

SOI MLIS Program Assessment Report

PROGRAM INFORMATION

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Degree Program(s):	Master of Library and Information Science (MLIS)	Department:	School of Information
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Assessing Individual Competencies

We continue to analyze the data presented by students via the [e-Portfolio](#) (INFO 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 feel 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 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](#).

Data Collection

In **Spring 2013** we decided to set up a more aggressive review of individual program learning outcomes so that we could 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	CD

In **Fall 2016** we created a new data collection timetable. We made two changes:

- We decided to conduct the reviews immediately after the data collection –rather than wait a semester to review. This simplifies the process but still keeps us on the track of an aggressive continuous comprehensive review.
- We also added Core Competency (PLO) O to the review process. Students who entered the program from Spring 2015 onwards must address COMP (PLO)O: Identify ways in which information professionals can contribute to the cultural, economic, educational, and social well-being of our global communities. COMP (PLO) O has been added to the [rubrics](#) and we are starting to see students graduating who address COMP (PLO) O. COMP (PLO) O also meets CASA’s [international experience](#) requirement.

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

PLOs	Fa 2016	Sp 2017	Fa 2017	Sp 2018	Fa 2018	Sp 2019	Fa 2019
DEFGH	C D		I	CD	C	I	CD
IJKLO		CD		I	CD	I	
MNABC		I	CD		I	CD	

Spring 2016 Data Collection

PLO M	C	<p>95% of submissions needed zero revisions to meet or exceed expectations.</p> <p>5% of submissions needed one revisions to meet or exceed expectations</p> <p>0% of submissions needed two revisions to meet or exceed expectations</p>
PLO N	C	<p>90% of submissions needed zero revisions to meet or exceed expectations.</p> <p>7% of submissions needed one revisions to meet or exceed expectations</p> <p>3% of submissions needed two revisions to meet or exceed expectations</p>

PLO A	C	<p>96% of submissions needed zero revisions to meet or exceed expectations.</p> <p>3% of submissions needed one revisions to meet or exceed expectations</p> <p>1% of submissions needed two revisions to meet or exceed expectations</p>
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PLO B	C	<p>98% of submissions needed zero revisions to meet or exceed expectations.</p> <p>2% of submissions needed one revisions to meet or exceed expectations</p> <p>0% of submissions needed two revisions to meet or exceed expectations</p>
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PLO C	C	<p>91% of submissions needed zero revisions to meet or exceed expectations.</p> <p>8% of submissions needed one revisions to meet or exceed expectations</p> <p>1% of submissions needed two revisions to meet or exceed expectations</p>
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Fall 2016 Data Collection

In Fall 2016 we discussed **all** the results from **both** Spring 2016 and Fall 2016

PLO D	CD	<p>90% of submissions needed zero revisions to meet or exceed expectations</p> <p>9% of submissions needed one revisions to meet or exceed expectations</p> <p>1% of submissions needed two revisions to meet or exceed expectations</p>
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PLO E	CD	<p>88% of submissions needed zero revisions to meet or exceed expectations.</p> <p>6% of submissions needed one revisions to meet or exceed expectations</p> <p>6% of submissions needed two revisions to meet or exceed expectations</p>
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PLO F	CD	<p>91% of submissions needed zero revisions to meet or exceed expectations.</p> <p>7% of submissions needed one revisions to meet or exceed expectations</p> <p>2% of submissions needed two revisions to meet or exceed expectations</p>
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PLO G	CD	<p>93% of submissions needed zero revisions to meet or exceed expectations.</p> <p>6% of submissions needed one revisions to meet or exceed expectations</p> <p>1% of submissions needed two revisions to meet or exceed expectations</p>
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PLO H	CD	<p>95% of submissions needed zero revisions to meet or exceed expectations.</p> <p>5% of submissions needed one revisions to meet or exceed expectations</p> <p>0% of submissions needed two revisions to meet or exceed expectations</p>
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The faculty were pleased with this data and feel we are getting even closer 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 are planning to continue to add one and two unit classes as they 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.

We still need to see some improvements in Core Competency (PLO) E: design, query, and evaluate information retrieval systems. We have taken the following steps.

- Reworked some assignments in INFO 202 –the core required class that primarily addresses Comp E.
- Added classes in Information Architecture; Social Network Analysis and Social Analytics; and a class that focuses on Linux, Python, Data Security, and Networking.