PROGRAM INFORMATION

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Degree Program(s):	MLIS	**Department:**	Libr. Inf. Science
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Note: Schedule is posted at: http://slisweb.sjsu.edu/about-slis/mlis-program-performance

ARCHIVAL INFORMATION

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Assessment schedule is posted at http://slisweb.sjsu.edu/about-slis/mlis-program-performance

> ### *PLO-MLIS Core Competency K:* **Design instructional programs based on learning principles and theories**

Initial Evidence of Student Learning:

[Fall 2007] At the end of the Fall 2007 semester we collected data on the number of revisions needed to satisfactorily demonstrate achievement of a defined subset of 5 of the MLIS PLOs or Core Competencies presented in students' culminating electronic portfolios. Our goal is to have 90% or better of LIBR 289 students who need no or only 1 revision to a Statement of Competency, the essay in which they demonstrate achievement of a specific PLO. If less than 90% of students submit work at that level, then that identifies for the faculty a need for curricular review of the courses that address that PLO. However we want to note that since 2007 we have in fact collected data on all of our competencies and are in the process of reviewing all of them a second time as part of our ongoing curricular review process.

This year we focused on Competency K.

In Fall 2007 Core Competency K had a rate of 12% of students needing more than 1 revision, which was of concern to the faculty. The percentage that needed 1 revision also seemed high to the faculty.

% needing zero revisions	% needing 1 revision	Total % 0-1 revisions
63%	25%	88%

% needing 2 revisions	% needing 3-4 revisions	Total % 2-4 revisions
12%	0%	12%

Change(s) to Curriculum or Pedagogy:

[**Changes implemented over several semesters starting in Spring 2008**] In Spring 2008, the SLIS Assessment Coordinator presented the Fall 2007 LIBR 289 data, which identified PLO Core Competency K as problematic, to faculty at the May 2008 Faculty Retreat. The data was discussed, the problems identified, and suggestions made for remediation.

The main issue identified was that students were not tying the development of training programs to learning principles and theories. And even when they did often they were only focusing on one learning theory.

As a result of the Faculty discussion, the Curriculum and Program Development Committee (CPDC) and the course coordinator for the information mediation cluster worked with the faculty who teach in this area to propose specific changes that would help students make a better correlation. Changes involved adding a specific SLO to classes that address this competency such as the information literacy seminar and the class in the design and implementation of instructional strategies. In addition another class was added in transformative learning and technology literacies; and the rubric for Comp K in the e-Portfolio class was reworded for clarification.

These changes were implemented starting in Spring 2009 courses.

Evidence of Student Learning after Change

[Fall 2012]

At the end of the Fall 2012 semester, Core Competency K data was collected in the LIBR 289 (e-portfolio) course, and compared to the Fall 2007 data. As can be seen below, the total percentage of students needing 1 revision decreased from 25% in Fall 2007 to 6% in Fall 2012, and the percentage who needed more than 1 revision also decreased –by 9%. The percentage that passed on the first attempt, with no revisions required, increased by 28%.

	Fall 2007	Fall 2012	Difference
0 revisions	63%	91%	+28%
1 revision	25%	6%	-19%
2 revisions	12%	3%	-9%

We attribute this improvement to the adjustments in the courses dealing with instructional design and the addition of the new course in transformative learning and technology literacies.