

PROGRAM INFORMATION

Date submitted: June 1st, 2014

Degree Program(s):	Master of Library and Information Science (MLIS)	Department:	School of Library and Information Science
Department Chair:	Dr. Sandy Hirsh	Phone:	4-2491
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ARCHIVAL INFORMATION

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Resetting Baseline Data

In Fall 2013 the faculty discussed the baseline data for the [14 core competencies \(program learning outcomes\)](#) for the MLIS program. The data is presented by students via [the e-Portfolio](#) (Libr 289). The goal of the e-Portfolio is to provide a program-based assessment to ensure that each student demonstrates mastery of all program learning outcomes (core competencies) for the degree before graduation. It is a class in which faculty do not teach (though evaluate and help). Students present essays with supporting evidence to show that they understand and can meet the competencies; and also show their ability to synthesize and present themselves and their knowledge.

The faculty felt that our model of checking how many revisions were needed for a statement of competency still serves us well and will continue to serve us well.

The 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 guided by [rubrics](#).
[\[http://slisweb.sjsu.edu/downloads/289_compRubrics.pdf\]](http://slisweb.sjsu.edu/downloads/289_compRubrics.pdf)

In 2014-2015 –as part of our curriculum review calendar-we will be re-examining [the core competencies \(program learning outcomes\)](#) and the accompanying [rubrics](#) based on changes in the profession and input from our [program advisory committees](#). We will also be putting into place a new core curriculum –whereby students are exposed to **all** core competencies (program learning outcomes) in the 3 core classes as well as in a range of electives. The new core will also better reflect all the environments in which our graduates work.

Data Collection

In Spring 2013 the following table was set up.

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		
IJKL		C	DI	C	DI	C	
MNABC			C	DI	C	DI	C

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 discussed the Spring 2013 data over summer and made the following changes in the curriculum as Comp D [*apply the fundamental principles of planning, management, marketing, and advocacy*] showed too high a number of students who needed more than one revision.

- Effective leadership and management (of people and information) are critically important for all types of work environments and clients. As advisors faculty will recommend that students consider also selecting some courses from the [Leadership and Management career pathway](#) to acquire complementary or supplementary core skills that will support the emphases they are taking in other [pathways](#). We are hopeful this will bring improvement in comp D. We also added some one unit classes focusing on management topics such as leadership.

Fall 2013 Data Collection

PLO I	C	72% of submissions needed zero revisions to meet or exceed expectations. 24% 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 J	C	71% of submissions needed zero revisions to meet or exceed expectations. 23% of submissions needed one revisions to meet or exceed expectations 6% of submissions needed two revisions to meet or exceed expectations 0 of submissions needed three or four revisions to meet or exceed expectations

PLO K	C	82% of submissions needed zero revisions to meet or exceed expectations. 18% 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
PLO L	C	87% of submissions needed zero revisions to meet or exceed expectations. 12% of submissions needed one revisions 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

We were pleased to see the sustained improvement in J (Fall 2011); K (Fall 2012) and L (Spring 2010) as we had made changes in the curriculum (in the semesters listed above) to improve these program learning outcomes.