

Library and Information Science Assessment Report Spring 2008

PROGRAM INFORMATION

Degree Program(s):	Master in Library & Information Science	Department:	Library & Information Science
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Next Program Review?	Spring 2014	E-mail:	jfisher@slis.sjsu.edu

ARCHIVAL INFORMATION

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Does the information (e.g., Mission, Goals, and/or Learning Outcomes) posted on the web (see, <http://www.sjsu.edu/ugs/assessment/programs/>) for this program need to be updated? **NO**

SCHEDULE OF ASSESSMENT ACTIVITIES

Program assessment schedule aligned with seven-year accreditation cycle.

C = Collect data D = Discuss results I = Implement changes (if any)

SLO	↓ Semester after Program Review												Semester before next Program Review ↓	
	F07	Sp08	F08	Sp09	F09	Sp10	F10	Sp11	F11	Sp12	F12	Sp13	F13	Sp14
1 - A		D	C	D,I		C	D	I	C	D	I	C	D	
2 - B		D	C	D,I		C	D	I	C	D	I	C	D	
3 - C		D	C	D,I		C	D	I	C	D	I	C	D	
4 - D		D	C	D,I		C	D	I	C	D	I	C	D	
5 - E		D	C	D,I		C	D	I	C	D	I	C	D	
6 - F	C	D		I, C	D	I	C	D	I	C	D	I	C	D
7 - G	C	D		I, C	D	I	C	D	I	C	D	I	C	D
8 - H	C	D		I, C	D	I	C	D	I	C	D	I	C	D
9 - I	C	D		I, C	D	I	C	D	I	C	D	I	C	D
10 - J	C	D		I, C	D	I	C	D	I	C	D	I	C	D
11 - K		C	D	I	C	D	I	C	D	I	C	D	I	C
12 - L		C	D	I	C	D	I	C	D	I	C	D	I	C
13 - M		C	D	I	C	D	I	C	D	I	C	D	I	C
14 - N		C	D	I	C	D	I	C	D	I	C	D	I	C
15 - O		C	D	I	C	D	I	C	D	I	C	D	I	C

Student Completion Rate for LIBR 289: Advanced Topics in Library and Information Science (capstone course)

In Spring 2008, 255 students were enrolled in LIBR 289. 89% of these students received grades of Credit, 9% grades of Incomplete, and 5% grades of No Credit*. Those students receiving No Credit grades may register again for the course.

As a result of faculty discussion after the first year of the new e-Portfolio culminating course (F2006 - Sp2007), it was agreed to standardize criteria for grades of Inc and No Credit, and that the new standards would be implemented in Fall 2007.

Comparing Spring 2008 grades to Fall 2007 (two semesters of the new standardized criteria), we see a 4% improvement in pass rate, with more students successfully completing more competencies (SLOs), as evidenced by a higher Incomplete rate and lower No Credit rate.

[*Total percentage is slightly higher than 100% because of students with continuing Incomplete grades from prior semesters.]

Student Learning Outcome # 11 - K

- Each graduate of the Master of Library and Information Science program is able to design training programs based on appropriate learning principles and theories.

RECORD OF ASSESSMENT

I. Data Collection:

Spring 2008 data on this SLO was collected in May 2008 from all 18 of the Spring 2008 sections of LIBR 289: Advanced Topics in Library and Information Science, the culminating e-Portfolio course.

Instructors reported:

- The number of drafts/revisions needed for a satisfactory competency submission
- According to instructor rubric, the percentage of satisfactory (passing) competency submissions at “meets expectations” or “exceeds expectations” level

Results:

- 67% of submissions needed zero revisions to meet or exceed expectations.
- 24% of submissions needed one revision to meet or exceed expectations
- 7% of submissions needed two revisions to meet or exceed expectations
- 2% of submissions needed three or four revisions to meet or exceed expectations

Of the satisfactory submissions for this SLO, after revisions, 54% met expectations, and 46% exceeded expectations.

II. What have you learned about this Student Learning Outcome?

In discussion of the Spring 2008 program data and results, faculty noted that this SLO had a lower percentage of submissions needing zero or one revision than other SLOs. This finding matches faculty perceptions that students need more help understanding what this SLO means and what is required for students to demonstrate their mastery and learning than for other SLOs.

III. Action Item(s) (if necessary):

Faculty agreed to add this SLO to the agenda for examination and possible revision in the upcoming Fall 2008 curricular review of the MLIS Core Competencies.

Student Learning Outcome # 12 - L

- Each graduate of the Master of Library and Information Science program is able to understand the nature of research, research methods and research findings; and retrieve, evaluate and synthesize scholarly and professional literature for informed decision-making by specific client groups.

RECORD OF ASSESSMENT

I. Data Collection:

Spring 2008 data on this SLO was collected in May 2008 from all 18 of the Spring 2008 sections of LIBR 289: Advanced Topics in Library and Information Science, the culminating e-Portfolio course.

Instructors reported:

- The number of drafts/revisions needed for a satisfactory competency submission
- According to instructor rubric, the percentage of satisfactory (passing) competency submissions at "meets expectations" or "exceeds expectations" level

Results:

63% of submissions needed zero revisions to meet or exceed expectations.
25% of submissions needed one revision to meet or exceed expectations
8% of submissions needed two revisions to meet or exceed expectations
4% of submissions needed three or four revisions to meet or exceed expectations

Of the satisfactory submissions for this SLO, after revisions, 55% met expectations, and 45% exceeded expectations.

II. What have you learned about this Student Learning Outcome?

In discussion of the Spring 2008 program data and results, faculty noted that this SLO had a lower percentage of submissions needing zero or one revision than other SLOs. This finding matches faculty perceptions that students need more help understanding what this SLO means and what is required for students to demonstrate their mastery and learning than for other SLOs.

III. Action Item(s) (if necessary):

Faculty agreed to add this SLO to the agenda for examination and possible revision in the upcoming Fall 2008 curricular review of the MLIS Core Competencies.

Student Learning Outcome # 13 - M

- Each graduate of the Master of Library and Information Science program is able to demonstrate oral and written communication skills necessary for group work, collaborations, and professional level presentations.

RECORD OF ASSESSMENT

I. Data Collection:

Spring 2008 data on this SLO was collected in May 2008 from all 18 of the Spring 2008 sections of LIBR 289: Advanced Topics in Library and Information Science, the culminating e-Portfolio course.

Instructors reported:

- The number of drafts/revisions needed for a satisfactory competency submission
- According to instructor rubric, the percentage of satisfactory (passing) competency submissions at “meets expectations” or “exceeds expectations” level

Results:

71% of submissions needed zero revisions to meet or exceed expectations.
21% of submissions needed one revision to meet or exceed expectations
6% of submissions needed two revisions to meet or exceed expectations
2% of submissions needed three or four revisions to meet or exceed expectations

Of the satisfactory submissions for this SLO, after revisions, 42% met expectations, and 58% exceeded expectations.

II. What have you learned about this Student Learning Outcome?

In discussion of the Spring 2008 program data and results, faculty agreed that the data showed that this SLO was clearly written; that students understand why it is important to the profession; and that a high percentage of students are able to demonstrate their mastery of this SLO in their e-portfolios.

III. Action Item(s) (if necessary):

None

Student Learning Outcome # 14 - N

- Each graduate of the Master of Library and Information Science program is able to evaluate programs and services on specified criteria.

RECORD OF ASSESSMENT.

I. Data Collection:

Spring 2008 data on this SLO was collected in May 2008 from all 18 of the Spring 2008 sections of LIBR 289: Advanced Topics in Library and Information Science, the culminating e-Portfolio course.

Instructors reported:

- The number of drafts/revisions needed for a satisfactory competency submission
- According to instructor rubric, the percentage of satisfactory (passing) competency submissions at “meets expectations” or “exceeds expectations” level

Results:

72% of submissions needed zero revisions to meet or exceed expectations.

24% of submissions needed one revision to meet or exceed expectations

3% of submissions needed two revisions to meet or exceed expectations

1% of submissions needed three or four revisions to meet or exceed expectations

Of the satisfactory submissions for this SLO, after revisions, 46% met expectations, and 54% exceeded expectations.

II. What have you learned about this Student Learning Outcome?

In discussion of the Spring 2008 program data and results, faculty agreed that the data showed that this SLO was clearly written; that students understand why it is important to the profession; and that a high percentage of students are able to demonstrate their mastery of this SLO in their e-portfolios.

III. Action Item(s) (if necessary):

None

Student Learning Outcome # 15 - O

- Each graduate of the Master of Library and Information Science program is able to contribute to the cultural, economic, educational, and social well-being of our communities.

RECORD OF ASSESSMENT

I. Data Collection:

Spring 2008 data on this SLO was collected in May 2008 from all 18 of the Spring 2008 sections of LIBR 289: Advanced Topics in Library and Information Science, the culminating e-Portfolio course.

Instructors reported:

- The number of drafts/revisions needed for a satisfactory competency submission
- According to instructor rubric, the percentage of satisfactory (passing) competency submissions at “meets expectations” or “exceeds expectations” level

Results:

88% of submissions needed zero revisions to meet or exceed expectations.

11% of submissions needed one revision to meet or exceed expectations

1% of submissions needed two revisions to meet or exceed expectations

0% of submissions needed three or four revisions to meet or exceed expectations

Of the satisfactory submissions for this SLO, after revisions, 35% met expectations, and 65% exceeded expectations.

II. What have you learned about this Student Learning Outcome?

We ask students in their e-portfolios to treat this program competency (SLO) differently from the other 14, and to incorporate it into their discussion of their professional philosophy, rather than treating it as an independent learning outcome. In discussion of the Spring 2008 program data and results, faculty agreed that this was the correct approach for this SLO, and that the data corroborates our anecdotal findings that our students really do understand how our profession and how they as future professionals can contribute to the cultural, economic, educational, and social well-being of our communities. Faculty agree that this is an important program SLO; that data shows that our students are achieving this SLO; and that no changes in approach are needed.

III. Action Item(s) (if necessary):

None