable as possible, and update readings, especially in regard to diverse populations and recent technologies involved in information behavior research.

Direct - Course Embedded Assessment

Assessment Method Description

LIS 5023: Characteristics of a Manager Essay, Competency Conversations discussions (presenting American Library Association manager core competencies), and Reflection Essay. These assessments determine if students demonstrated advanced knowledge and conceptual foundation of LIS theories, principles, and practices.

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

07/18/2023

Assessment Results

100% (69 students) met or exceeded expectations.

Results Status

Target Met

Number of Students Assessed

69

USE OF ASSESSMENT RESULTS

Curriculum

The following three changes are based on library community and student feedback:

-Rather than giving students the option to work in groups on the Strategic Plan Assignment, student groups will be assigned. This will better reflect the real-world nature of information organization work--especially when strategic plans are created.

-Management case studies discussions will be incorporated, which should help students with current or future management challenges.

-Within the Competency Conversations assignment, which has students discuss and reflect on the American Library Association core competencies for managers, soft skills will be included--since soft skills are invaluable for competent and effective management.

After Fall Semester 2023, a new textbook will be selected (the current text book was published in 2017) to additionally improve student learning experience.

SLO 3, Scholarly Communication

Student Learning Outcome (SLO)

Graduates demonstrate effective oral and written communication skills.

Outcome Status

Active

Direct - Examination

Assessment Method Description

End of Program Comprehensive Exam (This has been superseded by the ePortfolio--though students who matriculated when the exam was in place still have this as an option.)

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/20/2023

Assessment Results

95.83% (23 students) met or exceed expectations. One student did not submit an examination and thereby failed.

Results Status

Target Met

Number of Students Assessed

24

USE OF ASSESSMENT RESULTS**Methods of Assessment**

The End of Program Comprehensive Exam has been phased out (superseded by the ePortfolio) though student who matriculated while this was in place have the option to take this exam.. Each time this exam is given a new question is created that reflects the current state of the library and information profession.

Direct - Course Embedded Assessment

Assessment Method Description

LIS 5713: Methodology Paper. [This course is generally the last required course that students' take in their master's program (normally taken their last semester).]

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/02/2023

Assessment Results

98.30% (58 students) met or exceeded expectations. Students in general have a good sense of professional writing. Some students were not able to grasp what independent and dependent variables are, and how they relate to each other. Some students were not able to put together reasonable sentences, but their literature reviews are sequential summarizations of articles rather than synthesized analyses of the topics (despite lengthy descriptions on how to do a synthesized review and specifically requiring a non-sequentially arranged paper). Some students did not tie their paper topics to the LIS discipline despite being requested to do so.

Results Status

Target Met

Number of Students Assessed

59

USE OF ASSESSMENT RESULTS**Curriculum**

Revisions will be made to address challenges students encountered with the assignment, such as clarifying some instructions as well as enhancing the students' understanding of research and evaluation methods.

Direct - Portfolio

Assessment Method Description

End of MLIS Program Assessment: ePortfolio and Porfolio (an earlier version of the ePortfolio), which highlights how School of Library and Information Studies (SLIS) SLOs (Students Learning Objectives) connect with student artifacts (course assignments) and which showcases student goals, philosophies, participation in professional organizations, service activities, and potential for leadership.

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/20/2023

Assessment Results

-100% (32 students) met or exceeded expectations with the ePortfolio. The use of an updated example ePortfolio and updated rubric enhanced the creation (by students) and evaluation (by faculty) of the ePortfolio.

-100% (11 students) met or exceed expectations with the Portfolio (an earlier version of the ePortfolio).

Results Status

Target Met

Number of Students Assessed

43

USE OF ASSESSMENT RESULTS

Other

The student exit survey and the American Library Association (ALA) School of Library and Information Studies (SLIS) Student Chapter (OLISSA) provides continued ePortfolio feedback, which will be used to make updates to the ePortfolio design and experience for students.

Direct - Course Embedded Assessment

Assessment Method Description

LIS 5033: The final project submitted at the end of the term is used to determine if students demonstrated advanced knowledge and conceptual foundation of LIS theories, principles, and practices via a scholarly paper. More specifically, the paper is about a particular topic discussed in the textbook (which covers core competencies) in which students are to do further research on. Students examine the topic and do a literature review of peer-reviewed articles in addition to the text to develop their understanding. They then discuss why the topic is useful to practice.

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/23/2023

Assessment Results

24 students (91.30%) met or exceed expectations with two students not meeting expectations. As for the final paper, students choose a topic from the textbook that interests them personally and then used research techniques, peer-reviewed sources, and critical thinking to create an essay. They demonstrated skill in relating their selected subject to more general topics in the textbook and other readings. While several students initially struggled to choose a topic, after getting feedback on their initial choices, they ultimately made excellent decisions.

Moreover, students that met or surpassed expectations showed that they could understand fundamental ideas and efficiently synthesize the information obtained. Those that did not meet expectations had trouble putting acquired knowledge into a coherent whole and comprehending fundamental concepts.

The virtual meet-up helped first-semester students feel more connected to the program, which was especially helpful given that they were taking an online, asynchronous class. Because of the opportunity to work on activities that aided in developing their portfolios, students regarded the interview/shadowing assignment to be quite beneficial in knowing the LIS sector better.

Overall, it was found that the assignments had a favorable effect on the students' creativity and engagement with the material and with one another.

Results Status

Target Met

Number of Students Assessed

26

USE OF ASSESSMENT RESULTS**Curriculum**

-The instructors plan to include more interactive elements to lectures in order to improve the learning experience. This will help students communicate professionally while also studying course material.

-Using course feedback, etc., the instructors' goal of improving assignment clarity continues.

-Since the Rubin and Rubin textbook does not include the far east history of printing, paper, and books-- articles will be added to modules to address this omission.

Direct - Course Embedded Assessment**Assessment Method Description**

LIS 5043: Organization System Project: Over the course of the semester students develop an organization system for a collection of their choosing (within specific parameters, ex. not more than 2 format types). They conduct a user analysis, information needs assessment, develop the field structure, semantics, input rules, and develop 5 sample records using the input rules. They also reflect on their experiences developing the system. The system is designed with user-centered principles in mind. Students submitted portions of the paper at optional checkpoints in 3 phases with the collection idea and description (1.1-1.4) during the 8th week of the course, parts 1-4.1 (user groups, demographics, types/levels of knowledge, user problems, system design, and field names & semantics) in week 10, and the Final Project (includes Parts 1-6). More students submitted drafts during the scheduled checkpoints than in previous semesters and those who elected to receive feedback incorporated those suggestions into their Final Project without fail.

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results**Reporting Period**

2022 - 2023

Assessment Results Entry Date

08/06/2023

Assessment Results

98.5% (66 Students) met or exceeded expectations. The majority of the students exceeded expectations on this project through their discussion of the populations served and their demographics, levels of the 4-types of knowledge for each population, attributes of information objects important to their users in their search for information to fulfill information needs & the fields that represent these attributes in records, indexing decisions to provide multiple access points for users, semantics and input rules, and the creation of sample records. A few students had challenges with discussing characteristics of their population that may affect the 4-types of knowledge and how these characteristic might influence the creation of a system of information organization. Input rules for record fields were also difficult for some students to create. Both these issues would be non-existent if students submitted drafts of their project during the three draft checkpoints offered during the course of the semester. For Fall Semester, more students submitted drafts during the scheduled checkpoints than in previous semesters and those who elected to receive feedback incorporated those suggestions into their Final Project without fail.

Results Status

Target Met

Number of Students Assessed

67

USE OF ASSESSMENT RESULTS**Curriculum**

-Create a greater bond with students, which is important in an synchronous environment--which should indirectly enhance their Organization System Project. (One method would be creating weekly videos.)

-Encourage one-on-one connections with students and devote time and attention that students need to succeed in the course in the method most advantageous to them as individuals.

-Encourage students to submit drafts of their Organizational System Project.

Direct - Course Embedded Assessment

Assessment Method Description

LIS 5053: Final Project: This assignment is a multi-stage project that offers students the option of writing about 1) an information group setting; or 2) the information behavior of a particular group of people. The assignment requires students to research the kinds of behavior that either occur in a given setting (e.g., cafes, libraries, online communities, etc.) or among categories of people such as teens, older adults, farmers, IT professionals, etc. Part of the assignment is to either observe an information ground or to interview a member of the group being studied and compare the literature with what was observed or learned from the informant. The assignment instructs students to offer a synthesis of the literature as well as how to apply it to their chosen topic. The paper also asks students to describe why it is important for LIS professionals to learn about their groups, and requires APA citation style. The project includes a draft, designated as "Version 1" with the stipulation that the better Version 1 is, the less work they will have to do for the Final Version. Students are also required to develop some sort of presentation (PowerPoint, Prezi, etc.) and to share their slides with other students who then provide commentary.

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/02/2023

Assessment Results

92.10% (35 students) met or exceeded expectations. Students generally did a good job in demonstrating the knowledge of information behavior theories, but sometimes have difficulties in terms of (1) characterizing real-life information behaviors with the theories learned in class, and (2) differentiating similar concepts from different models. Also, some students have difficulty in communicating, organizing, analyzing, and synthesizing--but others do this exceptionally.

Results Status

Target Met

Number of Students Assessed

35

Related Documents

[5053 Assessment Spring 2019.docx](#)

USE OF ASSESSMENT RESULTS

Curriculum

Continue to make assignments as clear and practically useful as possible, and update readings, especially in regard to diverse populations and recent technologies involved in information behavior research.

SLO 4, Technology Skills

Student Learning Outcome (SLO)

Graduates are able to employ technology to analyze, design, and provide solutions to information problems.

Outcome Status

Active

Direct - Course Embedded Assessment

Assessment Method Description

LIS 5043: Organization System Project: Over the course of the semester students develop an organization system for a collection of their choosing (within specific parameters, ex. not more than 2 format types). They conduct a user analysis, information needs assessment, develop the field structure, semantics, input rules, and develop 5 sample records using the input rules. They also reflect on their experiences developing the system. The system is designed with user-centered principles in mind. Students submitted portions of the paper at optional checkpoints in 3 phases with the collection idea and description (1.1-1.4) during the 8th week of the course, parts 1-4.1 (user groups, demographics, types/levels of knowledge, user problems, system design, and field names & semantics) in week 10, and the Final Project (includes Parts 1-6). More students submitted drafts during the scheduled checkpoints than in previous semesters and those who elected to receive feedback incorporated those suggestions into their Final Project without fail.

Performance Target

80% of students meet or exceed expectations

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

08/06/2023

Assessment Results

98.5% (66 Students) met or exceeded expectations. The majority of the students exceeded expectations on this project through their discussion of the populations served and their demographics, levels of the 4-types of knowledge for each population, attributes of information objects important to their users in their search for information to fulfill information needs & the fields that represent these attributes in records, indexing decisions to provide multiple access points for users, semantics and input rules, and the creation of sample records. A few students had challenges with discussing characteristics of their population that may affect the 4-types of knowledge and how these characteristic might influence the creation of a system of information organization. Input rules for record fields were also difficult for some students to create. Both these issues would be non-existent if students submitted drafts of their project during the three draft checkpoints offered during the course of the semester. For Fall Semester, more students submitted drafts during the scheduled checkpoints than in previous semesters and those who elected to receive feedback incorporated those suggestions into their Final Project without fail.

Results Status

Target Met

Number of Students Assessed

67

USE OF ASSESSMENT RESULTS

Curriculum

-Create a greater bond with students, which is important in an synchronous environment--which should indirectly enhance their Organization System Project. (One method would be creating weekly videos.)

-Encourage one-on-one connections with students and devote time and attention that students need to succeed in the course in the method most advantageous to them as individuals.

-Encourage students to submit drafts of their Organizational System Project.

Direct - Portfolio

Assessment Method Description

End of MLIS Program Assessment: ePortfolio, which highlights how School of Library and Information Studies (SLIS) SLOs (Students Learning Objectives) connect with student artifacts (course assignments) and which showcases student goals, philosophies, participation in professional organizations, service activities, and potential for leadership.

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/17/2023

Assessment Results

-100% (32 students) met or exceeded expectations with the ePortfolio. The use of an updated example ePortfolio and updated rubric enhanced the creation (by students) and evaluation (by faculty) of the ePortfolio.

-100% (11 students) met or exceed expectations with the Portfolio (an earlier version of the ePortfolio).

Results Status

Target Met

Number of Students Assessed

43

USE OF ASSESSMENT RESULTS**Other**

The student exit survey and the American Library Association (ALA) School of Library and Information Studies (SLIS) Student Chapter (OLISSA) provides continued ePortfolio feedback, which will be used to make updates to the ePortfolio design and experience for students.

Direct - Course Embedded Assessment

Assessment Method Description

LIS 5063: Multiple assignments, including data analysis, spreadsheets, creating a database, and HW/SW recommendations

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/17/2023

Assessment Results

93.93% (31 students) exceeded expectations. Overall students are most challenged by the Hardware troubleshooting and analysis. Students are doing well with the Internet, data analysis and database activities.

Results Status

Target Met

Number of Students Assessed

33

USE OF ASSESSMENT RESULTS**Curriculum**

Planning ahead, the instructor will evaluate the student discussions to build out additional readings on theory and practice. The instructor will also refine the generative AI assignment as this technology continues to change.

SLO 5, Methods and Analysis

Student Learning Outcome (SLO)

Graduates should be able to: (1) Critically evaluate research and literature in the LIS field, and (2) Demonstrate application of quantitative and qualitative research methods to systematic inquiry in LIS.

Outcome Status

Active

Direct - Course Embedded Assessment

Assessment Method Description

LIS 5712: Methodology Paper submitted at the end of the term is used to determine if students understood core research concepts such as informed consent, sampling methodology, data collection design, and appropriate data analysis techniques.

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/02/2023

Assessment Results

98.30% (58 students) met or exceeded expectations. Students to do reasonably well with their designs, given that this is not a statistics class and cannot be expected to have a deep understanding of how to apply statistical concepts to their designs. Some students have disconnects between the data they say they would collect and their research questions, or their anticipated outcomes do not match their data analysis techniques; however, since this is an introductory research methods course, these errors are expected. The one person who did not meet expectations seemed to focus on library methods rather than research methods.

Results Status

Target Met

Number of Students Assessed

59

USE OF ASSESSMENT RESULTS

Curriculum

Revisions will be made to address challenges students encountered with the Literature Review Assignment, such as clarifying some instructions as well as enhancing the students' understanding of research and evaluation methods.

SLO 6, Diversity

Student Learning Outcome (SLO)

Graduates should be able to use cultural competency to interact appropriately with people with diverse backgrounds, beliefs, and identities.

Outcome Status

Active

Direct - Course Embedded Assessment

Assessment Method Description

LIS 5043: Organization System Project: Over the course of the semester students develop an organization system for a collection of their choosing (within specific parameters, ex. not more than 2 format types). They conduct a user analysis, information needs assessment, develop the field structure, semantics, input rules, and develop 5 sample records using the input rules. They also reflect on their experiences developing the system. The system is designed with user-centered principles in mind. Students submitted portions of the paper at optional checkpoints in 3 phases with the collection idea and description (1.1-1.4) during the 8th week of the course, parts 1-4.1 (user groups, demographics, types/levels of knowledge, user problems, system design, and field names & semantics) in week 10, and the Final Project (includes Parts 1-6). More students submitted drafts during the scheduled checkpoints than in previous semesters and those who elected to receive feedback incorporated those suggestions into their Final Project without fail.

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

08/06/2023

Assessment Results

98.5% (66 Students) met or exceeded expectations. The majority of the students exceeded expectations on this project through their discussion of the populations served and their demographics, levels of the 4-types of knowledge for each population, attributes of information objects important to their users in their search for information to fulfill information needs & the fields that represent these attributes in records, indexing decisions to provide multiple access points for users, semantics and input rules, and the creation of sample records. A few students had challenges with discussing characteristics of their population that may affect the 4-types of knowledge and how these characteristic might influence the creation of a system of information organization. Input rules for record fields were also difficult for some students to create. Both these issues would be non-existent if students submitted drafts of their project during the three draft checkpoints offered during the course of the semester. For Fall Semester, more students submitted drafts during the scheduled checkpoints than in previous semesters and those who elected to receive feedback incorporated those suggestions into their Final Project without fail.

Results Status

Target Met

Number of Students Assessed

67

USE OF ASSESSMENT RESULTS

Curriculum

-Create a greater bond with students, which is important in an synchronous environment--which should indirectly enhance their Organization System Project. (One method would be creating weekly videos.)

-Encourage one-on-one connections with students and devote time and attention that students need to succeed in the course in the method most advantageous to them as individuals.

-Encourage students to submit drafts of their Organizational System Project.

Direct - Course Embedded Assessment

Assessment Method Description

LIS 5053: This assignment is a multi-stage project that offers students the option of writing about 1) an information group setting; or 2) the information behavior of a particular group of people. The assignment requires students to research the kinds of behavior that either occur in a given setting (e.g., cafes, libraries, online communities, etc.) or among categories of people such as teens, older adults, farmers, IT professionals, etc. Part of the assignment is to either observe an information ground or to interview a member of the group being studied and compare the literature with what was observed or learned from the informant. The assignment instructs students to offer a synthesis of the literature as well as how to apply it to their chosen topic. The paper also asks students to describe why it is important for LIS professionals to learn about their groups, and requires APA citation style. The project includes a draft, designated as "Version 1" with the stipulation that the better Version 1 is, the less work they will have to do for the Final Version. Students are also required to develop some sort of presentation (PowerPoint, Prezi, etc.) and to share their slides with other students who then provide commentary.

Performance Target

80% of students meet or exceed expectations.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/23/2023

Assessment Results

93.97% (37 Students) met or exceeded expectations. Students generally did a good job in demonstrating the knowledge of information behavior theories, but sometimes have difficulties in terms of 1) characterizing real-life information behaviors with the theories learned in class, and 2) differentiating similar concepts from different models.

Results Status

Target Met

Number of Students Assessed

39

USE OF ASSESSMENT RESULTS

Curriculum

Continue to make assignments as clear and real-world applicable as possible, and update readings, especially in regard to diverse populations and recent technologies involved in information behavior research.