

Spring 2007 Semester Program Assessment Report

Degree program*: MLIS (Masters in Library and Information Science)

Department: Library & Information Science

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*Where multiple program curricula are almost identical, and SLOs and assessment plans **are** identical, it is acceptable to list more than one program in this report.

Please list all Student Learning Outcomes/Objectives (SLOs) for this program in Tables 1A & 1B.

Table 1A. Learning Outcomes (all outcomes if one program reported, or common outcomes if multiple programs reported on this form.)

The School focused its assessment on the student learning outcomes for LIBR 200, Information and Society, for Spring and Fall 2006 . This is the beginning course in the MLIS program and it is required for all incoming students. Those learning outcomes are listed in the first three rows of Table 1 below.

As you will see in the last five rows of Table 1 and in the attached Statement of Core Competencies page, our discussions have led to a much more comprehensive set of program SLOs, for which we have begun collecting data in Spring 2007 from all sections of the culminating course, LIBR 289: Advanced Topics in Library and Information Science.

SLO #	Exact wording of Student Learning Outcome (SLO)
1 (2006)	Students will know the foundations and structure of the information professions. (SLO Spring and Fall 2006)
2 (2006)	Students will be able to locate, evaluate, and utilize scholarly and professional literature. (SLO Spring and Fall 2006)
3 (2006)	Students will demonstrate in-depth understanding of a major issue in library and information science. (SLO Spring and Fall 2006)
1 (2007 and ongoing)	articulate the ethics, values and foundational principles of library and information professionals and their role in the promotion of intellectual freedom (new SLO Spring 2007 and forward)
2 (2007 and ongoing)	compare the environments and organizational settings in which library and information professionals practice (new SLO Spring 2007 and forward)
3 (2007 and ongoing)	recognize the social, cultural and economic dimensions of information use (new SLO Spring 2007 and forward)

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4 (2007 and ongoing)	apply the fundamental principles of planning, management and marketing/advocacy (new SLO Spring 2007 and forward)
5 (2007 and ongoing)	design, query and evaluate information retrieval systems (new SLO Spring 2007 and forward)

Table 1B. Unique Learning Outcomes, if multiple programs reported on this form.

The School has only the one MLIS degree program reported in Table 1A above.

Please complete the schedule of learning outcome assessment below by listing all program SLOs by number down the left column and indicating whether data were/will be collected (**C**), when they were/will be discussed by your faculty (**D**) and when changes resulting from those discussions were/will be implemented (**I**).

NOTE: * **SJSU must provide data to WASC for all SLOs by the end of Sp07.**

Table 2

C = data Collected D = results Discussed I = changes (if any) Implemented

SLO #	F05 or earlier	Sp06	F 06	Sp07	F07	Sp08
1 (2006)	C & D	C & D & I	C & D	C & D & I		
2 (2006)	C & D	C & D & I	C & D	C & D & I		
3 (2006)	C & D	C & D & I	C & D	C & D & I		
				The School's discussions in Fall 2006 resulted in a major change in program SLOs. The SLOs for the MLIS program are now expressed as Core Competencies (see attached page at the end of this report). These comprehensive Core Competencies were developed through extensive research into the requirements of the field and in conjunction with the professional competencies established by key library associations. In Spring 2007 the School began collecting data for the new SLOs (the last five rows in Table IA above) in all sections of LIBR 289: Advanced Topics in Library and Information Science.		

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1. Check the SLOs listed at the UGS [Website](http://www.sjsu.edu/ugs/assessment/programs/objectives) (www.sjsu.edu/ugs/assessment/programs/objectives).

Do they match the SLOs listed in Tables 1A and 1B?

YES-The currently listed SLOs match the new SLOS. NO

2. **Fall 2006 Performance Data:** Describe the direct assessment (performance) data that were collected fall 2006 ('C' in F06 column of Table 2), how much and by whom. Be specific. For example: *Instructors in two sections (60 students) of PSYC 150, Anagnos and Cooper, gave an embedded exam question and in their summary report indicated the % of students who earned a 'B' or better, 'C', or less than 'C' using the same grading rubric for that question.*

SLO #	Data collected, how much, by whom**
1 (2006)	The Instructors in the 13 sections (342 students) of LIBR 200 — Hansen, Liu, Schmidt, Ford, Lampson, Tash, and Woolls — gave group projects to survey the information professions and report findings to the class, and in their summary report indicated the percentage of students who met and who did not meet their criteria for earning a credit on that assignment (“C” or better).
2 (2006)	Instructors in the 13 sections (342 students) of LIBR 200 — Hansen, Liu, Schmidt, Ford, Lampson, Tash, and Woolls — gave students an assignment to write critical notes or annotations for a minimum number of publications pertinent to library and information science, and in their summary report indicated the percentage of students who met and who did not meet their criteria for earning credit on that assignment (“C” or better).
3 (2006)	Instructors in the 13 sections (342 students) of LIBR 200 — Hansen, Liu, Schmidt, Ford, Lampson, Tash, and Woolls — gave students an assignment to research and write a 20-page paper on a selected topic in library and information science. Criteria for performance was set at “C” or better for this important SLO. In their summary report the instructors indicated the percentage of students who met and who did not meet their criteria for that assignment.

3. **Fall 2006 Indirect Measurement (if any):** Describe the indirect assessment data that were collected ('C' in F06 column of Table 2), how much and by whom. Be specific, for example: *50 employers were surveyed by Margaret Wilkes, Career Planning and Placement about performance of recent hires who graduated from our program in 2004-5.*

SLO #	Data collected, how much, by whom**
1	none
2	none
3	none

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4. Fall 2006 Findings/Analysis: Describe the findings that emerged from analysis of data collected in F06. Be specific. For Example: *less than 50% of students met criteria for teamwork outcome.* OR *Employers indicated students have sufficient teamwork skills, no change needed.*

Finding 1 (2006 SLO #1)	98.2% of students met SLO #1, and 1.8% did not meet.
Finding 2 (2006 SLO #2)	98.8% of students met SLO #2, and 1.2% did not meet.
Finding 3 (2006 SLO #3)	93.9% of students met SLO #3, and 6.1% did not meet.

All LIBR 200 course sections were in compliance with the Fall 2006 student learning outcomes.

The analysis of survey results indicates that students in LIBR 200 demonstrated solid understanding of the foundations and structure of the information professions, critical skills in analyzing scholarly and professional literature, and in-depth understanding of a major issue in library and information science.

5. Fall 2006 Actions: What actions are planned and/or implemented to address the findings from fall 2006 data? These are indicated by 'I' in Table 2 for the SLO data collected in fall '06. Examples of actions taken include curricular revision, pedagogical changes, student support services, resource management. Be specific. For example: *revising ENGR 103 to include more teamwork.*)

Implemented	Faculty to review and discuss LIBR 200 assessment findings from Fall 2006 to determine if changes need to be made in that core course or not.
Implemented	Faculty to examine and discuss at the December faculty retreat the decision to change the Program SLOs from LIBR 200 SLOs to the new MLIS Core Competencies, and to collect data for the new Program SLOs from all sections of LIBR 289, the culminating course.
Implemented	Faculty to review the 15 MLIS Core Competencies and select five competencies for Spring 2007 data collection and analysis.
Planned	Faculty to undertake assessment of the five designated SLOs (core competencies) in their Spring 2007 LIBR 289 sections.

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6. Fall 2006 Process Changes: Did your analysis of fall 2006 data result in revisiting/revising the Student Learning Outcomes or assessment process? Yes XX** No ____.

If the answer is yes, please explain and submit an updated version of the Student Learning Outcomes and/or assessment plan.

** The Fall 2006 data analysis and faculty discussions confirmed the earlier decision to implement the major change of moving to program-wide SLOs expressed as MLIS Core Competencies (see attached page at end of this report) and implement them in Spring 2007. This change means that instead of assessment of program SLOs occurring in the early-stage core course LIBR 200: Information and Society, the assessment of program SLOs will occur in the culminating core course, LIBR 289: Advanced Topics in Library and Information Science. This will provide better measures of student achievement of the program SLOs.

7. Spring 2007 Performance Data: Describe the direct assessment (performance) data that were collected spring 2007 ('C' in Spr07 column of Table 2), how much and by whom. Be specific. For example: *Instructor for MATH 188 (30 students), Stone, gave 3 embedded exam questions and in his summary report indicated the % of students who met or did not meet SLO #2.*

SLO #	Data collected, how much, by whom**
1 (2007 and ongoing)	<p>Data for the first five MLIS program SLOs (MLIS Core Competencies) 1 through 5 is being collected from all Spring 2007 sections of LIBR 289: Advanced Topics in Library and Information Science.</p> <p>LIBR 289 instructors will submit written reports to the LIBR 289 course coordinator by the end of the Spring 2007 semester. For each of the five Spring 2007 designated SLOs, Instructors will be reporting on:</p> <ul style="list-style-type: none"> • Percentage of students receiving grades of credit, incomplete, and no credit [for the complete portfolio of assignments) • The number of drafts/revisions needed for a satisfactory competency submission • According to instructor rubric, percentage of satisfactory (passing) assignments at A, B, or C level. <p>Analysis of Spring 2007 results will be presented in the next report.</p>
2 (2007 -)	Same as above.
3 (2007 -)	Same as above.
4 (2007 -)	Same as above.
5 (2007 -)	Same as above.

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8. Spring 2007 Indirect Measurement (if any): Describe the indirect assessment data that were collected ('C' in Spr07 column of Table 2), how much and by whom. Be specific, for example: *100 alumni were surveyed by the department with questions related to SLOs #1 & #2.*

SLO #	Data collected, how much, by whom**
1	No indirect measurements are planned.
2	
etc.	

9. Fall 2007 Direct Measurement: For the SLOs scheduled to be assessed in fall 2007, describe the direct (performance) data that will be collected, how much and by whom.

Be specific, for example: *Instructors in two sections of ART144, will assess SLOs #3 & #4 using a common rubric on the students' final paper.*

SLO #	Data to be collected, how much, by whom**
6 (2007 – ongoing)	Data for the second five MLIS program SLOs (MLIS Core Competencies) 6 through 10 will be collected from all Fall 2007 sections of LIBR 289: Advanced Topics in Library and Information Science. LIBR 289 instructors in all sections will assess the five designated SLOs (Core Competencies F through J), and submit data on: <ul style="list-style-type: none"> • Percentage of students receiving grades of credit, incomplete, and no credit [for the complete portfolio of assignments) • The number of drafts/revisions needed for a satisfactory competency submission • According to instructor rubric, percentage of satisfactory (passing) assignments at A, B, or C level.
7 (2007 –)	Same as above.
8 (2007 –)	Same as above.
9 (2007 –)	Same as above.
10 (2007–)	Same as above.

10. Fall 2007 Indirect Measurement (if any): Describe the indirect assessment data that will be collected ('C' in F07 column of Table 2), how much and by whom. Be specific, for example: *graduating seniors in all capstone course sections will be surveyed on curriculum strengths & weaknesses.*

SLO #	Data to be collected, how much, by whom**
1	No indirect measurement planned for Fall 2007.
2	
etc.	

**New program SLOs expressed as the MLIS Core Competencies
(for Spring 2007 and ongoing)**

SLO #	Exact wording of Student Learning Outcome (SLO)
1	articulate the ethics, values and foundational principles of library and information professionals and their role in the promotion of intellectual freedom
2	compare the environments and organizational settings in which library and information professionals practice
3	recognize the social, cultural and economic dimensions of information use
4	apply the fundamental principles of planning, management and marketing/advocacy
5	design, query and evaluate information retrieval systems
6	use the basic concepts and principles related to the creation, evaluation, selection, acquisition, preservation and organization of specific items or collections of information
7	understand the system of standards and methods used to control and create information structures and apply basic principles involved in the organization and representation of knowledge
8	demonstrate proficiency in the use of current information and communication technologies, and other related technologies, as they affect the resources and uses of libraries and other types of information providing entities
9	use service concepts, principles and techniques that facilitate information access, relevance, and accuracy for individuals or groups of users
10	describe the fundamental concepts of information-seeking behaviors
11	design training programs based on appropriate learning principles and theories
12	understand the nature of research, research methods and research findings; retrieve, evaluate and synthesize scholarly and professional literature for informed decision-making by specific client groups
13	demonstrate oral and written communication skills necessary for group work, collaborations and professional level presentations
14	evaluate programs and services on specified criteria
15	contribute to the cultural, economic, educational and social well-being of our communities

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