

SOI MLIS Program Assessment Report

PROGRAM INFORMATIONDate submitted: June 1st 2015

Degree Program(s):	Master of Library and Information Science (MLIS)	Department:	School of Information
Department Chair:	Dr. Sandy Hirsh	Phone:	4-2491
Report Prepared by:	Dr. Linda Main	Phone:	4-2494
Next Self-Study due:	Spring 2016	E-mail:	Linda.Main@sjsu.edu

ARCHIVAL INFORMATION

Location:	http://tinyurl.com/mg2apad	Person to Contact:	Linda Main	Linda.Main@sjsu.edu
------------------	---	---------------------------	------------	--

In addition to gathering data and reviewing individual competencies the School of Information faculty made several other broader changes during 2014-15.

A. In 2014-2015 we implemented new core curriculum

200 – [Information Communities](#)

202 – [Information Retrieval System Design](#)

204 – [Information Professions](#)

All students are required to take these three classes. These three classes –among them- cover **all** core competencies (program learning outcomes) so students will have been exposed to all program learning outcomes early in their program. They can then build on these in their elective courses. This “closed the loop” on discussions and research conducted by faculty teams in the previous year.

B. In response to general changes in higher education and specific recommendations from our [Program Advisory Committees](#) we have introduced a variety of one unit and two unit classes (in addition to three unit classes); and also offered these in a variety of time frames throughout the semester. In 2015-2016 we will be surveying students to obtain feedback on these classes.

C. In Fall 2014 we introduced a [recorded content](#) requirement for all faculty. This was in response to a student survey where students stressed that they enjoyed hearing the faculty member’s voice. Each iSchool faculty member **must** include one or more of the following types of recorded (video **or** audio) content for each week or module (with captioning)

Introductions to weekly/unit content and activities

Announcements

Regular (Weekly/unit) updates

Responses to assignments or discussions

Short lectures

- D. For students entering in Spring 2015 we introduced an international experience requirement as a core competency (program learning outcome). See: <http://ischool.sjsu.edu/current-students/courses/289-e-portfolio-handbook/content-and-process/international-experience>

In 2015-2016 we will be surveying faculty to ensure that they are including an international component in their assignments.

- E. We have been working on clarifying the presentation of core competencies (program learning outcomes) and the corresponding rubrics. There will be a final faculty discussion on this at the end of May 2015. We will present the revised core competencies wording and rubrics in the June 2016 report.

Assessing Individual Competencies

We continue to analyze the data 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](#).

DataCollection

In Spring 2013 we decided to set up a more aggressive review of individual program learning outcomes so that we can review and discuss on an aggressive timeframe. 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	DI	
IJKL		C	DI	C	DI	C	
MNABC			C	DI	C	DI	C

SLIS MLIS Program Assessment Report

PLO D	C	78% of submissions needed zero revisions to meet or exceed expectations. 17% of submissions needed one revisions to meet or exceed expectations 5% 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	65% of submissions needed zero revisions to meet or exceed expectations. 33% 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 F	C	74% of submissions needed zero revisions to meet or exceed expectations. 22% 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 G	C	74% of submissions needed zero revisions to meet or exceed expectations. 20% 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 H	C	87% of submissions needed zero revisions to meet or exceed expectations. 13% 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 reviewed over summer 2014 but made no changes in these competencies for Fall 2014 as students continued to perform well. We felt the change made the previous year continued to help with improvement in Comp D

“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”.

In Spring 2014 we also collected data on MNABC

Spring 2014 Data Collection

PLO M	C	80% of submissions needed zero revisions to meet or exceed expectations. 19% 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
PLO N	C	69% of submissions needed zero revisions to meet or exceed expectations. 24% of submissions needed one revisions to meet or exceed expectations 7% of submissions needed two revisions to meet or exceed expectations 0 of submissions needed three or four revisions to meet or exceed expectations
PLO A	C	82% of submissions needed zero revisions to meet or exceed expectations. 7% of submissions needed one revisions to meet or exceed expectations 10% of submissions needed two revisions to meet or exceed expectations 1% of submissions needed three or four revisions to meet or exceed expectations
PLO B	C	88% of submissions needed zero revisions to meet or exceed expectations. 10% 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 C	C	86% of submissions needed zero revisions to meet or exceed expectations. 12% 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

Again we had discussions over the summer of 2014 and it was clear that students were struggling a little with comp A. We are working on making the language clearer in the statement of competencies revision that will be complete in May 2015; and also giving more precise direction in the revised rubrics. We also hope the reworked core will help with this. In addition we are adding some one unit classes to broaden awareness in areas of information privacy, information secrecy, and digital copyright. We are collecting data again at the end of Spring 2015.