Instructions

1. Complete the attached form and submit it as an email attachment to *Graduate and Undergraduate Programs* (academicassessment@sjsu.edu) on or before **June 1, 2016**.

2. Please copy your college's Associate Dean and Assessment Facilitator on the email submission. Assessment Facilitators are also available to provide support - please feel free to contact them with any questions or concerns.

3. Completed forms will be posted on your Program Records webpage.

Please note that this form has been updated since last year. We have made several minor changes that we believe will streamline the reporting process and increase focus on the implementation of changes based on assessment results ("Closing the Loop"). The program data elements (graduation rates, headcounts, SFR, etc.) have been dropped from this annual assessment report. This data is still available through the Institutional Effectiveness and Analytics (IEA) website and we encourage programs to examine this data on a regular basis. However, this information will only be required to be reported as part of the Program Planning process. This report is organized into three sections designed to organize your annual assessment efforts and to inform your department's Program Planning. Here is the rationale behind each section.

Part A – The Big Picture

- This section will likely only need to be prepared once at the beginning of your assessment cycle, although it should be reviewed each year and updated as necessary. This information should be included in each annual report, even if it has not changed.
- This section lists your Program Learning Outcomes (PLOs) and, more importantly, how they connect with your curriculum within the program and the University Learning Goals (ULGs).
- Finally, this section presents your assessment plan for the current planning cycle in the form of a multi-year schedule (usually 5 years, updated as part of Program Planning). This schedule should indicate which PLO(s) will be assessed each year, as well as your plans for implementing changes based on assessment results, and re-assessment after changes have been given time to take effect.

Part B – What We Did This Year

- This section details your assessment efforts over the last year (AY 2015-16).
- Which PLO(s) were assessed, how was the data collected, and what do the data tell you with regard to student achievement on this PLO? What do you plan to do, if anything, to improve future achievement levels (i.e., "close the loop")?

Part C – Keeping Track of the Changes ("Closing the loop")

- This section is meant to keep a running record of your efforts to improve your students' outcomes. This table should grow throughout your assessment cycle and will be an important part of your next Program Plan.
- Create a new row in the table each time you propose a change as a result of your assessment efforts. Then be sure to keep track of your change efforts in subsequent years.

Department: School of Information
Program: Masters in Library and Information Science (MLIS). The MLIS is a graduate only program with 75% of its students in special session and 25% in regular session. It is delivered 100% online.
College: CASA
Program Website: http://ischool.sjsu.edu. **Please note**: All assessment information is on our **program performance page.** http://ischool.sjsu.edu/about/mlis-program-performance
Link to Program Learning Outcomes (PLOs) on program website: http://ischool.sjsu.edu/current-students/courses/core-competencies
Program Accreditation (if any): American Library Association (ALA) –until 2021
Contact Person and Email: Dr. Sandy Hirsh (Sandy.Hirsh@sjsu.edu); Dr. Linda Main (Linda.Main@sjsu.edu)
Date of Report: May 2016

Part A

1. **List of Program Learning Outcomes (PLOs)**
   (PLOs should be appropriate to the degree and consider national disciplinary standards, if they exist. Each outcome should describe how students can demonstrate learning.)

   Please see:
   http://ischool.sjsu.edu/current-students/courses/core-competencies

2. **Map of PLOs to University Learning Goals (ULGs)**
   (Please indicate how your PLOs map to the University Learning Goals below by listing the PLO under each relevant ULG, or including this map in table form (see examples here). Use the link above for a full description of each ULG.)

   Please see:
   http://ischool.sjsu.edu/sites/default/files/content_pdf/ulgmlis.pdf

3. **Alignment – Matrix of PLOs to Courses**
   (Please show in which courses the PLOs are addressed and assessed. The curriculum map should show increasing levels of proficiency and alignment of curriculum and PLOs. See examples here)

   • As instructors plan their classes and develop their syllabi, they determine which Core Competencies (Program Learning Outcomes) their classes address, and this information appears on each course syllabus. Multiple sections of a single course share the same Core Competencies (Program Learning Outcomes), agreed upon by the course instructors, with guidance from the

assigned full-time faculty members who provide leadership for specific course clusters. Each course cluster encompasses a group of related courses under the leadership of three to five full-time faculty members with expertise in these areas. The course clusters and associated full-time faculty leads, as well as a list of all courses in each cluster, are available online.

- In addition to defined Core Competencies (Program Learning Outcomes), each course has specific Course Learning Outcomes (CLOs). Each assignment is linked to the specific Course Learning Outcome(s) it fulfills, and this information is indicated on each course syllabus. All sections of a single course share common Course Learning Outcomes, although individual instructors have the freedom to meet those objectives through their own assignments and class activities. To help instructors establish CLOs for their courses, link CLOs to assignments, and indicate those links on their syllabi, we developed a tutorial that guides instructors through this process.

- If an instructor is developing a new course or wants to change the CLOs or Core Competencies (Program Learning Outcomes) for a current course, the instructor submits the proposed Core Competencies and CLOs to the co-chairs of the School's Curriculum and Program Development Committee for review via a restricted online form. (The passwords are slis and news). The Curriculum and Program Development Committee co-chairs examine the proposed assignments and Course Learning Outcomes to be sure they fulfill the chosen competencies.

- These connections between Core Competencies (Program Learning Outcomes), Course Learning Outcomes, and course assignments are publicly available on our syllabi. In addition, students can easily view the Core Competencies (Program Learning Outcomes) and CLOs for each course by using this database. (To use the database, click on a specific course; the Core Competencies and CLOs for the course will be displayed.)

- Students can also search for courses that address each Core Competency (Program Learning Outcome) using this online tool, which displays a list of courses that support each Core Competency (Program Learning Outcome). (To use the tool, select any Core Competency (program learning outcome) and then view all courses that support the competency.)

For alignment of PLOs to courses please see:
http://ischoolapps.sjsu.edu/slo-core/core.php

For alignment of classes to CLOs and PLOs (core competencies) please see:
http://ischoolapps.sjsu.edu/slo-core/mlis.php

Planning – Assessment Schedule
(Please provide a reasonable, multi-year assessment plan that specifies when a PLO will be assessed (A), when you might plan to implement changes as a result of your assessment (I), and, if applicable, when you might reassess a given PLO (R) to gauge the impact of the change. All PLOs should be assessed at least once during each program planning cycle (usually 5 years). Add rows and columns as necessary.)

Overall Planning for Assessment
Our School's Curriculum and Program Development Committee coordinates a systematic review of the whole curriculum on a three-year cycle. In the first year, we review core courses (200, 202, and 204), as

well as two other required courses, 203 and 285. In the second year, we review the course clusters and the culminating experience, including the program learning outcomes (289: e-Portfolio). In the third year, we review the Career Pathways. As part of this review, the faculty members involved explore whether the current courses are appropriate, whether the prerequisites are fitting, and whether changes are needed in course descriptions. The faculty members involved also explore whether new courses may be needed, based on their own professional experience, as well as feedback from our School's Program Advisory Committees (composed of practitioners) and International Advisory Council (composed of leaders in our profession).

The table below provides an overview of our curriculum review cycle. All of the reviews through Spring 2016 will have been completed by May 2016.

Curriculum Component	Timeline
Next Accreditation Period: Review #1	
Development of new core courses (to be implemented in Fall 2014)	**Fall 2013–Spring 2014**
Career Pathways	**Fall 2013–Spring 2014**
Culminating experience	**Fall 2014–Spring 2015**
Core courses, LIBR 203, and LIBR 285	**Fall 2015–Spring 2016**
Overall program review	**Fall 2016**
Next Accreditation Period: Review #2	
Career Pathways	**Spring 2017–Fall 2017**
Culminating experience	**Spring 2018**
Core courses, LIBR 203, and LIBR 285	**Fall 2018–Spring 2019**
Overall program review	**Fall 2019**

Individual Program Learning Outcomes Assessment Planning
In addition to the assessment of different areas of the curriculum each semester we collect data on individual program outcomes, discuss the results, and make changes.

Please see:
Review and Measurement of Individual Program Learning Outcomes; **and** the accompanying reports: (Assessment of Individual Program Learning Outcomes Reports MLIS. The latest is for Spring 2016)

Direct links:
http://ischool.sjsu.edu/about/mlis-program-performance#program
http://ischool.sjsu.edu/sites/default/files/content_pdf/soi_mlis_report_sp2016.pdf

4. **Student Experience**
    a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.?

    > The PLOs are on our web site
    > http://ischool.sjsu.edu/current-students/courses/core-competencies

    > The PLOS are introduced to students in INFO 203 –the first class taken by all new students. This includes an audio overview
    > http://amazon.sjsu.edu/html-lmain/presenter/eport/index.htm

    > Each syllabus lists course learning outcomes and program learning outcomes (core competencies)
    > http://ischoolapps.sjsu.edu/slo-core/mlis.php

    > All syllabi are listed here:
    > http://ischool.sjsu.edu/current-students/courses/syllabi

    b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate.

    - Our Course Cluster Coordination model, our Program Advisory Committees, our International Advisory Council, and our formal curriculum review process constitute a significant component of the School's approach to curriculum planning and assessment. However, the School of Information also evaluates the program based on the perspectives of students, faculty, employers, alumni, and other constituents, as well as students' achievements and subsequent accomplishments. The School uses various tools to assess student satisfaction and learning outcomes. We then use data from these assessment tools to inform our curriculum and program development decisions. These tools include:

        Student Opinion of Teaching Effectiveness (SOTE) surveys

        Graduating Students Exit surveys

        Alumni surveys

        Note: All survey data is gathered via Qualtrics

Part B
5. **Assessment Data and Results**
    (Please briefly describe the data collected for this report (e.g., student papers, posters, presentations, portfolios, assignments, exams). The instruments used to evaluate student achievement (e.g., rubrics or other criteria) and actual data (e.g., assignment description or instructions) should be attached as appendices.)

    1. We worked on clarifying the wording in the program learning outcomes (our core competencies) and ensuring that the wording encompassed all facets of the program learning outcomes (core competencies). See:
    http://ischool.sjsu.edu/current-students/courses/core-competencies

    2. We also reworked the language of the rubrics –which guide students in their e-Portfolio (their culminating experience). See:

http://ischool.sjsu.edu/downloads/289_compRubrics.pdf

3. We gathered data for the assessment of **individua**l PLOs. For results see section 6

4. We reviewed our INFO 285 –Research Methods- classes. For results see section 6

5. We reviewed INFO 203 –our required introductory class on Online Learning: Tools and Strategies for Success. For results see section 6

6. We reviewed MLIS exit data from students graduating –using Qualtrics. For results see section 6

7. We reviewed alumni survey data –using Qualtrics. For results see section 6

8. We continued to gather retention data for our three points of retention –after INFO 203, making a B in core classes, successfully completing the culminating e-Portfolio. For results see section 6

9. We reviewed SOTE input from student and made appropriate changes. For results see section 6

6. **Analysis**
   (Please discuss the findings and evaluate the achievement of PLOs and/or progress on recommended actions.)

A. *Individual Program Learning Outcomes*

Please see:
   Review and Measurement of Individual Program Learning Outcomes; **and** the accompanying reports: (Assessment of Individual Program Learning Outcomes Reports MLIS. The latest is for Spring 2016)

   Direct Links
   http://ischool.sjsu.edu/about/mlis-program-performance#program
   http://ischool.sjsu.edu/sites/default/files/content_pdf/soi_mlis_report_sp2016.pdf

The faculty were pleased with this data and feel we are getting close to our overall goal of 90% or better of INFO 289 students who need no or only one revision to a Statement of Competency, the essay in which they demonstrate achievement of a specific PLO guided by rubrics.

We attribute the improvement to:
- The work done to make the competency language clear and the development of very specific rubrics.
- Allowing student to focus on one information environment in several of the competencies.
- The addition of the 1 and 2 unit classes that have enabled students to pick up a variety of skill sets (particularly in the soft skills) while still letting them focus on their main area of interest.

B. *New Core Classes*
In 2015 we conducted a survey to see how well the new core classes were working.
        Please see Appendix A

C.   *Research Methodologies classes*
In 2015 we reviewed our Research Methodologies courses - INFO 285.
        Please see Appendix B

D*. INFO 203*
In 2015 we reviewed our required introductory class -INFO 203.
        Please see Appendix C

E. *Exit Surveys*
A few weeks after each semester ends, the School solicits feedback from new graduates through an exit survey. The surveys allow us to assess student satisfaction with the School's curriculum, career resources, advising, and administrative support, and to identify areas in need of improvement. The surveys also provide us with input regarding student involvement in professional associations and other extracurricular activities, such as the School of Information *Student Research Journal* and the Library 2.0 Worldwide Virtual Conference series.

Exit survey results are discussed twice a year at faculty retreats and used to guide program development decisions. We publish a summary of survey results on our website

        For direct links please see:

        http://ischool.sjsu.edu/programs/mlis/student-profiles

        http://ischool.sjsu.edu/about/mlis-program-performance#exit-survey

F. *Alumni Surveys*
We collect data from alumni through our annual alumni survey –the most recent was sent in June 2015. This online survey gives our alumni the opportunity to reflect on their LIS education after they have been in the field. Here is a link to the most recent input.

        Direct link:
        http://ischool.sjsu.edu/about/mlis-program-performance#alumni

G.   *Retention results*
We measure every year student success so we can make changes in the curriculum. We also work closely with Program Advisory Committees to ensure that the curriculum is relevant and connected to the job market.

We monitor retention at three points -after INFO 203, making a B in core classes, successfully completing the culminating e-Portfolio. Please see:

        http://ischool.sjsu.edu/about/mlis-program-performance#retention

The data shows that the statistics remain constant so we feel that the changes we make in the curriculum are appropriate –and as an accredited program it is important to balance retention with standards.

H. *SOTE Surveys*

Our faculty review the anonymous SOTE surveys completed by students in their courses, and in response, they often modify their courses in the following ways (these are just a few examples):

- Improved navigation of the course site.

- Modified assignments to include group work, presentations, and/or screencasts.

- Updated assignment instructions, and provided those instructions via written documents, as well as screencasts and podcasts.

- Class activities are included that provide students with opportunities to network with librarians in their communities.

7. **Proposed changes and goals (if any)**
   (Given your findings, please list the proposed changes and goals for the next academic year and beyond – that is, how will you "close the loop"?)

Part C

For next review cycle:

A. Assessment of individual program learning outcomes per the following table:

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

PLOs	F 2016	Sp 2017	F 2017	Sp 2018	F 2018
IJKL	DI	C	DI	C	DI
DEFGH		C	DI	C	DI
MNABC	DI		C	DI	

B. Overall curriculum review per the curriculum review calendar listed above.

C. We are running an employer survey –via Qualtrics –in summer 2016.

D. We have taken very seriously the Provost's initiative -*SJSU's Four Pillars of Student Success*- to increase retention and graduation.
http://www.sjsu.edu/provost/docs/Student_Success_Plan_5-5-16.pdf

Pages 7 and 8 of the report stress the importance of:

- Creating an online smart planner that will allow students to map out a four-year degree plan for incoming first-year students and a two-year degree plan for transfer students. This function will allow students and advisors to have a clear map of what courses are needed to graduate in a timely manner and allow the university to better match course offerings with demand.
- Upgrading and expanding our early alert system, integrated with the learning management system, to identify students at the earliest indication of trouble and provide intrusive advising to those in need.

The University is putting in place many tools to help undergraduates but is offering almost no graduate support. We are a very large graduate program –currently around 1800 graduate students. So we have to engage in self-help as follows:

- We are putting in place a student success planner as part of a new advising toolkit for our online graduate students.
- We have entered into a contract with Copley Retention Services: http://copleysystems.com/

We selected Copley as, unlike many other systems, they work with both online students and graduate students and can interface with Canvas and Peoplesoft (my.sjsu.edu). The system is being implemented into Canvas (it has been approved by ITS, Purchasing and Jennifer Redd). We are also in the process of trying to get data fed in from my.sjsu.edu.

This graphic summarizes the kinds of things we hope to do with Copley:
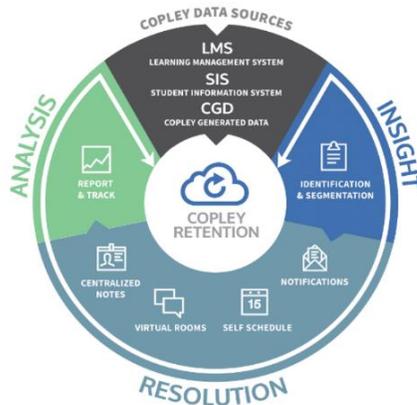
- Real-time risk assessment, early identification & alerts
- Centralized notes
- Proactive practices & automated interventions
- Text message delivery of student PULSE questions & self-reporting surveys
- Scheduling & calendar sync
- Faculty referrals & progress reports
- Department dashboard

Appendix A

Core Course Revision: Final Report

Submitted by:
Debbie Hansen, Lead
Rob Boyd
Michael Stephens
Ginny Tucker

May 4, 2015

During the 2013-2014 academic year, core course instructors worked jointly and individually to revise LIBR 200, LIBR 202, and LIBR 204 to reflect changes within the field and the profession. Working in teams (LIBR 200—Michael and Debbie; LIBR 202: Ginny and Judy; LIBR 204: Rob and Cheryl), the core course coordinators redesigned their course's content and assignments, depending on the needs of each class. Course titles were also changed to reflect their new focus.   Information and Society became Information Communities (LIBR 200); Information Retrieval became Information Retrieval System Design (LIBR 202); and Information Organizations and Management became Information Professions (LIBR 204).

These new core courses were implemented during the 2014-2015 academic year. This report assesses how they have been received by faculty and students and lists plans for improvement in the near future. *How have students/faculty responded to the new course content? Have changes been made to the course content based on faculty or student feedback?*

Overall, the response to the new core classes has been quite positive, particularly among the students. In informal surveys and SOTE comments, students praised the courses' design and their effectiveness in preparing them for future classes and their professional careers:
- LIBR 200 was a "knowledgeable, well-planned course" and a "great foundational class for beginning graduate students."
- LIBR 202 "provides a good background of information that relates to most, if not all, of the different areas within LIS."
- LIBR 204 "really helped to put into perspective the different paths we can take with our degree and the types of skills we should work on developing to be effective information professionals."

Faculty were consulted as to the new content of the courses and seemed generally satisfied with the end results. Most dissatisfaction was caused by external factors, such as having to switch to Canvas as the learning management system and the larger class sizes. LIBR 202 faculty also had to learn a new data management software; while LIBR 204 adopted a new textbook.
How have students/faculty responded to the new course assignments? Have changes been made to the assignments based on faculty or student feedback?

A key component of the core course revision has been to standardize assignments in all core classes. This includes all faculty being required to use the same assignment guidelines and apply similar grading rubrics. Students in the 3 classes were quite satisfied with the coursework required and felt that the intended learning outcomes were successfully met.

Students did have some criticism of certain assignments, such as the Information Resources Survey in LIBR 200, which was far too demanding given the points assigned. Other criticisms had to do with assignment instructions needing clarification, and the inability of some instructors to explain assignment

expectations. In a similar vein, some students felt that certain the instructors did not provide useful or substantive feedback on their work, partly due to the fact that they were using assignments created by someone else. As a result of these criticisms, several assignments in LIBR 200 have been reworked and a new assignment added. In LIBR 202, assignment instructions have been revised and instructors are encouraged to modify them to better suit their teaching styles.

How have students/faculty responded to the required reading assignments? Have changes been made to the assignments based on faculty or student feedback?

It seems that the choice of text and number of assigned readings caused the most disgruntlement among faculty and students. LIBR 200 students and faculty felt that the required readings for each week were too demanding, while most LIBR 202 faculty were dissatisfied with the current text. Although most LIBR 204 faculty seemed satisfied with course's new text, some students commented that it didn't add much to the content of course. Based on faculty and student input, the course coordinators will be revising the required texts and reading assignments for the upcoming 2015-2016 academic year.

Has the new format of shared lectures supplemented by individual faculty wrappers been effective and accepted by faculty and students?

Overall, students are positive about the shared lectures and appreciate the opportunity to learn from a variety of experts in the field. Many students praised the shared lectures in their SOTEs:

- The lectures were fantastic, and I liked how there were videos to watch as well, not just articles to read. [LIBR 200]
- When I noticed that the lectures were written by a different faculty member, I was surprised at first. But I quickly disregarded it because the lectures were so rich and informative. [LIBR 202]
- This class was interesting and so incredibly well structured. The book readings, combined with the videos and the structuring of canvas made understanding and following along in this class very easy, very accessible. [LIBR 204]

However, the addition of "wrappers" by individual instructors was very uneven among the 3 classes. In LIBR 200, a number of instructors did not provide much in the way of their own content, leading one student to complain that he "didn't feel like he [the instructor] was 'teaching' at all; just giving us information presented by other teachers." LIBR 202 faculty, on the other hand, were more proactive in developing content, with 83% providing video and/or audio wrappers. LIBR 204 instructors fell between these two extremes, though as the course coordinator puts it, their wrappers are still a "work in progress." The challenge for all instructors has been the multiple changes occurring at the same time: new courses, new LMS, new textbooks, as well as the new recorded content policy. They were likely overwhelmed with so many expectations.

Are you planning on making further changes in the course content, assignments or format next year?

As noted above, faculty and student criticisms will be addressed over the summer and in the coming year. As of this writing, here are the proposed changes for each course:
- LIBR 200: 1) Preparation of an introductory video on the team-taught, flipped model by the LIBR 200 course coordinator; 2) Reduction of reading assignments and addition of readings from *Information Services Today*; 3) Revision of blog requirement and adoption of the Wordpress/Buddypress Platform for all sections; 4) Redesign of the resources survey assignment and addition of a short essay in which students compare a research-based and professional article.

- LIBR 202: 1) Revision of assignment instructions; 2) Addition of assignment exemplars; 3) Creation of an e-text specifically designed for 202; 4) Reworking of assignments (particularly group assignments) to make them more compatible with increased student loads.
- LIBR 204: 1) Adopt new textbook, *Information Services Today*; 2) Create a new supplemental reading list to complement the new text; 3) Rework discussion forums to integrate shared materials from the new text.

Do you have any recommendations or advice for faculty undertaking similar curriculum projects in the future?
- Work in teams to create new course design and content.
- Assign a separate faculty member to assist with instructional design and the creation of the master course site.
- Secure the services of one or more student assistants to help with background research and course design.
- Have only the course designers teach the class the first semester it's offered to test the effectiveness of the course content, organization, and assignments. It will also allow the course designers to obtain assignment models and improve assignment guidelines and rubrics.
- Impress upon individual instructors the importance of providing "wrappers" (i.e., short lectures of their own), to establish their authority and presence as the course instructor. Otherwise student will consider them course facilitators, not professors.
- Encourage instructors to form partnerships with one or more other faculty teaching the new course. In this way, they can compare notes, discuss problems, and share expertise.
- After several semesters, conduct peer reviews of instructors to determine their effectiveness in teaching the new course.

INFO 285 Course Review Report
Oct, 2015

Prepared by INFO 285 Course Coordinator Lili Luo

INFO 285 has been made a required course at School of Information since fall 2007. This report reviews the course offerings of INFO 285 from spring 2008 to fall 2015 (the Course Syllabi page on SLIS website only goes back to spring 2008).

There are a variety of special topics that INFO 285 covers, giving students a wide array of choices. Over the past seven years, iSchool has offered the following INFO 285 specializations:

- General introduction of the frequently used research methods in LIS.
- A particular research method.
  - Action research.
  - Historic research.
  - Ethnography.
  - Survey research.
- A particular research context
  - Youth service.
  - School library.
  - Reference.
  - Information literacy instruction and assessment.
  - Archives and records management.
- A particular research purpose or perspective
  - Evaluation.
  - Needs assessment.
  - Reading research.
  - Post-modern perspective.

Attachment I. provides the detailed documentation of the offering of the above 285 specializations, including the instructors for each specialization and the number of specializations offered each semester.

Overall, the following INFO 285 sections are offered on a regular basis:

- General introduction.
- Action research.
- Historic research.
- Youth service.
- Evaluation.

In the last review, it was noticed that the number of the general introduction sections was the most among all offerings, and there had been a decline of student enrollment in these sections. In response to that, the total number of the general intro sections was reduced and the sections of other

specializations were added (e.g. Survey Research was offered again in fall 2014 and spring 2015 after a three-year gap). This has helped resolve the low enrollment issue.

For future planning of INFO 285 offerings, it might be helpful to look at the career pathways that are popular among students, and consider offering 285 sections that focus on the methods, contexts and purposes useful for those pathways. For example, as more and more of our students are considering jobs in non-traditional environments (e.g. the information industry), it could be beneficial to offer a 285 section focusing on that.

Another idea is preparing students with the necessary research skills if they are interested in academic librarianship. Research and publishing is a required component in most academic librarians' job description. It might be helpful to have a 285 section dedicated to research and academic librarianship, talking about the research culture, research process, publishing opportunities, and other related topics for academic librarians. Our partnership with Loyola Marymount University Library's Institute of Research Design for Librarianship can be quite useful in developing such a course.

We can also reach out to students and ask them about their perceptions of the current 285 offerings and what additional topics they wish to be covered. But the concern is that the response rate is usually low (unless incentives are offered) and the collected data might not be representative.

As the coordinator of INFO 285, I have created and maintained a website in the course management system (currently Canvas) for 285 instructors to access useful information and have discussions. The site contains information about the course objectives, competency L, mandatory components in 285, and other resources that 285 instructors may find beneficial, including my own article about research methods education (Luo, L. (2011). Fusing research into practice: The role of Research Methods education. Library and Information Science Research, 33(3), 191-201.), and my blog about LIS research (http://lililuo.tumblr.com/).

To raise awareness and understanding of the various 285 specializations and help students choose the section that's most appropriate for them, I wrote an article for the iSchool Student Research Journal in 2012 (http://scholarworks.sjsu.edu/slissrj/vol2/iss1/2/) and gave a talk at the ASIST Student Chapter event in spring 2015. The Information on INFO 285 page was also redeveloped to better present the array of INFO 285 offerings.

Finally, any ideas about improving the INFO 285 curriculum are welcome. Please contact Lili Luo at lili.luo@sjsu.edu.

INFO 285 Course Review

Course focus	Instructor	2008 sp	2008 su	2008 fa	2009 sp	2009 su	2009 fa	2010 sp	2010 su	2010 fa	2011 sp	2011 su	2011 fa	2012 sp	2012 su	2012 fa	2013 sp	2013 su	2013 fa	2014 sp	2014 su	2014 fa	2015 sp	2015 su	2015 fa
General introduction	Geoff Liu				x		x	x		x	x	x	x	x	x	x	x	x	x		x				x
General introduction	Lili Luo	x		x	x		x	x		x	x			x		x	x		x	x					
General introduction	Chris Hagar															x	x		x	x			x		x
General introduction	Charley Seavey					x																			
General introduction	Johanna Tunon							x			x			x			x		x						
General introduction	Suellen S. Adams												x	x											
General introduction	Linda L. Lillard													x											
General introduction	Frank Cervone																							x	
# of sections offered		1	0	1	2	0	3	3	0	3	2	1	2	5	1	3	4	1	4	2	0	1	2	0	2
Planning/evaluating youth service	Cherie Givens	x																							
Planning/evaluating youth services	Anthony Bernier				x			x			x									x			x		
Planning/evaluating youth services	Mary Ann Harlan										x														
Planning/evaluating youth services	Joanne de Groot													x	x	x	x		x						
# of sections offered		1	0	0	1	0	0	1	0	0	2	0	1	1	0	1	1	0	1	1	0	0	1	0	0
Evaluating library services	Joe Matthews		x	x	x	x																			
Evaluating library services	Rose M. Chenoweth								x	x	x														
Evaluating library services	Janice M. Krueger							x	x																
Evaluating library services	Tom Peters								x	x	x	x	x												
Evaluating library services	Cheryl Stenström													x	x	x	x	x	x	x		x	x		x
Evaluating library services	Mengxiong Liu														x										
Evaluating library services	Franck Cervone																				x	x		x	x

# of sections offered		0	1	1	1	1	1	1	2	2	2	1	2	1	1	1	1	1	1	1	1	2	1	1	2
Action research	Renee Jefferson	x	x	x			x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x
Action research	Mary M. Somerville					x			x			x			x			x								

# of sections offered		1	1	1	0	1	1	1	2	1	1	2	1	1	1	1	1	2	1	1	1	1	1	1	1
Reference evaluation	Charlotte Ford	x																								
Reference evaluation	Lili Luo			x																						

# of sections offered		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					
Historic research and writing	Debbie Hansen		x			x			x	x		x	x		x			x			x			x		x
Historic research and writing	Tom Norris								x			x														
Historic research and writing	Timothy J. Dickey													x		x	x		x	x		x	x			
Historic research and writing	Anthony Bernier						x																			x

# of sections offered		0	0	1	0	0	2	0	0	1	2	0	2	2	0	2	1	0	2	1	0	2	1	0	2
Ethnography	Kristen Rebmann			x			x		x	x			x			x							x		x
Research as applied in education and school libraries	Blanche Woolls					x	x																		
Research from a postmodern perspective	Michael L Grant; Penelope A. Grant						x																		
Reading research	Jessica E. Moyer									x															
Survey research	Katharin Peter												x												
Survey research	Lili Luo																						x	x	

INFO 203 Course Review Report
April, 2016
Prepared by INFO 203 Course Coordinator, Debbie Faires

INFO 203 was introduced in fall 2008 as a required one credit class for all new students. It is conducted each fall and spring semester and is offered in both Regular and Special Session. Over 6,100 MLIS students have completed INFO/LIBR 203.
In the semesters following the introduction of INFO 203, faculty members reported:

- Fewer students needing technical support
- Better student awareness and understanding regarding library databases
- Improved student use of APA style

The course is available to students three to four weeks prior to the official start of the semester. This allows students to start working through the content and becoming familiar with the technology and resources they will use in their other classes. The course ends four weeks after the semester begins.

The INFO 203 Team
A team of faculty members and student peer mentors conducts the course under the direction of the INFO 203 course coordinator. Cindy Runnels and Vicki Steiner teach INFO 203 and each is responsible for several sections of the class. Peer mentors are selected through an application process and enroll in a special project through INFO 298. One peer mentor is assigned to each section of the class and works with the faculty member to answer questions, assess assignment submissions, and provide feedback. In addition, the peer mentors conduct online sessions on topic of interest and create instructional screencasts.
Additional support for the class is provided by:

- The school's library liaison who provides a library orientation and oversees the library tutorials used in the course. This generally involves updates each semester.
- The library's Senior Access Service Coordinator who consults each semester regarding the course starting date and when students will be able to start setting up their library PINs.
- The school's Career Center Liaison to the School of Information who provides a self-introduction, overview of services, and an online workshop each semester for the new students.

Course Sites in Canvas
The Canvas site for each section is created by making a copy of a master site. Thus, all section sites are basically the same. Each site is customized by the instructor to include contact information and facilitate communication in the discussion board and announcements. The course home page for each section features an RSS feed of the blog headlines from the students in that section of the class.

Most of the content for the course resides in web pages on the iSchool.sjsu.edu server. The Canvas course sites point to these pages and the content is displayed within the learning management system. This allows efficient updating and posting of timely notifications (e.g., library database downtime). A single edit to a content page will then be displayed within all of the Canvas course sites. The practice of hosting content on a web server has also facilitated easier transitions between various learning management systems.

To facilitate communication among the faculty and peer mentors, I set up a separate Canvas site each semester for the "203 Team." The discussion board and the announcements are efficient tools to share updates and answer questions.

Course Content and Design
The course content consists of nine modules. The course syllabus lists the topics for these modules and the following article provides additional details:
Gatt, A.R. (2015, July 29). What to expect in INFO 203. Your first class and the keys to success at the iSchool. *iStudent Blog*. Retrieved from https://ischool.sjsu.edu/istudent-blog/what-to-expect-in-info-203-your-first-class-and-the-keys-to-success-at-the-ischool
The course content is updated regularly to reflect the needs of the school in preparing students for the rest of their coursework. Changes in recent years include:

- Addition of two intermediary deadlines to provide more structure for student progress through the otherwise self-paced course
- Discontinuation of the Second Life module
- Restructuring the blogging assignment to better coordinate with INFO 200 and create a foundation for blogging in other courses

Course content is reviewed each semester and updated as needed. I seek input from the course coordinators for INFO 200, 202 and 204 in order to better prepare students for these core courses. Students express greater satisfaction with the course when they are able to directly apply some of their new knowledge to their other courses.
The course site underwent a Quality Matters review in spring 2016 and has been successfully certified. In preparation for the review, the course and learning outcomes were reviewed and a few changes in the outcomes, syllabus and course content have been implemented.

Enrollment and Retention Data
Enrollment and retention rate information for INFO 203 is reported on the school's web site under Program Performance. The retention rate average is 85% and has ranged from 81-91% each semester during the past five years. See http://ischool.sjsu.edu/about/mlis-program-performance#retention
The enrollment process for INFO 203 was changed for fall 2015. Students now self-enroll for the class as they do for their other classes. Previously, a staff member enrolled each new student. This was done to ensure that all new students took the class. Results with the self-enrollment process have been excellent. Vicki Robison and Sheila Gurtu monitor new student enrollments. Gina Lee adjusts specific section enrollments in MySJSU as needed in order to keep sections at approximately the same size.

Synchronous Sessions
Each student in the class is required to attend a synchronous online session to learn about use of Collaborate web conferencing. These sessions are conducted by students who are enrolled in INFO 298 and have been prepared in facilitation of web conference training. The new students select which session they will attend after reviewing a list of numerous offerings.
Additional optional synchronous "meet-ups" are offered by the peer mentors. These sessions focus on topics of interest to new students such as time management, technology tools, and writing skills.
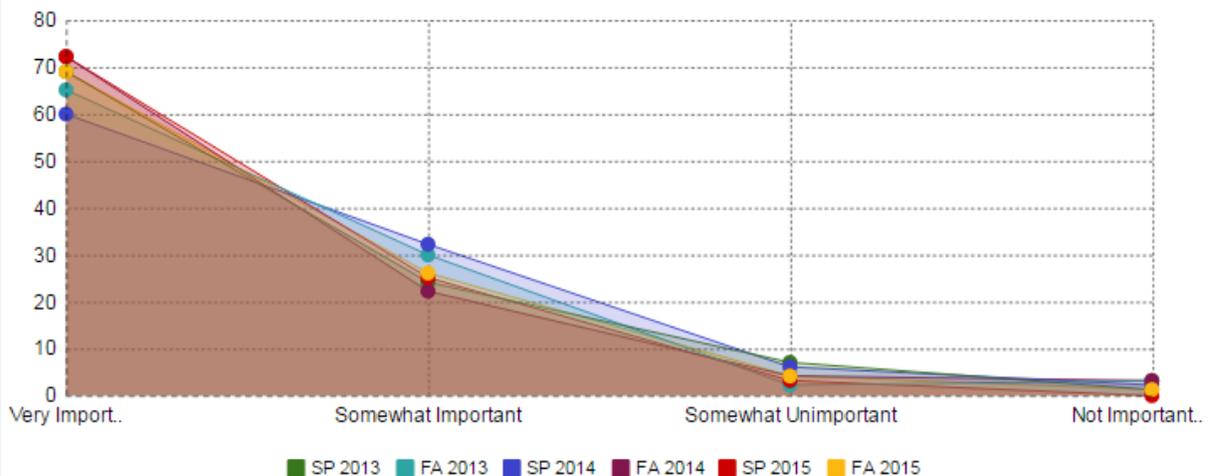
Student Surveys
Each semester, a student survey is conducted to gather feedback from students about their experiences in 203. Summary results from the past three years are reported below.

How many hours would you estimate you spent in completing INFO/LIBR 203?

Legend: SP 2013, FA 2013, SP 2014, FA 2014, SP 2015, FA 2015
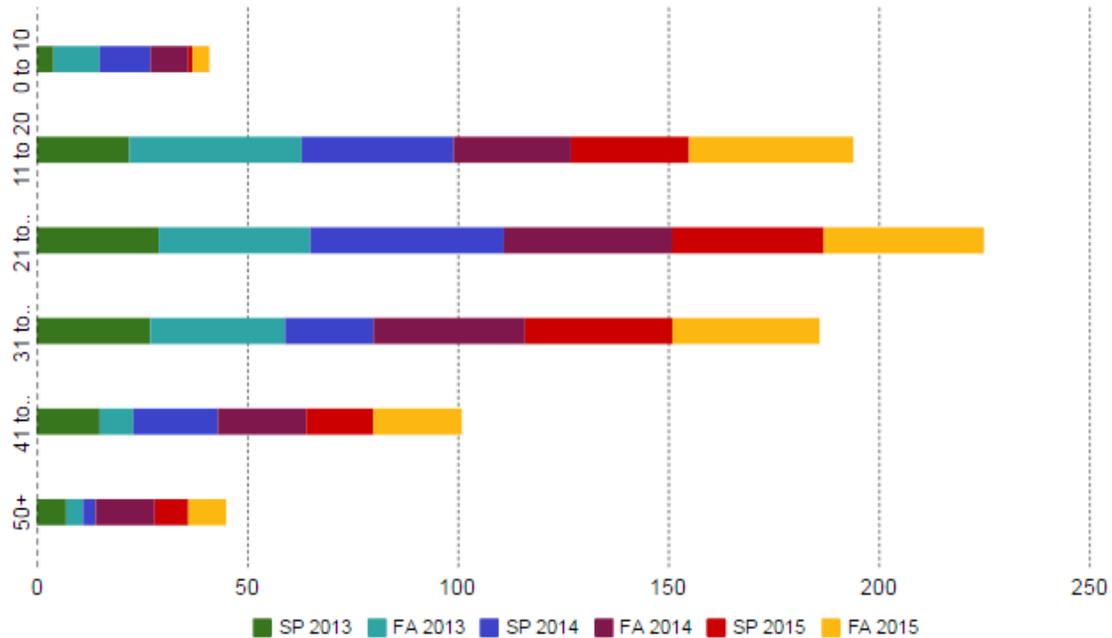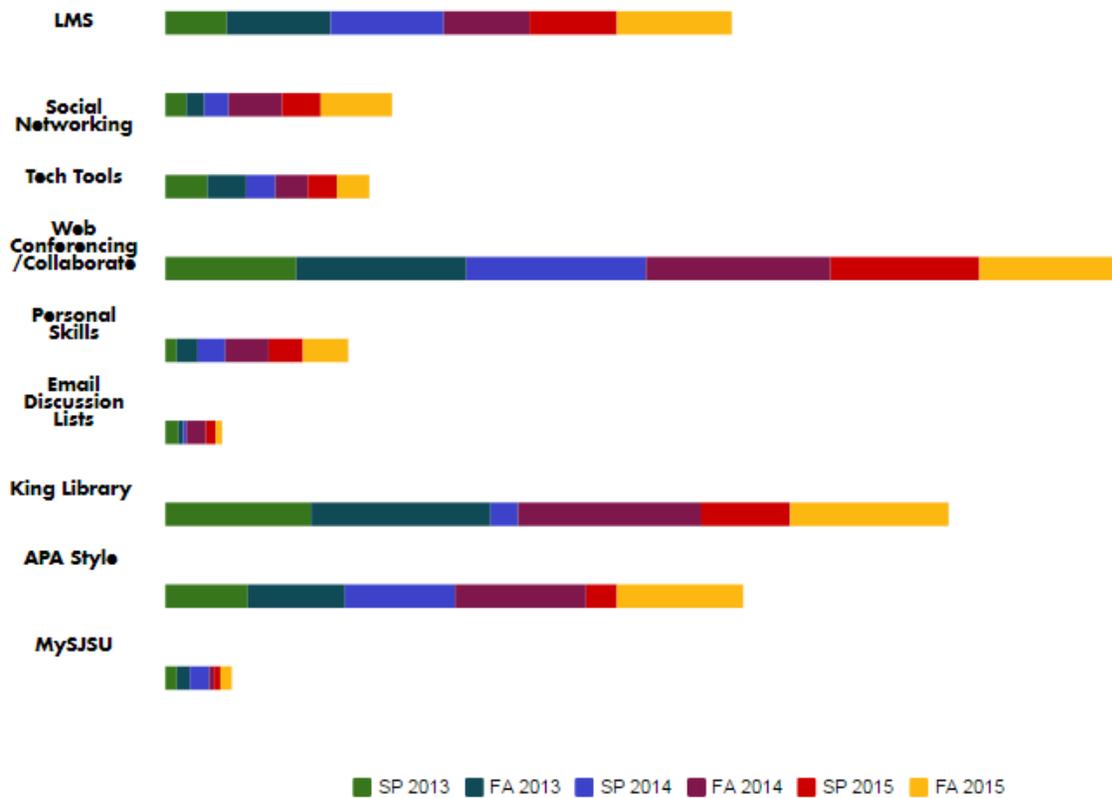
Most students report spending fewer than 45 hours, the amount of time generally projected for a one credit course. This may indicate some room for further development of content and requirements in the course

How important was 203 in helping you succeed in your first semester?

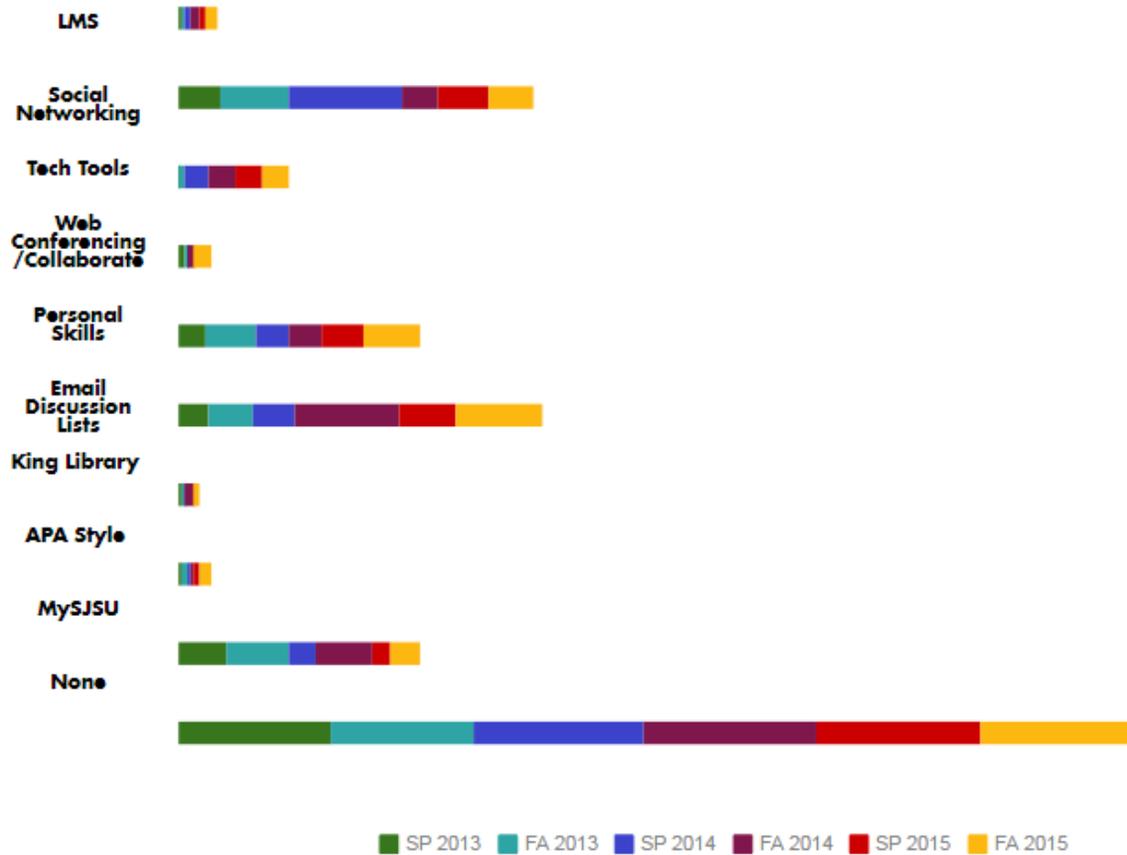Legend: SP 2013, FA 2013, SP 2014, FA 2014, SP 2015, FA 2015

The overwhelming majority of students who responded to the surveys consistently report that 203 was important in helping them succeed in their first semester.

Please mark three units in INFO/LIBR 203 that you feel have been most useful to you.

Legend: SP 2013 | FA 2013 | SP 2014 | FA 2014 | SP 2015 | FA 2015

Categories (top to bottom): LMS, Social Networking, Tech Tools, Web Conferencing/Collaborate, Personal Skills, Email Discussion Lists, King Library, APA Style, MySJSU

Students tell us that the two most useful units in the course are the ones that focus on a) web conferencing/Collaborate and b) King Library resources. APA Style and the LMS units are the next most useful topics.

Which unit was least useful?

Legend: SP 2013, FA 2013, SP 2014, FA 2014, SP 2015, FA 2015

Categories (top to bottom): LMS, Social Networking, Tech Tools, Web Conferencing/Collaborate, Personal Skills, Email Discussion Lists, King Library, APA Style, MySJSU, None

In most semesters, a majority of the students who were asked which unit was least useful select "None, all were useful." Among the other responses, students are increasingly listing the unit that focuses on email discussion lists and RSS as less useful. Plans are underway to eliminate this unit and incorporate some of the important content into a new unit.

Do you feel you had the appropriate support and feedback towards the completion of your 203 assignments?

Legend: SP 2013, FA 2013, SP 2014, FA 2014, SP 2015, FA 2015
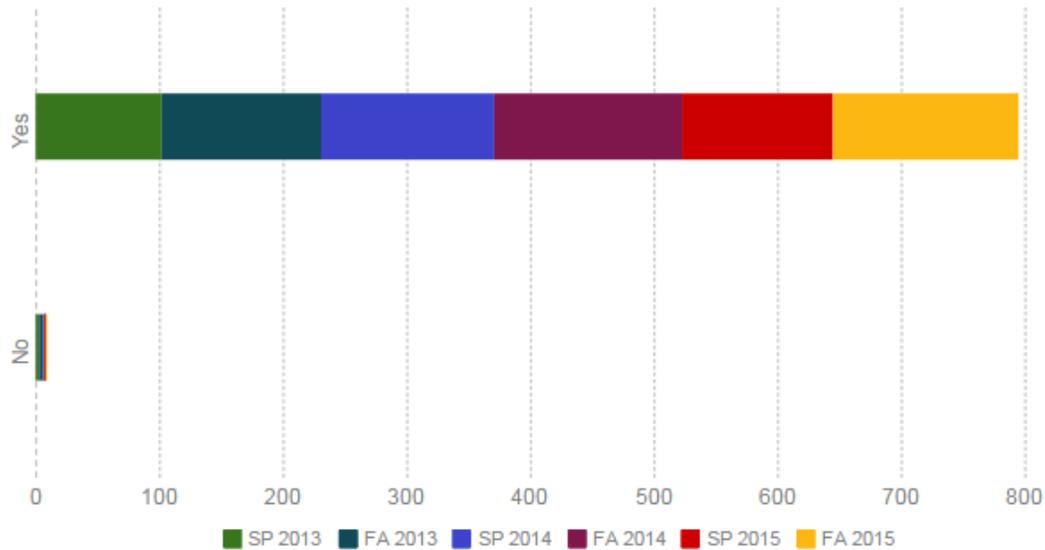
Students overwhelmingly report their satisfaction with the support they receive in 203. The faculty, peer mentors, and other support personnel at the school and on campus are doing an excellent job in supporting the new students in this class.

Summary
INFO 203 is a course which is well-reviewed by students and outside evaluators. The team concept including peer mentors has proven to be successful and the flexible. The course is an effective initial experience for the new students in the MLIS program.