

PROGRAM INFORMATION

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Degree Program(s):	Master of Library and Information Science (MLIS)	Department:	School of Library and Information Science
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ARCHIVAL INFORMATION

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Resetting Baseline Data

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 (Libr 289). Our goal was 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.

Since 2007 we have measured a subset of 5 core competencies (program learning outcomes); made changes; and re-measured. We are now planning to reset our base line data as many changes have occurred between 2007 and 2012. We have worked very hard on improving rubrics for 289 students; we have reworded and revised the program learning outcomes; we have tied the PLOs much more closely to classes; we have incorporated input from program advisory committees and our international advisory council. We are reworking our core classes so that all program learning outcomes can be met via the core classes.

We will group our fifteen core competencies into 3 subsets and gather data, discuss and make changes, and re-measure on the following time table:

C=Collect data **D**=Discuss data among faculty **I**=implement program changes based on data

PLOs	Sp 2013	Fa 2013	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016
DEFGH	C	D I	C	DI	C		
HIJKL		C	DI	C	DI	C	
MNABC			C	DI	C	DI	C

Our goal is still 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.

SLIS MLIS Program Assessment Report

Spring 2013 Data Collection

PLO D	C	68% of submissions needed zero revisions to meet or exceed expectations. 20% of submissions needed one revisions to meet or exceed expectations 12% of submissions needed two revisions to meet or exceed expectations 0% of submissions needed three or four revisions to meet or exceed expectations
PLO E	C	60% of submissions needed zero revisions to meet or exceed expectations. 32% of submissions needed one revisions to meet or exceed expectations 8% of submissions needed two revisions to meet or exceed expectations 0 of submissions needed three or four revisions to meet or exceed expectations
PLO F	C	75% of submissions needed zero revisions to meet or exceed expectations. 23% of submissions needed one revisions to meet or exceed expectations 2% of submissions needed two revisions to meet or exceed expectations 0% of submissions needed three or four revisions to meet or exceed expectations
PLO G	C	70% of submissions needed zero revisions to meet or exceed expectations. 26% of submissions needed one revisions to meet or exceed expectations 4% of submissions needed two revisions to meet or exceed expectations 0% of submissions needed three or four revisions to meet or exceed expectations
PLO H	C	81% of submissions needed zero revisions to meet or exceed expectations. 19% of submissions needed one revisions to meet or exceed expectations 0% of submissions needed two revisions to meet or exceed expectations 0% of submissions needed three or four revisions to meet or exceed expectations

We are discussing this data over summer 2013 and in Fall will report on changes we made in Fall classes. We will then re-measure this subset of program learning outcomes using the Spring 2014 e-portfolio results.

