

SLIS MLIS - PROGRAM INFORMATION

Date submitted: November 1, 2010

Degree Program(s):	Master of Library and Information Science (MLIS)	Department:	School of Library and Information Science
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Note: Schedule is posted at: <http://www.sjsu.edu/ugs/programplanning/>

ARCHIVAL INFORMATION

Location:	418F Clark Hall	Person to Contact:	Jane Fisher	4-2725
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Assessment schedule is posted at <http://www.sjsu.edu/ugs/assessment>

Please send any changes to the schedule or to student learning outcomes to Jackie Snell jacqueline.snell@sjsu.edu

PLO (SLO) - MLIS Core Competency G: understand the system of standards and methods used to control and create information structures and how to apply basic principles involved in the organization and representation of knowledge

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. For example, the best achievement rate in Fall 2007 was for Core Competency I: "use service concepts, principles and techniques that facilitate information access, relevance, and accuracy for individuals or groups of users". A full 95% of the LIBR 289 students were able to satisfactorily demonstrate understanding and achievement of that PLO with either no or only 1 revision.

Core Competency G, however, had a combined rate of only 87% of students needing 0-1 revisions, which was of concern to the faculty.

% needing zero revisions	% needing 1 revision	Total % 0-1 revisions
53%	34%	87%

% needing 2 revisions	% needing 3-4 revisions	Total % 2-4 revisions
12%	1%	13%

Change(s) to Curriculum or Pedagogy:

[Spring and Fall 2008]

In Spring 2008, the SLIS Assessment Coordinator presented the Fall 2007 LIBR 289 data, which identified PLO Core Competency G as problematic, to faculty at the May 2008 Faculty Retreat. The data was discussed, and suggestions made for studying the problem and proposing remediation.

As a result of the Faculty discussion, the Curriculum and Program Development Committee (CPDC) and the Organization of Information Cluster Coordinator were charged to develop and administer a survey to all faculty who taught those courses that focused on the content of that PLO. The survey was also administered to the external members of the Organization of Information Program Advisory Committee. Survey findings were summarized and discussed in the Faculty Retreat in August 2008, and a meeting was held with the faculty teaching the involved courses, who proposed specific changes to increase consistency among course sections, to better differentiate between content of beginning and advanced courses, and to develop assignments that specifically correlated to and addressed the different facets of Core Competency G.

These changes were implemented in Fall 2008 and Spring 2009.

Evidence of Student Learning after Change:

[Spring 2009]

At the end of the Spring 2009 semester, Core Competency G 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 0-1 revisions improved 5%, from 87% in Fall 2007 to 92% in Spring 2009, and the percentage who passed on the first attempt, with no revisions required, increased by 9%.

	Fall 2007	Spring 2009	Difference
0 revisions	53%	62%	9%

1 revision	34%	30%	-4%
2 revisions	12%	7%	-5%
3 - 4 revisions	1%	1%	0%
Total 0-1 revisions	53%+34% = 87%	62%+30% = 92%	92%-87% = 5%

We attribute this improvement in the LIBR 289 e-Portfolio Core Competency G assessment results from Fall 2007 to Spring 2009 to the work done by the Faculty, the CPDC, the Organization of Information Cluster Coordinator, and, most specifically, to the adjustments in the Organization of Information courses made by the course faculty and external advisors from Spring 2008 thru Fall 2008.

We collected data again in **Fall 2010** and the improvement continued.

	Fall 2007	Spring 2009	Fall 2010
0 revisions	53%	62% (difference 9%)	77% (difference since 2007: 24%)
1 revision	34%	30% (difference -4%)	20% (difference since 2007: -14%)
2 revisions	12%	7% (difference -5%)	3% (difference since 2007: -9%)
3 - 4 revisions	1%	1% (difference 0%)	0% (difference since 2007: -1%)
Total 0-1 revisions	53%+34% = 87%	62%+30% = 92% (difference =5%)	77%+20% =97% difference =10%

CASA Assessment

Summary MLIS Program

PLO (SLO)

MLIS Core Competency G: understand the system of standards and methods used to control and create information structures and how to apply basic principles involved in the organization and representation of knowledge

Assessment

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.

Core Competency G, however, had a combined rate of only 87% of students needing 0-1 revisions, which was of concern to the faculty. The faculty agreed to make specific changes to increase consistency among course sections, to better differentiate between content of beginning and advanced courses, and to develop assignments that specifically correlated to and addressed the different facets of Core Competency G. These changes were implemented in Fall 2008 and Spring 2009. Data was collected in Spring 2009 and Fall 2010.

Rubric/Closing the Loop

At the end of the Spring 2009 semester, Core Competency G data was collected in the LIBR 289 (e-portfolio) course, and compared to the Fall 2007 data. The total percentage of students needing 0-1 revisions improved 5%, from 87% in Fall 2007 to 92% in Spring 2009 and increased another 5% in Fall 2010 (when data was collected again). The percentage who passed on the first attempt, with no revisions required, increased by 9% in Spring 2009 and by another 15% in Fall 2010.