



2016 LIS Program assessment report summary

Background

The Office of Graduate Education and the Office of the Vice Chancellor for Academic Affairs intended to merge their program assessment systems, but were unable to do so during the regular reporting period, so programs were not required (and could not) enter data into the system used in previous years.

In response to our 2015 ALA accreditation and as part of our ongoing regular curriculum review, the LIS program has worked to update both our core and elective courses, and our program-level Student Learning Outcomes (SLOs). In prior years, we attempted to assess 19 indicators of our 5 high-level SLOs in each course, but variations in course content and instructor participation yielded incomplete data. Therefore, for 2016 we focused on summative assessment via the oral comprehensive exam, the culminating experience of the LIS program for approximately 95% of students (the rest opt for a thesis). In the oral comps, students prepare personalized responses to four scenarios reflecting professional problems and issues, and their responses are assessed by two faculty members in a live setting. Each of the scenarios is linked to one or more program SLOs.

Population

29 graduating students who opted for the oral comprehensive exam in Spring 2016 and Fall 2016.

Standards

Each scenario in the oral comprehensive exam is assessed by two faculty members on a 7-point scale. The average of both faculty members' assessments must be at least 5/7 on every scenario for students to pass the exam. Those who do not pass are given one more opportunity to retake any failed scenario, and the second score replaces the first. This report includes both the failed and retaken scenario scores.

- Exceed standards: 6.0-7.0
- Meet standards: 5.0-5.99
- Approach standards: 4.0-4.99
- Do not meet standards: 0-3.99

Results

SLO 1 Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions: 75.9% exceed, 24.1% meet, 0% approach, 0% do not meet

SLO 2 Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills: 58.6% exceed, 31.1% meet, 10.3% approach, 0% do not meet

SLO 3 Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats: 72.4% exceed, 24.2% meet, 3.4% approach, 0% do not meet

SLO 4 Evaluate and use the latest information technologies, research findings and methods: 69% exceed, 27.6% meet, 3.4% approach, 0% do not meet

SLO 5 Engage in projects and assignments dealing with multicultural communities and representing diverse points of view: 75.9% exceed, 24.1% meet, 0% approach, 0% do not meet

Three of the 29 students needed to retake at least one scenario within the oral exam, and all passed on the second attempt. Scenarios with the lowest average scores, and those that were most commonly failed, were associated with SLO 2, management and administration. This continues a trend from prior years.

Use of results

The compiled results of this and previous summative assessments were used by the LIS faculty to inform the creation of a revised set of SLOs, and a program modification proposal to be submitted in Fall 2017, for Fall 2018 implementation. To address the lower outcomes in management and administration, two new courses are being proposed in addition to the traditional library management course, to provide students a broader set of core-eligible courses related to management and administration: one focused on archival management, the other focused on entrepreneurship in non-library institutions.